

Increasing Students Reading Skills Using Audio-Visual Platform with Problem-Based Learning

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Abstract. This research aims to improve reading comprehension skills for students in eight-grade-student in Adimulyo, Indonesia. It is used YouTube video media platform and problem-based learning (PBL). Several media is used to improve students' reading skills and YouTube is the most effective for English Narrative text. The data collection method uses observation and tests. The data analysis method is descriptive for both qualitative data and quantitative data. The results showed that before treatment using YouTube video media, the average reading comprehension score of students was 62.70 (57.70%) with the medium category. In cycle 1 was increased to 70 (69.23%), and in cycle 2 students' was increased 81.54 (88.46%) with a very high category. The future expectation that YouTube videos can make a positive feedback for students' skills.

Keywords: Reading comprehension, YouTube videos, PBL

1. INTRODUCTION

The reading proficiency of eighth-grade students at SMP Adimulyo, Indonesia, during the second semester of the 2023/2024 academic year revealed a significant weakness in their reading comprehension skills. The kids lacked enthusiasm to engage in reading activities, particularly when it came to reading English literature. The researchers directed their efforts towards enhancing the reading comprehension skills of grade eight students, taking into account their shortcomings in learning and their limited capacity to interpret narrative texts.

The researchers analyzed several problems related to students' ability to read comprehension by using classroom action research, which is research conducted by teachers in their own classrooms to improve their performance as teachers so that they can improve students' ability to read comprehension. Teachers carry out learning steps in accordance with the improved teaching module which consists of the application of the learning model and appropriate learning activity steps, namely the application of the problem-based learning model. The 2013 curriculum is possible to teacher creates Problem-Based Learning (PBL) as one of its teaching strategies. PBL is a learning approach that aims to build an environment where students actively build mental models, create ideas collaboratively with peers, and acquire independent learning skills while learning in the context of meaningful problems [1], [2]. As a result, PBL combines four relatively new discoveries about learning: learning is a contextual activity, cooperative, self-sustaining, and constructive [3], [4].

Problem Based Learning comprises multiple components, which will be elucidated as follows: Collaborative effort [5]. Students collaborate in small groups to establish a structure that allows them to assess and enhance their comprehension of the subject matter through problem-solving activities [6]. The challenges presented in a PBL setting are typically commonplace issues that individuals encounter in their daily lives, necessitating thorough research and critical analysis for resolution. In order to acquire new knowledge, students must actively pursue relevant solutions. It ought to be grounded in reality. The primary focus is to foster a mindset of expertise among students at the early stages of their careers, facilitating their ability to effectively address everyday challenges in practical situations [7].

Based on the analysis of the problem that has been described above, the formulation of the problem in this study is:

1. How can YouTube video media and problem-based learning learning model improve students' reading comprehension skills in narrative text material for students in eight-grades students in SMP Negeri 2 Adimulyo 2023/ 2024?

Therefore the study will describe the use of YouTube video media and PBL models in improving the ability to read Narrative text. PBL can improve students' reading comprehension. This can be seen from the increase in average scores between cycle I and cycle II with the use of the PBL in the classroom [8]. Although in its implementation, teachers need to have a good understanding of student characteristics and good classroom management so that the teaching and learning process can run smoothly and effectively [9].

Video is a form of media that incorporates both audio and visual components into its composition. The authors Yukselir and Komur emphasise that video has the potential to serve as a teaching medium [10]. Videos are one of the teaching methods that provide a superb audio-visual presentation to communicate the subject matter. Additionally, videos provide a real-world learning model that assists students in learning in a context that is realistic. According to the findings of the other researchers, Muslem et al., a video can be considered a realistic model since it possesses the quality of a person speaking English in a natural manner while in an environment that is representative of the actual world. Through the use of video, students are able to experience situations and feel what they are going through [11]. As a result, video as a teaching medium provides an excellent auditory and visual experience that conveys instructional content that serves as a realistic teaching medium.

The previous study about medium were interesting. It is cross PBLvisual picture economics textbooks are effective in improving reading literacy. This research aims to improve reading literacy skills by utilizing visual picture textbooks based on PBL [12], [13], [14], [15]. The PBL with blended learning in EFL academic reading is a learning model that implements student-centered learning and educators as facilitators in EFL academic reading learning that utilizes blended learning [16], [17], [18]. Using the audio-visual application as an instructional tool can increase students' involvement and passion in studying, so making the learning process entertaining and effortless [19], [20]. When students feel that learning is fun, students will have the desire to learn without coercion so that it can become a habit if done continuously [21], [22], [23]. The use of this YouTube movie to improve reading comprehension while learning has a positive effect on student learning. The advantages of learning through visual includes: increasing students' creativity in learning, making learning more flexible, familiarizing students with technological advancements, and helping students understand the information offered [24], [25], [26].

YouTube, digital video platform into an application that allows users to watch or even create videos. Many educators created learning media that is both interactive and vibrant, and that can be tailored to their own lesson plans. Suryadi and Rosa note out that this software gives the user access to a multitude of tracks that can assist them in combining various types of media, including video, animations, and still photos [27]. Consequently, it indicates that educators are able to accommodate their lesson plans, teaching materials, and teaching media. Teachers only focused on when teaching students in elementary school is using their voices and the speech technique to convey the information they are imparting [28]. Through the use of this strategy, students are transformed into passive participants. Putting it another way, teachers at the elementary school level are only concerned with the reading and listening abilities of their children. Many researchers found the effectiveness of using social media platform to affect students' skills and its influence [29], [30], [31].

2. METHOD

Data Collection Techniques

The researchers employed tests and observation sheets in this investigation. The test is administered to pupils in order to assess their comprehension of written English. Observation sheets serve as a means to document data gathered from various current activities. The observation sheet comprises student actions, time, student responses, class conditions, and other records that are documented during the course of activity. The data collection tools consist of test results and observation sheets. The data collected from each action will be examined both numerically and qualitatively in order to determine the ultimate outcome of the activity. The qualitative data on student learning outcomes will be evaluated using descriptive methods. The evaluation data will be evaluated using descriptive analysis to determine the mean score of student success in both the pre-test and post-test. Concurrently, the qualitative data collected from the observation sheet is examined to gain a

comprehensive understanding of the students' comprehension of the lesson, their attitudes towards the learning methods used, their level of engagement in the lesson, their attentiveness, enthusiasm, confidence, motivation to learn, and similar factors are qualitatively analyzed. This study was carried out utilizing the methodology of classroom action research (AR). The class action research typically involves four stages: (1) Planning, (2) Implementation, (3) Observation, implementation and observation are in the first circle and (4) Reflection, here it repeated the implementation, observation and reflection [32].

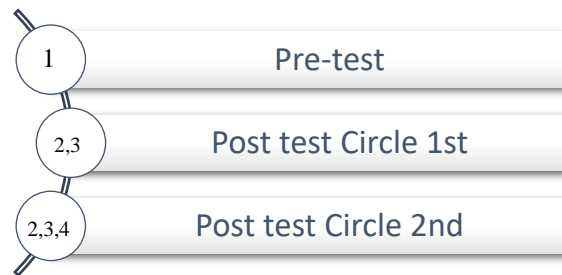


Figure 1. Planning for Action Research

Technique Collecting Data

The observations exhibited significant variation. The researchers employed peer teachers to enter the classroom and assess the requirements for incorporating narrative text learning through the usage of YouTube. The data acquired from the conducted observation activities will have a significant impact on the advancement of researchers. This approach assumes that all the researchers' flaws would be thoroughly observed. If the researchers establish a connection with the concept of an interrupting or intervening variable, they acknowledge that there are certain factors that can influence the link between the independent variable, in this case the narrative text reading learning model, and the dependent variable, which is learning achievement. The discussion revolves around the accuracy of implementing the PBL paradigm in narrative prose. Inaccurate execution will undoubtedly impact the learning outcomes. Peer observations, as mentioned before, are crucial for enhancing the quality and accuracy of the PBL model. The researchers undertake this endeavor in order to enhance innovation efforts, hence increasing the utility and success of this scientific paper.

Furthermore, in addition to the observations made by peers, the researchers also sought the assistance of a proficient student to evaluate the success of the application of teaching narrative text reading in the classroom. Both the supervising instructor and the pupils who were instructed to observe their peers' actions had previously been summoned to the office and provided with a detailed explanation regarding the accurate execution of the reading instruction. Narrative texts necessitating creativity, fostering self-discovery in students, and placing emphasis on intellectual engagement. The aim is to transform process-based learning experiences into meaningful real-life applications, while also cultivating students' productivity, analytical thinking, and critical reasoning skills. This is achieved through the utilization of methods, techniques, and strategies that enable students to independently and optimally search for and discover answers. Furthermore, this model requires problem-solving abilities to enhance cognitive gratification, enhance memory retention for extended proficiency, promote student-centered learning, foster self-perception and academic potential, discourage rote learning, and cultivate the capacity to assimilate and adapt information. The learning steps are to generate inquiries in order to facilitate the process of conducting research, verify if the outcomes derived from the student's observations are capable of addressing the formulated questions, gather data or information, examine or evaluate the collected information, and draw conclusions based on the outcomes of the information analysis. Based on the aforementioned understandings, the researchers have developed instruments to ensure the accuracy to be executed by teachers and students who monitor the learning process.

Reflection of Cycle I

Reflection is a thorough examination of activities made in response to received data, followed by an evaluation aimed at enhancing the action. Reflection is the examination, combination, and evaluation of the outcomes of observations on the acts performed [33]. When acquiring English, there

are four primary language abilities to develop: listening, reading, writing, and speaking. The four abilities mentioned are the primary determinants in the instruction of English as a second language. This skill will enhance pupils' ability to effectively communicate, whether through spoken or written means. By doing a comprehensive analysis of students' disinterest in reading using a range of literary sources, interviews, and classroom observations, the root cause of the problem can be identified within the context of the educational institution as follows; students lack familiarity with reading, both in educational settings and in their personal lives, the prevalence of cellphones contributes to students' inclination towards laziness, insufficient parental oversight of student learning activities, students lack comprehension of English terminology, teachers lack precision in selecting instructional approaches that align with the subject content, leading to students being increasingly overwhelmed.

Teachers must continue to try to find ways to solve the problem. Teachers must be able to use several learning methods, especially in teaching reading comprehension. And one of the techniques that can be applied to improve students' reading comprehension skills is through the narrative text YouTube video media with a PBL model. The technique of reading narrative text is a very interesting method in the learning process. Therefore, this method aims to enable students to understand the target language, speak with acceptable and grammatically correct pronunciation, and be able to understand the material presented. IT-based learning media is effective to be applied to students in schools. Using the PBL paradigm and the use of videos can increase students' understanding and motivation when reading narrative texts in English.

Reflection of Cycle II

Reflection involves conducting a thorough analysis of the activities conducted, based on the data acquired. Subsequently, an evaluation is performed to enhance the effectiveness of the action. Reflection is the examination, combination, and evaluation of the outcomes of observations on the acts performed. [32]. When acquiring English language proficiency, there are four essential language abilities to develop: listening, reading, writing, and speaking. The major determinants in teaching English as a foreign language are these four proficiencies. This skill will enhance pupils' ability to effectively communicate, whether through spoken or written means. Based on an analysis of students' disinterest in reading using many sources of literature, interviews, and classroom observations, the root of the problem can be identified within the educational unit's settings; students lack familiarity with reading, both in educational settings and in their personal lives, the proliferation of cellphones has a tendency to foster laziness among pupils, insufficient parental oversight in monitoring student learning activities, students lack comprehension of English terminology, teachers lack precision in selecting instructional approaches for certain subjects, resulting in students being increasingly overwhelmed. Teachers should persist in their efforts to identify solutions to the problem. Teachers must possess the ability to employ multiple instructional techniques, particularly when instructing students in the area of reading comprehension. One effective method for enhancing students' reading comprehension skills is by utilizing narrative text YouTube videos with a Problem-Based Learning (PBL) approach. The practice of analyzing narrative text is a very engaging approach in the educational process. Hence, this approach seeks to empower pupils to comprehend the desired language, articulate it with satisfactory and grammatically accurate pronunciation, and comprehend the offered subject [34], [35]. IT-based learning media is effective to be applied to students in schools. Using the PBL paradigm and the use of videos can increase students' understanding and motivation when reading narrative texts in English.

Techniques Analysis Data

In quantitative research, the method of data analysis involves all scores; pre-test and post-test. The first indicator of the questionnaire consisted of four items, the second indicator consisted of 2 items, the third indicator consisted of four items, the fourth indicator consisted of three items, the fifth indicator consisted of four items, and the sixth indicator consisted of three items. The assessment of the correctness of the implementation of audio-visual learning is preceded by recording important things such as learning activities carried out when the researchers takes action. From these quick notes, the researchers knows which parts must be improved, where emphasis is needed, where suggestions and reinforcements need to be given. In addition, the presence of teachers who observe the learning process will be very helpful to find out more clearly the mistakes made during the learning process. The teacher who observes also notes the creativity of the students, the willingness of the students to participate in learning, the contribution among the students. All of this has been done

well. The implementation of the learning achievement test was finally resumed next week because after the teacher carried out the learning process, the time to give the test was not enough so it was carried out at the next meeting. The results of the student learning achievement test of the second cycle will be discussed in reflection II.

3. FINDINGS AND DISCUSSION

Based on the findings of peer observations, it was communicated that there are benefits associated with observers. These include the researcher being well-groomed, using courteous language, and effectively guiding students. This implies that the research journey is satisfactory. The weaknesses that need to be analyzed include ineffective time management, subpar construction, underutilization of student contributions. These weaknesses will serve as a basis for evaluating the accuracy of the data. The analysis will involve validating the internal data obtained from the informant's accountability and ensuring external validity by referencing legal theories. The researchers can trust the reliability of the research data as they have carefully selected informants who are peers. The suboptimal audiovisual learning in cycle I is attributed to the researchers' limited experimentation with this approach. To resolve the problem, it is necessary to develop improved and higher quality training modules. Further information, including comments, further experiences, and descriptions of study success, will be included in the results of the next cycle. Therefore, the outcomes in terms of the qualitative or quality aspects of learning are influenced by the audio-video visual model. The study of narrative text scores can be observed in Table 1.

Table 1. The analysis of narative text score (pretest)

No	Name	Score	Description	Gender
1	Abil Muriall Sutrisno PL	65	<u>Failed</u>	M
2	Adrian Febriyanto	70	Passed	M
3	Al Faadhil Deanova	65	<u>Failed</u>	M
4	Aldi Riska Maulana	70	Passed	M
5	Andika Maulana Saputra	70	Passed	F
6	Angelina Mutiara Andhyni	80	Passed	F
7	Aswa Aulia	80	Passed	F
8	Bagus Setiyawan	65	<u>Failed</u>	M
9	Canggih Wahyudi	65	<u>Failed</u>	M
10	Devrian Gibran	70	Passed	M
11	Dewi Setyaningsih	60	<u>Failed</u>	F
12	Dhimas Putra Pratama	75	Passed	M
13	Dwi Nurhidayah Ramadani	80	Passed	F
14	Efril Nasyitah Azri	70	Passed	F
15	Endira Arta Ledy	85	Passed	F
16	Hanggar Zikri Saputra	60	<u>Failed</u>	M
17	Hilmy Okta Riyadi	65	<u>Failed</u>	M
18	Intan Aira Dewani	75	Passed	F
19	Intan Nuraeni Putri	75	Passed	F
20	Keisha Shaqila Adisty Putri	70	Passed	F
21	Lathif Dzaky Hidayat	60	<u>Failed</u>	M
22	Nadya Hani Syakira	80	Passed	F
23	Nindita Iffah Mahdiyah	75	Passed	70
24	Nita Anggita Sari	75	Passed	F
25	Nugroho Cahyo Kuncoro	80	Passed	M
26	Rehan Eza Nugraha	60	<u>Failed</u>	M
27	Resti Shiva Rahmawati	80	Passed	F
28	Rizki David Kurniawan	60	<u>Failed</u>	M
29	Safa Nurfaizah	85	Passed	F
30	Taufiq Adi Nugraha	80	Passed	M
31	Zalfa Almas Dianpuspita	65	<u>Failed</u>	F
32	Zaenul Wafa	60	<u>Failed</u>	M

Table 2. Failed Students needed treatment in 1st circle

Score	student	accumulation
60	6	360
65	6	390
70	6	420
75	5	375
80	7	560
85	2	170
	32	2275

Discussion of the results obtained from the learning achievement test cycle I

The analysis reveals that the maximum score achieved is 85, while the lowest score is 60. The average value, calculated as 2275 divided by 32, amounts to 71.09%. The absorbency is calculated by multiplying 20/32 by 100, resulting in 62.5%. The total number of students is 32. Out of these, 70% of the students scored over the required standard, which amounts to 20 individuals. Conversely, 12 students scored below the minimum standard. The learning accomplishment test, comprising both an oral and multiple-choice format, serves as a motivating tool for students to demonstrate a deep understanding of their acquired knowledge. The mean score of students in the initial cycle, which is 71.09, indicates that pupils have achieved a level of proficiency in the taught topic, but it may not be flawless. The results indicate an enhancement in students' proficiency in English topics, particularly in the area of reading comprehension.

Table 3. The quantitative analysis of narative text score (post-test)

No	Name	Score	Description	Gender
1	Abil Muriall Sutrisno PL	70	Passed	M
2	Adrian Febriyanto	80	Passed	M
3	Al Faadhil Deanova	70	Passed	M
4	Aldi Riska Maulana	70	Passed	M
5	Andika Maulana Saputra	70	Passed	F
6	Angelina Mutiara Andhyni	80	Passed	F
7	Aswa Aulia	90	Passed	F
8	Bagus Setiyawan	60	<u>Failed</u>	M
9	Canggih Wahyudi	60	<u>Failed</u>	M
10	Devrian Gibran	70	Passed	M
11	Dewi Setyaningsih	70	Passed	F
12	Dhimas Putra Pratama	80	Passed	M
13	Dwi Nurhidayah Ramadani	80	Passed	F
14	Efril Nasyitah Azri	70	Passed	F
15	Endira Arta Ledy	90	Passed	F
16	Hanggar Zikri Saputra	60	<u>Failed</u>	M
17	Hilmy Okta Riyadi	70	Passed	M
18	Intan Aira Dewani	80	Passed	F
19	Intan Nuraeni Putri	80	Passed	F
20	Keisha Shaqila Adisty Putri	80	Passed	F
21	Lathif Dzaky Hidayat	70	Passed	M
22	Nadya Hani Syakira	90	Passed	F
23	Nindita Iffah Mahdiyah	80	Passed	70
24	Nita Anggita Sari	80	Passed	F
25	Nugroho Cahyo Kuncoro	80	Passed	M
26	Rehan Eza Nugraha	70	Passed	M
27	Resti Shiva Rahmawati	90	Passed	F
28	Rizki David Kurniawan	60	<u>Failed</u>	M
29	Safa Nurfaizah	90	Tuntas	F
30	Taufiq Adi Nugraha	90	Tuntas	M
31	Zalfa Almas Dianpuspita	70	Tuntas	F
32	Zaenul Wafa	60	<u>Failed</u>	M

Table 4. Failed Students needed treatment in 1st circle

Score	Student	Accumulation
60	5	300
70	11	700
80	10	800
90	6	540
100	-	-
	32	2340

Thus, the data indicates that the greatest score is 90, the lowest value is 60, and the average value is calculated as 73, 125%. The absorbency is calculated as follows: 27 divided by 32, multiplied by 100, resulting in 84.375%. The total number of students is 32. Out of these, 27 students have exceeded the standard, while 5 students have achieved the standard. In this instance, the students demonstrate a proficient ability to discern intricate details within the story text, accurately interpret the moral message conveyed, and effectively retell the narrative using their own language.

Discussion of Results Obtained from Cycle II

The findings, derived from the assessment of learning outcomes in the second cycle, indicate that the students' aptitude to comprehend and adhere to the lesson is commendable. This is apparent from the mean student score hitting 73,125. The results indicate that the audio-video Visual technique has effectively enhanced students' capacity to construct knowledge as anticipated. The audio-visual model is an appropriate approach for teachers who wish to foster students' abilities in critical thinking, persuasive communication, and expressing opinions clearly. This method aims to cultivate students' intellectual capacities, empower them to discover their own voices, and place them at the forefront of the learning process, thereby discouraging rote memorization. The study's findings indicate that the model used in the learning process has a substantial impact on students' learning achievement. This discovery substantiates that teachers have made an appropriate selection in implementing the learning process, as the choice of approach is a crucial factor that should not be disregarded.

This is also in line with the findings of other researchers such as those conducted by Nur Kholis [36] An individual essentially claimed that the learning methodologies employed have an impact on the academic performance of students. The English curriculum emphasizes the cognitive, affective, and psychomotor dimensions of learning, which encompass students' mental, emotional, and physical talents. These parts are given significant importance as they have the potential to fully engage pupils. Based on the students' grades, it may be inferred that the use of the audio-visual method can enhance student learning achievement. Upon examining the comparison between the starting score, the value of the first cycle, and the value of the second cycle, there was a notable improvement. Specifically, the average initial score of 71.09 in the first cycle rose to 73.125 in the second cycle. The significance of this increase should not be ignored, as it is a result of the extensive efforts made by researchers to enhance the quality of education and educational advancement, particularly at SMP Negeri 2 Adimulyo.

4. CONCLUSION

The researchers attempted to address the issue of low interest in reading and learning achievement by exploring the impact of different teaching methods. Specifically, they focused on the effectiveness of constructivist methods compared to conventional ones. To this end, they implemented a narrative text reading comprehension learning model that incorporated YouTube videos as a medium. The goal was to identify potential solutions for the challenges faced in schools [37], [38], [39], [40]. In light of the lack of interest in reading and the low academic performance of students, this research aims to investigate the effectiveness of audio-visual learning medium in enhancing student learning attainment. The extent of improvement obtained has been clearly elucidated in the final analysis. The research findings demonstrate the successful attainment of the study's objective, which is to enhance student learning outcomes. The evidence offered substantiates this claim.

Provide evidence from all available data to support the proof of achievement goals. The research suggests that audio-visual learning media can effectively deliver the desired outcomes as per the research objectives. All of these accomplishments are the direct result of the preparedness and diligent efforts of researchers. They involve activities such as formulating proposals, critically assessing areas

of improvement with teachers, developing research frameworks and tools, and maximizing the utilization of data triangulation facilities during the research process. The research findings indicate that delivering English language instruction can effectively fulfil learning objectives in this subject. The recommendations are as follows: the utilization of the audio-visual learning model should be one of the options among various existing methods, considering its proven ability to enhance cooperation, creativity, active engagement, information exchange, expression of opinions, questioning, argumentation, and other related aspects. Although this study has successfully demonstrated the primary impact of audio-visual media on improving learning activities and outcomes, it is evident that certain aspects have not been thoroughly examined. Therefore, future researchers interested in investigating the same topic should focus on exploring the unexplored areas. Moreover, in order to enhance the robustness of the findings, it is anticipated that additional researchers would do future investigations to validate the data obtained from this study.

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