

IMPROVING STUDENT'S READING COMPREHENSION OF NARRATIVE TEXT THROUGH VIDEO MOVIE AT GRADE ELEVENTH SOCIAL 2 OF MAN 2 MODEL PEKANBARU

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Abstrak: Penelitian ini bertujuan untuk menjelaskan seberapa jauh Film dapat meningkatkan kemampuan pemahaman membaca teks narasi siswa kelas XI IPS 2 MAN 2 Model Pekanbaru dan bagaimana partisipasi siswa XI IPS 2 MAN 2 Model Pekan baru dikelas dalam memahami teks narasi siswa melalui Film. Penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Peserta penelitian adalah 28 orang siswa di kelas XI IPS 2 MAN 2 Model Pekanbaru. Instrumen yang digunakan untuk mengumpulkan data adalah tes teks narasi, lembar observasi, catatan lapangan dan panduan wawancara. Data dianalisis secara kualitatif dan kuantitatif. Berdasarkan hasil penelitian, penggunaan film dapat meningkatkan pemahaman membaca narasi dan meningkatkan partisipasi siswa dalam kegiatan pembelajaran membaca teks narasi. Pada siklus pertama, Hasil rata-rata pemahaman membaca siswa adalah 78,1. Nilai ini meningkat pada siklus kedua menjadi 95,9. Untuk partisipasi siswa menurun pada level "tidak berpartisipasi" dan "berpartisipasi" dari 17,2% hingga ke 0,0% atau dari 3 siswa menjadi 0 siswa and 70,5% hingga ke 39,3% atau 20 siswa menjadi 11 siswa, tetapi meningkat untuk level "sangat berpartisipasi" dari 11,6% hingga ke 60,7% atau dari 3 siswa menjadi 17 siswa dari siklus 1 ke siklus 2. Penurunan dan peningkatan persentase disini memperlihatkan kemajuan yang positif untuk partisipasi siswa. Ini berarti penggunaan film, dalam penerapannya dan pemilihan materi film narrative yang sesuai dapat meningkatkan partisipasi siswa dalam kegiatan kelas dalam mempelajari teks narasi. Kesimpulannya, penelitian tindakan kelas dengan menggunakan film bisa meningkatkan kemampuan pemahan membaca teks narrative siswa kelas XI IPS 2 MAN 2 Model Pekanbaru dan partisipasi mereka juga meningkat.

Key words: Reading Comprehension of Narrative Text, Video Movie

Introduction

Teaching reading at senior high schools, there are some reading text formats that are usually taught, they are; Procedure text, Descriptive Text, Narrative Text, Recount Text, Report Text, and etc. In this research the researcher is interested in

studying the narrative text. Some reasons why the researcher chose narrative text as taught to grade eleventh Social 2 students of MAN 2 Model. First, because narrative is a story that is created in a constructive format (as a work of writing, speech, poetry, prose, picture, song, motion pictures, video games, theatre, or

dance). So it will be quite easy for the students to read and produce the simple text. Another reason why the researcher chose narrative text is because the Curriculum dictates that it must be presented in the first year student of Senior High School.

According to the researcher's experience, the students' reading comprehension of narrative text as grade-ten students of grade eleventh Social 2 at MAN 2 Model Pekanbaru was still low. They still had difficulties in understanding the texts. In accordance with the result of pre-test of reading comprehension of narrative text, the researcher finds the score of the students' reading achievement. There were 28 students in the class, 5 (17.8%) students scored > 78, while 23 (82.2%) students scored 65 – 75 on the daily test. So, the result of the students' English test in reading comprehension of narrative text was only 17.8% achieving MCA (78).

Based on the researcher experience in the classroom and the interview with the students before the researcher used the media in teaching reading, the researcher found that the students had difficulties with narrative text. They had difficulties in understanding the characteristics of the text including the social function and generic structures. The generic structure includes finding detail information and determining the parts of the text. The language feature includes vocabulary and finding references.

Coping with those problems, the teacher should find a more appropriate reading comprehension of narrative Text technique. Workshops for faculty are being offered on many campuses to combine image, music, and

narration into documentary-style movies for classroom use (e.g., Kuriyama, 2007). There are several resources for methods of using videos in the classroom and examples of clips for those methods. For students learning English as a second language, video and movie demonstrate communicative language within a language environment and cultural context (Aiex, 1999). Video, especially movie, provides a social context for English language learners; it can be played either with the sound on, so that students hear the language spoken, or alternatively, with the sound off, so that learners can use their own language skills to provide the dialog or narrative.

In applying the technique, the writer combined reading comprehension of narrative text through watching video movies. It is supported by Harry and Wong (2009), they say that effective classroom routines are the rules and procedure that the teacher consistently uses on a daily basis in the classrooms. In conducting a video movie lesson, the teacher develops a supportive relationship with and among the students. According to Hammon (1992), in this step visual media- photograph, film strip, video can be used to build the context. (Hartono, 2005: 1).

Related to reading, Sargant (1997:6) defines that reading participation is a powerful activity that conquers knowledge, insight and perfection on readers. Reading is what happens when people look at the text and assign meaning to the written symbols in that text. Reading is both a process and product of human learning. It is more than just receiving meaning in a literal sense. It involves an individual's entire life

experience and thinking power to understand the symbols, letters, words, sentences and meaning.

Method

The type of this research was classroom action research. According to Gay and Airasian (2000:593) classroom action research is a process in which individual or several teachers collect evidence and make of their knowledge, performance, and effects in order to understand and improve their teaching activities in classroom. The purpose of action research is to provide teacher with a method for solving problems in school that they may improve both student learning and teacher effectiveness. In addition, Zainil (2008:1) defines that classroom action research as a research conducted by teacher as a researcher which collaborate with collaborator in order to improve the teaching and learning process of his/her own classroom.

This type of research was carried out in a cyclic process. It was done by admitting the model that is suggested by Kemmis and McTaggart (1988:22-23). They propose the spiral model of classroom action research. In their model, classroom action research involves planning, action, observation and reflection.

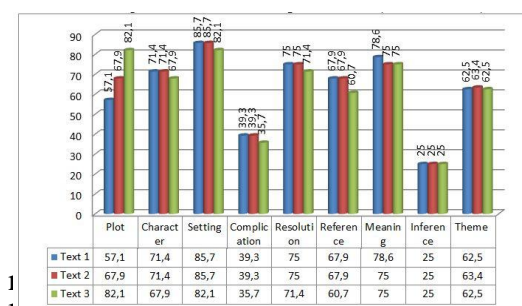
The researcher worked collaboratively with other English Teacher as the collaborator in order to get better result, his name is Louis Devaris Bergsman, he is American.

Findings and Discussion

This chapter describes and discusses the data findings from the research. The discussion is focused on answering the research questions, “How well does watching video movies improve the students' reading comprehension of narrative texts for grade eleventh Social 2 students of MAN 2 Model?” and “How is the students' participation in the class activities for learning reading comprehension of narrative text affected when the researcher applies video movies as a visual aid for grade eleventh Social 2 of MAN 2 Model?” Both of these questions were answered based on the reading comprehension test, observation (observation sheets and field notes) and interviews.

Before carrying on the research, the researcher gave the students reading comprehension tests based on the indicator of reading comprehension of narrative text. There were 4 kinds of narrative text tested (fantasy, fairy tale, fable and legend) in which each of the texts have questions about the topic, characters, setting, problem, resolution, reference, word meaning, inference and purpose. The result can be seen in appendix 5. It showed that the result of students' reading comprehension of narrative text was poor. Most students have difficulties in answering the questions. Only 5 students scored above 78 and the others (23 students) scored under 78 (Appendix 15. The Average Student's reading Comprehension per indicators before watching video movie).

Graph 1: The Average Score of Students' Reading Comprehension Narrative text per indicator before using Video Movie (Before Research)



known that the students' reading comprehension in identifying the plot, character, setting, problem, resolution, reference, word meaning, inference and purpose were not satisfied. All the average scores of indicators were poor. The mean score for plot is 69.0, character was 70.2 for setting was 84.5, problem 38.1, resolution was 73.8, reference was 65.5, meaning was 76.2, inference was 84.5 and the last, and theme was 62.8. Only one indicator reached the MCA this was setting. In order to improve the students' narrative reading comprehension, the video movie was used in teaching. The following were the findings of each cycle.

1. How well video movies can improve the students' reading comprehension of narrative text at grade eleventh Social 2 of MAN 2 MODEL in Academic Year 2013/2014.

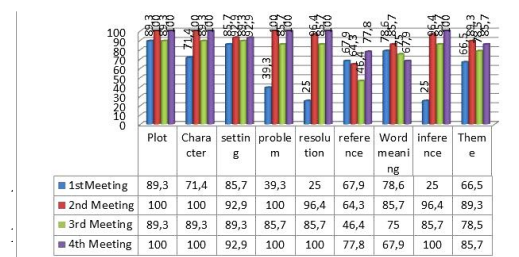
Cycle 1

After conducting the teaching using listening and watching video movie from the first meeting until the fourth meeting in this cycle, the researcher got data of students' scores based on the indicators of narrative reading comprehension like plot, character, setting, problem, resolution, reference, meaning, inference and theme (Appendix 15). The Average Student's Reading

Comprehension per Indicator in Cycle 1.)

The level of Students' reading comprehension of narrative text in each indicator could be illustrated in the following graph:

Graph 2: The Average Score of Students' Reading Comprehension of Narrative text per Indicator Using Video Movie (Cycle 1)



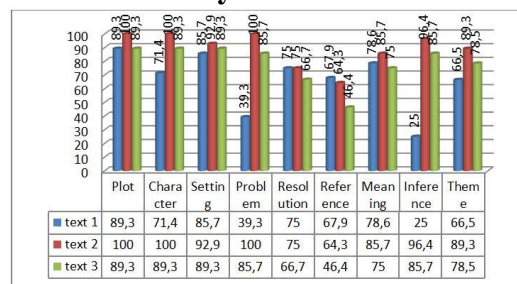
text from listening to and watching video movie. But the change of each indicator didn't show a continuous rise from one meeting to another, some of them declined. There were six indicators that showed progress and reached the minimum category achievement (KKM). They were plot, character, setting, problem and theme. The mean score of plot was 94.6, character was 90.2, setting was 90.2, problem was 81.3, resolution was 78 and theme was 80.2. While 3 indicators were meaning, inference and reference were under the minimum category achievement. The mean score of reference was 64.1, word meaning was 76.8, and last inference was 76.8.

Besides analyzing the average scores of students' tests of reading comprehension of narrative text every meeting in cycle 1 per indicator, the researcher also analyzed the students' reading comprehension score after conducting the first cycle.

The average score of students' reading comprehension of narrative text test after cycle 1 was 78.1. It was obtained that only 20

(71.4%) students got their scores above 78 and the rest, 8 (28.5%) students scored under 78. However, the students' average score for the class increased if it was compared with the result of pre- test before this cycle, but the increase still could not achieve the standard of minimum criteria achievement (KKM) (Appendix 14. Students' Score in cycle 1).The result of the students' test in each indicator for final test cycle 1 is displayed as following Graph:

Graph 3: The Average Score of Students' Reading Comprehension Narrative Text per Indicator in cycle 1



setting, problem, resolution and theme. All of them got an average score of at least 78. While 3 others were under the minimum achievement score (KKM). They were meaning, inference and reference. All of them got an average score under 78. The mean score for all indicators are 78.1. This means that there were 3 problems of narrative reading comprehension that could not be solved yet and this was one consideration to continue in the next cycle as quantitative data (Appendix 15. The Average Student's Reading Comprehension per indicator in Cycle 1).

Reflection

In this session, the researcher and collaborator discussed the result of the narrative reading test and observation. First, after analyzing the

result of the narrative reading test in cycle 1, the students' average score increased if it was compared with the result of the pre-test before carrying this cycle, but the increase could not achieve the standard of minimum criteria achievement (KKM). This means that the problems of reading comprehension of narrative text could not be solved yet and this was one consideration to continue in the next cycle as quantitative data.

Second, from the final test result of the students' average score per indicator there were some problems that could not be solved yet. They were Problem, resolution, inference, word meaning and reference. The researcher assumed that it was really hard for the student to understand about problem, resolution, and reference because they were confused by the terms used by the teacher and less explanation about these during discussions about narrative text. On the other side, most of students didn't focus and give their attention when teacher answered and gave explanations about their questions. Some of them were busy finishing their discussions to be reported by the group. In this case the researcher needed to use simple terms and know how to create a classroom climate in order for students to understand and pay attention during the discussion.

While for word meaning, the researcher explored some words about the plot before coming to the story and changed the activity before reading by giving incomplete text. And for students who were too lazy to consult the dictionary, the researcher motivated them more to use it and reminded them to see context from the text. Next, for

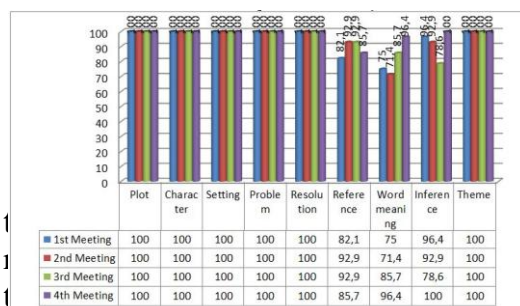
inference, the researcher suggests the students understand the story from beginning to end and give an explanation about how to know the character in the story. The researcher managed the time and situation in the classroom in order for students to have enough explanation and focus their attention more on the discussion session about reading text.

Cycle 2

To know the development in every meeting in this cycle, the researcher analyzed the class average score in each indicator of reading comprehension of narrative texts from the first up to the fourth meeting. Finally, after analyzing the data, the researcher showed all the data from the first meeting until the fourth meeting. The data showed the class average score in each indicator of reading comprehension of narrative texts. (Appendix 15. The Average Student’s Reading Comprehension per Indicator in Cycle 2.)

The average scores of the students’ reading comprehension of narrative text per indicator were shown as in the graph below:

Graph 4: The Average Score of Students’ Reading Comprehension of Narrative Text per Indicators in cycle 2



movie. At the first meeting the students could not identify, word meaning, inference and reference. The mean score of reference were

64.1, word meaning was 76.8, and last inference 76.8. This made the teacher give some explanation and give examples about the three indicators before showing the video movie. But students still found it difficult to analyze theme at the second meeting. It could be seen that some students asked the researcher about the terms of life lesson and moral value when they discussed in pairs. This means that they were still confused about these terms because sometimes the researcher used different terms when explaining the lesson. For the problems in meeting 3, the researcher reviewed for the next meeting in order for students to read more carefully in identifying these indicators by giving examples for inference and reference and explaining another way to identifying meaning that is by using clues in the text. Some students got the meaning based on an Indonesian dictionary, without paying attention to the clues in the text. The students’ improvement could be seen in meeting 3 for all indicators. They were reference was 88.4, word meaning 82.1 and reference 92.0. in which students could identify all 9 indicators of narrative reading comprehension. All of them categorized up to the minimum criteria achievement for reading. After analyzing the data from the second cycle, it could be concluded that the classroom action research improved the students’ comprehension of narrative text. It could be seen from the improvement for some indicators. And others indicator that did not show the improvement were caused some weak conditions faced by students. For example for meeting 3, At the

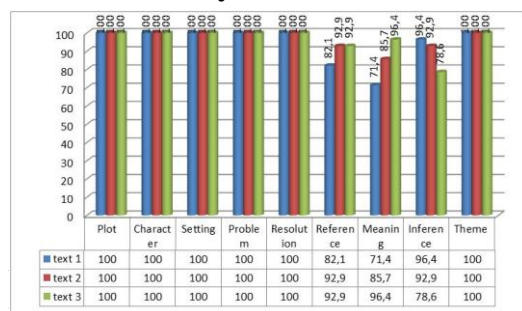
same time, some students were not focused on the narrative reading text because they were busy completing their tasks for other subjects. Some of them got permission one by one to go out of the class to submit their work sheets and others did it in a hurry and were not too focused on it.

The test result of the students' reading comprehension of narrative texts test in the second cycle showed that the students' reading comprehension of narrative text was higher than the first cycle (Appendix 14. Student's Score in Cycle 2).

In the second cycle, the average score of students' reading comprehension of narrative text in cycle 1, shows the good progress of students' in cycle 2. The students' got 95.4 for average score. 8 students (28,5%) were successful in reaching the minimum criteria achievement (KKM) in comprehending narrative text. This means that the students' reading comprehension of narrative text could be improved by watching video movie.

The result of the students' test in each indicator for final test cycle 2 is displayed in (appendix 15. The Average Students' Reading Comprehension per indicator in Cycle 2).

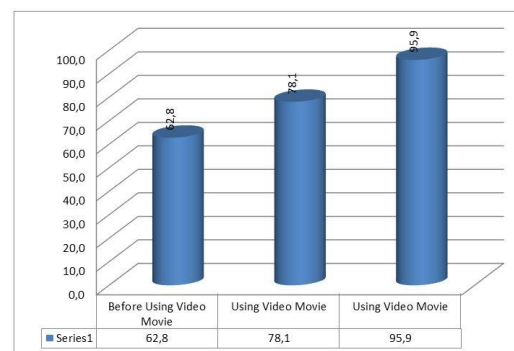
Graph 5: The Average Score of Students' Reading Comprehension Narrative text per indicator in cycle 2



which indicators reference, meaning and inference got scores up to 89, while the other indicators like topic, character, problem, setting and purpose, got scores of 100. This means that all of them could be solved.

The graph below gives the comparison of the improvement result of reading comprehension of narrative text before applying through video movie, Cycle 1 followed by Cycle 2. The progression of each cycle can be seen in (Appendix 16).

Graph 6: The Improvement of the Students' Reading Comprehension of Narrative Text



15.3 points before using video movie implementation for Cycle 1 and 17.8 points from Cycle 1 to Cycle 2.

In short, applying media through listening to and watching video movies in teaching narrative reading could be better used to improve the students' reading comprehension of narrative texts. There were some points that could be explained from the video movie in teaching narrative text. Using video movies could motivate students to comprehend the narrative text. The moving images in the movie makes students interested in following the next activity before coming to narrative text reading. For example when students watch, they

could see the real story from the movie and get a real description about the character, setting, story line and life lesson. And then the next activity like discussing the character, setting, story line and identifying theme helped them understand and identify all the indicators in reading narrative text.

Reflection

In this session, the researcher and collaborator discussed the result of narrative reading test and observation. First, after analyzing the results of narrative reading tests in cycle 1 and 2, the students’ average score increased and 5 indicators that were problems for the students in cycle 1 could be solved in cycle 2. The average score of each indicator that is a focus of this research in cycles 1 and 2, is categorized as successful if the achieved MCA is at least 78. In conclusion, students’ comprehension of narrative text after having conducting the classroom action research by using a video movie achieved improvement compared with the students’ narrative reading comprehension before using a video movie in the teaching and learning process in the classroom

2. Students’ participation in the class activities in reading narrative texts through video movies for grade eleventh Social 2 of MAN 2 MODEL in the Academic Year 2013/2014.

a. Cycle 1

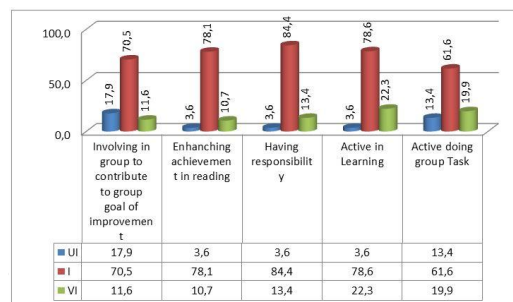
1) Observation

During the teaching and learning, the collaborator also observed students’ participation

during class activities by using the students’ observation checklist. The researcher gave scores of student participation in 3 categories showing levels of participation. They are “uninvolved” (IU) with score 0 (zero), “involved” (I) with score 1 (one) and “very involved” (VI) with score 2 (two) for each indicator of participation. These categories are adapted from Wallace J (1998: 191) (Appendix 17. The Students’ Participation in Learning Activities through Video Movie cycle 1.

The results of the students’ participation in cycle 1 are presented in the Graph as follows:

Graph 7: The Students’ Participation in Learning Activities through Video Movie of Narrative story cycle 1.



activity in learning narrative using video movie. They were uninvolved (UI), involved (I), and very involved (VI). The result of the data analysis in cycle 1 showed that the percentage of students’ participation who were categorized into “uninvolved (UI)” level were: 17.9% (5 of 28 students) for indicator “involving in a group to contribute to group goal involvement”; 3,6% (1 of 28 students) for indicator “Enhancing achievement in reading”; 3,6 % (1 of 28 students) for indicator “ Having responsibility”; 3,6 % (1 of 28 students) for indicator “Active in learning”; and 13.4% (7 of 28

students) for indicator “Active doing group task”.

Next, the percentage of students’ participation who were categorized into “involved (I)” level were: 70.5 % (20 of 28 students) for indicator “involving in a group to contribute to group goal involvement”; 78.1% (24 of 28 students) for indicator “Enhancing achievement in reading”; 84.4 % (23 of 28 students) for indicator “Having responsibility”; 78.6 % (20 of 28 students) for indicator “Active in learning”; and 61.6% (17 of 28 students) for indicator “Active doing group task”.

The last, the percentage of students’ participation who were categorized into “Very involved (VI)” level were: 11.6 % (3 of 28 students) for indicator “involving in a group to contribute to group goal involvement”, 10.7% (3 of 28) for “Enhancing achievement in reading”; 13.4 % (4 of 28 students) for indicator “Having responsibility”; 23.6 % (6 of 28 students) for indicator “Active in learning”; and 19.9% (6 of 22 students) for indicator “Active doing group task”.

From the results of the average scores of each indicator shown, the most number of students participated in the level “involved”. It was 74.6% (21 of 28 students). Then followed “very involved” with a percentage of 15.6% (5 of 28 students). And the rest, the smallest number of students was in the level of un-involved. This was 8.4% (3 of 28 students) who did not participate in class activity. It means that 91.6 % (25 of 28 students) who had participation in class activity but their participation were in two categories; Involved and very involved level. And the rest, 8.4% (3

of 28 students) who did not participate at all in class activity in learning narrative text.

The result of percentage of students participation above, there were slightly different percentage between the level “Uninvolved” (students did not participate) and “very “involved (who gave more participation) during the class activity. And there were a high percentage of students who were “involved” (who gave participation but not much).

The last, from the score result of students’ participation levels in class activity in learning reading narrative, the researcher needed to take an interview for students who were in level “uninvolved and involved” as reflection. The table interview can be seen in appendix 3. From the result of interview, the researcher needed to change the position of students grouping to the next cycle by changing the members of the group discussion.

b. Cycle 2

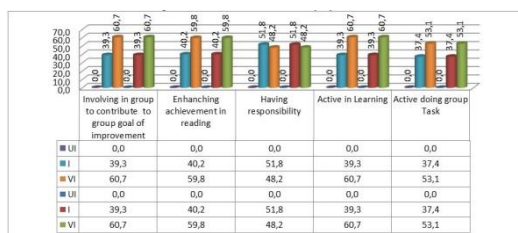
1) Observation

After observing students’ participation checklist in cycle 2, the researcher presented the graph of percentage students’ participation in learning activities during teaching and learning process by using video movie in cycle 2 (Appendix 17. The Students’ Participation in Learning Activities through movie of narrative story cycle 2).

The Graph of percentage students’ participation in learning activities during teaching and learning process by using video movie in cycle 2 as following:

Graph 8: The Students’ Participation in Learning

Activities through video movie of narrative story cycle 2.



were categorized into "uninvolved (UI)" level were: 0.0% (0 of 28 students) for indicator "involving in a group to contribute to group goal involvement"; 0.0% (0 of 28 students) for indicator "Enhancing achievement in reading"; 0.0% (0 of 28 students) for indicator " Having responsibility"; 0.0% (0 of 28 students) for indicator "Active in learning"; and 0.0% (0 of 28 students) for indicator " Active doing group task".

Next, the percentage of students' participation who were categorized into "involved (I)" level were: 39.3 % (11 of 28 students) for indicator "involving in a group to contribute to group goal involvement"; 40.2% (11 of 28 students) for indicator "Enhancing achievement in reading"; 51.8 % (15 of 28 students) for indicator " Having responsibility"; 39.3 % (11 of 28 students) for indicator "Active in learning"; and 37.4% (11 of 28 students) for indicator " Active doing group task".

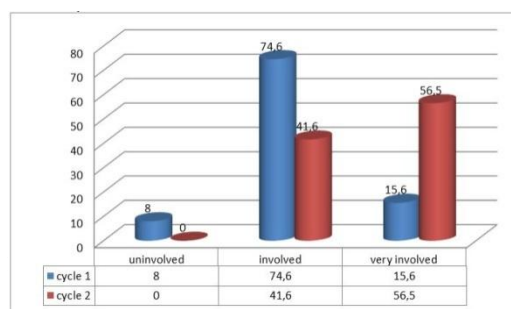
The last, the percentage of students' Participation who were categorized into "Very involved (VI)" level were: 60.7 % (17 of 28 students) for indicator "involving in a group to contribute to group goal involvement"; 59.8% (17 of 28 students) for "Enhancing achievement in reading"; 48.2 % (15 of 28 students) for indicator " Having responsibility"; 60.7 % (17 of 28

students) for indicator "Active in learning"; and 53.1% (17 of 28 students) for indicator " Active doing group task".

The average score of each indicator of participation show that the most students were in the level "very involved". It was 56.5% (16 of 28 students). And then followed by level "involved" where the percentage was 41.6% (12 of 28 students) And the smallest number of students' participation was in level "uninvolved". It was 0.0 % (0 of 28 students). Its means that 100 % (0 of 28 students) participated in the class activity but their participation were in two categorizes; Involved and very involved. And the rest, 0.0% (0 of 28 students) did not participate at all in class activity in learning narrative text (Appendix 17. The Improvement of Students' Participation in Learning Activities through Video Movie of Narrative Story from cycle 1 to cycle 2.

The progression of students' participation in cycle 1 to cycle 2 the following graph show the details.

Graph 9: The Improvement of Students' Participation in Learning Activities through Video Movie of Narrative story from cycle 1 to cycle 2.



mean positive progressing. The

decreasing of student who did not participate in class activity categorized in “uninvolved level” was about 8.4% (2 students of 28). While students who participated in class activity categorized in “involved level” decrease 33% (9 student of 28) and in “very involved level” increase 40.90% (12 students of 28).

In short, there were decreasing numbers of students who did not participate and increasing numbers of students who participated from cycle 1 to cycle two. While for the student who were categorized as having participated, there were the decreasing numbers of students’ participation for “involved” level but increases in the “very involved” level. This means that there was increasing student participation in cycle 2.

Second, students’ participation that was categorized in the three levels had positive progress. The number of students who did not participate (uninvolved level) and average participation (involved level) decreased, and the number of students who were giving more participation (very involved level) in class activity increased. And the problem that students had in cycle 1 in terms of participation in group discussion and class atmosphere was solved by the teacher in cycle 2. This means that there was an increase in student participation in class activity in learning narrative text through listening and watching video movie.

This finding was supported by This means that students were motivated during teaching and learning by using video movie in comprehending narrative text. The finding of this research was supported by Hefzallah (2004: 53)

and Bush. L (1979: 284). They have been found very useful in stimulating reading interest and some help clarify or reinforce basic reading skill instruction.

Based on the data from field notes, students did all activities actively including discussion, asking questions, finding the meaning, reading and understanding the text, and doing the task. In addition, the result of the interview showed that the students were interested in learning narrative text reading using video movie and they enjoyed having the discussion about the movie. In addition the video movie they watched helped them to understand the narrative text they read. This was supported by Vetrie (2004:4) and Barlow (2004).

Finally, the result of this research has shown that the Students’ Reading Comprehension of Narrative Text at grade eleventh Social 2 of MAN 2 MODEL Pekanbaru in Academic Year 2013/2014 can be improved and their participation in classroom activity in learning narrative text significantly improved.

Conclusion

Based on the findings of this research, it can be concluded that:

1. Video movie improved the students’ reading comprehension of narrative text at grade eleventh Social 2 of MAN 2 Model Pekanbaru in academic year 2013/2014 very well.
2. Students’ participation in class activities at grade eleventh Social 2 of MAN 2 Model Pekanbaru in academic year 2013/2014 in learning reading narrative text through video movie significantly improved.

Implication

The finding and conclusion of this research has some implications. The implications are as follows:

1. Video Movie can be applied or used for the first level of students at MAN 2 Model Pekanbaru in comprehending narrative reading text.
2. Video movie can be applied or used not only to arise student's participation in doing activities in learning reading narrative text.

Suggestion

By referring to the conclusions and implications of the research, the researcher suggests the following so as to improve teaching and learning reading comprehension of narrative text quality through watching video movie.

1. The English teacher who has the same problem as the researcher is suggested to use video movies in teaching reading narrative.
2. The researcher as English teacher should continue using video movies in teaching reading not only for reading narratives text.
- 3.

Note: This article was written from the writer's thesis at Pasca Sarjana State University of Padang supervised by Prof. Dr. Mukhaiyar, M.Pd and Dr. Desmawati Radjab, M.Pd

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