



**THE EFFECT OF USING CARTOON VIDEO ON READING
COMPREHENSION ACHIEVEMENT OF THE EIGHTH
GRADE STUDENTS OF SMPN 1 GIRI**

THESIS

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

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2014

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

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Name : IZZATUL YAZIDDAH

Date : Jember, September 2014

DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Ibu Ludi Raning Lestari and Papa Khodiri. Thank you so much for your love, your care, your suggestions, and your prayer. I'll be nothing without you. I love you, Ibu and Papa.*
- 2. My kindest brother, Moch. Salahuddin Thalut. Thank you so much for your support and your suggestions.*
- 3. My dearest friend, Dito Tri Pintarko. Thank you so much for your support, your care, and your love.*

MOTTO

*“The more that you read, the more things you will know. The more that you learn
the more places you'll go.”*

— Dr. Seuss, *I Can Read With My Eyes Shut!*



CONSULTANTS APPROVAL

**THE EFFECT OF USING CARTOON VIDEO ON READING
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THESIS

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ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT for blessing and giving me strength and health so that I have finished my thesis entitled “The Effect of Using Cartoon Video on Reading Comprehension Achievement of the Eighth Grade Students of SMPN 1 Giri”

Secondly, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairperson of the Language & Arts Department
3. The Chairperson of English Education Programs
4. The first and second consultants, Dra. Wiwiek Eko Bindarti, M.Pd, and Eka Wahyuningsih, S.Pd, M.Pd. Thank you for your time and your suggestions to guide me in accomplishing my thesis.
5. The academic consultant, Drs. Bambang Suharjito, M.Ed. Thank you for your guidance.
6. The School Principal, the English teacher, and the eighth grade students of SMPN 1 Giri in the academic year 2013/2014 especially class VIIIA and VIIIB for giving me an opportunity, help, and support to do the research
7. All my friends at “Asrama Whiwasya”, the big family of UKM *Perisai Diri Universitas Jember*, English Education Study Program 2010 generation and also my best friends, Mega Karisma V. and Anin Febri Y.

I believe that this thesis still has some weaknesses. Therefore, I really appreciate any criticism and suggestions from the readers to make this thesis better. Finally, I hope that this thesis will give contribution for the readers.

Jember, September 2014

The Writer

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SUMMARY

The Effect of Using Cartoon Video on Reading Comprehension Achievement of the Eighth Grade Students of SMPN 1 Giri; Izzatul Yaziddah, 100210401053 ; 2014; 47 Pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Reading is once believe as a receptive skill that has an important part in people's live because by reading the reader will get pleasure and information. Reading is an active process that engages the text and the reader's thinking in order to get the ideas of the text. Since reading is considered as the important skill, the English teacher should find the appropriate media that can help the students to improve their reading comprehension achievement. There are some media that can be used in teaching reading skill; one of them is cartoon video.

Cartoon video can be very useful and meaningful in language learning process. It can also be used to stimulate the students' interest to the material. Besides, cartoon video helps to represent the text in visual form. It can also make the viewers of the video easy to understand the message delivered by visual clues provided in the video. With those considerations, the use of cartoon video is hopefully able to improve the students' reading comprehension achievement.

The purpose of this research was to know whether or not there was a significant effect of using cartoon video on reading comprehension achievement of the eighth grade students of SMPN 1 Giri. This research design was quasi-experimental. It was begun by undertaking homogeneity test, deciding the experimental and control groups, giving treatment to the experimental group, giving the same post test to the groups, and the last was analyzing the result of the post test by using t-test.

This research was conducted at SMPN 1 Giri which was chosen because the English teacher never taught reading comprehension by using cartoon video. Besides, SMPN 1 Giri has complete facilities that could support the researcher in doing the research, such as: viewers, computers, etc. Based on the result of the homogeneity test, classes VIII A and VIII B were chosen as the experimental and the control groups. The experimental group was treated by using cartoon video,

while the control group did not receive any treatment or it was taught reading without using cartoon video or just using printed text.

The result of this research showed that there was a significant effect of using cartoon video on reading comprehension achievement. It was proven by the value of significant column of t-test table by using SPSS was 0.008 or it was lower than 0.05 and the degree of relative effectiveness of using cartoon video on reading comprehension was 7.786% more effective than teaching reading comprehension without using cartoon video or just using printed text.

Based on the explanations above, it was concluded that there was a significant effect of using cartoon video on reading comprehension achievement of the eighth grade students of SMPN 1 Giri.

It is suggested to the English Teacher of SMPN 1 Giri to also use cartoon video in teaching learning activity of the Eighth Grade classes especially for reading activities. It is also suggested to further researchers to conduct further research dealing with similar problem by using another research design or language skills and different text type such as a classroom action research in improving the students' reading comprehension achievement of descriptive text by using cartoon video or an experimental research to know whether or not there is a significant effect of using cartoon video on speaking or writing comprehension achievement.

CHAPTER 1. INTRODUCTION

This chapter presents some aspects related to the topic of the research. It consists of four parts: background of the research, problem of the research, objective of the research, and significance of the research.

1.1 Background of the Research

Language is a tool of communication. By using language, people can express their emotions, ideas, and thoughts to other people. There are many kinds of language in the world and every country has an official language that is used by their citizens. As a language, English has become an international language that is spoken in most countries all over the world. Some countries use this language as either native language and second language or foreign language.

English is taught at schools in almost every country in the world. In Indonesia, English is taught as a foreign language that is studied from elementary, junior and senior high school, until university levels. To face globalization era, the Indonesian students have to master English because if they are able to master it, they might have a better chance in global competition. Furthermore, Harmer (2004:11) states that many people learn English because English will be useful in some ways for international communication and travel.

The purpose of teaching English is to develop English communicative competence of the students in the four language skills namely: listening, speaking, reading, writing and also in the three language components namely: pronunciation, vocabulary, and grammar. As a matter of fact, reading plays an important role in language acquisition. According to Harmer (2004:11), “reading is useful for language acquisition”. It means that the more the students read, the better the students will be in the target language.

Reading is a receptive skill that has an important part in English education. Reading is important for some reasons. Grellet (1996:4) says that there are two main reasons for reading. Those are reading for pleasure and reading for information (in order to find out something or in order to do something with the

information). It shows that people need reading to refresh their mind because some people feel better when they read. Besides, they will actually get information, knowledge, and new experience from reading activity.

Reading activity will give many benefits for the readers. Daniela (2013:1) says that there are some important benefits of reading; they are making smarter, lowering stress, improving the imagination, improving the memory, developing communication skills, improving personal relationships, helping people to contribute for a better world, and improving analytic skills. It means that reading activity has lots of benefits for people and gives a big contribution for people's lives in so many important ways.

Prior to the writing of this study, a preliminary study was conducted on January, 27th 2014 by interviewing the English teacher. From the result of interview, it was found out that most of students still got difficulty in reading skill and the English teacher never used media in teaching reading skill. The teacher usually used conventional ways in teaching reading such as lecturing method, question and answer, and drilling the students with exercises and giving assignments without any media. The ways of teaching were not interesting and sometimes make the students bored and stressed.

Based on the information above, the teacher should use media to help the students in teaching learning process, especially for teaching reading comprehension. According to Mateer, *et al* (2012:2), "media have their main purpose to engage students, to aid student retention of knowledge, to motivate interest in the subject matter, and to illustrate the relevance of many concepts". It means that media will give a good impact to the students and the teacher in teaching learning process.

Based on Mateer, *et al* (2012:1), media can be a component of active learning strategies such as group discussions or case studies. Media can be a video clip, a song on the radio, podcast of a lecture or newspaper article. Furthermore, they says that the students can also create their own media. It means that there are many media that can be used as teaching aids and learning strategy. In this

research, the researcher only focused on the use of cartoon video because video requires the involvement of students' visual senses.

Video is an electronic medium that combines among motion pictures, music background, and spoken text (audio) and it can be used in teaching learning process. According to Canning (2000:1), "video is the selection and sequence of messages in audio-visual context". It helps to represent the text in visual form. It can also make the viewers easy to understand the message delivered by visual clues provided in the video. By watching the video, the students can see facial expressions, gestures, postures, and details of the environment, etc. Lonergan (1995:5) says that the learners will be eager to watch, even if their comprehension is limited. It means that the learners will still watch the video although they get difficulty in comprehending the text. Therefore, by using cartoon video in teaching reading skill, the students can easily get the idea by synchronizing what they read and what they watch.

There were many research findings related to cartoon video as the indicator of the research. Two of them were conducted by Thalut (2010) and Shindy (2013). Thalut (2010) who did an experimental research at MTsN Jember III reported that there was a significant effect of using video clips on listening comprehension achievement for the seventh grade students in the academic year of 2010/2011. It was proved from the result of the posttest that the significant column value of t-test was 0.000 and it was less than 0.05. Another research conducted by Shindy (2013) who did a classroom action research at SMP Negeri 1 Siliragung, reported that cartoon video could improve the students' reading comprehension achievement. Yet, the researcher could not found the previous research using an experimental research design related to the use of cartoon video on reading comprehension achievement. Since there has no experimental research found in the literature dealing with cartoon video on reading comprehension, this present research will be a great contribution to the field of English education.

Based on the explanation above, a research entitled "the effect of using cartoon video on reading comprehension achievement of the eighth grade students of SMPN 1 Giri" was conducted.

1.2 Problem of the Research

Problem can be defined as the gap between expectation and the reality. Based on the research background, the problem of the research was formulated as follows: is there any significant effect of using cartoon video on reading comprehension achievement of the eighth grade students of SMPN 1 Giri?"

1.3 Objective of the Research

Based on the problem of the research, the objective of the research was to know whether or not there was a significant effect of using cartoon video on reading comprehension achievement of the eighth grade students of SMPN 1 Giri.

1.4 Significance of the Research

The result of the research hopefully can give contribution to the English teacher, students, and other researchers.

1.4.1 For the English Teacher

The result of the research is expected to be useful input to the teacher to apply the cartoon video in teaching reading skill. This research can become good information to the teachers because video is very helpful in teaching learning process so that they can improve their way in teaching the students, especially in teaching reading skill.

1.4.2 For the Students

The result of the research is expected to be useful for the students in improving their reading skill through cartoon video. It is expected that the media can encourage the students' motivation and interest to practice their reading skill through cartoon video.

1.4.3 For Other Researchers

It is expected that the result of the research can be useful for future researchers as a reference and information to conduct further research dealing with similar problem by using another research design or language skills and different text type such as a classroom action research in improving the students' reading comprehension achievement of a descriptive text by using cartoon video or an experimental research to know whether or not there is a significant effect of using cartoon video on speaking or writing comprehension achievement.

1.5 Limitation of the Research

It is necessary to state the limitation of the research in order to avoid misunderstanding of the concepts used in the research. This quasi-experimental study was limited on the investigation of the effect of using cartoon video on students' reading comprehension achievement. The research was conducted at SMPN 1 Giri particularly at the second semester of the eighth grade of Junior High School students in the academic year 2013/2014. Besides, according to the Institutional Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*) for Junior High School, there are some types of reading texts that should be taught in the second semester. The reading text used in this research was limited only on narrative texts (fable and folktale).

CHAPTER 2. LITERATURE REVIEW

This chapter presents some theories underpinning the research problem. They are the nature of reading comprehension, types of comprehension, reading comprehension achievement, reading materials of junior high school students, video in language learning classroom, advantages and disadvantages of using video in language teaching, the procedures of teaching reading comprehension by using video, the effect of using cartoon video in language learning classroom, and hypothesis of the research

2.1 The Nature of Reading Comprehension

The nature of reading is an active process. Grellet (1996:8) states, “reading is an active skill that involves some activities, like: guessing, predicting, checking and asking oneself question”. Those activities are for comprehending the text deeply. Moreover, (Birch, 2007; Rumelhart, 1980) in Lems, *et al* (2010:33) argue that reading is an interactive process that takes place between the text and the reader’s processing strategies and background knowledge. In addition, Healy (2002:1) says, “reading is an active process that needs a careful and systematic instruction”. So, it can be concluded that reading is an active process that engages the text and the reader’s thinking in order to get the ideas of the text.

In the field of language teaching, reading is the most important skill for academic purposes. Reading is a key of the acquisition of language. By reading, the students will know many new words and the students will see the relationships among words and concepts, then they will be able to organize ideas, to recognize the writer’s purpose, to evaluate the context, and to make judgments. The students need to be able to read effectively in order to gain confidence and proficiency in the area of language. This is the reason that reading is considered as the basic skill that must be practically acquired in learning English.

Reading needs comprehension. The meaning of comprehension itself has to be understood. According to Hennings (1997:245), comprehension is interacting and constructing meaning with the text. Moreover, Grellet (1996:3)

argues that comprehension is a process of understanding the written text of which exploring the required information from the text. It can be concluded that comprehension is a process of constructing the meaning of the text in order to catch the ideas of the text.

Reading comprehension is an essential part of the reading process. According to Woolley (2011:15), “reading comprehension is the process of making meaning from the text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences”. Every text should have meanings. The students are demanded to understand what the text is about rather than to understand every word in English. Therefore, the students read to understand what the content of the text is, to remember what is understood, and then, put the understanding to use. Thus, the students can read the text to learn, to get the general and specific information, and to entertain themselves.

From the definition above, it can be concluded that reading comprehension is an active process which requires an active involvement of the readers on how to read and what to read attentively, comprehensively, interpretively, and appreciatively in order to get the information of the text being read.

2.2 Types of Comprehension

Comprehension is the ability to gain meaning from text and it is the ultimate goal of reading. According to Fairbairn and Winch (1996:14), there are three types of comprehension; literal, inferential, and evaluative comprehension. Based on the basic course outline of the English curriculum, the goal of reading is literal comprehension and inferential comprehension. The following section discusses about those two types of comprehension in detail.

2.2.1 Literal Comprehension

Literal comprehension deals with comprehending the information that is directly stated in the text. Fairbrain and Winch (1996:14) say that literal comprehension skill refers to the reader’s ability to interpret the explicit meaning.

It means that in the learning activity, the students are asked to comprehend the text given and to find information that is directly stated in the text. The readers easily interpret the meaning because the information is clearly provided in the text.

Hennings (1997:269) states that literal comprehension includes comprehending about the facts, sequences of events, supporting details, cause and effect stated directly in a text. Those are examples of specific information of the text. To know literal comprehension skill of the students, the teacher needs to arrange questions related to literal comprehension. Teachers can ask the students to find ideas and information that are explicitly stated in the text.

In this research, literal comprehension was used as one of the indicators of reading comprehension. Here are the examples of questions related to literal comprehension:

Instruction: Read the text carefully

The Fly and the Bull

There was once a little Fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him.

The little Fly flew down and buzzed around the Bull's head. The Bull did not bother him. He went on chewing grass.

The Fly buzzed right inside the Bull's ear. The Bull continued chewing grass. The Fly thought, "What a stupid animal!"

Now, the Fly decided to land on one of the Bull's horns to make the Bull notice him. He waited for the Bull to say something, but the Bull kept quiet.

The Fly then shouted angrily, "Oh, Bull, if you find that I am too heavy for you, let me know and I'll fly away!"

The Bull laughed and said, "Little Fly, I don't care if you stay or leave. You are so tiny that your weight does not make any differences to me, so please be quite and leave me alone".

(Taken from Angels's Moral Story in Widyaningsih, 2013:26)

Answer the questions based on the text!

1. Who thought that he was important?

Answer: A little Fly

2. The word **he** in paragraph 2 refers to ...

Answer: The Bull

2.2.2 Inferential Comprehension

Inferential comprehension deals with comprehending the substance or the gist of the implied meaning of the text. Based on Fairbairn and Winch (1996:15), inferential comprehension skill refers to the reader's ability to understand the implied meaning that is not stated in the text. Moreover, McWhorter (1989:254) explains that inferential comprehension much concerns on the skill of guessing or predicting the given information in the text. Further, Hennings (1997:269) says that inferential comprehension includes comprehending about the lines, generating information and ideas which are not directly stated, so that the students have to create their inferences.

From the explanations above, it can be concluded that inferential comprehension needs more thinking because the information is provided implicitly, so that the reader should think and predict the context by using this prior knowledge rather than depending only on the writer's information.

To know the inferential comprehension skill of the students, the teacher may give questions related to implied message to the students. According to Mohamad (1999:12), in the learning activity, teachers may ask more challenging questions such as asking the students to do the following tasks.

- Re-arranging the ideas or topics discussed in the text.
- Explaining the author's purpose of writing the text.
- Summarizing the main idea when it is not explicitly stated in the text.

In this research, inferential comprehension was also used as one of the indicators of reading comprehension. Here are the examples of inferential comprehension:

Instruction: Read the text carefully

The Fly and the Bull

There was once a little Fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him.

The little Fly flew down and buzzed around the Bull's head. The Bull did not bother him. He went on chewing grass.

The Fly buzzed right inside the Bull's ear. The Bull continued chewing grass. The Fly thought, "What a stupid animal!"

Now, the Fly decided to land on one of the Bull's horns to make the Bull notice him. He waited for the Bull to say something, but the Bull kept quiet.

The Fly then shouted angrily, "Oh, Bull, if you find that I am too heavy for you, let me know and I'll fly away!"

The Bull laughed and said, "Little Fly, I don't care if you stay or leave. You are so tiny that your weight does not make any differences to me, so please be quite and leave me alone".

(Taken from Angels's Moral Story in Widyaningsih, 2013:26)

Answer the question based on the text

1. What is the main idea of paragraph 2?

Answer: The little Fly flew down to talk to the Bull

2.3 Reading Comprehension Achievement

Reading comprehension achievement refers to the result of reading activities that show the ability of the readers (the students) in understanding a text. For deciding the students' reading comprehension achievement, the teacher can give a test, and then the score of the test can be used to measure the students' reading comprehension achievement.

Dealing with the definition of achievement, in general, it can be said that achievement is the result of the action that has been achieved by someone. The achievement is usually measured by seeing/scoring how successful the person has achieved the target. Hughes (2003:13) defines, "achievement is related to the test that is done to establish how successful individual students, groups of students, or

the courses themselves have achieved the objective”. Further, McMillan (1992:117) notes that achievement is the emphasis of what has been learned by the students on recent school learning.

In this research, the students’ reading comprehension achievement was measured by scoring the students’ reading test related to literal and inferential comprehension. The researcher gave reading test which involved literal and inferential comprehension to the students in the form narrative texts.

2.4 Reading Materials for Junior High School Students

Reading materials are actually in the form of texts which is usually printed and well-organized. Based on the standard competence of the eighth grade stated in Institutional Level Curriculum/*KTSP* 2006 for SMP/MTS, there are three text genres that students should learn. They are descriptive text, recount text, and narrative text. In this research, the researcher chose narrative text as the material of this research.

2.4.1 The Definition of Narrative Text

“Narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers” (Yamanan, 2012:2). Moreover, Sulisty (2013:10) says, “a narrative is an imaginary story but sometimes narrative can be factual too”. In addition, according to Sulisty (2013:11), the basic purpose of narrative text is to entertain, to gain and to hold a readers' interest. From those explanations, it can be concluded that narrative text is a text that retells about the story that happened in the past in order to entertain or to amuse the readers about the story.

2.4.2 Generic Structure of Narrative Text

According to Sulisty (2013:7), generic structure is the way in which elements of a text are arranged to match its purpose. Widyaningsih (2013:26) states that a narrative text consists of the following generic structures:

a. Orientation

This part explains who were involved in the story, when and where the story happens.

b. Complication

A problem arises followed by other problems. Complication explores the conflict in the story. It shows the crisis, rising crisis, and climax of the story.

c. Resolution

It shows the situation in which the problems have been resolved. In other words, resolution is a solution for the problem.

2.4.3 Language Features of Narrative Text

According to Widyaningsih (2013:26), the language features of narrative text have the following aspects.

- a. Using simple past tense.
- b. Using temporal conjunction. Examples: then, when, before, after, while, etc.
- c. Using saying verbs. Examples: shouted, said, etc.
- d. Using action verbs. Examples: flew, walked, etc.

2.4.4 Kinds of Narrative Text

According to Widyaningsih (2013:26), there are some kinds of narrative text as follows.

a. Fables

Fables are stories about animals. Fables usually point out lessons with animals as the characters. Fables entertain but they tell important truths about state the lesson or the moral at the end of story.

b. Folktales

Folktales are kinds of traditional story that tries to explain something, or which is meant to help people behave well in the world.

c. Fairy Tales

Fairy tales are stories involving imaginary creatures and always have a happy ending

Relating to the kinds of narrative text, in this research, the researcher used two fables and a folktale as reading materials. Those two fables were used in the lesson plans and the folktale was used in posttest.

2.4.5 The Example of Narrative Text

Here is an example of a narrative text entitled “The Fly and the Bull” taken from “*KREATIF-Bahasa Inggris 1a*” (Widyaningsih, 2013:26)

Structures	Text
Orientation	There was once a little Fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him.
Complication	The little Fly flew down and buzzed around the Bull’s head. The Bull did not bother him. He went on chewing grass. The Fly buzzed right inside the Bull’s ear. The Bull continued chewing grass. The Fly thought, “What a stupid animal!” Now, the Fly decided to land on one of the Bull’s horns to make the Bull notice him. He waited for the Bull to say something, but the Bull kept quiet. The Fly then shouted angrily, “Oh, Bull, if you find that I am too heavy for you, let me know and I’ll fly away!”
Resolution	The Bull laughed and said, “Little fly, I don’t care if you stay or leave. You are so tiny that your weight does not make any differences to me, so please be quite and leave me alone”.

2.5 Video in Language Learning Classroom

The word “video” comes from the Latin word means “I see”. Canning (2000:1) defines, “video is the selection and sequence of messages in audio-visual

context”. According to Webster’s Encyclopedia Unabridged Dictionary of the English Language, defines video as training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc. It can be concluded that video is an electronic medium that employs motion picture to express the message.

Video can be integrated into teaching and learning activity. It can be used to stimulate the students’ motivation to be interested in the material. As Waxler (2006:2) says, “using video into teaching and learning process will increase student’s motivation to learn”. Furthermore, Hemei (1997:45) says that video is an effective teaching aid in which the students like to learn English with video because it is interesting, challenging, and stimulating to watch. In addition, Lonergan (1995:1) states, “video in the classroom offers exciting possibilities for language teaching and learning”.

2.5.1 Criteria of Selecting Video

Selecting videos as the media of teaching language is very important to develop the students’ motivation in learning. When selecting a video used in the classroom, some criteria should be considered. Gallacher (2003:2) states that there are some criteria of selecting video as follows.

a. Watchable

It means that the video chosen should be interesting enough to watch.

b. Completeness

The video used should be complete. It means that the video should be available in a complete story. If the video is cut in the middle of the story, it will distract the students’ attention.

c. Length

The video cannot be too long because the students will be bored and then the students’ attention will be distracted. In teaching and learning process, the appropriate length of video is between 30 seconds to 7 minutes.

d. Level of maturity

It is the most important criteria that must be considered well by the teacher. The content of video must be appropriate with the students' age because the content will affect the students' mental.

e. Availability of related material

It means that the video used must relate to material that will be taught because if the video does not relate to material, it can make the students miss understanding of the topic/material that they have been learning.

The video is used for presenting the language or for comprehension tasks. Gallacher (2003:3), states further factors which should be considered when selecting a video are as follows.

a. Degree of visual support

A good idea is to choose scenes that are very visual. It means that the video must be clear. The visual of video will affect the students' understanding and image. The more visual a video is, the easier it is to understand as long as the pictures illustrate what is being said.

b. Clarity of picture and sound

The teacher should make sure that the picture and sound is clean to be seen and clean to be listened to.

c. Language content

In using video to present language, an important factor to consider is the linguistic items (particular grammatical structures, language functions, or colloquial expressions) presented in the scene. Another important factor is the amount of repetition of the language content. Authentic video for young learners will often contain a lot of repetition. It is also useful to see if the linguistic content in the video can be linked to that of the language curriculum or the course book. Thus, it is providing a way to integrate video work into the course as a whole.

d. Language level

The language level of the video should be appropriate for the level of the class without the teacher having to explain too much because if the language level of video is appropriate for the level of students, it will be easier to be understood by the students. Besides, if the video is difficult for the students, the teacher will need time to explain more and more, so it can distract the time management of the class.

In this research, the researcher considered all the criteria suggested by Gallacher (2003) in selecting video. Researcher chose two videos entitled “The Greatest Treasure” and “Zippy the Zebra” from www.bookbox.com because they filled the criteria suggested. Those videos had language level and language content appropriate for the eighth grade students. It means that the difficulty level of the material in the video was neither too easy nor too difficult for the students. Besides, the quality of those videos was high. It means that the pictures in the video supported the message clearly and the video was clear to be seen.

2.5.2 Types of Video

According to Gallacher (2003:4), the types of video that can be used in language teaching and learning are as follows.

a. Animation / Cartoons

Cartoon is a film made by photographing a series of drawing. It can help the students to learn about language skills and components. Cartoon video presents the colorful picture and characters which can attract the students’ attention. It can be used to illustrate the text of the story to make the content of text clear and easy to be understood.

Example: Cartoon video can be used to teach reading skill because by watching the video, the students can comprehend the text given easily.

b. Educational Programs

Educational program refers to program that presents the information which can be used to develop the students’ knowledge. Besides, this program can be used to teach language. There are some examples of educational

programs. They are TV documentaries made for children about science/nature, etc., Dinosaurs series, National Geographic Channel and The Blue Planet. In this case, the teacher can teach many vocabularies about animals by showing National Geographic Channel.

c. TV Advertisement

TV advertisements are programs to promote a product to sell. The teacher can use this kind of video to teach the students how to persuade people to be attracted to buy the product. In this case, the teacher asks the students to analyze the expression that is used in the TV advertisement to persuade the people.

d. Music

From this kind of video, the students can practice the language by listening to the music and they can also improve their vocabulary and their pronunciation. Besides, the students can see the clip of music video that can make the listening activity more interesting.

Example: The teacher plays the music about shapes. From the music, the students will know the kinds of shapes and how to pronounce those words.

e. Drama

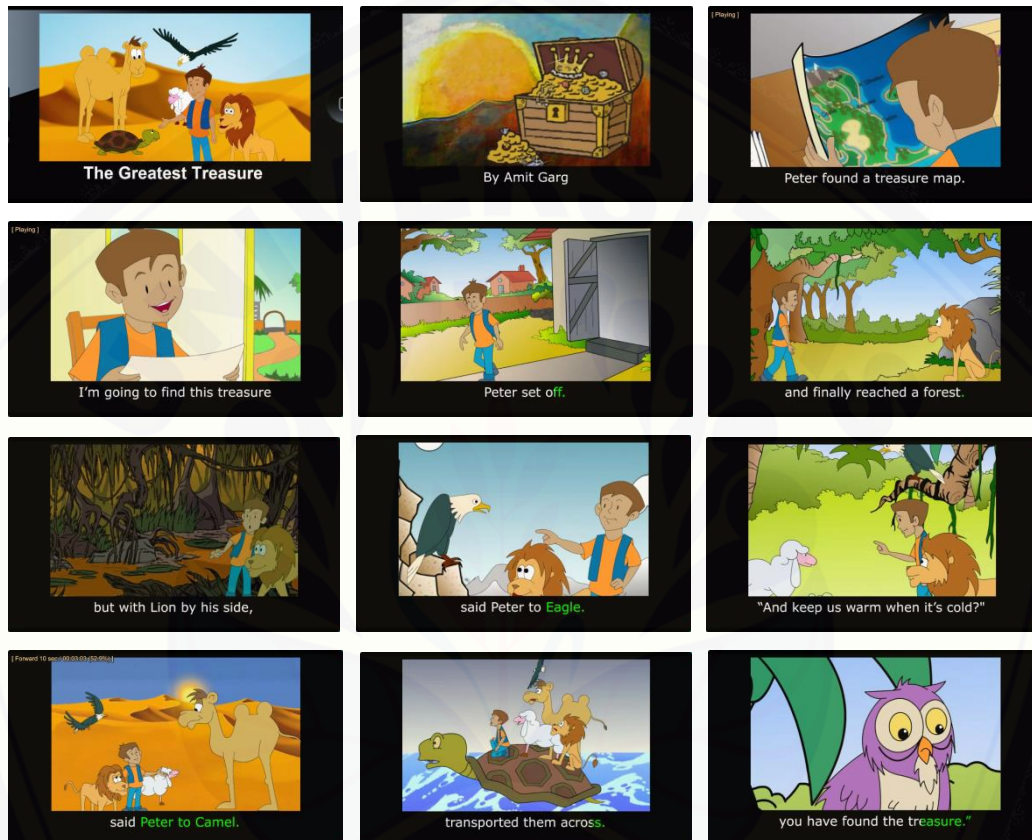
Drama can offer students functional setting in which to explore, practice and develop their language. It can be used to teach speaking.

Example: the teacher asks the students to do role play based on drama that they have watched before.

Relating to the types of video, in this research, the researcher used cartoon videos entitled “The Greatest Treasure” and “Zippy the Zebra” that were taken from www.bookbox.com in which the length was between 4 minutes to 6 minutes to avoid the students’ boredom. Those cartoon videos were chosen because they presented the text (the subtitle), colorful pictures and clear information through visual clues provided such as body movement, gesture, and facial expressions of the characters in the video so that it made the students easier to comprehend the text.

2.5.3 The Example of Cartoon Video

These pictures were taken from the video entitled “The Greatest Treasure” by using screen-capture application. This is one of the examples of cartoon video that was used in the research.



(Source: Learn English with subtitles (Story for Children) - bookbox.com)

2.6 Advantages and Disadvantages of Using Video in Language Teaching

Teachers use video as a medium in the classroom because video brings many benefits for the students. Yet, in fact, video does not always give good impact for them. In this part, advantages and disadvantages of using video in the classroom is discussed.

2.6.1 Advantages of Using Video in Language Teaching

Teachers use video in the classroom for a variety of reason. Video can breathe meaning and life into nearly any lesson. Based on Gallacher (2003:1), some advantages of using video in language teaching are as follows.

a. Learners Aged 3 – 8

1. Children enjoy language learning with video

One of the aims of teaching English to children is to make the language learning to be a happy activity, and video creates an attractive enjoyable learning environment because video can attract the students' attention through colorful pictures and the characters on the video

2. Children gain confidence through repetition

Children love to hear stories again and again, singing a song, playing games, etc. Cartoon video provides those all.

b. All Young Learners Ages 9 - 16

1. Video communicates meaning better than other media

Video presents language in context in ways that a cassette cannot. Learners can see who is speaking, where the speakers are, what they are doing, what happens in the video, etc. All the visual clues can help comprehension.

2. Video represents a positive exploitation of technology

Teenagers, in particular, have positive attitude towards television and video. It is seen as being modern compared with books.

Further, there are some experts who state about the benefits of using video in the classroom as follows.

- a. Video presents complete communicative situation. The combination of sound and vision is dynamic, immediate, and accessible. It means that the communication can be shown in context, and many factors in communication can be perceived easily by language learners. (Lonergan, 1995:4)

- b. By using video, the learners can see the people and the situation or the setting where the interaction is occurring. They can see and hear the attitude of the persons involved. They can hear the linguistic registers and the appropriateness of the language within the situation. (Finocchiaro, 1989:151 as quote in Hyun-Suk, *et al*, 2013).
- c. Children and adults feel their interest quicken when language is experienced in a lively way through video. This combination of moving pictures and sound can present language more comprehensively and more realistically than any other teaching medium. (Stempleski & Tomalin, 1990:3 as quote in Hyun-Suk, *et al*, 2013:1).
- d. Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self-study. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language. (Bello, 1999 as quote in Burt, 1999:2).
- e. The use of video can help learners to clarify the message. Video provides the visual work in a positive way to enhance or supplement the language point. (Canning, 2000:3).
- f. Video provides the suitable visual stimulus which can generate predictions and reflections, and give teachers a chance to activate students' background knowledge. (Oddone, 2011:105).
- g. Video can stimulate and motivate the students' interest in teaching learning process. (Waxler, 2006:2).

Based on the explanation above, it is clear that video can be used in teaching learning process. Moreover, the researcher used cartoon videos which were appropriate with the level of students. Video has strength that is providing visual clues which can help the students to comprehend the information. Besides, it may be enjoyable for the students to have something different for language learning apart from the course books for reading.

2.6.2 Disadvantages of Using Video in Language Teaching

In language teaching, the use of video in the classroom also has some weaknesses. According to some experts, there are some disadvantages of using video in language teaching as follows.

- a. The language level may also be too high for the students, which makes them less eager to work on the new material. (Oddone, 2011:105).
- b. It takes time in choosing the appropriate video for teaching and learning. (Arsyad, 1996:50 as quote in Shindy, 2013:24).
- c. When the video is presented, the pictures are moving continually. There is possibility if some students cannot follow and catch the information presented in the video easily. (Arsyad, 1996:50 as quote in Shindy, 2013:24).

To overcome those problems, the researcher considered some solutions as follows.

- a. The researcher encouraged the students to make elicited prediction of the story in the video by giving leading questions in order to introduce the topic and associate students' existing knowledge with new information. Besides, the teacher introduces a brainstorming activity to expand vocabulary or generate ideas of the story. (Nistikaki, 2012:16).
- b. There are so many choices of websites that provide the video that can be used in teaching and learning activity such as *www.bookbox.com*, *www.youtube.com*, *www.bbc.com*, and *www.learnenglish.org.uk*. Here, it needed the researcher's ability to analyze the video used whether or not it was appropriate with the students' ability, background, level, etc. Then, the researcher made sure that the video chosen did not move too fast.

In this research, the researcher chose two videos taken from *www.bookbox.com*. This website provides many cartoon videos in the form of narrative stories. It is appropriate for the eighth grade students of junior high school students because the videos present details on visual clues to meaning such as facial expressions, gestures, postures, details of the environment, and also the text (the subtitle). Besides, those videos have colorful pictures so that they can

attract the students' attention and create a happy activity, and then, those videos do not move too fast so the students can be easy to follow and catch the information on the videos provided.

2.7 The Procedures of Teaching Reading Comprehension by Using Cartoon Video

In this research, the procedures of teaching reading comprehension by using cartoon video were taken from Milli Fanzzy of Kentucky Educational Television (KET, 1999) in Rammal (2005:5). Working with video, a teacher should include the following activities.

a. Pre-viewing

Pre-viewing activity is used to stimulate the students' motivation and interest in which they will be doing and prepare them to do it successfully. In this activity, the teacher may discuss a little about the topic by giving the students leading questions.

b. While-viewing

While-viewing activity is used to make the students focus on the cartoon video. The teacher asks the students to pay attention to the details of visual clues to get the meaning. Here, the students will watch the video while reading the text (the subtitle) provided. In this activity, the students do a group activity that is discussing about the main points that they get while watching the cartoon video and doing the exercise prepared by the teacher.

c. Post-viewing

In this activity, the teacher encourages the students to discuss their answers. The discussion is used to measure the students' reading comprehension. The teacher also asks the questions related to the material that they have learnt to some students and after that, the teacher helps the students to make conclusion.

2.8 The Effect of Using Cartoon Video on Reading Comprehension

According to Sherman (2003:1), many people like to spend their time with audio visual media, although printed text may still be powerful. In addition, Sherman (2003:6) says that the eye is more powerful than the ear. It means that when video offers both listening and reading, people will tend to read than to listen. As a proof, when people watch the video supported by the subtitle, people will tend to read the subtitle rather than listen to the sound or voice spoken by the characters.

Dealing with comprehension, Hemei (1997:45) explains that video makes meaning clear by illustrating relationship between word-pictures. When the words/the sentences/the paragraphs cannot be understood by the students, the images will substitute the role of them. The images in video will explain about the meaning. So, video will be very useful to help the students to gain their reading comprehension because the information presented by video is clear and then it will be easy for the students to interpret the message.

Video has been proven to be an effective medium in teaching English. Thalut (2010) who did an experimental research at MTsN Jember III reported that there was a significant effect of using video clips on listening comprehension achievement for the seventh grade students of MTs Negeri Jember III in the academic year of 2010/2011. It was proved from the result of the posttest that the significant column value of t-test was 0.000 and it was less than 0.05. It indicated that the result of t-test analysis was significant. Besides, video could also improve the students' reading comprehension. According to the classroom action research conducted by Shindy (2013), the result showed that video could improve the students' reading comprehension. The improvement could be seen from the percentage of the students who got score 75 or higher in cycle 2 (81.84%) than that in cycle 1 (66.67%). It means that it achieved the target required, that was 75%.

Based on the explanation above, it can be concluded that video can help the students to understand the context of the story. By using video, hopefully the students are motivated to practice their reading skill.

2.9 Hypothesis

Based on the research problem and the theory of related literature above, the research hypothesis was formulated as follows: there is a significant effect of using cartoon video on reading comprehension achievement of the eighth grade students of SMPN 1 Giri.



3. RESEARCH METHOD

This chapter presents the research method that was applied in this research. It includes the research design, area determination method, respondent determination method, operational definitions of the terms, data collection methods, and data analysis method.

3.1 The Research Design

The research design used in this research was a quasi-experimental design, because the aim of this research was to investigate whether there was a significant effect or not to the respondents that were given a certain treatment. Arikunto (2010:9) states that experimental research is a research that tries to find out whether there is a cause and effect relationship. In this study, the researcher used quasi-experimental research with the post-test only control group design because this research engaged the students as the research respondents.

In the design, two classes from the eight classes were chosen as the experimental and the control groups by using homogeneity test. Two classes chosen were determined as the experimental and the control groups. The experimental group received treatment on their reading class (X) using cartoon video, while the control group received no treatment or it was not taught using cartoon video but using printed text (printed material). After that, both groups were given the posttest to find out the mean difference between the two groups.

The design of the research was illustrated as follows.

K1	X	T
K2	O	T

Note:

K1 : Experimental Class or Group

K2 : Control Class or Group

- X : Treatment
O : Conventional media (without using cartoon video but printed text)
T : Post-Test

(Setiyadi, 2006:43)

The procedures of the research were described as follows.

- a. Undertaking the preliminary study by doing an interview with the English teacher to find out the media that have been applied in teaching reading skill to the eighth grade students of SMPN 1 Giri in the academic year 2013/2014.
- b. Conducting a homogeneity test to all the students of the eighth grade classes at SMPN 1 Giri in the academic year 2013/2014.
- c. Analyzing the results of the homogeneity test by using ANOVA (Analysis of Variance) to find out the homogeneity of the population.
- d. Since the value of variance was not significant (> 0.05) or there was no statistically significant difference (homogeneous population), the researcher chose two classes randomly of the whole eighth grade classes.
- e. Deciding which one was the experimental group and which one was the control group by using lottery.
- f. Giving treatment (X) that was teaching reading using cartoon video to the experimental group, whereas the control group was taught without using cartoon video in teaching reading but giving the printed text only.
- g. Teaching learning process was conducted in two meetings.
- h. Administering a try-out which was applied in a class which belonged to neither the experimental group nor the control group. The class chosen was VIII B.
- i. Giving post-test to both of the groups to know the result of the treatment given.
- j. Comparing the mean scores of the two groups and analyzing them by using t-test formula of 5% significance level. It was used to know whether or not there was an effect of using cartoon video on reading comprehension achievement.

- k. Finding the Degree of Relative Effectiveness since the result was found significant.

$$DRE = \frac{Ma - Mb}{Mb} \times 100\%$$

Notes:

DRE : Degree of Relative Effectiveness

Ma : Mean of experimental group

Mb : Mean of control group

(Masyhud, 2000:60)

1. Concluding the result to answer the research problem.

All of the collected data were analyzed by using computerized statistic (SPSS and Microsoft Excel).

3.2 Area Determination Method

This research was conducted at SMPN 1 Giri. This area was determined by purposive method. Fraenkel and Wallen (2006:100) state that a purposive method is a method in choosing a research area based on a certain purpose or reason.

This research area was chosen based on two reasons. They were academic and technical reasons. Based on academic reason, the English teacher never taught reading comprehension by using cartoon video and for the technical reason, SMPN 1 Giri has complete facilities that could support the researcher in doing the research, such as: viewers, computers, etc.

3.3 Respondent Determination Method

The research population was the eighth grade students of SMPN 1 Giri in the academic year 2013/2014. There were eight classes of this grade and each class consisted of 35 students. Since the population of eighth grade students of SMPN 1 Giri is more than 100 students, cluster random sampling was applied to take the respondents. As Arikunto (2010:120) says that if the number of the population is less than 100 persons, we can take all of them. However, if the number of the population is more than 100 persons, we can take 10% up to 15%,

20% up to 25% or more of the population as the samples. According to McMillan (1992:73), cluster sampling involves the random selection of naturally occurring groups or areas for examples universities, schools, classrooms, city blocks, and households. In this research, the researcher took about 25% or 70 students as the respondents of the research.

In this research, the researcher conducted a homogeneity test to all the eighth grade classes. Then, the researcher analyzed the results of the test by using analysis of variance (ANOVA) to know the homogeneity of the population. Since the value of variance was more than 0.05 or there was no statistically significant difference, the researcher chose two classes randomly of the whole eighth grade classes because the population was homogenous.

3.4 Operational Definitions of the Key Terms

The operational definition is served as the guidelines to understand the terms used in this title. It is important to do to avoid misunderstanding between the researcher and the readers about the terms. It focused on the use of cartoon video and reading comprehension achievement.

3.4.1 The Use of Cartoon Video

In this research, the use of cartoon video meant the use of English cartoon videos as media for the teacher to teach reading comprehension. The researcher asked the students to watch the video viewed in front of the class. Here, the English cartoon video was used to visualize the narrative story and the text (the subtitle) provided so that the visual clues in the video helped the students to understand the text (the subtitle) easily.

The cartoon videos used were chosen based on the curriculum of the English course. The cartoon videos used were “The Greatest Treasure” in which the length was 00:05:46 and “Zippy the Zebra” which had the length of 00:04:50. Those were in the forms of narrative text.

In giving the reading material for the experimental group, the researcher did the treatments in the language laboratory by using viewer and notebook. It

was possible because the viewer was provided in the language laboratory. For the control group, the researcher did the teaching learning process in the language laboratory too but the researcher did not use the viewer and cartoon video in this teaching learning process. Instead, she just used printed text for the control group.

3.4.2 Reading Comprehension Achievement

Reading comprehension achievement in this research dealt with students' scores obtained in the post test of reading comprehension that covered literal and inferential reading comprehension. The post-test was given after the researcher gave the treatment. Dealing with literal reading comprehension, the students were required to find information directly stated in the text. Whereas, inferential reading comprehension required the examinees to find the detail information from the text. The questions were given in the form of multiple choices and True-False using narrative texts.

3.5 Data Collection Method

There were two kinds of data used in this research. They are primary data and supporting data. The primary data referred to the students' reading comprehension achievement that was collected by conducting the test of reading comprehension to the respondents. Then, the supporting data in the form of the teacher's media used in teaching English and the list of the respondents were taken by conducting interview and documentation.

3.5.1 Test

In this research, test was an instrument that was used to get scores of the students' reading comprehension achievement. Brown (2003:3) says, "a test is a method of a measuring a person's ability, knowledge, or performance in given domain". Based on the purpose of giving a test, Hughes (2003:11) divides the test into four types, namely proficiency test, achievement test, diagnostic test, and placement test. Moreover, Hughes (2003:13) says, "the purpose of achievement

test is to discover how successful students have been in achieving the objectives of a course study”.

There are two kinds of test based on who constructs the test. They are teacher-made test and standardized test (Arikunto, 2010:198). Based on method of scoring, Hughes (2003:22) adds that there are two kinds of test. They are objective and subjective testing. If there is no judgment required on the part of the scorer, it is an objective scoring but if judgment is called for, the scoring is said to be subjective scoring. In this research, teacher-made test in the form of objective testing was used to measure the students' reading comprehension achievement.

The test in this research was administered for homogeneity test and a post-test. The homogeneity test was given to all the eighth grade students of SMPN 1 Giri to know whether the population was homogenous or not. In this test, the researcher gave 10 test items in the form of multiple choice format and 5 test items in the form of True-False. The result of this test was analyzed by using ANOVA (Analysis of Variance) to know whether or not there were two classes that had the same variances that were used as the experimental and the control group. Since the result was homogenous, the researcher chose two classes randomly.

The reading post-test was conducted after giving the treatment. The experimental and the control groups were given the same reading posttest. The test consisted of 35 test items which was divided into two parts. Part one of the posttest had 15 test items in the form of multiple choices. The scoring value of each item in the part one was 4. Part two of the posttest had 20 test items in the form of True-False. The scoring value of each item in the task two was 2.

A test is said to be a good test if the test fulfills at least two requirements, they are validity and reliability. Hughes (2003:26) states that a test is said to be valid if it measures accurately what is intended to be measured, while a test is said to be reliable if it can give consistent result regardless when the test is administered. To know whether or not the test met the validity, the reliability, the discrimination power index, and the difficulty index, the researcher conducted try

out that was held as the process of doing the research. The try-out was applied in a class which belonged to neither the experimental group nor the control group.

In attempting to establish the validity of the test, the researcher constructed the test items by considering the reading material stated in the institutional curriculum and the syllabus of teaching reading at junior high school used. Besides, the test items were consulted to the English teacher of SMPN 1 Giri and both of the research consultants.

In estimating the reliability, the researcher used Cronbach's Alpha Formula. The procedures were as follows.

1. Conducting the try-out of the test material and giving score to each item achieved
2. Entering the score of each items into table by using a dichotomy score or giving 1 (one) for the correct items and 0 (zero) for the wrong items
3. Estimating the reliability index of the whole test using Cronbach's Alpha Formula.

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{V_t^2} \right]$$

Note:

r_{11} : Reliability coefficient for the whole items

k : The number of test items

$\sum \sigma_b^2$: Variance of scores on each test items

V_t^2 : Total variance of overall scores

(Arikunto, 2010: 193)

4. Giving interpretation to r_{11}

Relating to this, Arikunto (2010:211) confirms that reliability coefficient of the teacher-made-test is believed to be reliable if the reliability coefficient is at least > 0.60 .

Good test items should be neither too difficult nor too easy because if the test items are too easy for the students, it will not stimulate the students to solve the problems of the test items given. However, if the test items are too difficult, they will make the students hopeless and discouraged because they will feel that it is out of their comprehension.

In this research, the researcher analyzed the result of the try out using the degree of the test item difficulties. The difficulty index of the test showed how easy or difficult the item test provided was. The formula used was as follows.

$$P = \frac{JJB}{JPT}$$

Notes:

- P : The degree of difficulties
JJB : The number of students who answered the questions correctly
JPT : The number of student of students who answered the question

The criteria of difficulty index are as follows:

- $P < 0.20$: Difficult
 $0.20 \leq P \leq 0.80$: Sufficient
 $P > 0.80$: Easy

(Djiwandono, 1996:141)

It is important to know the discrimination power of test items because if the test and an item measure the same ability or competence, it is expected that the students that have a high overall test score have a high probability of being able to answer the items. It is also expected the opposite, which is to say that those having low test scores have a low probability of answering the items correctly. Thus, good items should discriminate between high and low achievers.

In this research, the researcher analyzed the discrimination power of the test items by consulting to the index of discrimination power. The discrimination power index of the test showed how high or low the item test discriminates the students' ability. The formula was as follows.

$$Di = \frac{GA - GB}{N}$$

Notes

Di : Discrimination index of the item

GA : The number of correct answers to item (among the 27% of the total number of students with the highest test scores).

GB : The number of correct answers to item (among the 27% of the total number of students with lowest test score)

N : The number of students in the largest group (GA or GB)

(Arikunto, 2010:213)

Table 3.1 The Criteria of Discrimination Power Index

Di	Quality	Recommendations
> 0.39	Excellent	Retain
0.30 - 0.39	Good	Possibilities for Improvement
0.20 - 0.29	Average	Need to check/review
0.00 - 0.20	Poor	Discard or review
< -0.01	Worst	Definitely discard

(Arikunto, 2010:218)

3.5.2 Interview

According to Arikunto (2010:198), interview is a dialogue conducted by the interviewer to get the data from the interviewees. The researcher conducted an interview to the English teacher of the eighth grade of SMPN 1 Giri to get supporting data that cover the English curriculum used at the school, the English text book, and the media used in teaching English, especially in teaching reading comprehension. Guided interview was used to get the information needed. In this case, the researcher prepared a list of questions that was used as the interview guide during the process of the interview.

3.5.3 Documentation

Documentation is very important to get the supporting data. Arikunto (2010:201) says that documentation is a method used to get data from written documents such as books, reports, and daily notes. In this research, the researcher got the document from the staff in that school. Documentation was used to get the data about the number of respondents, the names of the respondents, and the school facilities of SMPN 1 Giri.

3.6 Data Analysis Method

Data analysis method is a way to analyze the obtained data. After giving the post-test to the experimental and the control groups, the primary data in the form of the respondents' reading post-test scores were analyzed by using t-test to compare the mean score of the experimental group that was taught by using cartoon video and the control group that was taught without using cartoon video.

The result of data analysis was consulted to the t-table of 5% significance level (confidence interval 95%) to know whether the result was significant or not. Since the result of t-computation was higher than t-table, it means that the null hypothesis was rejected and the result of this research was accepted.

The data were analyzed by using the following t-test formula:

$$t = \frac{M_a - M_b}{\sqrt{\left(\frac{\sum x_a^2 + \sum x_b^2}{n_a + n_b - 2}\right) \left(\frac{1}{n_a} + \frac{1}{n_b}\right)}}$$

Note:

M_a = Mean of post-test on the experimental group

M_b = Mean of post-test on the control group

X_a = Individual score deviation of M_a

X_b = Individual score deviation of M_b

n_a = The number of the experimental group