

**THE EFFECTIVENESS OF COOPERATIVE STORY MAPPING  
USING SUBTITLED VIDEO ON TEACHING READING  
COMPREHENSION OF NARRATIVE TEXT  
VIEWED FROM STUDENTS' MOTIVATION**  
(An Experiment Research at the Eighth Grade  
Students of SMP Negeri 1 Kejajar, Wonosobo  
in the Second Semester of the  
Academic Year of 2017/2018)

**THESIS**

Presented as a Partial Fulfillment of the Requirement for the Graduate Degree of  
Language Education Programme



By :

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**GRADUATE PROGRAMME**  
**WIDYA DHARMA UNIVERSITY KLATEN**  
**2018**

## APPROVAL SHEET

### THE EFFECTIVENESS OF COOPERATIVE STORY MAPPING USING SUBTITLED VIDEO ON TEACHING READING COMPREHENSION OF NARRATIVE TEXT VIEWED FROM STUDENTS' MOTIVATION

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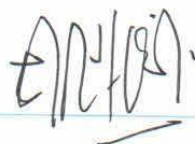
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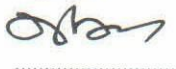
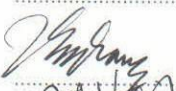

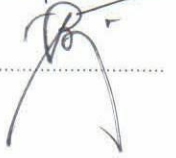
## ACCEPTANCE

### THE EFFECTIVENESS OF COOPERATIVE STORY MAPPING USING SUBTITLED VIDEO ON TEACHING READING COMPREHENSION OF NARRATIVE TEXT VIEWED FROM STUDENTS' MOTIVATION


(An Experiment Research at the Eighth Grade Students of SMP Negeri 1 Kejajar,  
Wonosobo in the Second Semester of the Academic Year of 2017/2018)

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USING SUBTITLE VIDEO ON THE TEACHING READING  
COMPREHENSION OF NARRATIVE TEXT VIEWED FROM  
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Klaten, August 2018

The writer



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Finally, I completely realize that this thesis is still far from being perfect. Therefore, criticisms and suggestions from the readers are greatly appreciated for improvement of this thesis.

Klaten, August 2018

The Writer  
Rina Ennylia

## **DEDICATION**

*This thesis fully dedicated to:*

*My Mom and Dad,*

*Ibu Roliyah and Bapak Muchamad Harry,*

*Ibu Faridah and Bapak Purwanto,*

*My beloved husband,*

*Handy Uthma,*

*My two wonderful children,*

*Nayla and Syabrina*

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## ABSTRACT

Rina Ennylia, NIM 1681100037, *The Effectiveness of Cooperative Story Mapping Using Subtitled Video on Teaching Reading Comprehension of Narrative Text Viewed from Students' Motivation (An Experiment Research at the Eighth Grade Students of SMP Negeri 1 Kejajar, Wonosobo in the Second Semester of the Academic Year of 2017/2018)*. Thesis. Language Education Programme, Graduate Programme, Widya Dharma University Klaten, 2018.

The purpose of this research are: 1) to investigate the effectiveness of teaching reading comprehension of narrative text by using cooperative story mapping strategy with subtitled video for the eighth junior high school students; 2) to ascertain whether students with higher motivation get better achievement in English literacy the use of subtitled video and story mapping strategy will improve and motivate the students to read narrative text well; 3) to find out the interaction between the levels of student motivation with teaching technique using cooperative story mapping with subtitled video.

The research was conducted at SMP N 1 Kejajar in February to March 2018 in the second semester of academic year 2017/2018. The population of this study was all students in grade Eight were about 182 students, the participants of this research were fifty-two students. This research used two methods on student's reading comprehension in narrative text. Those are Cooperative Story Mapping with subtitled video in class VIIIA as the experimental class and class VIIIB as control class with conventional textbook teaching technique. This study belongs to experimental research of *Pretest-Posttest Control Group design*. In this research, questionnaire was taken as data collecting technique for dividing the level of students' motivation; pretest was conducted to get preliminary view from students skill in reading comprehension of narrative text and posttest was conducted after the treatment. The hypothesis was analyzed by using Two-Way ANOVA.

The result of the posttest calculated by SPSS 24.0 and indicated by its  $F_o$  and the significant level ( $\alpha$ ) showed that: 1)  $F_o = 34,21$  and the significance value is  $\alpha < 0.05$  ( $0,000 < 0,05$ ) then  $H_1$  is accepted. It means that cooperative story mapping with subtitle video more effective than conventional textbook for teaching reading comprehension of narrative text. 2)  $F_o = 8,67$  and the significance value is  $\alpha < 0.05$  ( $0,005 < 0,05$ ) then  $H_1$  is accepted. It means that students with high learning motivation have better achievement than students with low learning motivation in teaching reading comprehension of narrative text. 3)  $F_o = 0,10$  and the significance value is  $\alpha > 0.05$  ( $0,756 > 0,05$ ) then  $H_1$  is rejected. It means that there is no significant interaction between teaching technique and the level of students' learning motivation in reading comprehension of narrative text.

*Key words: cooperative story mapping, experiment research, motivation, narrative text, reading comprehension and subtitled video.*

## ABSTRAK

Rina Ennylia, NIM 1681100037, *Efektivitas Pemetaan Cerita Kooperatif Menggunakan Video Bersubtitle pada Pembelajaran Membaca Pemahaman Teks Narasi Dilihat dari Motivasi Siswa (Penelitian Eksperimen pada Siswa Kelas VIII SMP Negeri 1 Kejajar, Wonosobo pada Semester II Tahun Akademik 2017/2018)*. Thesis. Program Pendidikan Bahasa, Program Pascasarjana, Universitas Widya Dharma Klaten, 2018.

Tujuan penelitian ini adalah: 1) untuk meneliti efektivitas pengajaran membaca pemahaman teks narasi dengan menggunakan strategi pemetaan cerita kooperatif dengan video bersubtitle untuk siswa kelas VIII SMP; 2) untuk memastikan apakah siswa dengan motivasi yang lebih tinggi mendapatkan prestasi yang lebih baik dalam membaca bahasa Inggris, penggunaan strategi “*cooperative story mapping*” dan video bersubtitle akan meningkatkan dan memotivasi siswa untuk membaca teks naratif dengan baik; 3) untuk menemukan interaksi antara tingkat motivasi siswa dengan teknik mengajar menggunakan “*cooperative story mapping*” dengan video bersubtitle.

Penelitian ini dilakukan di SMP N 1 Kejajar pada bulan Februari hingga Maret 2018 pada semester kedua tahun akademik 2017/2018. Populasi penelitian ini adalah seluruh siswa kelas VIII berjumlah sekitar 182 siswa, peserta penelitian ini berjumlah 52 siswa. Penelitian ini menggunakan dua metode pada membaca pemahaman siswa dalam teks naratif. “*cooperative story mapping*” dengan video bersubtitle di kelas VIIIA sebagai kelas eksperimen dan kelas VIIIB dengan teknik konvensional menggunakan buku teks di kelas kontrol. Penelitian ini termasuk penelitian eksperimental dengan desain penelitian *Pretest-Posttest Control Group*. Dalam penelitian ini, kuesioner diambil sebagai teknik pengumpulan data untuk membagi tingkat motivasi siswa; pretest dilakukan untuk mendapatkan pandangan awal dari keterampilan siswa dalam membaca pemahaman teks naratif dan posttest dilakukan setelah perlakuan. Hipotesis dianalisis dengan menggunakan Two-Way ANOVA.

Hasil posttest dihitung oleh SPSS 24.0 yang ditunjukkan oleh  $F_o$  dan tingkat signifikan ( $\alpha$ ) disimpulkan bahwa: 1)  $F_o = 34,21$  dengan nilai signifikansinya adalah  $\alpha < 0,05$  ( $0,000 < 0,05$ ) maka  $H_1$  diterima. Hal ini berarti bahwa “*cooperative story mapping*” dengan video bersubtitle lebih efektif daripada dengan teknik konvensional dengan buku teks dalam pembelajaran membaca pemahaman teks narasi. 2)  $F_o = 8,67$  dengan taraf signifikansi  $\alpha < 0,05$  ( $0,005 < 0,05$ ) maka  $H_1$  diterima. Hal ini berarti bahwa siswa dengan motivasi belajar tinggi memiliki prestasi yang lebih baik daripada siswa dengan motivasi belajar rendah dalam pembelajaran membaca pemahaman teks naratif. 3)  $F_o = 0,10$  dengan taraf signifikansi  $\alpha > 0,05$  ( $0,756 > 0,05$ ) maka  $H_1$  ditolak. Artinya tidak ada interaksi yang signifikan antara teknik mengajar dan tingkat motivasi belajar siswa dalam pembelajaran membaca pemahaman teks naratif.

*Kata kunci: cooperative story mapping, penelitian eksperimen, motivasi, teks naratif, pemahaman bacaan dan video bersubtitle.*

## CHAPTER 1

### INTRODUCTION

#### **A. Background of the Study**

Building language for literacy equips students with the critical language, early literacy skills and experiences are needed to build the foundation for success in reading. The activities are built upon student's home and community experiences to create meaningful connections and provide with the tools are needed to create a literacy-rich environment.

Introducing English literacy for students is a tremendous challenge for teachers in rural areas, especially with the background of parents are also unfamiliar about literacy. Besides, the domain culture of community already not support for the English literacy development. Culture literacy surrounding SMP Negeri 1 kejaar are covered with religion-literacy, so that the literation approach have done by reading the holy Al-Qur'an every 15 minutes before teaching-learning begin.

Based on a survey conducted in the "Pustaka Chandra" the library of SMP Negeri 1 Kejaar, almost 75% students borrowed Indonesian-language novel and fiction books. Only 5% of book borrowers borrow books in English within a year. So naturally when reading novels and fiction stories are more delighted to students than any other reading books. In addition, the collection of English-language books are very less, only about 30 books from the entire collection of books that exist in the library, and all those books are fiction.

The culture of literacy is new for rural learners, the lack of books to read and the less supportive means make the word of literation less known by public. If students have to face directly with the English language literacy then needs lots effort and use the right method of teaching technique to change the student's mindset. English teachers are often using conventional textbook technique in teaching. This causes students with low learning motivation does not have the progress of thinking in real accordance with the surrounding environment.

In the new era of technology and globalization, students' interest for convention literacy change to media literacy, such as watching television or live streaming on YouTube. In other hand, there is pervasive believe, increasing being challenged by research, that television and video viewing is a passive activity in which viewers are only superficially reactive to what they are watching, and one that will, over time, hamper or displace academic achievement. However, recent studies support the theory that viewing is instead an active process, one which can be "an ongoing and highly interconnected process of monitoring and comprehending" and "a complex, cognitive activity that develops and matures with the child's development to promote learning" (Marshall on Cruse, 2014, p. 3). Video is a very important example of instructional materials. Oguntuase on Woottipong (2014) defined it as a record on any medium through which a moving image may by any means be produced. They are derivative works which are usually based on original literacy, dramatic, musical and artistic works. By using subtitled video as a media may stimulate students to read English and make it easier for students to interpret the results of reading critically. Learning wrapped

with interesting way expect to encourage students to be able to think high level and can solve complex problems to the way of thinking creativity.

Subtitled video materials can be used an alternative instructional tool for teaching reading since they are rich of source of conversation and dialogue by English speakers and subtitle on it. This can greatly facilitate comprehension of pronunciation. As King (2002) cited in Ebrahimi (2016) mention “films provide more pedagogical options and are a rich resource of naturally motivating materials for learners.” When learners exposed to films, they can learn some words and phrases used in the films and ultimately improve their target language. Various types of films, such as soap operas, science-fiction, comic, horror and romantic movies, catch individuals’ interests and arouse learners’ motivation. Watching films is among learners’ favorite activities. As learners who lack interest in learning a foreign language often fail to make progress, films of various types that arouse different individual’s interests could be adopted as language learning materials. However, the way one watches movies has a particular effect on one’s learning.

Using subtitled video indirectly has made the students become active reader. They have to skimming the film demarcation, also think about the meaning each world in the movie in foreign language. In reading, to get information from the text they read students have to understand what they read. Reading comprehension is a complex task that involves processing information of the word, sentence, paragraph, and passage or book level in Schumm (2006). The use of teaching technique in the teaching learning process is crucial to support

students learning to achieve the goal of study. Moreover, the use of cooperative teaching technique will help the students to improve their ability in reading. Cooperative learning is a technique that allows students to learn from each other and gain important interpersonal skills.

From the habits of students who prefer to read fiction books than other books, presenting video streaming of storytelling becomes precise way to introduce English language literacy. Learning story text or fiction of junior high school goes into narrative text so that without any realizes they are learning about listening and reading competence of English-narrative text at one time.

Narrative text is the most interesting text for the student. According to Knapp and Watkins (2005: 222) state that a narrative text is a text which has social function to amuse, to entertain and to deal with actual or vicarious experience in different ways. There are some story elements called “schema” (Idol, 1987) such as main character (s), setting, problem or conflict, major events, and the outcome or resolution. Story map is the teachers tools for the students how to locate the elements of narrative text.

Story mapping technique for learning narrative text will be more interesting for students if they not working individually. Grouping for students is more fun, so students enjoy it and more motivated. Cooperative story mapping guide to motivate students in learning of narrative text.

Cooperative learning is interactive, students will engaged and active participants in the learning. The successful in learning English will depend on the motivation. In other word, learning and motivation are closely bound together and

influence one another heavily. When learning English, different students have different difficulties and problems. They can make different mistakes in English pronunciation, grammar and vocabulary usage. It was give the influence on students' motivation in learning English. Some of the students feel that English is very difficult to study, but they have motivation to study hard for the good achievement. In other hand, some students feel anxiety and bored in learning. As the result, they got low achievement in English. In this case the students or the teacher must have idea to build the students' motivation in learning English, because motivation is the one of important factor to the success of learning English.

Motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but also to maintain motivation for language learning. The sources of intrinsic motivation and find ways to connect them with external motivational factors that can be brought to a classroom setting. This is especially significant when English is not seen as important to the students' immediate needs, other than to pass exams. Motivation fluctuates, and it is challenging to keep language learners' motivation at a high level all the time. Reading the story or fiction as narrative text activities will be more interesting and fun also increase students' motivation in learning English

when presented using streaming-video with English native speakers, students also can read on subtitle. Else, Collaborating students into groups of story mapping strategy based on video shown perhaps can change student's motivation on reading more books. In light of this, this study investigates the effect of Cooperative Story Mapping Strategy using Subtitled Video on Teaching Reading Comprehension of Narrative Text Viewed from Student's Learning Motivation in grade VIII students of SMP N 1 Kejajar Wonosobo in the second semester of academic year of 2017/2018.

## **B. Identification of the Problem**

Based on the background of the study, there are many problems that can be identified as follows:

1. English reading literacy surrounding students is still low.
2. The collection of English literation books are still limited or insufficient.
3. English teachers prefer using conventional textbook technique to teach reading causing students easy boring and lack of realistic education.
4. Most of students are difficult to understand and to summarize content of the text they have read.
5. Students face difficulties when they have to learn English alone and without supporting facilities.
6. Student's motivation in learning English and reading English literacy is still low.

## **C. Limitation of the Study**

The problem of this research is limited on the effectiveness of cooperative story mapping strategy in learning to help students study narrative text in grouping to enhance student's motivation in learning English language and the use of subtitled video on teaching reading comprehension to resolve the lack of English books. This research was conducted for students in the grade VIII of SMP Negeri 1 Kejajar in the second semester of the academic years 2017/2018

#### **D. Formulation of the Study**

Based on the background of the study above, the problems that discussed in this study is:

1. Is cooperative story mapping using subtitled video more effective than textbook in teaching reading comprehension of narrative text?
2. Do students with high learning motivation have better achievement reading comprehension of narrative text than those with low learning motivation?
3. Is there any interaction between teaching technique and the levels of learning motivation in reading comprehension of narrative text?

#### **E. Objective of the Study**

The objectives of the study can be stated as follows:

1. To investigate the effectiveness of teaching reading comprehension of narrative text by using cooperative story mapping with subtitled video for the eighth junior high school students of SMP Negeri 1 Kejajar.
2. To ascertain whether students with higher motivation get better achievement in English literacy the use of subtitled video and story mapping strategy improve and motivate the students to read narrative text well.

3. To find out the interaction between the levels of student motivation with teaching technique using cooperative story mapping with subtitled video.

#### **F. Significance of the Study**

The result of this study gave some benefits, as follows:

1. **For the students**
  - a. It motivates them to learn reading by using interesting teaching technique and media, such as subtitled video.
  - b. The use of subtitled video approach in English version can increase students' ability in reading narrative text.
  - c. The students learn to develop their critical thinking by cooperative story mapping strategy and watching English subtitled video.
2. **For the teacher**
  - a. It helps them in choosing the appropriate method and media in teaching reading comprehension, especially in narrative text.
  - b. To encourage the teacher to use media having important role in teaching in order to make the students enjoy and easy to learn reading.
3. **For the institution / school**
  - a. The results of this study are expected to be beneficial as the input and the model in the implementation of English reading activities.
  - b. This study is also expected to be consideration of the school in determining policies regarding the learning process, including curriculum, and facilities.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

#### A. Conclusion

Based on the result of the data analysis, the conclusion of this study can be posed as follows:

1. Cooperative story mapping with subtitle video is effective technique in teaching reading comprehension of narrative text. The students' reading comprehension ability is better when they are taught by using cooperative story mapping with subtitled video technique than when they are taught by using the conventional technique. ( $F_o = 34,21$  and  $\alpha < 0,05$ )
2. The students with higher motivation get better achievement than students with low motivation in English literacy and there is an improvement and motivate the students to read narrative well. ( $F_o = 8,67$  and  $\alpha < 0,05$ )
3. There is no interaction between the levels of student's motivation with teaching technique by using cooperative story mapping with subtitle video in reading comprehension of narrative text. ( $F_o = 0,10$  and  $\alpha > 0,05$ )

From the result of cooperative story mapping with subtitled video, it can be concluded that the implementation of cooperative story mapping with subtitled video technique gives a better achievement in the area of reading comprehension ability than the conventional technique. When the English learning motivation of the students is considered, it is found that the implementation of cooperative story mapping with subtitled video technique makes better achievement to both high and low motivated students.

## **B. Implications**

Based on the study of theory and referring to the results of this study, then the authors will convey useful implications both on a regular basis theoretical and practical in an effort to improve learning achievement English.

### **1. Theoretical implications**

Learning with Cooperative learning model mapping with subtitle video, helping students to be able learning in a structured way. With five learning steps on the model learning Cooperative story mapping with subtitle video that is review, development, cooperative work (controlled exercise), seatwork (self-employment), and assignment (PR) allow students to can learn in a directed and structured in accordance with the stages of the concept of learning English controlled by students. The existence of the stages of review at the beginning of learning allows students to recall the past lesson, so that students will not forget the concepts that have been given at the previous meeting as a result of the development stage, the students will be easy to accept the presentation of new ideas but also the extension of the English concept from the previous lesson.

In stages of development, the teacher provides a video with English subtitle so that there is a visual development to be recorded by the memories of students, the explanation accompanied by discussion and demonstration with examples that are pictorial and symbolic such as create a story mapping in determining the flow of narrative text. This helps students to accept new concepts and extensions of the taught concepts. With the introduction of cooperative story mapping with subtitle

videos students can practice working together in their group to solve problems that exist on the matter, propose opinions, and exchange ideas with friends in groups. Students can do a lot of practice with a group of friends so that the lesson in doing the exercises can be minimized.

The use of cooperative story mapping with subtitle video also provides positive benefits for students, among others, foster self-confidence, increase student independence because of all stages is the leader, where students must rotate to present the work of the group. Motivation is related to the existence of encouragement, effort, and strength there is within the students to achieve the learning objectives expected. Students who have high learning motivation will be more actively working independently and working cooperatively. They will too more skilled in doing the work because they are used to it working on the problem independently, so that in the end they can get better achievement when compared with students who have low learning motivation.

## **2. Practical Implications**

The results of this study can be used as a special reference for teachers to improve the quality of teaching and learning process and increase student achievement. Teachers are expected to choose an effective strategy, efficient and customized learning model with students' skills as well as the characteristics of the material being be delivered. The efforts of teachers in helping students to improve their learning performance is not independent of the factors that affect the learning process, among other responses and motivation to learn English that is owned by each student and class plurality. Besides teachers need to pay attention to other

components that affect the process of student achievement, such as level of intelligence, student's early ability, student learning activities, student discipline, students' background and student environments.

### **C. Suggestion**

Based on the above conclusions and implications, there are several suggestions aimed at teachers, students, and other researchers as follows:

#### **1. For Teachers**

From the results of this study stated that learning with cooperative story mapping with subtitle video could produce more than learning by using conventional textbook in reading comprehension of narrative text. Therefore, teachers can be using cooperative story mapping with subtitled video subtitle in reading comprehension of narrative text, so expected can improve student achievement. In addition, teachers should also pay attention to student learning motivation that vary between students from one another to gain expected learning achievement.

#### **2. For students**

Students should be able to learn in a structured project with clear and directed stages learning so that the concepts learned are well acceptable. Students should also improve their learning motivation with enjoy the subjects they learned and then do a lot of practice both independently and group in order to increasingly encouraged and to get optimal results in the learning process.

#### **3. For Other Researchers**

In this study learning English is viewed from student learning motivation, for other researchers it may be possible doing a review from another view such as learning activities students, students' interest in learning, level of intelligence and others in order to know the factors that influence the learning achievement of English students. The results of this study are also limited to narrative text so it is suggested to other researchers to try applying model cooperative story mapping with subtitle video for other material in English subjects.



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