



**THE INFLUENCE OF USING VIDEO ANIMATION
IN TEACHING NARRATIVE TEXT
ON THE STUDENTS' READING ABILITY AT FIRST GRADE IN
SMAN 1 KARANGREJO
ACADEMIC YEAR 2014-2015**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:

**YANUAR MISHBAKHUSH SHOLIKHIN
11.1.01.08.0219**

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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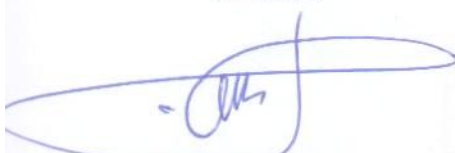
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Approved by the Advisors to be proposed to the
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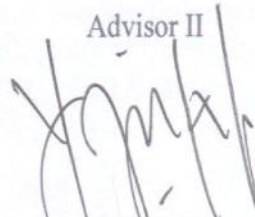
The Advisors,

Advisor I



SUHARTONO, M.Pd
NIDN. 0714026901

Advisor II



YUNIK SUSANTI, M.Pd
NIDN. 0718017801

APPROVAL SHEET

SKRIPSI

By:

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Board of Examiners,

Chairman : SUHARTONO, M.Pd

First Examiner : Drs.AGUNG WICAKSONO, M.Pd

Second Examiner : YUNIK SUSANTI, M.Pd

The Dean of Teacher Training and
Education Faculty of University
Of Nusantara PGRI Kediri



DR. HJ. SRI PANCA SETYAWATI, M.Pd
NIDN: 0716046202

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Yanuar Misbakhush Sholihin
11.1.01.08.0219
English Education Department
Faculty of Teacher Training and Education
Yanuarms36@gmail.com

Suhartono, M.Pd and Suli Mulyati, M.Pd
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRAK

Reading is one skill that should be mastered by Senior High School students. Reading belongs to receptive skill because by reading, the readers will receive information from the text. In order to get the information well, the readers should be able to comprehend the message in the text. While comprehension is the main purpose of reading, the teacher should make better effort to facilitate the students to comprehend the text because some of the students are difficult in understanding a piece of reading text. The problems found in school, including in SMAN 1 Karangrejo that most students are passive students, especially for reading activity because they have lack vocabulary mastery and they have friends to share the answers. It gives worst result when they have to do their reading test. Some of them get bad marks because they have lack capability on reading skill. Because of all that problem, teacher should improve her teaching strategy which can be realized by using properly reading teaching media.

The purpose of this research is to know the students' reading ability before and after being taught using video animation and to find whether there is any influence of video animation on the students' reading ability of tenth grade at SMAN 1 Karangrejo in academic year 2014/2015.

This study design is quantitative experimental which is used to investigate the influence of video animation to the students' reading ability of the first grade students of SMAN 1 Karangrejo academic year 2014/2015. The sample is class X MIA 3 consisting of 33 students. Data is collected by reading test that conducted in two parts, pre-test and post-test

Based on the result of this study, it is found that video animation has influence to the students' reading ability. It is also supported by the result of the data which has been computed by the formula of t-test that the score of *t-test* (6,558) is higher than *t - table* in significant 1% (2,756).

Finally, the writer concludes that there is very significant influence of video animation to the students' reading ability. This media makes learning process become easier and more enjoyable so that the students can overcome their difficulties in reading. Besides, the students' ability in comprehending the text becomes much better. The writer also suggests that the use of video animation should not be neglected from learning English especially in reading. The teacher must be aware about the benefits of video animation and try to apply its' activity to improve their students' reading ability.

Keywords: Reading , teaching reading, narrative text and video animation.

I. BACKGROUND OF THE RESEARCH

There are four language skills in English, they are listening, speaking, reading and writing. Reading belongs to receptive skill because by reading, the readers will receive information from the text. In order to get the information well, the readers should be able to comprehend the message in the text. According to S. Pang et al (2003:6), "Reading is about understanding written texts. It is a complex activity that involves both perception and thought.

Moreover, Akyol (2006:29) states, "Reading is a dynamic inferring process that makes communication between writer and reader essential". From the explanation above the writer elaborates that reading is not just an activity to read what is printed and written. So that, the reader gets the message from the writer.

By those explanations, reading seems to be one of important skills, there are the reader develop new concept. By reading, the readers can enjoy literatures and get more information. Pang et. al. (2003: 6) states that, "It enables us to gain new knowledge, enjoy literature and do everyday things that are part and parcel of modern life, such as reading the newspapers, job listings, instruction manuals, maps and so on." It means that by reading, the readers can get information and entertainment.

Furthermore, reading can develop such kind of new vocabularies in sentence recognition. It requires new ideas, obtains needed information, seek support for ideas and broaden interest.

Odwan (2012: 140) said that, "Reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text". Based on the statement above reading comprehension is the act of understanding what you are reading.

But, not all the students are good readers. Some of the students difficult in understanding a piece of reading text. There are several factors affecting an individual's ability to read. The problems such as limited vocabulary and gramatical structure, difficulty in getting main idea of the text, etc. moreover, the problem caused by the teacher where the teacher teach monotone. It makes the students bored and less motivation to read the text. The English teachers should make better efforts to help and facilitate the students.

The problems is also found in school, including in SMA Negeri 1 Karangrejo. And dealing with the problem of reading above, the teachers can use suitable media in teaching learning process. In reading

skill, there have been many media used by English teacher to help the students understand about reading easily. They are scramble text, flash card, computer, video, etc. From so many media which have been developed the writer believe that video animation is a suitable media for teaching reading.

Video presents the viewer with information conveyed via aural and visual channels Schwartz (1998: 17). In line with quotation above, Taffani (2009: 88):

Watching films is very important as it increases their visual and critical awareness. Watching films in the classroom can be realized through recording them. We have tried to make the activity of film-watching an active rather than a passive one.

Based on the definition of video above, it is clear that video animation is a video that present information via aural

and visual which has advantages for learners to gain the information from reading material. Video animation can helps the students' sensibility in hearing sense and participation. It is because video animation are very interesting and the students at all ages like it. There are stories to follow and observe. It will make the teaching learning process getting more interested and the students can get information from narrative text easily.

In short, the writer assumes that video animation is a good media in stimulating the students' reading ability. Therefore, the writer wants to know **"The Influence Of Using Video Animation in Teaching Narrative Text on The Students' Reading Ability At First Grade in SMA Negeri 1 Karangrejo Academic Year 2014-2015"**

II. RESEARCH METHODE

In every research there must be an object observed which is called variable. Briefly, this research has two variables; independent variables and dependent variables where dependent variable is video animation which is something that will be object of the research in getting the data and independent variable is students' reading ability.

In this research, the writer will use a quantitative research design. Where the data can be analyzed in terms of numbers and method used by the writer in this research is Experimental method with design is One-Group Pretest-Posttest. Design in which the students' pre test are undertaken before being taught and the students' post test are undertaken after being taught by using video animation.

Then both scores were computed using t-test to find out whether there is significant influence of using movie in teaching narrative text on the students' reading ability at first grade in SMAN 1 Karangrejo academic year 2015-2016.

This research conducted in SMAN 1 Karangrejo, Tulungagung. While the process of doing research started from March until July 2015. The writer took the first grade students of SMAN 1 Karangrejo as the population of the research. It has a class whose total number is 304 students who are now in the first semester of the 2014-2015 academic year and the sample is XMIA 3 class as a sample in this research that has 33 students consist of 24 females and 9 males.

The instrument of this research is used to measure of the values of variable of the research. In this research, the instrument that is used is test. The writer gives 15 multiple choice question with narrative text as material. The writer used Pre-Test and Post-Test and have same question level.

Writer gives pre test to measure the students' reading ability before they given learning using video animation. After

giving pre test the teacher teach reading narrative text using video animation as media to help students more focus on and interest to study in reading. This treatment be held twice meetings on April, 24th and 28th 2015. After giving the treatment for twice, the writer gives post-test to measure the students' reading ability after they given learning using video animation.

After collecting the data, the writer will analyse the data obtained and draw the conclusion. To analyze the results of experiments using the pre-test and post-test one group design, then the formula is :

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

The detail is as follow:

Md = mean from the difference of pre-test and post test

xd = deviation from each subject (x and y)

$\sum x^2 d$ = the number of deviation

N = the number of subjects as sample

III. RESULT OF THE RESEARCH

In the previous chapter, it is clear that the topic that is discussed by the

writer is about the influence of using video animation in teaching narrative

text on the students' reading ability of first grade students of SMAN 1 Karangrejo. Some data area used to support this study in order to clarify the result of the study. In this case, the writer uses a written test in pre-test and post-test. The result of pre test can be seen in table bellow :

NO	Class limited	Class Boundaries	Mid Point	F	P
1	61-65	60.5-65.5	63	-	0%
2	66-70	65.5-70.5	68	11	38%
3	71-75	70.5-75.5	73	-	0%
4	76-80	75.5-80.5	78	6	20%
5	81-85	80.5-85.5	83	6	20%
6	86-90	85.5-90.5	88	3	10%
7	91-95	90.5-95.5	93	2	6%
8	96-100	95.5-100.5	98	2	6%
Total				30	100%

Low score here is less than standard score of English subject in eleventh grade students, that is 80. From the table above, it can be seen that the students who cannot pass the test are 16 students, means the number of students who passed standard score was higher than the number of students who could not pass the standard score.

The score of post-test. Here is that table of the score of post-test.

NO	Class limited	Class Boundaries	Mid Point	F	P
1	61-65	60.5-65.5	63	-	0%
2	66-70	65.5-70.5	68	1	3%
3	71-75	70.5-75.5	73	2	7%
4	76-80	75.5-80.5	78	3	10%
5	81-85	80.5-85.5	83	2	7%
6	86-90	85.5-90.5	88	3	10%
7	91-95	90.5-95.5	93	13	43%
8	96-100	95.5-100.5	98	6	20%
Total				30	100%

By seeing this table, it can be conclude that post-test score is better than pre-test score

By all of those score, both pre and post test score, the write put it in the t-table formula. From the result of the writer's analysis, it shows that before the students are taught by video animation, their total score of reading test is 2347 and the mean of their pre-test is 78,2. After they are taught by video animation, their total score of reading test is 2685 and the mean of their post-test is 89,5. It can be said that the students' score is increasing after they are taught by video animation. Besides, in analyze t-test, t-score is higher than t-table. The score of t-test is 6,558 and the t-table is 2,756 in the level of significant 1%. Based on the t-test result which is obtained, video animation has very significant influence to the students' reading ability at the tenth grade students of SMAN 1 Karangrejo.

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