

## USING VIDEO BASED COMPUTER MEDIATED COMMUNICATION IN TEACHING READING

Ghossan Fa'iq Harsanto<sup>1</sup>, Luqman Al Hakim<sup>2</sup>

<sup>1</sup>*Student of English Language Education, Universitas Slamet Riyadi*

<sup>2</sup>*Lecturer of English Language Education, Universitas Slamet Riyadi*

<sup>4</sup>*corresponding email (arial, 10 pt, center, Italic)*

### Abstract

The use of computer/ laptop as a medium of communication is a necessity to fulfill the needs of learning during pandemic to attain learning objectives. The present article aims at showing the implementation of teaching reading through computer mediated communication (CMC), particularly in using video as learning medium to assist students in understanding English text well and to interact in group actively in online learning. The subject of research is 2<sup>nd</sup> semester students class 01 who are 17 students. The type of research is classroom action research. The methods of collecting data are observation and a questionnaire. In analyzing the data, the researchers used interactive analysis that comprises data display, data reduction, and drawing conclusion. Research findings show that the use of video in CMC assists the students to understand the text being learnt properly and they interacted with their friends to discuss the materials of learning and assignments. The conclusion of the present article is that the use of video in CMC is a solution of learning in the pandemic situation to give visualization of the text being learnt.

**Keywords:** computer mediated communication, teaching reading

### 1. Introduction

In recent decades, current trends in English language teaching has developed the activities using videos as English teaching media from narrow action becomes a variety of activities. Goldstein (2017) states that the changes are from understanding becomes responding; culmination becomes stimulus to other tasks; after watching video becomes before, during, and after watching videos; lower order thinking skill becomes critical response; and focusing on language becomes focusing on information. Meanwhile, Duarte (2018) categorizes video in the language classroom into passive (watching and then doing the exercise) and active categories (creating videos). Also, the procedure in teaching English language arts through videos comprises watching, analyzing, and creating videos (Kajder and Young, 2010).

Creating and watching videos, and doing exercises from the videos are challenging and beneficial for learners' language experience and learning creativity. Stephens (2015) conducted a study in designing, fostering, and evaluating Literacy Education: Application and Practice, an interactive equipment for English language video based on videos that assisted students to navigate through images to be documented. Hafner (2014) conducted a study by instructed the students to create and share videos and they made meaning through multimodal resembles. Lovett

(2016) conducted a study on writing with video classroom through by asking feedback, critique, and sharing with the students.

A variety of reasons underlying EFL activities through Video are necessity of EFL learners to fulfill their needs in English. Tomlinson (2016) states that a recording of authentic interaction among non-English native speakers is needs of EFL learners to improve their motivation in using the target language. Video as one of varieties of language input is beneficial to construct meaning on printed materials (Derewianka, 2014). Besides, English materials in multimedia resources, i.e. videos, contribute to facilitate learners with a variety of learning language experiences (Tomlinson, 2008).

## **2. Literature Review**

Such video activities also contributes to both learners' linguistics and non-linguistics aspects such Goldstein statement that video is a resource to convey information. By watching authentic video, culture in target language is acquired through complexity of interaction in the videos (Tschirner, 2010). Teaching context culturally and linguistically and supported by authentic language materials from videos makes the students easy to use the target language (Alm, 2008). To gain sociolinguistics exposure, the learners need to choose of brief video extracts to visualize kinds of interaction, and context of social and work; therefore using authentic target language appropriate with context is able to be done (Willis, 1983).

Furthermore, video, in a widen aspect, facilitates EFL learners to improve their knowledge and or the language experience (Tomlinson, 2011). Video, in you tube, visualizes the values of English for life of learners' future (Motteram, 2011). Video is a part of teaching in English for Academic Purposes (EAP) classroom as a learning source to analyze some features "globalization in economy" material (Chun, 2013). Video, contributes to a macro element in education, is a medium to foster learners' critical thinking about newest issues (Santos, 2013). In addition, video is beneficial to exchange information of culture among those living in a different culture (Wong, 2016).

## **3. Research Methods**

The subjects of the research are 2<sup>nd</sup> and 4<sup>th</sup> semester students at the English education program of Slamet Riyadi University, Indonesia, however the present article describe the result of research with 2<sup>nd</sup> semester as the subjects. The time of the research is on March 2018. The method of the research is a collaborative action research which comprises exploring, identifying, planning, collecting data, analyzing/reflecting, hypothesizing/speculating, intervene, observing, reporting, writing, and presenting (Burns, 1999). The methods of collecting data are observation, questionnaire, and document analysis. In analyzing the data, the writer used some phrases: assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes (Burns, 1999).

#### 4. Result and Discussion

##### *Meeting One in the 1<sup>st</sup> Cycle*

In teacher's presentation, the researchers entered the classroom; gave greeting to the students; checked their attendance; and recognized the topic of the lesson, the activities they would conduct in this meeting, and the purposes of learning. All students attended to this meeting. Therefore, we were excited to hear that. The lesson's topic was history of restaurant. We told the students their activities: giving attention to our presentation of learning materials, watching the video about the history of restaurant, writing a response about content of the video, comparing content of the video, answering questions about the text, and discussing the result of their reading's questions. Also, we described the purposes of learning briefly that they have to understand the concept and the implementation of main ideas and detail information.

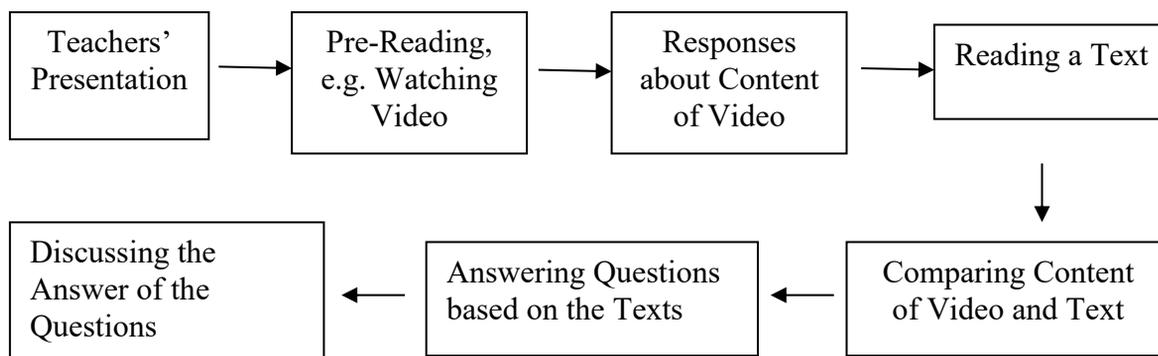
Before watching the video about history of restaurant, we told them about theoretical and practical explanation about main ideas. Theoretical explanation was talking about concept, characteristics, classification, and example (explanation of example) of main idea. They commonly understood about practical explanation of main idea (main idea was described directly as a part of texts, not in separated text), therefore they never knew the overall explanation of main idea, they knew a little as well.

We, then, asked them to tell their prior knowledge. It might be reading, watching, and listening from reliable resources about the history; their experience of culinary in restaurant; and their point of view or argument about restaurant in the past and present time. Some answered that they experienced in visiting restaurants that it was not only for eating and drinking, but also for making relationship with others, to get vacation, and to do business activities.

During watching the video, they obtained as much as information by conceiving language, visual, and auditory from the video. Then, they responded about the content of the video by answering the questions from the researcher. The researcher asked them "*What do you think of the history of restaurant?*". Some of them answered that the history was told chronologically; restaurant changed from just a place to eat and drink became a place to socialize and to have business; restaurants now served a variety of menu not only local but also overseas; and restaurants now were not only visited by rich people but also from various social level.

The researcher asked the students to read a story entitled "*Restaurants, Then and Now*" and "*The History of the Restaurant*" and asked them to compare between the content of the text and the video as well. They said that the similarities were simple buildings of the restaurants; a variety of menu of the restaurants was not as complete as modern restaurants; and the story was told chronologically. Meanwhile, the differences were the texts described the purpose of people eat in the restaurants, however the video did not talk about it, and the content of the texts talked about a variety of menu for food and beverages in 1900s, 1950s, and 2000s, but the video did not talk.

Figure 1 the Procedure in Teaching Reading in Cycle 1



### *Meeting Two in the 1<sup>st</sup> Cycle*

The researchers entered room H.23 room and gave greeting to the students. They were enthusiastic to response. We, then, checked their attendance, told them the materials they would learn, the purpose of learning, and their activities in this meeting. Checking their attendance was the next activity in which all of the students attended that lesson. We told them the materials in this lesson, learning a story of *Ray Harry Hausen* from a video and a text. Telling the purpose of learning was to give them the outcome in this meeting in which they had to be proficient in understanding main idea and detailed information. Meanwhile their activities in this meeting were giving attention to the teacher's presentation, watching a video, responding content of the video, reading the text, comparing the content of the video and a text, answering questions based on the text, and discussing the result.

Before showing the video about *Ray Harry Hausen*, the researchers told the students the different culture between Indonesia and United States. One of them was lifestyle that consumptive principle was commonly adopted as a part of Indonesian culture. Somehow, it was developing not moving into productive culture. So, Ray story inspired us to change our principle from consumptive into productive lifestyle. He cooperated with a movie maker to create movies and attempted to learn things about movie in that age, i.e. model of movie.

They watched a video about Ray and wrote content from the video. They did enthusiastically. They wrote that there was some positive values could be learnt from the video, it has inspiring story that could be adopted in daily life, and his motivation to create picture effects needed to be appreciated by fostering his works. Then, we asked them to tell content of the video. They answered that description and examples of Ray's works, the development of his works until now, his effort to create novelty in his works with limitation of facilities, and simple but unique properties in making movies, i.e outfit wore by movies' model made of bird's feather.

We asked them to read a text entitled *Ray Harry Hausen, Special Effects Genius* in the *Well Read I Skills and Strategies for Reading* book written by Laurie Blass. Then, we asked them to compare between content of the video and the text. They said that the similarities were telling a variety of his works, and how he did to create the movies; meanwhile the differences were that the text told his chronological activities to create a movie, and showed how he chose a model and to make outfit wore by the model; however in the videos, the content were showing several stages of his movies' trailer, testimony of a writer, producer, and a movie director about his works, and his opinion about his movies funnily.

## 5. Conclusions and suggestions

The conclusions of this study are as follows:

1. The students are able to understand the notion, characteristics, classification, and example of main idea in a text because the researchers taught such aspects in teaching reading.
2. The moral values in the texts are easily understood because of the video showing the same content as the texts.
3. The students participated in the class enthusiastically because they watched the video before reading the texts and obtain some information which assisted them to conceive the texts.

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