VIDEObOOk RESPONSE ESSAYS TO INDUCE
THE STUDENTS’ PERSPECTIVE CHANGES ON LITERATURE

A SARjANA PEnDiDIKAN THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
Agnes Cristin Ari Nurlia
Student Number: 141214071

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Date

March 13, 2018
A Sarjana Pendidikan Thesis on

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Yogyakarta, April 12, 2018

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Dr. Yohanes Harsoyo, S.Pd., M.Si
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I honestly declare that this thesis, which I have written, does not contain the works or parts of work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, April 12, 2018

The Writer

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ABSTRACT


English Language Education Study Program is one of the programs in the Faculty of Teacher Training and Education whose mission is to prepare its students to become English teachers. To fulfill the demand of these competencies, the curriculum has been designed so as to equip students with necessary language skills, teaching skills, and appropriate knowledge of literary works. All of the courses are designed to help the students to master all of the competencies. One of the group courses is literature, which is believed to give many contributions in increasing the students’ English skills. Experts suggest that literacy skills among Indonesian students are low. Accordingly, instructional strategies to increase students’ reading interests are seen to play a major role in increasing students’ interests. Digital resources, such as videobooks, are open to tap into. This study draws on an instructional activity that makes use of videobooks response assignments to induce students’ perspectival change on literary works.

In this study, the researcher investigated the experiences of six ELESP students upon experiencing videobooks response assignments. Two research questions were formulated under the investigation: (1) what are evocative experiences that emerged in students’ response essays? And (2) to what extent did videobook response essays lead to a better perspective toward literature among English Language Education Study Program students of Sanata Dharma University?

In order to portray and narrate the evocative experience and perspective transformations, the researcher used Mezirow’s (2000) transformative learning theory as the theoretical framework in general, and Critical Self-Reflection on Assumptions (CSRA) in specific. This research is a qualitative research, based on qualitative research theory by Ary, Jacobs, Sorensen, & Razavieh (2010). This research was done descriptively to capture some students’ response essays and focus group discussion as the instruments and data gathering techniques.

The results of the study showed that the evocative experience emerged within the participant was related with four major groups, namely their (1) past experiences (2) people around them (3) other stories or references, and (4) future plan. The evocative experience possessed by each participant underwent two fundamental perspective transformations in different areas. They were in (1) redefining view of videobooks for literature learning and (2) guiding action results of the perspective transformation.

Keywords: literature, videobook, perspective, evocative experiences

Program Studi Pendidikan Bahasa Inggris adalah salah satu program di Fakultas Keguruan dan Ilmu Pendidikan yang memiliki misi mempersiapkan para siswanya untuk menjadi guru bahasa Inggris. Untuk memenuhi tuntutan kompetensi sebagai seorang guru Bahasa Inggris, kurikulum telah dirancang untuk membekali siswa dengan keterampilan bahasa, keterampilan mengajar, dan pengetahuan akan karya sastra. Semua mata kuliah dirancang untuk membantu siswa menguasai seluruh kompetensi yang diharapkan. Salah satunya adalah kelompok mata kuliah sastra, yang diyakini memberi banyak kontribusi dalam meningkatkan kemampuan bahasa Inggris siswa. Literatur yang ada menunjukkan bahwa kemampuan baca tulis di kalangan siswa Indonesia rendah. Dengan demikian, dibutuhkan strategi instruksional untuk meningkatkan minat baca siswa. Sumber daya digital, seperti videobook, menjadi salah satu pilihan yang tepat. Penelitian ini mengacu pada aktivitas instruksional yang memanfaatkan tugas karya tulis, dalam bentuk tanggapan siswa terhadap cerita yang terkandung dalam videobook untuk mendorong perubahan perspektif siswa terhadap karya sastra.

Ada dua rumusan masalah dalam penelitian ini, yaitu: (1) apakah pengalaman menggugah yang muncul dalam penulisan karya tulis mahasiswa? Dan (2) sejauh mana penulisan karya tulis tentang buku video mengarahkan pada cara pandang yang lebih baik terhadap karya sastra oleh mahasiswa Program Studi PBI Universitas Sanata Dharma?


Hasil penelitian menunjukkan bahwa pengalaman menggugah yang dimiliki mahasiswa berhubungan erat dengan empat kelompok besar, yaitu: (1) pengalaman masa lalu mereka (2) orang di sekitar mereka (3) cerita atau referensi lainnya, dan (4) rencana masa depan mereka. Pengalaman menggugah yang dimiliki oleh masing-masing peserta mengarahkan pada perubahan cara pandang yang mendasar dalam wilayah yang berbeda, diantaranya adalah (1) mendefinisikan kembali pandangan tentang buku video untuk pembelajaran sastra dan (2) membimbing aksi sebagai hasil dari perubahan cara pandang.

*Keywords: literature, videobook, perspective, evocative experiences*
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Agnes Cristin Ari Nurlia
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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the research background, the research problems, the problem limitation, the research objectives, the research benefit and the definition of terms. They are respectively elaborated as follows.

A. Research Background

The English Language Education Study Program is one of the programs in the Faculty of Teacher Training and Education in Sanata Dharma University whose mission is to prepare its students to become English teachers for Senior High Schools and Junior High Schools. To fulfill the demand of teacher competencies, English Language Education Study Program curriculum has been designed so as to equip students with necessary language skills, teaching skills, and appropriate knowledge of literary works. All of the courses are designed to help the students to master English skills and knowledge. There are also general courses which support the achievement of objectives to be English teachers. One of the group courses of language teaching is literature. As a part of learning, literature courses give many contributions in English Language Teaching, such as to optimize the functions of the brain, both the right hemisphere and the left hemisphere, to extend the mastery of vocabulary and idioms, and to increase English language and reading skill (Rees, 1973).

The key to achieving success in literature is reading. The main thing that should be had is the pleasure to read. However, based on the study of “Most Literate Nation in the World” conducted by Central Connecticut State University in 2016, Indonesia was ranked 60th of 61 countries in terms of reading interest.
Indonesia is just below Thailand (59th) and above Botswana (61st), as cited in Gewati (2016). In addition, according to UNESCO data, Indonesian society’s reading interest is very alarming, as it is only 0.001%. That is, from 1,000 people in Indonesia, only 1 person who does diligently read.

Having much concern to the fact above, the researcher tried to find out an instructional strategy that can successfully increase students’ reading interest and make students' perspective of literary work better. In this case the researcher chose videobook as the instructional strategy to induce students’ better perspective in literature. This study was based on one of the learning activities implemented in Research Method Class. Mr. Markus Budiraharjdo as the instructor assigned students to read and/or watch a number of videobooks and write a reader response afterwards. The responses were digitally submitted through the existing Learning Management System called ExeLSa. Each response was also graded through the same Learning Management System.

In this task, students were expected to read some literary work through a videobook and make essays response related to the videobook they have read. This videobook assignment was given periodically to the students. Through this assignment, the researcher felt a difference in the way the researcher perceived literary work through various forms of reading and felt the different behaviors in doing the assignment. Reading such of literary work has personally brought a strong connection in researcher’s mind that made reading itself more meaningful. It was upon connecting the important points of the story with the experience, that the researcher gained more language skills and critical thinking skills. A case in point, this kind of activity has specifically trained the researcher to be comfortable in reading literary work. This powerful learning experience allowed the researcher
to view literary works better. Drawing upon personal experience, this study attempts to address two areas of concerns, namely (a) to find out the evocative experiences and, (b) the perspective transformation of the participants after experiencing videobook assignments.

B. Research Questions

Based on the research background and the purpose of this study, the researcher formulates the problem into two questions:

1. What are the evocative experiences that emerged in students’ response essays?
2. To what extent do videobook response essays lead to a better perspective towards literature among English Language Education Study Program students of Sanata Dharma University?

C. Problem Limitation

There were 30 students attending the Research Methods class. This research, however, attempts to reveal the evocative experiences of six students. Their response essays clearly demonstrate evocative experiences. They were able to personally connect their own unique experiences in response to the assigned novels. The class participants whose response essays did not show evocative experiences and perspective transformation would not be discussed.

D. Research Significance

The researcher expects that the results of the research are beneficial for parties below.

1. English teachers

This research is expected to give clear information about transformative literature learning by using videobook as the instructional strategy. It is expected
that through this research, the teacher can gain more information about videobook. Besides, they can also choose the suitable instructional strategy when they plan to teach the students especially in leading to a better perspective in literature. Moreover, the teacher can optimize the use of media to conduct fun and meaningful activity, so that the students can be engaged and they will participate fully in the teaching and learning process.

2. **Students**

Knowing that videobook is practiced as an instructional strategy in learning literature, this research is expected to help the students to comprehend the literary work. The teaching and learning activity will not be monotonous and boring. The students will start to enjoy reading and their perspective of literary work will become better. Moreover, they can learn moral values from the videobook that they have read as the result of evocative experiences.

3. **Future researcher**

The results of this research hopefully can be used as a reference for future researchers if they need more information related with this topic. It is expected that the results of this research are able to be used to develop another research. Besides, this research is also expected to encourage other researcher to evaluate, revise, or modify this study with different levels and objectives.

E. **Definition of Terms**

This section presents the definitions of several terms discussed in this study.

1. **Literature**

According to Rees (1973), there are two definitions of literature. The first definition is anything which is written, for example, time-tables, catalogues,
text-book, travel brochures and so on. The second definition is writing which express and communicate thoughts, feelings and attitude towards life. Basically, the term “literature” has different meanings depending on who is using it and what context. In education, for instance, literature can be defined as text which is composed of letters. It might be the same as the other texts or passages in common.

2. Videobook

According to Iyengar & Lippman (1996), Videobook is a digital book that provide book script, illustration and back sound. In the videobook, it uses motion, texture and color. The videobook can have on-screen text along with pictures and video clips. The text may be animated along with related audio background commentary. The student can watch videos in any order. So, we can conclude that videobook is a book developed in video format, or a video structured similarly to a book, used chiefly in teaching and learning.

The videobooks used in this study were accessible for free in youtube. The lists of the videobooks used are:

a) *The Adventures of Tom Sawyer* by Mark Twain which is accessible at:
   
   https://www.youtube.com/watch?v=U6UnMavkEsE

b) *The Last Unicorn* by Peter S. Beagle which is accessible at:
   
   https://www.youtube.com/watch?v=Pzn8LFmgLmk

c) *Les Miserables* by Victor Hugo which is accessible at:
   
   https://www.youtube.com/watch?v=BxEjm7kdmpo

d) *House by the Sea* by Patricia Aspinall which is accessible at:
   
   https://www.youtube.com/watch?v=6R2z_azIHv8
3. **Instructional strategy**

According to Ober, Bentley, & Miller (1971), an instructional strategy is a purposefully conceived and determined plan of action. The aim of the strategy is designed to facilitate the learning process in such a situation and achieve a specific situation prior to the actual instructional act (Crossmen, 2017).

4. **Perspective**

According to Crossmen (2017), perspective is “a set of assumptions about reality that inform the questions we ask and the kinds of answers we arrive at as a result”. In this sense, a theoretical perspective can be understood as a lens through which we look, serve to focus or distort what we see. It can also be thought of as a frame, which serves to both include and exclude certain things from our view.

5. **Evocative experiences**

According to Hoggan and Cranton (2015), evocative objects are tangible items that serve as intellectual and emotional catalysts. According to Cambridge Coaching (2013), experience can be called evocative when it involves taste, predilection, and our senses in feeling it. It is evocative when someone faces or reads something and they could draw something meaningful from it, and those meaningful things are able to inspire and bring up his/her view of future or experience he/she has ever had.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into two parts. The first part is theoretical description that provides theories and definitions of related terms and the second part is theoretical framework that emphasizes the relation of the theories and this research.

A. Theoretical Descriptions

In this section, the researcher would like to describe the theories which are used to support this study. This section is divided into three parts. The first is literary work in English Education. It discusses how literary work is used in English Education. The second part is videobook as instructional strategies for literature teaching. It explains some strategies which can be used to teach literature. The third is videobook develops transformative literature learning. It narrates the perspective transformation theory through a critical reflection on the students’ experiences. It is a theory of how the participants transformed their prior assumptions (perspectives) after experiencing videobook as the alternative strategy in literature teaching.

1. Literary Work in English Education

a. The Nature of Literature

Literature is defined as anything written (Sylvan, 2004). According to Rees (1973), there are two definitions of literature. The first definition is anything which is written, for example, time-tables, catalogues, text-book, travel brochures and so on. The second definition is writing which express and communicates thoughts, feelings and attitude towards life. Basically, the term “literature” has different meanings depending on who is using it and what context. In education
matter, for instance, literature can be defined as text which is composed of letters. It might be the same as the other texts or passages in common.

According to Kezavarzhi (2012), literature acquires four skills, namely reading comprehension, writing, listening, and speaking. Moreover, Kezavarzhi (2012), adds that “literature is culture; that is, it is not to say that literature deals with culture, but it is should be said that literature is the culture of the people using that language” (pp.554-559). It can be concluded that literature is used in language classes to encourage more thoughtful and purposeful language learning. The learners will experience the real use of language and they will improve their critical thinking skills.

b. The Benefit of Using Literature in English Language Education

According to Ghosn (2002), using literature in English education has benefits in several main areas. Literature is beneficial to language development. It is a good resource of accurate diction, diverse sentence patterns, and passionate narratives (as cited in (Kezavarzhi, 2012)).

According to Kezavarzhi (2012) literary texts explore the lives of English speaking people and their feeling towards some cultural clichés. Through their approaches to literary texts, students find the social and historical contexts of the event and become familiar with the culture. The piece of literary work entertains and opens the eyes of students as they see how other people think, interpret, and act on variety of things, especially those things that English Language Education students are familiar with. (pp.554-559)

According to Tevdovska (2016), including literary texts in language teaching and learning has several benefits. He has mentioned four benefits, they are:
1) Literary texts are highly motivating

It is often claimed that literary texts are intellectually stimulating. They allow readers to create worlds with which they may not be familiar and the way they do this is by relying on language.

2) Literary texts give the learners cultural knowledge and intellectual experience

Literature helps students to develop their linguistic skills, as well as their cultural knowledge and sensitivity towards cultural issues. Therefore, literature is helpful when teaching cultural issues to foreign language students.

3) Literary texts promote language learning and are authentic materials

Literary texts are very important for stimulating language acquisition. According to Tevdovska (2016), literature helps students learn non-spoken and non casual modes of the English language. When people learn their native language, they are not taught the rules of grammar and the meaning of words. They work out how the language works from what they hear, imperfect though this sometimes is, and so internalize or construct mentally their knowledge of the language. One of the ways to internalize the grammar and work out the meaning of the words from context is, they need to have a sufficient body of both authentic and understandable material to work with, for instance a variety of texts and extensive reading programs. Such exposure to authentic materials will promote the language acquisition, and reinforce what the students have studied as an academic exercise (Collie & Slater, 1991).

4) Literary texts are engaging and evoke personal response

One of the most valuable advantages of using literature in language teaching and learning is the personal involvement and enrichment it cultivates in readers and learners (Collie & Slater, 1991). Engaging in literary texts enables the
learners to focus beyond the grammar and the syntax of the target language. The reader pursues the development of the story and willing to share his/her personal responses.

2. Videobook as instructional strategies for literature teaching

a. Instructional strategy for Literature teaching

According to Ober, Bentley, & Miller (1971), an instructional strategy is a purposefully conceived and determined plan of action. Ideally, the strategy is designed to facilitate a particular kind of learning, in a given situation and in terms of a specific learning objective. The strategy is selected for use after a comprehensive assessment of the specific situation and prior to the actual instructional act.

Tevdovska (2016) has mentioned some traditional strategies for literature teaching. They are:

1) Reading aloud

From the traditional approaches, which are common in the literature classrooms reading aloud can be mentioned. Parkinson & Reid-Thomas (2000) defines this strategy as follow: “A way to help students acquire materials and improve listening skills. The student will become an active listener. It provides an example for fluent reading and help students in recognizing how to pronounce unknown words. This strategy encourages class participation and shifts the focus of teachers as the only source of information” (p.10).

2) Rote learning and summary of content

Rote learning and summary of content are described by Parkinson & Reid-Thomas (2000) as: “learning the basic plot of the novels or plays, or facts
about the writer’s life, relevant history and politics” (p.11). Memorization of the facts regarding a writer’s life and other works and the historical, social or cultural conditions of time might be considered as an old-fashioned method, as well as producing and writing summaries of novels and short stories. However, in practice, the research done as a part of this study shows that these two strategies, although traditional in essence, still work successfully in some aspects. Providing information regarding the author’s life and the conditions of the time sets the literary text in a more specific context and gives the learner a clear picture of the literary text in terms of meaning, concepts and messages of the text. On the other hand, these facts also contribute to raising students’ interest and motivation. However, it is necessary to emphasize that using only these two strategies is not recommended.

3) Encouraging reading for pleasure and extensive reading schemes

Although there is no conclusive research evidence, teacher’s opinion and personal evidence suggest that avid readers usually progress better in terms of improving language acquisition and language skill. Extensive reading schemes also encourage reading for pleasure, since learners are encouraged to select a book according to their personal preferences and read the book at their own pace. Among the primary goals of extensive reading is to encourage and motivate learners to read more, to read for general understanding instead of focusing on a shorter text. Apart from authentic literary texts which are appropriate for the students in terms of linguistic, cultural or conceptual difficulties, grade readers are another option to encourage extensive reading
in the context of second or foreign language education. Recently, encouragement of extensive reading is more systematic.

4) Literary texts and language practice

Reading for foreign or second language practice usually involves working on a literary text, either an authentic one or abridge literary text. The activities and techniques of working on a literary text involving second or foreign language practice are widely used, including the explanation of the unknown vocabulary by synonyms, matching exercises, using the words in context, true or false sentences, writing a different end for a short story, summarizing parts of a poem and diverse activities which include working on the language of the text.

b. Videobook assignment as an alternative to traditional strategies

Studying literature cannot be separated from reading. Reading interest and reading comprehension skill become the most important factors in learning literature. Reading is an individual process of receiving and processing written information, ranging from decoding and recognizing words up to higher processes of word-text integration and meaning (Perfetti, 2007). Moreover Jacobs (2008) defined reading as an important part of learning and education, and becomes increasingly essential as learners from “learning to read” to “reading to learn”. However, students seem to find reading books, especially those thick ones, so alarming. It is a fact that students find the reading assignments demotivating and demoralizing. Students actually know that reading is the key to success in literature, but reading becomes an obstacle for them. That is why teachers should look for a strategy that can help students in improving reading interest as well as reading comprehension skills.
According to Sullivan & Puntamber (2015), “Currently of great significance to the study of reading and text comprehension is the fact that learners now encounter many texts in digital formats, given that the proportion of students using computers and other digital devices in the classroom has steadily increased in the last two decades” (pp.209-301). Digital book or videobook has become a familiar media for the students. It can be one of the good choices that can be chosen as instructional strategy in teaching literature. Videobook is not only a book that is made digitally like e-book, but videobook provides audiovisual enhancements such as sound effects and animation.

According to Troseth & Strouse (2016), using digital book with audiovisual enhancements such as sound effects and animation may promote story comprehension. Moreover, digital text environments have the potential to be utilized in order to increase learners’ meaningful interactions with texts and their conceptual understanding by making these conceptual relations apparent (Sullivan & Puntamber, 2015). For example, Sullivan & Puntamber find that if learners are able to take advantage of maps over viewing the content in a digital text environment, this can increase students’ knowledge of content structure and semantic connections among informational texts (2015).

3. Transformative Learning

a. The Overview of Transformation Theory

Transformation theory was first developed by Jack Mezirow in 1978. Transformation theory is intended to be a comprehensive, idealized, and universal model consisting of the generic structures, elements and processes of adults learning (Mezirow, 1991).
According to Mezirow (1991), transformative learning happens when learners change their meaning schemes; specifically the changes of beliefs, attitudes, and emotional reactions, the learners must engage in a critical reflection on their experiences. He stated that transformation is a result of a "disorienting dilemma" which is triggered by a life crisis or major life transition. Mezirow (1998) explains that transformative learning is a process of effecting change in a frame of reference. Frames of reference are the structure of assumptions through which we understand our experiences. According to him, there are four types of learning in transformative learning theories. They are elaborating existing frames of references, learning the frames of references, transforming habit of minds and the last important component is transforming points of view. Moreover, according to Mezirow as cited in Kitchenham & Chasteauneuf (2009), transformative learning theory is based on the notion that we interpret our experiences in our own way, and that how we see the world is a result of our perceptions of our experiences. Transformative learning is a process of examining, questioning, and revising those perceptions.

b. The Common Themes of Transformative Learning Theory

There are three common themes in Mezirow’s theory; they are the centrality of experience, critical reflection, and rational discourse in the process of meaning structure transformation. It is the learner’s experience that is the starting point and the subject matter for transformative learning (Mezirow, 1998).

Reflection is a way of approaching an understanding of one’s life and actions, as the examined life for ethical and compassionate engagement with the world and its moral dilemmas (Nussbaum, 1997). Meanwhile, critical reflection is defined in various ways. There are three main ways of being critical in reflection.
The first, according to Mezirow (1998), it involves the ability to unearth, examine and change very deeply held or fundamental assumptions. Brookfield (1995) emphasizes a second meaning which is that what makes reflection critical is the focus on power. The third is stated by Cranton (1996), critical is about the ability to be transformative, to involve and lead to some fundamental change in perspective. The former meaning relies on the examination of very fundamental assumptions, which leads to fundamental change. We can further extend this fundamental assumption to an awareness of how assumptions about the connection between one self and social context can function in powerful ways, so that awareness of these assumptions can provide a platform for transformative action.

Mezirow (1998) breaks critical reflection into a taxonomy: (1) critical reflection of assumptions (CRA), which focuses more on instrumental learning (e.g., critiquing a text) through objective reframing with the intent to improve performance; and (2) critical self-reflection of assumptions (CSRA), or subjective reframing, which focuses on the psychological and cultural limitations of one’s world view.

Objective and subjective reframing are explained by Mezirow (1998) as follows:

1) Critical Reflection Assumption (Objective Reframing)

Objective reframing covers two terms. They are narrative critical self reflection of assumptions and an action critical reflection of assumptions.

2) Critical Self-Reflection Assumption (Subjective Reframing)
Subjective reframing covers four terms. They are narrative, systemic, therapeutic, and epistemic. (as cited in A. Kitchenham & Chasteauneuf, 2009 pp. 234-235)

B. Theoretical Framework

After discussing the theoretical description of this research, the researcher combines the theories from the theoretical description into the theoretical framework. In this part, the researcher explains the relation between the theories and the research problem and how the theories support the researcher in answering the problem of this research.

In order to address the first research question which is about the evocative experienced that emerged in students’ response essays, the researcher employs some relevant theories of evocative experience. The theories are from Hoggan & Cranton (2015) and Cambridge coaching (2013) that mainly define evocative experiences. The definition of evocative experiences helps the researcher in categorizes whether the experience of the participants is evocative or not.

In order to answer the second research question which is about to what extent do videobook response essays lead to a better perspective toward literature among English Language Education Study Program students’, the researcher employs the theory of transformative learning by Mezirow (1998). In this study, the researcher uses the critical self-reflection on assumptions (CSRA). Here, the research participants do a critical self reflection on their perspective in viewing literature after they learn literature through videobook. Some perspective changes in viewing the literature will be narrated according to Wezirow’s CSRA model. The transformation focused on the extent the perspective changes among the participants.
CHAPTER III
RESEARCH METHODOLOGY

This chapter is divided into six parts, namely, research method, research participants, research setting, instrument and data gathering techniques, data analysis techniques and research procedures.

A. Research Method

There are two research questions of this study; they are (1) “What are the evocative experiences that emerged as the perspective of the participants?” and (2) “To what extent did videobook assignments lead to a better perspective toward literature for English Language Education Study Program students of Sanata Dharma University?” In order to answer those two research questions, the researcher chose qualitative research method.

According to Ary, Jacobs, Sorensen, & Razavieh (2010), qualitative research focuses on the understanding of social phenomena from the perspective of the human participants in natural settings. Furthermore, qualitative research sees the individual and his or her world as so interconnected that essentially the one has no existence without the other.

Denzin & Lincoln (2000), define the qualitative research as the qualities, processes, and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity, or frequency. The data collection methods which are usually used in qualitative research method are observation, interview, and document analysis. In this research, the researcher used document analysis and conducted an interview to answer the research questions.
B. Research Participants

This study aims to investigate perspective transformation among ELESP students after experiencing videobook assignments. Thus, the research participants were ELESP students batch 2014 class C who took Research Methods class.

In this research, the researcher used purposive sampling to determine the number of respondents the interviewee. The participants who are selected to attend the focus group discussion are the participants who have the highest engagement of evocative experience in their reflection. According to Ary, Jacobs, Sorensen, & Razavieh (2010) purposive sampling is non probability sampling technique in which subjects judged to be representative of the population are included in the sample. The researcher took six students from 30 students in the class. They are participant A, B, C, D, E and F. Those six students are representative of the students who had the evocative experiences.

C. Research Setting

The research participants were ELESP students of Sanata Dharma University who experienced videobook assignments. Therefore, the research setting was in Sanata Dharma University. The researcher conducted the focus group discussion with six students on January 30, 2018.

D. Instrument and Data Gathering Techniques

The type of this research is qualitative research. In this study, the researcher used two data gathering techniques, namely document analysis through students’ response essays and focus group discussion from the research participants. Therefore, the instrument of this research is the researcher and discussion guideline.
1. Document Analysis (Students’ Response Essays)

According to Ary, et al (2010), document can provide good descriptive information, they are stable source data, and can help ground a study in its context. Documents may be personal, such as autobiographies, diaries, and letters. For this study, the researcher used personal documents in the form of students’ response essays (reflection) after experiencing videobook assignments. The students’ response essays were the main data for the researcher to elaborate some perspective changes which were undergone by the participants.

There are three benefits of using students’ response essays in the form of reflection. The first benefit is reflection helps raise students’ awareness as learners and to see that we can direct and change our learning (Biggs, 1999). The second benefit is reflection allow the researcher to put and to see what students learn from experience (Gardiner as cited in Tarvin & Al-Arishi, 1991). Then the last, reflection increases students’ learning involvement in their own learning because they begin to perceive the purpose for their assignment (Champbell, Champbell, & Dickinson, 2000).

2. Focus Group Discussion

The researcher used focus group discussion to gather the data in this research. “Focus group is a form of group interview that capitalizes on communication between research participants in a simple and convenient way to generate data” (Kitzinger, 1995, p.299). The focus group discussion was used to gather the participants’ belief, opinions, and feelings about the things that they got from experiencing videobook assignments. It is a suitable instrument to know deeper about someone’s experience (Ary, et al2010). According to Kvale (1996)
the aim of an interview is to understand the world from the subjects’ point of view, to unfold meaning of peoples’ experiences.

In the focus group discussion, the researcher prepared an interview guideline. The interview guideline was firstly made as the core themes in which the researcher generalized the questions afterward. Some questions in it probed the research participants’ opinion, their experiences, their ups and down during learning literature, and their perspective transformations after experiencing videobook assignments.

The focus group discussion was done in Bahasa Indonesia. The reason for choosing Bahasa Indonesia as the main language used in FGD is because the major aim is to grasp deep meanings from each participant’s answer of personal experience. Therefore, by using Bahasa Indonesia which is their native language, in conducting the focus group discussion, the participants could fully express their feelings and it could avoid misunderstanding between the researcher and participants.

This focus group discussion was attended by six participants, the researcher, the thesis advisor and two researcher assistants. The thesis advisor helped the researcher in elaborating the questions posed to the participants and moderating the focus group discussion. The two assistants helped the researcher to take notes and record the process of focus group discussion.

After the focus group discussion was done and the interview transcript as the original data were completed, they were given to the participants in order to validate and check their agreements about all of the statements included in the data. The participants are allowed to give corrections or rejections if there were
some invalid statements. Then, the researcher would revise the data and give back the revised data to the participants until they met the agreement to use the data.

E. Data Analysis Techniques

There were two kinds of source of data which could be collected to support this research. Those two kinds of source of data were FGD transcript and students’ response essays. The data were presented in descriptive form. The data analysis technique that the researcher used was the combination of data analysis techniques from Moustakas (1994) and Creswell (2007). There are five steps taken from Moustakas’ and Creswell’ data analysis techniques. Those are epoche, familiarizing and organizing, coding and reducing, synthesis of meanings and essences, and also validating.

1. Epoche

Epoche deals with obtaining new knowledge without influencing. Epoche shows a natural validation of research data gathered from participants because it is related to naturalness (Moustakas, 1994). The researcher should not make prejudices and tendencies while comprehending the research data. To describe the data, the researcher should be neutral and not use certain exist theories or definitions. The data should be original data. The transcript of the research data was also transcribed originally as what was recorded and based on the participants’ answer.

2. Familiarizing and Organizing

After the transcript was done, the researcher reread the reflections, transcripts and notes and listened to the recordings repeatedly in order to better understand and become familiar with the data. According to Creswell (2007), familiarization and organization are two early stages in retrieving qualitative data.
(as cited in Ary, et all 2010). After the researcher got better understanding about the data, the researcher did the organizing steps and began to compile a list of complete data sources and files or backup copies of original data. Compiling means putting them in order and then the finished compilation might be considered a database (Yin, 2011).

3. Coding and Reducing

According to Creswell (2007), coding and reducing are forms of identification of categories and themes from the research data (as cited in Ary, et all 2010). Coding is developing concepts from the raw data by subdividing it into categories or units of meaning. In coding the data, the researcher picked 6 of 30 participants’ and focus on giving the code to the specific data that shows evocative experiences of the research participants. The data which is not supporting the evocative experiences will be reduced.

4. Synthesis of Meaning and Essences

Synthesis of meaning and essences step means the researcher should integrate and summarise all themes into a general description of the meaning and essences of the participants’ experiences. The researcher takes the essences of research participants’ statements from the reflection and transcript data that have been coded. The researcher summarizes the data to decide the evocative experiences that emerged as the perspective of the participants.

5. Validating

In analyzing the data, the researcher did two strategies to check. They are internal member and external reviewers checking strategy. The member strategy is to determine the accuracy of the qualitative findings through taking the final report of specific description or themes back to the participants. The internal
member includes the six participants that have been interviewed. The researcher did the validation with the participants in order to confirm the transcript data which contained essential statements related to research questions and to know whether the participants agreed or disagreed with the data.

Moreover, the researcher also asked an external reviewer to review and validate the data. The reviewer was the researcher thesis advisor. Hence, the reviewer was viewed to have a great understanding of this study that led to an objective goal of assessment and validation.

F. Research Procedures

Several steps were conducted by the researcher in this research. The explanations of the steps are as follows.

1. Asking Permission

The researcher asked the lecturer who gave videobook assignment to get the videobook data reflections’ of the research participants.

2. Preparing the research instrument

There were two research instruments used in this research, namely reflection and discussion guideline. The reflection used to get the data needed. Then, the discussion guideline was conducted as the evidence of the reflection.

3. Using the instrument

The researcher used the reflection of the participants on the videobook assignments given by the lecturer. The reflection told about the participants’ opinion, feeling, and point of view that related to videobook dealing with literary work. Besides, the researcher did interview to support the reflection.

4. Analyzing the data
The data were obtained from two phases, namely students’ reflections and FGD results involving six students. Both data were read and reread in order to gain major themes. The themes were drawn from the empirical data as well as from theoretical framework. Then, the researcher reported the results of data analysis in research results and discussion after completing all procedures.

5. Making Conclusions

The researcher made conclusions from the results after analyzing the data that was used to answer the research questions.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter presents and discusses the research results which were collected through two data gathering techniques, namely the reader response essay and focus group discussion. The results of this research were used to answer the research questions which are related to the evocative experiences of the participants and the participants’ perspective transformation toward literature.

Based on Mezirow’s transformative learning theory there was a term Critical Self-Reflection on Assumptions (CSRA). The CSRA helps the participants to re-question their own prior assumptions. They investigate whether their prior assumptions were correct or not. In this study, CSRA helped the research participants to find out the evocative experiences that appear within them by reading the videobook and to re-questions their prior assumptions whether there were perspective transformations toward literary work after experiencing reading the videobook or not.

A. The Evocative Experience as the Result of CSRA by Reading Videobook

As a candidate of English teachers, the participants need videobook assignments to help them on how they viewed literary works. The findings showed there were some evocative experiences among the participants upon reading videobook. The evocative experience possessed by each participant leads the participants to refer to the perspective transformation in the way the participants view the literature.
According to Cambridge Coaching on one of its posts entitled *Evocative and Explicative Language* (2013), experience can be called evocative when it involves taste, predilection, and our senses in feeling it. The experience is evocative when someone faces or reads something and they draw something meaningful from it, and those meaningful things capable to inspire and bring up their view of the future or experience they have ever had. It is important for students to reveal evocative experiences, there are three reasons, first evocative experiences capable of bringing connection the student mind of experience gained (in this case videobook assignments), second, giving empirical experience of each individual students is believed to be an entry point for critical thinking skills, third, as an early indicators for perspective change or shifts.

The research participants were assigned to read four videobooks; they were *The Adventures of Tom Sawyer, The Last Unicorn, Les Miserables* and *House by the Sea*. Each story was responded differently by each participant, but every story has their own attraction that can lead to an evocative experience in each participant. The evocative experiences that emerged within the participant were categorized in four major groups. The first group was an evocative experience of past experiences that have a close relationship with the story in the videobook. The second group was the evocative experience that connects the participant with people around them. The third group was an evocative experience that allows participants to make connections or comparisons between stories they were reading with other stories they have read. They can also compare the same story in different versions, which in this case is the videobook version with the original book version. The last group was an evocative experience that raises the
intention within the participant to plan their future. Participants draw meaning of the moral values in the story and they learn what good things to do and not to do in the future. The evocative experience list as the results of CSRA of the research participants of each story in videobooks was as follow:

1. **The Adventures of Tom Sawyer Videobook**

   Tom Sawyer was the first videobook that was given to the participant. Tom Sawyer is a story by Mark Twain. It told about the adventures of a young boy named Tom Sawyer. Each participant had their own way to respond to the story of Tom Sawyer. They told the impressive things they found in the Tom Sawyer videobook. There were two participants who showed an evocative experience while they were responding the Tom Sawyer videobook. They showed that they were really engaged with the story. They are A and E.

   The first participant was A. He had his own way to respond the story. He wrote three impressive things from the videobook. The first one was the way the narrator told he stories, the second one was the main character of the story and the last was the vocabulary used in the story. He gave a brief explanation of how far he was engaged with the story. The main point that shows the engagement is when he tried to relate Tom as the main character of the story and young people nowadays.

   Furthermore, I am interested with the main character which is Tom. He is a brave, clever, and young boy. He has a great courageous to walk outside his comfort zone and explore his life. He has a lot of experiences and he is not satisfied yet, he wants to explore more and more. This can be an example for us as young people to keep going and exploring, enrich our life with a lot of experiences. (A)

   Participant A related Tom as the main character of the story with young people nowadays. It shows that A understands the story so well that he can
explain how Tom is in the story briefly. While he was writing the reflection he remembered how young people nowadays behave. He tried to connect the role of Tom as the main character with people around him. The character of Tom becomes an inspiration for him and young people to keep going and exploring, enrich their life with a lot of experiences. His reflection proves that A has an evocative experience which is included in evocative experience in relation with people around him.

E responded the Tom Sawyer videobook differently. The way she responded the story shows that she was really engaged. She conclude the story by puts her opinion on her reflection.

Third is the moral value of the story. After I have seen the story, I can conclude that we need bravery to reveal the truth. Other value is a good thing always win so always be kind to whoever they are. (E)

She was able to take an interesting conclusion from the story. She really reflects on everything she got from the story well. She responded the story as something she could learn. While she was reading the story she remembered how life should be. The story of the videobook brings up an intention within her and reminds her that we need bravery to reveal the truth and she thinks that good thing always win so always be kind to whoever they are. Her reflection shows the evocative experience she got while she was reading the story.

2. The Last Unicorn Videobook

The Last Unicorn was the second videobook that was given to the participants. The Last Unicorn was a fantasy story by Peter S. Beagle. It told about a young girl named Megan who lives in a big city with the high technology. Something unexpected made her leave the city and live with her uncle in a village and bring her to meet Kendra the Last Unicorn. Different form the first
videobook, this videobook had a better response from the participants; there were four participants who showed evocative experience in their videobook response. They were B, D, E, and F.

The first participant was B. She responded the videobook as something enjoyable. She wrote three impressive things she found in the videobook. The first thing was Megan’s characteristic, the second was Kendra as the unicorn and the last was the way the narrator delivers the story. In her reflection she related the characteristic of Megan in the story with her own experience.

First of all is Megan characteristics. Megan is a real child nowadays that can we find in every big city. She lives among technologies and cannot be separated with them. Everything is her life has been served by technology. Thus, she depends on technology at the first time. However, Skye condition and her uncle and Ben’s hospitality makes her enjoy her life without technology. I have been on Megan’s shoe. I am a net generation and I must keep surviving without any signal in my KKN. I enjoyed my life more. I think, the youth today must keep the distance with technology for several times. The youth need to enjoy the life and does not depend on gadget. This videobook helps parent and teacher to show how beautiful life is although does not use gadget too much. (B)

She was able to relate the main point in the story with her own experience. She reflects what she got from the story. While she was reading the videobook, she could feel what the main character feels, and she remembered her experience when she was in her KKN, because she thought that she has a similar condition with the main character of the story. It proves that she was really engaged with the story, so it could remind her of her past experience. Moreover, she learned how beautiful life is although she does not use gadget too much. Her evocative experience made her reflect to enjoy the life and does not depend on gadget.

D responded the last unicorn story differently. Here she observed from a different point of view. She focused on observing the existence of Kendra as the
last unicorn rather than focus on Megan as the main character of the story. D thought the existence of the last unicorn was similar with the existence of Santa Clause and tooth fairy.

I think the existences of the last unicorn itself, has brought the new hope for Megan because whoever can touch the last unicorn, it believed that they can make a wish that it will be granted for sure. And Megan has made a wish to cure her beloved mother. I think the existence of the last unicorn is the same like the existence of Santa Clause, and tooth Fairy. When I was a child I believe of the existence of Santa Clause and Tooth Fairy even though those characters are not real, but I think it brings hope for anyone who believed in it. (D)

In her reflection she related the last unicorn story with the other story she has read before, which was Santa clause and Tooth Fairy. She had a different evocative experience with B. In this case, she was not remember her own experience which was similar with the story but she remembered the other story she had read. She tried to find the similarities among the stories. Participant D’s reflection showed another example of evocative experience.

E has another evocative experience related with the Last Unicorn story. It was similar to her first reflection on Tom Sawyer videobook, she kept focusing on the moral value of the story.

After I have watched the video-book I can conclude that sometimes we should take a look at another thing around us, we cannot only focus on our techno-world (gadget, games, etc.). Moreover, the moral value of the story is if we ask for strong desire and sincere heart, I believe that our wish will be granted by God. Furthermore we should decide which one is important in our life. I am very happy of the ending of the story. I am glad that Megan can decide which one is more important for her life. It is proofed by she chose to save her mother rather than revenge for the people that have bullied her in school. In my opinion, it is very great story. I am very glad I can watch many video-book stories in this class. I cannot wait to watch another story. I hope I can get another moral value from the next story because the moral value teaches us a good lesson in life. (E)
The way E concluded the moral value of the story showed that she is able to relate what she has learned from the story with what she has in her mind and also what she saw around her. She reflected and combined them became a good unity in the form of reflection. Her evocative experience created an intention in her life to be able to decide which one is important in her life.

The last participant who had another evocative experience while reading the Last Unicorn story was F. In her reflection she wrote three impressive things she got from the story. They were the speakers in the videobook, the story of the videobook and the moral value of the story. What made her reflection become interesting was the way she reflect the story.

The third thing is about moral value. I live so far away from my parents and this story reminds me about my parents. When Megan touched the unicorn, she wanted to help her mom than herself (preventing from being bullied). So, I realize when there is a chance to get what you want, we often forget beyond what we needs. (F)

The story of the last unicorn reminded F of her parent. She lived so far away with her parent, so when she was reading a story about a young girl with her mother which was sick, she remembered her parent. She took a conclusion as the moral value of the story that when there was a chance to get what she wanted, she often forgot beyond what she needed. The conclusion she made, has prove that she has learned from the story.

3. Les Miserables Videobook

Les Miserables videobook was the third videobook that was given to the participants. It told a story about Jean Valjean, the main character of the story. He had been prisoner because of a piece of bread and he wanted to revenge himself against his unfair life. There were three participants who were highly engaged
with this videobook, they were A, C and D. Each of them has their own way in responding the videobook.

A had three impressive things that he got from the Les Miserable’s videobook. The first one was the back sound of the videobook, the second one was the plot of the story and the third the Jean Valjean character. This videobook made a deep reflection on him; he found the value of life through the story.

This is so appealing that almost every part of this videobook also told the reader about the story of Jean Valjean; from the beginning that he was a murderer, a criminal, then he became a good person and then at the end he was dead. It also tells me that every of us has our 'circle of life', has our own way and our own story. It makes us learn that we have to learn to be better and better and realize that every of us is unique. One great thing that I learn is the goodness will always revolve to the others. (A)

A was able to draw the meaning from the story and became an interesting lesson in his life. He really reflected on the lessons he has learned. From the reflection that A made, we could see that the evocative experience emerged when A was reading the story of Les Miserable. The story reminded him of the true meaning of life, which were first, every person has their own 'circle of life'; second, they had their own way and their own story. He hoped that he would be able to be better and realized that we are unique, so we should always be grateful of our life.

On the other hand, C had her own way in responded the Les Miserable videobook. Unlike A and D, C read the story of the Les Miserable before this videobook assignment was given to her, but with the experience of reading that she had, it became an interesting fact because the evocative experience came up in a different way within her.
Unlike the original version, the videobook version has several differences. First, the detail of the story was skipped. For example, the videobook did not mention anything about Felix Tholomyès, Fantine lover’s in Paris and Cossette’s biological father because it skipped their romance part. It also skipped other parts. The videobook only emphasized the big picture of the story that made the story shorter than the original one. Second, the language that is used is simpler than the original version. However, the difference of between the original version and the videobook does not mean that the videobook is worse than the original version because in the end both versions successfully made me shed tears. (C)

In the reflection, C, as one of the participants who had read this story before, tried to compare this story in the videobook version with the original book version. She sought the differences and also the similarities she could find in this story. The searching process she did was one of the examples when the evocative emerged within her, because when she searched and wanted to compare she needed to remember first her past experience when she read the book. Even though she had read this book, she still got back to engage with the story because she clearly wrote that she still shed tears as she read this story.

The last participant who was highly engaged with the Les Miserable story was D. She wrote three impressive things she found in the story; they were the packaging of the videobook, the story line and also the moral value. In her reflection, she responded the story by related the story with other aspects she found around her.

The last thing that I can draw from this videobook is about the moral value. Les Miserable is one of the greatest stories that I’ve ever read and watched. There are a lot of moral values that we can get from this story. “Don’t repay evil for evil or insult for insult. Instead, give blessing in return. You were called to do this so that you might inherit a blessing.” (1 Peter 3:9). I think those bible quote was really suitable to be the main value from this story because all of these happened when the Bishop was willing to forgive Jean though he has stolen the silverware from him. I think it really changed the way Jean Valjean thinking about the meaning of
life. And it made Jean Valjean became a new person, which is much better than before. (D)

D’s reflection becomes very interesting because in her reflection she was able to relate the meaning of the story that she read with something she found outside. It became so shocking and unexpected because the one she chose was a bible quote. We could conclude that, firstly, she engaged with the story so that the evocative experience comes within her, which was shown by she was remember a bible quote she had read before. Second, she drew the meaning of the moral value and also the message implied in the bible quote.

4. *House by the Sea* videobook

*House by the Sea* was the last videobook given to the participants. It was the videobook with the longest duration compared with the previous videobook, but it got a good responded from the participants. This videobook has a complicated plot and conflicts. It told about Carl, a hard worker who was so dedicated to his job that he often forgets his wife and finds it difficult to divide his time for his wife. In the end, Linda, Carl’s wife bought a house by the sea. The conflict in their life began and eventually made them had to part because Linda found another person who can provide the full time for her. The story in this videobook got esponses in different way from the participants. There were four participants who had high engagement with this story; they were A, B, C, and D.

The first participant who experiences the evocative experience in the story was A. Participant A related the story of the videobook he got with a quote he has read.

Furthermore, over all of the part of the videobook, the thing that I like most is the moral value of the story. Do not be too happy counting the stars or you will lose the super moon. It reminds us to give our attention
too to our surroundings; to the people we loved and the people love us. We must try our best to manage our time so that everything will run well. Don’t be so greedy; you must, it is a must, have a quality time with the people you loved. (A)

A observes the main characters in different ways. A reflected that the story reminded him to pay attention to those around him; he must be able to manage his time for those around him. He assumed that being ambitious and greedy can cause bad things. Evocative experience observed in A was when he began to remember the people he loves and learned how to manage time with them.

The second participant was B. Participant B highlights this story by focusing on the meaning she got in this story. She wrote three interesting things she found in this story. The thing which proved that she had an evocative experience was when she told the meaning she gets in the story and created an intention within her.

This story teaches me to manage my time well so I will never lose every moment with my beloved people; parents, friends, and my future spouse. I think I like to work and I am quite of a hard-worker woman. I want to be a career woman. This story reminds me to always remember my future main duties, be a good mother and a good wife. I have to give my time to my family and enjoy every moments with them because we do not know what will happen in the future. I do not want to regret anything because I am too busy with my own works. (B)

Participant B was able to interpret the meaning that she got in the story. The story was able to make her aware of the future planning of her life. Participant B began to think again between good things and bad things that become a warning in her life to gain the future she aspires to. As she wrote in her reflection, she wanted to be a career woman but she did not want to forget her duties as a mother and also as a wife. She did not want to regret at the end of her life because she was too busy.
The third participant who showed evocative experiences was C. C has written 3 things that impress her with this story, including the story line of the videotobook, the language used and the moral value of the story. She focused on the meaning which is important in the story and became an important lesson in her life.

The story of Carl was quite enough to give us evidence that the most important thing in life is not being rich or have a good position at work. You might be able to buy anything that you want but it never guarantees your happiness. It may happen in our daily life. Sometimes parents want to give all the best things and plan a better future for their child that is why they work hard days and nights to earn money as much as possible. But then they forget that sometimes what their children want was their time and their love not the expensive gadget, branded shoes and things that related to pride. On the other side, we are sometimes too busy to catch our dreams by working so hard to make our parents proud of us, but sometimes we forget that our parents get older as time goes by. All they want sometimes is simply spending their time with us more. However, spending time with people around us cannot be a justification for us to forget that we have some duties to get done. (C)

From the reflections written by C, it could be seen that C has got deep meaning in her life through this story. A simple story could cause a big impact when the reader was able to interpret it well and apply it in their life. C’s evocative experiences connected her to the reality of life and made everyone aware with priority of life, future, pride, and family.

The last participant was D. D took a look at how she set priorities in her life after she learned from the stories she had read. Seeing the storyline experienced by the main character and how she regretted her past, D began to set priorities in her life. She reinforces the conclusions she takes with something she gets from outside.

The second impressive thing is about the moral value of the story. In my opinion, this story is about how you set your priority and what the most
important thing for your life is. Every person has their own opinion, but for me, the most important thing in my life is my family and everything I do, I have to make sure that my family is my number one priority. Because I think, if we lost our family, we will lose everything. Cause like the quote by Brittany Pierce in Glee TV Series season 2, Family is a place where everyone loves you no matter what, and they accept you for who you are. And I think, Carl was late to realize it. He just realized when everything was changed. When his priority was not became his priority again. (D)

D related the moral value she got with a quote from a TV broadcast she was looking at. This was a proof of the power of reading. Reading was able to connect people from one thing to another, so that everything seems so close and related. Evocative experienced by D was able to open the knowledge that book as the window of the world is true.

B. Participants’ Perspective Transformation

In order to answer the second research question, the researcher used the theory of transformative learning by Mezirow through FGD (Focus Group Discussion). This research aims to analyze the assumptions of the participants towards literature before learning using videobook and also to identify the perspective transformation towards literature after they got to know the videobook. This study found that each participant demonstrated different levels of transformation.

Mezirow believes that transformation usually results from a disorienting dilemma which is triggered by a life crisis of major life transition (Mezirow, 1991). In this study the disorienting dilemma of the participants appeared when they feel that the literary work is so alarming and boring and it is hard for them to read books especially the thick one. It was found from the focus group discussion.

According to Mezirow (1991), transformative learning happens when learners change their meaning perspective, especially their belief, attitudes, and
emotional reactions. In order to change their perspective, the learners must engage in a critical reflection on their experiences. In this study the participants have made their critical self reflection on the use of videobook to re-question their own prior assumptions about literary work. They have investigated whether their prior assumptions were correct or not and if there is any transformation of the perspective, so we can conclude it as a transformative learning. Thus, learning is not only instrumental i.e., in order to get certain skill or to solve certain problem, but it is an evaluation of their established frame of reference and transform it in order to make them more inclusive, open-minded, discriminating, emotionally capable of change and reflective so that they may generate beliefs and opinions that prove more true of justified to guide action (Mezirow, 2000).

Based on the focus group discussion (FGD), there are two important points as the results. The first result of this study showed that the participants found and mentioned the definition and the use of videobook for themselves in studying literature. The second, the researcher found the existence of perspective transformation in the participants. The perspective alteration guided a real action performed by the participants. The real action is divided into two, namely the external action and the internal action. External action is an action taken by the participants involving others. This action allows the participants to influence others related to their new perspective of literary work. On the other hand, internal action is the action that appears within the participants. It influences their own development.

1. Redefining View of Videobook for Literature Learning

The following will discuss how six participants, which are A, B, C, D, E, and F convey their assumptions about the videobook and how videobook...
assignments have impacts on the development of their perspective on the literature.

Before experiencing learning literature using videobook, participant A had an assumption that literature was boring, but he learned something new after he got to know videobook.

Videobook is interesting because it helps the reader, the listener, the viewer, to get into the story; the story becomes more interesting because basically literature is boring. Literature lovers (worm book) can enjoy it because it helps them in the process of imagination, for them who is not a literature connoisseur can also begin to imagine. When I was reading, I like to immediately imagine the story, videobook helps me to increase my imagination and justify it. (A)

Firstly, A thought that literature was boring. This was because most of the literary works is in the form of thick books and written text where there are rarely any pictures in it. After A experienced studying the literature using videobook, he learned something new. There was an interest and willingness within him to read because literary work no longer feels boring. Participant A enjoyed the story not only in the form of the written text, but he enjoyed the picture and sound as well. That was why in the interviewer session the interviewee calls himself a reader, a listener and a viewer. Videobook helped the A in the process of imagining the story; the process of imagination began when the A drew a picture of the story in his mind. For those who already love to read books, the process of imagination will begin easily, but for those who have a lack of imagination, participant A said that videobook can help them to grow the imagination. In addition, A said that the sound effects and pictures in the videobook help him in analyzing whether his imagination was correct or not according to the author's view. It can be concluded that the videobook helped A in stimulating the appearance of the imagination,
giving the soul or sense in the story, maintaining the rhythm and concentration of reading, and correcting the process of imagination that exists.

Another participant defined the role of videobook in learning literature with different views. B said that the thing she highlighted the most in the use of videobook was the role of narrator in the videobook itself.

The part I highlight the most in the videobook is the narrator's role. Videobook makes me listen to native speakers. As a student of English Language Education Study Program is not only grammar / structure that must be mastered but also pronunciation. Videobook help on it includes in linguistic comprehension. In addition the setting of story with has different backgrounds and values make me learn about culture understanding, so I appreciate more cultural differences. (B)

Participant B captured the meaning of using videobook through the role of narrator. The narrator had a role to read and give a sound impression in the videobook. By listening to the voice of the narrator, who is a native speaker, participant B drew a meaning of pronunciation lessons, linguistic comprehension and culture understanding. Using videobook, participant B was able to improve 3 skills within her. Her pronunciation skill was improved by reading the written text in the story and listening how the narrator read the story. The linguistic elements in the target language can be learned by reading the text. Videobook illustrates the settings in the story clearly; it was shown in the form of writing, pictures and sound effects. This allowed B to easily analyze the settings created in the story; from different settings in each videobook that she read she was able to expand her knowledge of the culture of the world. B could learn to accept, understand and appreciate cultural differences in the world.

Additionally, participant B mentioned that sometimes she found a word or part of the story that she did not understand. On such occasions, she began to find
out the meaning of the word or part of the story by searching for information on other sources such as the internet. That way her knowledge will increase.

When I read and find things I do not understand, I immediately find out what it is from other sources such as searching on the internet, so a small thing from the story raises a sense of curiosity but can expand my knowledge. (B)

The third participant C defined the videobook as a media for improving language skill. The language used in the videobook was easy to understand and the reader will be provided with ease in following the storyline.

The language of the videobook is interesting and easy to understand. I like to read and I accustomed to read a book with a level of difficult on the language complexity. Videobook is good to be used to increase the intention of reading because it can inspire the reader, this is perfect for the beginners who want to start reading, and they can follow the storyline easily. (C)

Participant C provided a statement that the videobook used an engaging and easy-to-understand language. It made it easy to fall into the storyline and get a sense of the story. Participant C was one of the participants who already liked to read books long before she used the videobook. It made her think that the language used in the videobook is too easy for her, but with the language she easily assumed it helped her in understanding the content of the story. Participant C said that videobook was suitable to be given to beginners who are starting to like reading. Videobook can help in increasing their reading interest and also help in understanding the meaning in the story.

Participant D included in one of the participants who at first did not like to read. She prefers to read a book with a low language complexity and has many pictures. But the videobook helped to increase her passion for reading.

From the beginning I did not like to read, I prefer comics or picture books rather than novels. Videobook helps me to like reading because it is
packed in an interesting way. The videobook is not only teaching about language but for me but it gives lessons through its moral value. (D)

Videobook was presented in the form of a digital book, which provides text, images and sound effects on it. Participant D was one of the readers who were interested to read the book with easy language and pictures in it. Videobook became one of the good alternatives for Participant D. She thought that the videobook has an interesting package and it made her like and wanted to read it. From videobook, participant D not only learned about language but also learn through the moral value.

On the other hand, participant E gave a statement that she was one of those who like to read and the part she likes the most from reading was getting the moral value of the story. Just like in reading a videobook, the part she like the most was the moral value.

From the beginning I already like reading and in the videobook that I like the most is the moral value. From the videobook that I have read moral value is the most interesting part, it makes me interested and curious. The sound effects in the videobook are interesting and become a stimulus for me to keep reading, sometimes there are parts that I do not understand I was curious and looking for what it means from there my knowledge increases. (E)

Unlike the other participant, participant E like to read because there were lessons she took from the stories she read. Drawing the meaning of the story and finding a moral value were the abilities that must be appreciated from a reader. The reader was able to find the moral value in the story when she could comprehend the story and drew the meaning of the story. Finding the moral value in the story became one of the attractions and also the stimulus for participants E to improve her routine in reading. Besides, in the process of reading she was able to increase her knowledge, especially in the vocabulary.
The last participant is F. Participant F said that she was originally one of those who are not fond of reading and not interested in the use of videobook. However, after she was given the videobook as one of the assignments that must be done then it made her perspective changed.

At first I was not interested in the videobook; after I started reading it caused a curiosity on me. I initially did not like to read, but because I get used to the assignment and interested in the content of the story and then I am curious with the continuation of the story so I like and want to read more. (F)

Starting from the given videobook as one of the assignments that must be filled by students, participant F started her experience in reading videobook. The assignments were given on a continuous and routine basis. It made F read the videobook continuously, so that in the end she was interested in the contents of the story of the videobook she read. She became intrigued by the continuation of the story and how the story would end.

2. Guiding Action Result of the Perspective Transformation

As mentioned earlier, participants have actions as a form of perspective transformation toward literature. The action that emerges from the participants is the form of external and internal action. Participants are students of English education, in making themselves rich in experience and knowledge of education, the participant is expected to learn something from what they have done to become one of knowledge to increase pedagogical value within them. The form of the external action of the participants related with their role as a teacher candidate and is associated with pedagogical value. Some of the participants have succeeded in getting the pedagogical value of videobook assignment. They are participants B, E, and F.
Participant B assumes that she is able to teach narrative text using videobook to students. By creating their own videobook, students are able to learn the structure, plot and the linguistic features of a narrative text.

I have no experience in using videobook, but I like to use technology in teaching, in my teaching practice experience, I ask the students to make it. Videobook can be used for narrative text learning. (B)

On the other case, participant B revealed that she was not intensively reading a videobook, but when she was confronted to teach English for an early childhood she was inspired to use a videobook.

I am not intensive to read videobooks, but lately I am teaching English for children and I am so keen to use videobook in teaching. (B)

Participant B was one of the participants who used videobook in teaching English to young learners’ or early childhood. According to B, children need something that can attract their attention when learning. Nowadays children tend to choose technology in learning. Videobooks will be preferred by them rather than printed books because they are packed using interesting technology and also there are sound effects that can increase the students ability in english usage.

Participant E has not had the opportunity to apply videobook to classroom learning. But she WAS following a teaching practice program at school. At this school she knew literacy program for students, and she thought that videobook was good to be used to support literacy programs.

I'm on my teaching practice program and so I know literacy program, I think videobook could be a good alternative in supporting literacy programs, because those who are not interested in reading can be inspired to want to read. (E)

Participant E said that literacy was one of the programs run in schools to increase students' reading interest. However, E still finds that there are still many students who were lazy to read the book. So she thought that videobook will be a
good alternative to support literacy program because it can increase students' interest in reading and packed interestingly so for those who are not fond of reading will be interested in videobook technology.

The last participant who had a pedagogical experience after learning videobook was F. Participant F said that she had an experience in applying pedagogical knowledge that she got through videobook. Participant F was one of the students who were undergoing teaching practice in one of the high schools in Yogyakarta. She shared her experience using videobook as follows:

I have. I was inspired from the videobook, in my teaching practice class at SMK 5 I tried to practice videobook, I use videobook about Roro Jonggrang story, and I see the students become more excited and always ask for another videobook. I am trying to make my own videobook. (F)

Learning process becomes meaningful when the learning itself can be understood well by each participant. In this case, F got a meaningful experience from using videobook. At first F did not like to read, and then she was forced to read because of the videobook assignment, in the end she felt a positive influence from the use of videobook. Now when she was confronted with teaching practice and she is expected to increase students' reading interest, she remembered videobook. She tried to apply what she has gained from videobooks learning to her students. It became amazing because she is trying to make her own videobook and it works.

Beside the external actions held by participant B, E, and F, participant A and C had internal actions in order to develop their own skills in the field of literature. However, those who have internal action were those who had a hobby on reading but over the course of time and business, it makes them leave their...
hobby. With the videobook assignment they began to pursue their hobby and increase their literature mastery.

Participant A mentioned that since he got to know the videobook, he started to pursue back his hobby that he had left, which was reading. Now he enhances his quality in reading by starting to look for reading material from other sources.

I used to like reading, it's one of my hobbies, but it had forgotten because of my busyness in college. Now when I'm having a videobook, I'd rather read by looking for other sources, like videos in facebook, when I'm curious, I read it then I'm looking for information from other sources to satisfy my curiosity and it can increase my knowledge and I become more open-minded.(A)

From the statement said by the participant A, he could be concluded that for A, videobook can re-stimulate his interest in reading. Due to the various activities he had acquired in college, he began to forget his hobby, but when he was faced with videobook assignment and he was forced to read, his interest in reading began to grow back and increase.

Moreover, participant C stated that reading is her hobby, but because she was busy as a university students’ she started to forget to read. In this case, videobook assignment has an important role because it reminded her with her hobby.

I used to love reading a book, but because I was busy as a student, I often forgot to read, and a thick book for university students made me afraid to start reading, with videobook assignment I remembered with my hobby to read.(C)

When C start to busy with her activities as a university student, she began to forget her hobby. Especially when she found that the book she should read as a university student is a thick book so she was afraid to start reading. Since the
beginning her perspective of literature was good but the perspective had decrease when she started busy and also along with her development that now she was a university student and the level of books she should read also becomes increasingly difficult. It made her perspective of literature decrease. Participants C experiences in videobook assignment lead her to have a better perspective on literature.
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher presents the conclusions and the recommendations of the research. The first part is the conclusions of the study. It answers the research questions which are related to the evocative experiences of the participants and the participants’ perspective transformation toward literature. In the second part, the researcher is going to present the recommendations for the ELESP, ELESP students and future researchers.

A. Conclusions

Based on the results of the data analysis, the researcher drew three major conclusions. First, the evocative experiences of the participants. Second, the participants’ perspective transformation. Third, the long term effect of video book response assignments.

The first conclusion was there were evocative experiences among the participants upon reading videobook. The Evocative experience possessed by each participant leads the participants to refer to the perspective transformation in the way they view the literature. Each participant had different evocative experiences in each story. Each story had its own uniqueness that was able to make every participant found some parts that was meaningful for them. The evocative experiences that emerged within the participant were formed in four major groups. The first group was an evocative experience of past experiences that have a close relationship with the story in the videobook. The second group was the evocative experience that connects the participant with the people around them. The third group was an evocative experience that allows participants to make connections or
comparisons between stories they were reading with other stories they have read. The last group was an evocative experience that raises the intention within the participant to plan their future. Beside all of the evocative experiences, the participant had new experiences in reading literary work and it brought a new perspective on them that literature is not always boring.

The second conclusion was each participant had different level of transformation. The ability among the participant on establishing frame of reference, being reflective, generating beliefs and guiding action was different. The researcher found the existence of perspective transformation in the participants. The perspective transformation guided a real action performed by the participants. The real action was divided into two kinds, namely the external and internal action. On the external action, the participants deal with pedagogical value. Some of the participants are having their teaching practice experience. In order to increase students’ reading interest they applied what they got from the videobook assignment to their students. While the internal action, it was deal with the participant own development in developing their capability in literature.

Finally, Student who did the videobook assignment seriously would be comfortable bringing up their own evocative experiences and showing their transformation. The meaningful effects of the assignment lead them to have long term effect. The videobook was given 1 year before the focus group discussion, but the effect of the videobook still exists. Moreover the participants have planned that they will use it later on their next teaching.

B. Recommendations

Based on the findings of the study, three major recommendations are proposed for three different areas, i.e. for English Language Education Study
Program (ELESP), students of English Language Education Study Program (ELESP) and the future researcher.

First, the recommendation is aimed to the English Language Education Study Program (ELESP). There are two recommendations addressed to ELESP. First, the use of videobooks to enhance rich English exposure among students is found to have brought significant impacts on how students perceive English learning. Accordingly, making use of digital learning materials can be of a good supplementary choice for teachers to motivate students in accessing literary works. Therefore, it will be better if videobook assignment is applied in the Literature subject beside the other references that have been prepared. Second, given the fact that the number of students expressing their evocative experiences was relatively small, it could have been caused by specific instructional goals. A reader response essay might not necessarily be clear for students. A more specific rubric that guides what students are supposed to do, what areas to assess, and the specific due dates for assignment submission, is believed to create a better picture for students to follow.

Second, the recommendation is aimed at all of the English Language Education Study Program (ELESP). As a candidate of an English teacher, students must comprehend how to teach the future students well. Indeed, a teacher must understand deeply the material. Moreover, they have to be able to teach and make the students comprehend the material that is given by the teacher. Choosing the appropriate instructional strategy to achieve the goal of such subject will be one of the important parts of teaching.

The last recommendation is addressed to future researchers. The researcher realizes that there are some limitations in this research. Theoretically,
the research only discuss the evocative experiences and the perspective transformation among these six research participants in which it was captured, projected and narrated by the transformative learning theory of Critical Self Reflection on Assumptions (CSRA) model. The researcher believes that some other theoretical frameworks will make the result more varied. Hence, the researcher hopes the future researchers are able to use same or other frameworks to capture transformations among participants in such program. Empirically, the result of the research is also still limited inly on six research participants’ transformations. The researcher believes that the result will be richer when the researcher conducts the research on the other students. Therefore, the researcher hopes that the future researcher is able to further elaborate other research in such program.
REFERENCES


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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1

Samples of the students' Response Essay

**Tom Sawyer’s**

There are three most impressive things that I could draw from the Tom Sawyer video-book those are the plot of the story, the character of the story and the moral value of the Tom Sawyer video-book. First is the plot of the Tom Sawyer story. The story invites us to follow Tom and his friends’ adventure. I felt like I was dragged into the story and joined the adventure. The plot is interesting. It started from introduction of the Tom’s life then it continued to Tom’s adventure to the graveyard, a river and a cave. Second is the character of the story Tom Sawyer. I am amazed with the character Thomas Sawyer. He is smart, kind, and brave although sometimes he is naughty. Tom character is smart boy that is shown by Tom could attract his friends to paint fence which actually was Tom’s job. Moreover, Tom got apples, cat and other things from his friends because of his smartness. Tom is also brave and kind that is shown when Tom told the truth about who was the real murderer. Third is the moral value of the story. After I have seen the story, I can conclude that we need bravery to reveal the truth. Other value is a good thing always win so always be kind to whoever they are.

**THE LAST UNICORN**

I enjoyed the The Last Unicorn videobook very much. I liked this videobook because I love unicorn very much. They are cute, magical, and mystic. However, not only the unicorns which make me enjoy watching this videobook. Those are three most impressive things that I could draw from The Last Unicorn videobook.

First of all is Megan’s characteristic. Megan is a real child nowadays that can we find in every big city. She lives among technologies and can not be separated with them. Everything is her life has been served by technology. Thus, she depends on technology at the first time. However, Skye condition and her uncle and Ben’s hospitality makes her enjoy her life without technology. I have been on Megan's
hoe. I am a net generation and I must keep surviving without any signal in my KKN. I enjoyed my life more. I think, the youth today must keep the distance with technology for several times. The youth need to enjoy the life and does not depend on gadget. This videobook helps parent and teacher to show how beautiful life is although does not use gadget too much.

Second, the unicorn. The second impressive thing which I can draw from the videobook is unicorn itself. Besides because I love unicorn, this unicorn help parents to encourage the children. There are a lot of children who do not have any hopes. Usually they do not believe in themselves. Because the unicorn, children have their own self-esteem and do not afraid of hoping.

Third, the narrator. I love the way the narrator delivers the story. She takes the reader to the story by her expression and intonation. Each characters of the story are delivered by different person. Each narrator can bring different expressions. Readers can enjoy and imagine the story and the setting takes.

Finally, I really enjoy the videobook and I think, this videobook is good for English teaching.

Les Misérables

The Three Most Impressive Things about Les Misérables’ Video Book Honestly, this book is one of my favorite books. The author, Victor Hugo, is one of my favorite novelist, poet, and playwrights as well. Then, Les Misérables is one of his masterpieces that make him well-known throughout the world. If I am not mistaken this book also considered one of the greatest novels of the 19th century. I have read both the conventional book which is in the form of a paper book and also the digital book which can be downloaded in google playbook app. However, I keep shedding tears while reading the books. Unlike the original version, the video book version has several differences. First, the detail of the story was skipped. For example, the video book did not mention anything about Felix Tholomyès, Fantine lover’s in Paris and Cossette’s biological father because it skipped their romance part. It also skipped other parts. The video book only
emphasized the big picture of the story that made the story shorter than the original one. Second, the language that is used is simpler than the original version. However, the difference of between the original version and the video book does not mean that the video book is worse than the original version because in the end both versions successfully made me shed tears. Even though the video book was a bit different than the original version, but I still found three impressive things that make it had some plus points than the original one. Those are the background music, the length, and the pictures. First, the most impressive thing of this video book is the background music. The music is what really brought out the story’s depth and stole my heart. Personally, I love the symphony because it can bring us to feel the atmosphere of the nineteenth century. It makes me feel that I am in the story and be the part of it. The music that is very suitable is able to represent the mood of each chapter. Moreover, the music can help us focus on the story. As we often heard that classic music helps us get focus and concentrate, I think it is true. When I watched this video book I never distracted to the other things. All I thought at that time was the story because I didn’t miss a thing. I really enjoy this video book as I enjoy the original version I also weep buckets of tears because of it. Second, the impressive thing in the audio book is the length. As one of the best ever written books, it is a must for us to introduce the story of Les Misérables to the students. However, if we ask them to read the original book, they will get bored easily. Then, since the original one is thick and full of words that are not that easy to understand it will take many times for the student to finish. However, this video book provides the shorter story and language that is a way more understandable for student level. In spite, the video book is the shorter one, but the main story is vividly explained. The cutting does not affect the story much. This video book can be the answer for the teacher to introduce them western literature. Third, this audio book has pictures. Unlike the original version that is full of words, this version provides us pictures that can help us imagine what actually happened in the story. The picture here will be really helpful for students to get a better understanding of the story. The font size that is used is actually big enough and readable. Those are my version of the three most impressive things in Les Misérables’ video book. Regardless the fact that I have known the story and liked

**House by the Sea**

After I watched the videobook entitled The House by The Sea, there are three most impressive things that I can draw from those videobook. The first thing is about the storyline. Honestly, I love to read this kind of story. The story that has a mysterious sense in it. When I was in elementary school until junior high school, I used to read the mystery fiction comics like Detective Conan and Detective Kindaichi. So, I really enjoy to watch this videobook although the length of this videobook was quite long, almost 2 hours, but I didn’t feel bored at all. While I watched the videobook, there were a lot of questions that came in my mind like What actually happened to Linda, Was she really being murdered by mad Tom? Why did he do that? and many more questions. These story is really bring the curiosity of the reader. It will increase the imagination and creativity of the reader because they will guess what the character will do in the next scene.

The second impressive thing is about the moral value of the story. In my opinion, these story is about how you set your priority and what the most important thing for your life is. Every person has their own opinion, but for me, the most important thing in my life is my family and everything I do, I have to make sure that my family is my number one priority. Because I think, if we lost our family, we will lost everything. Cause like the quote by Brittany Pierce in Glee TV Series season 2, Family is a place where everyone loves you no matter what, and they accept you for who you are. • And I think, Carl was late to realize it. He’s just realized when everything was changed. When his priority was not became his priority again.

The last impressive thing that I can draw from this videobook is about the ending of the story. Actually, I’m not really satisfied with the ending of the story because nowadays I prefer happy ending instead of bad ending (hehe) but I think the author has their own reason why they make the ending became like that. I’ll be
happy if the author make the sequel of this story like The House by The Sea part II because I really curious of what will Carl do next. Is he already move on from Linda and have a better live or maybe Linda gave Carl a second chance to make up his mistakes because she just realized that she loves him better than she loves Bill, or any other happy ending option keep comes in my mind. I am sure I will read those sequel If the author really make it (hehe). But after all I think that is an interesting story and I am very honored because I have a chance to read this story. I want to say thank to you Sir, because I have a chance to read all of the amazing stories through the videobook that you give to us. There are many lessons that I can get from all of the videobook. The moral values that contain in each videobook, the new vocabulary, how to pronounce the word correctly, and even it motivates me to read more.
## Sample of Synthesis of Meaning and Essences

### 1. Participant B

<table>
<thead>
<tr>
<th>Video Book</th>
<th>3 Impressive Things</th>
<th>Evocative Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOM SAWYER</strong></td>
<td>1st: The main story of Tom itself.</td>
<td>1st: Tom’s characteristic.</td>
</tr>
<tr>
<td></td>
<td>2nd: She could explain why she like the story of Tom briefly.</td>
<td>2nd: She explained who is Tom and how is Tom in the story.</td>
</tr>
<tr>
<td></td>
<td>3rd: The pronunciation of the narrators.</td>
<td>3rd: The way she response the first video book told that she is able to explore and connect what she has read with other things.</td>
</tr>
<tr>
<td><strong>THE LAST UNICORN</strong></td>
<td>Megan’s characteristic.</td>
<td>1st: Kendra as the Unicorn.</td>
</tr>
<tr>
<td></td>
<td>Note: She explained that she learned how to pronoun the word correctly.</td>
<td>2nd: The way the narrator delivers the story.</td>
</tr>
<tr>
<td></td>
<td>2nd: She related the character of Megan in the story and how it is happen now days.</td>
<td>3rd: She is impressed by the unicorn because the legend of Unicorn it self which is bring a hope for the children.</td>
</tr>
<tr>
<td></td>
<td>Note: She related the character of Megan in the story and how it is happen now days.</td>
<td>Note: She could imagine the story by the expression and intonation of the narrator.</td>
</tr>
<tr>
<td><strong>LES MISERABLE</strong></td>
<td>Jean Val Jean’s characteristic.</td>
<td>1st: The intrinsic aspect of the story.</td>
</tr>
<tr>
<td></td>
<td>Note: she</td>
<td>2nd: The way the narrator delivers the story.</td>
</tr>
<tr>
<td></td>
<td>3rd: The she respond show that she really engaged because she</td>
<td>3rd: The way the she respond show that she really engaged because she</td>
</tr>
</tbody>
</table>
admired the character of Jean Valjean because she taught that it is a real example of the repentance. could imagine the story and had a good explanation. Note: She told that the narrator could bring her emotion to the character’s emotion. have elaborated it with some relevant supporting ideas and she put her own opinion toward the story itself.

| HOUSE BY THE SEA | The main story of the house by the Sea itself. Note: She could explain the story with a brief explanation. | The moral value of the story. Note: She learned how to manage her time so she will not lose every moment with her beloved family through the moral value. | The way the narrator delivers the story. Note: She taught that the narrator read the story dramatically so she could follow the emotion from the story. The response shows that she really engages with the story because after she conclude the moral value of the story she built an intension on her life. |

2. Participant E

<table>
<thead>
<tr>
<th>Video Book</th>
<th>3 Impressive Things</th>
<th>Evocative Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOM SAWYER</td>
<td>The plot of The Tom Sawyer’s story. Note: she explained that she felt like she dragged in to the story joined the adventure.</td>
<td>The characteristic of Tom Sawyer. Note: She could explain clearly about who is Tom and How he is in the story. The moral value of the story. Note: She gave her own opinion to conclude the story.</td>
</tr>
</tbody>
</table>
| **THE LAST UNICORN** | The exposure of the setting and characterization of the story.  
**Note:** She explained what she could imagine from the story briefly. | The vocabularies of the story.  
**Note:** She told that she got many new vocabularies from the story, so she learned a lot. | The moral value of the story.  
**Note:** She concluded the story and what she learned from the moral value. | The way she conclude the moral value show that there is an evocative experience on her, because she could relate the story with her own point of you an how she see the sense of life. |
| **LES MISERABLE** | The Bishop of Digne character  
**Note:** she could explain why she is impressed by the character of Bishop. | The plot of the story.  
**Note:** She followed the story and explained briefly. | The moral value of the story.  
**Note:** She could explain what she learned from the story. | In her response we can see that she has learned, she has an intention to change, and she explained what she should do and should not to do in life. It proof that she has an evocative experience. |
| **HOUSE BY THE SEA** | The plot of the story.  
**Note:** She could differentiate the plot of every story she have read. She explained the plot briefly. | The conflict of the story.  
**Note:** she could explain some conflicts of the story and mentioned her favorite conflict. | The moral value.  
**Note:** she briefly explained what she learned from the story. | The way she relate the moral value of the story and put her own opinion on it, proof that she really engaged with the story and it brings the evocative experience. |
### 3. Participant D

<table>
<thead>
<tr>
<th>Video Book</th>
<th>3 Impressive Things</th>
<th>Evocative Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>TOM SAWYER</td>
<td>The use of words of the video book.</td>
<td>The way the narrator delivers the story.</td>
</tr>
<tr>
<td></td>
<td>Note: She could explain the character of Tom in the story briefly.</td>
<td>Note: She was amused because all of the character’s voices were being dubbed by one person.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: She related the storyline of the video book with the other story she has read before.</td>
<td>Note: She gave her opinion about the storyline of the video book.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LES MISERABLE</td>
<td>The moral value of the story.</td>
<td>How she put her opinion inside her response of the story show that she really engage, she relate the story with the other story and she gave an advice for the other readers show the evocative experience.</td>
</tr>
<tr>
<td></td>
<td>Note: She gave her opinion about the story line of the video book.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: She concluded the moral value of the story and matched it with bible quote that she has read before.</td>
<td></td>
</tr>
</tbody>
</table>
**HOUSE BY THE SEA**

The storyline of the video book.

Note: She tried to relate the storyline of the video book with her past experience.

The moral value of the video book.

Note: She related the moral value of the story with her own life; she shared how she set the priority of her life.

The ending of the story.

Note: She gave her comments of the ending of the story and she asked the second part of the story.

The way she relate the story with her past experience strongly proof that she has the evocative experience.

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### 4. Participant F

<table>
<thead>
<tr>
<th>Video Book</th>
<th>3 Impressive Things</th>
<th>Evocative Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOM SAWYER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sound produce by the speaker.</td>
<td>The vocabulary of the video book.</td>
<td>The clearest pronunciation.</td>
</tr>
<tr>
<td>Note: She was amused because the sound of all of the characters comes from the same speakers.</td>
<td>Note: She said that the vocabularies are understandable she could catch the story well.</td>
<td>Note: She told that she learned how to pronoun the word well trough the video book,</td>
</tr>
<tr>
<td>The speakers in the video book</td>
<td>The story of the video book.</td>
<td>The moral value of the story.</td>
</tr>
<tr>
<td>Note: she said that the video book has different type of voices; it made her not easily get boring.</td>
<td>Note: she explained the main point of the story briefly.</td>
<td>Note: she related the moral value of the story with her experience live so far away with her parent.</td>
</tr>
<tr>
<td><strong>THE LAST UNICORN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The main point of the story.</td>
<td>The intrinsic aspects of the video book.</td>
<td>The moral value of the story.</td>
</tr>
<tr>
<td>Note: She told</td>
<td>Note: she told</td>
<td></td>
</tr>
</tbody>
</table>

---

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
that while she was reading the story she felt like she was in the story. how far she likes the sound effect of the video book. **Note:** She mentioned some moral value she could draw from the video book. show that she really understand and engage with the story.

<table>
<thead>
<tr>
<th>HOUSE BY THE SEA</th>
<th>The package of the video book.</th>
<th>The main point of the story.</th>
<th>The moral value of the story.</th>
<th>She engages with the story, we can see it from the way she draw the moral value and give some suggestion for the readers.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note:</strong> The video book is quite long but she did not feel boring because she enjoys the story. <strong>Note:</strong> She like it because it’s a romance story, she told that she really involved with the story. She gave a comment for the main character of the story. <strong>Note:</strong> She got two moral values that she learned. She gave suggestion for the other readers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Participant A</th>
<th>3 Impressive Things</th>
<th>Evocative Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Video Book</strong></td>
<td><strong>1st</strong></td>
<td><strong>2nd</strong></td>
</tr>
<tr>
<td>TOM SAWYER</td>
<td>The way the narrator tell the story. <strong>Note:</strong> He said that it made him easier to understand the story and learned the right pronunciation.</td>
<td>The main character of the story. <strong>Note:</strong> He explained how great Tom is in the story and he said Tom can be a good example for young people nowadays.</td>
</tr>
<tr>
<td>THE LAST UNICORN</td>
<td>The vocabularies of the story. <strong>Note:</strong> The video</td>
<td>The voice of the narrator. <strong>Note:</strong> He said that the</td>
</tr>
</tbody>
</table>
book used daily vocabularies; it made him easy to follow the plot.

narrator did a great job, it looks like they are real, so he feel involved in the story.

the plot and the moral value of the story, he learned how to make a priority.

not really show the engagement.

LES Miserable

The back sound of the video book.

Note: He very amused with the back sound, he told how great it is.

The plot of the story.

Note: He told that the story not only gave him an entertainment, but he learned about history (war, barricade, etc).

The Jean Valjean character.

Note: He explained what he learned from Jean Valjean character.

He made a deep reflection of her life, it shows from the way he explained what he has learned from Jean Valjean character.

House by the Sea

The way the author tells the story.

Note: He likes it because it is a flash back plot and it is interesting for him.

The flow of the story.

Note: He told that the flow made him curious about the next chapter of the video book.

The moral value of the story.

Note: He a put a well known quote there and try to relate it with the moral value that he got from the story.

The way he relate something he got out side with what he got in side proof that there is an evocative experience here.

6. Participant C

<table>
<thead>
<tr>
<th>Video Book</th>
<th>3 Impressive Things</th>
<th>Evocative Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOM SAWYER</td>
<td>The braveness values</td>
<td>She made a good conclusions of the story with regards to the moral values, she is able to drawn meanings out,</td>
</tr>
<tr>
<td></td>
<td>Note: She described how brave Tom is.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creativities values</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: She amused with how Tom change the situation into</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership value</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: She said that the video book emphasizes leadership</td>
<td></td>
</tr>
<tr>
<td><strong>THE LAST UNICORN</strong></td>
<td><strong>LES MISERABLE</strong></td>
<td><strong>HOUSE BY THE SEA</strong></td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td><strong>a fun one with his creativity.</strong></td>
<td><strong>The diction of the story</strong></td>
<td><strong>The story line of the video book</strong></td>
</tr>
<tr>
<td><strong>well</strong></td>
<td><strong>The way the video book describes the situation.</strong></td>
<td><strong>The language used.</strong></td>
</tr>
<tr>
<td><strong>it shows that she is engage with the story.</strong></td>
<td><strong>The character voice.</strong></td>
<td><strong>The moral value of the story.</strong></td>
</tr>
<tr>
<td><strong>Note:</strong> She said that she could easily catch the meaning of each word and follow the story.</td>
<td><strong>Note:</strong> She put some part of the story to describe how it is very amazing.</td>
<td><strong>Note:</strong> The language is easy to understand.</td>
</tr>
<tr>
<td><strong>Note:</strong> She said the music can make her feel the story and focus on the story.</td>
<td><strong>Note:</strong> she tried to compare the video book with original book.</td>
<td><strong>Note:</strong> She tried to relate the moral value with what actually happen nowadays around her.</td>
</tr>
<tr>
<td><strong>Note:</strong> she could enjoy the voice and easily follow the story.</td>
<td><strong>Note:</strong> she explained that the picture was really helpful for students to get better understanding.</td>
<td><strong>Note:</strong> she responded the story and relate what she got with what she saw is proof that she has the evocative experienced.</td>
</tr>
</tbody>
</table>
Appendix 3.1

Focus Group Discussion Guideline

**Discussion Guideline**

1. Tolong ceritakan pengalaman kamu ketika belajar literature selama ini!
2. Apakah mempelajari literature adalah hal yang mudah bagimu?
3. Apa yang kamu harapkan setelah kamu mempelajari literature?
4. Tolong ceritakan pengalaman anda ketika mempelajari literary work menggunakan video book!
5. Hal-hal menarik apa saja yang anda dapatkan ketika anda belajar literary work menggunakan video book!
6. Apakah ada perubahan pola pikir anda terhadap literature sebelum dan setelah anda menggunakan video book?
   a. Adakah manfaat yang kamu dapat sebagai mahasiswa PBI, setelah belajar literature menggunakan video book?
   b. Adakah pengaruh ke skill mengajarmu sebagai calon guru bahasa Inggris setelah belajar literature menggunakan video book?
   c. Adakah pengaruh ke pengetahuan mengajarmu sebagai calon guru bahasa Inggris setelah belajar literature menggunakan videobook?
   d. Adakah pengaruh ke sikapmu sebagai calon guru bahasa Inggris setelah belajar menggunakan video book?
   e. Apa saja pelajaran yang kamu dapat dari pengalamanmu belajar menggunakan video book?
7. Apa pesanmu untuk program studi PBI, setelah kamu belajar literature menggunakan video book?
Appendix 4.1

Focus Group Discussion Transcript

**TRANSCRIPT FGD**

**Waktu** : Tuesday, January 30, 2018

**Tempat** : Ruang rapat LPMAI

**Peserta** :
- Mr. Markus : Advisor
- Agnes Cristin : Researcher
- Monica Feby : assistance
- Handyanta : documentation
- D : participant
- A : participant
- B : participant
- E : participant
- C : participant
- F : participant

**Question** :

1. Apa yang dirasakan participant ketika mempelajari literature menggunakan video book / kesan "belajar menggunakan video book"?

- **A** : Menarik karena membantu pembaca, pendengar, penglihat, untuk bisa masuk dalam cerita, cerita menjadi lebih menarik karena pada dasarnya literature itu membosankan. Penikmat literature dapat menikmati karena terbantu dalam proses berimajinasi, yang bukan penikmat literature juga bisa mulai berimajinasi. Ketika membaca saya tipe yang langsung membayangkan jadi video book membantu saya memperkaya imajinasi dan membenarkan imajinasi.


- **F**: Pada awalnya saya tidak minat dengan video book, setelah saya mulai membaca justru menimbulkan rasa ingin tahu. Saya yang pada awalnya tidak suka membaca, karena terbiasa dengan tugas ini dan tertarik dengan isi cerita penasaran dengan kelanjutan cerita nya saya jadi suka dan mau baca terus.


2. **Sebagai calon guru adakah pedagogical value yang kalian dapatkan dari video book ?**


- **B**: Saya belum ada pengalaman menggunakan video book, tapi saya suka menggunakan teknologi dalam mengajar, dalam pengalaman PPL saya, saya meminta anak anak untuk membuat nya. Video book bisa untuk belajar narrative.
• C : Belum. Saya lebih memakai teknologi seperti youtube, anak anak saya minta untuk membuat role play kemudian di upload di youtube.


• B :
  - Saya ketika membaca dan menemukan hal yang saya tidak mengerti, saya langsung mencari tahu itu apa, jadi hal kecil dari cerita menimbulkan rasa penasaran namun bisa memperluas wawasan

• C :
  - Dulu saya suka baca buku namun karena kesibukan sebagai mahasiswa, saya jadi sering lupa untuk membaca, dengan adanya tugas video book saya jadi teringat kembali dengan hobby saya untuk membaca.
  - Saya follow beberapa akun berita global untuk menambah wawasan dan agar kita bisa mengglobal, membaca meningkatkan critical thinking.

• A : Mirip dengan C, saya juga dulu suka baca, sekarang jadi lebih suka membaca dengan mencari sumber sumber yang lain, seperti video di facebook saya penasaran say abaca dan itu bisa menambah pengetahuan dan pikiran saya jadi terbuka.

• E : Saya sedang PPL dan jadi tahu program literasi. saya pikir video book bisa jadi alternative yang baik dalam mendukung program literasi, karena yang tidak tertarik membaca bisa jadi terinspirasi.