

The Effect Of Using Animated Video on The Ability Of Grade Seven Students in Reading Comprehension at SMP Negeri 10 Pematang Siantar

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Abstrak

Penelitian ini mengeksplorasi penggunaan video animasi untuk mengajarkan pemahaman membaca pada siswa kelas tujuh di SMP Negeri 10 Pematang Siantar. Penelitian ini menggunakan desain penelitian kuantitatif dan bertujuan untuk mengetahui pengaruh media terhadap kinerja siswa. Sampel terdiri dari 50 siswa, dengan 25 di kelompok eksperimen dan 25 di kelompok kontrol. Hasil penelitian menunjukkan bahwa nilai rata-rata post test kelompok eksperimen adalah 76,60, sedangkan kelompok kontrol memiliki nilai rata-rata 68,40. T-test lebih tinggi dari T-tabel ($2,7 > 1,677$) pada tingkat signifikansi 5%, menunjukkan pengaruh yang signifikan dari penggunaan video animasi pada pemahaman membaca. Temuan ini menunjukkan keefektifan video animasi sebagai alat pengajaran untuk meningkatkan pemahaman membaca pada siswa kelas tujuh di SMP Negeri 10 Pematang Siantar.

Kata kunci: Video Animasi, Pemahaman Membaca, Teks Deskriptif

Abstract

This research explored the use of animated videos to teach reading comprehension to grade seven students at SMP Negeri 10 Pematang Siantar. The research used a quantitative research design and aimed to determine the impact of the medium on students' performance. The sample consisted of 50 students, with 25 in experimental group and 25 in control group. Results showed that the mean post-test score for experimental group was 76.60, while the control group had a mean score of 68.40. The T-test was higher than T-table ($2.7 > 1.677$) at 5% level of significance, indicating a significant effect of using animated videos on reading comprehension. These findings demonstrate the effectiveness of animated videos as a teaching tool for improving reading comprehension among grade seven students at SMP Negeri 10 Pematang Siantar.

Keywords : Animated Video, Reading Comprehension, Descriptive Text

INTRODUCTION

One of the most necessary English skills is reading. Students must have a language that understands good reading skills so that with these skills they can increase their knowledge and understand more of the information they receive. Students gain knowledge and information as they read more. As Linse (2005:69) posits "reading is a collection of skills that enable us to derive and comprehend meaning from written words". To read, we must have the ability to comprehend the words on the page and extract meaning from them. In essence, reading is the act of interpreting written language to understand its significance. Stoller (2002:9) further supports this claim by defining reading as the aptitude to comprehend the written page and interpret its contents suitably.

Reading comprehension is a valuable skill that enables individuals to comprehend written material and extract meaning from it. Elizabeth, et al (2000: 194) define understanding as the process of deriving meaning from text through an understanding of words and thoughts. Richard and Schmidt (2002:443) further describe reading comprehension as the act of observing and comprehending written material. In essence, reading comprehension involves the transfer of the author's ideas to the reader's prior knowledge in order to arrive at a conclusion regarding the text's meaning. It is a critical process that allows individuals to achieve their educational objectives.

In accordance to the 2013 curriculum, one of the abilities that must be developed in junior high school is reading comprehension. The junior high school descriptive text curriculum has the following three core competencies: In 3.7, to begin to recognize social function, structure of text, and linguistic components in descriptive texts in order to state and question in relation to the description of a person, an animal, or an object using the shortest and most simple terms relevant to the context. Second, in 4.7.1, use the simplest, plainest text possible to capture the sense of both written and verbal description. Third, in 4.7.2 To organize simple descriptive text about person, an animal, and object, paying attention to social function, structure of text, and linguistic components as appropriate for the context.

As explained by the researcher, reading is one of the skills in English. According to Danielle (2013: 1), there are several benefits of the importance of reading: making people know more about knowledge, reducing stress, increasing imagination and memory, increasing interaction skills, and helping people contribute to a better world, and increasing analytical skills. It is able to be inferred that one of the abilities applied to increase student capacity for gaining more information is reading.

Based on the teaching internship program of researcher's experience at junior high school, there are some difficulties that students experience in understanding the texts they have read, namely: they have difficulty with reading comprehension because they are not realizing the context. This indicates that after the students are engaging in reading activities, they are unable to comprehend and retell the content of the reading in their own words. They also have challenges answering the test given because they find many unfamiliar words. In this skill, misinterpretation of the text can be seen in answering test or identifying the contents of the text. The researcher also found other factors that made students experience difficulties in learning activities, specifically in learning reading comprehension, including students using monotonous material for learning and tending to use textbooks, photocopies of exercises, and workbooks in their learning process as the main source, so that students perceive it as boring material. As a result, students have low motivation and do not have any source media for learning.

Based on the factors that cause students' difficulties that have been described above, the researcher wants to apply learning media that can facilitate students in learning and understanding reading for class VII students of SMP Negeri 10 Pematang Siantar and can increase students' scores in reading comprehension skills. Mateer et al. (2012: 2), said that "the media has the main purpose of engaging students, to help increase student knowledge, to motivate student interest in subject matter, and to provide an overview of the relevance of many concepts." This means that the media will have a beneficial impact between students and teachers in learning activities. Animation is to provide an overview that can educate student by offering a better description of something. By watching videos, students can see expressions, gestures, postures, and complete information on objects contained in the text.

Based on this background, the purpose of this research is to find out the effect of using animated video on the ability of grade seven students in reading comprehension.

METHOD

This research used quantitative research with a quasi-experimental research methodology. Creswell (2012: 309), explained that "quasi-experimental includes giving

assignments, but not assigning participants to groups". This study applied a quasi-experimental approach to address internal and external validity in the study, including a pre-test and post-test, to find out the effect of animated movies on descriptive text reading comprehension in class VII students of SMP Negeri 10 Pematang Siantar. The sample was separated into two groups for experimental research: the control group and the experimental group. Two classes were used for sampling, namely VII-5 and VII-6. The main class VII-6 was taken from 25 students as the control class, and VII-5 was taken from 25 students as the experimental class. The experimental group will get educated using of animated movie.

Table 1. Research Design.

Group	Pre – Test	Treatment	Post – Test
a. Experimental	X_1	Y	X_2
b. Control	X_1	-	X_2

(Creswell, 2011:310)

Where:

X_1 : Pre-test for experimental and control class

Y : Treatment with using Animated Video

X_2 : Post-test for experimental and control class

The research utilized an instrument of a multiple-choice test to gather valuable information pertaining to students' reading comprehension of descriptive text. Both pre-test and post-test were administered to assess students' knowledge of the subject before and after receiving treatment. The test consists of 40 questions, 20 were designated for pre-test and 20 for the post-test. Its main objective is to ascertain the level of improvement in students' reading comprehension of descriptive texts.

FINDINGS AND DISCUSSION

The experimental class for this research included of 25 students from grade VII-5 in SMP Negeri 10 Pematang Siantar. The research used an animated video as a medium for teaching learning in the experimental class. The table shows the results of the pre-test and post-test in teaching reading descriptive text using an animated video as a medium.

Table 2. Score of the Pre-Test and Post-Test in Experimental Class.

No	Initial Name	Pre-test (X_1)	$(X_1)^2$	Post-test (X_2)	$(X_2)^2$	Difference ($X_2 - \bar{X}$)	Difference Squared ($(X_2 - \bar{X})^2$)
1	ADS	65	4225	80	6400	3.4	11.56
2	AP	75	5625	85	7225	8.4	70.56
3	AMP	65	4225	85	7225	8.4	70.56
4	AAF	30	900	55	3025	-21.6	466.56
5	BKS	50	2500	70	4900	-6.6	43.56
6	CKAB	45	2025	75	5625	-1.6	2.56
7	DS	30	900	55	3025	-21.6	466.56
8	EMT	30	900	50	2500	-26.6	707.56
9	FAZ	55	3025	70	4900	-4.6	43.56
10	GKS	70	4900	85	7225	8.4	70.56
11	JND	75	5625	85	7225	8.4	70.56
12	KI	60	3600	70	4900	-4.6	43.56
13	MIH	55	3025	80	6400	3.4	11.56
14	MMS	70	4900	90	8100	13.4	179.56
15	ML	50	2500	75	5625	-1.6	2.56

No	Initial Name	Pre-test (X ₁)	(X ₁) ²	Post-test (X ₂)	(X ₂) ²	Difference (X ₂ - \bar{X})	Difference Squared (X ₂ - \bar{X}) ²
16	NS	50	2500	80	6400	3.4	11.56
17	NKF	40	1600	75	5625	-1.6	2.56
18	OCT	70	4900	90	8100	13.4	179.56
19	PJW	60	3600	85	7225	8.4	70.56
20	RN	55	3025	75	5625	-1.6	2.56
21	SOP	45	2025	75	5625	-1.6	2.56
22	SRA	75	5625	85	7225	8.4	70.56
23	VW	70	4900	85	7225	8.4	70.56
24	YF	50	2500	75	5625	-1.6	2.56
25	MF	70	4900	80	6400	3.4	11.56
N=25		∑X₁ = 1410	(∑X₁²) = 84.4	∑X₂ = 1915	(∑X₂²) = 149.375		∑d² = 2686
Mean		X₁=56.40		X₂=76.60			

According to Table 2 above, which compares pre- and post-test results, 8 students scored a KKM score of 70 on the pre-test, while 3 students had the median score of 55. Additionally, 10 students received a score that was less than 55. The results in the table also revealed that the experimental class's overall pre-test score was 1410, with an average of 56.4. Meanwhile, 19 students outperformed the KKM cut off of 70 on the post-test findings. 12 students received low scores below the value of 80, while 4 students received the median score of 80. The table also showed that the total score of the experimental class was 1915 and the average score -average was 76.60.

Table 3. Score of the Pre-Test and Post-Test in Control Class.

No	Initial Name	Pre-test (X ₁)	(X ₁) ²	Post-test (X ₂)	(X ₂) ²	Difference (X ₂ - \bar{X})	Difference Squared (X ₂ - \bar{X}) ²
1	AJ	55	3025	70	4900	1.6	2.56
2	AA	50	2500	70	4900	1.6	2.56
3	AP	40	1600	50	2500	-1804	338.56
4	AR	60	3600	75	5625	6.6	43.56
5	BA	50	2500	55	3025	-13.4	179.56
6	CB	60	3600	65	4225	-3.4	11.56
7	DC	65	4225	70	4900	1.6	2.56
8	EN	55	3025	65	4225	-3.4	11.56
9	FF	30	900	40	1600	-28.4	8.6.56
10	HS	50	2500	65	4225	-3.4	11.56
11	IH	65	4225	75	5625	6.6	43.56
12	JS	30	900	55	3025	-13.4	179.56
13	JH	55	3025	60	3600	-8.4	70.56
14	KO	60	3600	75	5625	6.6	43.56
15	LC	70	4900	80	6400	-8.4	70.56
16	MA	65	4225	80	6400	-8.4	70.56
17	MN	75	5625	85	7225	16.6	257.56
18	NP	65	4225	70	4900	1.6	2.56
19	NM	65	4225	75	5625	6.6	43.56

No	Initial Name	Pre-test (X ₁)	(X ₁) ²	Post-test (X ₂)	(X ₂) ²	Difference (X ₂ - X̄)	Difference Squared (X ₂ - X̄) ²
20	PS	60	3600	70	4900	1.6	2.56
21	RF	75	5625	85	7225	16.6	277.56
22	SN	40	1600	60	3600	-8.4	70.56
23	YK	65	4225	70	4900	1.6	2.56
24	YA	70	4900	70	4900	1.6	2.56
25	ZPP	65	4225	75	5625	6.6	43.56
N=25		∑X₁ = 1440		∑X₂ = 1710			∑d² = 2572
Mean		X₁=57.60		X₂=68.40			

Based on table 3 above, the pre-test and post-test scores showed that, in the pre-test, 4 students achieved the KKM score of 70, 4 students got a median score of 60, 10 students got a score below the score of 60. The table also showed that the total pre-test score in the control class was 1440 and the average score was 57.60. Meanwhile, in the post-test results, there were 9 students who scored above the KKM score of 70. 7 students got a median score of 70 and 9 students got a low score below the score of 70. The table also showed that the total score in the control class was 1710 and the average score the average was 68.40.

Data Analysis Using T-Test

The data was calculated using the T-test formula to determine how much the effect of students in reading comprehension on descriptive text by employing animated video as a medium in teaching learning :

$$t_{test} = \frac{\bar{X}_e - \bar{X}_c}{\frac{SE(X_e - X_c)}{2.95}}$$

$$t_{test} = \frac{8.2}{2.95}$$

$$t_{test} = 2.7$$

After obtaining the t-test result of 2.7, the writer estimated the degree of freedom (df) using the formula shown below:

$$Df = (N_e + N_c - 2)$$

$$= 25 + 25 - 2$$

$$= 48$$

After applying the data into the t-test procedure, the t-test was 2.7 and the t_{table} value was 1.677. If the t-test was greater than the t_{table} referring to this, the null hypothesis was rejected, hence the hypothesis was created as follows:

$$t_{test} > t_{table} \text{ of } 5\%$$

$$2.7 > 1.677$$

The test results show that applying animated video as a medium in reading comprehension descriptive text has significant effects

DISCUSSION

In order to determine the efficacy of animated movie as a medium in teaching descriptive text, researcher conducted multiple-choice for pre-test and post-test. After administering the tests, the data was analyzed using the t-test. The results indicated that students who were exposed to the animated movie scored higher on the post-test (∑x₂=1915) with mean score of 76.60 compared to those who did not use the animated video (∑x₂=1710) with mean score of

68.4. This data suggests that using an animated movie can improve students' reading comprehension.

The experimental class experienced significant development as a result of utilizing an animated video to enhance their comprehension of descriptive text. The researcher utilized a t-test to evaluate the difference in scores between the pre-test and post-test, resulting of 2.7. The degree of freedom was assessed as 48, and the researcher utilized t-table with significance level of 5% to compare the values. The t-test value of 2.7 exceeded the t-table value of 1.677, indicating that the Alternative Hypothesis was accepted while the Null Hypothesis was rejected. This indicates that grade seven students at SMP Negeri 10 Pematang Siantar exhibited improved performance after being taught using animated video as a medium.

After thorough analysis of the data, the researcher has finally arrived at a solution to the problem, which was determining the impact of animated video on reading comprehension of descriptive text. The experimental group and control group gained mean of 76.60 and 68.4 respectively. The researcher discovered t-test > t-table ($2.7 > 1.77$), leading to the acceptance of alternative hypothesis (H_a). This finding implies that animated video has a significant impact on enhancing reading comprehension of descriptive text.

A group of 25 students for each class were carefully selected for this research. The class designated as experimental group was treated with animated video, while the control group received a different form of treatment or no treatment at all. There is no treatment in the teaching process of learning in the control class. The students were given the standard treatment. They were taught descriptive text in the traditional manner. The teacher had chosen an exhausting strategy that had failed to improve students' ability to read descriptive text. Students are unable to enjoy learning since they struggle with reading comprehension. The researcher used an animated video as a learning medium in the experimental class. The researcher described persons using video and photographs. Students may identify and solve problems from their lesson by using an animated movie, and they like the learning process, which can enhance students' motivation to study.

Based to the explanation previously, applying an animated video as an educational tool can enhance reading comprehension. Students who were taught with an animated video as a learning medium received a higher grade than students who were not taught with an animated video as a learning medium. Following data analysis, the researcher showed that applying an animated video as an educational tool is more effective in improving reading comprehension in grade seven students at SMP Negeri 10 Pematangsiantar.

CONCLUSION

The research identified that applying an animated video as a medium in educational activities has significant effects on seventh grade students' ability to understand descriptive text. Furthermore, using an animated video helps students understand learning content, makes students more active in class, and creates an environment of teaching process that increase student interest. T-test > T-table ($2.7 > 1.677$), according to the analysis results at the 5% significance level. It also shows that (H_0) was rejected but (H_a) was accepted. Based on the research that has been conducted, the researcher concluded that using an animated video has an effect on students' reading comprehension skills in descriptive text. Therefore, there were some suggestions for teachers, students, and for the next researcher as follow: Teachers can apply the animated video as a medium in learning process to help students to improve their reading skills. In addition, when implementing the learning process with using an animated video, teachers must prepare the materials and manage class time efficiently for the best results during the learning process. In addition, when applying animated video in teaching as a learning medium, teachers must create a conducive learning environment in the classroom and teachers must be able to monitor the attention and involvement of students in the learning process. The students were expected to be more diligent in studying at home and should

motivate themselves in reading process when learning English subject. The students must pay attention to the teacher's instructions and actively participate in the learning process held by the teacher regardless of any technique, method or media applied by the teacher. For the researcher who not only reads this research paper but also contributes to sharing information with others so that they are aware that using an animated video in the learning process is one of the teaching mediums that can improve the students' ability not only in reading skill, but also in all skills in teaching English.

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