THE USE OF ANIMATED VIDEO IN IMPROVING STUDENTS' READING SKILL (A Quasi-Experimental Study of Seventh Grade Student at A Junior High School in Jalancagak, Subang)

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Abstract: The study entitled "The Use of Animated Video in Improving Students' Reading Skill" was aimed to investigate the effectiveness of the use of animated video in improving students' reading skill, and to examine students' perception toward animated video technique. The research used quasi-experimental design with pre-test and post-test. The sample consists of 30 of 9th grade junior high school students in Jalancagak. The findings of the research indicated that the animated video was significantly effective in improving students' reading comprehension. It can be seen from the results that were analyzed statistically using SPSS v20. The calculation showed that there are differences of students' learning outcomes before and after the treatment. Moreover, it is emphasized by the questionnaire results that showed most of the students gave positive responses toward the use of animated video, which are the animated video improving their reading comprehension, motivating them, stimulating their interest and increasing their curiosity. From this research, the teachers are recommended to have better competencies in selecting and presenting animated video in teaching reading.

Keywords: *Animated video, teaching media, reading skill, learning outcomes*

Introduction

Reading is the meaningful interpretation of printed or written verbal symbols (Harris, 1975). Reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world. In this process the reader tries to re-create the meanings intended by the writer. The reading process involves both the acquisition of meanings intended by the writer and the reader's own contribution in the form of interpretation and evaluation of and reflection on those meanings.

In order to get information from written sources, reading skill is very important to be mastered. It will allow them to continue developing other skills that they have acquired in the classroom. For students, reading is one of the primary sources to obtain information. Students must be able to comprehend and understand what they read.

However, in a foreign language context, reading is not an easy thing to

do. Many students have difficulties in reading, for example when the students need to read a text, not all of them are able to find the correct information based on the text they have read. Brashdi (2006) stated that one of the students' problems in reading English is the lack of vocabulary. Otto and Chester (1976, p. 6) also explained that reading is a complex act, it involves a number of processes before the readers get the information that they need. When the students cannot comprehend a text well because they find some unfamiliar words, teachers need to create some activities to optimize the students' ability in understanding information from a text and to enrich students' vocabulary.

In Indonesia, English language learning has been introduced to children since elementary school but there is a presumption among Indonesian students that learning English is difficult, challenging and time-consuming. The limitation of facilities owned by the school is also one of the inhibiting factors on students' English language learning in school. Therefore, the information and knowledge presented by the teacher are often unacceptable or cannot be understood by learners.

There are many possible reasons why students think that reading English text is difficult to learn. First, according to Nurkamto (2000), cited by Juhaendi (2013), most schools in Indonesia, especially junior high schools use a method which makes students passive learners. Second, the use of teaching media to deliver the material to the student has not been too effective. Some of them are still confused in finding the appropriate teaching method and media to be applied in the classroom.

During this time, the media that is often used in the learning process is just a tool or media that has been available in the school such as a map, atlas or globe. As a result, the media is less effective or even not suitable with the subject matter, the teacher has to say. This condition causes the English learning process becomes boring, so the students are not motivated to learn and as a result the learning outcomes in English lessons were not as expected beforehand. Whereas according to the development of science and technology, learning can be implemented by utilizing the technological advances either through a computer or internet media. Moreover, the computer and the internet as audio-visual tool has advantages over other media, as stated in Sadiman, et al., (2008, p. 9) that the use of audio visual aids such as animated video functions as a

medium conveys the message or the information in the study. The use of animated video is expected to improve students' motivation to read, understand the concept and then improve their learning outcomes.

Animation is defined as the pictures that appear and can move. An animated film is one in which puppets or drawings appear to move. Harrison and Hummell (2010, p. 20) define it as a quick display of a sequence of static images that create the illusion of motion. Meanwhile, Brown, Lewis and Harcleroad (1977, p. 232) termed it as a collection of films prepared through the pictures that produce the illusion of movement when projected.

There were some researchers investigating the use of media in teaching English. D'Alton (1998) has conducted a research titled *Teaching with Video*. Berk (2009) published an article titled Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. In Indonesia, similar study has been researcher by Nurmayasari (2011). The research presents the report on the use of audio visual aid in teaching speaking. Those previous researches only focused on increasing other language skills, which are speaking and listening. Regarding to the reason above, this study is aimed to fill the gap by analyzing the effect of animated video in teaching reading.

Based on this background, the purpose of this research is to find out the effectiveness of using animated video as a media in teaching English to students' learning outcomes.

Two research questions are formulated as follows:

1. Does animated video increase the students' learning outcomes in reading skill?
2. What are the students' responses to the use of animated video as the instructional media in reading skill?

Literature Review

- **Reading Skill**

According to Harris (1981) no one fully understands the extremely complex process we call reading. Systematic study of the reading process began in the 1880s and was a major focus of experimental psychology until the early 1900s when the influence of behaviorism lured experimental psychologist away from investigating mental processes.

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 skilled reading process that apply in many reading situations and at various levels of proficiency.

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 further the construction of new meanings through the reader's manipulation of relevant concepts already in his possession. (Tinker, 1975).

- **Teaching Reading**

For some students, learning English could be very difficult. Sometimes, they think that they cannot understand an English text even before looking at the text. Harmer (2001) explained that the problem is usually on the text length, vocabulary, and the genre of the text. Some students often think that the longer the text, the harder and more difficult it is to be understood. The other problems are the varieties of vocabulary and text genre which are unfamiliar for students.

According to Gregory (2008) there are at least four factors causing the difficulties faced by the learners in reading English. Firstly, it is the factor of language of origin or their home language. Second, the influence of the learners' literacy level in their home language. Third, it is the learners' learning style in learning reading English. The last one is the personal and cultural view of reading of learners' home language whether reading skill may be as an important skill or not.

To solve those problems in teaching Reading, some strategies should be applied. Brown (2001) explained that there are some strategies in teaching reading for English teacher.

First, teacher should use motivating techniques to make students interested in the lesson. Second, the text chosen in reading activities should be authentic but readable for students. Do not give too difficult text to the students. The content of the text should be challenging but suitable and enjoyable for the students. The third strategy is to use both bottom-up and top-down reading techniques to build an interactive reading.

- **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, p. 137) 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 Harcleroad (1977, p. 2-3) 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, p. 7) 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. Kozma (1991, p. 2) outlines the most obvious characteristics of the media are technology, mechanical and electronic aspects that determine the function, shape and other physical characteristics.

The role of media as a messenger that can attract the involvement of 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.

Instructional media is one of the most important stimulus in a learning process. Kemp and Smellie (1989) in Burden and Byrd (1999, p. 137) suggest some contribution of media in learning activities which are 1) Motivate 2) Present the information 3) Provide instruction required in the learning activities. Levie and Levie (1975) in Arsyad (2007, p. 9) revealed that visual stimuli produce better learning outcomes for tasks such as remembering, recognizing, recalling, and connecting the facts and concepts. This is in line with the concept of learning theory proposed by Gagne in Dahar (1996, p. 141-147) that every act of learning is divided into various continuous includes motivation, recognition, acquisition, retention, dialing, generalizations, appearance, and feedback. 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, p. 10) suggest 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, p. 144-155) 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. Hunkins in Marsh (1987, p. 263) divides instructional media in two forms, which are printed materials such as text books, images, comics and materials that cannot be printed like television, movies, videos, tapes, and computers. Differences in the types of media shows that indeed the students' need of the media in the learning process is very diverse. On various levels of learners, the right type of media will affect the quality of the learning itself that will eventually affect the quality of learning they receive.

According to Gerlach and Ely (1971) in Arsyad (2007, p. 12-14) learning media has 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. This is because the media is 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 can overcome the limitations of teachers' ability in transferring various aspects related to the needs of learners in the classroom.

The selection of appropriate learning media in learning English is not only limited in the short-term goals to improve student learning and obtaining maximum learning outcomes as expected by the teacher, but this will give a long-term impact for the learners themselves. Martorella, Beal and Bolick express this as an improved form of media literacy for learners. Media literacy will greatly assist learners in using a variety of media in connection with their role as citizens in a global society. This ability is certainly not born by itself, but one of them can be honed through the process of

selecting the right media when learners involved in learning activities at school. The role of teacher to choose learning media that is able to improve the quality of English language learning and the quality of media literacy in the future thus becomes very important and needs to be done carefully.

- **Animated Video**

In general, animation is defined as the pictures that appear and can move. An animated film is one in which puppets or drawings appear to move. Harrison and Hummell (2010, p. 20) define it as a quick display of a sequence of static images that create the illusion of motion. Meanwhile, Brown, Lewis and Harcleroad (1977, p. 232) termed it as a collection of films prepared through the pictures that produce the illusion of movement when projected.

The use of animation in learning activities according to Brown, Lewis, and Harcleroad (1997, p. 224) has some special 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.

The use of animated video is expected to improve students' motivation to read, understand the concept and then improve their learning outcomes. This theory of learning outcomes is synonymous with the theory of Gagne. Gagne (1988) in Dahar (1996) stated that appearances that can be observed as the results of learning called capabilities, one of which is the intellectual skills. In intellectual skills, the cognitive strategy known as a special intellectual skill that have specific interests for learning and thinking. Gagne (1985) in Dahar (1996) explained that in modern learning theory, a cognitive strategy is a process of control, which is an internal process used by students (who are learning) to select and change the ways in giving attention, learning, remembering, and thinking.

According to Gagne (1985) in Dahar (1996) the use of animated video as the media of information relevant to the processing model which is divided into eight phases, they are phases of motivation, recognition, acquisition, retention, dialling, transfer, giving responses, up to reinforcement. Animated films qualify as a medium that since the beginning can help to motivate students

to learn until they get to the stage reinforcement, which is expected after watching the animated video, feedback can be carried with maximum results.

The use of animation video has grown into the realm of learning as a medium that supports student achievement. Harrison and Hummell (2010, p. 21-22) stated that animated video can enrich the experience and competence of the students in a variety of teaching materials. Through a variety of methods, teachers and students can use the animation of the most simple to present a number of concepts. Animation has an advantage which is can help in establishing students' understanding of abstract concepts. Hegarty (2004, p. 343) explained that with the development of today's technology, animation video can provide visual displays which are stronger than the various phenomena and abstract information, which is greatly contribute to improve the quality of the learning process and outcomes. Bogiages and Hitt (2008, p. 43) added that the increase of interest, the understanding, and skills in group work is a part of the use of animation in the learning process.

- **The Issue of the Use of Animated Video**

1. Time Consumption

One of the main issues in using video is that it is time consuming. Teachers only have a short time class period so they probably only have times to show half of the video. The solution of this problem is to choose the video which is not too long nor too short. Choosing a part of the video which has the most benefit to the students in improving their English could be another choice for teacher.

2. Classroom Organization

Teacher as the person who sets up the equipment in the class need a technical assistance to help him/her in preparing the equipment before the class is started. Teachers can ask the student to help them in preparing the equipment.

The use of wide classroom is also really important in teaching and learning process so the interaction between the teacher and students can be built more effectively.

- **The procedure of Teaching with Animated Video**

The use of teaching media in the classroom should be prepared well by the teacher. Sand (1956, p. 353-355) and Brown et al (1983, p. 244-245) in Nurmayasari (2011) suggested some procedures in applying video or audio visual media in teaching English.

1. Preparing yourself

The first thing to do by the teacher before showing the video to students is previewing the video and make some notes about the content of the video. Teacher may invite some students to preview the video and see their point of view about it.

2. Preparing the environment

After preparing the video, the next thing to do is arranging the classroom to be as comfortable as possible. The technical equipment such as a speaker and a laptop/computer should be located appropriately so that students can get good view while watching the video.

3. Preparing the students

When students watch the video, teacher should help them to understand why they must watch the video and tell what they can get by watching it. Teacher can also ask the students to discuss the content of video then relate to what they know and they do not know.

4. Showing the video

While watching the video, make students comfortable and try to show the video without interruption such as giving a question in the middle of video.

5. Carrying out the follow up

After showing the video, teacher asks the students about the content of the video to know their opinion about the video. They can also discuss the video with their classmate. The follow up is necessary to detect misunderstanding they may have. Teacher can give a repetition show if needed to clear up any confusion.

- **Learning Outcomes**

Learning is a system that consists of several components, such as, teachers, students, instructional materials and environments. Between one system to another, they must interact with each other to achieve the learning objectives. The teacher presents a variety of information that must be learned by the students, the students receive and process information in various ways. Students may not receive and study all available information due to their limited ability.

The result of the learning process is something that can be seen and measured. The success of a person in the following units of learning programs at a level of education can be seen from the results of their study. Learning outcomes can be divided into three domains, namely cognitive, affective, and psychomotor domains.

Learning outcomes can be interpreted as a change in behaviour as a result of a learning process that includes student mastery of the knowledge and skill set, after the students through the process of learning. As stated by Surya

(1997, p. 19) learning outcomes are changes in individual behaviour as a whole which includes cognitive, affective and psychomotor.

Meanwhile, the external condition is stimulation that comes from outside which can lead to learning process. External condition in the learning process is influenced by the teacher. How the teacher designs and provides special conditions to enable students to succeed in learning. The failure of a person in the study was not solely due to his ability but the disruption of information that causes barriers to recall what they have learned.

The unity of concept in knowledge can only be understood as a whole if the basic concepts involved in the formation of new concepts have been completely understood. Gagne (1984: 142) in Farid (2011) suggested the use of a collection of knowledge (learning sets) which can be sort of learning appropriately. This set of knowledge can be defined as sub-concepts related to the level of a particular concept in the concept hierarchy. Structured learning program consists of a collection of knowledge that is sequentially dependent on the previous mastery. Mastery of the previous material is a requirement before proceeding to the next material.

Based on the description above, it can be said that, the learning outcomes are the ability of learning acquired by the students after participating in the learning process within a certain time. Broadly speaking, learning is a procedure that uses a natural activity that causes real change by practice.

Methodology

The method used in this study was Quasi Experimental Research. This design has the control group, but can not completely controlling external variables that affect the experiment (Sugiyono, 2010, p. 114). Gay (1987) in Furqan (2011, p. 11) describes the main characteristic that distinguishes an experimental research with one another is the manipulation of independent variables called treatment. In other words, experimental research is a study conducted by manipulating the object of study, and controling a particular variable (Misbahuddin and Hasan, 2013, p. 12).

Described by Riyanto (1996, p. 28) experimental research is a systematic, logic and conscientious study to control a condition. As stated by William et al., (2002) in quasi-experiments, the cause is manipulable and occurs before the effect is measured. This means that in experimental research, there are two

groups: the experimental group and the control group. The experimental group was given effect or specific treatment, while the control group was not given any effect or special treatment. Furthermore, the research process continued and observed to determine the difference or change in the experimental group which is the result of the comparison of both groups. (Zuriah, 2007, p. 60).

This study used a non-Equivalent Control Group Design (Pre-test and Post-test). This type of design is usually used in experiments using classes that already exist as the group, by selecting the classes which are estimated at the same state/condition (Taniredja & Mustafidah, 2011, p. 56).

Based on the explanation above, the researchers determined the control class group (Group A) and the experimental class group (Group B). Both groups were given pre-test and post-test but only the experimental group (Group B) received the treatment. The experimental group and the control group using the groups that already exist, as illustrated in the following table: The first group as the control group was given a pre-test, does not treated by using animated video as the instructional media, and then also provided a post-test. The second group as the experimental group was given a pre-test, treated by using animated video as the instructional media, and then provided a post-test. The experimental design in this study is described as follows.

Table 3.3
Experimental Design

Group	Pre-test	Treatment	Post-test
Experiment	Xe 1	T	Xe 2
Control	Xc 1	O	Xc 2

(Hatch and Farhady, 1982: 21)

Xe 1 : Students' reading outcomes of experimental class on pre-test
Xe 2 : Students' reading outcomes of experimental class on post-test
Xc 1 : Students' reading outcomes of control class on pre-test
Xc 2 : Students' reading outcomes of control class on post-test
T : Using animated video treatment.
O : Non-using animated video treatment

As shown in the table above, both of classes were given a pre-test, but the difference is in the giving treatment. In the experimental class, the animated video was used as the instructional media. It functions as the treatment to the students in the learning process. In contrast, for the control group the class was not used animated video as the instructional media. After both treatments, were applied to both classes,

a post test was given in order to investigate the result of the treatment.

Data Presentation and Discussion

- **Analysis of Pretest Score Data of Control and Experimental Class**

The results of data processing from Free Sample T-test or the Independent Sample T-test results before the treatments of the control class and the experimental class, as shown in the table below

Table 1
Independent Samples Test

		t-test for Equality of Means				
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Learning outcomes	Equal variances assumed	,300	58	,766	1,000	3,338
	Equal variances not assumed	,300	57,627	,766	1,000	3,338

Based on the result of the Free Sample T-test, the t_{obtain} that obtained is 0,300. From the t_{table} on the significance of 0,05 : 2 = 0,025 (2 sided test) with degrees of freedom (df) n – 2 or 60 – 2 = 58 t_{table} that obtained is -2,002. It means -2,002 is smaller than 0,300 or 0,300 is smaller than 2,002, with that, the Ho is accepted. This means that there is no difference in the average scores of learning outcomes of the control class and experimental class before teaching.

- **Analysis of Pretest and Posttest Score Data of Control Class**

The results for Paired Samples T-test of students' learning outcome between prior learning (pretest) and after learning (posttest) of the control class as shown in the table below

Table 2
Paired Samples Test

		Paired Differences			t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	pretest - postest	-21,500	15,489	2,828	-7,603	29	,000

From the result of Paired Sample T-test, the t_{obtain} that gained is -7,603. From the t_{table} with significance of 0,05: 2 = 0,025 (2 sided test) with degree of freedom (df) n - 1 or 30 – 1 = 29, the t_{table} that gained is -2,045. It means -7,603 is smaller than -2,045 or 7,603 is larger than 2,045 or if by the criterion of significance 0,000 < 0,05, with that the Ho is rejected. It means there is a difference of students' learning outcomes before and after the learning.

- **Analysis of Pretest and Posttest Score Data of Experimental Class**

The results for Paired Samples T-test of students' learning outcome between prior learning (pretest) and after learning (posttest) in the experimental class as shown in the table below

Table 3

Paired Samples Test

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	pretest – postpose	-47,000	12,567	2,294	-20,484	29	,000

From the result of Paired Sample T-test, the t_{obtain} that gained is -20,484. From the t_{table} with significance of 0,05: 2 = 0,025 (2 sided test) with degree of freedom (df) n - 1 or 30 – 1 = 29, the t_{table} that gained is -2,045. It means -20,484 is smaller than -2,045 or 20,484 is larger than 2,045 or if by the criterion of significance 0,000 < 0,05, with that the Ho is rejected. It means there is a difference of students' learning outcomes before and after the learning.

- **Analysis of Posttest Score Data of Control and Experimental Class**

The results for Independent Samples T-test of students' learning outcome between prior learning (pretest) and after learning (posttest) in the control class and experimental class as shown in the table below

Table 4

Independent Samples Test

		t-test for Equality of Means				
		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Learning Outcomes	Equal variances assumed	-13,048	58	,000	-24,500	1,878
	Equal variances not assumed	-13,048	46,415	,000	-24,500	1,878

From the result of Independent Sample T-Test, the t_{obtain} that gained is -13,048. From the t_{table} with significance of 0,05: 2 = 0,025 (2 sided test) with degree of freedom (df) n - 2 or 60 – 2 = 58 the t_{table} that gained is -2,002. It means -13,048 is smaller than -2,002 or 13,048 is larger than 2,002 with that the Ho is rejected. It means there is a difference of students' learning outcomes between the control class and experimental class after the learning process.

- **N*gain* Score Analysis of Pretest and Posttest Between Control Class and Experimental Class**

The data that was obtained from students' learning outcomes indicate that the average score on the pretest of the

control class is 48.5 and the average score on the posttest is 70. It means the absolute gain of the average scores before and after the learning process of the control class is 21.5 or 18.14 %. Meanwhile the average score on the pretest of the experimental class is 47,5 and the average score on the posttest is 94,5. It means the absolute gain of the average scores before and after the learning process of the experimental class is 47 or 33,09%.

The result of N*gain* score of students outcomes from the control class is only 41,74%, while the N*gain* result of students outcomes from the experimental class attains 89,53%.

- **Questionnaire Data Analysis**

In this research, the questionnaire was used to find out the students' responses to the use of animated video in teaching reading. The questionnaire was administered only to experimental group after receiving treatments in several meetings, this study employed closed-ended questionnaire to investigate students' response toward animated video use in teaching learning reading. The questionnaire consisted of 17 questions which were divided into four categories. In this questionnaire, there were some questions that have to be answered by the experimental class students related to the use of animated video as media in learning reading. The answers were divided into four scales such as agree, disagree, strongly agree and strongly disagree. The students have to choose one of the answers based on their feelings to the use of animated video as media in learning speaking. As mentioned in chapter 3, the questionnaire cover such topics and each topic will be discussed below.

1. Students' Interest
2. Students' Encouragement
3. Students' Reading Skill Improvement
4. The Advantages of Video

To discover the students' responses toward the use of animated video in learning reading, the researcher used a questionnaire which has been tested for the validity and the reliability. The questionnaire that was distributed contains 33 items using a Likert Scale. The score given to the statements will be given scale 1-4 as suggested by Likert Scale. The scale categorized into positive and negative statements. The ranging score for positive statements were 4-1. Otherwise the negative statements were about 1-4.

The students' responses toward the use of animated video in learning reading can be seen in the table below:

Table 5

NO.	SA		A		D		SD		AVERAGE SCORE/INDICATOR	AVERAGE SCORE IN %/INDICATOR	%TOTAL
	f	%	f	%	f	%	f	%			
1	21	70	8	26,7	1	3,3	0	0	3,67	91,67	
2	17	56,7	12	40	1	3	0	0	3,53	88,20	
3	20	66,7	8	26,7	2	7	0	0	3,60	90,22	
4	0	0	0	0	8	27	22	73,3	3,73	93,58	
5	0	0	0	0	10	33,3	20	66,7	3,67	91,67	
6	0	0	0	0	12	40	18	60	3,60	90	
7	19	63,3	11	36,7	0	0	0	0	3,63	90,82	
8	20	66,7	8	27	2	6,7	0	0	3,60	90,30	90,62
9	1	3,3	2	6,7	10	33,3	17	56,7	3,43	85,85	
10	0	0	6	20	6	20	18	60	3,40	85	
11	15	50	13	43,3	2	6,7	0	0	3,43	85,82	
12	28	93,3	2	6,7	0	0	0	0	3,93	98,35	
13	24	80	6	20	0	0	0	0	3,80	95	
14	0	0	0	0	9	30	21	70	3,70	92,50	
15	0	0	3	10	4	13,3	23	76,7	3,67	91,52	
16	0	0	6	20	7	23,3	17	56,7	3,37	84,17	
17	25	83,3	5	16,7	0	0	0	0	3,83	95,82	

According to the table above, the percentage of students' responses toward the use of animated video as the media in learning reading is 90,62%, which is including in the medium category. It means the students gave positive responses toward the use of animated video in learning reading.

- **Discussion**

The study was aimed to investigate the improvement of students reading ability by using animated video in teaching learning process and students' responses toward the use of animated video in teaching reading. To obtain the data required, it applied the reading test (pretest and posttest) and questionnaire.

The computation of pre-test scores both in control and experimental classes show that the data distributions in both classes were normal. Besides that, the computation shows that the variance of experiment and control classes were equal. Because of the distribution of the data were normal and the variance were equal, t-test computation was used. The result showed that the t_{obt} is lower than t_{crit} (0,300 < 2,002) so the null hypothesis is not rejected. It means that the two samples are from the same population

and there is no significant difference between the two groups. It can be concluded that control and experimental group students' basic ability are not different.

The computation of post-test scores both in control and experimental classes show that the data distributions in both classes were normal. Besides that, the computation shows that the variance of experiment and control classes were equal. Because of the distribution of the data were normal and the variance were equal, independent sample t-test was used. The result showed that the t_{obt} is bigger than t_{crit} (13,048 > 2,002) so the null hypothesis is rejected. It means that the two samples are from the same population and there is significant difference between the two groups. It can be concluded that control and experimental group students' basic ability are significantly different after treatments.

After that the computation of the pre-test and post-test both in control and experimental classes were administered using paired sample test. The computation scores show that there was a difference between the pre-test and post-test in the control and experimental classes. However, the result shows that the students in experimental class reach higher scores (t_{obt} 20,484) than students in control class (t_{obt} 7,603) in post-test. The results show that the use of animated video as the media in teaching reading is more effective than using conventional method in improving students' reading ability.

The finding in second research question was used to support the result that animated video has effect to the students' reading ability. The data was taken from the questionnaire given to the students in experimental class only. The questionnaire was administered to the experimental class after receiving the treatments in four meetings. The questionnaire was given to investigate students' responses toward the use of animated video in teaching reading. The questionnaire consisted of 20 questions which were divided into four categories, which are students' interest, students' encouragement, students' reading skill improvement and the advantages of video.

The first category was intended to acquire the data of students' responses toward the use of video in engaging their interest and strengthen their attitude in learning reading. The second category shows students' responses towards the use of video in encouraging students in learning reading. For the third category,

it shows students responses toward the use of video in improving their reading ability. The last category was intended to find out the advantages of using animated video in teaching reading. The following table portrays the result.

Students' responses that were collected showed that most of them agree that the use of animated video is suitable for learning reading. They also agree that the use of animated video can increase their motivation, fun, inspiring, make the class more attractive, increasing their enthusiasm, and increasing their focus, and make the material become easier to understand. These responses come up because animated video is unique and different from another media. Harmer (2002) says that audio visual media is the version of audiotape which is glorified by adding picture.

As stated by Sherman (2003) video can stimulate and motivate students' interest. While learning the language, the students could get the visual context provided by the pictures in the video which portray the situation, environment, gestures, and other visual clue which can help students to understand the message. Students will be encouraged to imitate what they see or hear and animated video provides both of them to make their learning more interesting which leads students to be more active in classroom participation.

However, some students did not agree with all of the statements in the questionnaire. But the number of students who did not agree is lower than students who agree with the statements in the questionnaire. Probably this situation happened because the students did not like the kind of animated video presented.

From the explanation above, it can be concluded that there were improvements of students' reading ability in the experimental class. Animated video can be a good model since it can encourage students to imitate what they see and hear. Animated video also can make the learning process more interesting which leads the students to be more active in classroom participation. Moreover, learning with video as the media provides repetition which is really important in learning English. The animated video can motivate the students, stimulate students' interest and raise their curiosity. As the result, the students pay more attention to the learning activities and involve in teaching and learning process.

Conclusions

The purpose of this research is to investigate the effectiveness of using animated video as a media in teaching reading to students' learning outcomes and to find out the students' responses toward the use of animated video as a media learning reading. In this research, independent t-test was used to analyze the students' outcomes of reading test (pretest and posttest). It was used to compare the means between the control class and the experimental class. Based on the result of the data analysis, it was shown that using animated video in learning reading was advantageous. Most of the students agree that the animated video helps them to improve their reading comprehension because the video can motivate the students, stimulate students' interest and raise their curiosity.

The calculation of the independent t-test displayed that there was a difference between the pre-test and post-test in the control and experimental classes. The students in experimental class reach higher score (t_{obt} : 20,484) than students in control class (t_{obt} : 7,603) in post-test. The results show that the use of animated video as the media in teaching reading is more effective than using conventional method in improving students' reading ability.

Furthermore, from the result of the questionnaire, it was shown that most of the student gave positive responses to the use of animated video as a media in learning reading. There is an improvement of students' reading ability in the experimental class. The animated video can be a good model since it can encourage them to imitate what they see and hear. Most of the students agree that the use of animated video is suitable for learning reading. They also confirmed that the use of animated video can increase their motivation, fun, inspiring, make the class more attractive, increasing their enthusiasm, and increasing their focus, and make the material become easier to understand. These responses come up because animated video is unique and different from another media.

Thus, it could be safe to conclude that based on the statistical computation and questionnaire findings, the animated video was effective to improve students' reading comprehension and increase their learning outcomes. The use of animated video in teaching and learning process also got well responses from the students.

After drawing some conclusion, there are several suggestions presented in this study that can be recommended for the follow-up studies for the teachers and researcher. Research findings show that

animated video is an effective and advantageous media to improve students' reading comprehension and increase they learning outcomes in reading. However, this research was conducted in limited situation. Therefore, it is necesarry for further research to consider some suggestions in implementing animated video as teaching media to learn English, especially reading comprehension.

First, it is important for the teachers who want to use animated video in teaching English to build an effective situation towards the use of animated video in teaching reading. It is necessary to check the electronic equipments, organizing the class, and the most important thing is selecting suitable video. The video should have an interesting story with good quality of both audio and visual. The teachers should also provide appropriate activities for teaching and learning process. In addition, using more creative and well-planned instructional planning is also suggested. In delivering the material, the teachers should be more creative and make the students pay attention to the learning activities and involve in teaching and learning process.

Second, for the researchers in similar field of study, it is suggested to investigate other language skills, such as listening, speaking and writing. Beside that, studying other level of using animated video is required. The purpose of studying in different levels of students is to gain more information towards the use of animated video in learning English.

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