

THE USE OF ANIMATION VIDEO TO IMPROVE STUDENTS' READING
COMPREHENSION IN NARRATIVE TEXT TO THE SECOND GRADE STUDENTS OF
SMPN 1 LAHAT, SOUTH SUMATERA

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Abstrak. Penelitian ini bertujuan untuk mengetahui kemampuan membaca siswa sesudah diajarkan dengan menggunakan media video animasi dan untuk menyelidiki aspek membaca siswa yang meningkat. Penelitian ini dilakukan melalui pendekatan kuantitatif dengan total 30 siswa kelas VIII di SMPN 1 Lahat, Sumatera Selatan. Data dikumpulkan dengan menggunakan tes membaca. Data dianalisis menggunakan Paired Sample t-test. Hasilnya menunjukkan bahwa ada peningkatan yang terjadi dalam pemahaman membaca siswa dari pretes ke posttes, reference mengalami peningkatan tertinggi dan inference mengalami peningkatan terendah. Hal tersebut dapat dilihat dari jumlah nilai pretes rata-rata siswa yaitu 69.27 dan jumlah nilai posttes rata-rata siswa adalah 80.2. Hal itu dapat dilihat dari hasil perbandingan Tvalue dan Ttable, dimana Tvalue > Ttable ($12.850 > 2.750$). Dapat disimpulkan bahwa penggunaan media video animasi efektif untuk meningkatkan pemahaman bacaan siswa ($p=0.000<0.05$).

Abstract. The objectives of this research were to find out whether there was an improvement on student's reading comprehension after being taught by using animation video. This study was conducted through quantitative approaches, with a total of 30 eighth-grade students at SMPN 1 Lahat, South Sumatera. The data were collected by using a reading test. Data were analyzed by using Paired Sample t-test. The result shows that there is a significant improvement in the students' reading comprehension of pretest and posttest in which specific information received the highest improvement and inferences received the least. It could be seen from the mean score of pretest was 69.27 and the mean score of posttest was 80.2. It also could be seen from the result of Tvalue compared to Ttable in which Tvalue > Ttable ($12.850 > 2.750$). It can be concluded that animation video is effective to improve students' reading comprehension ($p=0.000<0.05$).

Keywords: *reading, reading comprehension, animation video.*

INTRODUCTION

One of the language skills that students should acquire is reading skill, because it has an important role in teaching learning process. In relation to this idea, Palani (2012:5) said, "Reading is an important activity in the process of learning. In the movement of human society, it has been given a greater importance and becoming one of the essential aspects of the functioning of human beings, who are collectively involved in the regulation of society and exposure of knowledge and revelation of literate society". Harris (1975) stated that reading is the meaningful interpretation of printed or written verbal symbols.

On the other hand, based on the researcher's experience during a field practice program in SMP N 2 Semaka, the students have difficulties in comprehending a text. The factor was they had lack of vocabulary so it made them hard to understand the whole text and it made the researcher help them to translate the words one by one of the words to understand the meaning of the text.

In addition, before the researcher conducted this research, a short interview with the English teacher of SMPN 1 Lahat was conducted. There were the same problems in students' reading comprehension. They also had limited vocabulary and in identifying aspects of reading such as main idea, specific information, inference, reference, and vocabulary.

Thus, based on the interview above, the problem is related to the reading strategy of teaching and learning process. There are various media that teachers can use in teaching, especially in reading to make the students more active and creative in learning reading. One of them is using animation video. The researcher choosed media especially animation video, to be applied in that school to help and simplify students in understanding a reading well and regularly.

There are many possible reasons why students think that reading English text is difficult to learn. First, according to Nurkamto (2003), most schools in Indonesia, especially junior high schools use a method which makes students passive learners. Second, the use of teaching media to deliver the material to the student has not been too effective. Some of them are still confused in finding the appropriate teaching method and media to be applied in the classroom.

Whereas according to the development of science and technology, learning can be implemented by utilizing the technological advances either through a computer or internet media. Moreover, the computer and the internet as audiovisual tool has advantages over other media, as stated in Sadiman, et al., (2008, p. 9) that the use of audio visual aids such as animated video functions as a medium conveys the message or the information in the study. The use of animated video is expected to improve students' motivation to read, understand the concept and then improve their learning outcomes.

Based on the empirical and theoretical explanation above, animation video helped the students to improve the students' reading comprehension of narrative text. Therefore, the researcher was interested to use this media which was aimed at

finding out a significant improvement before and after the students being taught by using animation video.

METHODS

This research was intended to find out whether there was an improvement of students' reading comprehension after they have been taught by using animation video. One group pretest posttest design (T1XT2) was used in this quantitative research. The research was conducted in the second semester of the second-grade students at SMPN 1 Lahat, South Sumatera. The sample of this research was VIII 1 class as the experimental class which consisted of 30 students. Reading test pre-test and post-test were the instruments used in this research in the form of multiple choice. This study was conducted through quantitative approaches. The researcher used a quantitative approach with a one group pretest-posttest design (T1 X T2). To find out a significant improvement after the students being taught by using animation video, the data were analyzed by using Paired Sample t-test in order to find out a significant improvement after the use of animation video ($p < 0.05$).

RESULT AND DISCUSSION

After the pretest and posttest were administered, the researcher compared the results of pretest with the results of posttest in order to analyze the difference of students' reading comprehension after being taught by using animation video. It showed in the following table.

Table 1 The Distribution of Students' Scores of Pretest and Posttest

	N	Minimum	Maximum	Sum	Mean
PRETEST	30	56	76	2078	69.27
POSTTEST	30	70	83	2406	80.2

Table 1 shows that the sum of the students' score of pretest is 2078 and the mean is 69.27. While the sum of the students' score in posttest is 2406 and the mean is 80.2. It indicates that there is an improvement of students' reading comprehension of narrative text by using animation video.

Table 2 Hypothesis Testing

	Paired Differences					t	df	Sig.
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair POSTTEST 1 - PRETEST	10.933	4.660	.851	9.193	12.674	12.850	29	.000

Table 2 shows that the result of computation is analyzed by using Paired Sample t-test $p < 0.05$ ($0.000 < 0.05$). It means the proposed was accepted. Thus, it can be

concluded that there is a significant improvement of students' reading comprehension of narrative text after being taught by using animation video. It also could be seen from the result of Tvalue compared to Ttable in which Tvalue > Ttable (12,850 > 2.750).

To answer the second research question of aspects of reading that improved the most after the students' being taught by using animation video will be showed in Table below:

Table 3 Students' Improvement of Each Aspect of Reading Comprehension

No.	Aspect	Mean Pretest	Mean Posttest	Gain	Percentage
1.	Main Idea	13.33	15.33	2	17.93%
2.	Specific Information	15.77	19.22	3.45	30.94%
3.	Inference	12.22	12.66	0.44	3.95%
4.	Reference	14.66	18.88	4.22	37.84%
5.	Vocabulary	13.29	14.33	1.04	9.34%
Total		69.27	80.2	11.15	100%

Table 3 shows that there is an improvement of students' reading comprehension in each aspect of reading. All the aspects improve, but the aspect that improves the most is reference and the aspect that improves the least is inference. It proves by the mean pretest of reference is 14.66 to 18.88 or the gain is 4.22, in addition mean posttest of inference is 12.22 to 12.66 or the gain is 0.44. This is the reason why reference is higher than inference aspect.

Discussion

Teaching reading through animation video could improve the students' reading comprehension in narrative text because animation video can improve their motivation, fun, inspiring, make the class more attractive, increasing their enthusiasm, and increasing their focus, and make the material become easier to understand. It is because animation video is unique and different from another media. In line with Harmer (2002) who says that audio visual media is the version of audiotape which is glorified by adding picture. The finding in second research question was used to support the result that animated video has effect to the students' reading ability

It also in line with the previous studies. The first previous study was done by Purnomo (2015) who states that animation video is an effective media to improve students' reading comprehension. Khalidiyah (2015) also states that animation video as the media in teaching reading is more effective than using conventional method in improving students' reading ability. In addition, Nurizmawati (2014) states that the use of animation video in teaching narrative text as a media improved students' reading comprehension from cycle to cycle.

In addition, animation video as the media in teaching reading comprehension improved all the aspects of reading i.e., main idea, specific information, reference, inference and vocabulary. The majority of the students answer the questions regarding specific information was the highest score than the other aspects. The score of finding specific information was 142 in the pretest and 173 in the posttest. It got the highest gain score 31 (from 142 in the pretest to 173 in the posttest). The improvement of students' score caused they made some questions which helped them to get specific information from the text. In the learning process, when the students faced the text and they had to read the text, they could train their ability to make questions related to the text, so that the students could understand the whole text. Then, it caused when they could identify the key words of the question, thus they find the similar words in the text given. Besides, the lowest score was inference. The score of finding inference was 112 in the pretest to 114 in the posttest. The gain score was 2 (from 112 in the pretest to 114 in the posttest). The improvement of students' score caused when the students had a question about the blank paragraph related to the pronoun. The students had to determine what words refer to the question and the students look at the previous sentence to answer it.

CONCLUSION

After the researcher has conducted the study at the second grade students of SMPN1 Lahat, South Sumatera, and has analyzed the data, it can be concluded that there is a significant improvement after the students being taught by using animation video in reading comprehension. It proves that mean score from 69.27 in the pretest to 80.2 in the posttest with the most improve is reference and aspect that improve the least is inference.

This study also has some implications. It is proved that animation video as the media in reading comprehension can make a positive impact to students' reading comprehension. Therefore, English teachers are expected to apply this strategy in the class to help students increase their reading comprehension.

However, this study also has some recommendations for future researchers. The media in this research was applied at second grade of junior high school, so that for future researchers are expected to apply this strategy to other levels of students such as elementary students and senior high school level with different number of sample. Furthermore, this study was conducted by using narrative texts and for future researchers can apply other kinds of texts.

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