FANTASTIC ANIMATION MOVIES TO AID STUDENTS'READING COMPREHENSION OF NARRATIVE TEXT

Batdal Niati
nia_weybe@yahoo.com
University of Pasir Pengaraian

ABSTRACT

Reading is an essential skill for senior high school students. They must accustom to read and familiar with monologue texts. One of monologue texts is narrative text. Narrative text is telling about story and animation movie also tells about story. Theoretically, animation movie can help students to comprehend text. Therefore, experimental research was needed to investigate the effectiveness of animation movies in helping students to understand narrative text. Test (essay form) was chosen as instrument. Students' scores were analyzed with paired t-test. The test result of thirty seven students of SMA Serirama YLPI showed that students' scores had improvement. Students were easier to comprehend narrative text. It means that animation movies were effective and fantastic media for teaching reading narrative text.

Keywords : Animation Movies, Reading Comprehension, Narrative text.

INTRODUCTION

Reading experience is not just being gotten from reading books in the library or other sources. School library is not one of the gateways to knowledge or serve as a road map to reading and the promotion to reading culture. Today, students are lazy to go to library for reading. They are feeling bored and not interested to read. Besides, reading is the key of knowledge and it is greatly important for students. In fact, they only read because of pressure from their teacher.

Nowadays, reading habits are changing due to technological development. When technology control over individual lives, the teacher must learn to be able to use it as a source of learning.

The students should be able to express meaning in transactional and interpersonal conversation (to get things done), short functional texts, and monologue texts in daily life contexts either curriculum KTSP 2006 or K13 2013 (Depdiknas, 2006:30). It means that the students should be able to

In curriculum 2013 (K13) (Depdiknas, 2013:30), the students should be able to comprehend short functional text and monologue text in daily life context. In addition, the learning approach is students' center. It means that students are required to be

perceptive in all aspects and teachers are as facilitator. Students of senior high school of SMA Serirama YLPI must learn twelve monologues texts. Narrative text is one of them. It is learnt in all semester. It requires students to read and comprehend it.

Many students have limited ability to comprehend texts. Meanwhile, reading is not only the purpose of the study, but also the main means and paths of learning English. The teacher is must do innovation either in material, methods, strategies, or media. Almost all of media can be integrated with technology. One of them is movie. With movie, students' boredom and students' difficulties in comprehending text will improve; even students' reading habits will be changed. Narrative text is one of the difficulties texts to be comprehended by students. Therefore, it is assumed that if the students see movie, they will be easy to comprehend the texts. In order to improve students' reading ability, the teacher should particularly focus on the development of students' effective reading skills and good reading habits.

BRIEF LITERATURE

Bringing animation movies in teaching reading of narrative text is wonderful way. It is very suitable media. It caused animation movie shows the story clearly. The students will see the text in virtual sketch. These opinions are supported by experts. According to Harmer (2002:282), the students can observe the use of language from animation movies. Animation movies show characters' expression, gesture and other visual clues directly. Then, it gives valuable meaning clues and help the viewers to see beyond what they are listening to. The students will be easy to comprehend the story. Similarly, Sanaky (2009:106) says that animation movies serve real object so that the students get real experience in learning and give the students motivation and reduce boredom. It gives the student learning experience.

Moreover, students can see the generic structure of narrative text through movie. Stewart (2006:3) states that the students can see the conflict of the story clearly, see the action, hear sound, and imitate expression, stress, and intonation of characters through animation movies. Then, beside the students observe the use of language and hear sound of language from animation movie, they can also see properties, background, and costume of characters. Wright (1995:9) says that film gives the students motivation and enriches their language experience. In addition, Hamalik (1994:168) states that movie can improve students' motivation since by watching film the students will be happy.

Continually, Heinich, et al (1989:206) argues that movie is one of technology that has motion, color and sound. It can give the students same basic effect on cognitive and motor learning. Then, some of movies have text in English. It will enrich students' vocabularies. In addition, a research was conducted by Edgar Dale in Arsyad (2006:10) that 75% of the lessons are mastered by the students through sight, 13% through listening, and 12% through tasting, and touching. It means that animation movie is very effective giving stimulus in learning language. In short, the animation movies have the same story with the text which is on students' book. Through seeing movie,

the students are easy to comprehend text. To get the prove of animation movie is the wonderful way to comprehend narrative texts, the teacher is bringing animation movies in the classroom by matching the narrative texts on students' book with the animation movies, such as Rapunzel, snow white, mouse deer and crocodile, little mouse and Lion, and etc.

METHOD

The type of this research was pre-experimental research; pre-post test design. It is aimed to investigate cause and effect of the research variable, observes effect of treatments, and measure hypothesis. To know the effect of variable, there were four treatments done at tenth science (X IPA) of SMA Serirama YLPI Pekanbaru. There were four animation movies for treatments. They were mouse deer and crocodile, the little one and the Lion, Rapunzel, and snow white. The subjects of this research were 37 students. The instrument of this research was test. The data were gathered from the result of reading comprehension test. Essay test form was chosen to measure students' reading comprehension toward narrative text. The essay questions were ten questions. The questions were arranged based on generic structure and language feature of narrative text. The test was given before and after treatments. The text chosen for tests had been validated. It focused on content validity. The texts were gotten from students' book. It was appropriated with Bachman's Theory (1990:40). He states that the test has content validity if the test design measured what should be measured in teaching learning process reflect to syllabus or instructional program. It means that the text was valid and could be used for measuring students' reading comprehension of narrative text. The result of students' test was analyzed by using paired t-test.

FINDINGS AND DISCUSSION

All of the data were gathered from students' test on pre-post test. The test that given on pre-post test was the same The data were gathered from 37 students. The finding was analyzed statictically by using SPSS. It could be summarized in the table below;

Table 1. The Result of Students' Reading Comprehension Test

		PRE TEST SCORE	POST TEST SCORE
N	Valid	37	37
	Missing	0	0
Mean		47.8378	58.6486
Std. Error of Mean		3.59628	2.51608
Median		50.0000	60.0000
Mode		50.00	50.00
Std. Deviation		21.87529	15.30471

Variance	478.529	234.234
Minimum	.00	20.00
Maximum	80.00	90.00
Sum	1770.00	2170.00

The table above shows that the results pre-test and post test of students' reading comprehension of narrative text. The students' score of pre test was different with post test. It means that their scores had improvement. In addition, the students' minimum score of pre test was 0 while their score of post test was 20. Then, the students' maximum score of pre test was only 80 while their score of post test was 90. It means that their score increased on post test. Moreover, the students' mean score of pre-test was 47.83 while their mean score of post-test was 58.64. It means that the different was 10.81 point among both of tests. The students' sum score of pre-test was 1,770 while their score of post-test was 2,170. It had difference 400 point among both of the tests. It means that students' reading comprehension after post-test was better than pre-test.

Furthermore, the normality of data used Kolmogorov-Smirnov test (K-S test) and variance of samples used *Levene* formula. The result of tests showed that the data were normal distribution and variance of samples was homogenous. To know whether hyphothesis of the research was accepted or not, the researcher computed the t-calculated using paired t-test. The result of testing could be seen as below;

Table 2. The Result of t- Calculated

Paired Samples Test

		Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig (2-tailed)
					Lower	Upper			
Pair 1	PRE TEST SCORE - POST TEST SCORE	-1.08108	20.99979	3.45234	-17.81249	-3.80913	-3.131	36	.003

The table shows that t-calculated both of classes were 3.13. Degree of freedom (df) was 36. The t-calculated was compared t table α 1% = 2.750 and t table α 5% = 2.042 with df (30). As the result, t calculated was bigger than t table α 5% and t table α 1% (2.750<3.13>2.042.). In addition, Sig (0.003) was smaller than α (0.05). Thus, null hypothesis (H0) was rejected and alternative hypothesis (Ha) was accepted. It means that animation movies helped the students to comprehend narrative text. It was in line with The next opinion is given by Harmer (2002:282). He says that in animation movie, the students did not only hear language, but also they can see character, climax, anti-climax, moral lesson, situation (background),

and properties, and see the use of the language. With the help of the language written and the images of film, the students also can enrich their vocabulary and can improve their grammar. Moreover, Daryanto (2010:117) says that animation movie is an effective medium to see story in other version aside from reading text book or seeing pictures. Thus, if the students do not understand the text while reading book, the students will be understanding text while seeing animation movies. Animation movies are very effective and fantastic to help students to understand narrative text. Thus, students are easier to comprehend narrative text.

CONCLUSION AND SUGGESTION

Conclusion

Based on the finding and discussion, the result of study shows that students' reading comprehension score of pre test was better than post test score. It proved that animation movies were fantastic movies to help students to understand narrative text.

Suggestion

Based on the conclusion above, the English teachers are suggested to apply animation movies in teaching reading narrative text

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