

## USING VIDEO SUBTITLES TO IMPROVE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXTS

**Pitria Supangesti, Gatot Sutapa, Urai Salam**

Master Study Program of English Language Education Teacher  
Training and Education Faculty,  
Tanjungpura University, Pontianak  
Email: [pitria.supangesti@gmail.com](mailto:pitria.supangesti@gmail.com)

### **Abstract**

*The purpose of this research was to improve reading comprehension in narrative texts to the ninth grader at SMPN 1 Singkawang. The researcher applied four strategies taken from Westwood: carefully viewing and overviewing what to be read, self questioning, selectively reading and summarizing. These strategies were implemented through three sequences; pre-viewing, while viewing and post viewing. The study showed that the use of video subtitles gave positive implication which effected on learning improvement. A set of sequences in video subtitles assisted the students in understanding the text, interpreting words, and improve their vocabularies. The students' attitude towards their reading comprehension have improved, which was shown engaged actively during the learning process and their responses towards the strategy used. Moreover, the students also improved their score. Thus, it indicated that the learning process have run well and have increased individual performance.*

**Keywords:** *Video Subtitles, Reading Comprehension, and Narrative Texts.*

Teaching media is a good agent for delivering materials. Teaching media helps to motivate students bringing a slice of real life into the classroom and by presenting language in its more complete communicative text (Brinton, 2001, p. 461). Using media for teaching is not only to serve the learners the theory but also tell them the real situation outside the classroom. Besides, using teaching media is not only advantageous for the students but also for the teacher. It can free the teacher from delivering an excessive explanation.

Unfortunately, many English teachers rely heavily on textbook in teaching. They only involve tasks in the text book, read the text, and answer the questions following the text. They do not use any media to help the students in their class, especially to improve comprehension in narrative texts. The researcher experienced as the English teacher of SMPN 1 Singkawang noticed that the ninth grade students fail to grasp the meaning and have limited vocabulary repertoires which often result in reading comprehension failure.

In addition, the condition is worsen because only a few students who exhibit good reading habits, while most students have limited reading experience.

The students were really lack of English vocabularies knowledge. This was evident by the reading test scores. They acknowledged that it was really difficult to understand the text because they did not know a lot of words used in the passage. In fact, in the reading process, understanding the meaning of the words greatly contributes to the reader's comprehension. Finally, it put them into the poorest reading level.

These mentioned gaps were also noticeable by ESL/EFL teachers and researchers both from Indonesia (Indrasari, 2010, p. 96; Riska, Mukhaiyar, and Radjab, 2014, p.24) and other countries (June, Yaacob and Khaeng, 2014, p. 56; Ilin, Kutlu and Kutluay, 2013, p. 272) in their research studies. This condition brought them to use technology (video subtitles) in assisting the problems.

The researcher also believed that integrating video subtitles to her teaching in narrative texts would have a positive impact on the students' reading comprehension. The teaching strategy was considered the most crucial problem since learning a language is not only to learn the language, but also the culture. Teachers have a responsibility in trying new techniques and strategies in teaching. This statement is in line with Haynes & Zacarian (2010, pp. 53 – 54) that lessons design and delivery must help ELLs (English Language Learners) understand English words in the context of their new culture. This made the issue become the crucial problem.

Some theories were indicated to this issue. Harmer (2001, p. 144) and Shehadeh (2012, p. 230) believe that video subtitles could be used in teaching. Through video subtitles we can watch the actors, their body movements, the places, the conditions or even the feelings of the actors. Stempleski and Tomalin (2001, p.9) believe that video could be as a text. They described that script (subtitles) in the video will tell the readers what language is used; the video will provide essential evidence about behavior, character and context, which are not very usual in the script.

The teacher could embed video subtitles into their teaching in order to improve the students' learning. If new words are introduced with both pictures and sentences showing the words in context, it helps ELLs enormously (Lems, et al., 2010, p. 174). This format allows learners to relate a story of importance in the target language, with attention not only to language, but also to image, sound and their interconnection. These could mean that using video subtitles is a good media to improve students' reading comprehension.

In implementing the research, the researcher combined the basic reading strategies from Westwood (2001) into the implemented curriculum (K13). The basic strategies used in the process were carefully previewing and overviewing the video subtitles; self questioning; selective reading;

and summarizing the main points and relevant detail. Carefully previewing and overviewing assisted the students in introducing the social function, generic structure and language features of the stories. Self questioning generated the students in sharing the information they already had in previewing and overviewing activities. Selective reading helped them in choosing the information they needed: what kind of information to support their comprehension; information that should be ignored; rehearsing the information they may call later. And summarizing assisted the students in comprehending the stories more.

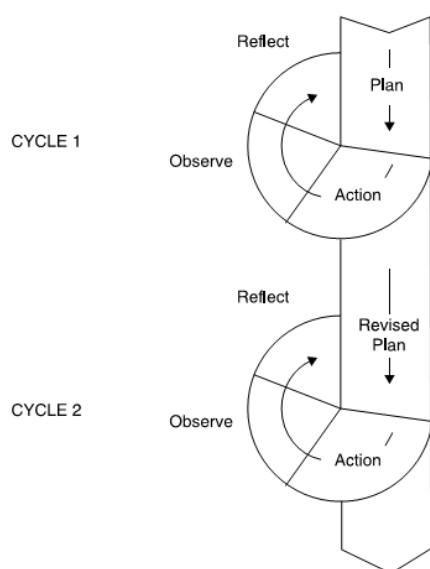
The researcher considered that the use of video subtitles could contribute positive result in improving students' comprehension in narrative texts since video subtitles provided English in the real context, with attention not only through the language, but also through image, sound and their interconnection. Furthermore, the use of video subtitles was also considered to improve the students' enthusiasm to learn narrative texts.

## **METHOD**

This study employed a classroom action research to investigate the use of video subtitles in improving students comprehension which took place among 33 students. Cresswell (2012, p. 577) states that action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching and their student learning. It aims to improve the practice of education by studying issues or problems they face.

The action research used was mainly based on the approaches from Kemmis and Mc. Taggart. An action research can be carried out using spiral approach which involves planning, acting, observing and reflecting. Preliminary study became the starting point of the cycle in aiming and determining problems. *Planning* is the first round of the research, the researcher planned to use video subtitles relevant to the topic of discussion (narrative texts) and draw up an

activity that is related to the video and the topic and presented them to the participants. In *acting*, the researcher carried out the activity in the class. *Observing*, the researcher observed the situation of the class during the class. In *reflecting*, the researcher re-look the needs of the participants to answer questions about the activities before it was conducted. If there is a need for the researcher this model could be repeated until the goal is achieved (McNiff & Whitehead, 2002). The researcher will continue to look for improvement by modifying the original plan in view of the newly found knowledge and continue with the action. This will then be followed by the evaluation of the modified action until the researcher is satisfied with the aspect of his work, which can be seen on Graphic 1.



**Graphic 1: Classroom Action Research Model Developed by Kemmis and Mc. Taggart.**

## FINDINGS AND DISCUSSION

### Findings

This section consists of the research findings and discussion. The researcher was the teacher in the classroom. In Cycle 1, after preparing lesson plan, research instruments, and the criteria of success, the teacher used video subtitles titled Turtle's Flute by

Bookbox. There were two meetings which took 4x40 minutes.

In Meeting 1 of Cycle 1, the teacher gave students a narrative from Central Java titled Too Too Moo, then asked one student to retell the story in front of the class. In while viewing sequences, the teacher prepared all of the stuffs used and gave instruction to students to write down the unfamiliar words. During the while-viewing tasks, the students gave fully attention to the video and after the video stopped playing, they discussed with their friends about the video actively about the sequences and the words which were unfamiliar.

In Meeting 2 of Cycle 1, the sequences was post viewing, and the strategies used was summarizing the main point in a group. During the summarizing activity, the students were actively discuss about the video subtitles they had watched. They shared the story line and the sequences.

At the Observing Stage of Meeting 1 in Cycle 1, the teacher found that the video should be played in different purposes; the first time was for the introduction of narrative; the second time was to confirm the activity given at the first video; and third time was to identify information needed for short answer task.

At the Observing stage of Meeting 2 in Cycle 1, the teacher found improvement. The student's task was to summarize the story; they actively shared their ideas and wrote them. When the time was up, there were two groups that could not finish their works. The groups did not follow the guidance given. This was considered as the weaknesses of the activity, so that the teacher gave time limitation for the students.

In the Reflecting stage of Cycle 1, the teacher found some improvements achieved by the students after doing the action. The mean score in Preliminary Study was 38.18 and it was increased into 68.09. Mode of the score in preliminary study was 30, and it was improved into 66. In preliminary study, the median was 40. In Cycle 1, it was increased into 68.

In Cycle 2, the teacher revised her planning. The video used entitled *The Lion and The Fox* by Bookbox. Cycle 2 consisted of two meetings with 4x40 minutes in total. Students discussed actively and shared their result in front of the class confidently. For while viewing sequences, the teacher prepared all of the stuffs used and given instruction to students to write the unfamiliar words. As the video stopped playing, they discussed the sequences and the words which were unfamiliar.

In the Meeting 1 of Cycle 2, the teacher showed the material of narratives, the students were actively giving feedback. They could explain what narrative texts was about. They discussed actively and they shared their result in front of the class confidently. For while viewing sequences, the teacher prepared all of the stuffs used and given instruction to students to write the unfamiliar words. As the video stopped playing, they discussed the sequences and the words which were unfamiliar.

In Meeting 2 of Cycle 2, the sequences was post viewing, and the strategy used was summarizing the main point in a group. During the summarizing activity, the students actively discussed about the video subtitles they had watched. They shared their ideas about the story line and the sequences. After they finished, they were asked to read other group's work who had finished.

At the Observing Stage of Meeting 1, there were some considerations as the result of the observation. In carefully previewing and overviewing what to be read, the teacher changed the way she explained the lesson, and the students gave more feedback and attention in the activity. The students were not confused with the instruction given and were enthusiastic in doing the task. In self-questioning, there was no problem in retelling the text in front of the class.

In the Observation stage of Meeting 2, the students had to summarize the story and share their ideas and wrote them. The teacher gave time limitation in doing the task.

In the Reflecting stage of Cycle 2, the researcher found that students improved their

scores. Detailed information was also added from field note and observation. In Meeting 1, the students were enthusiastic with short movie subtitles. All of them were quiet while watching and they were busy with the task given. The students understood the objectives delivered by the teacher and the teacher mixed the language used as needed. Students discussed the story actively and summarized it, then they also read other group's summarizing in front of the class confidently. In Meeting 2, students discussed and shared information about the video actively. The teacher always monitored and gave help the students as needed. The instruction given were clear. The students were actively read other groups' works. They have confidence to read in front of the class.

Quantitatively, students' scores were improved. The mean, mode, and median score have more improvements in Cycle 2. The mean score was improved to 78.78. The mode score was improved into 76. The median score was improved into 76. Thus, the criteria of success was achieved. There were also improvements in students' reading comprehension. In understanding the text, the mean score was improved into 78.5, the mode score was 76, and the median score was 77.5. In interpreting the text, the mean score was 19.8, the mode score was 20, and the median score was 19.52. In gaining the vocabularies the mean score was 66.1, the mode score was 68, and the median score was 67.5.

## **Discussion**

This research is conducted toward ninth grader at SMPN 1 Singkawang, and the purposes of this research were: (1) to find out how the use of video subtitles can improve the students' reading comprehension of narrative texts; (2) to find out how the use of video subtitles help the students in understanding the text; (3) to find out how the use of video subtitles help the students in interpreting the meaning; (4) to find out how the use of video subtitles improve students' vocabulary; (5) to find out how the use of video subtitles in generating students' enthusiasm in the classroom.

This research was an action research study as it aims to improve the practice of education by studying issues or problems they face. A preliminary study was conducted to know students' achievement in reading comprehension. Preliminary study was carried out through preliminary survey; pre-interview guide for students before the research implemented and the pre-interview with the teacher. The result of the preliminary study showed the real condition of the students in the classroom and also provided information of the students' problem in comprehending narrative texts. Based on a pre-interview with the teacher, it was found that students had difficulties in understanding the text, interpreting or making meaning of unknown words, and their vocabularies were limited. Thus it made the students poor in reading comprehension.

This research took into account how classroom practices be improved as well as the students' comprehension in narrative text through the use of video subtitles. Among the results, one important finding exposed that learning through the use of video subtitles could bring the learners into the context of their new culture, which indicated that the technique used is could be an aid in order to help the students in improving their comprehension. Learning through video subtitles has been proved to be an effective aid to help students in improving their comprehension. The criteria of success was achieved following the improvement of scores from Cycle 1 until Cycle 2. Furthermore, this study also showed the improvement of students' comprehension toward narrative text through the use of video subtitles.

Before selecting videos as teaching aid in this study, the researcher looked up some ideas supporting the use of videos as teaching media. Harmer (2001, p.282) stated that there are many advantages for using videos in the teaching and learning process such as seeing language in use, cross cultural awareness, the power of creation, and motivation. Through videos, students can watch and find out the use and the time for using past tense, following explanation from the teacher.

Comprehension may be regarded as relating aspects of the world around us, including what we read, to the knowledge, intentions, and expectations we already have in our head (Smith, 2004, p. 13). Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written languages. All the things related to what we read and what we already knew are involved.

Additionally, it is crucial for readers to know what the most important thing in comprehension is. Macalister (2011, p. 162) agreed that the most important point in comprehending a text is mastering the meaning. The researcher concluded reading comprehension as a process of making meaning from a word.

It is not easy to teach reading, especially for students whose mother language is not English. Mikulecky (2008, p. 3) states that while reading, students should know how to think in English; it is more than translating. English teachers can try to employ top-down processes effectively to make connections between what they are reading. Alternatively, students can enhance bottom-up processing by acquiring the most useful vocabulary and by learning strategies for guessing meaning in context.

Considering that idea, the researcher suggested that teacher could start by giving the students many texts to read. Many reading experiences could help the students becoming strategic in reading. It will also develop their vocabularies. Teachers should motivate students to read not only in the class, but also in other places for other purposes too. Teachers could help the students how to point out the main information to be developed. This could be done by making a scheme, doing a small discussion, taking notes or making a conclusion.

It is necessary to choose topics which are relevant to the Curriculum 2013 as the current curriculum of education. Topics of narrative text are stories with moral values to foster the behavior in Core Competency (Kompetensi Inti/KI). Stories can be originally from

Indonesia and other countries. There are two stories from other countries chosen in this research namely 'The Turtle's Flute' from Brazil and 'The Lion and The Fox', taken from Bookbox.

This classroom action research has not been implemented in this class, therefore the researcher barely had any idea about the implementation of video subtitles to improve reading comprehension. However, following all the activities and procedures from the first to the last step, it can be seen that this teaching media is effective and helped the English teacher in solving the problems inside classroom.

The researcher has considered many things before selecting the tools that are used. The videos being used were taken from recommended YouTube channel. Before showing the video subtitles into the classroom, the researcher has analyzed the videos, the story line, casts, etc. The researcher also has memorized all of the sequences happened in the videos and how to operate the tools in the classroom. In the teaching learning process, the researcher has checked the situation of the classroom and the learners' conditions.

There is one argument why the researcher choose videos from Youtube. Youtube has been very successful in sharing many contents in form of videos. Among the key factors for YouTube's success are the following criteria: accessibility; you can use it everywhere, anytime, and free of charge (Brunner, 2013, p. 1). The researcher has thought about the situation and the condition in a classroom. It was running time, noisy students, and sometimes could have a good access but sometimes not. The videos didn't play for once but it were more than once. By downloading the video subtitles, it was helpful. The researcher could play the videos without thinking the charge.

Specifically, the researcher chose Bookboxinc as the video material resources to improve students' reading comprehension. Bookbox is one of the links that could be used as language learning resources (Brunner, 2013, p. 2). Wiharto and Harsono (2013 p. 7)

used Bookbox in their research and their project. They concluded that materials in this website were appropriate with the level for basic learner such as junior high school students. Additionally, it can be improved and modified into some comprehension skills like reading, writing, listening, speaking, grammar and translation.



**Picture 1. Classroom Situation During The Research**

Several previous studies have indicated that video subtitles could help students in language learning. Teaching writing by using short videos can improve students' writing skill and attitudes (Indrasari, 2010, p. 96). Videos with English Subtitles could improve students' reading comprehension (Riska, Mukhaiyar, & Radjab, 2014, p. 24). Video subtitles help students see the real language word and world. It facilitates them to generate ideas through the sequences in the video. Ilin, Kutlu and Kutluay (2013, p. 279) states that the usage of the videos for grammar teaching motivated the students to take part in the lessons. June, Yaacob and Khaeng (2014, p.56) found that YouTube videos were fun and interesting, increasing students' participation and engagement and the enhancement of students' critical thinking skill. It was considered as an interactive teaching media.

At first, the atmosphere of the class was different. The students were more quiet. As the teacher showed the social function, the generic structures, and the language features

of narratives, the students paid their attention carefully to the material. The same thing happened when the teacher showed a story from Central Java entitled Too Too Moo. The students observed it carefully and they discussed the story actively based on the instruction. However, the condition changed when the teacher asked them to retell the story in front of the class. No one responded to it, until the teacher pointed to one of the students to retell the story.

In while viewing sequences, the teacher prepared all of the stuffs used and gave instruction to students to write down the unfamiliar words. During the while viewing tasks, the students gave fully attention to the video. They were quiet, calm, and did the task carefully. As the video stopped playing, they discussed with their friends about the video. They discussed actively the sequences and the words which were unfamiliar. This happened again at the second to the last video playing which were ordered to identify the information related to the video subtitles. The next sequences was post viewing and the strategies used was summarizing the main point in a group. During the summarizing activity, the students were actively discuss about the video subtitles they had watched. They shared the story line and the sequences. During the classroom activity, the teacher monitored the groups actively and helped the students when needed.

In Meeting 1 of Observing Stage, after looking at the acting step results, there were some considerations as the result of the observation. The teacher explained the material fully in English. This made the students confused although it did not obstruct the students in doing the activities. They were still enthusiastic and did the tasks. The teacher was too dominant in carefully previewing and overviewing what to be read in the activity. She should get the students' feedback, not to dominate it. In self-questioning, the problem was about retelling the text in front of the class confidently. When the teacher checked the students' task, actually they have finished the task but they didn't feel confident to tell the story. The students seemed worried about

their answer. To sum up, the video subtitles should be played in different purposes. The first, it should be used to introduce the students with narrative texts. The second, it was used to confirm the activity given at the first video was playing. Third, it was to identify the information needed for short answer task. The teacher should pay attention for the interlude of video subtitles playing, between the first and the second and so on.

In Meeting 2 of Observing Stage, the student's task was to summarize the story. They actively shared their ideas and wrote them, but when the time was over, the teacher found that there were two groups that could not finish their works. They did not follow the guidance from the teacher. It was then decided that the teacher should give time limitation for the students. There was another instrument used in the research, which was interview done by the teacher and the collaborator teacher. From the interview, the teacher found that about 20 students were enthusiastic to the use of video subtitles for reading comprehension in narratives while the others were not. The interviews were divided into three categories. They were students who had low, medium, and high ability.

Students with low ability described that the technique was confusing, because they were hard to understand the instructions of the activities. They did not know what they should do for the activities. Students with medium ability could enjoy the activity, but they had difficulties in finding the information related to video subtitles. It was because in using the video subtitles as the teaching technique, they could not read the text as many as possible like they always did before the technique was used. Finally, high ability students described that video subtitles could help them in improving their comprehension over a text, but they hoped that the video subtitles could be more attractive.

Besides the improvement of their reading comprehension, there were also some improvements in the students' attitude toward their reading comprehension. The researcher found out that the students' attitude toward the research technique were changed, they

were mostly enthusiastic in the activities. But, there was one activity did not meet this success. It was retold the story in front of the class confidently. Because of this, the researcher concluded that the students' enthusiasm were not achieved.

In the Reflecting Stage, it had been found that the use of video subtitles for teaching reading comprehension in narrative texts have given positive effects to the students' motivation as English Language Learners (ELLs). This fact is supported with Indrasari (2010) and Riska, Mukhaiyar, & Radjab (2014) who also stated that teaching with videos can improve students' skills and attitudes, video subtitles bring the learners to the real context of the languages. This is in line with Haynes and Zacarian (2010) that lesson design and delivery must help ELLs to understand English words in the context of their new culture, and Lems, et al. (2010) that if new words are introduced with both pictures and sentences showing the words in context, it help ELLs enormously. Thus, it is concluded that using video subtitles could be the solution for the problems. By the teaching learning process, there were also improvements of students' reading comprehension in understanding the text, interpreting words and gaining their vocabularies.

Although there were improvements both in qualitative and quantitative, but, in this cycle the researcher still found some weaknesses of the students in comprehending narratives. First, they had difficulties with the instructions given. And second, they didn't retell the story confidently at self questioning activity. Based on the fieldnotes, things to be improved by the teacher were: the teacher should mix the language, get the students' feedback, interlude the video subtitles to be played, and gave time limitation for the students. From the interviews, it showed that about less than two thirds of the number of the students not gave positive opinion toward the technique used in this study.

The research instruments indicated that the research on Cycle 1 could not meet the criteria of succes, which were described

quantitatively and qualitatively. In quantitative data, the researcher found out that the students' scores have improved. But this improvement was not found in the qualitative data. From the interview, the researcher found out that about less than two thirds of the number of the students did not gave positive opinion. From the observation checklist, the researcher has put that about two thirds of the students enjoy all of the activities during the technique used. And this criteria did not meet success. Thus, the researcher concluded that the technique used did not success and the researcher and collaborative teacher have to continue the next cycle.

To solve the weaknesses emerged in cycle one, the researcher made a revised planning to teach in Cycle 2. The researcher prepared lesson plans integrated to K13, designed research instruments, and determined criteria of success. Video subtitles and the teaching scenario were still the appropriate material to be used in this cycle. The video subtitles used was a folktales entitled *The Lion and The Fox* by Bookbox. It was about 4:14 length. Although all of the preparations were the same, but the teacher made different decisions in delivering the material for the teaching process. In this step, the researcher used the lesson plans, video subtitles, and the research instruments in the teaching reading comprehension for narratives. There were two meetings (4 x 40 minutes).

In the Meeting 1 of Cycle 2, the students were quiet again. As the teacher showed the material of narratives, the students were actively giving feedback. They could explain what narrative texts was about. The same thing happened when she read a story and asked the students to discuss. They have discussed it actively and then they shared their result in front of the class confidently.

In While-viewing sequences, the teacher prepared all of the stuffs used and given instruction to students to write the unfamiliar words. During the while viewing tasks, the students again drew fully attention to the video. They were quite and calm, and did the task carefully. As the video stopped playing,



they discussed with their friends about the video. They discussed the sequences and the words which were unfamiliar. This also happened at the second to the last video playing.

In Meeting 2 of Cycle 2, the sequences was post viewing and the strategies used was summarizing the main point in a group. During the summarizing activity, the students actively discussed about the video subtitles they had watched. They shared their ideas about the story line and the sequences. The teacher monitored the groups actively and helped the students if needed. As they had finished, they were asked to read other group's work who had finished too.

In Meeting 1 of Observing Stage, looking at the acting steps, there were some considerations as the result of the observation. In carefully previewing and overviewing what to be read, the teacher changed the way she explained the lesson, and the students were giving more feedback and attention in the activity. The students were not confused with the instruction given. They were enthusiastic in doing the task. In self questioning, there was no problem in retelling the text in front of the class. But, the teacher had to choose another level of students for this task as the improvement.

The video had been played for different purposes. The video subtitles were played for five times; it was the same as in Cycle 1. But the difference was the teacher had given interlude between them. The students were still enthusiastic in watching the video subtitles. They were quiet and calm. They understood the instruction and did the tasks. After the video subtitles stopped, they have shared and discussed the information with their friends actively. Although the students showed positive attitudes during this activities, the collaborator considered that the teacher should monitor the students' task one by one during the activities.

In the Meeting 2 of Observing Stage, the students had to summarize the story. They were again, actively sharing their ideas and wrote them. The different thing in this activity was the students more focused on the activity.

Perhaps it was because the teacher gave time limitation in doing the task. But there was one student who was too dominant in the group. Thus, the teacher had to divide task description for them. Another instrument was interview. The interviews were done after the meeting two had finished. The result showed that the students' enthusiasm to the technique were increased into 31. The interviews were divided into three categories, they were for students with low ability, medium ability, and high ability.

Students with low ability described that they were satisfied with their grades. The video helped them in understanding the text, predicting the unfamiliar words, and improving their vocabularies. They did not have to open their dictionaries as often as usual. Students with medium ability described that using video subtitles was fun and they could enjoy the activity. It helped them identify the information needed and expect the end of the story as well as concluding the moral value. They only needed to discuss and share the information with their friends without opening their dictionary as often as usual. Finally, the students with high ability described that the video subtitles used in cycle two was more attractive and challenging to them. They were also satisfied with their grades in Cycle 2.

In Reflecting Stage, it had been found that beside the improvement in their reading comprehension, there were also some improvements in the students' attitude toward their reading comprehension. In teaching learning process conducted in Cycle 2, the students were enthusiastic in learning. They could enjoy and followed all of the activities from the first to the last.

Based on the fieldnotes, things to be improved by the teacher were fewer. They were the teacher who should choose another level of students in carefully previewing and over viewing what to be read activity, and the teacher should divide task descriptions for the member of the groups in summarizing activity. And for selectively reading activity, the collaborator considered that the researcher had to monitor the students' work one by one.

Overall, it could be said that the students were mostly have positive responses towards the use of video subtitles considering all the findings in Cycle 2 and most of the students could improve their comprehending in narratives. In quantitative data, the researcher found that all of the students could increase their scores better than in Cycle 1. Furthermore, in qualitative data, from the observation checklist, it was identified that more than two thirds of the number of the students were active and enthusiastic in the learning process. It was also found in the fieldnotes and in the interview. The things to be improved in the fieldnotes were decreased. Based on the interview, it was showed that more than two thirds of the number of the students had positive opinions about the video subtitles. Thus, the researcher and the collaborative teacher decided to end this action.

Prior to the use of video subtitles, the students had low motivation in comprehending a text, particularly narrative texts. They had difficulties in understanding the text, interpreting the meaning, and in gaining vocabularies. In addition, they have limited reading experienced. As a result, it was not a surprise to find out that their reading ability was not satisfactory. It put their class on the poorest level among the ninth grader on reading.

However, after the use of video subtitles on reading task, it has changed. The technique used has assisted the students improve their reading ability. The students' attitude towards the technique and the students' comprehension have improved. The students' improvement on their attitude, which was shown through their engagement actively during the teaching and learning process, and their responses was gained through the use of video subtitles.

The use of video subtitles for teaching reading comprehension in narrative texts have given positive effects to the students' motivation. This fact is supported with Indrasari (2010) and Riska, Mukhaiyar, & Radjab (2014) who also stated that teaching with videos can improve students' skills and

attitudes, video subtitles bring the learners to the real context of the languages. This is in line with Haynes and Zacarian (2010) that lesson design and delivery must help ELLs to understand English words in the context of their new culture, and Lems, et al. (2010) that if new words are introduced with both pictures and sentences showing the words in context, it help ELLs enormously. Thus, it concluded that the use of video subtitles could be an aid for the problems.

In relation to the progress of students' attitude towards basic reading strategies proposed by Westwood (2001) was able to make the students actively engaged in all activities and more experienced in comprehending narrative texts. The video subtitles could help the students in understanding the text, interpreting the meaning, and in gaining vocabularies which was shown from their reading task. The students encountered that the use of video subtitles help them in comprehending. The video subtitles have brought them into the language context. It could be seen in all of the activities: carefully previewing and overviewing, self questioning, selective reading and summarizing.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

The use of video subtitles helped the students in improving reading comprehension in narrative texts. Based on the students' scores, all of them gained their scores on test which indicated that the use of video subtitles helped the students in understanding the meaning, interpreting words and improving vocabularies. This study also found that the students have positive view towards the use of video subtitles as the teaching media since this media is considered as able to sustain and generate further interest in the topic of discussion. In addition, this study also revealed that when the use of video subtitles is being applied during the lesson, students became more active and developed confidence while the discussion was being held.

For the students who had low ability, they described that they were satisfied with their grades. The video helped them in understanding the text, predicting the unfamiliar words, and improving their vocabularies. They did not have to open their dictionaries as often as usual. The students who had medium ability described that using video subtitles was fun and they could enjoy the activity. It helped them identify the information needed and expect the end of the story as well as concluding the moral value. They only needed to discuss and share the information with their friends without opening their dictionary as often as usual. Finally, the students who had high ability described that the video subtitles used in cycle two was more attractive and challenging to them. They were also satisfied with their grades in cycle two.

### Suggestion

This study has illuminated the importance of the use of video subtitles in class. There are some suggestions from the researchers, namely: (1) for teachers, in applying this technique during the teaching reading comprehension through active learning approach, they should manage the time as efficient as possible, especially in summarizing. The teacher needs to be active to monitor and control the students during this activity in order students organized on task and learn effectively; (2) for future researches, the researcher suggests to develop the study into student centered, which were students as the main actor in seeking the information needs for their learning actively and independently; (3) this study also denied kinesthetics and auditory modes. So, it would be better if the next researchers could serve activities which could handed the three modes by using video subtitles in their class.

### REFERENCES

Brinton, D. M. (2001). **The Use of Media in Language Teaching**. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (Third Edition ed., pp. 457 - 476). Singapore: Heinle & Heinle.

- Brunner, I. (2013). **Using Language Learning Resources on YouTube**. Paper presented at the "*ICT for Language Learning*, (6th ed)".
- Cohen, L., Manion, L., & Morrison, K. (2005). **Research Methods in Education** (5th Edition ed.). United Kingdom: Routledge Falmer.
- Creswell, J. W. (2012). **Educational Research** (Fourth ed.) Singapore: Pearson.
- Harmer, J. (2001). **How To Teach English**. Malaysia: Pearson Education Limited.
- Haynes, J., & Zacarian, D. (2010). **Teaching English Language Learners Across the Content Areas**. United States of America: ASCD.
- Indrasari, N. (2010). **Improving Students' Writing Skill of Narrative Texts by Using Short Videos**. Sebelas Maret University, Surakarta.
- Ilin, G., Kutlu, O., & Kutluay, A., (2013)., **An Action Research: Using Videos for Teaching Grammar in an ESP Class**. Procedia - Social and Behavioral Sciences.
- June, S., Yaacob, A., & Kheng, Y., (2014)., **Assessing the Use of YouTube Videos and Interactive Activities as a Critical Thinking Stimulator for Tertiary Students: An Action Research**. *International Education Studies*, 7(8).
- Lems, K., Miller, L. D., & Soro, T. M. (2010). **Teaching Reading to English Language Learners Insights from Linguistics**. United States of America: The Guilford Press.
- Macalister, J. (2011). **Today's Teaching, Tomorrow's text: Exploring the Teaching of Reading**. *ELT Journal*, 65(2).
- McNiff, J., Lomax, P., & Whitehead, J. (2002). **You and Your Action Research Project**. United Kingdom: Routledge Hyde Publications.
- Mikulecky, B. S. (2008). **Teaching Reading in a Second Language**. Pearson Education Inc., pp. 1 - 6.
- Riska, F., Mukhaiyar, & Radjab, D. (2014). **Improving Student's Reading**

- Comprehension of Narrative Text Through Video Movie at Grade Eleventh Social 2 of MAN 2 MODEL Pekanbaru.** *Journal English Language Teaching (ELT)*, 2( 1).
- Shehadeh, A., & Coombe, C. A. (2012). **Task Based Language Teaching in Foreign Language Contexts Research and Implementation.** Netherlands: John Benjamins Publishing Company.
- Smith, F. (2004). **Understanding Reading A psycholinguistic Analysis of Reading and Learning to Read** (6th Edition ed.). United Kingdom: Lawrence Erlbaum Associates, Publishers.
- Stempleski, S., & Tomalin, B. (2001). **Video In Action Recipes for Using Video in Language Teaching.** United States of America: Prentice Hall.
- Westwood, P. (2001). **Reading and Learning Difficulties Approaches to Teaching and Assessment.** Australia: The Australian Council for Educational Research Ltd.
- Wiharto, D., & Harsono, S. (2013 ). **Learning English Through American Folklore Using Interactive Website for Junior High School Students.** English Department, Faculty of Humanities, Diponegoro University.