USING ANIMATION VIDEO TO IMPROVE READING COMPREHENSION

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ABSTRACT

This research was aimed: (1) To find out whether use of animation video improve the students’s reading comprehension of eighth grade students of SMPN 18 Surakarta in academic year 2015/2016 and (2) To know the class condition when animation video is implemented in the eighth grade students of SMPN 18 Surakarta in academic year 2015/2016. The method used in this research was a Classroom Action Research. The research was conducted in two cycles from April until May 2016. The subject of the research was the VIII-C students of SMPN 18 Surakarta in the academic year of 2015/2016. In collecting data, the researcher used tests and non-tests. The tests consisted of pre-test and post-tests. Meanwhile, non-tests comprised observation, interview, and documentation. To analyze data, the researcher used qualitative and quantitative data analysis. The result of the research shows that Animation Video can improve the students’ reading comprehension of the class VIII-C SMP N 18 Surakarta. The improvement of the students’ reading comprehension can be seen from the result of mean score in pre-test, post-test 1 and post-test 2. The results of mean scores are pre-test (29,86), post-test 1 (48,73), and post-test 2 (70,06). Then, the t-test value of cycle one is 11,706 and the t-test value of cycle two is 16,64. Based on the finding, the researcher concludes that Animation Video can improve improve the students’s reading comprehension.

Keywords: Reading Comprehension, Animation Video, Classroom Action Research.
INTRODUCTION

Ones use language to communicate with each other. Moreover, the content of science and knowledge that has never seen before can be discovered by using language. According to Peng (xvii:2005) “language is behavior which utilizes body parts: the vocal apparatus and the auditory system for oral language; the brachial apparatus and the visual system for sign language”. English is one of the oldest languages and the most widely used in the world. That is why English becomes international language. English has been used in various aspects such as in technology, economics, politics, education and culture. Therefore, people worldwide need to learn English to communicate, to get information around the world and to advance their technology also education. Besides, most of those sources are written in English.

Moreover, reading is closely related with other subjects. Many sources or materials are presented in written or printed such as handbook or handout. So, the students have to be able to interpret those materials by their reading skill. Therefore, all of the students who are studying English as a foreign language have to master reading skill. According to Patel & Jain (113:2008) reading means to understand the meaning of printed words that is written symbols. Reading is an active process which consists of recognition and comprehension skill. Similar definition stated by Connors-Tadros (2:2014) reading is commonly defined as the ability to read and interpret meaning from varied texts.

In conducting the study, the researcher used an Action Research Method. In the reading issues which was observed at SMP N 18 Surakarta. The result shows that the problems of students concerned on the interest, motivation and understanding the text. Animation video is used as media in teaching reading. It is interesting and effective media to solve the students’ problem. According to Trueit (30:2008) animation is a series of still images that appear to be moving when shown quickly one after another. Heinich and friends (196:2001) explain basically animation is made up of a series of photographs or drawing of small displacements of objects or images. Heinich and friends (190:2002) define “video combines motion, color, and sound in ways that can dramatize ideas better than any other medium”. The researcher used animation video as media that might encourage the students to improve their reading comprehension skill. By using animation video will help the students understanding the story easier.
The researcher focuses on two problems. The first problem is to find out whether the use of animation video can improve the students’ reading comprehension. The second problems is to know the class condition when animation video is implemented.

**METHODOLOGY**

This research is Classroom Action Research. According to Burns, (2-5:2010) *action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. Action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process.* It was conducted at SMP Negeri 18 Surakarta which is located on Jl. Tembus Kadipiro, Kecamatan Banjarsari. The subject of the research was the students of class VIII-C. This class consisted of 25 students.

This research was conducted into two cycles. Each cycle consisted of several stage: planning, acting, observing and reflecting. In planning, the researcher prepared lesson plan, teaching material, and teaching media. In acting, the researcher implemented the lesson plan that was teaching reading by using animation video as media in teaching reading. The researcher used different animation video each meeting. In observing, the researcher observed the weakness and the strength during teaching learning process by using animation video.

The researcher gave the students pre-test, post-test 1, and post-test 2 for collecting data. The test was multiple choice test which consisted of 50 questions. The students were given test to comprehend narrative text.

**RESULT AND DISCUSSION**

Pre-test was conducted before implementing the action. The test was multiple choice test. It consisted of 50 questions. It was aimed to measure the students’ ability in comprehending narrative text. The mean of the students’ pre-test was 29,8. Based on the result, it was indicated that the students had low comprehension of the narrative text based on the minimum score/KKM.

Then, post-test 1 was held after finishing cycle 1. The test was conducted to know the improvement of students’ reading comprehension after the researcher taught them by using animation video. Post-Test 1 was multiple choice test which consisted of
50 questions. It also aimed to know the improvement of the students’ reading comprehension in narrative texts. The mean of the students’ Post-Test 1 was 48.73. It was higher than the mean pre-test. The researcher found some weaknesses and strengths during the teaching-learning process after the animation video was applied on the first cycle. The weaknesses of cycle 1 were: the students faced difficulty to identify the generic structure; the students still had difficulty to identify the main idea; Some of students were passive students and some of them were still noisy during the lesson. The strengths were: animation video could stimulate students’s interest and motivation; the students had new experience in learning English because using animation video was a fun method; animation video helped the students to understand the story. The result of Post-Test 1 was not good enough. Thus, the researcher decided to continue the next cycle.

In cycle 2, the researcher needed to revise previous planning and material because the students’ ability did not really improve. The researcher revised the lesson plan and gave other title of animation videos to keep them interested. In this cycle the students were asked to work in group. After cycle 2 had been completed, the researcher conducted Post-Test 2. It was held on Monday, May 23rd, 2016. The Post-Test 2 was multiple choice test and also aimed to know the improvement of the students’ reading comprehension in narrative texts. The mean score of Post-Test 2 was 70.06. This score was higher than the mean score of Post-Test 1, so there were significant improvements of the students’ reading comprehension. In this cycle, the students had interest and attention better than previous cycle. The researcher did reflection after finished the cycle 2. There were some improvements in this cycle. The improvement were: the students were able to identify the specific information; the students were able to identify main idea of the text; the students were more excited and active during the teaching.

Based on the result, using animation video can improve the students’ reading comprehension. The improvement of mean score could be seen from the table below:

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test 1</th>
<th>Post-Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>29.86</td>
<td>48.73</td>
<td>70.06</td>
</tr>
</tbody>
</table>

Based on the table above, could be concluded that the score of pre-test, post-test 1 and post-test 2 increased better in every cycle. The researcher also used t-test formula to know the difference before and after the animation video was applied in teaching reading. The implementation animation video in teaching reading was success to solve
students’ problems. Based on the description above, can be concluded that the use of animation video has been proven as an effective teaching media to improve the students’ reading comprehension.

CONCLUSION

Based on the result of the study, can be concluded that the use of animation video can improve the students’ reading comprehension. The improvement of the students’ reading comprehension can be seen from the result of mean score in pre-test, post-test 1 and post-test 2. The use of animation video also gave a good effect in teaching learning process. Animation video could make the different atmosphere in class. The students were more excited and active during the teaching learning, They paid attention to the teaching and learning process better.

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