THE INTEGRATION OF VIDEO TECHNOLOGY IN TEACHING READING ON DESCRIPTIVE TEXT AT VII D STUDENTS OF SMP 1 KLATEN IN THE ACADEMIC YEAR 2021/2022

THESIS
Presented as a Partial Fulfillment of the Requirement for the Magister
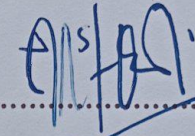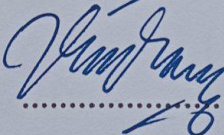Degree in Magister of Language Education Study Program

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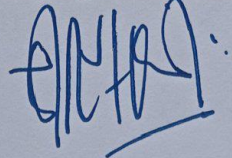**WIDYA DHARMA KLATEN UNIVERSITY**

2023

APPROVAL
THE INTEGRATION OF VIDEO TECHNOLOGY IN TEACHING READING ON DESCRIPTIVE TEXT AT VIID STUDENTS OF SMP 1 KLATEN IN THE ACADEMIC YEAR 2021/2022

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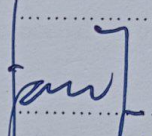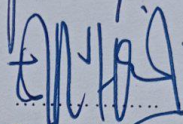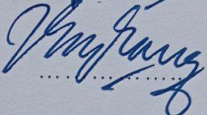## IN THE ACADEMIC YEAR 2021/2022

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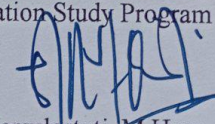
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If then this pronouncement proves incorrect, I am ready to accept academic punishment including the withdrawal or cancellation of my academic degree.

Klaten, July 2023

The Writer

Delta Rahmawati

DEDICATION

I present this thesis to:

1.   Cahya Nugraha, my beloved husband

2.   Lalita Christy Tusta Arum, my angelic daughter

3.   Miracle Lintang Alam, my dashing son

MOTTO

1. *Give thanks for every little thing we receive from God. (author)*

2. *Don't complain when you are in pain. (anonimous)*

3. *God allows problem to happen in our life so that we will be strong. (author)*

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The author realizes that the preparation of this research report still has many shortcomings. The author sincerely hopes, suggestions and guidance from dear readers in order to improve the preparation of research reports on future occasions.

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Klaten,   July 2023

Writer

Delta Rahmawati

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ABSTRACT

DELTA RAHMAWATI NIM 2081100043. THE INTEGRATION OF VIDEO TECHNOLOGY IN TEACHING DESCRIPTIVE READING AT GRADE VIID STUDENTS OF SMP 1 KLATEN ACADEMIC YEAR 2021/2022. Thesis. Magister of Language Education Study Program, Teacher Training and Education Faculty, Widya Dharma Klaten University. 2023.

This study aims to (1) describe the integration of video technology in reading descriptive texts, and (2) describe the learning outcomes of reading descriptive texts after integrating video technology in learning as at the time of observation.

This type of research is a case study with data collection techniques by observation, interview, video recording, and document, and data analysis model Milles, Huberman and Saldana (2019) which consists of the following analysis procedures: (1) data collection (2) data condensation, (3) data presentation (4) drawing verification and conclusions. To test the validity of the data collected, the researcher used data triangulation testing techniques.

The results of the study are described as follows: (1) teacher is competent in integrating video technology in learning, (2) students actively participate in learning, (3) text material describes it as relevant to basic competencies and video media integrated in learning, (4) application of learning methods in accordance with teaching materials and learning objectives.

Conclusion of the research results (1) integrating video technology in teaching reading descriptive texts for students is effective and can motivate students' learning, (2) The results achieved in the integration of video technology in teaching reading descriptive texts for class VII D students runs effectively and can help students in understanding the descriptive text. The success of the learning process is influenced by factors: (a) teacher is competent in integrating video technology in carrying out learning, (b) students actively participate in learning and as learning subjects; (c) selection of videos relevant to the teaching material; (d) Use of quite creative and effective learning media. (e) the application of the right learning approach and learning method for students.

Keywords: integration, video technology, reading, descriptive text.

ABSTRAK

DELTA RAHMAWATI NIM 2081100043. INTEGRASI TEKNOLOGI VIDEO DALAM PEMBELAJARAN MEMBACA TEKS DESKRIPTIF DI KELASVIID   SMP 1 KLATEN TAHUN PELAJARAN 2021/2022) Tesis. Magister Program Studi Pendidikan Bahasa. Universitas Widya Dharma. Klaten. 2023.

Penelitian ini bertujuan untuk (1) mendeskripsikan penggunaan teknologi video dalam pembelajaran membaca teks deskripsi, dan (2) mendeskripsikan hasil belajar teks deskripsi setelah mengintegrasikan teknologi video dalam pembelajaran seperti pada saat observasi.

Jenis penelitian ini adalah studi kasus dengan teknik pengumpulan data menggunakan obervasi, wawancara, rekam video, dan dokumen, serta model analisis data Milles, Huberman dan Saldana (2019) yang terdiri dari prosedur analisis sebagai berikut: (1) pengumpulan data (2) kondensasi data, (3) penyajian data (4) pengambilan verifikasi dan kesimpulan. Untuk menguji keabsahan data yang terkumpul, peneliti menggunakan teknik pengujian triangulasi data.

Hasil penelitian mendeskripsikan sebagai berikut: (1) guru kompeten dalam mengintegrasikan teknologi video dalam pembelajaran, (2) siswa berpartisipasi aktif dalam pembelajaran, (3) materi teks relevan dengan kompetensi dasar dan media video yang terintegrasi dalam pembelajaran, (4) penerapan metode pembelajaran sesuai dengan bahan ajar dan tujuan pembelajaran.

Kesimpulan dari hasil penelitian (1) Pengintegrasian teknologi video dalam pembelajaran membaca teks deskripsi bagi siswa efektif dan dapat memotivasi pembelajaran siswa, (2) Hasil yang dicapai dalam integrasi teknologi video dalam pembelajaran membaca teks deskripsi untuk siswa kelas VII D berjalan secara efektif dan dapat membantu siswa dalam memahami teks deskripsi. Keberhasilan proses pembelajaran dipengaruhi oleh faktor-faktor: (a) guru kompeten dalam mengintegrasikan teknologi video dalam melaksanakan pembelajaran, (b) siswa berpartisipasi aktif dalam pembelajaran; (c) pemilihan video yang relevan dengan bahan ajar; (d) Penggunaan media pembelajaran yang cukup kreatif dan efektif. (e) penerapan pendekatan pembelajaran dan metode pembelajaran yang tepat bagi siswa.

Kata kunci: integrasi, teknologi video, membaca, teks deskripsi.

CHAPTER I

INTRODUCTION

A. Background of the Study

People need to be literate in digital technologies because they live in a society that is dominated by ICTs in order to communicate effectively and engagingly. Teenagers that attend junior high school are computer literate. With the advancement of knowledge and technology, their lives are so close. Therefore, if teachers use technology and information into their teaching and learning, it will be highly exciting and enjoyable.

According to Oktarina (2019), multiliteracy abilities comprise reading, writing, speaking, and using technologies that can be understood. These skills are appropriate for the environment of communication, culture, media, and technology. The development of multiliteracy abilities is consistent with the goals of 21st century literacy education, which emphasizes efforts to empower multi-intelligent individuals to generate people with superior communication competencies in multi-context, multicultural, and multimedia. Multi-context in the context of multiple literacy refers to the relationship between literacy abilities and many contexts, including situational contexts and scientific contexts. Multiculturalism and the idea of critical literacy, which holds that a literature is always problematic and not culturally deficient, are closely connected concepts. The ideologies and social, political, and cultural backgrounds of a writer will influence the texts they produce. The use of diverse media, including traditional

and digital media, in literacy practices is related to the multimedia dimension. A language teacher should possess at least two literate abilities, including the ability to comprehend the idea of multi-literacy and the application of technology to enhance it in language learning. These abilities should be able to contribute to 21st century language learning and have pedagogical implications.

Furthermore, in order to effectively teach today's pupils, teachers must be aware of their own multiple literacies and raise awareness of how to build their multiple literacies.

(Chapelle, 2003) asserts that the relationship between technology and language use in the present world should cause experts to consider how technology is altering the field of English language instruction. In the 1960s, technology was used to help people learn English, and in the early 1980s, the term "computer-assisted language learning" (CALL) was first used. Since then, a number of new terminology have appeared as a result of technology's quick development and use in English language learning. Technology-Enhanced Language Learning (TELL) was first used by Bush, M. D., and Terry in 1997. The terms Network-based Language Learning and Mobile-assisted Language Learning (MALL) were first used by Warschauer and Kern in 2000 and by Kukulska-Hulme and Shield in 2008.

Many of the outcomes of the integration of learning technology in language teaching and learning in schools haven't lived up to expectations. The researcher was able to discover a number of facts that define the poor learning outcomes and competency attainment in the field of English language skills based

on observations made between January and February 2022 in the learning environment at SMP N 1 Klaten. In terms of English proficiency, the average student performance is still subpar. This is partly due to factors like outmoded teaching methods that don't take into account what pupils need and how they prefer to learn in the modern era. the potential of the average student to use ICT to establish habits.

B. Identification of the Problem

Field facts related to the implementation of technology integration research in learning English at SMP N 1 Klaten that researcher has identified are as follows:

1. The achievement of student competence in English language skills at SMP N 1 Klaten is still relatively low. In some tests of language skills, especially in reading comprehension skills, the achievement of student competencies is still largely below the minimum standard of completeness criteria (the passing grade) that has been set.

2. The students of grade VII are still difficult to find out the information from the passage. Thus, they are hard to understand a text.

3. Students' mastery of information technology is not yet managed by teachers well, especially in teaching learning activities. Students' ability to operate computers and students' habits in using gadgets and various applications that are friendly to the lives of teenagers and students are not well caught well by teachers to improve the learning activities.

4. Teachers' perceptions and attitudes towards the implementation of technology in learning still tend to be non-linear with goals due to lack of qualifications, readiness, and resources to practice new concepts in the learning process.

5. The adequate facilities and infrastructure and computer laboratories at SMP N 1 Klaten are not well used by teachers to support as well as to optimize the implementation of learning.

6. The implementation of video technology integration in teaching reading and understanding English for students is not well optimized yet. This is because of more sophisticated tools to be prepared before teaching, thus teacher tends to think to be wasting of time.

C. Limitation of the Problem

To focus the study in this research, the researcher limits the problem from identification of problem number 6 that is implementation of video technology integration in teaching reading and understanding English for students. This is done due to the wide scope of technology itself. While the researcher focuses on reading skill instead of the whole English learning which is too large to be studied. Class VII D students of SMP N 1 Klaten are chosen because most of the students in this class tend to be quiet and not very active during their learning, while at the same time they tend to be ready and able to apply technology and various social media applications in classroom learning.

D. Statement of the Problem

1. How is the implementation of video technology integration in reading descriptive text and understanding English for class VII D students of SMP N 1 Klaten?

2. How is the reading skill for class VII D students SMP N 1 Klaten with the application of video technology in learning to read?

E. Objective of the Study

1. Describe the implementation of video technology integration in reading descriptive text for class VII D students of SMP N 1 Klaten

2. Describe the reading skill of class VII D students of SMP N 1 Klaten with the application of video technology in reading.

F. Benefit of the Study

1. Theoretical Benefits

The theoretical benefit of this research is the development of science in the world of education, especially in the education of children in middle school. The results of this study can be used as a reference in implementing the scope of developing language skills in learning to read in secondary schools and other levels of school. The results of this study can be used as a reference for the implementation of learning English skills in general for secondary school education providers.

2. Practical Benefits

    a. For students

        The results of this study can assist students in developing competencies for improving students' reading skills. Students are helped by learning to read by applying video technology at school in a fun and educational atmosphere.

    b. For Teachers

        The results of this study can assist teachers in implementing learning and developing pedagogic competencies so that they can manage reading learning in the classroom professionally. Teachers can implement learning more effectively and innovatively. The teacher is helped by the implementation of reading learning by applying the use of video media in the classroom with a pleasant atmosphere.

    c. For Schools

        The results of this study can make a positive contribution to schools in improving services and efforts to improve the quality of education. The success of this research can provide added value for schools for branding schools in the working area of SMP N 1 Klaten.

    d. For Researchers

        The results of the research can later be used as a scientific paper document in sustainable professional development for researchers in developing their careers in the education field. The

results of this research can make a positive contribution to the implementation of education and research and development for researchers and colleagues in carrying out similar research in various academic purposes and scientific forums.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion

Based on the results of data analysis, researcher can answer the problem formulation as a research conclusion .

1. The application of video technology integration in learning to read and understand English in class VII D students of SMP N 1 Klaten makes a significant contribution in improving students' reading skills in learning English with descriptive text teaching materials.

2. Teacher and student activities in implementing video technology integration in learning reading was using *a Scientific Approach.* In learning descriptive text material for grade VII D students of SMP Negeri 1 Klaten, Klaten Regency, academic year 2021/2022 is fairly good. The teacher has described learning activities in accordance with teaching materials, methods and learning media. Teacher in this learning masters the material, methods, and provision of learning media. The teacher controls the class even though some of the teacher's research data dominates learning. This is due to the impact of applying this method which requires teachers to form several different centers according to the age level and interest of students. Class VII D students' learning activities are quite good. Students are quite enthusiastic in participating in learning. Students are easily controlled and easily given a stimulus so that they can develop their own understanding of structured and excreted

information in learning activities. This can be described as follows: (a) The reading skills of class VII D students of SMP N 1 Klaten with the application of video media in learning to read are quite satisfactory. An overview of the implementation of learning to read descriptive texts for students of SMP Negeri 1 Klaten for the 2021/2022 academic year, developing an effective learning process. (b) The teacher in learning to read descriptive texts with a scientific approach goes well, in the lesson plan the teacher does not explain the syntax for learning with a scientific approach, but the teacher applies the principles of the approach quite well. The teacher's mastery of class situations, materials, methods, and learning media is quite good and shows good pedagogical competence. (c) Class VII D students of SMP Negeri 1 Klaten have a fairly high learning motivation. Students can receive information well and can maintain order during learning. On average, students can receive learning materials by reading descriptive texts well, can adapt to the teacher's learning methods, and can be well involved in learning and using learning media. (d) Teaching materials for reading descriptive texts chosen by the teacher are videos that are relevant to descriptive text material. The teacher managed to choose materials and teaching materials that really helped students develop their potential. The selection of teaching materials for the structure of descriptive text to direct students to read descriptive text is an important part for students to understand how to read with the correct composition. (e) The application

of the scientific approach can be carried out by the teacher well. Teacher can apply the 5M steps; ask, observe, reason, try and communicate well. The learning methods developed in learning to read descriptive texts are varied and synergistic with students' learning needs. The teacher has sufficient mastery of the method with sufficient steps. The teacher applies learning methods with several environmental adjustments. (e) Use of learning media. The teacher prepares learning media that is quite creative and effective. Some media are self-designed with simple materials but are quite communicative and reflective. Teachers do not have to buy media and teaching materials needed in learning.

B. Implication

Based on the results of the research which showed a positive contribution to the components of lesson planning, teacher activities, student activities, application of a scientific approach, selection of material that is relevant to basic competencies, and use of media according to students' abilities. Learning needs, it is appropriate that the implementation of learning as has been done by subject teachers in class VII D SMP Negeri 1 Klaten can be developed again. The application of a scientific approach in teaching language skills in junior high schools, especially in learning to read descriptive texts, is very good and relevant. The scientific approach developed using various methods is very feasible to apply because this approach can provide opportunities to stimulate all aspects of student

intelligence through 5M activities (asking, obeying, trying, reasoning, and communicating) in a directed manner.

C. Suggestion

Based on the results of the research, there are several things about the implementation of learning to read descriptive texts using a scientific approach at SMP Negeri 1 Klaten. In applying the scientific approach, teachers must prepare themselves well. Teacher should invite cooperation with peers in preparing the learning process.

For researcher who will conduct similar research, it is better to choose teaching materials other than reading descriptive texts with a scientific approach. Researcher can explore other language skills such as listening, speaking, and writing for elementary school students.

Based on the impact of successful learning that has been carried out by subject teacher, the researcher recommends the following:

1. Subject teacher who carried out learning plan students more carefully. Fulfilling every important aspect in preparing an optimal learning retention plan. Determine the allocation of learning time that is proportional to the breadth and depth of teaching materials. Select teaching materials and learning media that are relevant to student characteristics and learning objectives.

2. Subject teacher is expected to study and master scientific-based learning models including other learning models, so that they can carry

out learning students according to the model and characteristics of the material and learning objectives.

3. Subject teacher is expected to be able to improve their teaching competence through various sources, both formal training, functional training and similar training which in principle add insight and self-competence in carrying out professional learning.

4. It is recommended that the Principal of SMP Negeri 1 Klaten, Klaten Regency conduct In House Training and similar training to improve teacher competence in carrying out teaching assignments in class.

5. For researcher in further research, it is advisable to conduct educational research with other learning models in order to add scientific characteristics in the world of education.

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