

Videotext Over Mall Elevate Reading Fluency for Remote Area's Intensive Program University Student

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Received: 03 March 2022

Accepted: 03 April 2022

Published: 11 April 2022

Abstract: Objectives: this study aimed to perceive the impact of videotext on reading fluency over mall in remote area student. Nonetheless, the writing is moderately simulating the concurrences with the impacts of videotext, drained of any current methodology investigating the impacts of videotext as a part to small participants reading intercessions. **Methods:** this study used quasi-experimental, non-randomized pre-test and post-test design with 60 students over remote areas and interview case study plan as testimonial with six pseudonyms contributors. along with comparison of two intercession correspondences to one another. Well-separated of all participants scores mark. **Findings:** The results demonstrated moderate to effective impacts for the two intercessions across all members, with little distinction betwixt the two instruments. **Conclusion:** the established hypothesis has been accepted.

Keywords: videotext, mobile-assisted language learning, reading fluency, remote area.

Abstrak: Tujuan: Penelitian ini bertujuan untuk mengetahui dampak dari videoteks terhadap kelancaran membaca melalui mall pada siswa daerah terpencil. Namun, penelitian ini mensimulasikan keadaan dengan dampak videoteks, keterbatasan metodologi saat ini yang menyelidiki dampak videoteks sebagai bagian dari penggunaan teknik membaca. **Metode:** Penelitian ini menggunakan desain quasi-experimental, non-randomized pre-test and post-test design dengan 60 siswa di daerah terpencil dan wawancara studi kasus sebagai testimonial dengan enam kontributor nama samaran. bersama dengan perbandingan dua korespondensi yang berbeda satu sama lain. Terpisah dengan baik dari semua tanda skor peserta. **Temuan:** Hasil penelitian menunjukkan dampak sedang hingga efektif untuk dua perbedaan di semua anggota, dengan sedikit perbedaan antara kedua instrumen. **Kesimpulan:** hipotesis yang ditetapkan dinyatakan diterima.

Kata kunci: videoteks, pembelajaran Bahasa berbantuan ponsel, kelancaran membaca, daerah terpencil.

To cite this article:

Hasanah, S., Pradipta, P., & Efendi, E. (2022). Videotext Over Mall Elevate Reading Fluency for Remote Area's Intensive Program University Student. *Jurnal Pendidikan Progresif*, 12(1), 323-335. doi: 10.23960/jpp.v12.i1.202225.

■ INTRODUCTION

Reading fluency, successful word acknowledgment ability give a reader to develop the importance of the content (Harris & Hodges, 1995). As a part of reading, fluency has been overlooked for a long time since there is a typical acceptance that reading cognizance is the principle objective of reading skill. As nowadays society's rapid-progressive development to work by mobile contrivances, showing a game-changing in increasing reading cognizance by using mobile learning. Hence limitless permission to an especially sophisticated and reasonable appliance has slightly transformed the concept of e-learning according to several viewpoints. Undoubtedly, mobile learning can be measured as the exceptional time of e-learning (Sharples. M., 2000). The embodiment of creating fluency with reading inside the second language (SL) or foreign language (FL) has turned into a significant issue for instructional method in English whether in L1 or L2 setting since either the issues looked per the students suchlike the absence of reading competence, especially during Covid-19 pandemic in effect which student complications to find significance printed material. As in Hasanah, S. and Pradipta, P. (2021), mobile learning is pursued over the social application into the quick-progressed new development; thus unending acceptance to a mainly unpretentious also exploring gadget has slightly altered the viewpoint of e-learning hence numerous standpoints.

The primary-substance of creating fluency with reading inside the second language (SL) or foreign language (FL) has turned out to be a significant matter for instructional method in English even-if in L1 or L2 setting since one such the vexations encountered by the students suchlike the deficiency of reading fluency as techno pedagogical is increasingly needed into paramount in ICT era. Forbye, the forthcoming

period of Information and Communication Technologies (ICT) has recognized groundbreaking vicissitudes within the construction of didactics contrivances, by in conjunction with certain latest appliance also shifting the motion, exceed compared with customary systems along with techniques (Hasanah & Pradipta, 2021). The advance of ICT has made it feasible for educators and students to work jointly with one another distinctively. Video is recommended as a technological tool, beneficial both for enhancing the students' interest in reading to follow the viewing and for contributing, thereby to improvement in learners' reading skills development. Several studies in L2 research have compared' reading while listening' (first type of bimodal input) with 'reading only' and/or 'listening only' (second type of unimodal input). Majority of these research (i.e., Chang, 2009; Chang & Millett 2015; Taguchi, Takayasu-Maass & Gorsuch, 2004) have concentrated on how these methodologies of input impart to enhanced comprehension and fluency, through the general deduction that the efficacy of reading while listening is predominantly determined by the proportion of reading materials consumed in the long term.

Henceforth, there is a requirement to ingrain the utilization of audio-visual apparatuses in teaching reading to ignite students' vexation in reading competence and comprehension. Then, fluency fills in as an extension betwixt word acknowledgment and appreciation. Since familiar readers can distinguish words precisely and consequently, and additionally, they can emphasize in comprehension. When all is said and done, eloquent readers can ascertain words and be obliged as simultaneously. Right now, fluency is getting a primary consideration from the two specialists and professionals. Students who scuffle with reading at a young age are probably going to experience exertion reading athwart their life

expectancy in the absence of suitable mediation (Morris, Shaw, & Perney, 1990). As of late, teachers and specialists have started perceiving that it is basic for L2 students to foster reading fluency and to become fluent readers from the beginning phases of language advancement. The most convincing motivation to focus in informative exertion on student turning into a fluent reader is the solid interconnection betwixt reading fluency and reading comprehension (Allington, 1983).

Fluency plays a significant part in reading as a scaffold betwixt the two significant reading of reading in which word decoding and comprehension. At one side of the extension, fluency interfaces with precision and automatism in decoding. While reading obliges a mix of abilities, shortages in reading fluency are perhaps the utmost generally noticed attributes among youngsters encountering reading hardships (Mathes, Simmons, & Davis, 1992). Reading fluency, the capacity to read rapidly and precisely with appropriate inflection is quite possibly the utmost urgent segment of reading skills (National Reading Panel, 2000). On the other fact, fluency links to comprehension via prosody or expressive interpretation is required nowadays through MALL in which conventional classroom recreated as normal as possible through the online classroom as Covid-19 pandemic in effect. Thus, it is essential to devise an artificial-natural situation classroom which extends students English language exposure and aggrandize social conjugate also its communiqué (Pradipta: 2020).

Reading fluency is one of the physical facades of mid-to-high reading dexterity, and deficiency of fluency is a prevalent facade of mid-to-low reading dexterity. Students who experience issues with fluency are bound to employ broadened time-spare decoding, which may intrude on comprehension-a definitive objective of reading (LaBerge & Samuels, 1974). Because of these distinctions, disfluent readers

progression, reminisce, and grasp sluggish compared with fluid readers (Mastropieri, Leinhardt, & Scruggs, 1999). Conversely, fluent readers can take full advantage of perception the text read, rather than attempting till distinguish words. Contrasts in reading fluency recognize proficient reader from less mediocre, however a deficiency of reading eloquence is additionally a dependable indicator of reading apprehension issues (Stanovich, 1991). In light of the explanation above, it is paramount to develop the teaching strategies just as the reading guidance as concealments of fluency.

As of late, there are heaps of educational media are indulge for language teaching either in the form of non-electronic or electronic apparatus until the coming age of online media in the form of Media Assisted Language Learning (MALL). Inceptive variant of mobile learning origination supports towards to put forward formally intentional actions in simultaneously there is alteration from Computer Assisted Language Learning to Mobile Assisted Language Learning as well on the basis of Personal Computer into Mobile Computer or notebook toward computer-like-capability-mobile-phone appliances, discreetly designed over trainers and specialists, also utilized advancement of technologies that were not yet extensively within reach or fine perceived by customary people (Hasanah & Pradipta, 2021). In this study, the researcher assumes that by utilizing a synchronous videotext as a teaching media, overcoming the students' problem in reading fluency and helping students to comprehend texts easily.

Various reviews show that students such as learning language utilizing video (Canning and Wilson, 2000). In addition, Rammal as cited in Prianjana (2011:48) likewise asserts that the utilization of video material can be an extremely valuable in language teaching and learning process, since it consolidates the entertaining and

pedagogical guidance in legitimate material. As the prominent technology, video can be effectively found in web. A teacher, who desires to utilize video as a teaching material or a teaching provenance can be cast through over the web by composing the keyword in search engine. Therefore, an enormous number of related videos will show up right away. Video can be a truly paramount apparatus for language learning. The benefits of this apparatus are to bring forth the test's arrangement of genuine correspondence, inspiration for language learning, and advancement of language acquisition. Inducement of awareness is the critical constituent in education since it brings forth the language dexterity information in the student's intelligence thus instigates the cycle of procurin window opportunity for digitally-facilitated-site-specific apprehension, ingenuity and boldness explicitly in favor of student also concerning the present remote area's college scholar research (Hasanah & Pradipta, 2021). Cahyono (1997:134) states that the video or film utilization can deliver an extraordinary also fascinating learning insight for instructors and students, considering they are utilized advantageously and in shifted exercises in term of student centered. Several studies on the use of videotext in improving English competence have been conducted. Yunus, Salehi, and John (2011:114) exercised a study to investigate secondary school teachers' perceptions of the use of visual aids (e.g., animation videos, pictures, film, etc.) as a stimulating appliance in enhancing students' interest in reading literary texts. According to the dossier analysis, the majority of educators had positive apprehensions of the use of visual aids.

Tarnopolsky and Digtiarova (2003) in their experimental study "Video in teaching reading for business grounds" offers three stages for using video in conjugation with text in teaching reading: pre-reading, reading and post-reading. The

study's findings revealed that video can refine students' reading competencies and help them establish their reading skills. In this present study, the researcher applied three stages in implementing the videotext in teaching news item text. There are similarities and differences betwixt experimental and controlled group procedures. Both the participant-groups (experimental and controlled groups) are prearranged a similar material however the way in introducing the instrument are unique. The material was downloaded from internet about Loki's serial video which is adjusted to syllabus of the intensive program for university students.

In pre-reading stage to get the students warmed to the topic the students in experimental watched a downloaded preview from Marvel's YouTube channel about Loki's serial video through synchronous videotext via Zoom then they gave opinion related to the topic. Conversely, the students in the controlled group were prescribed leading question distinguished upon the subject of the content in the asynchronous audio-recorded model through WhatsApp. Moreover, in while reading stage, the directions by and large were something similar, yet the media utilizes are unique. In experimental group, the downloaded full Loki's videos material was streamed via Zoom while in controlled group the students are listened and read transcribed copy about the movie through audio-recorded model via WhatsApp, how to read the text fluently. Finally, in post reading stage the activities of the two groups were the same: reviewing the text content from the first to the end of paragraph and answer the comprehension question.

To summarize, what make a major qualification betwixt the two participant-groups was the teaching and learning cycle of the experimental group was supervised in Zoom application, while the controlled group was administered in WhatsApp application. The

problem that the researcher investigated is “Do the students taught news item text using synchronous videotext achieve better in reading fluency than the students taught news item text using text with asynchronous audio-recorded model?”

■ **METHODS**

Participant

In the first phase, the participants of the study were the students of intensive program at foreign language study centre at one of Private

University in Probolinggo Indonesia consisting 60 students over remote areas. All the participants were taken from the two classes of the second semester and have been consigned into pair groups (experimental and controlled group). Empirical evidence implies that both static and full-motion representations be able to bolster comprehension (Chang & Read, 2006, 2007; Herron, Julia & Cole, 1995). Furthermore, in the second phase we procured 6 contributors from both group in the course of cross-examination process to gain some verbal proof.

Table 1. Contributor’s experimental group

No.	Names	Age	Bachelor’s Major	Status	English Experience
1.	Nobita	19	PM	2 nd Semester	3 year
2.	Doraemon	20	MPI	2 nd Semester	3 years
3.	Shizuka	20	PAI	2 nd Semester	1 year

Table 2. Contributor’s controlled group

No.	Names	Age	Bachelor’s Major	Status	English Experience
1.	Dekisugi	18	TBID	2 nd Semester	1 year
2.	Giant	19	PGMI	2 nd Semester	3 years
3.	Suneo	18	PAI	2 nd Semester	2 year

Research design and procedures

This examination study was prearranged to know whether there was critical contrast in the scholars’ reading fluency amongst the experimental-groups who are explicated reading utilizing synchronous videotext via Zoom and the controlled-groups who are expounded reading utilizing an asynchronous audio-recorded model via WhatsApp. To reach such an aim, the researcher applied quasi-experimental, non-randomized pre-test and post-test design and interview study plan as testimonial, the process of dossier collection generally done in this study is categorized into 3 steps. Those are pre-testing, treatment process and post-testing.

First phase that point at issue are pre-tested utilizing a reading fluency test comprising of two sorts of tests: 1) students’ reading rate and word precision appraisal and 2) students’ reading comprehension evaluation. Over a three weeks study within 8 meetings, both the groups were given the same reading materials, but the way in presenting them are different. Conducted within the framework of L2 reading, eye-tracking research has demonstrated on how L2 learners process written words in the course of naturalistic reading, as well as the various factors that influence this technique, such as frequency (Whitford & Titone, 2012). The experimental group was reading utilizing synchronous videotext via Zoom,

while in controlled group the students was expounded reading utilizing an asynchronous audio-recorded model via WhatsApp. Toward the finish of the investigation, the participant-groups were post tested with various test utilized in the pre-test.

Second phase, we procured interview to 6 contributors from both group in the course of cross-examination process to gain some verbal proof. This appraising scheme was implemented to approach the comprehensive occurrences without difficulty (Cresswell, 2012). At the edge of this research was concluded, they were shaping a semblance throughout English for Specific Purpose in connection with research ethic. Erstwhile to confluence the course, these contributors had disparate degree aptitude in communicating in English starting by beginner till expert. The contributors were cross-examined to empower extensively about course which exhibit viewpoints and visualization about Videotext via MALL as a apparatus of teaching in conjunction with an eventual living-income in the societal place. They energetically chipped in their phase for this inquiry, and they also subdued the option to show out their dedication in all phases of this study, as signify an assent way that assigned. The contributors were drawn into this study because they shared a common academic background and were well-versed in the field. Prior to data collection, the contributors' resemblances were concealed as pseudonyms. Then we coded the information of the contributors accordingly.

Dossier was accumulated by means of observation and a semi-structured cross-examination conducted in the contributors' native language (Bahasa Indonesia). Cross-examination was utilized to perceive a scholar's proficiency in class by virtue of WhatsApp, Zoom, or Google Meet to alleviate interconnectedness and communication between lecturers and scholars

or students in the course of online learning while each class lasted 30 minutes. The data evocation approach was employed to ascertain that contributors were required to provide an unrestricted response with regard to their reading proficiency level as the information on how their reading fluency is established, in conjunction to cover over unforeseen contingencies during the teaching-learning process. Following that situation, throughout the interview conclaves, investigatory inquiries were requested. The reactions of the contributors were audio-recorded and verbatim reproduced. Our conclaves' queries began with a broad inquiry into what enable or disable the contributors from enhancing their reading expertise in English.

Instrument

The instrument of the study was reading fluency test consisting two kind of tests: 1) students' reading rate and word accuracy assessment and 2) students reading comprehension assessment. In term of validity and authenticity of the test, the researcher held proved the test to prove its validity and reliability before the students got the real test. Moreover, to strengthen the result of the study, it was implemented an interview to some contributors from both groups.

Data analysis

The dossier analysis that the researcher used to determine the effectiveness of videotext applied to the experimental group achieving better in reading competence than using text with audio recorded model for the controlled group was t-test analysis by using SPSS 20.00 for Microsoft Windows. T-test is applied in this examination to choose how far the mean of pre-test scores is not quite the same as that of post test score; both in the actual participant-groups and betwixt two disparate groups with the degree of critical 0.01.

Also, as the research project used qualitative case study during investigation to provide additional dossier for the quasi-experimental data. Documentation such as scholars' assessment report were used to consider their intricacies in enhancing reading competence by Videotext via MALL, including their reluctance to improve their reading expertise. Following that, the researcher massed information by way of direct perceptiveness, inside and outside discussion, in conjunction with recorded credentials. (Creswell, 2012; Elliott, 2005; Johnson & Christensen, 2014; Miles, Huberman, & Saldaña, 2013; O'Donoghue & Punch, 2003). In general, we used Miles et al. (2013) pattern to analyse our data. We listened to every recorded cross-examination and made a careful comparison of reactions before recalling them for one advancing subject. The outcomes of cross-examination perception and documentation were coded, and research topics that were connected to subjects and inquiries were formed to collect the information sought, which was then incorporated into a thematic technique as prescribed by Creswell (2013).

Coding aided in development and was additionally worthwhile for designating and storing dossier measurements Miles et al. (2013). We dissected all of the contributors' reactions over the course of six meetings. We dissected all of the contributors' testament over the course of real time six cross-examination. This examination technique is commonly used to sift out the resulting gist from an interview study. We conducted contributor read-throughs to grasp the recorded-dossier impregnation by enticing the contributors to carefully examine the records and make notes during the investigations. Without a incertitude, the outcomes of the meetings should be collated and considered in order to apprehend commensurate qualities and distinctions and re-read line by line to reveal textures and emerging

subjects along with sub-themes betwixt the recorded dossier (Jati, Fauziati, & Wijayanto, 2019; Muyassaroh, Asib, & Marmanto, 2019).

■ RESULT AND DISCUSSIONS

In this investigation has two phases. First phase both the experimental and the controlled groups were prearranged pre-test and post-test to decide the impact of synchronous videotext on reading fluency over asynchronous audio-recorded model. In the wake of investigating the information, it is tracked down that the mean score of pre-tests in exploratory gathering was 70.93 and in controlled group was 65.16. While the mean score of post-tests in experimental group was 95.86, and in controlled group was 85.02. Along-with the pronouncement above-stated, the mean score of pre-test and post-test are different. The post-test mean score of experimental groups is soaring in contrast to post-test mean score of controlled groups. This cannot be concluded that the media or technique uses in experimental group is more effective than those in controlled group, because they also have different mean score in pre-test. The decree of the pre-test scores of the experimental and controlled group were gathered by using independence t-test.

In light of the quantifiable projection, there is by all accounts no significant distinction betwixt the exhibitions of the pair participant-groups in the pre-test. Wherefore, it very decently may be cogitated that the two participant-groups are homogenous and fitting to be utilized as cognate classes in the contemporaneous assessment. It was appertained t-test for such reason. The outcome from applying t-test gets the huge worth 0.205 (higher than 0.05). This value indicates the two groups, experimental and controlled group are homogeneous. It is promulgated in the antecedent assessment that the dossier taken from the pre-test and post-test scores from both experimental and controlled group. Post-test was

Table 1. Comparative analysis of pre-test score betwixt experimental group and controlled group

Groups	N	Mean Score	Mean Difference	Std. Deviation	T-Value	Significant Value (2 tailed)
Experimental Group	30	70.93	5.765	15.144	1.283	.205
Controlled Group	30	65.16		19.400		.205

orchestrated to savvy whether there is any effect of the appliance of videotext to the learning sequela especially reading fluency. By contrasting the means, one can without difficulty presume that the experimental group outperformed the controlled group.

Table 2. Comparative analysis of post test scores betwixt the experimental and controlled group

Groups	N	Mean Score	Mean Difference	Std. Deviation	t-Value	Critical Value at. 01 level of Sig. (one tailed)	Remark
Experimental Group	30	95.52	10.572	14.725	2.599	2.390	Sig.
Controlled Group	30	84.94		16.742			

Despite the fact that, the divergence betwixt the instrument for the two participant-groups has been by one way or another inconsequential (just 5.765) in the pre-test. This distinction be that as it may, accrual to attain at 10.579 toward the finish of the scrutiny. This implies that the experimental group displayed a headway in reading competence precisely not the same level of the controlled group. The equivalence of the means neither laudable to repose on its substantial exposition which affects the truthfulness of our hypothesis. Consequently, to build up the ends traced after this examination, and accordingly yield them greater legitimacy, we have utilized a t-test analysis namely the solitary point that fact be able to depend on particularly that the contrast betwixt the means isn't so conspicuous, then the t-value of this assessment is 2.599.

The basic t of this assessment with df 60 and level of importance 0.01 is 2.390. It is implied that t value is higher than the t critical. Thus, it can be concluded that both groups (experimental and controlled group) differ significantly. It means

that the researcher hypothesis (H1) shows that students who are taught reading using videotext achieve better in reading fluency than those who are taught reading using text with audio recorded model is acknowledged and null hypothesis (H0) is discarded.

Our second phase study's, based on this cross-examination methodology, aims to uncover scholars' involvement in online-teaching process complexities and how well they handle such events. The findings of this study used MALL to describe some of the factors that influenced students' reading fluency in intensive classes. These are (a) significant online learner in enhancing reading fluency and (b) insignificant online learner in enhancing reading fluency.

Significant online learner in enhancing reading fluency

As mentioned previously, the online teaching process can be conducted synchronously and asynchronously. Most of the contributors, students involved in this study, can be categorized

into two group of online classrooms in the concurrences: experimental and controlled English classroom. For the first affirmation, this kind of synchronous method increases students' confidence level and decreases anxiety level while running on Videotext via MALL because they have real time model inside the movie that played by the media so the scholars were able to imitate the pronunciation including were acquiring the vocabulary that had been texted by the subtitle. However, the students with synchronous methods in experimental classroom by using Zoom and Google meet have a tendency to achieve significant development in their reading competence. This kind of media appliances is helping their fluency and confidence in reading fluency. Nobita, Doraemon and Shizuka share this condition in their statement below:

In my lesson, the lecturer uses videotext to teach reading, and I try to replicate the speaker's reading style in the video. As a result, I felt like I was reading more fluently. However, my instructor offered me direct feedback while I was practicing reading in the Zoom class **(Nobita)**.

What Nobita is trying to explain is that direct instruction and direct feedback from the lecturer and the availability of videotext as a media enable the students to practice reading easily and more fluently. It is in line with Doraemon and Shizuka's testimony that by using videotext, there is a real-life model especially the pronunciation of the text in the video.

Learning to read using videotext is cutting-edge technique to learning to read through paper or any book since we may watch the video while reading the subtitles and emulating the pronunciation. To put it another way, as we strive to comprehend the meaning of a document, we also learn how to pronounce it **(Doraemon)**.

When the lecturer shared the screen with the video in the zoom class, the students watched, listened to, and read the subtitles while imitating the person in the video. Furthermore, the students

can see in the video how to be a fluent reader. Aside from that, the students can watch the video again and again by using the link that the lecturer provided to them **(Shizuka)**.

Insignificant online learner in enhancing reading fluency.

Another condition affecting students' reading fluency in learning media is asynchronous method in controlled group. For the second affirmation, for this type of asynchronous method decreases students' confidence level and increases anxiety degree while conducting on Videotext via MALL because they have delayed information model inside the recorded file and the following text after that enacted by the media so the scholars were unable performing the direct imitating pronunciation neither acquired the vocabulary that had been texted. However, this asynchronous method still has uncertainty such as voice distortion due to audio-recorded media if such media recorded directly by the lecturer under distorted sound environment such as outdoor situation, inadequate and less sophisticated mobile devices such as laptops or smartphones, and other disturbance when microphone of device unable to work properly. Dekisugi, Giant and Suneo shared these phenomena:

My lecturer used audio via voice note in WAG (WhatsApp Group) as an example of reading. However, the lecturer's explanation was not clear and was frequently skipped/ignored due to the large number of other texts and voice notes. So, despite the fact that the lecturer has just given audio and instructions, my friend continues to ask the lecturer what to do **(Dekisugi)**.

When the lecturer instructs the students to read the reading text shared by the lecturer, I frequently disregard the instructions and instead delegate the task for the assignment to my friends. Nonetheless, I always complete the lecturer's assignment. **(Giant)**.

My lecturer frequently provided reading fluency practice via voice note. As a result, students are asked to read a specific text, record it, and submit it via voice note. The majority of my friends complete the task, even if they submit it after the deadline. As a result, the lecturer rarely provided feedback. If there is feedback, it will take more time (**Suneo**).

As a conclusion, teaching and learning reading fluency via WAG is less effective for there is no real-life model and direct responses and feedback either from both students and lecturer. As we know that the effective reading (fluency), the students are targeted not only to understand the text but also to be fluent reader.

Noteworthy advancement in their score from pre-test and post-test. Nevertheless, the controlled group has also confirmed insignificant refinement in the Correct Word Per Minute (CWPM) and comprehension. The second pronouncement of the assessment displays six pseudonyms from each group that gave their testimony as a bolster to the quantitate dossier by using qualitative information. According to the findings of our research, there are five issues that scholar face while participating in online learning. These are as follows: (a) significant online learner in enhancing reading fluency and (b) insignificant online learner in enhancing reading fluency

These discoveries are additionally expounded as per the examination issue and backing the fundamental body proof introduced before in the literature review that video is a successful media in learning language that can be extremely supportive in language teaching and learning process, as it gives a trustworthy material. For the time being, video utility in nowadays online classroom are regularly centre around reading comprehension. Hence, in the current examination the specialist likewise focusses on reading expertise. During the treatment process, the researcher additionally noticed the class. It was

tracked down that most students in experimental group like getting to read through streamed-synchronous videotext. Additionally, it was executed in online classroom via Zoom application with the goal that the student can rehearse oral reading by refining the model or speaker embedded in videotext. This finding strengthens what Tarnopolsky and Degtiariova (2003) claimed that video can help students refine their reading competency and establish their reading skills.

As referenced in aforementioned discourse, that the enactment of streamed-synchronous videotext in teaching reading news thing text is incorporated with continued reading procedure. Continued reading method is asserted as a successful way in working on the part of fluency, for example, rate additionally word exactness over the foreign students (Day, Bamford, Anderson, Tagushi, Gorsuch, and Takayasu as cited in Bouguebs, 2007: 116). Accordingly, this incorporation constructs the research finding more awesome. As it is concurred that f fluency creates from reading practice (National Reading Panel, 2000: 3-1). In teaching reading, while students are watching the streamed-synchronous videotext, students have a model of fluent reader as language exposure. So that, they can rehearsal by themselves by imitating the nurtured in the video. Since, streamed-synchronous videotext is laidback to utilize in online classroom setting by Zoom application, easy to stop, start, and rewind with fair degree of accuracy.

Above and beyond, the application of video vigorously enhances the learner autonomy since it is also manageable and can be put in any appliances such personal computer, laptop, mobile phone such as Android-Based mobile phone. Neglecting of the accessibility of mobile phone with Android-Based operating system and web access in the online classroom contrive simpler MALL-EFL procedure for scholars for

ingress different learning videos by English language which additionally permit students to adapt autonomously by way of supplementary High-Tech web substance like YouTube (Hasanah & Pradipta, 2021). self-sufficient acquisition broach to scholar's aptitude to retain restrain of his or her distinctive knowledge acquisition (Khotimah, Widiati, Mustofa and Ubaidillah: 2019, 372). In this manner, the utilization of videotext in teaching reading competence is superior to sound recorded model, by utilizing videotext, students can see the principle highlight of video that can delineated more about the substance. They additionally can perceive how the speaker act and use words in a genuine circumstance as the language use in video is regular and credible (Cahyono, 1997).

Nonetheless, in teaching transcribed video item text, students require to realize how to read the transcribed video item text with a specific speed, exact elocution, and legitimate articulation in different circumstances, the implementation of asynchronous sound-recorded model was in online-classroom-WhatsApp setting, students just pay attention to audio only without watching the visual substance. students are reading the material in a digital-text-document while paying attention to the played-audio via WhatsApp in the asynchronous recorded-model. Online learning, as an electronic instrument is dependable to the electricity and the implementation of synchronous-videotext and asynchronous-recorded-model as MALL are heavily required for teacher or lecturer who proficient using product of technology such as video especially during this Covid-19 pandemic in effect.

■ CONCLUSIONS

In the current research, it has been shown that the utilization of synchronous videotext as a learning media was exceptionally powerful in upgrading students' reading fluency. In light of the scholars' scores of both experimental and

controlled group, having acquired from the discovering, it was obtained that the mean score of pre-tests in experimental group was 70.93 and in controlled group was 65.16. Where the mean scores of post-tests in experimental was 95.86 and in controlled group was 85.02. After scrutinizing the scores using independence t-test, it was obtained that t-value is 2.599. However, t critical with df 60 at 0.01 level of significant is 2.390. It is meant that t value is higher than the t critical. Thus, it can be conjectured and validated by scholars' testimony that there was significant different on students reading fluency taught using synchronous videotext via Zoom application and those taught with asynchronous sound-recorded model through WhatsApp application.

In compliance with the aforementioned conclusion, the researcher proffers an inkling knowledge to the English educator and the farther researcher. For the teacher or lecturer, it is very indispensable to teach reading not only emphasis on comprehension but also take concealments over both fluency and comprehension. The best technique to enhance reading fluency is through practices, the more students practice their reading, the better their fluency achievement. Due to the limited time in this research during Covid-19 pandemic, the students have been taught reading fluency only for three weeks in eight meeting via online classroom which medias are Zoom and WhatsApp. Consequently, the result may be not so maximum compared to conventional face-to-face meeting classroom.

For further researcher, in the current study, the researcher scrutinized the utilization of streamed-synchronous videotext and asynchronous sound-recorded model over downloaded Loki's movie serial item for purpose only. In the meantime, several researches exposed that most students have positive conviction toward video utility in teaching and learning process, the implementation of streamed-synchronous videotext or another category of video can be

applied as learning instrument or media in teaching and learning reading, comparatively for learning descriptive, narrative, hortatory and other text genres. Furthermore, in this research, the development of students' reading fluency throughout the treatment procedure was not observed. Consequently, it is paramount to record the students' progress during the treatment to know whether a distinctive technique or media that is utilized has significant effect over reading fluency via Mobile Assisted Language Learning.

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