THE EFFECTIVENESS OF PICTORIAL VIDEOS USED TO ENHANCE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS

(A Quasi-experimental Research of the Eighth Graders of MTs Negeri 2 Rembang in the Academic Year 2018/2019)

A Final Project proposal

Submitted in partial fulfillment of the requirements for the degree of

Sarjana Pendidikan in English Department

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2020

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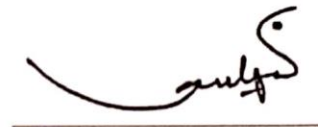   Galuh Kirana Dwi Areni, S. S., M. Pd.
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DECLARATION OF ORIGINALITY

I, Bella Zikra Fajtian hereby declare that this final project entitled *The Effectiveness of Pictorial Videos Used to Enhance Students' Reading Comprehension of Narrative Texts (A Quasi-experimental Research at the Eighth Graders of MTs Negeri 2 Rembang in the Academic Year 2018/2019)* is my own work and has not been submitted in any form for another degree or diploma at any universities or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 2 Juli 2020

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MOTTO AND DEDICATION

"So verily with the hardship there is relief, verily with the hardship there is relief."

(Q.S Al-Insyirah: 5-6)

"Indeed after hardship comes ease."

(QS. Al-Insyirah: 6-7)

"Keep doing what you are doing, keep action in every second your life, and don't let the time flies away"

(Anonymous)

This Final Project is dedicated to:

My beloved father

My beloved mother

My beloved brother and sisters

My family who always give me mildness

My friends who always support me

And everyone who always ask me when I finished my final project

ACKNOWLEDGEMENTS

ABSTRACT

Fajtian, Bella Zikra. 2020. The Effectiveness of Pictorial Videos Used to Enhance Students' Reading Comprehension of Narrative Texts (A Quasi-experimental Research of the Eighth Graders of MTs Negeri 2 Rembang in the Academic Year 2018/2019) Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang, Advisor: Zulfa Sakhiyya, S.Pd., M.TESOL., Ph.D.

Keywords : Pictorial Video, Reading Comprehension, Narrative Text.

The research aims to explain how pictorial video can improve the comprehension on narrative text of the eighth graders of Mts Negeri 2 Rembang. The research employed a quasi-experimental design where both control and experiment group undertook the pre-test and post-test. Population of the study was eighth-graders of Mts Negeri 2 Rembang with 26 students as the sample. Instrument for collecting the data was pre-test and post-test that were composed of narrative text. The data were analyzed by using experimental procedure. Based on the results of the research, the use of pictorial video can improve the students' ability in reading comprehension of narrative text. It was found that there was a significant improvement from pre-test, i.e. 47.31 to post-test that is 72.11, after the treatment was given. It means that there was a significant improvement in students' ability in reading comprehension of narrative text. It can be concluded that the use of pictorial video can improve the students' ability in reading comprehension of narrative text in Mts Negeri 2 Rembang.

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CHAPTER I

INTRODUCTION

Chapter one consists of background of the study, reasons for choosing the topic, the research problem, objective of the study, significance of the study and outline of the report.

1.1 Background of the Studies

More written information is massively produced in this decade especially with the invention of the internet of Things. Conventional outlets of writing in the form of newspapers, magazines, articles, and books have now become online and can be accessed by a single click. In addition, most of these resources are written in English. Therefore, reading skills are essential to cope with the current challenges presented by the abundant reading materials. To meet the demand of the globalization, Indonesian students are prepared by learning the international language, i.e. English.

English is one of the foreign languages taught in Indonesia since 1960s, in 1967, English in Indonesia was established as a foreign language provided to teach Junior and Senior High Schools with the purpose of giving opportunities to students to access science and technology and also to strengthen international relationship (Yuskar Bobby: 2017). Many Indonesian students have started to learn English from their

elementary school, if not high school. They read in order to acquire information and also to enhance the other language skills they have. There is no doubt that reading is important as the other three language skills. Students can obtain and discover new knowledge and are actively involved in the classroom discussion by reading. Moreover, it is expected that students gain broader knowledge and enrich their vocabulary.

Reading is one of skill that must be mastered in learning English. Julia Johnson (in Achkhanian, Marry: 2015), a children's author from the UK said, "When children are taught how to love reading, they will automatically start using their imagination because they have to concentrate on every word in the story". It means that reading help children to develop their thinking about the words that have been read by them. The words they think are helping them communicate and express their thoughts. Not only develop their thinking, reading has any benefit else like Dr. Saliha Afridi (in Achkhanian, Marry: 2015), Dubai-based clinical psychologist and managing director at Lighthouse Arabia said, "It improves their brain functions, reduces stress, leads to better concentration and makes them effective communicators.".

Making students comfortable with what they learn makes them addicted to the next lessons that will be learned by them. Such as the functions that entertain the reader, narrative text is appropriate for learning materials for students interested in learning English more. Not only as entertainment, students can imagine the story that has read by them in narrative text, then express their opinions about the stories and create the moral value.

In this modern era, learning should become more enjoyable and changing as the times are also changing. With the internet access, reading not only based on the text, but can also from video. Wilmot et al: 2012 (in The University of Queensland Australia, Institute for Teaching and Learning innovation) show that there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centered learning activities through: increased student motivation, enhanced learning experience, higher marks, development potential for deeper learning of the subject, development of learner autonomy, enhanced team working and communication skills, a source of evidence relating to skills for interviews, learning resources for future cohorts to use, opportunities for staff development.

As noted by Warschauer, Shetzer and Meloni (in Shin, Hee-Jae and Jeong-Bae Son: 2007), the Internet has been reshaping many aspects of society such as on-line education, advertising, marketing and sales. Unfortunately, there are still many teachers who only use the genre based-text in the teaching of narrative text and other types. Most teachers still focus on the discussion of existing vocabulary in each text as the teachers will ask the student to find out or to translate the vocabulary which make the students will forget what they had read after the class offer. They assure that as long as students know the meaning of every word in the text, students can understand and comprehend the whole text which they are reading. The lack of variation in learning makes students bored. Then, students will lose concentration easily and also less enthusiastic during the learning process.

With the problem in the teaching learning process above, the researcher has an idea of a revolutionary teaching method of narrative text using pictorial video. This research was conducted to the eight grade students of Junior High School. By using pictorial video, the students are expected to improve their reading comprehension of narrative text enthusiastically.

1.2 Reason for Choosing the Topic

Based on the background of the study, the researcher considers some reasons of choosing the topic. First, reading is one of the important skill in learning English. Students must be mastered reading skill to learn English. Unfortunately, the way in teaching reading that focus on the discussion of vocabulary in the text makes students become bored. This boredom makes students get more difficulty in comprehending the text. With this problem, teachers should use a fun way to increase students' enthusiasm in comprehending the text.

Second, pictorial videos are one of way to make learning reading become fun. Using pictorial video, students are expected to be able to find important information from the story in the video. Students can find many other stories with internet access everywhere without waiting the teacher gives the video. Reading will more effective because the students have more time to practice and can access any stories by themself.

Third, narrative text is one of text that learned by students of Junior High School. To achieve the standardized learning, students are expected to understand the whole

narrative text. However, not all students can understand the contents of the narrative text overall. Sometimes, students find difficulty in comprehending narrative text. Therefore, teacher should find a way and apply a proper instrument to teach reading comprehension of narrative text, thus students can understand easily.

1.3 Research Question

Based on the background, the research problem can be formulated as follows:

Does pictorial video help student to learn reading comprehension of narrative text for eight graders of MTs N 2 Rembang?

1.4 Objectives of the Study

Based on the research problem, the objectives of the study is to find the significant results of the use of pictorial videos in reading comprehension of narrative text in learning process of eight graders of MTs N 2 Rembang.

1.5 Significance of the Study

In this study, the researcher divides the significance of the study into three parts. Pedagogical significance, this research is expected to assist students in understanding narrative text. The pictorial videos as a medium can help students understand the meaning and get a lot of information from the story in the video.

Practical significance, the result of this research are expected to help the researcher as prospective teacher. In the future when the researcher becomes a teacher, the pictorial videos will be one of the media in teaching reading comprehension of narrative text. This research also intended to be a reference for English teacher to get information of alternative way in teaching reading comprehension of narrative text. Thus, the English teacher is applying pictorial videos as media in teaching reading comprehension of narrative text, thus the students can enjoy the teaching learning process and get maximum comprehending.

Theoretical significance, this research is expected to be a reference for further researchers who examine the same topic. So this research always get the latest result in accordance with the reality.

1.6 Outline of the Report

This research consist of five chapters. The first chapter, the researcher presents background of the study, reason for choosing the topic, research questions, and objectives of the study, hypothesis, and significance of the study. This chapter is about introduction the topic is being researched.

The second chapter presents about review of related literature, theoretical studies and theoretical framework. Review of related literature explains about the previous studies related to the researcher's topic. Review of theoretical studies explains the theories

related to this research. And the last, framework of analysis explains how the research is processed.

The third chapter discusses the research design, subject of the research, object of the research, the instrument of the research, procedures of collecting data, and procedures of analyzing data. This chapter explains about how the researcher got the data and analyzed them based on the method.

The fourth chapter presents the results findings and discussion of the research. The last is the fifth chapter. It presents the conclusions of the research and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This Chapter is concern with theory and ideas that related with the topic. The chapter is divided into three parts. They are review of previous studies, theoretical background, and framework of the present study.

2.1 Review of Previous Studies

In this part, the researcher would review some previous studies related to this study. This research has many previous studies that have related with the topic. One of the studies was conducted by Sari (2016). She used an illustrated folktale "The Princess Farmer" as a strategy to develop the students' reading comprehension. She adopted a quasi-experimental research design. She selected two classes which every class consists of 20 students as research participants. The participants was divided into experimental group and control group. The study was done 5 meetings by her. She committed pre-test, three times treatments, and post-test during 5 meetings. She collected the data from the result of the pre-test and the post test, also used questionnaire. She concluded that the use of illustrated folktale "The Prince Farmer" gave a good result in reading comprehension of narrative text.

The second study was by Mislaini (2015) studied "Improving Students' Reading Comprehension of Narrative Text by Using Fable at the grade X SMAN 1 Bonai

Darussalam". This research used a Classroom Action Research (CAR). He did two cycles in the study which each cycles consist of planning, action, observing, and reflecting. He got the data through qualitative and quantitative data. The qualitative data gained by analyzing the field note, observation sheet, and interview. Then, qualitative data obtained from students' writing score of cycle I and cycle II. From his research indicated that the implementation of fable media was successful since the students' reading comprehension of narrative text improved.

Other research was conducted by Purnomo (2017) wanted to identify the implementation of the animation video in narrative text in Junior High School and how the condition of students' participation in learning English. He used classroom action research. He used test and non-test for collecting the data. The test consisted pre-test and post-test. Then, non-test comprised observation, interview, and documentation. He used qualitative and quantitative data for analyzing. He concluded that animation video can improve the students' reading comprehension based on the result of mean score in pre-test, post-test I, post-test II.

Other researchers Nurizmawati, et al (2015) also conducted a research of using animation video as a media in teaching narrative text. They conducted a classroom action research. They utilized observation checklist, field notes, and test for collecting the data. They used animation video by predicting, confirming, having class discussion, and testing activity to improve students' ability in finding out factual or detailed information, also reviewing each character to draw moral value of narrative text. From

their research the animation video as media in teaching narrative text improved reading comprehension based on the result of the test in three cycles is getting up.

Riska, et al (2014) carried on research "Improving Students' Reading Comprehension of Narrative Text through Video Movie at Grade Eleventh Social 2 of MAN 2 model Pekanbaru". They wanted explain how far video movie improved students' reading comprehension of narrative text. They used test, observation sheet, field notes and interview for collecting the data. They concluded that video movie improved students' Reading comprehension of narrative text based on the result of the test that the students had done.

Based on the previous studies, there are various media of teaching reading comprehension that have been used as research topics. The differences of these studies with the study that had been conducted by the writer are in the teaching medium and the instruments. The writer conducted a study of using pictorial video for teaching reading comprehension of narrative text by using test for collecting data.

2.2 Theoretical Background

Theoretical background is consists of some theoretical that related with the topic. The related theory are pictorial video, the theory of reading, and the theory of narrative text.

2.2.1 The Theory of Pictorial Videos

Brame (2015) said that video has become an important part of higher education. It is integrated as part of traditional courses, serves as a cornerstone of many blended

courses, and is often the main information delivery mechanism in MOOCs. Several meta-analyses have shown that technology can enhance learning (e.g., Schmid et al., 2014), and multiple studies have shown that video, specifically, can be a highly effective educational tool (e.g., Kay, 2012; Allen and Smith, 2012; Lloyd and Robertson, 2012; Rackaway, 2012; Hsin and Cigas, 2013). In order for video to serve as a productive part of a learning experience, however, it is important for the instructor to consider three elements for video design and implementation:

a. Cognitive load

One of the primary considerations when constructing educational materials, including video, is cognitive load. Cognitive Load Theory, initially articulated by Sweller and colleagues (1988, 1989, 1994), suggests that memory has several components (see the figure). Sensory memory is transient, collecting information from the environment. Information from sensory memory may be selected for temporary storage and processing in working memory which has limited capacity. This processing is a prerequisite for encoding into long-term memory, which has virtually unlimited capacity. Because working memory is very limited, the learner must be selective about what information from sensory memory to pay attention to during the learning process, an observation that has important implications for creating educational materials.
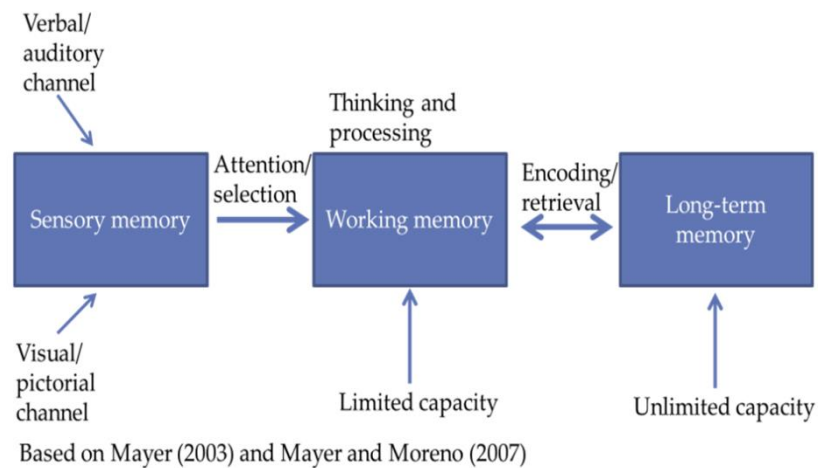
Figure 2.1 Cognitive Load

b. Non-cognitive elements that impact engagement

Some specific factors have been identified as non-cognitive. To name a few, grit, tenacity, curiosity, attitudes, self-concept, self-efficacy, anxiety, coping strategies, motivation, perseverance, confidence are among those frequently referred in the literature.

c. Features that promote active learning

Active learning means students engage with the material, participate in the class, and collaborate with each other. To help student get the most out of an educational video, it is important to provide tools to help them process the information and to monitor their own understanding.

2.2.2 The Theory of Reading

There are three main theories which explain the nature of learning to read. First, the traditional theory or bottom-up processing, which focused on printed text form. Second, the cognitive view or top-down processing enhanced the role of background knowledge in addition to what appeared on the printed page. Third, the metacognitive view, which is based on the control and manipulation that a reader can have on the act of comprehending a text, and thus, emphasizes the involvement of the reader's thinking about what he is doing while reading.

a. The traditional bottom-up view

The traditional bottom-up approach to reading was influenced by behaviorist psychology of the 1950s, which claimed learning was based upon "habit formation, brought about by the repeated association of a stimulus with a response" and language learning was characterized as a "response system that humans acquire through automatic conditioning processes," where "some patterns of language are reinforced (rewarded) and others are not," and "only those patterns of reinforced by the community of language users will persist" (quoted from Omaggio 1993, 45-46). Behaviorism became the basis of the audio-lingual method, which sought to form second language "habits" through drilling, repetition, and error correction.

b. The cognitive view

In the 1960s a paradigm shift occurred in the cognitive sciences. Behaviorism became somewhat discredited as the new cognitive theory represented the mind's innate capacity for learning, which gave new explanatory power to how humans acquired their

first language; this also had a tremendous impact on the field of ESL/EFL as psycholinguists explained "how such internal representations of the foreign language develop within the learner's mind" (quoted from Omaggio, 1993:57).

c. The metacognitive view

In the context of reading, met-cognition involves thinking about what one is doing while reading. Strategic readers do not only sample the text, make hypotheses, confirm or reject them, and make new hypotheses while reading. They also involve many activities along the process of reading, whose stages can be divided into three, i.e. before reading, while reading, and after reading. The activities the readers involve before reading are to identify the purpose of the reading, identify the form or type of the text. In the second stage (while reading), they think about the general character and features of the form or type of the text-such as trying to locate a topic sentence and follow supporting details toward a conclusion, project the author's purpose for writing the text, choose, scan, or read in detail, make continuous predictions about what will occur next based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stages. Finally, in the last stage, they attempt to form a summary, conclude, or make an inference of what was read.

2.2.3 *The Theory of Narrative Text*

2.2.3.1 Definition of Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

A narrative is any account that present connected event and may be organized into various categories: non-fictions (e.g. New Journalism, creative non-fiction, biographies, and historiography); and fiction proper (i.e. literature in prose, such as short stories and novels, and sometimes in poetry and drama, although in drama the events are primarily being shown instead told).

Thus, the researcher has a conclusion that a narrative text is a real or unreal story text which has the purpose to entertain the reader by using past event.

2.2.3.2 Generic Structure of Narrative Text

The generic structures of narrative text consist of several parts. According to Anderson and Anderson (1997:8) that the generic structure of narrative text consist of four parts. This is detail:

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

2.2.3.3 Types of Narrative Text

a) Legend

Legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conventional mode. Some define legend as folktale.

b) Fable

Fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings.

c) Fairy Tale

According to Wikipedia, fairy tale is an English language term for a type of short narrative corresponding to the French phrase *conte de fee*. A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giant or gnomes, and usually magic or enchantments.

2.3   Theoretical Framework

This theoretical framework illustrates how pictorial video as media in teaching reading comprehension are effective to enhance eight grader students understanding in narrative text.

This research is about teaching reading comprehension of narrative text that used experimental research. The research observes students' understanding of narrative text between two groups, experimental and control group. The experimental group use pictorial video and the control group use text-based story as the media.

Eventually, this research is aimed to investigate the effectiveness of pictorial video in teaching reading comprehension of narrative text.

The theoretical framework was visualized below:
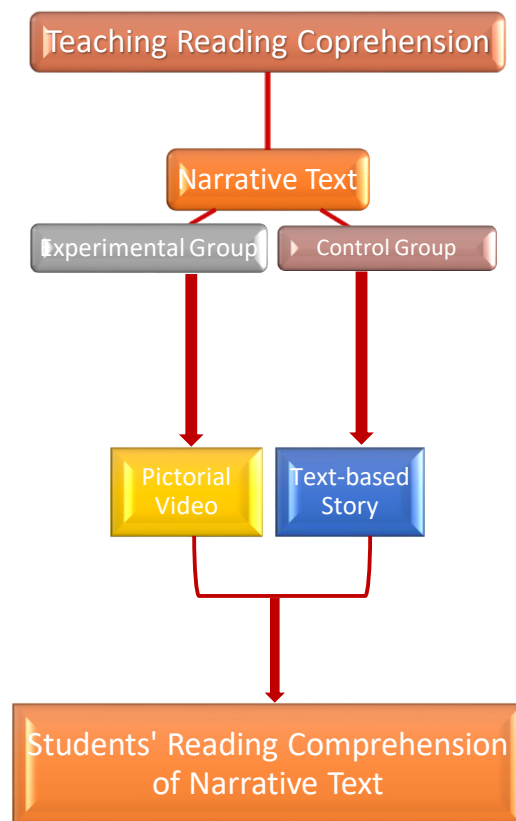
Figure 2.2 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter confirms the research design, subject of the study, population and sample, research variables, hypothesis, instrument for collecting the data, method of collecting the data, and method of analyzing the data.

3.1   Research Design

In this study, the researcher used a quasi-experimental design. Sugiyono (2015:114), this design has control, however, it cannot fully function to control external variables that affect the conduct of experiments. The design can be described as follows:

E	**O_1**	**X**	**O_2**
C	**O_3**		**O_4**

Where:

E = experimental group

C = control group

O_1 = pre-test for experimental group

O_2 = post-test for experimental group

O_3 = pre-test for control group

O_4 = post-test for experimental group

X = treatment (only for experimental group)

In this design there are two groups chosen randomly (R). The groups are experimental group and control group (E and C). Both experimental and control groups are doing pre-test (O_1 and O_3) to check the group's level of achievement before the treatment was given. During the treatment, the experimental group was taught using pictorial videos (X) while the control group was taught using conventional technique. After the treatment, both experimental group and control group was given the post-test (O_2 and O_4). The result of the post-test were used to compare whether there is an increase in understanding of learning narrative text that use pictorial videos and those that do not use.

3.2   Subject of the Study

The subject of the study are eighth grade students of MTs Negeri 2 Rembang in the academic year 2018/2019. I explain the detail of the research subject in the population and sample sub-chapter.

3.2.1   Population and Sample

3.2.1.1 Population

According to Sugiyono (2009) "Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn". The population of the study in this research was eleventh grade students of MTs Negeri 2 Rembang in academic year 2018/2019. The classes chosen to be the subject of the study include VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F and VIII-G, each class consist of 26 students.

3.2.1.2 Sample

According to Sugiyono (2009), "A sample is part of the number and characteristics of the population". As I mentioned before, the population of this research are VIII-A up to VIII-G, there are seven classes/ groups. In this study I only needed 2 classes as experimental group and control group. I used simple random sampling technique to determine the experimental group and the control group.

The two selected classes are VIII-E as the experimental group and VIII-C as the control group. Both classes were chosen because VIII-E and VIII-C has similar level in understanding English learning as a result of their teacher's supervision.

3.3   Research Variables

According Kerlinger (in Sugiyono 2009:38) "Variables are constructs or properties that will be studied. He said that variable can be called as a property taken from different values". While according Kidder (in Sugiyono 2009:38) "Variable is qualities in which the researcher learns and draws conclusions from it".

From that understanding, Sugiyono (2009:38) formulated "Research variables are an attribute or the nature or value of people, objects or activities that have certain variations set by researchers to be studied and then conclusions drawn". Sugiyono divides the variables into five, they are independent, dependent, moderator, intervening, and control variables. In this study there are independent variable and dependent variable.

3.3.1 Independent Variable

As Sugiyono (2015:61) stated independent variable is the variable that influence or caused of changes the dependent variable. The independent variable of this study was pictorial videos in teaching narrative text.

3.3.2 Dependent Variable

Sugiyono (2015:61) also stated dependent variable is variable that are affected or that are the result of, because of the existence of independent variable. The dependent variable of this study was the students' score of narrative text test indicates the students' enhancement of reading comprehension.

3.4   Hypothesis

There are two hypothesis in this study:

- Null hypothesis (H0): Using Pictorial Videos for teaching reading comprehension of narrative text is not effective.

- Working hypothesis (H1): Using Pictorial Videos for teaching reading
   comprehension of narrative text is effective.

3.5 Instrument for Collecting the Data

An instrument is one of important item in a research for collecting the data. According to Arikunto (2010:203), "An instrument is a tool or facilities used in collecting data in order to make the work easier and the result better."

In this research, the instrument which was used to collect the data was multiple choice test. The test has some narrative story for questioning.

3.6 Method of Collecting the Data

There were some procedures that was followed by the writer. The procedures were try-out, pre-test, treatment, and post-test. In the try-out there were validity, reliability, item difficulty, and discriminating power.

3.6.1 Try-Out

Before doing the pre-test, the try-out must be done to find the validity, reliability, item difficulty, and the discriminating of the test items.

3.6.1.1 Validity

One of a good test criterion is validity. According Sugiyono (2015:172) "the research result was valid if there are similarities between the data collected and the data that

actually occurred in the object being researched. The research data of this study was interval form, so the formula for calculating the data using Person Product Moment. The formula as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

Where

r_{xy} : Validity of each item

n   : The number of the research subjects

$\sum x$: The sum of the scores in each item

$\sum y$: The some of the scores in each item

$\sum x^2$: The sum of the square scores in each item

$\sum y^2$: The sum of the square scores in each item

$\sum xy$: The sum of multiple of scores from each subject with the total score in each item

An item was valid if $r_{xy} > r_{table}$.

However, the researcher used IBM SPSS program 20th version with menu *Analyze – Correlation – Bivariate* to calculate the validity of each items.

3.6.1.2 Reliability

According Sugiyono (2015:172) "the research result were reliability, if there are similarities at the different times". One of the formula to measure the reliability of the items test is *Kuder-Richardson 21*. The formula as follows:

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{M(k-M)}{k\, s_t^2} \right\}$$

Where:

r_i : Kuder-Richardson reliability coefficient

k : Number of item in the instrument

M : Mean total score

s_t^2 : Total variance

And then to find the total variance, the formula

$$s_t^2 = \frac{\sum_y 2 - \frac{(\sum y)2}{N}}{N}$$

Where:

s_t^2 : Total variance

$\sum y$: The scores of the students

N : The number of the score

$\sum_y 2$: The quadrate of the students' total scores

An item was reliability if $r_i > r_{table}$.

But to make it easier, the researcher used IMB SPSS Program 20th version with menu *Analyze -Scale – Reliability Analysis* to calculate reliability.

3.6.1.3 Item Difficulty

A good test item is a test that is neither too difficult nor too easy. The good test item should be in the moderate level, moderate here means the test item can be done and can stimulate students.

The formula used to find the item difficulty as follows:

$$P = \frac{b}{JS}$$

Where:

P : The index of difficulty

b : The number of students who answer the item test correctly

JS : The number of the students

$(Arikunto, 2013, p.223)$

The index of difficulty can be classified into:

P   : $0, 00 - 0, 30$ = difficult

P   : $0, 31 - 0, 70$ = medium

P   : $0, 70 - 1, 00$ = easy

3.6.1.4 Discriminating Power

The formula used to find the discriminating power of the test item as follows:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D : Discriminating Power

BA : The number of upper group students who answer the item correctly

BB : The number of lower group students who answer the item correctly

JA : The number of students in upper group

JB : The number of students in lower group

The criterion of discriminating power:

$0, 00 \leq D \leq 0, 20$ Is poor

$0,21 \leq D \leq 0,40$ Is satisfactory

$0,41 \leq D \leq 0,70$ Is good

$0,71 \leq D \leq 1,00$ Is excellent

3.6.2 Pre-Test

The experimental and control groups were given pre-test before doing the treatment, it is used to find out how much they understand about narrative text. Both experimental and control groups were given the same test items in the form of multiple-choice. I asked the students to do the test individually to convince their level in understanding narrative text.

3.6.3 Treatment

After conducting the pre-test, the researcher gave treatment. The treatment was only given to the experimental group. The treatment that was given to the experimental group using pictorial videos, the researcher used the red riding hood video in this study. While the control group, learning with the usually system that was taught by the teacher. The material taught also used the red riding hood in base text story.

3.6.4   Post-Test

The post-test was conducted after the treatments was given. Both the experimental

group and the control group were giving the post-test. The purpose of the post-test for

the experimental research is to measure the progress of students' reading

comprehension of narrative text using pictorial video and also comparing whether there

were significant differences with the result of the control group taught using

conventional teaching. The post-test consisted 20 multiple choice items and it is similar

with the pre-test.

3.7   Method of analyzing the Data

After required data was collected, the researcher analyzed the data by using the

experimental procedure. The procedure of analyzing the data was conducted as

follows:

3.7.1   Test

The researcher applied some procedure to analyze the data. First, the researcher

calculated the pre-test and post-test that had been done by both experimental and

control groups. Second, the researcher calculated normality of the test. Third, the

researcher calculated homogeneity of the test. Then, the researcher measured the

significant differences between the experimental group and the control group using t-

test.

The *normality* test was used to know whether the both group distribution in pre-test and post-test was normal or not. While *homogeneity* was used by both groups to measure equality in pre-test and post-test. Then *t-test* was analyzed to measure the significant difference between the experimental and the control groups. Simplifying the calculation of normality, homogeneity, and t-test; the researcher used IBM SPSS program 20th version.

The steps used by the researcher using IBM SPSS 20th version were as follows:

a) Normality

Analyze >> Descriptive Statistics >> Explore

b) Homogeneity

Analyze >> Compare Means >> One Way Anova

c) T-Test

In the *t-test* the researcher analyzed the data using Paired Sample T-Test, the menu is *Analyze >> Compare Means >> Paired Sample T-Test* and Independent Samples T-Test, the menu is *Analyze >> Compare Means >> Independent Sample T-Test.*

CHAPTER IV

FINDING AND DISCUSSION

This chapter conveys the findings and the discussions of this study which is enhancing students' comprehension of narrative text using pictorial videos.

4.1 The Utilization of Pictorial Video to Enhance Students' Comprehension of Narrative Text

The researcher conducted the experimental research at MTs Negeri 2 Rembang. This research was started from February 15th 2019 to March 8th 2019. The try-out class was different from the control and experimental groups. The researcher decides VIII A as the try-out class on the teacher's recommendation because VIII A is the most stable in English lesson. Then the researcher chooses VIII E as control group and VIII C as experimental group. There were four activities during the research; they were try-out, pre-test, treatments, and post-test. The try-out was done to determine the pre-test and post-test. After getting the try-out result, the researcher started the pre-test to find students' understanding in narrative text. Next the researcher started the treatments in each class where each class get treatments twice. The last was post-test for both control and experimental group.

The schedule of the research conducted is below:

Table 4.1 The Research Schedule

Date	Class	Activity				
		Try-out	Pre-test	Treatment		Post-test
				1	2	
February 18th 2019	VIII A	V				
February 22th 2019	VIII E		V			
February 23th 2019	VIII C		V			
February 26th 2019	VIII E			V		
March 1st 2019	VIII C			V		
March 1st 2019	VIII E				V	
March 2nd 2019	VIII C				V	
March 8th 2019	VIII E					V
March 8th 2019	VIII C					V
March 8th 2019	VIII E					

This research was experimental research design which used two classes as the research sample, they were VIII E as the experimental group and VIII C as the control group. The researcher used narrative text as the same materials during the same learning process. The difference between the experimental group and the control group in the teaching of narrative text is the medium. The researcher taught the experimental group

using pictorial videos as medium to understanding narrative text. On the other hand, the researcher used printed story text as medium to teach the control group.

After doing the treatments, the researcher conducted a post-test for both two groups. The post-test result was analyzed to identify whether any significant difference between the experimental group and the control group to find out whether the treatments were effective for learning narrative text.

4.2   The Differences of Students' Achievement

The data collection from this research begins with the try-out test to measure the advisability of the test items. Then, measuring the ability of the students who was the sample of this study by giving the pre-test. The last data collection was post-test; it was used for knowing the students' difference achievement before and after getting the treatment. The analysis of the try-out, the pre-test, and the post-test as follows:

4.2.1   Result of Try-Out Test

The try-out test consisting 50 multiple choice items. The students was accomplished the test in 60 minutes. The subject of the try-out group is VIII-A, it is consist of 30 students. The try-out test was conducted on Monday, February 18th 2019. The following table was the result of the try-out test.

Table 4.2 the Result of Try-Out

No	Code	Correct Number
1	T_01	43
2	T_02	43
3	T_03	41
4	T_04	42
5	T_05	40
6	T_06	41
7	T_07	20
8	T_08	20
9	T_09	35
10	T_10	39
11	T_11	40
12	T_12	38
13	T_13	36
14	T_14	36
15	T_15	36
16	T_16	43
17	T_17	22
18	T_18	19
19	T_19	20
20	T_20	21
21	T_21	22
22	T_22	20
23	T_23	24
24	T_24	32
25	T_25	38
26	T_26	35
27	T_27	20
28	T_28	28
29	T_29	36
30	T_30	31

4.2.1.1 Validity of the test

The formula for calculating validity using Pearson Product Moment. The formula as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

Where

r_{xy} : Validity of each item

n   : The number of the research subjects

$\sum x$: The sum of the scores in each item

$\sum y$: The some of the scores in each item

$\sum x^2$: The sum of the square scores in each item

$\sum y^2$: The sum of the square scores in each item

$\sum xy$: The sum of multiple of scores from each subject with the total score in each item

An item was valid if $r_{xy} > r_{table}$.

Table 4.3 Validity of Test Items

Category	Item Number	Total
Valid	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 15, 17, 18, 19, 20, 22,23,24, 26, 27, 28, 29, 31, 32, 33, 34, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50	41 Items
Invalid	10, 12, 14, 16, 21, 25, 30, 35, 36,	9 Items

According the table of validity test items above, it can be concluded that there were 41

valid items and 9 invalid items.

4.2.1.2 Reliability of the test

The formula to measure the reliability of the items test is *Kuder-Richardson 21*. The

formula as follows:

$$r_i = \frac{k}{(k-1)}\left\{1 - \frac{M(k-M)}{k\, s_t^2}\right\}$$

Where:

r_i : Kuder-Richardson reliability coefficient

k : Number of item in the instrument

M : Mean total score

s_t^2 : Total variance

And then to find the total variance, the formula

$$s_t^2 = \frac{\Sigma_y 2 - \frac{(\Sigma y)2}{N}}{N}$$

Where:

s_t^2 : Total variance

Σy : The scores of the students

N : The number of the score

$\Sigma_y 2$: The quadrate of the students' total scores

An item was reliability if $r_i > r_{table}$.

4.2.1.3 Difficulty Level

A good test item is a test that is neither too difficult nor too easy. The good test item should be in the moderate level, moderate here means that the test item can be done and can stimulate the students.

The formula used to find the item difficulty as follows:

$$P = \frac{b}{JS}$$

Where:

P   : The index of difficulty

b   : The number of students who answer the item test correctly

JS   : The number of the students

Table 4.4 the Criteria of Difficulty Level

Interval	Criteria
$0.00 < P \leq 0.30$	Difficult
$0.31 < P \leq 0.70$	Medium
$0.71 < P \leq 1.00$	Easy

4.2.1.4 Discriminating Power

Discriminating power was used to know the quality of the test items. The formula used

to find the discriminating power of the test item as follows:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D   : Discriminating Power

BA   : The number of upper group students who answer the item correctly

BB   : The number of lower group students who answer the item correctly

JA   : The number of students in upper group

JB   : The number of students in lower group

Table 4.5 the Criteria of Discriminating Power

Interval	Criteria
$0.00 \leq D \leq 0.20$	Poor
$0.21 \leq D \leq 0.40$	Satisfactory
$0.41 \leq D \leq 0.70$	Good
$0.71 \leq D \leq 1.00$	Excellent

4.2.2 Result of Pre-Test

In order to know students' ability of reading comprehension in narrative text, the pre-test was given before giving the treatment. The form of the test was multiple choice, it has 20 test items for both experimental and control groups. The test was conducted on Friday, February 22th 2019 for VIII-E (experimental group) and on Saturday, February 23th 2019 for VIII-C (control group). The pre-test instrument can be seen in the appendix.

4.2.2.1 Normality of Pre-Test in Experimental and Control Group

This study used *One-Sample Kolmogorov-Smirnov Test in* IBM SPSS Statistics 22 as the formula to find the normality test. The normality analysis table as follows:

Table 4.6 One-Sample Kolmogorov-Smirnov Test

		Pre-Test of Experimental group	Pre-Test of Control group
N		26	26
Normal Parameters[a,b]	Mean	55.9615	42.1154
	Std. Deviation	9.69734	10.21500
Most Extreme Differences	Absolute	.161	.143
	Positive	.115	.143
	Negative	-.161	-.128
Test Statistic		.161	.143
Asymp. Sig. (2-tailed)		.079[c]	.182[c]

From the analysis table above, it found that the normality test value of the experimental group *Asymp. Sig. (2-tailed)* was 0.78 and the normality test value of the control group *Asymp. Sig. (2-tailed)* was 1.82. The test distribution is normal because the normality test value both experimental and control group were higher than 0.05.

4.2.2.2 Homogeneity of Pre-test in Experimental and Control Group

The purpose of homogeneity test was to know whether the students' score was homogenous or not. The computation of homogeneity test used IBM SPSS Statistics 22. The following table was the analysis of the homogeneity test score using SPSS program:

Table 4.7 Test of Homogeneity of Variances

Pre-test experimental and control group

Levene Statistic	df1	df2	Sig.
.051	1	50	.822

From the analysis table above, the *Significance Value* (Sig.) of homogeneity test was 0.822. The value was higher than 0.05, it meant that the pre-test score both experimental and control group were homogenous.

4.2.2.3 T-Test Analysis of the Pre-Test in Experimental and Control Group

 T-Test Analysis was knew the significant difference. The hypotheses of Independent sample t-test were *Ho = there was no significant achievement difference ($t_{value} > t_{table}$)* then *Ha = there was a significant achievement difference ($t_{value} < t_{table}$).* The T-Test analysis used IBM SPSS Statistics 22 to calculate the significant difference. The following table was the analysis:

Table 4.8 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-Test Experimental and Control group	Equal variances assumed	.051	.822	5.013	50	.370	13.84615	2.76228	8.29796	19.39435
	Equal variances not assumed			5.013	49.865	.370	13.84615	2.76228	8.29758	19.39472

From the table analysis above there was no significant difference as the *sig (2-tailed)* was 0.370, it was higher than 0.05.

4.2.3 Result of Post-Test

The Post-Test was the last step from the study. It was carried out to know the difference achievement of reading comprehension result before and after the treatment. It was held on Friday, March 8th 2019 for VIII-E (experimental group) and VIII-C (control group). The test contain 20 multiple choice questions.

4.2.3.1 Normality of Post-Test in Experimental and Control Group

This study used *One-Sample Kolmogorov-Smirnov Test in* IBM SPSS Statistics 22 as the formula to find the normality test. The normality analysis table as follows:

Table 4.9 One-Sample Kolmogorov-Smirnov Test

		Post-Test of Experimental group	Post-Test of Control group
N		26	26
Normal Parameters[a,b]	Mean	69.0385	36.3462
	Std. Deviation	8.83394	10.44583
Most Extreme Differences	Absolute	.170	.142
	Positive	.135	.092
	Negative	-.170	-.142
Test Statistic		.170	.142
Asymp. Sig. (2-tailed)		.052[c]	.187[c]

From the analysis table above, it found that the normality tests value of the experimental group *Asymp. Sig. (2-tailed)* was 0.52 and the normality test value of the control group *Asymp. Sig. (2-tailed)* was 1.87. The test distribution is normal because the normality test value both experimental and control group were higher than 0.05.

4.2.3.2 Homogeneity of Post-test in Experimental and Control Group

The purpose of homogeneity test was to know whether the students' score was homogenous or not. The computation of homogeneity test used IBM SPSS Statistics 22. The following table was the analysis of the homogeneity test score using SPSS program:

Table 4.10 Test of Homogeneity of Variances

Post-Test Experimental and Control group

Levene Statistic	df1	df2	Sig.
1.221	1	50	.275

From the analysis table above, the *Significance Value* (Sig.) of homogeneity test was 0.275. The value was higher than 0.05, it meant that the post-test score both experimental and control group were homogenous.

4.2.3.3 T-Test Analysis of the Post-Test in Experimental and Control Group

The T-Test analysis used IBM SPSS Statistics 22 to calculate the significant difference. The following table was the analysis:

Table 4.11 Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

Post-Test of Experimental and Control group	Equal variances assumed	1.221	.275	12.185	50	.670	32.69231	2.68295	27.30344	38.08117
	Equal variances not assumed			12.185	48.658	.670	32.69231	2.68295	27.29976	38.08486

From the table analysis above there was no significant difference as the *sig (2-tailed)* was 0.670, it was higher than 0.05.

4.2.4 Mean Differences

The mean difference was one of way to know whether there was difference achievement between experimental and control group before and after getting the treatments.

The mean score of both groups was found after conducting the pre-test and post-test. The mean used the following formula:

$$M_x = \frac{\sum x}{N} \qquad\qquad M_y = \frac{\sum y}{N}$$

Where:

M_x : mean of experimental group

$\sum x$: Total score of experimental group

M_y : mean of control group

$\sum y$: Total score of control group

N : The number of the subject sample

The pre-test and pot-test score of experimental and control group as follows:

a. Pre-test experimental group

$$M_x = \frac{\sum x}{N} = \frac{1455}{26} = 55.96$$

b. Pre-test control group

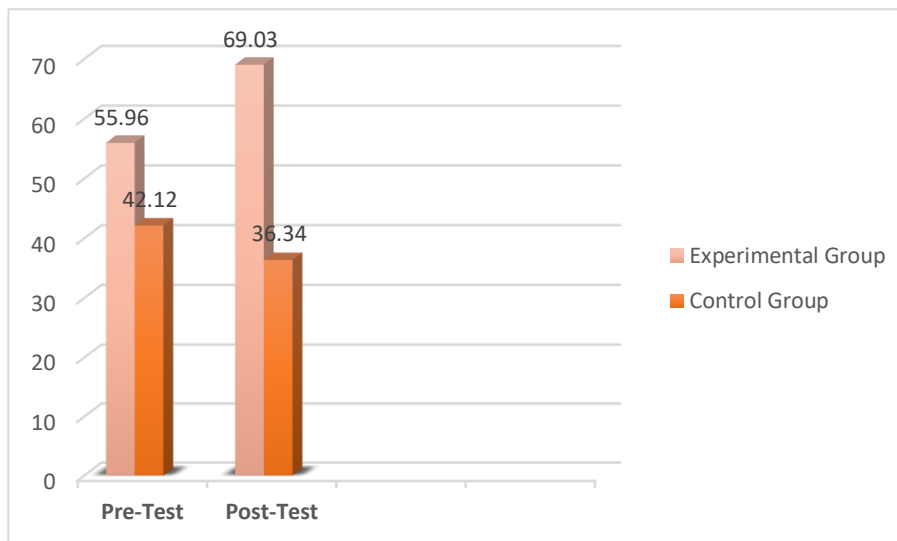$$M_y = \frac{\sum y}{N} = \frac{1095}{26} = 42.12$$

c. Post-test experimental group

$$M_x = \frac{\sum x}{N} = \frac{1795}{26} = 69.03$$

d. Post-test control group

$$M_y = \frac{\sum y}{N} = \frac{945}{26} = 36.34$$

The comparison of pre-test and post-test can be seen in the following chart:

Based on the chart above, the result of the pre-test both group showed that experimental and control group have a slight gap. However, the result of the post-test both group showed huge gap.

4.3   Discussion

This research is to investigate whether the utilization of pictorial videos are effective for enhancing students' reading comprehension of narrative text and to know the significant achievement difference between students who are taught reading narrative text using pictorial videos and those who are taught using illustrated text. The students of experimental group who are taught using pictorial videos are more active than students of control group. Pictorial videos make students enjoy during the learning because it is more memorable than text where the visual impact recall because they help viewer process information faster and assists them to pay attention by being more engaging than text according to the article *Simon 2017*. Students' understanding, interest, and curiosity in reading learning process growth. Students' coziness in the learning process make the classroom atmosphere more enjoyable.

The result of the utilization of pictorial videos as learning media for teaching narrative text show that the students more active. Their understanding, interest, and curiosity in reading process grow, it make students' reading comprehension of narrative text improved. These can be seen through the implementation of action research, namely:

a) The first meeting on February 22, 2019

In this first meeting, the researcher delivered a pre-test to the student and started her class observation to analyze the students' ability in comprehending the narrative text through their gestures. The researcher assumed that the students who were knowing about narrative text will be enjoy and they are not look around their friends while working the test. Only a few of them enjoy it.

b) The second meeting on February 23, 2019

Based on the result of the pre-test in the previous meeting, the second meeting, the researcher has detected the students comprehending ability towards narrative text.

The researcher began the treatments by asking the students what narrative text is. Unexpectedly, there are some students who are able to explain narrative text in accordance with existing definition. Then the researcher asks about the characteristic of narrative text, some of the students just say about the use of the second form of verb. The researcher continues the treatments by explaining the definition, generic structures, and characteristics of narrative text. Then, she plays pictorial video of red riding hood. After playing the video, the time for the lesson is over. So the researcher closed the class and will continue for the next meeting.

c) The third meeting on March 1, 2019

The next treatment, the researcher opened the class by asking the students what they got at the last meeting. The students enthusiastically take turns answering what was learned at the previous meeting. Some of them tell about the narrative theory and the other tell about the red riding hood stories.

To recall the students' memory, the researcher plays back the red riding hood video. The students seem to pay attention to the video. Their eyes watch the picture in the video and try to read the script. Almost as long as the video plays, the class became conducive because the students are not busy with their own stories. The researcher plays the video twice. They are entertained by watching the red riding hood video. After watching the red riding hood twice, the researcher gives several questions which relating with red riding hood story. The questions are "Who are the characters in the story? Who is the main character in the story? Where did the story take place? What kinds of verb are used in the story? Can you find the second form of verb in the story? If it is changed into the first verb, what word will it be?" Most of the students scrambled to answer the researcher questions. There are some students also retelling the red riding hood story with their own language. Interestingly, there is student who want to retell the story but shy and lack confidence in English, so she tells in Indonesian.

Then the researcher and the student discus the red riding hood as the material in the treatment:

1.   After the video showing, the researcher makes a print screen picture as the representation of video (signaling) to make the researcher easy to guide the students so that they could easily comprehend the part of orientation, resolution, and complication. Print screen pictures were made to clarify the story and tell the event. In the classroom, the activity was conducted in the second meeting.

Setting of time

The character
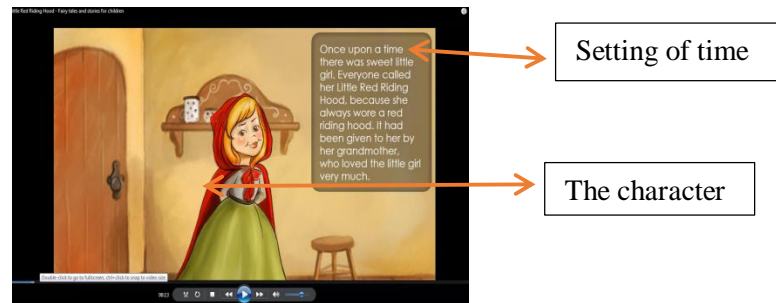
2.   The next treatment was giving unfamiliar words from the subtitle in the animation video (segmenting) of narrative text to improve students' ability in understanding language features of narrative text. To comprehend the language features of narrative text, the students should know the words that include in noun, past tense, action verb, verb of time and place in the animation video. Since the researcher used animation video with subtitles, it also helps the student to develop their level of vocabulary. Vocabulary meaning requires the reader to guess certain word or phrase from the context. While watching the video, students found some word or phrase in the sentence.

For example, in this session, the researcher provided some words from the story such as called, wore, given, loved, got, bread, butter, cake, berries, the path, walk straight. This activity would make better understanding for students where the researcher gave the words and phrases and asked students to find out language features of narrative text correctly. In the pre-test, the students still confused to decide the language features of narrative text. After this treatment, the students started to comprehend the language features of the text accurately in the post-test.

3.   Predicting what will happen in the story of animation video of narrative text (weeding) in order to understand the event through asking the student about what will be happen to the compilation and the resolution. Then the researcher asked the students.

What will happen to Little Red Riding Hood?

4.   Moral value is advice relating to character, behavior, or moral that can be obtained by the reader from the story being read. Finding the moral value can be said as finding new information by matching between the video animation with the subtitle provided (matching modality) of the narrative text. As in the line "never to leave the path" which means that should be more careful.

What happen to the fox?

d) The fourth meeting on March 4, 2019

In this meeting, the researcher conducted a post-test to measure the student ability in comprehending the narrative text after the treatment given.

This finding confirm the previous studies which related to Nurizmawati, Apriliaswati, and Arifin (2015) used animation video in teaching narrative text for Junior High School, their result of the test in three cycles showed that animation video as media learning improved reading comprehension. It is supported by Purnomo (2017) who also used animation video in teaching narrative text for Junior High School, he conclude that animation video improve students' reading comprehension based on the result of pre-test, post-test I, and post-test II. Another researcher, Riska (2014) used video movie for teaching Senior High School, her research result showed that video movie improved students' reading comprehension in narrative text.

In this study, I conducted pre-test and post-test to prove how effective pictorial videos for students' reading comprehension in narrative text is. The result of the data analysis show that the students' reading comprehension of narrative text has improved. The pre-test result of the experimental group is 55.96 and control group is 42.12. It indicate that both experimental and control group have the same ability in reading comprehension of narrative text.

After doing some treatments, the post-test result is found. The post-test result of experimental group is 69.03 and control group is 34.36. It show that the experimental group score is higher than the control group score. The result of the post-test both experimental and control group show huge gap. I do not really understand why this happened. However, after I remember the situation when the control group did the post-test, I thought that the condition that was not conducive made their concentration

decreased. The control class did the post-test at the last hour of the lesson. On that day, the school also shortened the lesson hours for ninth grader try-out preparation. Other classes were not conducive since the last lesson began; they finished the lesson earlier than the specified time. This made the control class not focus on working on the post-test.

As the result, the experimental group reading comprehension was improved.

Table 4. 12 the Pre-Test and Post-Test Result of Experimental Group

No	Name	Passing Grade	Pre-Test	Post-Test	Category
1	ADP	70	45	70	Pass
2	AH	70	50	70	Pass
3	AUH	70	45	65	Failed
4	ASP	70	45	80	Pass
5	AF	70	60	80	Pass
6	AS	70	60	70	Pass
7	DT	70	60	75	Pass
8	IM	70	35	70	Pass
9	ID	70	55	75	Pass
10	JH	70	25	70	Pass
11	JP	70	50	85	Pass
12	MNF	70	60	75	Pass
13	MMJ	70	45	70	Pass
14	MQH	70	40	70	Pass
15	NS	70	50	65	Failed
16	NK	70	45	70	Pass
17	NE	70	60	70	Pass

18	NC	70	50	70	Pass
19	RA	70	50	70	Pass
20	RESP	70	50	65	Failed
21	SES	70	45	75	Pass
22	SJ	70	45	80	Pass
23	SM	70	55	70	Pass
24	SSI	70	50	70	Pass
25	UM	70	30	75	Pass
26	ZA	70	25	70	Pass
Average			47.3076923	72.11538462	

In this study, the use of pictorial video attracts more attention of students during learning, this is evidenced by the post-test result of experimental group that was higher than the control group. It can be seen in the table 4.12 "The Comparison Pre-Test and Post-Test". It is similar as research that has been done by Nurizmawati et al (2015) and Purnomo (2017) which has explained in the previous paragraph, the utilization of pictorial videos as media learning improved reading comprehension. The Pre-Test and Post-Test result of experimental group in table 4.13 "the Pre-Test and Post-Test Result of Experimental Group" also prove that the treatment using pictorial videos as media learning make significant difference.

Before the learning process, the students already know that the material used is narrative text which is indeed to entertain the readers. The pictorial video helps accelerate understanding by visualizing reading, it helps the students to imagine what is in the story. The students get a picture of what the character in the story is. The

students also comprehend the part of orientation, resolution, and complication. Then, the students can found some words or phrases in the sentence easier. Next, the students predict what will happen in the story. Afterwards, the students can retell what was in the video they were watching. More details activities in the class are explain in previous paragraph.

From the data analysis, the researcher concluded that the pictorial videos was effective for teaching reading comprehension of narrative text to eight grader students of MTs Negeri 2 Rembang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and the suggestions based on the result of this research.

1.1   Conclusions

This study uses quasy-experimental research design to find the effectiveness of pictorial videos for teaching reading comprehension of narrative text of the eighth graders of MTs Negeri 2 Rembang in the academic year of 2018/2019. By determining the significant difference, the effectiveness of pictorial videos can be proven. The research findings from pre-test and post-test mean score of experimental group show that it increase from 55.96 to 69.03. Meanwhile, the mean score of control group is 42.12 to 34.36.

The decreasing of the control group mean score because the condition that are not conducive, it make their concentration decreased. The control class do the post-test at the last hour of the lesson. On that day, the school also shortened the lesson hours for ninth grader try-out preparation. Other classes are not conducive since the last lesson began, they finish the lesson earlier than the specified time. This make the control class not focus on working on the post-test.

According to the result, there is a significant difference in the pre-test and post-test result of experimental group after being given several treatments. Thus, the analysis of significant difference revealed that pictorial videos is effective for teaching reading comprehension of narrative text for eighth graders of MTs Negeri 2 Rembang.

1.2 Suggestions

Based on the conclusion, the researcher would like to give suggestions for the teacher, the students, and the future researchers.

Firstly, English teacher should find proper media for teaching so that the students understand the material easily. Then the teacher also develops an enjoyable and meaningful activities for learning process. Following this study, pictorial videos was proven to be an effective media for teaching reading comprehension of narrative text.

Secondly, students should develop their reading habit. It will help them to understand English easily. Thus their reading ability could enhance. If the students feel difficulties in reading practice, they should use pictorial videos to comprehend the reading.

Lastly, for other researchers can use this research for references in conducting their research in the same field of the study. Researcher hope that other researchers conduct a better study for the future.

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APPENDICES