THE IMPLEMENTATION OF VIDEO SONG TO IMPROVE READING COMPREHENSION SKILL OF RECOUNT TEXT FOR THE 8TH GRADE STUDENTS AT SMPN 48 SURABAYA

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Abstract

Reading is one of the language skills that plays an important role in foreign language acquisition but most of students cannot construct the meaning from text that they read easily. They find difficulties in comprehending text especially recount text during teaching learning in the classroom, thus the song was implemented in the classroom to improve students' reading comprehension skills. The aims of the research were describing the implementation of video song in teaching reading comprehension and improving the students achievements in reading comprehension. This research subject was 8B students consists of 18 boys and 18 girls from SMPN 48 surabaya as they got lowest scores compare to the other classes scores in recount text comprehension test. The Classroom Action Research was employed with mixed descriptive qualitative and quantitative in implementing tests. The data was collected by using instruments of the Observation Checklist and Recount Text Task. The research was done through two cycles. The findings shows that video song can increase students motivation of learning recount text and improve the teaching learning process and as the result of the students understanding of reading was improved. It can be shown from the students scores of recount text tests, it was improved from 75 in the first cycle to 84 in the second cycle. The students participation increased from 68% in the first cycle to 80% in the second cycle. The pre/post test scores also increased 24 digits from 59 to 83. Therefore, using video songs can be used to solve the problems of understanding recount text found in the classroom.

Key words : using video song, teaching reading comprehension, recount text

INTRODUCTION

Reading, one of the four language skills in language learning, is realized as exceptionally considerable not only for the language competency mastery but also for the knowledge mastery. When student understand what they read, they have already acquired some knowledge. By giving reading activity in the language learning, teacher actually has opened students' schemata or horizon. Reading is considered as one of

the receptive skills that cannot be learned quickly and easily by English' learners so it is significant for students to master understanding in reading activity (Varita, 2017, p. 234). They should have a good understanding of all aspects of reading such as the main idea, inferences, details and vocabulary to reach the passing grade for reading because the purpose of teaching reading is to develop the abilities of students to be effective and efficient in reading. In order to achieve an understanding in reading, students should have an ability of reading comprehension. Comprehension is a process of construct meaning by interacting with text through combination of prior knowledge, information of the text and attitude of the reader toward the text (Pardo, 2004). Without comprehension, reading is simply following words on a page from left to right while sounding them out. The consequence is the words on the page become meaningless due to the objective of teaching reading comprehension is students are able to understand and interpret what they read. The students are able to pronounce the words in a text to grasp which parts are important or to determine the main idea of a purpose. The students are able to find the information it means that the students must be able to comprehend the meaning of the text.

Comprehension means an understanding of the information words and sentences are communicating in a reading text. According to Tompkins, (2011, p. 37) "Comprehension is a creative, multifaceted process dependent upon four language elements: phonology, syntax, semantics, and pragmatics" In the classroom practice, the reason of reading is reading for information. In order to get the information, students need to comprehend what they have read. The preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately linked to students' achievement in the area of comprehension. Consequently, reading comprehension is one of essential materials of teaching English that is given for students.

Many students of the 8th grade at SMPN 48 Surabaya who had difficulties in comprehending a recount text especially grade 8B which had the lowest average reading score of 65.

Based on the clarification about the students' problems above, implementation of video songs to solve the students' problems in understanding the content of the text

particularly recount text. It is expected to find out the solution of the students' problem in understanding the content of text especially in recount texts.

Video song for teaching is video content for the classroom that has never been more accessible to teachers and students. It contain many things including animated grammar lessons.. This is not to mention the ever growing mountain of user-generated YouTube videos. Videos have visualization based on text and graphics. A video has the ability to explain using picture. The material is attractively illustrated using colors and images, based on visualizations. A video is able to contribute a lot for students in developing basic interactive skills necessary for real life. Students can be more active in the learning process and make learning more meaningful and fun for them (Arin Arianti, 2018)

Video song as a Teaching Media

Based on (Tarwiyah, 2008, p. 2) video song is short of music with words that be sung. Video song is a short musical work set a poetic text with equal importance given to music and to thwe words It may be written for one or several voices and it is generally performed with instrument accompaniment. Video song is an interesting media that offers the high imagination. The language in songs usually easy to be understood. It gives motivation and makes the relation between the teacher and students get closer. And, the relation will make the students have bravery to ask the teacher about everything including new vocabularies in song that they learn. In addition, song in foreign language classes maybe use to motivate students and to create a more relaxing foreign language classes.

Video songs are one of the important tools used in learning, especially in language teaching. Video songs are effectively used for learning so they are often used in foreign language teaching (Arslan, 2015, p. 2260)

Music has been shown to influence behavior in children by changing their mood with different emotions. Playing appropriate music during learning can help relieve tension and anxiety in children while studying, allowing students to focus more and be able to complete tasks better (Lenertz, 2002, p. 26) Video song is very effective especially when one needs to memorize something. Often, when music is used learning a certain concept or lesson is more easily to be understood by the students (Brown, 2005, p. 7). In Indonesia, most of English students have difficulties in learning English;

they are less motivation in studying English because they believe that English is hard subject. In that case, an English teacher needs to be responsive to the students' conditions. The teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown also states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand. So, teacher as facilitator in learning process should keep looking for way to make learning vocabulary easier and more pleasant. It is concluded song could be used to teach vocabulary because of its lyrics, teacher could choose video song which has appropriate vocabulary that would be taught in case of reading.

Concepts of Reading Comprehension

Comprehension is the ability to understand completely and be familiar with a situation, facts, etc. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individual words by using memory and knowledge of letter and sound patterns, matching the resulting pronunciations to meaning, and finally connects these words into idea units (Caldwell, 2008, p. 5). Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency. There are three steps instruction of reading comprehension: mentioning, practicing, and assessing. To be successful at reading comprehension, students need to actively process what they read. That processing skill requires that students have automatic reading skill and fluency, necessary vocabulary, and text appropriate background knowledge. Successful comprehension is augmented when students have practice with strategies and media for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading (Klingner, Vaughn, & Boardman, 2007, p. 2).

In this research, the levels of reading comprehensions which are meant by the researcher are the first and the second levels of comprehensions; lexical and literal comprehension. So, this research has a purpose to improve the students' reading comprehensions in their understanding of the key vocabulary in the text and its meaning. The other purpose is to know how far their understanding in answering who,

what, when and where questions of the text. When the students understand the meaning of the words in the text, then they can understand the content of the text, after that they can answer the questions of the text

The objective of this study were (1) To describe the implementation of Video songs to improve reading comprehension skill of recount text for the 8th grade students at SMPN 48 Surabaya (2) To describe the students' improvement in reading comprehension skill of recount text by implementing video songs for the 8th grade students at SMPN 48 Surabaya. Thus, the study seeks to achieve aforementioned objectives and the issues to be discussed in this paper will be summarized in the following Research Questions: (1) How is the implementation of video songs to improve reading comprehension skill of recount text for the 8th grade students at SMPN 48 Surabaya? (2) How is the students' improvement in reading comprehension skill of recount text by implementing video songs for the 8th grade students at SMPN 48 Surabaya?

METHOD
Respondents
The participants for this study are SMPN 48 Surabaya students from class 8B total number of 36 (18 males, 18 females) students.

Instruments

The research was Classroom Action Research (CAR), with 2 cycles. The data was taken from both quantitative and qualitative. Quantitative data was taken mean scores from pre/test and post test. This test consist of 25 questions, recount text task given in both cycles and qualitative data was from observation checklist. Students was given pre test before first implementation of first cycle. Then the video song were given to the students via Microsoft Teams. Recount text was given via Microsoft Sway. The students had to answer 5 questions about WH questions following the recount text. Next step was observation checklist, it was done by collaborative teacher and the last step was reflection. The scores were analyzed to decide whether the research should be stopped or continued into second cycle. The table 1 below showed the indicator of observation checklist. For each indicator there were 5 scores: Score 1=None (0%), score 2=A few (<20%). Score 3=half (20-49%), score 4=Many (50-69%), score 5=majority

(>70%). Maximum score was 25. Student participation persentage was gotten from (total score devided by maximum score) multiplied by 100%

Table 1. The Indicator in the Observation Checklist

No	Questions
1	The students areenthusiastic in attending the teachers'video meeting of recount text.
2	The students participate in answering the teacher Question
3	The students show curiosity by asking Question
4	The students areenthusiastic in responding teachers' technique watching video song
5	The students areenthusiastic in doing test

Procedures

Before the implementation, the pre test was conducted to get students' initial understanding. After that in the implementation the students were given the video song with title " Mr Morton" in Microsoft Teams Meet, then the recount text with title "My Last Experience" was presented using Microsoft Sway. The topic discussed during the meeting, and the students had to submit their answers using Microsoft Teams. During the meeting, the collaborative teacher joined the meeting and did the observation using observation checklist. She noted how many students participated in the class and checked it on the indicator provided in the observation form. The reflection was done as the final step of the cycle to decide whether the research would be continued or not. The second cycle was prepared by giving the same treatment as the first cycle with different video song and recount task. The cycle was stopped if the students had reach the minimum score of completeness (=83) and the post test was conducted after the cycle stopped. All procedures were done by using Microsoft Teams, since during pandemic teaching learning was done online. Teaching learning process and sharing video song were done by Microsoft Team Meet, Presenting recount text was done by Microsoft Sway, they had to submit their work right after teaching learning was finished. The task was given using assignment in Microsoft Teams. Students did the pre/post test with Microsoft Form.

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Data Analysis

The data analysis of this research was the qualitative and quantitative data. There were some steps to get both analyses of qualitative and quantitative approaches. For qualitative data there were data reduction, data display dan conclusion verification. The quantitative data was collected from the scores of pre-tests before conducting cycle 1 and the post-test after conducting cycle 2. The maximum score of pre/post test was 100, each number had 4 points. analyzed the score was conducted to know the comparison of the students' mean scores before and after the actions conducted. The quantitative data were also used to examine students' scores of reading comprehension.

RESULT AND DISCUSSION

This section presents findings and discussion related to the research questions. The result of pre test mean score was 59. It means the students had low understanding of past verb that was used in recount text. After implementation of video song, students can improve their understanding of recount text. In the first cycle the mean score of recount text was 75, they were given the past verb from the video song and the verbs were used in the recount text. Students participation was 68%. Although many students had participated in class, no one was asking the question during the lesson. The cycle 2 was conducted to improve the teaching strategy and learning material by changing the video song and the recount text topic. In the second cycle the mean score of recount text was 84 and the students participation was 80%. The improvement can be happened because the video song "The song About Simple Past" was explained about how to form positive, negative and question form of the sentence, and irregular/regular past verbs in a fun way. The topic of recount text was also changed into "Sandra's First Love". Topic about love is interesting for young learners especially teenagers. the best topics that can be used are those that involve young learners in learning and are closely related to the daily lives they experience. This is why choosing the right activities, and materials, is so important. There are many resources available that provide great information about young learners and what they can do at a certain age. Choose a good and relevant topic that they will be interested in. Using relevant topics provides a purposeful, meaningful, and authentic opportunity for young learners to engage with content (Pesce, 2020). The improvement happened because song is an attractive media to enhance the students enthusiasm. The more interesting song and

topic of recount text can be the reason why the students showed their participation more than in the first cycle. This statement is supported by (Lenertz, 2002) music improves children's skills when music is used during lessons. Music also stimulates the mind and body. In the second cycle their anthusiasm is higher, because the verbs used in the second recount text were still the same as the first recount text, and the second recount text topic was more interesting. The students were familiar with the verbs they found in the first recount text, and they have already known the verbs when they used them in the second recount text. It made them easier to understand the text. They asked the questions to the researcher because they were able to figure out what the topic about. The result of the reseach can be seen from table 2

Table 2. Students Improvement

No	Cycle	Recount Text Task	Students Paricipation	Pre Test	Post test
1	First	75	68%	59	-
2	Second	84	80%	-	83

From table 2 it can be seen that tbe score of trecount text increased in the cycle 2 It can be seen that the score mean is increased in the second cycle. This can be happened because in the second cycle the students get higher understanding in the recount text compare to the first cycle besides the verbs used in the recount text of the second cycle are similar to the first cycle. The same verbs used in the recount text in both cycles increased the students memory of the meaning of the words. The topic of the recount text in the second cycle is more attractive. It is about Sandra's first love. The topic of love always attracts teenagers because it is close to their personal experience.

The desire to learn comes naturally to young learners, although sometimes teachers need to make efforts to increase their interest in learning. In fact, the best topics that can be used are those that involve young learners in learning and are closely related to the daily lives they experience. This is why choosing the right activities, and materials, is so important. There are many resources available that provide great information about young learners and what they can do at a certain age. Choose a good and relevant topic that they will be interested in. Using relevant topics provides a

purposeful, meaningful, and authentic opportunity for young learners to engage with content (Pesce, 2020)

The improvement in students understanding was also increased, based on the scores data of the pre/post test about the using of the past verbs in the Past sentences. The improvement showed because of the use of the songs enhanced the ability of the students to memorize the words from the song. As the result the students were able to use the words from the songs in the sentences easier. Songs can motivate students' learning process, as well as function as something that makes them relax in the midst of routine. This makes giving songs as a learning activity a fun thing for the students' learning process. (Nurandini, 2015, p. 113)

This statement also supported by (Kusnierek, 2016, p. 23) music is the unique teaching tool that can increase students motivation in learning foreign language. Besides song also valuable for an English lesson that create favorable condition for learning. Moreover (Romero, 2017, p. 41) said that songs help students understand a language in a number of ways: emotionally, songs can increase their level of attention, songs also help students distinguish language phonologically, and optimize students' abilities in learning mechanisms.

In the first cycle 27 students attended the lesson, and in the second cycle 30 students were present. During pandemic the teaching learning was done by using Microsoft Office as the legal platform for all secondary schools in Surabaya. Microsoft Teams is an application that can be used for education. Microsoft Teams for Education enables teachers to continue to promote learning in a virtual classroom aside from their normal classroom environment. They can easily communicate with students, host virtual learning webinars, host Team Meetings with unlimited pupils and store easily accessible files (Configure Teams for Education, 2019) It is a digital hub that brings conversations, meetings, files, and apps together in one place. Because Teams is built on Office 365, schools' benefit from integration with their familiar Office apps and services. It delivers enterprise-grade security and compliance that is extensible and customizable to fit the needs of every school. Not all the students have the equipments to support them to join the online class, since the Microsoft Teams needs the stable connection of internet. The socio-economic background of the students families in 48

Junior High School is middle to lower. It can be the reason why students often missed the online learning. The students who were able to join the online class, sometimes they left during meeting without reasons. It can be happened because they didn't have the credit in their phone/laptop.

Microsoft Teams has many features including Microsoft Sways and Microsoft Forms. They can be used as the tool of online learning, although it also needs the stable internet connection. After online teaching, the students did the assignment related to the topic given and submitted them right after they finished them. Sometimes they had difficulties in submitting their assignments because of internet connection and their parents have to use the gadgets for work or are used interchangeably with other family members.

CONCLUSION

This conclusion presents based on the data that have been analyzed on the previous chapter. The video song is a great media to be implemented in teaching learning. The students showed interest in learning and enthusiasm during learning in the online classroom. The video song implementation can also make the students relax and as the result their understanding in the topic of the lesson is increasing. It can be seen from the observation checklist from the first cycle was 68% and the second cycle was 80% it means that the students participated in the learning process enthusiasticly

From the data analysis. it can also be concluded that the using of video songs can improve students understanding of the recount text to 8B grade students of SMPN 48 Surabaya. This reseach showed that the implementation of video song can improve students understanding of recount text. The improvement of students understanding in recount text can be shown from each cycle. From the first cycle the mean of scores was 75 and from the second cycle was 84 . This was supported by data from pre test that was increased from 59 to 83 of post test. Video Song is also interesting for students. Music is the good environment for students during learning time.

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