The Development of English Learning Video on Recount Text to Enhance Students' Reading Comprehension Skill

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ABSTRACT

In the current era of technology, it is crucial for teachers to create engaging and beneficial learning materials for their students. Apps like Canva can assist teachers in developing various English learning materials. After conducting observations, the researcher identified several issues related to students' reading skill. Students encountered difficulties in comprehending complex and lengthy passages, students exhibited weak vocabulary skill in their reading and limited interest in textbook. Consequently, this study aimed to develop an English learning video focused on recount text to enhance the reading comprehension abilities of tenth-grade students at SMA 5 Pekanbaru. To carry out the study, the researcher employed a Research and Development model. The sample class consisted of grade X.7, comprising a total of 34 students. The researcher's findings revealed an improvement in the t-test scores, with a cumulative score of 33.42%. The p-value, which was calculated to assess the statistical significance, yielded a value of 0.000, which is less than the significance level of 0.05. Therefore, the results indicate a development in applying videos to enhance students' reading comprehension skills specifically in recount text among the tenth-grade students of SMA 5 Pekanbaru.

KEYWORDS
Reading Comprehension; Canva; Development

ABSTRAK

Di era teknologi saat ini, sangat penting bagi para guru untuk membuat materi pembelajaran yang menarik dan bermanfaat bagi para siswa. Aplikasi seperti Canva dapat membantu guru dalam mengembangkan berbagai materi pembelajaran bahasa Inggris. Setelah melakukan observasi, Peneliti mengidentifikasi beberapa masalah yang berkaitan dengan kemampuan membaca siswa. Siswa mengalami kesulitan dalam memahami bacaan yang rumit dan panjang, siswa menunjukkan kemampuan kosa kata yang lemah dalam membaca dan kurangnya minat siswa terhadap buku pelajaran. Oleh karena itu, Penelitian ini bertujuan untuk mengembangkan video pembelajaran bahasa Inggris yang berfokus pada teks recount untuk meningkatkan kemampuan membaca pemahaman siswa kelas sepuluh di SMA 5 Pekanbaru. Untuk melaksanakan penelitian ini, peneliti menggunakan model Penelitian dan Pengembangan. Kelas sampel terdiri dari kelas X.7, yang terdiri dari 34 siswa. Temuan peneliti menunjukkan adanya peningkatan skor t-test, dengan skor kumulatif sebesar 33,42%. Nilai p-value, yang dihitung untuk menilai signifikansi statistik, menghasilkan nilai 0,000, yang lebih kecil dari tingkat signifikansi 0,05. Oleh karena itu, hasil penelitian ini menunjukkan adanya perkembangan dalam penerapan video untuk

KATA KUNCI
Keterampilan membaca siswa; Canva; Pengembangan

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meningkatkan kemampuan pemahaman membaca siswa khususnya dalam teks
recount di antara siswa kelas sepuluh SMA 5 Pekanbaru.

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INTRODUCTION

Education holds great significance, particularly in the modern era, as it is crucial for every individual's development. The right to quality education is universal, and it plays a vital role in shaping a promising future. Education serves as the most effective means to guide individuals towards a better tomorrow (EviKasyulita and RiviAntoni, 2020). Reading takes up a large part of teaching and learning activities (Maspufah, 2019). To become fluent in recount text, students must possess strong reading skill to grasp and comprehend the text they are recounting. Furthermore, proficient reading comprehension skills help students structure past events in a logical sequence and effectively convey relevant details. Reading comprehension is understanding the text, understanding what has been read and understanding the meaning of the text (Rosalinah et al. 2020). Reading comprehension is a complex cognitive process that the reader must also be intentional about and reflect on while reading, keeping track of words and their meanings during reading (Nurhasanah, 2020).

An excellent reading skill are essential for students to become skilled in understanding recount texts. A recount text is a specific type of text that retells a past event or experience. Its primary purpose is to inform or entertain readers by providing them with specific details about the event or experience. Despite the similarities between recount texts and narrative texts, including a chronological sequence of events and the use of descriptive language, the key distinction lies in recount texts focusing on real-life events that have occurred. On the other hand, narrative texts may involve fictional or imaginative elements. Narrative texts can be further categorized into diary or personal letter, actual story, and fantasy story (Wijayanto, 2019).

The researcher chose recount text because, Students' learned Narrative text during observation and still had difficulty differentiating Narrative text and Recount text. Through careful observation, The Researcher identified several issues pertaining to students' reading comprehension skills. Firstly, students encountered difficulties in comprehending complex and lengthy passages, leading to a lack of interest in learning English. Secondly, students exhibited weak vocabulary skill in their Reading, which consequently impacted their overall performance in daily reading assessments. Additionally, students demonstrated a limited interest in textbook reading and expressed a desire for innovative learning methods that could facilitate better understanding.

This situation is obviously very concerning, improvements and developments in the learning process must be made immediately. Learning design can be interpreted from various perspectives, for example as a discipline, as a science, as a system, and as a process. As a discipline, learning design discusses various research and theories about strategies and processes of learning development and implementation. As a system, learning design is the development of learning systems and implementation systems including facilities and procedures to improve the quality of learning. (Junaedi, 2019)

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The researcher implemented a solution involving the development of educational videos using Canva. By utilizing Canva, the researcher aimed to provide students with a more engaging and interactive learning experience. This approach intended to enhance their understanding of complex concepts, improve information retention, and ultimately contribute to better academic performance.

To achieve a good reading skill, students must have an interest in reading itself, The solution is teacher must create learning media that appeals to students. Talking about reading cannot be separated from reading interest. To develop students' interest in reading, focusing on vocabulary in reading is the most effective strategy that can be adapted by teachers. strategy that can be adapted by teachers. (Käsper, Uibu, and Mikk, 2018)

In this digital age, it is essential for teachers to create learning materials that are interesting and beneficial to students. Canva, among other apps, can be a valuable tool for teachers to generate various English learning materials. The Canva application provides a range of options, such as videos, presentations, maps, posters, and mind maps, making it versatile and accessible on multiple platforms, including the web, Android, and iOS (Melinia and Nugroho, 2022). A teacher's ability to determine, create and then apply a learning design will affect their success in teaching at school. Because learning design is a process of learning planning in an effort to assist knowledge transfer activities between teachers and students. In principle, learning planning is the formulation of learning objectives, choosing the right strategy in learning, making materials, and evaluating all learning components (Junaedi, 2019).

In the Canva application, you don't have to use a laptop, but you can also use a smartphone. Student motivation and enthusiasm will be most significantly affected by the use of learning materials. Several media can be used to facilitate education adoption as well as rapid technological advancements that promote demand-responsive education in line with technological advancement (Mustika, 2020). Today, most schools allow students to bring smartphones to class. Because it's accessible from anywhere and anytime, Android is a powerful medium of communication, especially as smartphones and Androids have become ubiquitous in rural areas.

Canva is a graphic design application that allows users to create and design online various type of creative materials, from greeting crads, posters, flyers and infographics to presentations. Display (Yulianti and Setiawan, 2019). Canva is available in multiple formats including web, iOS, and Android. They employ 200 people in offices in Australia and San Francisco. One of the biggest revenue comes from premium users, with a total of 294,000 users. In 2017, Canva had 10 million users with service coverage in 169 countries (Melinia and Nugroho, 2022)

Learning using technology and learning media will provide students with more access and opportunities to build on their knowledge by accessing current learning resources through learning media (El Iq Bali et al. 2021). Practice as much as possible so that you can easily achieve your learning goals. Quality innovations in education can make students learn more in less time and can increase improve learning competencies (Munawar, 2019).

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METHOD

The researcher employed the Research and Development (R&D) model to create and validate educational products. This undertaking involved the R&D cycle, which encompasses reviewing pertinent research findings, developing the product based on those discoveries, conducting field tests, and making necessary modifications to address any identified deficiencies. Within the realm of education, this research specifically concentrates on designing instructional materials to enhance students' reading proficiency (Gustiani, 2019). According to (Akker et al. 2010), Development research aims to design products for specific purposes through certain procedures, namely: analysis, design, evaluation, and revision activities carried out repeatedly until a satisfactory balance is obtained between ideals and realization has been achieved.

The researcher's developed products are interactive learning materials called Canva, which are intended to improve students' reading comprehension skills. Since reading is often perceived as monotonous and challenging in educational settings, this study seeks to enhance students' ability to comprehend written text. The learning media tested and developed by the researcher in this study was a "Video" created using Canva. To collect data and develop the product, the researcher employed the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. Utilizing the ADDIE model facilitated a systematic approach to product development (Evi Indahwati, 2020).

Participant and the location of investigation

The research was conducted at SMA 5 Pekanbaru, where data was gathered and pre-test and post-test assessments were administered. Subsequently, the collected data was analyzed to evaluate the impact of video learning materials on student performance. The selection of SMA 5 Pekanbaru as the research site was based on the researcher's identification of specific issues that needed to be addressed within that particular school environment. For this study, The Researcher chose one class as sample of this study. Class X.7 was chosen as the sample, comprising 38 students. However, four students were absent on the day of data collection, resulting in a final sample size of 34 students. In developing recount texts, analyze, design, develop, implement, and evaluate (ADDIE) model of instructional design was applied (McGriff, 2000)

Data Collection and Analysis

Data analysis is a crucial step in interpreting the collected data accurately. In this study, various data analysis techniques were employed to ensure a comprehensive analysis. The process of product validation involved the collection of data through interviews, expert team validation, pre-test, and post-test assessments.

Result Test Analysis

Data analysis is performed to evaluate the outcomes of tests measuring the level of learning. The acquired learning results are utilized to compare scores before and after the intervention. One commonly employed statistical analysis technique for this purpose is the t-test. The t-test formula is used to calculate the score for comparing pre-test and post-test

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results. This statistical test determines whether the two sets of scores differ significantly. By employing the t-test, the researcher can assess if there is a statistically significant improvement in learning outcomes following the implementation of the intervention. Analyzing pre-test and post-test scores using the t-test helps evaluate the outcome of pre-test and pro-test after The Researcher implement the video to the students. This statistical analysis assists in drawing meaningful conclusions and determining the impact of the intervention on students' learning outcomes.

FINDING AND DISCUSSION

In this chapter, The researcher presents the English learning media with using Canva along with theory, examples of activities performed by students, and see is there any finding and result using the video to the students. The researcher collected data from one classroom, X.7, which contained 34 students.

Learning Media Development

In creating the Learning video, The Researcher used Canva because Canva has several unique features. such as stickers, elements and also graphics that can be added to videos. With the many variants presented on Canva, making the video more interesting and easy to read by students. students become more active in class because of the new media that has been presented by the researcher. students receive a new educational experience through videos. They can access it at any time and watch it before the face-to-face meeting (Pahmi and Wandi Syahfutra, 2019).
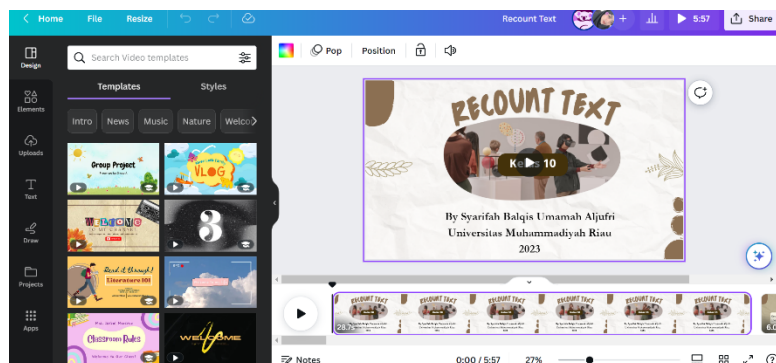

Figure 1: Developing The Media Using Canva.

According to (Pahmi and Wandi Syahfutra, 2019) The resulting videos can considered interactive because of the questions through the included narration. This is done to encourage students by asking these questions.

In The Classroom

This research is a classroom observation, pre-test and post-test conducted in three cycles. In the first cycle, The researcher observed students' reading comprehension ability. The next cycle was the researcher gave a pre-test to students without video. and the last cycle the researcher applied video through Canva and gave a pro-test sheet to students.

In the second cycle, the results were not significant. When the findings of the first cycle show insignificant results, the next cycle should show improvement (Costello, 2003). After entering the third cycle and implementing the video from Canva, The results were significant.

During the learning process, the students initially faced challenges focusing on the pre-test questions due to a lack of motivation. However, after the implementation of the video intervention, the students exhibited increased focus and actively engaged with the questions. They began answering the questions only after thoroughly reading and comprehending the meaning of the text. Additionally, at the end of each session, the students were provided an opportunity to express their ideas and thoughts about the reading text. This approach encouraged active participation and further enhanced their understanding of the text.

Material Expert Validation

Validation is done by giving learning media products with 5 scale questionnaire to be assessed with 8 questions. Before getting the final assessment, it was revised three times. The score of the questionnaire is 5 (very good), 4 (good), 3 (sufficient), 2 (less) and 1 (bad). Overall, the results of the feasibility test with the material expert with an avarage score 96%. The results of the feasibility test with material experts in detail can be seen in the table 1 below:

Table 1: The results of the feasibility test.

No	Assesment	Total Score	Eligibility Precentage	Category
1	Aspect of The Materials	19/20	95%	Very Eligible
2	Aspect of The Vocabulary	20/20	100%	Very Eligible

Media Expert Validation

Validation is done by giving learning media products with 5 scale questionnaire to be assessed with 10 questions. Before getting the final assessment, it was revised four times. The score of the questionnaire is 5 (very good), 4 (good), 3 (sufficient), 2 (less) and 1 (bad). Overall, the results of the feasibility test with the material expert get a score of 49 out of 50 with an average score of 98%. The results of the feasibility test with media experts in detail can be seen in the table 2 below:

Table 2: The results of the feasibility test.

No	Assesment	Total Score	Eligibility Precentage	Category
1	Learning Design Content	25/25	100%	Very Eligible
2	Language And Communication	23/25	92%	Very Eligible

Evaluation Phase
Field test

The field test evaluation is intended to determine the potential effects of the developed interactive multimedia for recount text (Sari, Mirizon, and Inderawati, 2021). At this stage, the field test was conducted in one meeting for 90 minutes. minutes. This trial involved a real class of tenth-grade (X.7) students of SMA 5 Pekanbaru consisting of 34 students.

Table 3: Paired Samples Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POST TEST	89.0882	34	15.60180	2.67569
	PRE TEST	55.6765	34	31.25237	5.35974

The pre-test and post-test results were measured using SPSS. The researcher established a Minimum Completeness Criteria of 70. The mean score for the students' pre-test was 55.68, while for the post-test it was 89.09. The researcher collected data from 34 students who took both the pre-test and post-test, which were analyzed to assess students' reading comprehension in X.7. The data indicated a positive development in their reading comprehension skills.

Table 4: Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	POST TEST - PRE TEST	33.41176	29.47636	5.05515	23.12698	43.69655	6.609	33	.000

The data analysis was conducted using SPSS software to measure the results of the pre-test and post-test. The obtained results, as shown in the tables, indicated a significant difference between the students' activity levels before and after receiving the treatment, with a p-value of 0.000, which is less than the significance level of 0.05. This signifies that the students' improvement in activity met the satisfaction criteria.

Based on teacher interviews, observation and the outcome scores of the Pre-test and Post-test question sheets. The researcher found that the challenges students faced in reading, particularly due to lengthy paragraphs, leading to a decreased interest in reading comprehension. However, the implementation of the Canva application as a learning tool proved to be effective in addressing these challenges. The use of captivating educational videos created with Canva motivated students to actively engage in learning and read texts more attentively during class.

The Canva program offers a wide array of advantages for enhancing student learning experiences. Its features and resources facilitate creative and technology-based learning activities for both instructors and students. By utilizing the Canva application, improvements were observed in various aspects of the learning process, including the development of creativity, enhancement of abilities, and the effective integration of technology (Melinia and Nugroho, 2022).

The implementation of video materials for reading comprehension had a positive impact on the students. They responded well to the use of video materials and exhibited increased activity and enjoyment while reading the text presented in the videos. Additionally, the t-test analysis revealed a significant improvement in scores. The total score of the t-test was 33.42%, with additional support from a p-value of 0.000, which falls below the significance level of 0.05.

CONCLUSION

As previously mentioned, the utilization of learning media is crucial in enriching the educational process. The introduction of new media platforms has driven innovation and technological advancements in education. For instance, the integration of the Canva program has enabled the creation of engaging and educational videos for English language learning (Fitria, 2022). The Canva application offers a diverse range of features and resources that support learning through creativity, skill development, and technology integration. Incorporating Canva software into the educational setting brings several benefits for enhancing students' reading comprehension. The availability of captivating templates within Canva captures students' attention and fosters their enthusiasm for learning. As depicted in the provided table, students demonstrate increased engagement levels after participating in the instructional intervention, indicating a positive relationship between their progress and their fulfillment of learning objectives.

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