# Explanation Video Project to Improve the Mastery of Intensive Reading Course for English Learners

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## ABSTRACT

This article of the classroom action research (CAR) aims to reveal the steps of teaching learning texts in Intensive Reading by using Explanation Video Project (EVP). The data include information related to the teaching learning process of Intensive Reading, the contents of videos made by students containing comprehensive explanation of the texts taught in Intensive Reading course conducted for nine meetings, pre-test, post-test scores, and various analysis of the strengths and shortcomings of explanation videos made by students. Based on the analysis, the finding shows that the CAR was conducted in four stages: planning, implementation, observation, and reflection, all four of which were carried out in nine meetings and divided into two learning cycles. The first cycle was given in four meetings and the second cycle was given in five meetings. There were three explanation videos for each student for three subjects: interpersonal speech, transactional speech, and simple functional texts. There were five reading practices, which were divided into pre-test, three practice tests, and post-test. The pre-test and post-test scores of 77 students who took the complete test and followed the lecture showed an increase in the average pre-test score from 50 to 59 in the post-test after the third explanation video was made. Besides, the strengths of making explanation videos which include demonstration of students' good comprehension of the subjects starting from opening, self-introduction, conveying study objectives, and presenting texts by explaining text concepts, text elements, and examples of the text. It also encouraged collaboration amongst students and better production of video with better quality because they receive tutorial for making video from experienced resource persons. On the other hand, the shortcomings of video making process comprised of incomplete self-introduction, lack of detail in explaining the meaning of text, videos often did not follow teacher's instructions, and incomplete text content. The reflection of second cycle results was extremely beneficial as a basis for continuing Intensive Reading course by implementing other projects that can increase students' vocabulary to enhance their text comprehension.

*Keywords: explanation video project, improve, intensive reading course.*

## 1. INTRODUCTION

Intensive Reading is one of four reading comprehension courses given to students of the Department of English Education at Muhammadiyah University of Surakarta. All courses include Intensive Reading, Extensive Reading, Critical Reading, and Standardized Test of Reading. Intensive Reading is taught in the first semester and becomes the basis for reading skills that are developed in the following semesters. Therefore, these courses are given appropriately according to the level of students' ability to understand English texts.

Intensive Reading course aims to equip the students with skills to understand, analyse text elements, re-explain the text contents they have read in both verbal and writing form, and be able to answer questions related to the content and elements of the text. Several types of text taught in Intensive Reading include interpersonal texts, transactional texts, short simple functional texts, and genre texts (long functional texts).

Conventionally, the learning process for Intensive Reading is through traditional lectures and explanation with sample texts and its elements, and then the students are asked to discuss the contents, and finally, they are given various types of texts along with multiple choice questions and they are supposed to choose correct

answers. The students are also given additional tasks to improve their vocabulary by making a vocabulary list and their meanings in English and in the target language. These assignments were done perfectly by diligent and disciplined students (around 30%), while the rest of them just copy their friends' assignment or copy from the existing sources with different texts, and some even do it carelessly and just upload the assignment without heeding the teachers' instructions.

Based on this phenomenon, teachers need improved techniques to achieve better result and for students to be able to explain types of texts they already learned during their first semester. A technique that will be applied in this research is by making an Explanation Video Project (EVP), in which in this context is a video made by students to provide explanation of text types. The EVP contains the definition of text, explanation of text social function, generic structure, language features, and an example of a text in which they need to also explain its elements, contents, and discuss questions and answers. Therefore, this article aims to describe the steps of learning text in Intensive Reading by using EVP.

Reading comprehension is a skill process done to obtain the message conveyed by the author through written language. It is to be understood that during reading, there are several processes including observation, comprehension, thinking, and capturing messages. Therefore, reading is a cognitive activity that seeks to find various information contained in a writing. Reading is also a thinking process to understand the content of the text being read, such as understanding the expressed and implied ideas.

Reading comprehension course taught at the Department of English Education is intensive reading, extensive reading, critical reading, and standardized test of reading. Intensive reading is a form of reading that aims to study the content of a language. Reading as a form of studying the language content is divided into skimming, scanning, intensive reading, and extensive reading. Dani et al.'s study (2009) mention that the learner's achievement in reading comprehension is in line with the development of one's reading interest. Therefore, intensive reading can be applied in learning English to improve their understanding in reading simple English texts. Loucky (1996) explains that there are two approaches that can be used to improve text comprehension skills, namely intensive reading and extensive reading. Loucky further explains that "intensive reading is reading short texts and discussed details about the texts, while extensive reading is reading the large texts and discussed only on the main idea of the texts" (1996).

According to Day (2015), intensive reading is a form of reading that is limited to short texts and is performed to understand the entire text content. The aspects covered in intensive reading include reading activities, which contain of the main purpose of reading, the focus of the reading text, the source and type of reading, the number of reading texts, tiered reading speed, and reading method. Further, Day explains that extensive reading is reading extensively and in large quantities, and the main goal for such method is to enjoy the reading itself.

The types of texts in Intensive Reading course taught at the Department of English Education are divided into four major categories, they are interpersonal texts, transactional texts, short functional texts, and genre texts (long functional texts). Interpersonal texts/speech is a type of text or expression that is usually used to extend interpersonal conversations to maintain manners and relationships. This speech or text will show the use of vocabulary with full courtesy by considering social status and age. The farther the distance between a person's relationship with his or her partner, the more formal the expression used to convey an idea or message. Therefore, interpersonal texts/speech functions to maintain relationships between one person and another. The types of interpersonal texts include introducing, apologizing, thanking, showing sympathy and empathy, expressing anger, inviting someone, expressing happiness, disappointment, and boredom; and each of them has three text elements, they are social function, generic structure/text structure, and language features.

Transactional texts (what things done) include ordering and commanding, requesting, promising, threatening, warning, complaining, blaming, and accusing. Functional text is a type of short text that serves to help readers complete daily tasks. The types of this text are short functional texts and long functional texts (genre texts) which are comprised of their own sub. The types of short functional text include announcement, advertisement, memo and short message, invitation, personal letter, label, postcard, e-mail, notice). All function to help readers accomplish an everyday task.

Long functional text, a sub-genre within functional text, is a type of text that serves to help readers complete their daily work or tasks. Halliday and Hasan define it as "genre is a culturally specific text-type which results from using language (written or spoken) to help accomplish something. A text forms a piece of language use or a record of a communicative act that is 'language which is functional" (1985). Text genres are divided into thirteen types, they are narration (narrative, recount, anecdote, spoof, news item/all function to entertain/to inform); description (descriptive, report, procedure, explanation/all functions to describe); argumentation/persuasion (discussion, review, analytical exposition, hortatory exposition/all functions to give reason). All types of text of this genre also have three text elements: social function, generic structure, and language feature.

During the COVID-19 pandemic, lecturers and students faced a fundamental problem of not being able

to conduct offline meetings, and they were forced to perform lectures through online method. Online lectures are carried out by adjusting to conditions and following the development of new technologies.

It is hard to implement online lectures due to various challenges and obstacles encountered by the institutions, students, and lecturers. These obstacles include new technology, wide numbers of unknown platforms, unstable internet networks, students' limited internet quota, and the use of new media to encourage effective learning process for students who live in different places and with different economic abilities.

These obstacles must be solved wisely to ensure that the learning process could be performed efficiently for students with different backgrounds. Educators, including lecturers, must learn the same technology as those studied by students belonging to the new generation. Not only in the form of traditional conference, lectures and subject materials should also be performed through various media, for example PowerPoint presentation, narrated presentation, and videos to anticipate students with unstable network.

One of the most common and interesting media to use is video. People could easily replay and watch the video anytime and anywhere with good network. An important element of online learning that can attract learners' attention is learning videos (Oakley & Sejnowski, 2019). Making video as a learning method is an innovative activity that requires the creativity of every person, including lecturers and students. It requires skills for using current technology, and to be able to make meaningful videos will also entail the mastery of techniques and materials to be delivered.

There are many elements that must be considered during the making of learning videos, especially within the aspects of teaching (Gagne, 1985), which include attractiveness, the mention of objectives, presentation of materials in proper and interesting manner, proper camera movement, appropriate lighting, and providing appropriate examples in accordance to the learners' needs. In other words, several aspects that need to be considered when making videos are the presentation of the proper material, the appropriate delivery technique, and the production of videos with maximum quality, the duration of the video should not exceed 8 minutes because duration will also affect audiences' interest (Kim, Guo, Seaton, Mitros, Gajos, & Miller, 2014). In addition, other important elements that one needs to also consider include music illustration, form/shape, content, color settings, language use, presenter, and the form of video media. According to Guo, Kim & Rubin (2014), field, studio, and whiteboard recording productions are very effective in attracting audiences' attention because they can directly see the explanation of the material on the video.

Furthermore, video making can also be used for students' assignments. The video making project about a course subject will encourage students to learn and comprehend the subject thoroughly, even before making a video. Therefore, this study focuses on the video-making project that were given to students participating in Intensive Reading course during the first semester of the 2021/2022 academic year.

There are several things that the students will need to prepare, for example the application they can use to make videos (https://slideplayer.info/slide/2818804/), equipment, material to be delivered, shooting techniques, practicing speaking in front of the camera, mental readiness, lighting, selection of room or place of shooting, sound settings. Making video will also need to be done delightfully and patiently. The most important thing is to prepare a scenario.

I believe that the assignment to make explanation video was a challenging task for the students and it encourages the students to thoroughly prepare the materials that they could make comprehensive and interesting videos. Furthermore, it enhances students' self-confidence, and they have an opportunity to learn about using new technologies, and they could be more creative and innovative in making the video in order to encourage other people to watch the videos they made.

Before doing the project of making, I as the lecturer explained and demonstrate the effective ways in comprehending texts. Then students analyze the content of the teacher's description, read other text individually, try to use the teacher's demonstration method and stain difficulties. Along with knowledge transfer, internalization activities are carried out after the teacher demonstrates text example. Reading is a required step of "self-study", which is very important. Only through reading can students gain a more in-depth and comprehensive understanding of the text. In the independent reading process, students can link new knowledge with previous knowledge. Teaching materials have not fully met the needs of students, to meet the various needs of students, it is required to endorse and offer relevant learning materials, containing reference books, videos suggested by the teacher. After the teacher gives a lecture, students evaluate the content of the teacher's explanation, digest and engage what they read, and combine what they have learned with their own understandings. Reading alone is not enough, therefore students need to study in depth, taking notes through reading. Students must extract key knowledge points, sort out the logical relationship between each knowledge point, students write their own knowledge points (Yue, 2021). By doing those steps, the students could write a scenario easily and explain the text material in a video fluently.

## 2. RESEARCH METHODOLOGY

This classroom action research (CAR). Cunningham (2014) explained that "Action research is a participant-centred methodology where researchers work with participants in the research process". Participants have very important role in the research. The classroom action research setting (CAR) is divided into place setting and time setting. This research took place in the Department of English Education at Muhammadiyah University of Surakarta. This research conducted for around 4 months starting from August to November 2021, which was the first semester of the 2021/2021 academic year, with 77 students as the respondents. The data used in this classroom action research are information acquired through observation of teaching and learning activities in class, the explanation videos made by students as course assignment, the results of closed and open questionnaires from students, interviews with students related to text types and the video-making process, and the results of pre-test and post-test for Intensive Reading course. The sources of data used in this study were learning activities for intensive reading courses, the explanation videos making process during cycle I and cycle II, and students as the respondents. The research procedures include planning, acting, observing, and reflecting.

## 3. RESEARCH FINDINGS

Based on classroom actions and data analysis, the research found a result in accordance to the stated objective. The finding is further explained in the steps of teaching and learning text in Intensive Reading and supported the students' strengths and shortcomings in Explanation Video Project (EVP) on types of texts as course material. The learning steps are performed in two cycles, that were further divided into four and five meetings for this classroom action research.

### 3.1. First Cycle

The first cycle consisted of four meetings and before the meeting was conducted, the lecturer had prepared pre-test materials and instruments. I conducted the research into four steps: planning, implementation, observation, and reflection.

### 3.1.1. Planning

Planning should be prepared entirely before implemented. The four meetings in the first cycle presented were introduction, pre-test, material preview, practice making explanation video project, workshop in making innovative video, reading comprehension strategies, reading practice, and creating the second innovative video project.

### 3.1.2. Implementation

The implementation of the first cycle consisted of four meetings. On the first meeting, lectures were conducted online due to the COVID-19 pandemic. The first meeting was for introduction session, and the explanation of learning contract by agreeing that the lecture lasted for 14 meetings according to the syllabus of Intensive Reading course. The syllabus was displayed on the screen, students with 75% attendance would be able to take exam, and the final grading would have five elements (attendance for 5%, mid-semester exam score for 30%, final exam score for 35%, first assignment score for 15%, and second assignment score for 15%). Furthermore, the first meeting was also decided on the agreement related to basic manners during study and communication, for lectures, students and their peers.

Afterward, the lecturer gave brief explanation, reviewed the course subject and all types of text for Intensive Reading, and concluded the meeting by pre-test. The pre-test was done after introduction to course subject that was to be learned for one semester for Intensive Reading course. This was done to remind the students of the types of text they had learned during junior high and senior high school. There were 77 students who were divided into four classes, and it was classified as small class for learning English. Each class had 20 minutes for short lecture and 90 minutes for pre-test on the first meeting. The pre-test was conducted by employing Schoology and the students have been previously introduced to this platform. They also already had account set up, so there would be no technical problem for using this learning management system (LMS). There were 60 questions in the pre-test, and it should be done in one attempt and under the teacher's supervision.

Based on the pre-test result, it was known that students had limited vocabulary and were unable to understand the type of text, social functions, text structure, and language features. It was also shown through the average score of 50, in which the lowest score was 18 and the highest was 86 (only two students achieved this score). After the pre-test was concluded, I gave them the assignment to make the first explanation video for interpersonal speech and this assignment was to be finished outside class hours. The assignment was intended for the students to seek information from various sources so that they could explain interpersonal speech as a text type.

The first assignment to make explanation video project was to be accomplished in pairs. This was done

to bring students closer, so that they could collaborate and give them the opportunity to discuss with other students. Before making the video, the lecturer gave several instructions, including to make written scenario for the subject in PowerPoint presentation and/or PDF. There were several elements that must be presented and explained in the video: self-introduction, explanation for study/video objective, type of text to be explained, social functions of the text, structure of the text, language features of the text, text sample, and closing. Students worked together to create the scenario and then recorded it. The scenario would be helpful for the students during the making video process (recording). In the creating of the first video, the scenarios were collected in Schoology according to their respective classes and the video was uploaded on google drive for easy saving and viewing.

On the second meeting, the lecture was on further explanation of strategies of reading comprehension and types of interpersonal text along with examples. The lecturer also provided supplementary explanation of text types and offered training in the form of questions related to types of texts and elements of texts for the students. During the second meeting, the lecturer also reviewed the videos that were uploaded by the students, either by giving compliment or showing the shortcomings of the videos, for example unclear study objectives, ill-prepared setting, blurred audio, lack of material improvisation, and short video duration. Based on these shortcomings, students were given directions to reflect on their respective videos to find out the strengths and weakness of the videos they had made based on teacher's instruction and instruments for reflection. The instruments were previously prepared and explained by the lecturer in the form of Google Form, so that it would be easily accessible and the students can assess their own videos as a basis for improving their second video.

After the second meeting, the students were given workshop in making videos for three hours of online meetings. The workshop began by a short lecture from the resource persons on the examples of general shortcomings in video making. This workshop aimed to be a solution for the students and they had the chance to have discussion (Q&A) about the challenges they encountered during video-making process with the resource person. The challenges they faced included reduced video and audio quality after being uploaded in YouTube and how to clear the audio for home recording with lots of noise. The resource persons answered these questions appropriately. The resource persons also gave their contact information so that the students could easily contact them if they had any direct inquiries regarding video-making process. The workshop, which was attended by 77 students, was considered as a success.

After the workshop, the lecturer held an evaluation to gather information and feedback. The students explained that the training gave them new knowledge and insights.

They also knew certain applications they could use to make videos more easily and in high quality, as well as they know-how to edit and modify videos. In addition, various examples of videos they obtained from resource persons inspire them to improve their own videos and it became new knowledge for students who had never made videos. Overall, the knowledge they acquired during the workshop could be used to make better video for the next assignment.

On the third meeting, the lecture was on transactional speech using modules, online media, and the internet. After the lecture, students were given individual assignment to make summary of types of transactional texts in the form of PowerPoint presentation or PDF. This was done to prompt the students to reread and review the previously explained materials. The students made creative and innovative summaries in the form of PowerPoint presentation. They could also give examples of texts from other sources and some even made their own texts. The summary they had made would be helpful for the students when they worked on another making video project for transactional text on the fourth meeting. In addition to making summary, students were asked to make a list of new vocabularies they learned, both in English and its translation in Bahasa Indonesia.

On the fourth meeting, the lecturer conducted practice for reading, understanding, and analysing text. The students were given 13 texts with 40 multiple choice questions. This was conducted through online meeting via Google Meet for each class according to the class schedule, which was on Monday at 07.00-14.00. For the half duration of the meeting (approximately 50 minutes out of 100 minutes), the class was for discussion of texts and answer questions based on the teacher's instruction. The discussion was conducted verbally. The lecture also employed several learning procedures to analyse the existing text by using Bloom's Taxonomy, which were remembering, understanding, applying, analysing, evaluating, and creativity. After simultaneous reading under the teacher's supervision, the teacher then directed the students to enter the first stage (remembering) by giving light questions with answers they could easily gather from the text (e.g., write three things mentioned in the text).

The second level was understanding, in which the students were given questions such as 'retell the text in three sentences' or 'explain the main point of the text.' The third stage was applying, conducted with several questions such as 'how would you have to solve the problem when it happened to you,' 'what questions would you asked when you have similar topic,' and 'explain a time when something similar happened to someone you know.' The next stage was analysing, by employing questions, for instance 'compare the text content with other events' and 'identify the text element and explain the reason.' The evaluating stage is then

conducted by analysing text through exploration of questions for example 'do you like the story,' 'why or why not,' 'which part of the story/of the text you like or not like and why,' and 'do you have similar story or similar text content with the text.' The last stage was creating, in which the students were asked to compose a similar text based on their experience, write down the differences between one text and another, summarize the differences in similar types of texts, and so on. The instructions used during this stage include 'write a similar story/a similar text happen in other places,' 'what will happen in the next story,' and 'create a book cover for the passage.' Furthermore, the students were also given the opportunity to write down vocabularies they had just found and learned.

On the next step, the students were given the assignment (to be finished outside class hours) to make the second explanation video project (EVP) with improvements according to the evaluation and reflection of the first video. The text assignment for the second video was transactional text, in which the text would contain ordering (commanding), requesting, warning, threatening, promising, refusing, suggesting, and blaming. The video-making process began by distributing all types of texts with the students, to ensure that all text types would be equally explained in all videos. The scenarios were written in PDF or PowerPoint presentation format and were used as the basis for explaining types of text in the video. Before recording, the students listed their ideas they planned to include in their explanation video in the form of a scenario to ensure efficient video-making process. Some instructions that should be incorporated in the videos were introduction, objective of explanation video, text type, social function of the text, text structures, language features of the text, example of the text, and closing. In making the second video, the scenarios were collected in Schoology according to their respective classes and the videos were uploaded on Google Drive or if the students had uploaded the videos on YouTube, they could save the hyperlink on document and/or include the link along with the uploaded scenarios. In conclusion, the students had made two explanation videos during the first cycle of this research.

### 3.1.3. Observation

The lecturer made observations during the learning process. The observations were made on all course subjects, examining the submitted assignments meticulously, and observing student activities during online learning via Google Meet. Based on the observation made during the four meetings in the first cycle, the course subjects were delivered according to the syllabus for Intensive Reading course. They were (1) strategies of reading comprehension, (2) interpersonal speech of introducing, apologizing, showing sympathy and empathy, and thanking, (3) interpersonal speech of

inviting someone, expressing happiness, disappointment, and boredom, and (4) transactional speech of ordering and commanding, requesting, and promising. These four topics were thoroughly presented to the students, in which the learning methods also included reading exercises, text discussions, questions and answers sessions, and special assignment for making explanation video of text types.

### 3.1.4. Reflection

Reflection is performed based on the results of activities in the first cycle, from the first to the fourth meetings. It was also done to the observation results during learning process, by reviewing the recording during online meeting, and by looking at the explanation videos made by the students. I also organized discussion session with the students to gather information regarding their experience and through questionnaire posted via Google Form. Based on the collective reflection, it was found that challenges that could be used as the basis for its subsequent improvements. The imperfections found in the first explanation video could be used to improve the second video. Some of the flaws were video duration, in which mostly only took 2 minutes out of the allotted 5 minutes and around 30% of the students had missing elements in their videos (e.g., introduction, text elements, pronunciation, and text examples).

## 3.2. Second Cycle

The second cycle was divided into five meetings with the planning, implementation, observation, and reflection. The results of evaluation and reflection in the first cycle was followed up immediately by making improvements that must be made so that the videos made by the students could truly help in improving their understanding and mastery of all types of texts in Intensive Reading course. The meeting was held five times in this second cycle and was described thoroughly in the implementation sub-sections below.

### 3.2.1. Planning

Five meetings in the second cycle are reading practice by applying reading comprehension strategies, explaining short simple functional text, creating third innovative video project, reading comprehension practice, discussed of reading comprehension practice result, creating fourth innovative video project, and post-test.

### 3.2.2. Implementation

The second cycle began with the fifth meeting, in which the lecture was conducted through practice of analysing text and answering discussion questions, cooperatively and independently. The lecturer

accompanied the class through Google Meet, directed the students in discussing some sample texts, and allowed the students to practice working on their own. Firstly, the lecturer asked the students to discuss the contents of the text with their friends by translating the text in order to fully really understand the text content. By understanding the text, the students were expected to be able to determine the social function of the text, the structure of the text, and the characteristics of the language in the text. Afterward, the students were asked to answer all the questions contained in each text and uploaded the answers to Schoology. After submission, the answer keys were provided for the students to check the mistakes they made

On the sixth meeting, the lecturer gave a text accompanied by 50 questions. This was intended to improve the mastery of the text for Intensive Reading subject. There was a slight change in plan for the sixth meeting. In the syllabus, the sixth meeting was supposed to be mid-semester test. Instead, the class was given practice in text analysis and the students should answer the multiple-choice questions related to the text. The sixth meeting was concluded by practicing to answer the questions.

In addition, the lecturer assessed the submitted explanation videos outside of class hours. However, peer-to-peer assessment was also conducted. This was done to give them experience to give assessment and watch the videos made their peers. To assess the video, the students used similar instrument that they already use to assess the first video. The lecturer provided instructions to use the instrument to avoid any misconception during assessment.

On the seventh meeting, the lecturer gave a lecture on simple short functional text and the students were given assignment to make summary. Afterward, they were given more practice questions by giving examples via Google Meet. The example was done for question number 1-10 out of 50 questions, and the students continued answering the questions as independent assignment. The lecturer observed the student's learning activity and provided feedback.

The lecturer also provided extensive explanation on short simple functional text and the students were asked to make a summary individually. All students submitted their assignments properly according to the teacher's instructions in the provided slot in schoology system. In addition to repeating the explanation of the text delivered by the lecturer, the students also enrichment their vocabularies by identifying newly learned words and writing its meaning in Bahasa Indonesia.

By the end of the seventh meeting, the students were given individual assignment to watch another student's video and to provide feedback. The feedback was submitted through Google Form. This peer-to-peer feedback was important and could be helpful to improve their ability in the next video-making assignment. Next, the students were asked to write last scenario for an explanation video of short simple functional texts then the video was composed individually. The purpose of video-making project was to encourage students to learn more about short simple functional texts, which was as one of texts learnt the subject intensive reading. Through the video-making process, it was hoped that there would be improvement during the post test.

On the eighth meeting, the lecturer provided feedback by reviewing various materials that had been given including the exercises done by the students, and video projects of them. In addition, the lecturer also gave input for summary assignment and was followed by class discussion. After the class discussion, the students were then asked to do post-test in Schoology platform.

### 3.2.3. Observation

The observation was conducted in the four meetings during the second cycle, and one additional meeting by the end. I wrote down all student activities and observed as well as reviewed all submitted assignments, which were summary of three types of texts, scenarios, videos, and the results of reading text exercises and short exam related to text content, text elements, structure, and vocabulary enrichment. All students (100%) successfully performed all activities and submitted all assignments. This exceeded my expectation that there would be only 75% of student involvement and attendance.

### 3.2.4. Reflection

The reflection was not a solitary process conducted by the lecturer since it also involved students in order to understand their shortcomings and strive to be better. This process helped students try to do better in both learning and finishing their assignments. The results of this last reflection could be used to write complete report and it was included in the subsequent section about students' response in video-making, the students' strengths and shortcomings in making videos, how it influenced the increase of students' score in Intensive Reading course after post-test. In addition, the results of the overall reflection can be used for improvement at the next class meeting until the end of semester even though the class action research has been completed.

### 3.2.5. Pre-test and Post-test Score

There were two tests conducted on the first (pre-test) and eighth (post-test) meetings. The students were given 60 questions via LMS Schoology for 90 minutes in one attempt. Both pre-test and post-test had similar questions, and there were 77 students who took the test. The results of pre-test and post-test scores were divided into three findings: (1) six students (7.79%) had similar score or

showed no increase, (2) 58 students (75.32%) showed increase with an average score increase from 50 during pre-test to 59 during post-test, and (3) 13 students (16.89%) showed a decrease. Even though being classified as low with an increase of only 9 points for the overall class average, the findings still displayed positive result. Therefore, further reflection and evaluation were still needed for the next step to achieve learning objectives by improving all aspects of Intensive Reading course learning.

## 4. CONCLUSION

Based on the discussion above, it could be concluded that the classroom action research was carried out in two cycles, each consisting of 4 meetings and three additional meetings for video-making projects and discussion, showed a positive result. The students were able to understand texts better, explain certain types of texts, have better comprehension of text elements, and have better skill in making explanation videos. Moreover, they showed a significant increase in average score, from 50 during pre-test, and average score to 59 during post-test.

The additional conclusion was the students' strengths and shortcomings in making explanation videos. The strengths included the fact that they already had the ability to deliver complete course subject starting from opening, self-introduction, conveying study objectives, presenting texts by explaining text concepts, text elements, and examples of texts. They could also collaborate with their peers and produce better quality videos since they received training from experienced resource person. On the other hand, the shortcomings of the students' explanation video were incomplete self-introduction, lack of detail in explaining the meaning of texts, failing to follow the teacher's instruction, misunderstanding the text content itself and the course subject in general.

## AUTHORS' CONTRIBUTIONS

## ACKNOWLEDGMENTS

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