



The Effect of Animation Videos to Improve Students' Reading Ability at Narrative Text

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan yang signifikan pada kemampuan membaca siswa pada teks naratif antara siswa yang diajar dengan menggunakan video animasi dan mereka yang tidak dan untuk mengetahui bagaimana pengaruh video animasi untuk meningkatkan kemampuan membaca siswa. Peneliti menggunakan pendekatan kuantitatif dengan true-experimental post-test only design. Sampel dalam penelitian ini adalah 60 siswa kelas VIII SMP N 2 Dukuhwaru tahun pelajaran 2022/2023. Untuk mengetahui hasilnya, peneliti menggunakan post-test dan kuesioner. Hasil post-test adalah 75,33 sebagai rata-rata kelompok eksperimen dan 63,00 sebagai rata-rata kelompok kontrol. Peneliti menggunakan uji-t untuk mengetahui perbedaan yang signifikan. Hasil independent sample t test menunjukkan bahwa nilai sig (2-tailed) adalah $0,000 < 0,05$. Artinya terdapat perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol dalam penggunaan video animasi terhadap kemampuan membaca siswa pada teks naratif. Selanjutnya, berdasarkan instrumen kuesioner, terdapat 90% dari total siswa yang lebih tertarik mempelajari teks naratif dengan menonton video animasi. Dari tanggapan siswa, video animasi membantu mereka untuk memahami lebih baik tentang cerita naratif.

Kata kunci: Animasi video, membaca, teks naratif

Abstract

This research aims to find out if there is any significant difference on the students' reading ability at narrative text between students who are taught by using animation videos and those who are not and to find out how the effect of animation videos to improve students' reading ability. The researcher used quantitative approach with true-experimental that use post-test only design. The sample in this research is 60 students of the eight grade of SMP N 2 Dukuhwaru in academic year 2022/2023. To find the result, the researcher use post-test and questionnaire. The result of post-test is 75,33 as mean of the experimental group and 63,00 as mean of the control group. The researcher used a t-test to find out the significant difference. The result of independent sample t-test show that the value of sig (2- tailed) was $0.000 < 0,05$. It means that there is a significant different between the experimental group and control group in the use of the animation videos on students' reading ability at narrative text. Furthermore, based on the questionnaire instrument, there are 90% of the total students are more interested in learning narrative text by watching animation videos. From students' responses, the animation videos help them to understand better about the narrative story.

Keywords: Animation Videos, Reading, Narrative Text

1. INTRODUCTION

One of the four abilities that must be learned in order to master English is reading. When someone reads, he/she will be aware of what he/she read and its purpose. Because the majority of information is written in English, reading has the potential to expand students' knowledge. Reading can assist students in learning more because the majority of information is written in English. As stated by Bamford & Day (1998), understanding written content is necessary for reading. It is a complicated process that calls for perception as well as thought.

The goal of reading is understanding the text. To achieve understanding in reading we need to improve reading ability. According to Urquhart, A. H., & Weir (1998), A persons' ability to use their brain when interacting with texts is known as their reading ability. Readers

must carefully look over and comprehend what they have read; they must be able to recognise connections between concepts, such as how they fit together, as well as the suggested meanings of these links.

For the reader to understand the text, the reader must create or express a message from it. This is very crucial in reading since if we can not perceive the text well, then the understanding of the text that is read will be lacking or in other words, the reader will not be obtain to comprehend its meaning or substance the text. It can be seen that reading helps students comprehend the text's meaning, and reading activities should hopefully provide them with life-enhancing information.

Students in Indonesian schools are required to understand a variety of text types. Middle school students should be taught certain kinds of text, including: recount, narrative, procedure, and descriptive. A narrative text is the focus of this research. A narrative text that is part of the curriculum is very engaging learning material for determining the level of students' reading skill. A narrative text aims to discover solutions to difficulties by telling a story with complicated situation.

In truth, there are a number of issues with reading ability, particularly when students read narrative content. The issues are brought on by a number of things, including the teacher's use of media, the students' lack of motivation, and their lack of vocabulary. Worksheets and notebooks are still popular teaching tools in English. Students become bored and lose interest in reading as a result of this condition. Students' less motivation leads to more passive in learning process. The students also disregarded their teacher and carried on talking with their classmates. Thus, to increase students' motivation and understanding of narrative texts, teachers must employ appropriate media.

Over the past ten years, there has been a rise in the use of mobile devices, in particular smartphones, tablets, and personal computers. One of the digital media is video. In general, video has gained popularity over the past few years. There are various kinds of videos that are used in learning, especially learning English. In this research, animation video will be used because it is interesting and expected to help students in understanding the written text, especially narrative text.

According to Martin & Betrus (2019), animation videos is known as video. It could put together a series of pictures to make a moving picture. Meanwhile, Schnotz & Lowe (2014) states that animation is a dynamic representation that can be utilized to make changes and intricate procedures clear to students.

Schnotz & Lowe also define an animation as a constructed visual display that creates the impression of ongoing change by gradually altering its structure or other properties. In contrast to video, animation is the result of deliberate construction processes like drawing rather than simply capturing images of the outside world. Through animation video, it is expected of students to have an interest in and drive to learn English, especially reading.

As stated by Abarca (2021), watching digital video like animation videos have the ability to captivate students and keep them interested in the material being presented. Video explanations can also be used to help students understand and explore concepts if the digital video is well crafted.

With animation videos, the researcher expected the students can enjoy on understanding what they read and invite students to think creatively and understand the message conveyed by the author. By enjoying the pictures displayed using animation videos, it can help students give an idea of something that is told by the author and the important things in the written text. Thus, it is expected that students' reading ability can increase with the help of video animation in learning, especially in learning narrative text.

In the learning activities, the use of animation according to (Brown, J., Lewis, R. B, 1977) possesses unique benefits such as “: a) reducing some intellectual disabilities in learning; b)

assisting students in overcoming some physical obstacles; c) presenting a variety of events in continuity to provide a unique visual experience for deeper comprehension; d) allowing students to create real action or imagine an event or process; and f) being useful”.

Hogue (2007) state that narration is writing a story. In a narrative paragraph or essay, events or incidents are described in chronological sequence. To put it another way, you organize your sentences into a narrative paragraph by using time order. It can be said that a narration is a story writing about events or incidents use time order.

Character, setting, and action are present in narrative text. Typically, the narrative's problem, setting, and characters are introduced at the beginning. In the middle, the issue reaches its highest point. The issue is solved by the conclusion. Reading narrative means understanding a whole or what is in the narrative text. Both the storyline, characters, setting, and also the message of the text.

Based on explanation above, the objective of this research is to find out there is any significant difference on the students' reading ability between students who are taught by using animation videos and those who are not and to find out the effect of animation videos to improve students' reading ability.

2. METHOD

Type of Research

In this research, the researcher used quantitative approach in an experimental research. The researcher applied true experimental research with post-test only design.

Time and Place of The Research

The research was done on the eighth grader's students of Junior High School 2 Dukuhwaru in Academic year 2022/2023 on 25 July to 27 August 2022.

Subject of The Research

The population in this research is all the students at eighth grade of SMP N 2 Dukuhwaru in academic year 2022/2023 which consist of 224 students. The researcher take 2 classes or 60 students as sample in this research. The researcher used cluster random sampling technique. The population of from 7 classes randomized by cluster random sampling.

Procedure

Data, Instrument and Technique of Collecting data

There are two group of randomly selected in this design, then given a post-test after the treatment to determine the result is there are any differences between the experimental group and control group. The design of this study is presented in the following design by Creswell (2014).

Group A R-X O

Group B R O

Where:

Group A : Experimental Group Group B : Control Group

R : Random Assignment O : Post-Test

X : Treatment with animation video

This research used reading test in the form of multiple choice as instrument where it consist of four options A,B,C, and D. The researcher choose this instrument because it is the most appropriate instrument to measure the students' reading skills. The total of the test is 30 questions of multiple choice. In this research also used questionnaire with a likert scale with 4 alternatives answers to calculate the score on each answer.

Before testing the hypotheses, it needs to perform data collection. The following are step in collecting data:

a. Pre-Treatment

Pre-treatment given before the researcher giving treatment to the sample. At this stage, the researcher prepared lesson plans, learning materials, and research instrument.

b. Treatment

Some treatment given to the experimental and control groups. The experimental group taught by using animation videos in reading narrative text, while the control group taught without animation videos.

c. Post-test

Post-test given after the treatment had been done to know the achievement and students' advancement after learned process using animation videos in students reading narrative text.

d. Questionnaire

Questionnaire given after the post test had been done to find out the effect of animation video at reading narrative text.

Technique of Analyzing Data

a. Normality test

To test for normality with One Sample Kolmogorov-Smirnov test in SPSS 22 by the value of significance (α) = 0.05 rules as follow:

- a. H_0 = If the value of significance > 0.05 , means data is normal distribution.
- b. H_1 = If the value of significance < 0.05 , means the distribution data is not normal distribution.

b. Homogeneity test

The test of homogeneity of variances by the value of significance (α) = 0.05 is computed using SPSS Statistics 22. Before conducting homogeneity testing, the researcher determines the following hypothesis in this homogeneity:

- a. H_0 = If the value of significance > 0.05 , means data is homogeny
- b. H_1 = If the value of significance < 0.05 , means data is not homogeny

c. T-test

In this research the researcher used independent sample t-test in SPSS 22. Independent samples t-test used to answer the problem statement "Is there a significant difference on the students' reading ability between students who are taught by using animation videos and those who are not".

3. RESULT AND DISCUSSION

Normality Test

Table 1. Normality test

Tests of Normality			
	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Post Test Eks	,152	30	,076
Post Test Con	,149	30	,087

From the table above, it can be seen that the significance of the data in the Kolmogorov-Smirnov table from the experimental group is 0,076 and the control group is 0,087. This means that the data is normally in distributed, because the value of significance is greater than = 0,05.

Homogeneity Test

Table 2. Homogeneity test

Test of Homogeneity of Variances			
Post Test Reading			
Levene Statistic	df1	df2	Sig.
,005	1	58	,944

From the table above, it can be seen that the significance of the data is homogeneously distributed, because the significance value is greater = 0,05.

T-test

Table 3. Statistic data

	Post-Test Experiment	Post-Test Control
Mean	75,33	63,00
Median	75,00	62,50
Minimum	60	50
Maximum	90	75
Sum	2260	1890

Based on the table above with total of 60 students in the experimental group and control group, we can see that the sum of the experimental group score is 2260 and the mean is 75,33. Meanwhile in the control group, the sum of the score is 1890 and the mean is 63,00.

Table 4. T-test

Independent Sample T-test					
		F	t	df	Sig (2- tailed)
Post test Readin g	Equal variances assumed	,005	5,69	58	,000
	Equal variance		5,69	57,0	,000
	s not assumed		8	83	

Based on the table above, it displays the independent sample t-test data showed that the result of $t (df=58) = 5,698$ and the value of sig (2-tailed) was 0.000. The researcher used $\alpha = 0,05$ (5%) as a significant standart, therefore the null hypothesis (H_0) is rejected and the alternatif hypothesis (H_a) is accepted because the sig (2-tailed) value of 0,000 is smaller than sig $\alpha = 0,05$ (5%). Thus, there is a significant different between the experimental group and control group in the use of the animation videos on students' reading ability at narrative text.

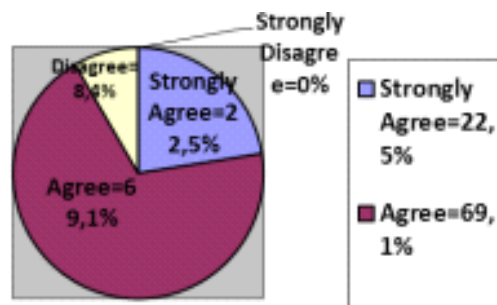


Figure 1. Questionnaire answer

Based on the pie chart above, out of a total of 450 answers from 30 students, it was explained that 22.5% of students answered strongly agree and 69.1% of students answered agree, while 8.4% of students answered disagree. As a result of the questionnaire, it was explained that most students agreed that the implementation of animation video to reading narrative text in classroom make students more enthusiastic and active in learning.

4. CONCLUSION

Based on the result of the research data, it can be recapitulate that the use of the animation videos is effective in learning reading narrative text. It can be seen where is the post-test average score for the experimental group is higher than the post-test average score for the control group.

The post-test average score for the experimental group is 75,33 and the post test average score for control group is 63,00. With a different of 12,33, it shows that the use of the animation videos is effective in testing students' reading ability.

Based on the t-test, the significance value between the score of post-test in the experimental group and the control group is 0.000. The researcher used $\alpha = 0.05$ (5%) as the significant standart. Then the alternative hypothesis (H_a) is accepted, because the significance result is 0.000 which means it is smaller than 0.05.

Furthermore, based on the questionnaire instrument collected from 30 students, there are 90% of the total students are more interested in learning narrative texts by watching animation videos.

From students' responses, it can be seen that the animation videos also helps them to understand better about the narrative story. This is in line with the question of the problem formulation regarding the effect of animation videos to improve students' reading ability.

The researcher suggests for the additional researchers investigate the study's methodological aspects, which are not covered in this study. Additionally, this research serves as a guide for other researchers who wish to carry out additional research and provide additional data and statistics regarding the effect that using animated videos has on the reading skills of students.

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