

DEVELOPING MUTE VIDEO OF DESCRIPTIVE TEXT TO TEACH BEAUTY MAJOR STUDENTS' READING COMPREHENSION

Komang Ayu Lakmitasari Saputra, Natalina Asi
Graduate Program in English Education
University of Palangka Raya
komangayuls42@gmail.com

Abstract

This research was aimed to develop the mute video for teaching reading comprehension of descriptive text based on the vocational English syllabus and the students' need. This Research and Development (R and D) was conducted to develop a mute video for the tenth grade students of beauty major. The subject of this research was the tenth grade students of beauty major at SMKN 3 Palangka Raya. The used instruments are questionnaire, expert validation, and observation which were distributed to the students, teacher and also the experts. The collected data were analyzed and described qualitatively. The result of data analysis showed that students required relevant media to their need and interest and the teacher needed to have a reference media in teaching reading comprehension of descriptive text to the beauty major. Considering to those result, the product of this research was the two mute videos of descriptive text which consisted of beauty content. The result of expert validation showed that the mute videos were valid to implement to the class, the mute videos need to improve on the grammar, visual cues, gap and color grading of the video. The data obtained from observation showed that the mute videos developed were helpful for the teacher to teach descriptive text in reading comprehension. The students were feeling helpful and excited to learn descriptive text using the mute video developed. The teacher also could make the mute video as one of the references media in teaching reading comprehension of descriptive text to the beauty major students at the tenth grade of Vocational High School.

Keyword: *Mute video, descriptive text, reading comprehension*

INTRODUCTION

In English for Vocational Purposes, there are two sub-sections: first, Vocational English which is concerned with the language of training for specific trades of occupations and the second Pre-Vocational English concerns with finding a job and interview skills (Dudley-Evan and St John, 2012). Then, Indonesian government has implemented Vocational English in vocational high schools since previous years ago. The government has reorganized the aim of English itself in the vocational high school in order to be suitable with the students' need. The English subject in Vocational high school is not only teaching a material for the national examination but furthermore the English specific knowledge can be a useful provision in their occupation field.

The students are also demanded to pass the English tests with a minimum score in each semester. The tests themselves in

vocational high school contain some skills that are speaking, listening, writing and reading. But, almost the tests in a vocational high school are answering and comprehending some texts which are close related to the reading comprehension skill. Therefore, the reading comprehension has an important part to be mastered by the students in Vocational High School.

The teacher often finds some obstacles in teaching reading comprehension skill to the students. One of the difficulties in teaching reading is the teacher needs to develop the material and suitable media based on the students' specific needs, because the government only provides the core competence and basic competence of Vocational High School to the teacher. Unfortunately, the students are only given a student's worksheet (LKS) that consist of questions and short explanation of the material. It does not fulfill enough the specific needs of the students in each major at the

vocational high school. Therefore, the teacher asked being more creative to create a specific and appropriate media according to the each major of the school in order that the students are able to comprehend and master the material.

Besides, the teacher found some obstacles in teaching reading comprehension, the students also faced some problems to master it. Even though they have a students' book but it is not enough helping them to comprehend the text and questions especially the descriptive text in the students' worksheet due to the less of explanation and specific vocabulary for vocational English. The prior problem of students is still difficult to get a point from a text of descriptive text and relate the point to answer the question. They do not know well the meaning of a text so that they have not a satisfied score and fulfill the minimum requirement of their school.

Considering the above condition it is necessary to create a suitable media to help the students easily comprehending the reading descriptive text. The media needs to involve both the teacher and the students' participation when teaching learning process to be held in the class. Then, to improve the students' reading comprehension, one of media to be developed is mute video of descriptive text. This media is used to help the teacher in teaching of reading comprehension and having an alternative media to teach the students. Based on the few experts' opinion about the mute video, it can be a good solution because it does not only help the teacher in teaching but also the students in learning reading comprehension.

The Mute Video (Ddeubel, 2011) means turning off the sound on the monitor and making use of the visuals on their own. The rule of mute video is the teacher plays a video with the sound turned off while students

speculate about what the characters are saying. This mute video will be one of the alternative media that can help the students to be more excited in learning reading comprehension because it will be developed based on the students' need and interest. The media also are planned to make the learning process efficient. If the students are more active, excited and interested in the class, they become easier to understand the material and comprehend the reading text.

This gives an opportunity to develop a media for beauty major students. The reason to develop media in this major is due to less of research that concern in the Vocational High School especially in the Beauty major. Then, the less of development media on this major cause a minimum of alternative model in teach English language that suits to the major. Therefore, some students of Beauty major are not able to reach the connecting idea through the text, because they do not comprehend

enough to the material in the reading text. The students also have a minimum vocabulary on their own major due to the students book does not provide the material based on the students' need.

Many researchers have conducted some studies related to mute video or silent video. Although a lot of research has been conducted and shows the effectiveness of mute video, research on the development of mute video in teaching reading comprehension for beauty major students is rare especially in the research site. In order to fill the gap in the research about Mute Video, this research aims to create the Mute Video of descriptive text in reading comprehension using beauty content.

LITERATURE REVIEW

There are some theories that should be reviewed to support this research. The first is about the nature of reading comprehension. According to Brown (2004, p. 229), there are

some strategies of reading comprehension: (1) the teacher needs to identify the purpose of the reading. Having a clear purpose also helps students to locate the most useful part of the text for their needs and to ignore those parts which will not help them. Efficient reading consists of identifying the purposes in reading something so that we know what we are looking for and can weed out potentially distracting information; and (2) Ensure there are graphics and pictures to help beginners in decoding and comprehension (for beginning level learners). Alternatively use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

The second is about Mute Video or Silent Video. According to Harmer (2002:286), there are five viewing techniques of video that the teacher can implement: (1) Play Fast Forward; (2) Silent Viewing; (3) Silent Viewing for Music; (4) Freeze Frame;

and (5) Partial Viewing. In this research, Silent Viewing technique is used to teach reading descriptive text. Silent viewing technique is playing and turning the volume of video to the inaudible sound. The teacher will give the students some questions about what they see, and then the students will try to discuss the story with their friends. After that, the teacher will play the video one more time and turn its volume on. However, in this research the researcher tries to develop this technique by using another kind of video. The researcher uses the video which did not give the subtitle and conversation so that the teachers did not need to lower the volume. This video is similar to pantomime video in which the audience is the one who will interpret the story.

Harmer (2002:286) stated that viewing techniques are designed to build students' interest through activities of predicting. By applying this technique, the

students can think about some information which they get by watching a video in silent way. Through this technique, the teachers can train the students' imagination by predicting the story.

Stempleski (2001:26) stated that vision on/sound off (silent) is beneficial for highlighting visual content for stimulating students language about what they see on the monitor and predict the language used on the soundtrack. Jenks and Johnson (2010:4) conveyed that silent viewing is a great concept for stimulating speaking, writing and reading. Silent viewing technique can be good technique to improve the students' reading comprehension. The students can comprehend the idea of the text by seeing the visual cues of the video so that they are able to be motivated to learn about some interesting descriptive text. The teacher can create fun activity using video and descriptive text. Moreover, the students have various ideas and they can enjoy their learning process with a

good atmosphere inside.

Here are a few suggestions on how to use the mute video with the students based on Ddeubel (2011):

1. Backdoor — In pairs or small groups, one or more students view and describe to the other students who have their backs to the screen. Provide a few minutes and help them with vocabulary (or write as needed the vocabulary, they will use and describe to the explanation.

2. Prediction – Watch a few scene of video and pause it. Have the students predict the following scene.

3. Vocabulary – depending on the theme of the video (for example in beauty video, specific words and / or product can be used) have students make lists of words and get the point of video.

4. Reading – Have students reread the text. Next, discussing the point of video and text, then use this as a reading activity for some

good comprehending a text. Make sure to do the crucial part of the reading process – sharing with the others!

METHODOLOGY

The Research and Development was used in this research. According to Sugiyono (2013:407) research and development method is a method use to produce a certain product, and test the appropriateness of the product. The subject of this research was the tenth grade students of beauty major at SMKN 3 Palangka Raya in academic year 2018/2019.

The used instruments are questionnaire, expert validation, and observation which were distributed to the students, teacher and also the experts. The collected data were analyzed and described qualitatively.

The process of research design can be seen in following figure adapted from Sugiyono (2013: 409):

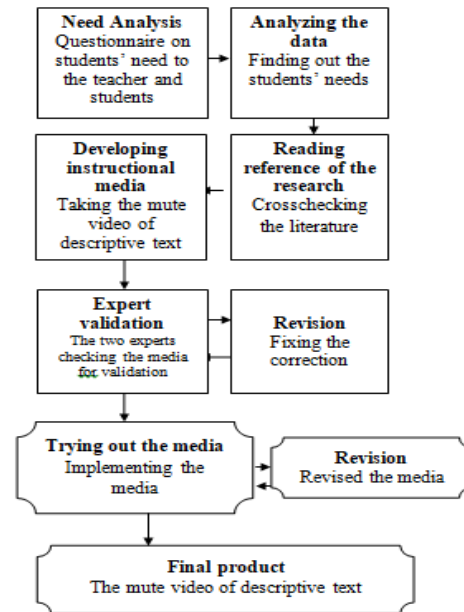


Figure 3.1. The Process of Developing Mute Video of Descriptive Text

3. Research Findings

The result of questionnaire about the major demand toward the media in SMKN 3 Palangka Raya

The researcher got the data about the suitable demand toward the media using the questionnaire that was provided to the English Teacher who taught the tenth grade students of beauty major at 2018/2019 academic year. The instrument was used to

get the information about the media used in teaching learning process, material, and beauty content inserted to the media development. The data of need assessment were analyzed as follows:

No	Criteria	Percentage
1	what the media was used often in the reading comprehension activity	
	Text	50%
	Picture	50%
	Video	0%
	Audio	0%
2	whether those media ease the students to comprehend the material in reading comprehension	100%
	those media does not ease the students to comprehend the material in reading comprehension	0%
3	Mute video was interesting to be discussed in teaching learning process.	100%
	Mute video was not interesting to be discussed in teaching learning process.	0%
4	How much your interesting to have mute video in reading comprehension activity than other media.	
	Very interested	0%
	Interested	100%
	Not really interested	0%
	Not interested	0%
5	According to you how much the benefit of mute video in learning process as media to be discussed	
	Great benefit	0%
	Big Benefit	100%
	Enough	0%

	No benefit	0%
6	Mute video is appropriate as a media to be observed in the descriptive text material to describe a skincare product	100%
	Mute video is not appropriate as a media to be observed in the descriptive text material to describe a skincare product	0%
7	Mute video is appropriate as a media to be observed in the descriptive text material to describe a makeup product	100%
	Mute video is not appropriate as a media to be observed in the descriptive text material to describe a makeup product	0%
8	The usage of music in the mute video helps the students comprehend easily the descriptive text.	100%
	The usage of music in the mute video does not help the students comprehend easily the descriptive text	0%
9	The preference of the picture to be used on the video	
	Motion Picture	100%
	Picture	0%
10	It needs to insert the Indonesian subtitles in the mute video of descriptive text	0%
	It does not need to insert the Indonesian subtitles in the mute video of descriptive text	100%
11	Highlighting the beauty content of video, the interesting topic to be discussed on the descriptive text video about skincare product:	
	Face wash	0%
	Face mask	100%
12	The interesting topic to be observed on the mute video of descriptive text about makeup product	
	Foundation	0%
	Eyeshadow Palette	100%

Table. 1.1. The result of questionnaire from the teacher

There are 12 items on this questionnaire that are provided to the teacher for obtaining the data to develop the media. The result of questionnaire showed that the teacher usually prepared a text or some pictures as media to be observed in the teaching learning process. The teacher also agreed video was an interesting media to be observed. The video could attract the students' attention instead of a text, audio or pictures. On the discussion about video to be observed for teaching descriptive text, the teacher agreed that video might be a suitable media for the students.

The teacher also got the obstacles in preparing the media to be observed because the lack of time and preparation the class. That was one of reason why the teacher often used a text from book as a media.

According to the teacher's responses, the concept of mute videos should cover the beauty term and visual cues to the video. It

could ease the students comprehending well. The teacher also considered that moving pictures is better to use in the video than only the pictures. The teacher agreed the combination of pictures and clues able to make the mute videos understandable for the students.

The result of questionnaire showed that the mute videos should consist of beauty content as the demand of the beauty major in the vocational school. As the topic to be discussed on the first video was Eyeshadow palette than foundation. The teacher chosen that topic so that the students could learn more about makeup term such as: the texture, color and size. The second video was consisted about terms in skincare line. The teacher thought the descriptive text about face mask was able to help the students to reach a lot of terms about skincare line. The selection of beauty products as a media in the video had been considered by the teacher. The teacher

preferred to choose those products because the students were more familiar with those selected products. It will be often found when they will have the apprentice class in the 12th grade.

The Result of Students Needs about The Media

The subjects in this research have been provided the 12 questions on the questionnaire about instructional media. It aimed to collect the data about their needs and interest toward the media. The data result was shown using the percentage in this research. The percentage data of need assessment were described into qualitative data based on the following table.

Percentage	Description
100%	All
99-80%	Mostly
79-60%	A lot of
59-40%	Many
39-20%	Some
19-1%	Less
0%	None

Table 1.2.
 The
 Criteria of
 Percentage

toward questionnaire response

The data were explained in the following table.

No	Criteria	Percentage
1	What the media was used often in the reading comprehension activity	
	Text	64%
	Picture	20%
	Video	0%
	Audio	0%
	No media	16%
2	those media ease you to comprehend the material in reading comprehension	100%
	those media does not ease you to comprehend the material in reading comprehension	0%
3	Mute video was interesting to be discussed in teaching learning process.	100%
	Mute video was not interesting to be discussed in teaching learning process.	0%
4	How much you interested to have mute video in reading comprehension activity than other media.	
	Very interested	27%
	Interested	70%

	Not really interested	0%
	Not interested	3%
5	According to you how much the benefit of mute video in learning process as media to be discussed	
	Great benefit	10%
	Big Benefit	47%
	Enough	33%
	No benefit	0%
6	Mute video is appropriate as a media to be observed in the descriptive text material to describe a skincare product	90%
	Mute video is not appropriate as a media to be observed in the descriptive text material to describe a skincare product	10%
7	Mute video is appropriate as a media to be observed in the descriptive text material to describe a makeup product	90%
	Mute video is not appropriate as a media to be observed in the descriptive text material to describe a makeup product	10%
8	The usage of music in the mute video helps you to comprehend easily the descriptive text.	53%
	The usage of music in the mute	47%

	video does not help you to comprehend easily the descriptive text	
9	The preference of the picture to be used on the video	
	Motion Picture	90%
	Picture	10%
10	It needs to insert the Indonesian subtitles in the mute video of descriptive text	67%
	It does not need to insert the Indonesian subtitles in the mute video of descriptive text	33%
11	Highlighting the beauty content of video, the interesting topic to be discussed on the descriptive text video about skincare product:	
	Face wash	17%
	Face mask	83%
12	The interesting topic to be observed on the mute video of descriptive text about makeup product	
	Foundation	33%
	Eyeshadow Palette	67%

Table. 1.3. The result of questionnaire from the students

The purpose of the development the media for the tenth grade students of beauty major class in SMKN 3 Palangka Raya were:

1. To create models of media that was specified with the demand of syllabus, students' need and interest.
2. To help the teacher finding the various models of media that applicable in teaching reading comprehension of descriptive text.

For those purposes, the videos had been developed maximally based on the students' need and interest. The topics of media were chosen from the students and teacher questionnaire. The media was developed regarding to the adapted criteria from need assessment, design, beauty content and selection of materials.

According to the discussion, the advisor of researcher and the teacher of English in SMKN 3 Palangka Raya became a consultant in this research to select, advise, explain and observe the application of the media developed. Moreover, the researcher

was the actor who was implementing the media.

The Result of Expert Validation of the Developed Media

The videos developed were validated to prove that it had fulfilled the criteria of the purpose in this research. There were two experts who validated the video and the descriptive text as the material in the video. The first expert was English lecturer who validated the aspect of material, content and language used. The second expert was the expert of cinematograph and editing video who validated the aspect of multimedia such as visual, angle, composition, editing, originality, compatibility and reusability of the media. The result of expert validation could be seen on the following table.

Lembar Angket Validasi Ahli Dosen terhadap Media Pembelajaran Teks Deskriptif tentang Aztec Secret Healing Clay Mask untuk Siswa Kelas X Jurusan Tata Rias SMKN 3 Palangka Raya

No	Aspek	Kriteria	Ya	Sebagian	Tidak
1.	Bahasa	a. Sesuai dengan level siswa	✓		
		b. Dapat dipahami oleh siswa	✓		
2.	Isi materi	a. Jelas dan sesuai	✓		
		b. Dapat dipahami oleh siswa		✓	
		c. Sesuai dengan bidang dan minat siswa	✓		
3.	Cakupan materi	a. Sesuai dengan kebutuhan siswa kelas X jurusan Tata Rias	✓		
		b. Sesuai dengan level siswa kelas X jurusan Tata Rias	✓		
4.	Narasi	a. Isi video/ teks sesuai dengan generic structure teks deskriptif	✓		
		b. Isi video memuat bagian identifikasi	✓		
		c. Isi video memuat bagian deskripsi	✓		
		d. Isi video atau teks mampu mendeskripsikan objek produk perawatan kulit yang dimaksud.	✓		
		e. Isi cerita mendukung dan sesuai dengan objek yang ditampilkan	✓		

5.	Komposisi	a. Objek benda yang ditampilkan dapat terlihat dengan jelas dan mudah dipahami	✓		
6.	Reusable	a. Dapat diimplementasikan dalam skill atau materi pembelajaran lainnya	✓		
		b. Dapat digunakan sebagai bahan pembelajaran di rumah	✓		
7.	Usabilitas	a. Video deskriptif produk perawatan kulit mudah digunakan dan sederhana pengoperasian nya.	✓		
		b. Video deskriptif produk kosmetik mudah digunakan dan sederhana pengoperasian nya.		✓	

Masukan Validator

-) pengoperasian video bisa dipangulas lagi.

Palangka Raya, 10 Agustus 2018
Validator,

Prof. Dr. Wahjuningsih Usadiati, M.Pd

Lembar Angket Validasi Ahli Dosen terhadap Media Pembelajaran tentang Tease Me Eyeshadow Palette Teks Deskriptif untuk Siswa Kelas X Jurusan Tata Rias SMKN 3 Palangka Raya

No	Aspek	Kriteria	Ya	Sebagian	Tidak
1.	Bahasa	a. Sesuai dengan level siswa	✓		
		b. Dapat dipahami oleh siswa	✓		
2.	Isi materi	a. Jelas dan sesuai	✓		
		b. Dapat dipahami oleh siswa		✓	
		c. Sesuai dengan bidang dan minat siswa	✓		
3.	Cakupan materi	a. Sesuai dengan kebutuhan siswa kelas X jurusan Tata Rias	✓		
		b. Sesuai dengan level siswa kelas X jurusan Tata Rias	✓		
4.	Narasi	a. Isi video/ teks sesuai dengan generic structure teks deskriptif	✓		
		b. Isi video memuat bagian identifikasi	✓		
		c. Isi video memuat bagian deskripsi	✓		
		d. Isi video atau teks mampu mendeskripsikan objek produk tata rias yang dimaksud.	✓		
		e. Isi cerita mendukung dan sesuai dengan objek yang ditampilkan	✓		

Scanned with CamScanner

Scanned with

5.	Komposisi	a. Objek benda yang ditampilkan dapat terlihat dengan jelas dan mudah dipahami	✓		
6.	Reusable	a. Dapat diimplementasikan dalam skill atau materi pembelajaran lainnya	✓		
		b. Dapat digunakan sebagai bahan pembelajaran di rumah	✓		
7.	Usabilitas	a. Video deskriptif produk perawatan kulit mudah digunakan dan sederhana pengoperasian nya.	✓		
		b. Video deskriptif produk kosmetik mudah digunakan dan sederhana pengoperasian nya.		✓	

Masukan Validator

-> pengoperasian video bisa dipangkas lagi.

Palangka Raya, 10 Agustus 2018
 Validator,

Prof. Dr. Wahjuningsih Usadiati, M.Pd



Lembar Angket Validasi Ahli Multimedia terhadap Media Pembelajaran Teks Deskriptif tentang Aztec Secret Healing Clay Mask untuk Siswa Kelas X Jurusan Tata Rias SMKN 3 Palangka Raya

No	Aspek	Kriteria	Ya	Sebagian	Tidak
1.	Originalitas	a. Video tidak pernah dibuat sebelumnya		✓	
		b. Video deskriptif produk perawatan kulit dalam hal editing dan tata letak visual		✓	
2.	Visual	a. Layout (tata letak visual mendukung pemahaman isi video)	✓		
		b. Picture (komposisi gambar mendukung pemahaman isi teks)	✓		
		c. Pencahayaan normal	✓		
3.	Angle	a. Pengambilan gambar efektif, kreatif dan menunjang isi dari teks deskriptif	✓		
4.	Editing	a. Efek gambar dan variasi gambar di video menarik	✓		
		b. Transisi dari scene satu ke scene yang lain sesuai		✓	
5.	Komposisi	a. Objek benda yang ditampilkan dapat terlihat dengan jelas dan mudah dipahami	✓		
6.	Kompatibilitas	a. Video senyap teks deskriptif tentang produk perawatan kulit dapat dioperasikan diberbagai hardware yang ada	✓		



Table. 1.5. The result of validation from English

Lecturer

7.	Usabilitas	a. Video deskriptif produk perawatan kulit mudah digunakan dan sederhana pengoperasian nya.	✓		
----	------------	---	---	--	--

Masukan Validator

Palangka Raya, 15 Agustus 2018
 Validator,

Sesa Mareki



Lembar Angket Validasi Ahli Multimedia terhadap Media Pembelajaran Teks Deskriptif tentang Tease me Eyeshadow Palette untuk Siswa Kelas X Jurusan Tata Rias SMKN 3 Palangka Raya

No	Aspek	Kriteria	Ya	Sebagian	Tidak
1.	Originalitas	a. Video tidak pernah dibuat sebelumnya	✓		
		b. Video deskriptif produk kosmetik original dalam hal editing dan tata letak visual	✓		
2.	Visual	a. Layout (tata letak visual mendukung pemahaman isi video)	✓		
		b. Picture (komposisi gambar mendukung pemahaman isi teks)		✓	
		c. Pencahayaan normal	✓		
3.	Angle	a. Pengambilan gambar efektif, kreatif dan menunjang isi dari teks deskriptif	✓		
4.	Editing	a. Efek gambar dan variasi gambar di video menarik	✓		
		b. Transisi dari scene satu ke scene yang lain sesuai		✓	
5.	Komposisi	a. Objek benda yang ditampilkan dapat terlihat dengan jelas dan mudah dipahami	✓		

6.	Kompatibilitas	a. Video senyap teks deskriptif tentang kosmetik dapat dioperasikan diberbagai hardware yang ada	✓		
7.	Usabilitas	a. Video deskriptif produk kosmetik mudah digunakan dan sederhana pengoperasiannya.	✓		

Masukan Validator

Palangka Raya, 15 Agustus 2018
 Validator,



Sesa Mareki

Table 1.6. The Result of Validation from Multimedia Expert

Based on the result of validation from the two experts, these mute videos of descriptive text are valid to teach reading comprehension for the tenth grade students of beauty major at SMKN 3 Palangka Raya. There are several weaknesses of the content even the quality of the video. The suggestion and revision of the experts had been revised before the media tried out to the class.

The Result of Observation

The observation was finished by the teachers of English who taught English subject in beauty major and the one taught other major at tenth grade. They observed the meeting of try out in this research. The observation was concerned on some aspects that the observer had evaluated on observation sheet. The aspects were the teaching activity, implementation of mute video. The result of the observation completed the data about the applicability of the media. The elaboration was explained as follows.

1. The observation result on the video of describing makeup product

The result of observation on the mute video obtained a positive response from the observers. The observers stated that the beauty content presented in material was suitable for the students' need. They also enhanced that the use of ICT had been implemented well to the class. The video and text was appropriate to be discussed in the describing things discussion to the beauty major students.

According to the implementation of mute video through reading comprehension, the observers stated that all the steps had been applied well and practically used in this teaching learning process. The backdoor, prediction, vocabulary, and reading step had been done in line to the students.

On the discussion of the media use, the observers stated that the images were clear

and vivid enough to see from the cellular phone or using LCD in the classroom. The observers also added that the duration of video was appropriate to use as a media in learning activity. It was supported by the media that could be operated easily by the teacher. They asserted that the students showed their interest while observing the media and paid attention well to the material and activity being learned.

Last discussion was on the comment and suggestion. The observers claimed that some visual cues on the video of Tease me Eye shadow palette were too small to see when it was showed using LCD. The phrase on the video could not see clearly from the back side of the classroom. The observers suggested that the researcher could adjust the size of word on the video so that it could be seen from any side of classroom not only on the cellular phone.

2. The observation result on the video of describing skincare product

The result of observation on the mute video describing Aztec clay mask product was similar with previous result of observing in some cases. Concerning the teaching activity, the observers stated that the beauty content creation in this material was suitable for the students' need. They also enhanced that the ICT used had been implemented well to the some hardware. The mute video was appropriate to be the media to teach descriptive text about describing things using skincare product.

Regarding the implementation through reading comprehension, the observers stated that all the steps had been applied well in this teaching learning process. They also conveyed that the mute video was useful to use in the reading comprehension. The steps of using mute video in teaching reading comprehension was done in line to the students and the beauty term on the video related to the material.

On the discussion of the media used, the observers stated that the images were clear enough to see from the cellular phone or any side of classroom using LCD. The observers also added that the duration of video was appropriate to use as a media in reading comprehension activity. It was supported by the media that could be used easily by the teacher since it was in the form of soft file. They asserted that the students enjoyed to follow the step of the mute video and showed their interest while observing the media.

Last discussion was on the comment and suggestion. The observers claimed that some scenes on the video of Aztec clay mask had noise and a bit shaded. The scenes of video could not see clearly enough by the students. The observers suggested that the researcher could adjust the saturation and clarity of the video so that it could be seen from any side of classroom or on the cellular phone.

DISCUSSION

The purpose of the development of media for the tenth grade students of beauty major class at SMKN 3 Palangka Raya were 1). to provide the practical media for the beauty major students to learn descriptive text in reading comprehension, that were in line with beauty content, based on the students' need and interest (the data got from the questionnaire of students and teacher, 2). to help the teacher has a model of media used in teaching reading comprehension which ease the students comprehending well the material of descriptive text. This research of developing descriptive text video by using the mute videos developed was also to give the teacher a model of teaching learning activity on the basis of ICT used as a demand of curriculum 2013.

Generally, the result of this research had a good response. The media was responded positively by the experts, teacher

and the students. At the beginning of the research the syllabus of Vocational English (the primary data) for the tenth grade was observed to see the components that were needed to develop the media for teaching reading comprehension of descriptive text. Besides the use of syllabus as the reference of the data, the questionnaire for the teacher and the students were also conducted. The aim was to get the additional information of the current students need in learning reading comprehension of descriptive text.

Considering on the result of questionnaire for the teacher and students, the media in form mute video for teaching reading comprehension of descriptive text to the tenth grade students of beauty major in SMKN 3 Palangka Raya were developed. After the media was developed, the media was taken to the expert for validation. The experts and the teacher of English in beauty major acted as a consultant and observer to help in selection,

explanation, and clarification of the mute videos developed. The researcher acted as an actor to apply the videos developed for teaching pre-reading descriptive text. In order to evaluate the video, the researcher arranged a validation sheet form to be filled by the experts. There were two experts to validate the mute videos. The first expert was English lecturer to validate the aspects of multimedia and material. The second expert was multimedia expert to validate multimedia aspects and the quality of the video. Based on the result of expert validation from the two experts, it could be concluded that the mute videos were valid to be the media for teaching reading comprehension of descriptive text for the tenth grade students. The mute videos were validated on the material, multimedia aspect and quality of the material.

After the validation process, the videos were tried out to the class. There were two observers who observed and evaluated the

teaching learning process to see how the mute videos implemented and how the mute videos were helpful as a reference media to the teacher. The result of try out showed that the mute videos had been well applied in teaching reading comprehension and the media had adapted the beauty content and ICT used. Based on the Jenksin and Johnson (2010:4) conveyed that silent viewing is a great concept for stimulating speaking, writing and reading. Silent viewing technique can be good technique to improve the students' reading comprehension. The students can comprehend the idea of the text by seeing the visual cues of the video so that they are able to be motivated to learn about some interesting descriptive text. Related to the theory, the mute videos of the media developed in this research were developed based on the silent viewing technique. The mute videos proved that the theory of Jenksin and Johnson was right. The mute videos were useful to be used in teaching reading comprehension

descriptive text. The students showed their improvement in learning reading comprehension using mute videos. However the layout of the media was not too clear especially for the students who sat on the back of the class.

The try out was about implementation the video of describing make-up & skincare product in reading comprehension to the students. According to Brown (2004, p. 229), the teacher needs to identify the purpose of the reading then, efficient reading consists of identifying the purposes in reading something so that we know what we are looking for and can weed out potentially distracting information. In adapted the Brown's theory in the teaching reading comprehension, first the researcher asked the students about kind of makeup & skincare products that they had and the packaging of theirs. The students responded by mentioning alternately some make-up products such as compact powder, foundation and blush on. They also said that

they had various packaging of each product for example round and simple packaging for blush on, sturdy tube with chic packaging for foundation and plastic box and bulky size for powder.

Brown (2004, p. 229) also stated that alternatively use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels). Then, to ensure the teaching reading comprehension mastering well, the mute videos of descriptive text was played twice to the students. Stempleski (2001:26) stated that vision on/sound off (silent) is beneficial for highlighting visual content for stimulating students' language about what they see on the monitor and predict the language used on the soundtrack. In this step, the students observed the video in group to find some general information from it. After watching the video, the students discussed with their group about some general information that they had

obtained from the video. They also could highlight a few important information of the video. Harmer (2002:286) stated that viewing techniques are designed to build students' interest through activities of predicting. By applying this technique, the students can think about some information which they get by watching a video in silent way. Have the students predict the following scene. It related to the next activity of the research, the students would watch the video in the second time to make sure their work and additional opinion from other group suitable with the video. They were really interesting to predict again what the mute video was talking about.

Before watching the video, the researcher shared the descriptive text about the Tease me eyeshadow palette to the students and the questions about the text. Then, the video was replayed to the students. **Prediction**, Ddeubel (2011) – Watch a few scene of video and pause it. This activity referred to the Ddeubel'

theory, while watching the video, the students had to find the details information of Tease Me Eyeshadow palette when each scene was pause. **Reading** Ddeubel (2011) – Have students reread the text. In this activity that referred to the previous theory, the students should watch the video carefully to answer the questions from the Tease me descriptive text because the students' answer would be submitted to the researcher. Then, the students answered those questions based on their findings in the video and discussion result. In this try out the students had a meaningful and interested in using the mute video about makeup and skincare product to be observed. The mute video was successfully applied.

After the try out, the researcher did the editing to the video and focus on adjusting and setting each scene of videos. The revision of videos was done based on the result of expert validation and try out observation. The suggestion from experts and the observers had

been used to revise the media. This revision was expected to make the mute videos more appropriate and applicable for the tenth grade students of beauty major in SMKN 3 Palangka Raya. After the revision was done, the videos were tried out again and focus on the visual quality. The result showed that the videos were finally clear enough to be seen by the students. The teaching learning process had fulfilled well the criteria of teaching in pre-reading by using the videos as a media. The videos would be a model of teaching pre-reading descriptive text in learning process.

Hopefully the development of media could be used in teaching descriptive text and as a reference to implement the pre-reading descriptive text in beauty major class. However, since this research was only conducted to develop the media based on the vocational English syllabus for the tenth grade students of beauty major in SMKN 3 Palangka Raya.

CONCLUSION

The developed mute videos in this research were valid and applicable for teaching and learning in reading descriptive text at the tenth grade of beauty major of SMKN 3 Palangka Raya. The developed mute videos were applied well and had a positive response from the teacher even the students. The mute videos of descriptive text had adapted beauty term as a material. Then, the mute videos were in line with the students' need that they should well know the beauty terms in English.

REFERENCES

- Bakti, K. (2016). Improving the Skills in Writing Narrative Text Using Silent Viewing Elaborated with Video of the Tenth Grade Students. *Jurnal Mahasiswa UNESA*, 1-2.
- Brown. (2004). *Language Assessment: Principles and Classroom Practices*. NewYork: Pearson Education.
- Ddeubel. (2011). Using Silent Video in the EFL Classroom .
<http://ddeubel.edublogs.org/2011/03>

/23/using-silent-video-in-the-efl-classroom/ , accessed on May 14th 2018.

- Harmer, J. (2002). *How to Teach English*. Malaysia: Longman.
- Jhonson, J. a. (2011). Stand Out Second Edition Video Book 1. *The Internet Jornal*. <http://eslteacherdotnet.files.wordpress.com/2011/07/video-castelo.pdf>.
- Nofitasari, D. (2015). Improving the Skills in Writing Narrative Text Using Silent Viewing Elaborated with Video of the Tenth Grade Students in State Senior High School 7 at Malang. *Karya Ilmiah Universitas Negeri Malang*, 1-3.
- Stempleski, S. a. (2001). *Film*. Oxford: University Press.
- Sugiyono. (2013). *Metode Penelitian: Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.