JURNAL

KEFFEKTIFAN MENGGUNAKAN VIDEO ANIMASI SEBAGAI MEDIA PENGAJARAN UNTUK MENGAJARKAN PEMAHAMAN MEMBACA PADA SISWA KELAS 10 DI SMK PGRI 4 KEDIRI 2016/2017

THE EFFECTIVENESS USING VIDEO ANIMATION AS TEACHING MEDIA IN TEACHING READING COMPREHENSION TO THE FIRST GRADE STUDENTS OF SMK PGRI 4 KEDIRI 2016/2017

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Abstract

This research was conducted after the researcher considering some problems in SMK PGRI 4 Kediri. The researcher was observing that most students are passive students, especially for reading activity because the teacher always use monotone teaching method and only uses textbook is provided by school. This condition can bring the students into bored. Therefore, the researcher using video animation to teaching reading comprehension.The purpose of this research is to find out whether or not there is some effectiveness of using video animation as teaching media in teaching reading comprehension applied to the first grade students SMK PGRI 4 Kediri 2016/2017. To achieve the objectives of the study, the researcher used quantitative experimental design, collecteing the data by reading tesr used one group pretest and posttest. The sample is class X TKR 1 consist of 36 students. Based on the result of this study, it is found that video animation has effective to the students reading comprehension. 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 (10.36) is higher than t-table in significance 1% (2,719). It can be conclude that there is effectiveness of video animation to the students reading comprehension. This media makes learning process become easier and more. Than studetns comprehend the text becomes much better.

Keywords: Video Animation, reading comprehension

A. INTRODUCTION

Reading is one of the material that are important. By reading, the students will receive information from the text. Futhermore, the important of reading is an interactive process of meaning making between the studnts and the researcher through the text, which involves activities and background knowledge. Thus, by reading, the students can gain information, understanding the meaning and build their knowledge to other students. Khoiriyah (2016). In order to get the information well, the readers should be able to comprehend the message in the text.

But, not all the students are good readers. Some of the students difficult in

understanding a piece of reading text. The English teachers should make better efforts to help and facilitate the learners to get more effective chances to train their reading comprehension. But, the problems found in school, including in SMK PGRI 4 Kediri that most students do not use their time to train their English effectively in their English class. There are some passive students in reading activity and some of them get bad marks because they have lack capability on reading comprehension.

So, the researcher chose video animation to teaching reading comprehension. Video presents the viewer with information conveyed via aural and visual channels Schwart (1998:17). It support that can help the students sensibility in hearing sense and participation. It is because video animation is 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.

Because, Video is audio visual mediun that can be used to distribute message from sender to receive so that it can facilities learners to study about certain material. Supported by Haryanto (2015). This statement means that video can

distribute the message to the learners about the material also the learners more easily to understand the meaning of the text because they can immediantely observe this video.

In this research, it was conducted to the first grade students of SMK PGRI 4 Kediri. This research was done by using one group pretest posttest only. Based on the limitation of the problem above, the researcher formulated the research problems as follow:

1. How is the students' reading comprehension before being taught using video animation as teaching media in teaching reading comprehension to the first grade students of SMK PGRI 4 Kediri 2016/2017?

2. How is the students' reading comprehension after being taught video animation as teaching media in teaching reading comprehension to the first grade students of SMK PGRI 4 Kediri 2016/2017?

3. Is there any effectiveness of using video animation as teaching media in teaching reading comprehension applied to the first grade students of SMK PGRI 4 Kediri 2016/2017?

B. RESEARCH METHODS

In this research, the researcher used a pre-experimental design and focused on one group pretest posttest only. The data was showed using the statistical formula. In this research, there are a pretest, treatment and posttest. The researcher conducted the research at first grade students of SMK PGRI 4 Kediri. The researcher used clustering sampling because the researcher only took one class consist of 36 students. There are two types of variables: The independent variable of this research was used of video animation that was symbolized by X and the dependent variable of this research was students reading comprehension ability which was symbolized by Y. The researcher used test to collect the data. The data were collected from pre-test and post-test. The pre-test was held before the treatments and post-test was held after the treatments. The technique of data analysis that the researcher used in this research was T-test. From this process, the researcher knew whether this research was significant or not by looking at the result of pre-test and post-test.

C. FINDINGS AND DISCUSSION

The research findings, can be describe based on the table analysis of pre-test and post-test, the total score of pre-test is 1910 and the total score of pos-test is 2280. From the mean pre-test the researcher found 53, and highest score is 70, the lowest score is 35. From the post-test, the researcher found the mean score of post-test is 63.3. the highest score is 80 and the lowest score is 40. So the mean score of pre-test and post-test is highest than the mean of pre-test. it can be seen the differences between mean of pre-test and mean of post-test that shown students reading comprehension was increased. The following table shows the mean score between pre-test and post-test.

Table 4.7
The Differences Level of Significant
From T-Table and T-Score

N= 36 Students	Pre-test	Post-test
Total Score	1910	2280
Mean	53	63.3

From the table difference of pre-test and post-test, that total score of pre-test is different from score of post-test. In pre-test was obtain 1910 and score of post-test was increased, it is 2280. The mean of pre-test score is 53 and the mean of post-test is 63.3. so, it means that the mean of post-test is higher than the mean of pre-test.

In testing hypothesis, the computation of t-observed was compared to t-table. If t-observe was higher than t-table, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. From the result of the

data analysis it can be found that the result of t-test is 10.36 and the degree of freedom (df) is 35, the table was 2.028 at the level of significance 5% and 2.719 at the level of significance 1%. The t-test based on level of significance 5% and 1% showed by the following table:

Video animation technique is very significance effect to the students' reading comprehension. It can be seen from the table below

Table 4.8
The Statistical Computation of using T-test

Db	t-score	5%	1%	Ha	Ho
35	10.36	2.028	2.719	Accepted	Rejected

From the research finding as explained before, it can be concluded that teaching reading narrative text using video animation has very significance effect. Before the students are taught by video animation. Their total score of reading test is 1910. And the mean of their pre-test is 53. After they are taught by video animation, their total score of reading test is 2280 and the mean of their post-test is 63.3. it can be said that the students' score

is interesting after they are taught by video animation. Besides, in analyze t-score is higher than t-table. The score of t-score is 10.36 and the t-table is 2.719 in the level of significance 1%. Based on t-score result which is obtained, video animation gave contribution to the students reading comprehension because they can enjoy the process of reading narrative text and also make them became more active in teaching learning reading. It affects the students reading comprehension. It can be said that there is very significant of video animation to the first grade students reading comprehension at SMK PGRI 4 Kediri 2016/2017.

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