

**THE USE OF ANIMATION VIDEO IN TEACHING NARRATIVE TEXT
FOR READING CLASS AT SMAN 1 JENANGAN PONOROGO**

THESIS



By

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ABSTRACT

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Key Word: Animation Video, Media, Narrative Text, Teaching Reading, Reading Comprehension, Senior High School

In the teaching and learning process at school, English is one of the lessons taught at school. Students' interest in English lessons is less enthusiastic. This affects the narrative text lesson, one of the English language materials. Narrative text is long, so students feel bored when reading narrative stories. This research is motivated by the needs of students who feel bored when reading narrative stories. Students need tools to help them understand narrative texts in the reading class. Thus, video animation is one of the media that is applied to narrative text learning in the reading class.

This research aims to describe the use of animation video in teaching narrative text for reading class and to the problems found in teaching using animation videos and the alternatives solutions to the problems. The problem statements on this research were as follows: how is the use of animation video to enhance students' reading in teaching narrative text and what are the problems found in teaching using animation videos and the alternatives solutions to the problems.

The research method was descriptive qualitative. The data was collected through observation, interviews and documentation. The validity of data used was triangulation technique with data reduction, data display, and data verification/conclusion.

The results showed that the use of animated videos in narrative text learning for the reading class at SMAN 1 Jenangan Ponorogo could strengthen students' reading skills in narrative text learning. Because with this animated video media, students experience the learning process more directly when studying a text by looking at parts of the text directly. In fact, video animations provide real-world examples related to narrative text. That way the child's memory becomes more leverage in recognizing a material related to the reading being taught. Behind the advantages of using video animation, the problems found can always be overcome with the solutions given by the teacher every time they face a problem in the learning process. Therefore, given the importance of using animated videos, teachers need to improve or be more creative in utilizing the use of animated videos in reading classes. So that students will be more motivated to study narrative texts in reading class.



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CHAPTER I

INTRODUCTION

Introduction is the first chapter of the research. Introduction as the first step in the research processes describe several components include background of the study, research focus, statement of the problems, objective of the study, significances of the study and organization of the thesis.

A. Background of the Study

Language is a communication that is tool used by people around the world. Many people in this world learn more than one languages to communicate. English is a language that people in all countries widely study as an international language. One of them is in Indonesia. Indonesia uses English as the global language taught in schools. Students in Indonesia are taught four English language competencies: reading, writing, speaking and listening.

One of the English skills that students must master is reading. Reading is the basis of all education. Reading is an exciting activity because someone can obtain information and expand knowledge by reading. According to Neil Anderson, reading is the fluent process of readers combining information from the text and their background knowledge to build meaning.¹ This means that reading is a process of reader activity to understand a text by understanding the importance of the text he reads.

Reading in a foreign language is not an easy activity to do because when do not know the meaning of the vocabulary in the reading text, the reader will not understand

¹ David Nunan, *Practical English Language* (New York: The McGraw-Hill Companies, 2003), 67.

the meaning of the reading text. For example, when students read English texts, not all of them are able to find what information is in the texts they have read. The important thing that must be considered in the act of reading is understanding the meaning of reading comprehensively or being able to read English texts with the correct pronunciation. In teaching reading in English learning, the teacher found that students could not understand the meaning of the text well because they found some foreign words that the students did not understand. In this case, the teacher needs to make exciting activities to optimize students' ability to find and understand information from a text.

In the world of education, the role of the teacher is very important so that students are able to understand and master English lessons, especially in teaching reading. Teachers are able to increase innovation in learning English by providing a theoretical perspective and providing practical tools to analyse, develop and evaluate learning carried out in accordance with the lesson plans curriculum.² Teachers must choose the right media and techniques to convey text messages to students. Because students are not familiar with reading English texts, especially in terms of understanding and answering questions based on the meaning of the reading, students will face difficulties in reading classes.

For most Indonesian students, reading is the most complex and challenging subject. Reading comprehension is difficult for all students who are learning to read because English is a second or foreign language, and they are still struggling to understand English texts. Students in high school are taught and required to understand

² Muhamad Afthon Muzakky, "Optimizing Animation Video to Enhance Student's Writing Skill of Procedure Text". (Thesis, STAIN Ponorogo, 2016), 3.

certain types of reading texts, such as recount, descriptive, exposition, and narrative. Among the four categories of text, narrative is the most interesting text for students to study because the social function of narrative text is to entertain the reader.

Narrative texts can help students to improve their understanding of reading material. However, there are many factors that have to be considered when interpreting narrative texts, such as the ability to find story concepts, character development, and so on. In addition, narrative texts have a more complex general structure and linguistic characteristics than other texts. As stated earlier, reading narrative material is not an easy process. Reading narrative texts may be difficult for certain students. Other factors that affect their reading ability include prior knowledge of English, such as difficulty understanding the meaning of stories and correct pronunciation of vocabulary.³

Students in reading comprehension need to collaborate information and knowledge to understand the text they read. Teachers shape students' personalities to learn to develop appropriate thinking methods. Based on the results of interviews with English teachers at SMAN 1 Jenangan Ponorogo, the students have difficulty understanding the characteristics of English. When they understand a passage such as narrative text, they cannot draw conclusions or values from the story text given. Many students still have a problem with the pronunciation of English vocabulary that they make errors because they fail to pronounce correctly. In addition to conducting interviews, the researcher also observed English learning activities in one of the classes at SMAN 1 Jenangan Ponorogo, which was the object of this research. The researcher found that

³ Rika Susanti, "Case Study on Students' Difficulties in Comprehending narrative Text At SMPN 1 Siman Ponorogo", (Thesis, IAIN Ponorogo, 2018), 3.

students did not like English lessons, and there was no motivation to encourage them to be enthusiastic in learning English. On average, they think that English lessons are challenging and tedious lessons. This is because the determination of students' enthusiasm in school is still lacking. Considering the school's location far from the city, students make school only a formality not for serious learning purposes.

The development of technology in this modern era has many tools that teachers can use to teach students. Technology is developing rapidly, and teachers can take advantage of it. Technology has grown into an exciting learning medium. The use of media for the teaching and learning process can help teachers create an effective classroom atmosphere. Media such as games, songs, photos, card cassettes, cassettes, radio, television, videos, and films are now widely used in teaching English, especially to improve reading mastery.⁴ The English teacher at SMAN 1 Jenangan Ponorogo uses one of the audio-visual media as a medium for learning to read. The use of audio-visual media can increase students' interest and enthusiasm in learning something new, and they do not feel bored during reading learning, especially narrative text learning.

Based on these problems, the researcher examines the use of audio-visual media in the form of animated videos for the teaching and learning process to increase reading comprehension in narrative texts. Researchers studied this media to find out in-depth the use of video animation, such as helping students to know the correct pronunciation. With video animation as a medium, students are expected to be more active and enthusiastic in reading class by paying attention to the accuracy of pronunciation of vocabulary, and

⁴ Zul'aini Izzar, "The Effect Of Using Cartoon Film On Students' Achievement In Reading Comprehension At Eight Grade Of MTs Nurul Hakim Modern Boarding School Tembung," (Thesis, UIN Sumatra Utara, Medan, 2017), 4.

students are able to understand the meaning of the story from the narrative text. The use of animated videos can increase reading comprehension, meaning that the use of animated videos as learning media helps students understand complex ideas more easily, as experts say. According to Schnotz and Lowe, the animation is a dynamic depiction that can be used to make the process of change clear to students.⁵ Animation videos are very influential in learning because they are proven to be able to attract attention, improve memory, and allow visualization of imaginary concepts, objects, and their relationships.⁶

The use of animation video in teaching narrative text, Dhea Fernanda suggests that the purpose of this research is to find out the advantages of using video animation for students during the teaching and learning process, reading comprehension and problems faced by students and teachers in implementing animated videos. And the results of the research prove that animation videos are effective for improving students' reading skills in understanding narrative texts. Meanwhile, Siti Munawaroh states that the purpose of the research was to answer the problem of whether video animation improves reading skills in understanding language features, finding detailed facts and information and taking moral values in narrative texts in class. Teaching reading is very helpful in improving students' reading comprehension, such as helping students understand language features, knowing factual information, and drawing moral values from narrative texts. And in the research that the researcher did, the aim was to find out that the use of video was able to increase students' ability in reading class and by using video animation, the researcher found out the advantages in implementing the reading class in narrative

⁵ Munir, *Multimedia Konsep dan Aplikasi dalam Pendidikan*, (Bandung: Alfabeta, 2013), 354.

⁶ Indriana Puspita, "Efektivitas Penggunaan Media Video Animasi Dalam Proses Pembelajaran Pendidikan Agama Islam di SMP Negeri 9 T," (Thesis, UIN Syarif Hidayatullah, Jakarta, 2017), 6.

text learning. This study also focuses on students to better master reading skills with more enjoyable class activities using video animation media. After this research, teachers can consistently provide learning to students using media that are proven to help students be more enthusiastic in learning.

In this study, researchers chose animated videos as a narrative text teaching medium to improve students' understanding in reading classes. The researcher believes that this research can be useful as a contribution to the success of the English teaching and learning process. From some of the descriptions above, the researcher is interested in conducting research on topics related to these problems. The researcher decided to conduct a research an titled "The Use of Animation Video in Teaching Narrative Text for Reading Class at SMAN 1 Jenangan Ponorogo".

B. Research Focus

Based on the background of the study above, the researcher focuses to conduct the study which is media of animation video in teaching narrative text for reading class at Tenth Grade Students of SMAN 1 Jenangan Ponorogo in Academic Year 2021/2022.

C. Statement of the Problems

Based on the problems, the researcher decided on the problems statement of this study as follows:

1. How is the use of animation video to enhance students' reading in teaching narrative text?
2. What are the problems found in teaching using animation videos and the alternatives solutions to the problems?

D. Objective of the Study

Based on the problem statement of this study, the objectives from this study as follows:

1. To describe the use animation video enhance student's reading in teaching narrative text.
2. To the problems found in teaching using animation videos and the alternatives solutions to the problems.

E. Significances of the Study

The results of this study are expected to give theoretical and practical meaningful contribution to English and learning process.

1. Theoretically

This research is expected to be used as a references for other researchers to conduct a research in English teaching learning process.

2. Practically

The result of this research can give a contribution to the teaching and learning practice of English as foreign language, especially for:

a. English Teacher

Teachers may have more experience in dealing with problems related to the teaching and learning processes and also finding the solution to improve the teaching ability. This can also be one of the references and inputs for the teaching and learning processes.

b. Student

It can help them to improve their reading skill and very helpful students understand in learning material.

c. The Researcher

The results of the study are beneficial to the researcher as an experience in how to conduct research related to the problem-solving capability.

d. English Education

For English education students, it can be used as a reference for the future research and also the successful teaching and learning method in teaching reading by using animation video.

F. Organization of the Thesis

This research includes many parts that explain the research planning. The organization of the thesis is formulated into:

CHAPTER I : INTRODUCTION

This chapter consists of the background of the study, research focus, research questions, research objective, significant of the study, and organization of the thesis.

CHAPTER II : PREVIOUS RELATED STUDY AND LITERATURE REVIEW

This chapter consists of previous related study, and literature review.

CHAPTER III : RESEARCH METHOD

This chapter consists of research approach and design, researcher's role, research setting, data and data source, data collection technique, data analysis technique, checking validity of findings, and research procedures.

CHAPTER IV : RESULT AND DISCUS

This chapter consists of the result and discuss of the study that gets the data presentation contains and research findings. This chapter is important because the researcher analyse the data got, and it describes the

related data it has to find results.

CHAPTER V : CLOSING

This chapter consists of conclusion and suggestion for the better of the study and continuing research in the future.



CHAPTER II

LITERATURE REVIEW

The second chapter of this research consist of theoretical background and previous studies.

A. Theoretical Background

In this research, the researcher uses some theories relevant to the theme of the discussion. Some of them are:

1. Teaching English as a Foreign Language (TEFL)

Teaching English as a Foreign Language (TEFL) is a term used in learning English to countries that do not use English as a native language or to people or groups who are not native English speakers. Classroom management, along with instructional practices, have an essential part in the learners' outcomes when learning English as a foreign language.⁷ The results of learning in the classroom are measured based on how far the students' ability to master language skills include listening, reading, speaking, and grammar.

Teaching English requires approaches as well as methods and auxiliary tools so that learning objectives can be achieved optimally. A theoretical model or research paradigm is reflected in the approach. It establishes a philosophical perspective on language instruction, as evidenced by arguments for the direct

⁷ Fotini Anastassiou and Georgia Andreou, eds., *English as a Foreign Language: Perspectives on Teaching, Multilingualism and Interculturalism* (Newcastle upon Tyne: Cambridge Scholars Publishing, 2020), 111.

method, reading approach, or communicative approach.⁸ CLT (communicative language teaching) is a method of language instruction that emphasizes the importance of learning a language first and foremost for the purpose of communicating with others.

2. Teaching Reading

Teaching is a complex process, it does not only give the information from the teacher to the students, but also give another experiences and learning about something. There are many activities. That can be done when the process of teaching and learning in the classroom.

According to Jaremy Harmer, "Teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult and stressful at times, but it also worth remembering that atit's best teaching can also be extremely enjoyable ".⁹ Teaching is an activity to help students to study. It is defined as management of learning which is done by a teacher in a class and managed of learning recognized in general that a number of methodological options exist.

Reading is an activity that is done consciously by seeing and understanding text to get meaning. Meaning is at the core of what reading is delivered. According to Neil Anderson, reading is a fluent process of readers combining information from the

⁸ Marianne Celce-Murcia, Donna Brinton, and Marguerite Ann Snow, eds., *Teaching English as a Second or Foreign Language*, Fourth edition (Boston, MA, USA: National Geographic Learning, 2014), 125.

⁹ Jeremy Harmer, *How to Teach English* (England, Pearson education limited, 2007), 23.

text and their background knowledge to build meaning.¹⁰ Based on this definition, reading is the process of getting information from what has been understood from a reading text because the purpose of reading is to understand meaning.

According to Harmer, reading is an exercise dominated by the eyes and the brain. The eyes receive a message and the brain then has to work out the significance of the message.¹¹ The meaning of reading is an exercise that involves the sense of sight, namely the eye to read a reading text, which then the text message can be transferred to the brain to be understood and get information from the meaning of the writing in the reading text.

Based on the explanation above, reading is an activity that requires concentration to get information from the meaning of the text. When students cannot understand the text well because they find some foreign words, teachers need to create multiple activities to optimize students' ability to understand information from a text and to enrich student vocabulary.

a. Types of Reading

Reading is the process of the reader in responding to and understanding the text that is read. According to Douglas Brown. There are four types of reading: perceptive, selective, interactive, and extensive.

¹⁰ David Nunan, *Practical English Language*, (New York: The McGraw-Hill Companies, 2003), 2-3.

¹¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Lognan, 1991), 190.

1) Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some different terminology to capture the uniqueness of reading.

2) Selective

This category is largely an artefact of assessment format. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.

3) Interactive

Several paragraphs to one page or more of language in which the reader must interact with the text are included among interactive reading kinds. Typical genres that lend themselves to interactive reading are anecdotes, short narrative, and descriptions.

4) Extensive

Extensive reading applies to texts of more than a page, including professional articles, essays, technical reports, short stories, and books¹² Extensive reading refers to extended periods of reading, such as long articles and novels, which are typically read outside of class time.

¹² H. Douglass Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: California, 2004), 187-188.

b. Purpose of Reading

Reading is an activity with a purpose. According to William Grabe, when starting to read a number of decisions begin to be made very quickly almost unconsciously in most cases.¹³ In other settings, usually academic or professional ones. Sometimes, information from multiple reading sources, different parts of a long and complex text, or from a prose text such reading is quite different from searching, skimming, or reading for general comprehension.

1) Reading to Search for Simple Information and Reading to Skim

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading that it is probably best seen as a type of reading ability.

Reading to skim is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text until a general idea is formed.

2) Reading to Learn from the Text.

Reading to learn typically occurs in an academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

- Remember the main ideas and several details that elaborate on the main and support assertions in the text.

¹³ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (New York: Longman, 2011), 5-8.

- Recognize and build rhetorical frames that organize the information in the text.
- Link the text to the reader's knowledge base.

Reading to learn is usually carried out at a slower reading rate than general reading comprehension (primarily due to rereading and reflection strategies to help remember information).

3) Reading to Integrate Information, Writers, and Critique Text

Reading to integrate information necessitates a greater understanding of the relative value of complementary, mutually supportive, or contradictory data and the potential rearrangement of a rhetorical frame to accommodate data from numerous sources. These abilities invariably necessitate a critical assessment of the information being read so that the reader can select what knowledge to incorporate and how to use it to achieve the reader's objectives.

4) Reading for General Comprehension

Reading for general comprehension is the most basic purpose for reading, underlying and supporting most other purposes for reading. When accomplished by a skilled fluent reader, it requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under minimal time constraints.

c. Principle of Teaching Reading

Teaching reading has the principle that in teaching reading activities there are clear references.¹⁴ According to David Nunan, there are some principles of teaching reading:

1) Exploit the Reader's Background Knowledge

Reading comprehension can be influenced by a reader's prior knowledge. Life experiences, educational experiences, an understanding of how the text might be ordered rhetorically, knowledge of how one's native language works, knowledge of how the second language works, and cultural background and knowledge are all examples of background information that a reader brings to a text. Background information may be used to improve reading comprehension by defining goals, asking questions, making predictions, and teaching text structure.

2) Build a Strong Vocabulary Base

Basic vocabulary should be taught, and second language readers should be taught to successfully estimate the meanings of less common words by using context.

3) Teach for Comprehension

Monitoring comprehension is essential to get success in reading. Teaching for comprehension refers that readers must monitor their

¹⁴ David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), 75-79.

comprehension processes and be able to discuss with the teacher and/ or fellow readers what strategies they use to comprehend.

4) Work on Increasing Reading Rate

Teachers emphasise correctness, which hinders pupils' ability to read at a faster rate. The instructor must strike a balance between supporting pupils in improving their reading pace and strengthening their reading comprehension skills. It is critical to remember that the goal is to cultivate fluent readers, not fast readers.

5) Teach Reading Strategies

Learners actively use strategies, which are not a single event but rather a creative sequence of occurrences. This definition emphasizes the need for readers to participate actively in strategic reading. Students must learn to apply a variety of appropriate reading techniques for their reading goals.

6) Encourage Readers to Transform Strategies Into Skills

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

7) Build Assessment and Evaluation Into Teaching

In the reading classroom, quantitative and qualitative evaluation activities should be included. Reading comprehension exams and reading rate statistics will be included in the quantitative evaluation. Responses to reading journals, reading interest surveys, and responses to reading strategy checklists are examples of qualitative data.

8) Strive for Continuous Improvement As a Reading Teacher

Reading teachers must be enthusiastic about their jobs. They should think of themselves as facilitators, assisting each reader in figuring out what works best for them. An excellent reading instructor actively instructs students on how to do things. Reading teachers require more than classroom tricks and tactics to succeed. The nature of the reading process must be understood by the reading teacher.

d. Approach of Teaching Reading

Approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. According to Richards and Rodgers there are two approaches to teaching reading:¹⁵

¹⁵ Rika Susanti, "Case Study on Students' Difficulties in Comprehending narrative Text At SMPN 1 Siman Ponorogo", (Thesis, IAIN Ponorogo, 2018).

1) An Extensive Approach

An extensive approach to teaching reading is based on the belief that when students read for general comprehension large quantities of texts of their own choosing, their ability to read will consequently improve. In an extensive reading course, the reader is always read to comprehend the main ideas, not every detail and word. Extensive readings are not generally used to teach or practise specific reading strategies or skills. Since students read authentic materials, the texts do not have accompanying reading exercises.

2) An Intensive Approach

In an intensive approach to reading, reading the text is treated as an end. Each text is read carefully and thoroughly for maximum comprehension. Teachers provide direction and help before, sometimes during, and after reading. Students do many exercises that require them to work in-depth with various selected aspects of the text.

3. Reading Comprehension

Reading comprehension is an active process, directed by intentional thinking that allows readers to make connections between their thinking processes, the textual content, and their own knowledge, expectation, and purpose of reading.¹⁶ Reading comprehension is the process of understanding reading with the aim of gaining knowledge from in-depth thinking.

¹⁶ Cathy Collins Block, et al, *Comprehension Process Instruction Creating Reading Success in Grades K-3*, (New York: The Guilford Press, 2004), 3.

Otto states that reading comprehension is a multiplication affected by various skills. At comprehending text, the reader has to find the main ideas that determine the quality of their reading comprehension.¹⁷ It means that the reader is successful in reading activities, namely when the reader can find important meaning in the reading text.

From the definition above, the writer can conclude that reading is not just saying the word. Reading comprehension is the process of interpreting and interacting with language to make sense of written concepts. Reading comprehension is best understood as a multidimensional process influenced by various cognitive and linguistic abilities.

a. Level of Reading Comprehension

Thomas Barrett has suggested the following three types of action with his three-level taxonomy of reading comprehension.¹⁸ These are literal comprehension, inferential comprehension and critical comprehension.

1) Literal Comprehension

Literal comprehension is the lowest of the three levels, it requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The majority of the information needed for literal understanding comes from the text itself. It is simple to assess recall understanding. When replying to a literal

¹⁷ Wayne Otto, *How To Teach Reading*, (Philippines: Addison-Wesley Publishing Company, 1979), 241.

¹⁸ Brassel Danny and Rasinski Timothy, *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension* (Shell Education: Huntington Beach, 2008), 17-18.

inquiry, the reader may either recollect or cannot recall the information from the text.

2) Inferential Comprehension

Inferential comprehension refers to a reader's capacity to comprehend information that is inferred or hinted within a text. Because, it needs the orchestration and manipulation of information from the text as well as information from the readers' previous knowledge, inferential understanding is more complex than literal comprehension.

3) Critical Comprehension

Critical comprehension involves forming critical comprehension on the facts offered in the text. Answering questions necessitates a high level of interaction between textual information, the reader, other persons with whom the reader has interacted and other texts the reader has read. To create educated judgements and evaluations, in-depth analysis and critical thinking are required. Because a reader's level and quality of inferential and essential answers of level are strongly dependent on the reader's history, interest, and disposition, identifying a reader's level and quality of inferential.

Based on the Brassel explanation, it has differences as follows, literal comprehension is reading in order to understand, remember, or recall the information explicitly contained in passage. Inferential comprehension find information which is not explicitly. At the same time, critical comprehension compares information in a passage with the reader's own knowledge and values.

4. Narrative Text

The narrative text is one type of text taught for one grade in Senior high school. Students are expected to comprehend the context of a narrative text and determine the story's moral value. Narratives come in a wide variety of forms. Narrative texts usually tell about a story that actually happened or an imaginary story. For example, novels, short story, folktale, legend, fairy tale, vacation and story of our unforgettable moment.

According Anderson, narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.¹⁹ Narrative text is telling a previous story. It can be in the form of an experience or an imaginary story that aims to entertain the readers.

In addition, narrative text requires a content background for understanding. According to Pamela J. Faris reading a narrative text in a historical period or related to a scientific finding usually necessitates having some related knowledge in that specific area.²⁰ In other words, reading a narrative text, the reader should get familiar with the literary components of character, place, problem and solution, topic, and writing style discussed earlier.

Based on the above explanation, narrative text can be defined as one type of text in English that is imaginative or in the form of a fictitious or imaginary story about a fairy tale, an exaggerated true story and a series of events chronologically and interconnected. Narrative text aims to entertain the reader about a story or story

¹⁹ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan, 2003)

²⁰ Pamela J. Farris, Carol J. Fuhler, Maria P. Walter, *Teaching Reading: A Balanced Approach for Today's Classrooms*, (New York: Mc Graw-Hill Companies, 2004)

written by the author and at the same time, implies a moral message to be conveyed to the reader.

a. The Generic Structure of Narrative Text

Narrative text is found in stories and has a structural organization that includes beginning, a middle, and an end of the story.²¹ The generic structure as follows:

1) Orientation

It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that it makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was / where, where it happened, when it happened.

2) Complication

This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the character is prevented to reach his or her wants. It is in the middle of story.

²¹ Irwan Sulisty. (2013) "An Analysis of Generic Structure of Narrative Text Written By the Tenth Year Students Of SMA Yasiha Gubug," Vol. 4, No. 2.

3) Resolution

It tells the reader (students) about how the problem was solved it also called solving problem. A satisfying narrative gives the resolution of the problem.

4) Re-orientation

It tells what the story has told or tells the character again and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable.

b. Language Feature of Reading Text

Language features that characterize narrative texts distinguish them from other types of texts. The linguistic elements used in making narrative texts include:

1) Simple Past Tense

The form of the verb used in the narrative text is the simple past tense. Because, when telling something that has happened, the appropriate verb is used which has the past tense. For example, the words “ate, went, felt, grew, and caught” are some verbs in the past tense.

2) Adverbial of Time

The use of adverbs of time to explain when the story occurs. This is to make it easier to understand the story's time setting. For example, “later,

yesterday, last year, last month, a few months ago, someday, last year, a long time ago, one day.”

3) Noun Phrases

The use of noun phrases is used to clarify something to help people who read the text. This allows the reader to imagine the situations and conditions in the story in the narrative text. For example, “charming prince, handsome lad, the dusty and rough road”.

4) Direct Speech

The use of dialogue or direct speech in narrative texts makes the story more lively. Conversation occurs between characters in the story. The existence of discussion makes it easier for readers from stories, fairy tales, or even fables made using narrative text to imagine the atmosphere and the relationships that occur between characters.

5) Action Verb

The use of action verbs in a story is certainly very helpful for the writer in explaining the plot of the story. Verbs used in narrative text are words that indicate that the subject is doing an action. For example, “He killed the woman in the forest,” or “She walked out of the room with an angry face.”

6) Time Conjunction

Time conjunctions have a function as a time indicator regarding two events that occur simultaneously or sequentially. Time conjunctions try to make it easier for readers to easily understand the relationship between two events regarding the time they occur, such as information that explains (when) something happens, as well as for (how long) and also (how often).

Based on the language features mentioned in the narrative text, readers need to pay attention to the grammar rules following the narrative text.

5. Media

Media are any devices that can be used to transmit any knowledge or information to the people. According to Smaldino, defines media as a mean of communication and sources of information. Media provide message with an instructional purpose. For the learners, media will send out facts, skills, attitudes, knowledge or additional materials to make learning easier, as it intends to help both the teacher to teach reflectively and the learner to grasp the lesson effectively. In daily life, there are many media that are often seen such as television, radio, book, record, and computer/laptop.

Media have undoubtedly always facilitated the tasks of language learning both instructed and non-instructed learners as a tool for language learning or teaching. The use of media is needed to ensure an effective communication in order to improve the quality of instruction.

From the explanation above, media can be identified as any forms of communication whether printed or audio visual, as well as their instrumentation around the students that can convey messages that motivated the students to learn. It can help the teacher to communicate and transmit the knowledge or material to the students.

a. Kinds of Media

According to Susanti and Zulfiana, media is divide into 3 kinds there are visual media, audio media and visual-audio media.

1) Visual Media

Visual media is a tool or learning resource that contains of messages, information, especially on learning material, which is presented in an interesting and creative manner and applied using the sense of sight. So this visual media cannot be used for the public, more precisely this media cannot be used by blind people. Because this media can only be used with a sense of vision.

2) Audio Media

Media Audio is or hearing media is a type of learning media or learning resource that contains of messages or subject matter that are presented in an interesting and creative way and are applied using only the senses of hearing. Because this media is only sound.

3) Visual-audio Media

Visual-audio media are media that have sound elements and elements picture. This type of media consists of the first media is silent audiovisual media, namely media that displays sounds and images such as sound slides, sound frame films, and sound prints. While the second media is audiovisual media motion, which is media that can display elements of sound and images that move like sound films and video cassettes.

b. Function of Media in Teaching and Learning Process

Media have undoubtedly always facilitated the tasks of language learning both instructed and non-instructed learners as a tool for language learning or teaching (Brinton: 2001). The use of media is needed to ensure an effective communication in order to improve the quality of teaching learning process. Media offer some positive contributions toward the teaching and learning process, for instance, media provide clear context, meaning and guidance that can make students enthusiastic in learning English. In line with this, Roblyer states that media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did. According to Smaldino explains five roles of media in learning as follows:

1) Thematic Instruction

Thematic instruction is known as the teachers' ways on organizing their instructions around topics. A good theme must capture and hold students'

attention, provide problem solving experiences, support interdisciplinary activities, and include a variety of media and technology

2) Portfolios

A portfolio is a collection of students' work that illustrates growth over a period of time. Portfolios include such artifacts as students-produced illustrated books, videos and computer multimedia projects.

3) Distance Education

A rapidly developing approach to instruction worldwide is known as distance education. The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media

4) Instructor Directed Learning

A common use of media in an instructional situation is for supplemental support of the "live" instructor in the classroom. Certainly, properly designed media can enhance and promote learning and support teacher-based instruction.

5) Learner Directed Learning

Media can also be used effectively in formal education situations where a teacher is not available or is working with other students. Media are often "packaged" for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self-evaluation guidelines are provided.

6. Animation Video

Animation is a dynamic depiction that can help the students have a better caption of a thing.²² Animation is an activity to animate and move inanimate objects to make them look alive by recording and playing back a series of images to create an illusion of movement.

Animation refers to a simulated motion picture depicting the movement of drawn (or simulated) objects.²³ The main features of this definition are as follows: (1) picture, animation is a kind of pictorial representation; (2) motion, an animation depicts apparent movement; and (3) simulated, animation consists of objects that are artificially created through drawing or some other simulation method.

In contrast, the video refers to a motion picture depicting the movement of real objects. One of the most exciting media to apply to language learning and teaching is video. According to Harmer, a video is an excellent aid to see language in use, such as comprehension, since students are able to see general meanings and moods conveyed through expression, gesture and other visual clues and uniquely bridge the cross-cultural understanding.²⁴ Students know the correct pronunciation by watching videos with subtitles. They are also easy to remember stories because

²² Munir, *Multimedia Konsep dan Aplikasi dalam Pendidikan*, (Bandung: Alfabeta, 2013), 354.

²³ Richard E. Mayer and Roxana Moreno, "Animation as an Aid to Multimedia Learning" (Educational Psychology Review, Vol. 14, No. 1, March 2002), 2.

²⁴ Harmer, J. *The Practice of English Language Teaching (3rd Edition)* (London: Longman Group Ltd, 2001), 223.

learning with videos makes students feel more understanding and enthusiastic about learning.

a. Types of Animation Video

For the teachers, it is also essential to know the types of video. It helps them in choosing the suitable one to teach. According to Harmer, there are three primary types of video that can be utilized in class:

1) Off-air Programmes

Programmes of record from a television channel should be engaging for students and of a reasonable length. Teachers have to consider their comprehensibility, including prediction, cross-cultural awareness, teaching language, or as a spur for the student's own creativity. All television programmes have copyright restrictions which vary from country to country. It is important to know what that law is and realise that breaking it can have serious consequences.

2) Real World Video

Teachers need to choose based on how engaging and understandable the extract is likely to be and whether the selected video has multi-functional potential.

3) Language Learning Videos

It is videos that can be utilized in conjunction with course books. Those videos are likely to be comprehensible and designed to appeal to students' topic interests and multi-use since they can be used for language study and a number of other activities.

Based on the explanation above, teachers should be able to select and show appropriate videos to students. The use of video in learning is a medium to transfer material in an interesting way and make it easier for students to understand the material. Therefore, the video used must be following the needs of students in learning.

b. The Advantages of Animation Video

Animation videos have advantages of achieving important goals such as motivating students' interest, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication. According to Lowe, animations have the potential to serve both affective function and cognitive function. The affective process refers to portraying things in a humorous, spectacular, or bizarre way so that learners are attracted to pay additional attention to the learning materials and motivated to learn.²⁵

Harmer states there are many advantages to using videos in the teaching and learning process.²⁶ Some of them are:

²⁵ Hwang I, Tam M, Lam S and Lam P, "Review of Use of Animation as a Supplementary Learning Material of Physiology Content in Four Academic Years," (The Electronic Journal of e-Learning Vol. 10 Issue 4, 2012)

²⁶ Jeremy Harmer, *How to Teach English*. (England: Person Education Limited, 2001)

- 1) Seeing language-in-use, students do not just hear the language, but they can also see it. They can know the general meaning and moods conveyed through expressions, gestures, and other visual clues. Cross-cultural awareness allows students to look at situations beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear
 - 2) The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.
 - 3) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.
 - 4) Students more enthusiastic in learning because they students understand and know the details of the storyline.
 - 5) The class atmosphere becomes fun and does not make students bored. So that students can feel the advantages of using animation video
- c. The Disadvantages of Animation Video

There are also some weaknesses or disadvantages in using animation videos that teachers must know. According to Harmer, when someone wants to use videos in the classroom, they have to be aware of some problems.

The “nothing new” syndrome is the first problem here. Using a video that is the replication video from television makes students not really interested with

the video. The teacher has to provide a video activity that involves the uniqueness and interesting material to make the student more enthusiastic in the classroom.

The second is called poor quality tapes and disks. The poor quality tapes and disks make the students not follow the study. When deciding to choose the videos, students have to judge the quality of tapes and disks or material in using videos.

The last if the video is quite longer, it causes the students who participate in the classroom sleep and get boring or event they lost concentration in following the material.²⁷ Especially, if the video only contains full of text which is not interesting media rather than cartoon, moving picture, and so on.

d. The Use of Animation Video in the Teaching and Learning Process

Animation videos are expected to improve students' motivation to read, understand the concept, and then improve their learning outcomes. According to Gagne, 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, and responses to reinforcement.²⁸ Students can be motivated to study with the aid of animated videos until they reach the level of reinforcement, which is expected after seeing the animated video. Feedback can then be given with the best possible outcomes.

B. Previous Studies

²⁷ Astari Maylani, "The Effect of Using Animation Video in English Teaching on Students' Listening Skill at MTSN 2 Kota Jambi," (Thesis, UIN Sulthan Thaha, Jambi, 2019)

²⁸ Siti Munawaroh, "Teaching the Narrative Text Using Animation Video: Raising Students' Skills on Reading Comprehension", Vol. 1, No. 1, 2019

There are many researchers that discuss students' reading comprehension and using animation video in teaching narrative text. The writer take the various aspect to be investigated. The previous studies here are used to find gaps between this research and previous researchers' previous study.

The first research concluded by Lulu Hasna Anggraini from Surabaya State University. The title of his research was "The Use of Animated Video as a Media to Enhance Students' Reading Comprehension in Narrative Text". The objectives of this study were to investigate the implementation of animated video as a medium to enhance comprehension of narrative text and to know students' perceptions about the performance of this medium in learning narrative text.²⁹

The similarities of this research is the writer and the researcher use the same qualitative descriptive method. This research's difference is that the writer collects data from observation and interviews at X MIA 5 MAN Sidoarjo, while the researcher collects data from observation and interviews at X MIPA 1 SMAN 1 Jenangan Ponorogo.

The second, research that concluded by Hanifah Khalidiyah from Indonesia University of Education. The title of his research was "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)". The research used quasi-experimental design with pre-test and post-test. This study showed that most of the students gave positive responses toward the use of animated video, which are the

²⁹ Lulu Hasna Anggraini, "The Use of Animated Video As A Media to Enhance Students' Reading Comprehension in Narrative Text", Vol. 09, No. 01, 2021

animated video improving their reading comprehension, motivating them, stimulating their interest, and increasing their curiosity.³⁰

The similarities of this research is the writer and the researcher use the same animated video in teaching reading. The difference of this research is the writer using quasi experimental design while the researcher will use qualitative approach and using descriptive qualitative design.

The third, research that concluded by Zul'aini Izzar from State Islamic University of North Sumatera. The title of his research was "The Effect of Using Cartoon Film on Students' Achievement in Reading Comprehension at Eight Grade of Mts Nurul Hakim Modern Boarding School Tembung". The research was designed by the quantitative research design. Based on the result of this research with positively indicates that there is positive effect of the effectiveness of students' achievement in reading comprehension by using cartoon film.³¹

The similarities of this research is the writer and the researcher use the same audio-visual media in learning reading comprehension. The difference in this study is that it uses a quantitative research design and the object of this research focuses on the difficulties of students in reading texts clearly and on intonation errors in reading English text.

The fourth, research that concluded by Rika Susanti from State Institute of Islamic Studies of Ponorogo. The title of his research was "Case Study on Students'

³⁰ Hanifah Khalidiyah, "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)", Vol. 03, No. 01, 2015

³¹ Zul'aini Izzar, "The Effect Of Using Cartoon Film On Students' Achievement In Reading Comprehension At Eight Grade Of MTs Nurul Hakim Modern Boarding School Tembung", (Thesis, UIN Sumatra Utara, Medan, 2017)

Difficulties in Comprehending Narrative Text at SMPN 1 Siman Ponorogo”. The approach applied in this research was qualitative and the method used was descriptive case study. The results of this research are that students faced difficulties in comprehending narrative text are lack of familiarity with the subject matter, language feature on narrative text, limited vocabulary knowledge in comprehending narrative text, and less students attention.³²

The similarities of this research is the writer and the researcher use the same narrative text in learning reading. The difference of this research is the writer using descriptive case study design method on students' understanding difficulties in narrative text without using media, while researchers in observing students found media applied in narrative text learning.

The fifth, research that concluded by Yanuar Misbakhush Sholikhin. The title of his research was “The Influence of Using Video Animation in Teaching Narrative Text on The Students’ Reading Ability at First Grade in SMAN 1 Karangrejo Academic Year 2014-2015”. This study design is quantitative experimental. Based on the result of this study, it is found that video animation has influence to the students’ reading ability. It is also supported by the result of the data which has been computed by the formula of t-test that the score of t-test (6,558) is higher than t – table in significant 1% (2,756).³³

The similarities of this research is the writer and the researcher use the same animation video in teaching narrative text on the students’ reading. The difference of this

³² Rika Susanti, “Case Study on Students’ Difficulties in Comprehending Narrative Text at SMPN 1 Siman Ponorogo”, (Thesis, IAIN Ponorogo, 2018)

³³ Yanuar Misbakhush Sholikhin, “The Influence of Using Video Animation in Teaching Narrative Text on The Students’ Reading Ability at First Grade in SMAN 1 Karangrejo Academic Year 2014-2015”, (Thesis, UN, Kediri, 2016)

research is the writer using quantitative experimental design while the researcher will use qualitative approach and using descriptive qualitative design.

Based on the explanation above, the results of the first study stated that the use of animated videos helped students answer questions correctly, and understand narrative texts better. The second researcher showed the results of the study using video animation to improve their reading comprehension, motivate them, increase their interest and increase their curiosity. The third researcher showed that the results of the study using cartoons had a positive effect on student achievement in reading comprehension. The results of the fourth study showed students' difficulties in understanding narrative texts which were assisted by the task of the teacher's efforts to apply several strategies, such as throwing snowballs, and small group discussions. And the results of the fifth study were found that animated videos had an effect on students' reading abilities. Therefore, this study aims to complement the five previous studies that have been mentioned by focusing on the use of video animation to make it easier for students to learn to understand narrative texts, with students' interest in learning to read students are able to answer questions from narrative texts correctly.



CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses about the research methodology of research approach and design, researcher's role, research setting, data and data source, data collection technique, data analysis technique, checking validity and findings.

A. Research Approach and Design

In this study, the researcher applied a qualitative research approach. According to Creswell, qualitative research is social or human, based on creating complex, holistic diagrams that are formed in words, provide a detailed view of the informant, and are performed.³⁴ It is defined as an investigation process to understand the problem in a natural environment. Methodologically, these approaches are based on inductive designs to generate meaning and produce rich, descriptive data.

Qualitative approach is a research approach that uses certain social situations by describing reality correctly, assisted by words based on data collection techniques and analysis of relevant data obtained from natural situations.³⁵

The researcher used a descriptive qualitative research design in this study. The purpose was to describe phenomena as detailed information, especially to describe the use of video animation in teaching narrative text for reading class at SMAN 1 Jenangan Ponorogo. This study involved students as a subject in conducting the research process.

³⁴ Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts, Based, and Community-Based Participatory Research Approaches* (New York ; London: Guilford Press, 2017).

³⁵ Sugiyono, *Metode Penelitian Kualitatif dan RAD*, (Bandung: Alfabeta, 2010), 222.

The researcher applied qualitative approaches and descriptive qualitative research design by observing directly to the school. The researcher inductively accumulates the data from individuals to get the general topics and the researcher interprets the meaning of data situations.³⁶ The research was a problem-solving procedure that investigated by describing the subject's state or object of research. The researcher found that the phenomenon of learning to read English texts in the teaching and learning process, especially in narrative text lessons, students felt less enthusiastic and lacked understanding of meaning in reading. In this case, the data is analyzed with the existing reality. Then it is connected with various theories to support the discussion so that it can be analyzed clearly by describing and drawing conclusions. The data found were analyzed by connecting with relevant theories such as theories about reading.

B. Researcher's Role

In this research, the researcher became “*participant observation*” because the goal of the researcher was known to everyone and the researcher played an active part in the discussion.³⁷ The result of the observation was written on field notes. Besides the researcher was also interviewed during the research. In-depth interviews, there used to explore concepts for further investigation and descriptive analysis. The researchers needed to develop a relationship with the respondent to completely understand students' perspective.

³⁶ John Creswell, *Research Design Qualitative, Quantitative, ad Mixed Method Approaches third Edition*, (London: 2009), 13.

³⁷ Creswell, *Educational Research*, (Lincoln: University of Nebraska-Lincoln, 2012), 236.

C. Research Setting

The research setting of this study took place at SMAN 1 Jenangan Ponorogo. SMAN 1 Jenangan Ponorogo is located on the Ngebel highway, Semanding Village, Jenangan District, Ponorogo Regency, East Java Province and Postal Code 63492. There were some reasons for choosing this school as the research location. The first one was SMAN 1 Jenangan is a school that was once a teaching practice by researchers.

The second was SMAN 1 Jenangan was a good school to apply animation video to teach narrative text.

D. Data and Data Source

The data in this research were taken from students SMAN 1 Jenangan Ponorogo. The researcher used interview techniques in collecting data. Then the data is called the informant (the person responding/answering the question from the researcher). The researcher also involved the documentation technique, and then the record of the obtained data became the data source.

Data source in qualitative research is not subjective. Therefore it needs to give quality. The data source used in qualitative research are:

1. Primary Source

This research was focused on reading class in narrative text learning. Data is obtained from observations of phenomena that occur or from field research. Data were also acquired from several questions prepared by the researcher to be answered by the informants. Informants consisted of teachers and students of class X MIPA 1 at SMAN 1 Jenangan Ponorogo.

2. Secondary Source

Secondary sources were data obtained from reading essays and journals on teaching reading and video animation in narrative text learning to strengthen findings and complement the existing primary sources.

E. Data Collection Technique

Data collection technique is a way that researchers can use to collect data and obtain objective data. In this research, researchers used several methods in data collection as follows:

1. Observation

Observation is an essential part of qualitative research. Through observation, researchers can systematically document and reflect on the activities and interactions of research subjects.³⁸ All seen and heard in observation can be recorded carefully, if it is according to the themes and problems studied in the study.

In observation, the researcher intends to know the teaching and learning process in the classroom. Through observation, the researcher observed the teaching and learning process of narrative texts in class X MIPA 1 at SMAN 1 Jenangan Ponorogo. During the face-to-face teaching and learning process, the researcher observed all activities from the beginning to the end of the teaching and learning process in the classroom.

³⁸ Farida Nugrahani, *Metode Penelitian Kualitatif*, (Solo: Cakra Books, 2014), 132.

2. Interview

An interview is a meeting of two people to exchange information and ideas through and feedback, generate communication, and construct meaning about a particular topic.³⁹

According to Arikunto states, there are three kinds of interviews: (1) unstructured interviews. In this type, the interviewer interviewed with no systematic plan of the question, (2) structured interview. The interview carried out using a set of questions arranged in advance, (3) semi-structured interview. The interviewer uses a set question which is developed to gain the specific information.⁴⁰

In this case, the researcher used structured interviews. Interviews were conducted with English teachers and students. Interviews were handled outside of class hours until the teaching and learning process was completed. This interview was organized to obtain verbal responses from the informants. The function of the interview in this study was to re-check the data and ensured that the data from the observations were truly valid.

3. Documentation

Documentation used in collecting data consists of documents and records. Notes for each writing or question are prepared for individuals or organizations with the aim of proving the existence of an event. At the same time, documents can be in the form of

³⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2016), 175.

⁴⁰ Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta, 1990)

writing, pictures, or monumental works of someone. Documents in the form of writing such as diaries, life histories, stories, biographies, regulations. Documents in the form of images, for example photos, live images, sketches and others. Documents in the form of works such as works of art, which can be in the form of pictures, sculptures, films, and others. Document studies are complementary to the use of observation and interview methods in qualitative research.⁴¹

In this study, researchers obtained data in the form of documentation such as history of SMAN 1 Jenangan Ponorogo, vision mission, goals, geographical location, organizational structure, conditions of teachers, staff and students, facilities and infrastructure. The researcher also took some documentation in the form of the required photos during research activities.

F. Data Analysis Technique

In this research, the researcher used a qualitative data analysis technique. Qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and learned, and deciding what to tell others (Bogdan & Biklen).⁴² Data analysis techniques used in this study is to use the concept of Matthew B Miles and Michael Huberman proposed three stages.⁴³ Data reduction, data display and conclusion drawing and verification.

1. Data Reduction

⁴¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2017), 326.

⁴² Lexy J Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2009) 248.

⁴³ Mathew B Miles, *Qualitative Data Analysis* (United States: SAGE Publications, 1994), 10.

Data reduction is meant as the process of choosing, focussing, reducing, abstracting, and altering data found in written field notes or transcriptions. Data reduction occurred continuously throughout life quality project. Emergence as a researcher also determined conceptual framework, which cases, which research questions, and which data collection approach to choose.

In this research, the researcher selected the only important data to be researched, especially the data result of the observation, interview, and documentation.

2. Data Display

Data Display is an organized, collated edit of information that completes a written conclusion. The most common symptom of historical qualitative data is expanded text. This study includes written sources of teacher documents, written summaries by researchers, and data obtained from written student opinions.

The display included many types of matrixes, graphs, charts, and networks. All were intended to condense organized data into a compact, easily accessible format to understand the analysis.

3. Conclusion Drawing and Verification

Conclusion drawing and verification are simple descriptions that consist of the researcher's answer to the conducted problem.

The conclusions set forth in this study were the form of the final results that were supported by clear, valid and consistent evidence when the researcher returned to the field to collect data. Therefore, the conclusions put forward are a form of

credible conclusions. Therefore, the conclusions in this study could be answered the formulation of the problem that had been formulated at the beginning of the initial description of the research.

G. Checking Validity and Finding

Validity describes the extent to which measure what purport to measure. An instrument is not intrinsically valid, as validity is a characteristic of the responses. Consequently, it is important to pretest the instruments obtain preliminary data that can be used to assess validity.⁴⁴

Triangulation is the technique used in checking the validity of the data. According to Sari Wahyuni, triangulation has raised an important methodological issue in naturalistic and qualitative evaluation approaches to control bias and establish valid propositions because traditional scientific techniques are incompatible with this alternate epistemology.⁴⁵ In addition, Creswell defines that triangulation of data will be collected from multiple sources, including interviews, observations, and document analysis.⁴⁶

In the validation section, the researcher applied one of four types of triangulation, which was called methodological triangulation. These included learning media for English education, interviews with teachers and students by asking some questions about the observations in the activities during the learning process. To validate the data, the researcher included some learning equipment such as school materials, classroom photos,

⁴⁴ David and Robert, *Designing and Constructing Instrument for Social Research and Evaluation*, (San Fransisco: Jossey- Bass, 2007), 207.

⁴⁵ Sari Wahyuni, *Qualitative research method theory and practice*, (Jakarta: Salembempat, 2012), 40.

⁴⁶ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (London: SAGE Publications, 1990}, 45

photos of student assignments, recordings during interviews with researchers, videos during class activities, and more useful data.



CHAPTER IV

FINDINGS AND DISCUSSION

A. General Data

SMAN 1 Jenangan was established based on a letter from the Regent of Ponorogo regarding the approval of establishment with No. 425/828/405.51/2003 dated March 1, 2003, which initially had the name SMU Negeri Jenangan. SMAN 1 Jenangan in the academic year 2003/2004 was able to accept new students. At the beginning of the establishment of SMAN 1 Jenangan, learning activities were carried out at SDN 2 Semanding with learning time in the afternoon. Over time, SMAN 1 Jenangan was able to occupy its new building in 2005. The school address is SMAN 1 Jenangan Ponorogo, on the Ngebel highway, Semanding Village, Jenangan District, Ponorogo Regency, East Java Province and Postal Code 63492. From 2005 until now, the construction of the school building at SMAN 1 Jenangan continues to grow so that learning activities can be carried out usually. All forms of school facilities such as classrooms, laboratories, mosques, fields and parking lots have been provided at the school. Every progress given at every change of principal from year to year brings quite a lot of changes. Infrastructure facilities and school administration management are becoming more structured. The total number of students in SMAN 1 Jenangan is 231 students, consisting of 74 male students and 157 female students and the total number of teachers at SMAN 1 Jenangan is 49 people. SMAN 1 Jenangan has two majors, namely science and social studies. Each batch has 2 science classes and 2 social studies classes. The researcher chose the research in class X IPA 1 because in class X semester 2, there was narrative text material that became the object of research by the researcher. The English teacher who teaches class X IPA 1 is Mrs. Ajeng.

The learning process taught by Mrs Ajeng in learning English in the reading class uses media in the form of video animation. The teacher prepares the equipment needed to show a video related to narrative text material whose text is taken from a textbook. After the video is played once, the teacher asks several questions related to the narrative text material in the video. The teacher asks students to take turns reading the text in the package book, and the teacher assesses the students' fluency in reading narrative text. After that, the teacher gives assignments to students to answer the questions in the textbook.

The condition of students in the reading class using animated videos looks that students feel interested and more enthusiastic about watching videos. It is not uncommon for students when the teacher explains the introduction of narrative texts without using videos. Some pay less attention. The teacher focuses more on the child's fluency in reading narrative texts, while the assessment of student understanding is taken from the value of the assignments in the package book.

Students' interest in learning English is still lacking. Most students think that English is a difficult subject. A teacher becomes the leading actor in the class, so the teacher must be able to organize his class into an active, innovative and fun class. The use of video animation media that Mrs Ajeng applies in the reading class makes students more interested and not bored in studying narrative texts. Students remember more of the events that occur in the story.

Based on the general description related to the research described above. The use of video animation in the reading class that focuses on narrative text that Mrs Ajeng applies in the learning process in the reading class focuses more on students' reading fluency in narrative text. Meanwhile, researchers in applying video animations focus more on students'

understanding of narrative texts. The hope is that when students learn to read English texts with the media, they will understand and remember every detail of the stories they read. This trains students to improve reading skills that are more fun and not boring.

B. Data Display

1. The use of animation video to enhance students' in reading class focus on narrative text

This study analyzes the use of video animation in reading class which focuses on narrative text. Data from the implementation of narrative text learning using animated videos were collected using observation, interviews and documentation. The use of media in learning English helps students more easily understand the lesson. There are many media in the process of learning English. In reading class, the English teacher at SMAN 1 Jenangan uses media in the form of video animation. It is intended that students are more active and students in the use of video animation are able to improve reading comprehension in narrative text material.

Based on observations made in class X IPA 1 at SMAN 1 Jenangan, at the first meeting held on February 21, 2022, the English teacher started each lesson with greetings, greetings and praying. Then the teacher takes the attendance of the students. After that, the teacher stimulates the students' memory of the narrative text. Some students know and some are just silent when asked by the teacher. The teacher explains the meaning, generic structure and language features on the blackboard. Then the teacher asked the students to read an example of a narrative story with the title "Sangkuriang". In reading activities, children look bored, sleepy and passive in class. Students' understanding of the text is lacking because they feel they do not know the story's

meaning. The teacher gives examples of questions, such as "Who are the main characters in the story?, What can we learn from the story?". Only two to four students answered questions from the teacher, others did not answer because they did not know what to answer. The teacher reviews the story "Sangkuriang", and the students listen to the teacher's explanation. And ends with motivating students so that they have a love for reading.

The data above is supported by an interview with some students in the X IPA 1 class. This is an interview result with Ida Tamara, one of the class students, as follow:

"I actually don't like reading, I feel sleepy and bored when reading lessons, especially if the text is long. So it's quite difficult for me to understand and not be confident when reading English texts".⁴⁷

According Sri Wahyuni, the X IPA 1 grade class students, as follow:

"In my opinion, the narrative text material actually contains many familiar stories, such as folk tales in Indonesia. However, because the story is in English, I don't understand the meaning, which makes me less enthusiastic about reading the story".⁴⁸

Based on the observations and interviews above, students when the subject matter of narrative text in reading comprehension, quickly feel bored, the class becomes passive, students have difficulty encountering long texts. Students are weak in understanding the meaning due to a lack of enthusiasm and interest in reading narrative texts.

In the second meeting, which was held on February 24, 2022, the teacher in teaching narrative text in reading class used video animation media. Narrative stories chosen from stories that matched the package book were about the folk story "Malin Kundang". The teacher explains the generic structure and language features in the video.

When the video was played, the students looked happy and entertained. After the video

⁴⁷ Look at transcript of interview Code : 07/I/4-03/2022

⁴⁸ Look at transcript of interview Code : 08/I/4-03/2022

was finished, the teacher asked some questions to test the students' memory about the story's content. Students become more active and many can answer questions related to stories. At the end of the lesson, the teacher gives students assignments divided into four children per group to discuss the report and discuss it at the next meeting. At the end of the lesson, the teacher reminds students not to forget to study and continue to pray.

The third meeting held on February 28, 2022, was the same as yesterday's meeting using the same animated video title. Before showing the video, the teacher made sure the students had prepared the discussion results. In a few minutes of the video, the teacher pauses to test students' memory regarding language features and generic structure. After the video is finished, the teacher and students discuss the discussion results at the previous meeting. The results of the discussion discussed the contents of the story in detail, such as knowing the character of each character, how the story was plotted, and students were able to find the moral message conveyed in the story. After that, students worked on questions related to Malin Kundang's story and collected them that day. Students when working, look enjoy because they remember the details of the story. After all collecting, the teacher motivates students not to get bored with learning.

The data above is supported by an interview with some students in the X IPA 1 class. This is an interview about reading narrative text activities using video animation with Mariyana, one of the class students, as follows:

“In my opinion, very interesting, fun and not boring. Video animations help me more easily understand the meaning of narrative stories. So that I understand the storyline that I read.”⁴⁹

⁴⁹ Look at transcript of interview Code : 06/I/4-03/2022

According to Sri Wahyuni, the X IPA 1 grade class students, as follow:

“I was not sleepy, when I answered questions from the teacher regarding narrative stories, I felt I could. Video animation allows me to understand the storyline and also the message conveyed in the story”.⁵⁰

At the last meeting held on March 3, 2022, the teaching carried out by the teacher was the same as before but with a different title, not from folklore. The teacher chooses a narrative story from an animal story titled “The Lion and The Mouse”. Before the teacher shows the video, the teacher distributes the story's text that already contains questions related to the story "The Lion and The Mouse". In showing a video that is 4.10 minutes long, the teacher shows the video 2 times. In the second broadcast, the teacher often pauses the video to test students' understanding of the generic structure. The teacher gives an explanation of the meaning that the students feel to be foreign. Students seemed to enjoy the story by actively asking the meaning they did not know. Not infrequently, they are entertained by animal stories that the teacher displays. After showing the video, the teacher appointed several students to read the text that had been previously distributed, and they were also asked to mention the generic structure. For students who do not get to read the teacher provides another opportunity to answer questions related to the story and who can raise their hand. Classes are lively, fun and students look active. After that, the teacher asks students to work on questions related to the narrative stories shared previously. The teacher allows students to ask questions that have not been understood. Students work on the practice questions, so they enjoy it and it doesn't take them long to complete all the answers. Students collect answers and give them to the teacher. The teacher motivates the students and ends with a prayer.

⁵⁰ Look at transcript of interview Code : 08/I/4-03/2022

Based on observations that have been made in class X IPA 1 at SMAN 1 Jenangan, the teacher shows three steps when implementing video animation in narrative text lessons in the reading class as follows:

a. Preparation

The teacher prepares all teaching needs properly, making teaching and learning activities structured and directed in the teaching process. Mrs Ajeng as an English teacher said:

“I prepared lesson plans as my guide in teaching. So I will plan what I will do in class to achieve the learning objectives. Thinking and preparing the right media or materials that make students more excited in class are important things that teachers must do to create an active and comfortable class”.⁵¹

Based on the explanation above, the preparation made by the teacher before the teaching and learning process is essential. The teacher thinks about media that is appropriate to the material so that students can easily understand it is not something easy. Therefore, preparation before teaching will make it easier for teachers or students to create an active and fun class.

b. Application

There are three activities related to using animation video as media for teaching narrative text in reading class at SMAN 1 Jenangan. The activities are:

1. Pre-Activity

Pre-activity is a teacher activity carried out before starting teaching and learning.

⁵¹ Look at transcript of interview Code : 01/I/7-02/2022

Table 4.1 Pre Activity

Activities	Teacher's Role
Greeting	Greetings, Attending student attendance, praying and teacher give motivation to the students.
Apperception	The teacher stimulates students' understanding of narrative texts with appropriate questions about narrative texts.

The first thing when the teacher starts the teaching process is, the teacher greets the students. Then the teacher checks the attendance of students in class. And the teacher always motivates students at the beginning of the teaching and learning process. After that, the teacher gives an appreciation to stimulate students' prior knowledge regarding the material to be studied by asking some questions.

2. Whilst Activity

Whilst activities are activities carried out by teachers during the teaching and learning process. In this activity, the teacher applies video animation to teach narrative text in the reading class. The steps in the implementation of this strategy are as follows:

Table 4.2 Whilst Activity

Activities	Teacher's Role
Presenting the material	<ul style="list-style-type: none"> • The teacher explains about narrative text along with its generic structure and language features. • The teacher shows an animated video whose story related the text • The teacher gives some questions according to the narrative to test students' understanding
Giving opportunity to the students read narrative text	<ul style="list-style-type: none"> • The teacher gives students the opportunity to read a narrative story after watching an animated video that matches the text.
Giving students assessment	<ul style="list-style-type: none"> • The teacher asks students to discuss the narrative text that has been read • The teacher gives questions to students to work on and assess

In the table above, part of the stages whilst activities. The teacher explains the narrative text material related to understanding, generic structure, and language features to students. The teacher implements video animation in narrative lessons to increase students' reading comprehension. After watching the video, the teacher gave questions to test the students' memory. The teacher also allowed the students to read the narrative story, which they then discussed with their friends about the content of the narrative story.

In taking student scores, the teacher gives questions related to narrative stories that are done by students and assessed by the teacher. For

complete information on student assessment results, see the attached documentation.⁵²

3. Post Activity

Post activities are the last part of teaching activities. The teacher gives conclusions about the material, the teacher allows students to ask questions about the material they feel they don't understand. The teacher always motivates students to keep learning and ends with a prayer.

Table 4.3 Post Activity

Activities	Teacher's Role
Discuss	<ul style="list-style-type: none"> • The teacher allows students to ask questions that have not been understood • The teacher concludes the material in the learning process
Motivating	<ul style="list-style-type: none"> • The teacher motivates students to be enthusiastic about learning
Praying	<ul style="list-style-type: none"> • End the meeting with greetings and prayers

Based on the table above, the teacher concludes the material by reviewing the material so that students understand better. The teacher motivates students to be enthusiastic about learning and get used to having fun in reading activities.

According to Mrs Ajeng said:

“I advise students not to forget to study. If students in reading activities feel bored because they are learning to understand narrative texts in English, students can watch animated videos that match the story text. This makes it

⁵² Look at transcript of documentation appendices 3

easier for students to understand the plot of the story they are reading and the message conveyed in the story”.⁵³

Based on the motivation conveyed by the teacher, it is expected that students are motivated to study hard. In addition, using video animations in learning narrative texts, students are easier to remember story details when reading narrative stories.

c. Evaluation

The teaching and learning process requires the evaluation of every teaching activity that has been passed. Evaluation is carried out to determine learning outcomes. In this evaluation, the teacher provides an assessment based on student activity in asking questions, answering questions from the teacher, and evaluating the results of student assignments. At the end of the lesson, the teacher motivates students.

The data presented above is supported by interviews with English teachers in class X IPA 1. This interview is about the use of video animation in the narrative learning process in the reading class, according to Mrs Ajeng:

“Implement video animation in three ways: pre activities, whilst activities, and post activities. In pre activities, I greet students and check student attendance. In whilst activities, I explain the generic structure, language features and use animated video media to improve students' understanding when reading narrative texts. Then discuss the message from the narrative story and finally do the questions. In post activities, I review the material, and allow students to ask questions and then close by giving motivation and prayer”.⁵⁴

Based on observations and interviews from the teaching and learning process in class X IPA 1 in English subjects regarding the use of video animation media in

⁵³ Look at transcript of interview Code : 03/1/7-02/2022

⁵⁴ Look at transcript of interview Code : 02/1/7-02/2022

narrative text material in reading class, there are three general stages, including pre activities, whilst activities, and post activities.

The teacher always tries to solve a problem in the classroom. The teacher thinks of a way to make the class feel alive and fun. The teacher chooses the appropriate media to be given in the class according to the material. It is not an easy thing. Reading class seems boring and makes you sleepy. Mrs Ajeng in the reading class chose video animation media to improve students' understanding to make it easier to understand and remember.

According to Mrs. Ajeng as an English teacher in class X IPA 1 at SMAN 1 Jenangan:

“From my experience in teaching narrative text, when I do not use the media, the average student in reading activities easily feels sleepy, bored and ignores my explanations. They also feel insecure when I tell them to read English texts. And also, when reading English texts they have difficulty understanding the contents of the text because they don't know the meaning of the vocabulary they read”.⁵⁵

According to Mrs Ajeng the reasons for choosing the implementation of video animation as follows:

“I chose video animation because the average student likes audio-visual in learning. They not only see and watch but also listen to the correct pronunciation. By using animated video media, students in class become more active. They easily understand narrative texts, when I ask questions about the videos they have watched, they remember the details. Video animation when applied in narrative lessons makes students reading narrative texts more understand, enjoy, be interested and motivated to enjoy reading narrative texts”.⁵⁶

⁵⁵ Look at transcript of interview Code : 01/1/7-02/2022

⁵⁶ Look at transcript of interview Code : 02/1/7-02/2022

Based on Zahra Amanda Puspita's interview, a tenth grader at SMAN 1

Jenangan said:

“In my opinion, English is an interesting subject. Especially when Mrs Ajeng uses animated video media in her narrative text reading lesson, it makes me happy and doesn't make me sleepy. It is easy to remember stories because an imagination is depicted when reading narrative stories that match the video. I think my understanding of narrative stories increases and when working on questions about narrative stories, I don't find it difficult”.⁵⁷

Based on Nazwa Ayundha Asy'syfa's interview, a tenth grader at SMAN 1

Jenangan said:

“Reading narrative stories makes it easier to understand and remember the purpose of the narrative text. I felt excited and attracted my attention to watch until the end of the story. When the teacher uses video animation and when giving questions when I finish watching the video, I raise my hand because I know the answer. So that makes me like to learn to read narrative text”.⁵⁸

Based on Ida Tamara's interview, a tenth grader at SMAN 1 Jenangan said:

“I understand more about using animated videos than just being told to read the story without any media, understand the meaning of the story's message, and know the correct pronunciation when reading a narrative story. The narrative storyline is easy for me to remember and I enjoy it because the animated video is exciting and I like it”.⁵⁹

Using video animation to be applied in the reading class, helps students understand narrative stories more easily, students easily remember the story in detail because students have a picture of characters, places, or atmosphere when reading narrative texts. In addition, students in reading class become active, not boring, feel happy, and excited.

⁵⁷ Look at transcript of interview Code : 04/I/4-03/2022

⁵⁸ Look at transcript of interview Code : 05/I/4-03/2022

⁵⁹ Look at transcript of interview Code : 07/I/4-03/2022

Based on the explanation of the data exposure above, the use of video animation is suitable for use in narrative text lessons. Students in reading activities become easier to understand stories, their understanding when reading narrative texts increases and students easily answer questions given by the teacher related to narrative stories as outlined in the form of animated videos.

2. The problems found in teaching using animation videos and the alternatives solutions to the problems

In teaching narrative text in the reading class using media in the form of video animation, researchers found several problems in the teaching and learning process using video animation and also solutions to the problems found. According to an interview with Mrs. Ajeng said that:

“On average, students in learning using animated videos are more enthusiastic and enthusiastic, but there are students who look ordinary. This is because not all students' abilities are on audio-visual media”

And Mrs. Ajeng also said that:

"The use of video animation in narrative learning sometimes also reduces learning time, because when there is a technical problem such as a speaker that can't be used and when the lights go out so the projector can't be turned on"

According to Dwi Nur Haliza, a class X IPA 1 student at SMAN 1 Jenangan, the problems experienced in using video animation in narrative text lessons are:

"I don't really understand when reading narrative texts using video animations, I understand better when the teacher explains narrative text stories by reading and interpreting them slowly".

According to Muhammad Indra Setiawan, a class X IPA 1 student at SMAN 1 Jenangan, the problems experienced in using video animation in narrative text lessons are:

"I think English lessons are difficult lessons, so every English lesson I feel uninterested in the material and in using animated videos I'm happy because I can watch it while I watch but I still don't understand when reading narrative texts."

Based on some opinions from Mrs Ajeng and the students above, it can be concluded that in the use of video animation, several problems were found. In this case, a teacher acts as the main model in the class who must be able to manage the class in order to achieve success in the teaching and learning process. The teacher is able to provide a way out or a solution to any problems that occur in the classroom.

The problems found in the use of video animation are that first, not all students have the ability in audio-visual media, so the teacher provides further explanations by reading narrative texts while helping to interpret them.

Second, the use of video animation takes a long time to prepare for broadcast, so that when there is a technical problem such as a broken speaker, the teacher has prepared a backup and when there is a power cut the teacher replaces the activity using video animation by explaining narrative stories and asking students to take turns reading and interpreting together. the purpose of the narrative story that has been read.

Third, the factor of students who are less enthusiastic in learning English. So that the teacher always provides motivation at the beginning and end of learning. And the teacher also provides an approach by understanding the characteristics of each student so that the teacher knows what to do with the differences in student abilities. Usually after the teacher explains in front, the teacher will approach each student's desk to ensure students' understanding of the narrative text.

Based on the explanation of the problems and solutions given by the teacher in teaching narrative text using video animation, students have different levels of

understanding abilities so that a teacher must always have alternative solutions to overcome problems that occur in the teaching and learning process using media in the form of video animation.

C. Discussion

1. The use of animation video to enhance students' in reading class focus on narrative text

In the teaching and learning process, a teacher is a leading actor in the class. Teaching is a process of helping students understand something not yet known from the teacher to the students. According to H Douglas Brown, teaching is guiding and facilitating learning, enabling students to learn, and setting conditions for learning.⁶⁰ Teachers in teaching are required to pay attention to aspects such as having a lesson plan, mastering the material, knowing the approaching model to students, having innovation in teaching, and providing evaluations after the teaching and learning process. To create an active and not dull class, the teacher must have innovation and creativity in learning. This also applies to English learning activities.

In English lessons, students are less enthusiastic in learning. They think English is a difficult subject. This affects the activity of reading English texts. Reading is one of the main skills in English teaching and learning process. Reading requires concentration to get the message conveyed in writing. According to Neil Anderson, reading is a fluid process where readers combine information from the text and their own background knowledge to

⁶⁰ H Douglas Brown, *Teaching by Principle: an Interractive Approach to Language Pedagogy*, (San Fransisco State University: Prentice Hall Regents Eglewood Cliffs, 2000), 7

construct meaning. Based on this definition, reading is a process of getting information with the aim of being able to understand the meaning of the text.⁶¹

Reading in English learning activities, there are several texts, one of which is narrative text. According to Anderson, narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.⁶² Narrative text includes long text. Reading narrative texts requires a deep understanding to get the message conveyed in the story. As said by Mrs Ajeng as an English teacher at SMAN 1 Jenangan in teaching narrative text in the reading class, students feel bored and less enthusiastic in reading activities. To achieve an active and fun class, Mrs Ajeng chose a medium to facilitate students in the teaching and learning process of narrative text in the reading class.

In narrative text lessons the teacher uses video animation media to make it easier for students when reading to understand the story. The choice of video animation as a medium for teaching narrative text is because video animation students not only see pictures of a story but can also listen to the narrative pronunciation of the story, so the lesson feels fun. The statement by Harmer supports this, that video is a great help to see the language used such as understanding because students can see the general meaning and mood conveyed through expressions, gestures and other visual clues, but also visually uniquely bridges cross-cultural understanding.⁶³

The results of using video animation in the teaching and learning process are able to motivate students. Students are motivated to like narrative text lessons and also students enjoy reading narrative stories. Based on the results of interviews with several students of

⁶¹ David Nunan, *Practical English Language*, (New York: The McGraw-Hill Companies, 2003), 2-3

⁶² Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan, 2003)

⁶³ Harmer J. *The Practice of English Language Teaching (3rd Edition)*, (London: Longman Group Ltd, 2001), 223

class X IPA 1 at SMAN 1 Jenangan, using video animations makes it easier for students to understand narrative storylines, students do not feel bored, students are interested and motivated to learn using video animations and also the class feels fun because students are easy to answer questions from the teacher regarding narrative stories. According to Gagne, the use of animated video as a medium of information relevant to the processing model is divided into eight phases, namely the phases of motivation, recognition, acquisition, retention, calling, transfer, giving, responding, to strengthening.⁶⁴ Video animation qualifies as a medium that can help motivate students to learn from the beginning until they reach a strengthening level, which is expected after watching animated videos can provide feedback with maximum effectiveness.

In this study, the researcher participated in teaching narrative text using video animation in the tenth grade of SMAN 1 Jenangan Ponorogo. The researcher will explain how to use video animation in teaching narrative text in reading class. Based on the data collection conducted by the researcher, the use of video animation in teaching narrative text in the reading class has several steps. The first stage is preparation. The teacher prepares everything needed in teaching, such as lesson plans, materials taught and also media to support the teaching and learning process.

The second stage is application. At this stage it is divided into three steps, namely pre activities, whilst activities and last activities. At the pre-activities stage, the teacher greets, checks attendance, motivates students at the beginning of the lesson and also gives apperception according to narrative text material. Furthermore, at the whilst activities stage, The teacher explains to students the narrative text material related to understanding,

⁶⁴ Siti Munawaroh, "Teaching the Narrative Text Using Animation Video: Raising Students' Skills on Reading Comprehension", Vol. 1, No. 1, 2019

generic structure, and language features. The teacher implements video animation in narrative lessons to increase students' reading comprehension. After watching the video, the teacher gave questions to test the students' memory, and the teacher also allowed the students to read the narrative story, which they then discussed with their friends about the content of the narrative story. In taking student scores, the teacher gives questions related to narrative stories done by students and assessed by the teacher. And post activities, the teacher concludes the material by discussing together with students related to the material that has been studied and the teacher provides motivation to students. According to Iskandar, an explanation is one of the most important determinants in the learning process. A student who does not have the motivation to learn, doing less than optimal learning activities.⁶⁵

Using video animation helps students improve their reading skills, students look happy, remember story details, and the class does not feel boring. Research conducted by Lulu Hasna Anggraini proves that the use of animated video to improve students' reading comprehension in narrative text was effective. Students' reading comprehension in narrative text can be improved by using animated video. To help pupils understand the material, the animated video includes moving, colourful visuals, subtitles, and audio. In this case, the students will be able to correctly answer the question and receive a decent grade in this chapter.⁶⁶ This finding is reinforced by the results of research conducted by Hanifah Khalidiyah who said that animated videos make the learning process more interesting, leading students to be more active in class participation. Animated videos can motivate students, stimulate students' interest and arouse their curiosity. Thus, students pay

⁶⁵ Iskandar, Psikologi Pendidikan (Sebuah Orientasi Baru), Ciputat Mega Mall, Jakarta ,2012), 180.

⁶⁶ Lulu Hasna Anggraini, "The Use of Animated Video As A Media to Enhance Students' Reading Comprehension in Narrative Text", Vol. 09, No. 01, 2021

more attention to learning activities and are involved in the teaching and learning process.⁶⁷

Based on the explanation above, the researcher concludes that the use of video animation is suitable if applied in narrative text lessons. In the activity of reading narrative stories, students easily understand the details of the story. Students remember pictures of characters, atmosphere, places and expressions of characters and voices of characters. In answering the questions given by the teacher related to narrative stories that match the video, students did not find it difficult to answer the questions given by the teacher. Thus, the use of video animation makes students more enthusiastic in learning, students feel interested in learning narrative texts and students' reading abilities increase after using video animation.

2. The problems found in teaching using animation videos and the alternatives solutions to the problems

The use of animated videos in the teaching and learning process of narrative texts in the reading class is beneficial for both teachers and students. Following up on the results of an interview with Mrs. Ajeng as an English teacher at SMAN 1 Jenangan, she said that by using animated videos, apart from the many perceived benefits, there were also several problems that the teacher encountered in teaching using video animation and the solutions provided by the teacher in overcoming the problems experienced. in the teaching and learning process. This is reinforced by the opinion of Harmer who says that, when someone wants to use videos in the classroom, they have to be aware of some problems.

⁶⁷ Hanifah Khalidiyah, "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)", Vol. 03, No. 01, 2015

Some of the problems found in the use of video animation based on the results of interviews with teachers and students are that video animation is an audio-visual medium, and the background of the ability of students is not all of them have audio-visual media abilities, there are students who are dominant in visual or audio abilities. The solution given by the teacher is through a student approach by knowing the characteristics of each student's ability. The next problem comes from technicians using video animation in reading class, not infrequently when in the process of showing videos there are problems such as power cuts, speakers not functioning. This is why the teacher racks his brain for successful learning to take place. The teacher will provide an alternative by sending a video to the class whatsapp group. So students will be explained by the teacher regarding narrative text stories after they watch animated videos on their respective cellphones. And the last problem is the lack of enthusiasm of students in English lessons, thus making students not interested in all activities in English material. The teacher always provides motivation and also helps students intensely to understand narrative text stories after watching animated videos.

Based on the explanation above, the problem found in the use of video animation is always a solution as a way out of every problem that occurs. Behind the many advantages of using video animation, a teacher always prepares solutions if possible problems occur. Success in the teaching and learning process is an important goal of a teacher in order to produce students who are active and able to understand English subject matter.

CHAPTER V

CONCLUSION

A. Conclusion

By the discussion in the previous chapter, researcher finally could draw the conclusion as follows:

1. The results showed that the use of animated videos in narrative text learning for reading classes at SMAN 1 Jenangan Ponorogo could strengthen students' reading skills in narrative text learning. Because with this video animation media, it makes students experience the learning process more directly when studying a text by seeing the parts of the text directly. In fact, video animations provide real-world examples related to narrative text. That way the child's memory becomes more leverage in recognizing a material related to the reading being taught. Therefore, considering the importance of using animated videos, teachers need to improve or be more creative in using animated videos in reading classes. So that students will be more motivated in learning narrative texts in the reading class.
2. The results showed that the problems found in the use of video animation could be solved by the teacher by providing solutions to every problem that occurred. This shows that the use of video animation in teaching narrative text in the reading class can be the right choice of media to be applied to the teaching process of narrative text. Evidenced by the absence of fatal problems when using video animation.

B. Suggestion

1. For Teacher

- a. In choosing learning media, the teacher should adjust to the material and adapt it to the student's background. Teachers are expected to be more creative and innovative in the teaching and learning.
- b. Teachers can motivate students to be enthusiastic about learning and like reading activities.
- c. Teachers can increase media use in the teaching and learning process, such as using animated videos to make reading classes more fun.

2. For Students

- a. Students are motivated to be more active and critical in reading class
- b. Students are helped to understand the message referred to in the text easily

3. For Institution

- a. Institutions can improve and complete learning facilities so that the teaching and learning process will run optimally.
- b. Institutions should pay more attention to the needs in the learning process.

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