

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

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2019**

ABSTRACT

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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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 reference received the highest improvement and inference received the least. It could be seen from the mean score of pretest was 69.27 and the mean score of posttest was 80.42. It also could be seen from the result of Tvalue compared to Ttable in which $Tvalue > Ttable$ ($12,850 > 2.045$). 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.*

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SECOND GRADE STUDENTS OF SMPN 1 LAHAT, SOUTH SUMATERA**

By:

Dhea Fernanda

A Script

**Submitted in a Partial Fulfillment of
the requirements for S-1 Degree**

in

**the Language and Arts Department of
Teacher Training and Education Faculty**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

2019

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Reading Comprehension in Narrative Text to the Second
Grade Students of SMPN 1 Lahat, South Sumatera

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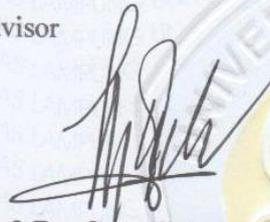
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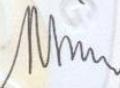
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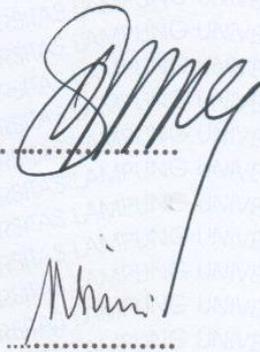
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The researcher's name is Dhea Fernanda. She was born on April 8th, 1997 in Lahat, South Sumatera. She is the last child of Saeko and Mardiana. She has two sisters and one brother, Dian Aprilianti, Dicko Oktaviano, and Dhea Fernindi.

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DEDICATIONS

Alhamdulillahirobbilalaamin, this script is fully dedicated to:

My beloved parents: Saeko and Mardiana

My sister Dian Aprilianti, S.Pd., AUD, My brother Dicko Oktaviano, and My
twin sister Dhea Fernindi, S.Tr, Keb.

My friends in English Department 2015

My almamater, University of Lampung

MOTTO

Learn from the past, live for today, and plan for tomorrow.

–Anonymous

ACKNOWLEDGEMENT

Alhamdulillah *rabbi* *'alamin*, the writer expresses her highest gratitude to Allah subhanahuwata'ala for blessing, love, opportunity, health, and mercy that enables the writer to finish this script. This script "The Use of Animation Video to Improve Students' Reading Comprehension in Narrative Text at The Second Grade Students of SMPN 1 Lahat, South Sumatera" is submitted as a compulsory fulfillment of the requirement for S1 Degree at the Language and Arts Education Department of Teacher Training and Education Faculty of University of Lampung.

The writer would like to express her deepest gratitude and respect to all of those who gave her possibility to complete this script. The writer would like to acknowledge her sincere gratefulness to;

1. Prof. Dr. Cucu Sutarsyah, M.A., as the first advisor, for his patience, motivation and encouragement, who has been willing to spend his time to assist her in accomplishing this script.
2. Dr. Ari Nurweni, M.A., as the second advisor, who has contributed and given her evaluations, comments, suggestion, guidance during the completion of this script.
3. Prof. Ag. Bambang Setiyadi, M.A., Ph.D., as the examiner, for his encouragement, ideas, contribution and suggestions during the completion of this script.
4. My deep appreciation is also addressed to Prof. Dr. Patuan Raja, M.Pd, as the Dean of FKIP Unila, and Dr. Nurlaksana Eko R., M.Pd as the Head of Language and Arts Department.

5. Dr. Ari Nurweni, M.A., as the Chief of English Education Study Program, all lecturers of English Education Study Program who have contributed their guidance during the completion process until accomplishing this research
6. Prof. Dr. Cucu Sutarsyah, M.A., as the academic advisor for his supporting for the writer.
7. The staffs member of Language and Arts Department.
8. Drs. Pranoto., as the headmaster of SMPN 1 Lahat, South Sumatera, for giving the writer the permission to conduct the research.
9. Suparmi, S.Pd., as the English Teacher, for giving the writer the help and chance to conduct the research.
10. All students of SMPN 1 Lahat, South Sumatera in Class VIII 1, for the participation as the subject of this research.
11. My beloved parents, Saeko and Mardiana who never stops giving their love, pray, attention, and support endlessly. They are the writer's endless love. Thank you so much for all you gives. I love you so much Pak, Mak.
12. My beloved elder sister, Dian Aprilianti, S.Pd., AUD., my beloved brother in law Sugiono, my beloved big brother Dicko Oktaviano and my beloved sister in law Ria Rusidi, my beloved one and only twin sister Dhea Fernindi, S. Tr., Keb, and my lovely nephews, Muhammad Dzaki Riando and Muhammad Danish Arrafif who always gives their support, love, and pray to me.
13. My beloved cousin Alm. Muhammad Dandy Firdaus, for his enthusiasm and perseverance in facing the college life that inspired me to finish this script. Thank you so much for the unforgettable moments we had. May Allah SWT let you in His Firdaus, aamiin.

14. My third advisors and my SPSS teachers; May Linda Ayu Pratami and Shofura Caturhani, thank you so much for their patience, and guidance during the completion of this script. This script may not be finished without your sincere guidance. I love you buddies.
15. My dearest and incredible friends “DDEANN”; Diah Astuti, Dewi Arviasari, Eka Rizki Amalia, Amelia Yunindra Safitri, and Nabila Wahyu Nadhiroh who never be tired of supporting the writer to finish her study, always give a trust, laughter, love, happiness, and pray.
16. My amazing and fantastic friends Nirmala Bestari, Erwin Pranoto, May Linda Ayu Pratami, Ditha Kusumarajni, Lily Trisiana, As’ad Rizki As-Shidiqi, Erin Cahya Fadillia, (almh) Noferia Andela, and Singgih Hari Pangestu who always keep making the writer supports, thank you so much for the laughter, love and the happiness.
17. My beloved junior high school and senior high school’s friends especially, Miatyara Sutrisno, A.Md.,Kep., Diah Eka Octavianti, A.Md.,Kep., Dita Ramadhanty, Woro Nurul Sandra Anindhita, S.Ked., Wahyu Meilano, S.H., Yoga Firmananto, and for my beloved Ableknista Squad who always keeps making the writer support, prayer, laugh, and love endlessly.
18. All of my friends in English Department 2015, especially B class, thank you for the amazing moments, happiness, laugh, and challenging time to pass each day during the college life. I love you guys!
19. My KKN and PPL’s friends in Semaka, Tanggamus, Andreas Hermeling U., Herlina Susanti, Iqlima Zahra L.T., Laurensia Danar Ayu S., Lidiyana, Lia Yusmilah, Mat Desman, Nurma Apriyana, and Putri Yanisa, thank you for keeping togetherness, friendship, care, laughter, happiness, support, help, sadness, and the unforgettable moments.

20. My amazing and favorite boy groups; EXO, BTS, NCT, and WayV.

Thank you so much for all of you who has coloring and boosting my daily life through your greatest, powerful, energetic music and dance performance. Thank you so much for my 3 ultimate bias. I hope someday I can see you in your concert!

The writer believes that her writing is still far from perfection and this script has limitation in certain ways, thus constructive input and suggestions are expected to compose better paper in the future. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to accomplish further research.

Bandar Lampung, 19 September 2019

The Writer,

Dhea Fernanda

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I. INTRODUCTION

This chapter discussed about the background of the research, research question, objective of the research, uses of the research, scope of the research and the definition of terms.

1.1. Background of The Study

Based on basic competence in Curriculum 2013, one of the goals of teaching English at Junior High School is to enable the students to master a narrative text. Students are able to understand social function, text structures, and linguistics elements in simple narrative texts in the form of fable. It is based on the context of their use. It is a kind of text which tells stories or past events and entertains the readers. This indicated that reading is something that needs to be learned for the students, because the success of their study depends on the greater part of their ability to read. Furthermore, most of the questions in their national examination used reading comprehension.

Basically, reading is one of language components which are very important to help student learn English. Reading is a method of communication that enables a person to turn writing into meaning. It allows the reader to convert a written text into a meaningful language with independence, comprehension, fluency, and to interact with the message. 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". Moreover, reading is closely related with other subjects. Many sources or materials presented in written or printed; such as handbook or handout. So, the students have to be able to interpret those materials by using their reading comprehension. Therefore, all of the students who are studying English as a foreign language have to master reading skill.

According to Grabe (2002) reading as a complex ability to extract, build meaning from a text. Reading is an active process which consists of recognition and comprehension skill. Harris (1975) stated that reading is the meaningful interpretation of printed or written verbal symbols. As we know that some of reading text is printed form and it is quiet long text. Sometimes, the text is not provided with supporting picture just to help the students easier to understand the whole story. Besides that, not only the students could not understand the whole story, the students even do not know the meaning of the story. Automatically with those printed-text stories without provided by supporting picture, the students would not interest in learning reading and the students got difficult in understanding the text. Sometimes, in teaching learning process, most teachers do not have a good technique in teaching reading. This is the chance for the teachers to solve this problem by providing some interesting, enjoyable and without make the students bored in the classroom.

According to the researcher's experience when the researcher took the field practice program (PPL) in SMP N 2 Semaka 2018/2019, the researcher found that one of the problems faced by the students often got difficult in comprehending the text. The students got difficulties in getting information from the text and finding

the details, identifying the specific information of the text, and also understanding the purpose of the text. The teacher may use media especially animation video to teach the students more interestingly. In my opinion, I get easier to understand a printed-text story if it is provided with supporting picture. It could be better if the story provided with animation video. It is interesting and effective media to solve the students' problem. In general, animation is defined as the pictures that appear and can move. An animated video is one in which puppets or drawings appear to move. Harrison and Hummell (2010) define it as a quick display of a sequence of static images that create the illusion of motion.

Meanwhile, Brown, Lewis and Harcleroad (1977) termed it as a collection of films prepared through the pictures that produce the illusion of movement when projected. Animation is defined as the pictures that appear and can move. 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 (190:2002) define "video combines motion, color, and sound in ways that can dramatize ideas better than any other medium". The use of media in teaching learning process can help teachers to create learning situation effectively. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In this respect, video provide important learning opportunities to students working in a second language.

The use of media was expected to facilitate the students to learn English language skills, which consist of listening, speaking, reading and writing skill. The students should master the four language skills so that they can use English both in active and passive form. The animation video provided with one story of narrative text with colorful images, moving pictures, and script. This animation video is one of media in reading comprehension to help increasing students' attention, so that

they motivated in reading a text. Most of the students are facilitated while learning English. They are given many media to learn about English such as picture series, video clip and audio. The students who facilitated with those media are expected to mastering and improving their ability to use English for communication. The animation video taken from the internet in You Tube Videos and also provided with subtitles that could help students understands the story. The researcher used animation video as media that might encourage the students to improve their reading comprehension. Animation video would also help the students understanding the story easier.

1.2. Research Questions

The research questions of this research were formulated as follow:

1. Is there any significant improvement on students' reading comprehension after the students have been taught by using animation video in narrative text?
2. Which aspect of the students' reading comprehension that improved the most after they have been taught by using animation video?

1.3. Objectives of The Research

1. To find out whether there is any significant difference on student's reading comprehension after the students have been taught by using animation video in narrative text.
2. To find out the aspects of the student's reading comprehension that improves the most after they have been taught by using animation video.

1.4. Uses of The Research

The result of this research can be used as follows:

1. Theoretically, it can support theory that learning English especially teaching reading through animation video in narrative text can improve student's reading comprehension.
2. Practically, it can inspire the teachers of English to improve the students' reading comprehension by using animation videos in narrative text. Furthermore, the finding of this study is hoped to inspire and motivate students to learn reading. They can improve their achievement of reading comprehension. Besides, the researcher expects that the students will enjoy the class. So the students can build their motivation, they will also focus on their material.

1.5. Scope of The Research

This research was quantitative research which focused on finding out the result of students' reading comprehension through animation video in narrative text. The subject of this research was the second grade students of SMP Negeri 1 Lahat. The students were expected to improve their reading comprehension in narrative text.

1.6. Definition of Terms

In order to avoid misunderstanding, the definitions of terms provided as follows:

1. Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

2. Animation is a series of still images that appear to be moving when shown quickly one after another. An animated video is one in which puppets or drawings appear to move.
3. Narrative text. According to Anderson and Anderson (2003) narrative text is a text which tells a story. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. The purpose of narrative texts is to entertain and to inform the reader or listener.

This is the end of chapter one that discussed about background of the research, research questions, objective of the research, uses of the research, scope of the research and the definition of terms.

II. LITERATURE REVIEW

This chapter reviewed theories that support this research. It consist of concept of reading, aspects of reading, reading comprehension, teaching reading, media in teaching reading, narrative text, animation videos, animation videos in teaching reading, advantages and disadvantages, procedure of improving student's reading skill by animation videos, theoretical assumption, and hypothesis.

2.1 Review of Previous Research

There were some researchers who have done some studies dealing with animation video as a media in teaching reading. The first research was taken from Khalidiyah (2015). The researcher conducted a quasi-experimental research which intended to improve the ninth grade students' reading comprehension by using animation video at Junior High School Jalancagak, Subang in 2015/2016 academic year. In pre-observation, she found that the students were not actively involved in learning process of reading. The result showed that animation video can improve the student's reading comprehension. Therefore, the researcher was suggested to use animation video as the media in teaching reading comprehension.

The second research conducted by Purnomo (2015). The objective of this study was to find out whether animation video as media in teaching reading was effective towards students' reading comprehension. The method that used in this study was classroom action method that analyzed the data using quantitative and qualitative data analysis. The result can be concluded that the use of animation video improved 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. The students paid attention to the teaching and learning process better.

The last research was conducted by Sari (2014) with a title The Use of Videos to Improve the Student's Speaking Skills at Class VII B of SMPN 2 Patuk in the academic year of 2014/2015. The research design is action research study. The research was implemented in the form of collaborative action research. The research involved the English teacher as the collaborator and the students at Class VII B of SMPN 2 Patuk as the participants. There were 17 male students and 13 female students which the total was 30 students. The researcher used both qualitative and quantitative data in the research. The result showed that the use of videos as the main media gave the students an appropriate speaking model to help them in learning speaking. They could watch and listen to some expressions used by the speaker clearly. Moreover, the use of video could attract the students' attention and motivation in the teaching and learning process.

Those are the previous researchers who have done some studies dealing with animation video. It can be concluded that there were differences between this research and previous research. The two of those researches were to improve students' reading comprehension while the one research was to improve students' speaking skill. There also a differences in using the method.

2.2. Concept of Reading

According to Sutarsyah (2015) reading is actually a cognitive process where a reader in the mental process of knowing, learning, and understanding things. Reading is one of the important skills needed by the students from elementary school up to the university. By reading, the students are able to get a lot of information based on what they are required in reading (Sekarini, 2017:8). Dallman (1982) states that reading is more than knowing what letter of alphabet standing for; reading involves more than word recognition; that comprehension is an essential of reading that, without comprehension no reading takes place. Smith (1983) defines reading is a process of interpreting or understanding the text in terms of the question what the reader formulates about the text. It means that the readers will understand the whole text by making some questions that related to the context.

2.2.1. The Process of Reading

The reading process involves the text, the reader, and the interaction between the two. There are three basic models of how reading occurs based on the theorists; bottom up, top-down, and interactive.

1) Bottom-up Process

Bottom-up process denotes that reading begins with letters and their sound to get the meaning out. Gough (1972) in Treiman (2001) stated that bottom-up processing makes emphasis on how readers extract information from the printed page and letters and words are dealt with in a relatively complete and systematic fashion.

2) Top-Down Process

Contrary to the bottom-up process that denotes reading is essentially a mechanical decoding process, top-down process deals with the reader's prior knowledge to construct the meaning in the text. Carrel (1992) viewed that in the top-down

model of second language reading, the reader is not only as the active participant in the reading process, making predictions, and processing information, but everything in the reader's prior knowledge or background knowledge also plays significant role in the process.

3) Interactive Process

Neither the bottom-up and the top-down model is sufficient for what happened during the process of reading, researcher propose an alternative model of reading, which mixed these two views together: the bottom-up and the top-down. Rumelhart (1980) in Sutarsyah (2013:8) states that the efficient and the effective reading requires both top-down and bottom-up strategies operating interactively in reading process. Both bottom-up and top-down process occur simultaneously for the reader to comprehend the meaning of the text.

The reading process is actually involved what the readers wanted to know about the text by consulting questions that appear in their mind. Reading is also an active process. It needs thought and the ability in making sense of the text that is being read. Moreover, Gibson and Levin (in Harris, 1981) were of the opinion that since there is no single reading process, a single model of reading is not viable. Rather than offer a number of models, Gibson and Levin stated general principles about the reading process that apply in many reading situations and at various levels of proficiency. Clark (1993) defines that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated.

Based on the explanation above, the definition of reading may be summarized as follows: Reading involves the identification and recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through past experience, and reading with comprehension signifies not only understanding the surface meaning of the text but also understanding the purpose or the main idea of reading text to get the message and information from what they have read.

2.3. Aspects of Reading

According to Nuttall, C (1982), there are five aspects of reading, which the students should understand to comprehend a text well, they are:

2.3.1. Main Idea

Main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. The main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. It means that the author wants the reader to know about. Therefore, the main idea is the important idea that the author develops throughout the paragraph. According to Mc.Whorter (2012) the sentence that states this main idea is called the topic sentence. She adds that the topic sentence tells what the rest paragraph is about in some paragraph the main idea is not explicitly stated in any one of sentences. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that author develops throughout the paragraph.

According to Dararat (2012) to find the main idea of paragraph, a reader must find what common element the sentences shared. Some textbook writers place the main idea at the beginning of the paragraph and may actually put the topic of paragraph in bold print, in order to emphasize it. But, in literature this is not a common practice. In some paragraphs, the main idea is not directly stated but implied.

2.3.2. Specific Information

The role of supporting sentence or specific information is to develop the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. In the other words, readers should be concerned on finding specific information of reading text because the clear main story can be known from the details in each paragraph of the text.

According to Dararat (2012) in order to find details that support the main idea, the readers should be able to identify which are more important than the others. For example, the question of the text is about asking the year, place, and time. Then, the reader only reads some sentences that related to the question in order to find the specific information. The question of finding supporting detail is as follows: Where did the lazy horse slipped?. It is clear that supporting details or specific information provide the reader with more information about the main idea or the subject of a passage.

2.3.3. References

Naturally reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. (Varadina, 2017:13). Reimer (2009) stated that reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrase used either before or after the reference in the reading material.

They are used to avoid unnecessary repetition of words and phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text. The question of the text is usually asks the reader to find answer directly to the line in the paragraph or the question is asked with “refer” word. The following question is the example: “In addition, they prevent the children from

being overweight.” What does the underlined pronoun refer to? Based on the examples of question above, the reader should have possibility to link an object to another object related to the context.

2.3.4. Inference

Basically, inference is about guessing something from the information which have we read or know. According to Carnine, Silbert, and Kameenui (1997), the implicit or inferential questions is appropriate for all grades if because they have been taught to think independently. Kathleen (2011) stated that an inference is an educational guess or prediction about something unknown based on available facts and information.

It is the logical connection that the reader draws between his observes or unknown and what he does not know. To get information and also to understanding the text, the reader should be able to detect the clues that the writers or the authors give. Actually, the questions related to this type of reading as an example:

- 1) What can we infer from the text?
- 2) What is the text about?
- 3) What was the third paragraph talking about?

In summary, inference requires the readers to catch the information which is not stated in the text by using their critical thinking after they read the text.

2.3.4. Vocabulary

Vocabulary is the stock of word used by the people or even person. Vocabulary is also all the words which exist in a particular language or subject. Harmer (2004) states the ability to determine the meaning of vocabulary items from context is

one of the most important aspects of successful reading. Concerning with those statements, indeed vocabulary is basic for everyone who intends to develop or to produce utterances for reading. If they cannot understand the meaning of words in the text, so they will not catch the information of that text. Reader usually needs to understand some questions which test the part of speech available in the text.

Linan (2007) stated that the role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building. The question consisting vocabulary aspect can be as an example: “.....They should not cheating when have an exam.” What is the synonym of the underlined word?

2.4. Reading Comprehension

Eskey (1988) stated that comprehension means relating to what we do not know or new information, to what we already know. Therefore, in comprehending a text, the reader relates new information from the text to his previous knowledge that he has stored in his mind. According to Dallman (1982) reading is more than knowing what letter of alphabet standing for; reading involves more than word recognition; that comprehension is an essential of reading that, without comprehension no reading takes place. Based on the definition above, it can be inferred that comprehension occurs when the readers are able to understand, remember, retell and discuss with others about what they have read.

Finocchiaro and Sako (1983) in Simanjuntak (1983) said that reading comprehension is the ability which depends on the accuracy and speed of graphic perception, that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition allusion. It can

be said that the students should know not only the referential information but also inferential information. Then, reading with comprehension will recognize and the important point of the text besides understanding the surface meaning of the text.

Good readers employ many strategies, as they comprehend what they read. It is clear that comprehending a reading text especially reading a foreign language material is not easy. It needs some special skills and knowledge. It also involves the most important factor of human sense. Reading comprehension is the crucial link to effective reading a strong factor in our education and professional lives. Moreover, Kamil et al (2011) states that in reading comprehension, students tend to understand more when it is in the language they know better and when the text they are reading deals with culturally recognition context. Many readers still cannot get the idea and even understand what the writer or the author talks about, because the readers do not know the exact meaning of every word that the writer or the author used. Reading comprehension has purpose as follows:

1. Getting general information from the text
2. Getting specific information from the text
3. Reading for pleasure and interest.

Those purposes are aimed to improve the student's motivation in learning reading comprehension. Besides that, it gives learner a grasp of what has to be done. It also keeps the students on track and remains them appropriate recreation and activity.

2.5. Teaching Reading

According to Alyousef (2005:143) in reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and last-

reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teacher can ask the students questions that arise the student's interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop student's ability in tackling texts by developing their linguistics and schematic knowledge. The last-reading includes activities, which enhance learning comprehension using exercises, cloze exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop student's skill that they can read an English text effectively and efficiently. To be able to do so, the readers should have particular purposes in their mind before they interact with the text. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques. These can be real when the students read and interact with various types of texts, i.e., functional and monologue texts. Teaching reading is an activity of educating or instructing skill of an individual to recognize a visual form; associating the form with a sound and meaning acquired in the cover and on the part of experience, understanding, and interpreting its meaning.

In teaching reading, a teacher should provide a technique to students especially before reading in order to stimulate the student's interest and background knowledge to make them comprehend the text more easily. Reading technique is to make the student's reading skill efficient and effective. Therefore, reading technique should be matched to reading purpose to read efficiently and effectively. As Suparman (2005) stated that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get).

In teaching reading, the researcher assumed that appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. The researcher used reading technique to make the student's reading comprehension efficient and effective. Animation video will be possible to apply to the Junior High School students in their reading.

2.6. Narrative Text

A narrative text is a story in the written text which are events that tells about what the story happened. Time order is well what happened first, what happened next, what happen after that, and so on with problematic events and it tries to find the solution and resolution to solve the problem. According to Anderson and Anderson(1997) the purpose of narrative text is to entertain and to inform the reader or listener. Anderson and Anderson (1997) states that there are five steps for constructing a narrative text, like the following:

1. Orientation: in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
2. Complication: sets off a chain of events that influences what will happen in the story.
3. Sequence of events: where the characters react to the complication.
4. Resolution: in which the characters finally sort out the complication.
5. Coda: provides a comment or moral based on what has been learned from the story (optional).

Moreover, narrative text can be differed from another text by studying its language features. Anderson and Anderson (1997) also mention that the language features of narrative text included:

- 1) Specific character
- 2) Time words that connect events to tell when they occur
- 3) Verbs to show the actions that occur in the story
- 4) Descriptive words to portray the characters and settings

2.7. Media in Teaching Reading

The learning process is essentially a process of communication between teachers and learners who need the media in order to support the process. Burden and Byrd (1999) define instructional media as a tool that provides the functions of learning in education, especially for delivering information from a source to a receiver, which can facilitate and improve the quality of student learning. Brown, Lewis and Harclerod (1977) termed it as a learning technology which is a systematic way of design, use, and evaluation of the overall learning process on a particular subject by combining a variety of human and non-human. Sadiman, et all (2008) defines instructional media as anything that can be used to deliver a message from the sender to the receiver so that it can stimulate the thoughts, feelings, concerns, interests and also attention of students in such a way so that the learning process occurs.

The role of media as a messenger that can attract the students is clearly important because the teacher would not be able to stand alone in creating effective communication for a learning process. The success of a learning process occurs when students are able to optimize all of their senses in learning activities. Teacher's ability to do this, is of course very limited, hence the role of the media as an additional stimulus may be a support for teachers to make the students capable of learning better. Kemp and Smellie (1989) in Burden and Byrd (1999) suggest some contribution of media in learning activities which are 1) Motivate 2) Present the information 3) Provide instruction required in the learning activities.

The existence of media that is selected and used appropriately by the teacher will certainly help learners to get through these learning phases. Smaldino, et al (2005) suggests some types of media that is often used in the learning process are: text, audio, images, movies and animations, objects that can be manipulated, and people. Burden and Byrd (1999) grouping them in the form of a) audio- visual equipment that includes audio, multimedia, films and videos, computer- based instructional media, and game stimulation; b) books and materials that can be reproduced in printed form such as text books, non-text, worksheets; and c) other sources such as classrooms, schools, and communities. According to Gerlach and Ely (1971) in Arsyad (2007) learning media have three important characteristics that are fixative, manipulative and distributive. The fixative characteristic is reflected from the media's ability to record, store, and preserve and also reconstruct an event or object to being transformed and used at different times.

The media also has manipulative characteristic. It is because this media was able to manipulate the events that have long process into something brief and adjusted to the needs in learning activities. Meanwhile the distributive characteristics of the media can be seen in the role of media which allows an object or event transported through space and simultaneously the event presented to a number of students with the same stimulus experience.

These three characteristics could overcome the limits of teachers' ability in transferring various aspects related to the needs of learners in the classroom. Using media in teaching would directly attract students' learning process especially in reading. The role of teacher to choose learning media that was able to improve the quality of English language learning and the quality of media becomes very important.

2.8. Animation Video

According to Trueit (2008) animation is a series of still images that appear to be moving when shown quickly one after another. Heinich and friends (2001) explain basically animation is made up of a series of photographs or drawing of small displacements of objects or images. They also defined video combine motion, color, and sound in ways that can dramatize ideas better than any other medium. Harrison and Hummell (2010) define it as a quick display of a sequence of static images that create the illusion of motion. Meanwhile, Brown, Lewis and Harcleroad (1977) termed it as a collection of films prepared through the pictures that produce the illusion of movement when projected.

The use of animation video was expected to improve students' motivation to read, understand the concept and then improve their learning skill especially in reading. As we know that by using animation video, the students would directly motivated in learning reading, because some of reading text are not provided with a picture to support the whole story. Sometimes, the reading texts are also too long and makes the students are too lazy even to understanding the whole story. With animation video that already provided with the subtitle, the students would not only motivate in reading but they can also understand the whole story by watching the animation video. In this research, the researcher gave narrative animation videos to the students.

2.9. Animation Video in Teaching Reading

There are several methods in teaching reading. The teacher could use animation video as their tools to teaching reading. The teacher should not rely on the video, but teachers could also use the video to create more creative worksheets and attract students' attention. For example, the teacher provided an animation video that contains a narrative story, and then the teacher also provided a worksheet that

already has some questions and let the students answer the questions that related to the video they have watched. Not only that, the teacher also could ask the students to find the difficult words in the videos and let the students find the meaning in their dictionary. The teacher could also ask the student about what character in the video that the students like the most, and ask the students to copy the character's movement. Those are examples of media that can make the students enjoy the lesson.

By using animation video, the students would understand the story and they also would enjoy to learning reading in a new way. There might be some step to learn reading by using animation videos. Those steps were: Lesson, exercise, and game. The first part was about to understand what the story tells about. In the second part, it was about exercises. There were some exercises to help the students to understanding the story better.

The exercises were about asking and answering question dealing with the lesson. Meanwhile, the third part was about playing game. All of the parts were related to the animation video. The themes or the material could be short narrative animation video. By using animation videos, the researcher believed that it could improve the students' achievement in reading and they would not get bored.

In short, it might be believed that using animation video as a media could improve students' reading comprehension. The use of animation video could help the students understand the story. Therefore, the researcher used this media to improve students' reading comprehension at the second grade of junior high school.

2.10. Advantages and Disadvantages

According to Brown, Lewis, and Harcleroad (1997) animation videos has some advantages such as: a) Cut some intellectual disabilities in learning, b) Helping to overcome some physical obstacles on the student, c) Presenting a variety of events in continuity, to provide a special visual experience in order to gain a deeper understanding, d) allows students to create real action or imagine of an event or process, and f) Useful to evaluate students' knowledge or their analytical skills in the learning activities of certain matter.

These are the disadvantages of animation videos in teaching reading such as: a) Distracts the learner to watch the animation videos repeatedly, watching animation videos to teach reading have to consider students' interest about the animation videos itself. An interesting video could stimulate students' attention. It would be hard way to determine or know students attention of watch the video only or pay attention of learning materials from the video, b) The teacher may difficult to find another video to be teaches, because the students may have watched it before. And it may make the students bore; c) The students might bored because they often watch the video without the teacher explain first what the video was about.

2.11. Procedure of Teaching Student's Reading Comprehension by using animation videos in narrative text.

Procedure of using animation videos was used to make sure that this research was systematically arranged and to avoid confusion. There were the procedures of teaching reading by using animation video:

- a. The students were asked to answer the questions from the teacher about a video that showed the material, for example about "Little Octopus Went to School"

- b. The students were asked to listen and pay attention to the video in order to answer the question.
- c. The teacher should explain first about the story, in order to warming up the students' knowledge.
- d. The students were asked some questions related to the activities that they should do after.
- e. The teacher showed again the video so that the students memorized the material in the video.
- f. The teacher was also asked what kind of text that was used in the animation video.
- g. The students were asked to make a group that consist of 5-6 students and answer the questions related to the video. The students should fill in the blank on the paper that the teacher gave.
- h. The teacher asked some group of students to come in front of the class to tell their answer that the students have watched from the video.
- i. The teacher gave comment and explained necessary things such as correction and how to spell the word, how to remember the difficult vocabulary, and also retelling the story based on the videos.
- j. At the end, the teacher also tells in detail about the generic structures of narrative, text structures, and linguistics elements from narrative text.

2.12. Theoretical Assumption

The researcher assumed that teaching reading using animation video could improve students' reading comprehension and could make the students understands the whole story better. It is because the activity was not bored and makes the students more enjoy while reading a story. Besides that, while using animation video in teaching reading also makes the students could understand the whole story from the video and the subtitle. The students were expected to be able

to comprehend a text because their reading skill has been improved. Based on the objective of teaching and learning activity, the teacher should be able to select the appropriate teaching strategy related to the students' need. There were many techniques of teaching reading, and one of them is by using animation video. In addition, using animation video in teaching activities makes the students enjoy and build up the students' interest. Therefore, animation video was an effective technique for the teacher to make the learning process more interesting, and for the students to improve their reading comprehension.

2.13. Hypothesis

The hypothesis formulated in this research was "There is improvement on students' reading comprehension after being taught through animation video in comprehend and understanding the whole story." The writer formulated the hypothesis as follows:

H_1 : There is significant difference of student's reading comprehension before and after being taught by using animation video.

H_0 : There is no significant difference of student's reading comprehension before and after being taught by using animation video.

(Hatch and Farhady. 1982: 111)

The criteria for accepting the hypothesis are as follows:

1. H_1 is accepted if H_0 is rejected.
2. H_0 is rejected if the t-value is higher than t-table.

This chapter has discussed about reading, aspects of reading, reading comprehension, teaching reading, narrative text, media in teaching reading, animation videos, animation videos in teaching reading, advantages and disadvantages, procedure of improving student's reading skill by animation videos, theoretical assumption, and hypothesis.

III. METHODS

This chapter discussed about the research design, population and sample, variable, research instrument, data collecting technique, data analysis, data treatment and hypothesis.

3.1. Research Design

In this sub chapter, the researcher would like to explain the research design that was used in this research.

This research deals with improving the students' reading comprehension by using animation video in communicating English language since it is important for students to improve their reading comprehension. In conducting the research, the researcher employed a quantitative research design as the research methodology. This research was to find out whether there is improvement on the student's reading skill or not. The researcher compared the result of the test. *One Group Pretest Posttest Design* was used in this research since this research tends to find out the improvement on reading comprehension of the students by comparing the results between pretest and posttest. The research design presents as follows:

T1X T2

T1 : Pretest

T2 : Posttest

X : Treatment (three times using animation videos)

(Hatch and Farhady, (As cited in Setiyadi 2006: 132))

This research conducted in five meetings. The activity began with reading test. The first meeting was pre-test. The second, third, and fourth meetings were the treatment. The fifth meeting is posttest.

In a word, the research design that was used in this research was one group pretest-posttest design.

3.2. Subject of the Research

In this sub, the researcher would explain about the subject that was used in this research.

The population of this research was the second grade students of SMP N 1 Lahat. There were 30 students in the class. For the sample of this research, the researcher took one class as the tryout class, and one class as an experimental class. Both of the classes were chosen randomly, and lottery drawing was used to take the sample intended.

In conclusion, the subjects that were used in this research were the second grade students of SMP N 1 Lahat.

3.3. Variables

In this subchapter, the researcher would explain about the variable in this research. Firstly, there was a definition of variable and lastly there are two kinds of variables in this research.

Variable is a character of a group of people, their behavior, or the variant environment of one individual to others (Setiyadi, 2006:2001). Besides, in order to assess the influence of the treatment research. There are two kind of variable.

They are dependent variable and independent variable. Dependent variable is a variable that the researcher observes and measures to determine the effect of the independent variable. Independent variable is the major variable that researcher hope to investigate. This research consists of the following variables:

- 1) Students' reading comprehension is as dependent variable (Y), because it is obtained based on the result of the independent variable.
- 2) Animation video is as independent variable (X), because this variable can influence or have effects on students' reading comprehension as a dependent variable.

In conclusion, there were two variable in this research. They were students' answer sheet's reading comprehension is as dependent variable (Y) and animation video is as independent variable (X).

3.4. Research Instrument

In this sub chapter, the researcher would explain the research instrument that was used in this research.

For the instrument, this study used reading comprehension's test. The writer made multiple choice tests of reading as pre-test and post-test to know the students' reading comprehension. The test was given in a form of multiple-choice (a, b, c, and d). Multiple-choice test was used since its marking is rapid, simple and most importantly reliable, that is, not subjective or influenced by marker judgments (Heaton, 1975). This test conducted in the first meeting and the last meeting. This test was conducted to know the students' different of reading comprehension before and after being taught through animation video in teaching reading. For the test of reading, the researcher prepared 40 items test in the form of multiple

choices. After the test was given to the students, the researcher analyzed the appropriate test items in order to find the validity of the research. The test was conducted in 80 minutes for the tryout, pretest and posttest. In scoring the students' answer sheet, the researcher used scoring rubric. Then, the data of this research was in form of score pretest and posttest.

The purpose of the research instrument was to measure whether the test was good and applicable to be used during the research. A measurement of a good test considered several factors, such as validity (content validity and construct validity), reliability, level of difficulty, and discrimination power.

In conclusion, the research instrument was used reading test.

3.5. Try Out of the Instruments

The aim of try out test was to find the quality of items whether the tests appropriate or not for the students. For measuring the test, there were validity and reliability.

3.5.1. Validity

Validity of the test is the extent to which a concept is accurately measured in quantitative study. For measuring the test has good quality, it can be analyzed by content validity and construct validity.

3.5.2. Content Validity

Content validity means that the test is a good reflection of what has been taught and the knowledge which the teacher wants the students to know (Shohamy, 1985). Besides, according to Setiyadi (2006: 23) states that content validity related to the indicators of the subject matter that represents the whole material to be measured. To the content validity, the researcher gave the materials was

suitable with the syllabus of the second grade of Junior High School students. In other words, the researcher made the test based on the materials in English Curriculum (KTSP) for Junior High School. Validity measured by using inter-rater. The use of inter-rater is to measure the agreement of the test which has been developed based on individually.

The content of the reading test is presented in the table of specification below:

Table 3.1. Table Specification of Reading Test

No	Reading Aspects	Percent	Item Number
1	Main Idea	20%	1, 13, 16, 17, 24, 29, 31, 33, 41
2	Specific Information	20%	3, 4, 7, 10, 11, 23, 26, 27, 28
3	Reference	20%	2, 6, 8, 30, 32, 34, 36, 40, 43
4	Inference	20%	9, 15, 19, 21, 22, 35, 39, 42, 44
5	Vocabulary	20 %	5, 12, 18, 20, 25, 30, 37, 38, 45
	Total	100%	45 items

The percentage of each reading comprehension was same because the researcher would find out which aspect mostly improved by using animation video as media in teaching reading.

3.5.3. Construct Validity

Construct Validity was concerned with whether the test was actually in line with the theory of what reading comprehension means to know the language (Shohamy, 1985: 74). If the test has construct validity, it is capable of measuring the students' ability in reading. It means that the pretest and posttest measure certain aspect based on the indicators. Then, the relation validity of the instrument refers to construct validity in which the question represents five aspects of reading such as main idea, specific information, reference, inference, and vocabulary. Here is the classification table of construct validity of the test.

Table 3.2. The Specification Table of Construct Validity of the test

No.	Question	Yes	No
1.	Do items of 9, 10, 17, 21, 23, 25 measure determining main idea?	V	
2.	Do items of 1, 5, 6, 8, 12, 15 measure determining specific information?	V	
3.	Do items of 4, 14, 16, 18, 27, 28 measure determining inference?	V	
4.	Do items of 3, 7, 20, 22, 26, 30 measure determining reference?	V	
5.	Do items of 2, 11, 13, 19, 24, 29 measure determining vocabulary?	V	

3.5.4. Reliability

Reliability related to the consistency of a measure. To measure the coefficient reliability between the first half and the second half items the researcher used the Pearson Product Moment formula as follows;

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

In which,

r_{xy} : coefficient of reliability between odd and even numbers of item

x : the odd-number

y : the even number

n : total number of students

After getting the reliability of half test, the researcher used Spearman Bowns Prophecy formula (Hatch and Farhady, 1982: 247), as follows:

$$rk = \frac{2r_{xy}}{1+r_{xy}}$$

The design can further be described as follows.

r_x the reliability of the whole tests

r_{xy} the reliability of half tests

The criteria of reliability as follows:

A high reliability ranges from 0.90 to 1.00.

An average reliability ranges from 0.50 to 0.89.

A low reliability ranges from 0.00 to 0.49.

(Hatch and Farhady, 1982: 127)

The result of reliability test was 0.98 (See appendix 7). Based on the criteria of reliability proposed by Hatch and Farhady (1982), it showed that the test had high criteria. It was 0.98 in range 0.90-1.00, it indicated that the test would be used to the students' reading comprehension.

3.5.5 Level of Difficulty

Level of difficulty related to "how easy or difficult the item will be in the form of the point of view of the students who took the test". It is important since test items which will be too easy (that all students get right) can tell us nothing about differences within the test population (Shohamy, 1985: 79).

Level of difficulty is calculated by using the following formula:

$$LD = \frac{R}{N}$$

The design can further be described as follows.

LD relates to level difficulty.

R is concerned with a number of students who answers it right.

N refers to a total number of students.

The criteria are:

Level difficulty is lowest from 0.30 refers to difficult.

Level difficulty is moderate from 0.31 to 0.70 refers to average.

Level difficulty is higher from 0.71 to 1.00 refers to easy.

3.6. The Scoring System

The scoring system that used in this research was dividing the right answer by total items timed 100. The ideal highest score was 100. To calculate the score of pre-test and post-test, the researcher will use the formula by Arikunto (1997) which is employed:

$$S = \frac{R}{N} \times 100$$

The design can further be described as follows.

S refers to the score of the test.

R denotes the total of right answers.

N relates to the total number of items on the test.

3.6.1. Discrimination Power

Discrimination power refers to indicate the discrimination of the failure and the success of the students. To find out the discrimination power, this research uses the following formula:

$$DP = \frac{U-L}{\frac{1}{2} N}$$

It should be noticed that:

DP: discrimination power

U: the number of students from the upper who answer correctly

L: the number of students from the lower who answer correctly

N: the number of students

The criteria are:

- DP: 0.00 – 0.19 = Poor items
DP: 0.20 – 0.39 = Satisfactory items
DP: 0.40 – 0.69 = Good items
DP: 0.70 – 1.00 = Excellent items
DP: - (Negative) = Bad items, should be omitted

(Shohamy, 1985 : 81)

3.7. Data Collecting Technique

In this sub chapter, the researcher would explain about the data collecting technique that was used in this research.

This research would clarified the data collecting technique which was used in this study. Since the data was in the form of students' reading comprehension, the data was collected by using two reading tests; pre-test and post-test. The students had to answer reading tests of narrative text. The students' scores from pre-test and post-test were analyzed to find out the students' ability after the treatments conducted.

I. Pre-test.

The pretest was only administered once. This test was given in order to find out how far the students' reading comprehension before given the treatment. It was to see the basic quality of students' reading comprehension before the treatment was held. The material of the test taken from the try out test items which sort into good questions, including (1) main idea questions, (2) specific information questions, (3) reference, (4) inference questions, and (5) vocabulary tests. The test consisted of 30 items in multiple choice forms with four options a, b, c, and d. The test conducted for 80 minutes.

Table 3.3. Table Specification of Pretest

No.	Aspects of Reading	Item Numbers	Percentage of Items
1.	Main Idea	9, 10, 17, 21, 23, 25	20%
2.	Specific Information	1, 5, 6, 8, 12, 15	20%
3.	Inference	4, 14, 16, 18, 27, 28	20%
4.	Reference	3, 7, 20, 22, 26, 30	20%
5.	Vocabulary	2, 11, 13, 19, 24, 29	20%
	Total	30 items	100%

II. Post-test.

The posttest was also administered once. After conducted the treatment through animation video, the researcher was administrated a post-test to the students as the last steps. It was done in order to know the students' development in reading comprehension after had the treatment. The items were just the same as pretest that consist of 30 items in multiple choice forms that included (1) main idea questions, (2) specific information questions, (3) reference and inference questions, (4) vocabulary tests. The posttest also conducted for 80 minutes.

Table 3.4. Table Specification of Posttest

No.	Aspects of Reading	Items Number	Percentage of Items
1.	Main Idea	1, 13, 21, 25, 30, 23	20%
2.	Specific Information	3, 6, 7, 10, 15, 18	20%
3.	Inference	5, 17, 19, 20, 27, 29	20%
4.	Reference	9, 12, 16, 24, 26, 28	20%
5	Vocabulary	2, 4, 8, 11, 14, 22	20%
	Total	30 items	100%

In conclusion, the data collecting technique that were used in this research were post-test, and posttest.

3.8. Data Analysis

In this sub chapter, the researcher would explain about the data analysis that was used in this research.

In order to know the students' progress in comprehending the text, the students' score computed by doing these activities:

1. Scoring the pretest and posttest.
2. Tabulating the score of the students' reading comprehension test results using test.
3. Drawing conclusion from the tabulated results of the pretest and posttest administered, that was by statistically analyzed the data using statistical computerization i.e. paired T-Test of Statistical Package for Social Science (SPSS).

3.9. Research Procedures

In this sub chapter, the researcher would explain about the teaching procedure that was used in this research.

The procedures of the research are below:

1. Determining the Participant

The researcher took one class in the second grade of junior high school. The test was made for pre-test and post-test. The test was in form of multiple choices. The texts of the test were various such as fable and fairytale of narrative text. The questions which were presented in the test consist of five aspects of reading, which was related to the main idea, specific information, references, inferences, and vocabulary.

2. Conducting Reading Test (Try Out Test)

The reading test (try out test) was held at the beginning in order to measure the students' reading comprehension. This activity conducted in order to investigate the quality of the test items, whether the test was appropriate for the students or not. The test was in form of multiple choices. There were 45 items that should be answered by the students with the options a, b, c, or d. It required 80 minutes for the tryout.

3. Conducting the Pretest

The pretest was conducted in order to measure the students' reading comprehension achievement before being taught through animation video. The pretest was in form of reading test which was in multiple choices. The test was given before conducting the treatment. The multiple choice test was prepared which consisted of 30 items with the options a, b, c, or d. The text of the test was a narrative text. It required 80 minutes for the test.

4. Conducting Treatment

In this research, treatment conducted in three meetings with 95 minutes in every meeting. The researcher taught narrative text by using animation video. The procedure was as follows:

- Pre Activity
- Whilst Activity
- Post Activity

5. Administering Posttest

The post-test was conducted to the students after the treatment of teaching reading comprehension achievement through animation video, to know whether the students' reading comprehension achievement improved or not. The questions

were in form of multiple choice in which the students were asked to choose one correct answer from the options a, b, c, or d. In this test, the students were given 30 items of reading. The material was a narrative text. It required 80 minutes for the test.

6. Analyzing Data

After the pre-test and post-test was conducted, the researcher analyzed the data by using T-test. It was used to know whether animation video was able to improve students' reading comprehension achievement in narrative text or not. It was computed through SPSS.

In conclusion, the research procedures that used in this research were determining the participant, conducting try out test, conducting the pre-test, conducting treatment, administering posttest, and analyzing data.

3.10. Hypothesis

In this sub chapter, the researcher would explain about the hypothesis of this research.

After collecting the data, the researcher determined whether the hypothesis was accepted or refused. The data analyzed by the researcher in order to find out whether there was an improvement of animation video technique on students' reading comprehension. Paired sampled T-Test used to know the level of significance of the treatment effect. In this study, the researcher used the significant level of 0.05 in which that the probability of error in the hypothesis was only about 5%.

The hypotheses of this research are as follows:

Hypotheses of this research:

H_0 : $T_{\text{value}} < T_{\text{table}}$

H_1 : $T_{\text{value}} > T_{\text{table}}$

H_0 : There is no significant improvement in students' reading comprehension before and after being taught by using animation video.

H_1 : There is a significant improvement in students' reading comprehension before and after being taught by using animation video

The criteria for accepting the hypothesis are:

H_0 is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$). It means that there is no significant improvement in students' reading comprehension before and after being taught by using animation video

H_1 rejected if alpha level is lower than 0.05 ($\alpha < 0.05$). It means that there is significant improvement in students' reading comprehension before and after the being taught by using animation video.

Briefly, those are the explanation of this chapter about the methods of the research. They were research design, population and sample, variable, research instrument, try out of the instruments, the scoring system, data collecting technique, data analysis, data treatment, research procedures, and hypothesis.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presented conclusions that were based on the research's result and discussions in the previous chapter. It also presented some suggestions for English teachers and other researchers who want to try apply animation video as a media in teaching reading comprehension.

5.1. Conclusions

In line with the results of the data analysis and discussion, the researcher comes to this following conclusion:

1. After the research has been conducted, it was concluded that animation video was a good media for reading comprehension because it can help the students to comprehend the text well. The usage of animation video was also a new way in teaching reading comprehension in narrative text. The improvement can be seen from the mean and also the gain in pretest and posttest. In pretest, the mean of the students score was 69.27 and in the posttest was 80.42, the gain is 11.15.
2. The aspect of reading that improved the most was reference. It improved from 14.66 until 18.88 and the difference was 4.22. Evidently, reference gained the most because the students could identify the reference of a pronoun when the referent appeared recently in the text.

5.2. Suggestions

Referring to the conclusions above, some suggestions can be listed as follows:

1. Suggestions to the teacher
 - a. The obstacle of the research by using animation video was about time allocation, because it took much time to do it. Then, for the teacher has to prepare well before using the media in the class.
 - b. The English teachers should use the video that has good quality, not too long, and has subtitle in order to make the animation video more effective to use in learning activities.
 - c. English teachers are recommended to apply animation video in teaching reading comprehension in narrative text because animation video could help students understand the narrative text faster than in the text book and the teacher should select animation video with appropriate theme that has good moral value.
 - d. English teachers are recommended to use animation video in teaching reading comprehension in narrative text in order to avoid the students bored in learning reading. This also can be a new way in teaching reading.

2. Suggestions to further researcher
 - a. This study was conducted in the Junior High School level. Therefore, the further research can try to implement animation video in different level. The other researchers can conduct the research by using other kinds of text such as recount, descriptive, or procedure text.
 - b. This study only to find out significant improvement and what aspect that improved the most after the use of animation video in reading comprehension. The researcher expects the other researchers who will

conduct a similar research should use more instruments such as questionnaire and interview for a better and valid result.

- c. The stages of this research were let the students read the animation video transcript before the video played. Therefore, the further researcher can apply other studies related to animation video by let the students watch the animation video first, and give transcript of the video to the students. It aims to let the students watch and listen first about the story through animation video. It also makes the students not affected by the written form of the story by watching the animation first then checking the pronunciation on the story text.

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