THE USE OF ANIMATION VIDEO AS A MEDIA IN TEACHING NARRATIVE TEXT

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Abstract: This research is intended to answer the problem about how does animation video improve reading comprehension in comprehending language features,finding out factual or detail information and drawing moral value on narrative text to the eighth grade students of SMP N 1 SengahTemila. The writer has conducted a classroom action research. The tools of data collection are observation checklist, field notes and test. On the first cycle until the third cycle the writer used animation video as a media toimprove the students reading comprehension in comprehending language features, finding out the factual or detailinformation and drawing the moral value on narrative text. The writer used animation video by showing print screen picture of the story of animation video and giving unfamiliar words to improve the student's ability in comprehending language features of narrative text. The writer used animation video by predicting, confirming, having class discussion, and testing activity to improve student's ability in finding out factual or detailed information. The writer used animation video by reviewing each character and finding out the factual or detailed information to improve student's ability in drawing moral value of narrative text. On the first cycle the student's mean score was 52.12. In the second cycle students' mean score was 75.78. In third cycle the students' mean score was 76.69.
Keywords: Animation video, Narrative text, Reading comprehension.

Abstrak: Penelitian ini bertujuan untuk menjawab masalah mengenai apakah video animasi meningkatkan kemampuan membaca dalam memahami fitur bahasa, menemukan informasi nyata dan terperinci, dan mengambil nilai moral dalam teks naratif di kelas delapan SMP N 1 SengahTemila. Penulis menggunakan penelitian tindakan kelas. Alat yang digunakan untuk mengumpulkan data adalah lembar pengamatan, catatan lapangan, dan tes.Pada siklus satu sampai siklus tiga penulis menggunakan video animasi sebagai media untuk meningkatkan pemahaman membaca dalam memahami fitur bahasa, menemukan informasi nyata dan terperinci, dan mengambil nilai moral dalam teks naratif. Penulis menggunakan video animasi dengan aktivitas menunjukkan cetakan gambar dari cerita video animasi dan memberikan kata-kata yang tidak dikenal untuk meningkatkan kemampuan siswa dalam memahami fitur bahasa teks naratif. Penulis menggunakan video animasi dengan aktivitas prediksi, konfirmasi, diskusi kelas, dan test untuk meningkatkan kemampuan siswa dalam menemukan informasi nyata dan terperinci . Penulis menggunakan video animasi dengan aktivitas mengulas kembali masing-masing karakter dan menemukan informasi nyata dan terperinci untuk meningkatkan kemampuan siswa dalam mengambi lnilai moral dari teks naratif. Pada siklus pertama rata-rata perolehan nilai siswa adalah 52.12.Pada siklus kedua rata-rata perolehan nilai siswa adalah 75.78. Pada siklus ketiga rata-rata perolehan nilai siswa adalah 76.69.
Kata Kunci: Video animasi, Teks narrative, Pemahaman membaca

In English teaching learning process, teachers' preparation of teaching devices can assist students in the implementation of teaching and learning. In addition, method of teaching, which is used by teachers to deliver lessons and draw the attention of students so that the learning process occur, is also a component that strongly supports the learning process.

Teaching is an effort to create an environment that allows the learning to take place. An environmental system consists of components that influence each other such as instructional object to be achieved, the material being taught, the teacher and students in the classroom, teaching methods, and the source of learning and media.

The use of media in teaching learning process can help teachers to create learning situation effectively. According to Wright (1976:1) cited in Cakir (2006:67) said that many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In this respect, videos provide important learning opportunities to students working in a second language.

Learning a foreign language is more difficult than learning a national language or mother tongue, because the foreign language has completely different aspects and systems, which should be understood by the students or the learners, such as pronunciation, spelling, and cultural background of the language. So, the use of media is expected to facilitate the students to learn English language skills, which consist of listening, speaking, reading and writing skill. The students should master the four language skills so that they can use English both in active and passive form.

One of the language skills that students should acquire is reading skill, because it has an important role in teaching learning process. In relation to this idea, Palani (2012:5) said, *"Reading is an important activity in the process of learning. In the movement of human society, it has been given a greater importance and becoming one of the essential aspects of the functioning of human beings, who are collectively involved in the regulation of society and exposure of knowledge and revelation of literate society"*.

The readers need to collaborate information, knowledge, emotion, and experience to understand the text that they read. They shape the personality of an individual and they help the individual to develop the proper thinking methods and to create new ideas. As the result, the main thing is that reading in general cannot be separated from students' learning activity.

Based on syllabus in Education Unit Level Curriculum *(Kurikulum Tingkat SatuanPendidikan: KTSP 2006)*, the standard competence of reading in second semester of the eighth grade Junior High School is to understand the meaning of functional text and essay in form of narrative and recount text in daily life context. Based on this standard competence, narrative text should be acquired by the eighth grade students of junior high school, while the basic competence is responding to the meaning of functional text and essay accurately, fluently, and acceptably in daily life context. Therefore, the students have to acquire the competence in reading text.

Based on an interview session with the eighth grade English teacher of SMPN 1 SENGAH TEMILA, the students had low ability in understanding narrative text; they had difficulties in comprehending language features, finding out the factual or detail information and drawing the moral values from a given story. Besides conducting interview, the writer also did an observation in class VIII C which is the subject of this research. The writer found out that the students were lack in motivation to learn, so that it affected on the difficulty of understanding the lesson. In addition, the teacher also did not use media in teaching narrative text.

Concerning to the problems above, the writer investigated the use an audio-visual media that is animation video to improve student's ability in reading narrative text. In the

writer's opinion, the writer used this media to make students easier to comprehend narrative text and to support teaching narrative text.

The animation video provides one of the stories of narrative text with colorful images, moving pictures, and script. This animation video is one of media in reading comprehension to help increasing students' attention, so they can be motivated to learn narrative text. By watching animation video about story of narrative text, students were interested to learn narrative text. When the students are able to comprehend narrative text, it is expected that they can have a good understanding of narrative text.

In this research, the writer has applied animation video as a media in teaching narrative text to improve students reading comprehension on narrative text. The writer believed this study could be successful and positive contribution for the process in English language teaching and learning.

The use of animation video in teaching narrative text

Teaching narrative text by using animation video was the effective way. The writer has applied the procedures of using animation video as a media in presenting the material of reading comprehension in narrative text. The animation video was taken from the internet in You Tube Videos. The animation video is provide subtitle that could help students understand the story. This animation video was shown in every cycle. The comprehension of reading narrative text, for the purpose of this research include comprehending language features, understanding the factual or detail information from the story, and drawing moral value from the story. The learning process held in the classroom with appropriate devices such as LCD projector, laptop, supporting audio system such as speaker. First of all, the teacher gave the instruction to the students and then the teacher showed animation video. The teacher pause each part of animation video and showed print screen picture. After that the teacher asked the students to guess the character, the setting and the place based on the print screen picture showed. Besides that the teacher also gave unfamiliar words from the subtitle. This activities was to make the students comprehend language features of narrative text After discussing the part of orientation, the teacher continued to play the animation video in the part of complication and the teacher pause video. The teacher asked some predicting questions related to the video. The teacher continued to play the video and the students saw what had already happened. In drawing the moral value from the story of animation video, the teacher asked students to comprehend each of the character and by giving question from the animation video. The teacher also asked about the main idea from the story. By finding out the factual or detail information, the students can find the main idea well. This animation video made students easier to learn narrative text. Animation videocan describe moving objectwith the sound. Videowas very helpfulin explainingthe material. During application of the video, the students looked enjoyed and very enthusiastic in learning process. They seemed to pay attention with the stories.

Learning Media

Media is derived from Latin and is the plural form of the word"medium" which literally means"intermediary" it is an intermediary message source (a source) to the message receiver (a receiver). (Smaldino et al. 2011:7).Moreover, Smaldino et al (2011:7) said that "A media format is the physical form in which a message is incorporated and displayed". Media formats include, for example, whiteboard markers (visual and text), power point slides (text and visual), CD (sound and music), DVD (video), and computer multimedia (audio, text, and video). Each media format has advantages and limitations in terms of the type of message recorded and displayed.

According to Anderson cited in Akmala (2011; 23), teaching media can be classified into three categories. They are:

a. Visual Media

They are media that can be seen. It can be in form of picture, moving picture, animation or flashcard.

b. Audio Media

They are audible media. It means that audio media has sound which is listened by us.

c. Audio-Visual Media

They are media that has sound and picture. An animation video is example from audio visual in teaching. The media capabilities areconsidered better and more interesting because it contains elements of audio and visual media types.

Narrative text

Mandler&DeForest, 1979; Stein &Nezworski, 1978 cited in Klinger (2007:77) states that the structure of narratives is often called a "story grammar." This term refers to the different elements the reader can expect to find in a story, such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem. Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life adventures. For example, fables are short stories with a typical story grammar but with the addition of a moral. Readers remember stories better when they are organized in familiar ways. The best narratives are highly specific, full of details that paint a vivid picture for the viewer, so before you begin to draft your script or collect visual materials, sketch out the fine points of your event.

Meanwhile, Derewianka (1990) cited in Arroyani (2010), states several common grammatical patterns. They are: specific, often individual participants with defined identities; major participants are human or sometimes animal with human characteristics; use of action verbs referring to events; use of past tense to locate events in relation to speakers' or writers' time; use of conjunctions and time connectives to sequence of events; use of adverbs and adverbial phrases to indicate place and time; use of adjective to describe nouns. Those features of narrative text affect for reader that is they appear to induce visualization in the reader as part of the reading process.

Animation Video as a Media

The use of media in teaching and learning process give contributions to the learners. Students' achievement will increase if the student really understands the lesson being studied. One of the methods that affect the student's interest is learning with video. However, mastery of the material presented must be balanced with the technology used. According to Wright (1976:1) cited in Cakir (2006:67), many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place.

According to Nugent (2005) cited in Smaldino (2011:404), many teachers use video to introduce a topic, to present content, to provide repair, and to increase enrichment. Segments of video can be used throughout the teaching environment in the classroom, small group, and individual students. The duration of a video in a few minutes provide maximum flexibility for teachers and improve learning specifically related to the needs of students.

In language learning and teaching process, a learner uses his eyes as well as his ears; but his eyes are basic in learning. River (1981), cited in Cakir (2006), also claims that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means.

To convey the message of learning, teachers usually use teaching aids (teaching aids) in form of drawings, models, or other tools that can provide concrete experience, motivation to learn, as well as enhance absorption or what is known as visual aids. One of the computer-based instructional media that has been developed is a video learning. Video as an audio-visual media that produces a moving image and natural or adjusted sound. Instructional video is able to present/display objects that are difficult to be taken directly to the classroom. Video lessons will greatly assist students in mimic, follow, imitate and understand the sequence of actions that must be mastered a lesson.

Moreover, Denning (CPB: 1997) said that videos could provide visual access to situations or experiments that would otherwise be too dangerous or expensive for students to experience personally. They can be used to simplify complex ideas, using media-specific techniques such as animation, computer graphics or clay-motion. Videos can be used as a model positive behavior and to motivate students. They are particularly useful for introducing a topic, or reviewing material.

The presentation of material through video can influence students' interest in learning. Video brings experience and surrounding into material. In addition, learners will be easier to do what they saw in the video of the material presented than through books or pictures. The activities will facilitate the learners and teachers in the teaching and learning process.

The video capability in visualizing the material is effective to help a teacher to deliver material, for example to demonstrate material such as certain motor movements, facial expressions, and the particular environment. Through video, teacher can focus on certain parts being modeled.

Smaldino (2011:404) said that text can be displayed in various languages and are used to translate or provide information on the video content. With the development of computer software that can continuously manipulate visual images, we have been creating art through video animations. Computer animation sequences are made current on and continue to be used in video teaching program to describe the complex process or quickly in a simplified form.

In addition, through video lesson, learners also will get the general visual environment that may include the social life of others; they can conclude the general point of view of the test that is presented immediately. In relationship with the factor which affects comprehension, this situation in other hand will build the interference skill then followed by the student's attention and set up their motivation.

METHOD

In this research, the writer used classroom action research. This research was done by the teacher in the class through self-reflection with the aim to improve her performance as teacher so that student-learning outcomes show improvement.

Action research is an approach to introduce problem identification, action, planning, implementation, evaluation, and reflection into your teaching (Johnson, 1993) cited in Jones (2004:1). Action research is a learning process that allows learning and creation of knowledge through critical reflection on experiences, forming abstract concepts, and testing the implications of these concepts in new situations (Johnson, 1993) cited in Jones (2004:1).

The action procedure that would be implemented in this study as follows:

1. **Planning**

   The plan was the preparation before the teaching learning activity. The activities in the planning stage were done by the teacher and the collaborator. The teacher and the collaborator determined the day and date of the research, prepared a lesson plan about narrative text material by using audio-visual media, prepared material of narrative story,

prepared of audio-visual media that used in the classroom, planned learning techniques that used in the classroom and prepared an assessment for learning.

2. **Acting**

In this stage, the writer taught by using animation video. The teacher taught based on the lesson plan that was already planned and observed by the collaborator.

3. **Observing**

This activity was carried during the data collection process. This data collection process was done by observing all the activities such as the attitudes of students in learning, the classroom atmosphere, material delivered by the teacher, the interaction between teacher and student, student and student interaction, and the things that happen in the learning process. To note the class situation during the activity is by using field notes and observation checklist.

4. **Reflecting**

Reflecting is an evaluation by the teacher and collaborator on the process and outcome or impact of the action taken by the researcher. The steps in reflection are analyzed the data from observation sheet, field notes and the result of the test to find out the improvement of reading comprehension on narrative text by using animation video and discussed the teaching learning process that had been done and planned for the next activities.

The tools of data collection were field note, observationchecklist and test. Field notes were used to observe and to know the situation and the activities during the teaching and learning process, such as how the teachers carry out the material and the students' response. Observation checklist was a form of table thatconsist the action applied by the writer to watch the object carefully in order to noticethe atmosphere of the class. Checklist table collected the data in students' actionwhen they did the activity in every meeting or cycle. The writer then concludedwhether they were well improved or not.

The subject of this research was the eighth grade students SMPN 1 SengahTemila class C in academic year 2013/2014. There were 33students in this class. This class had been the subject of research because the writerfound some problems faced by the students in comprehending narrative text. Thestudents got difficulties in understanding the text, especially in finding out the factualor detail information of the orientation, complication, resolution and drawing the moral value on narrative text.

FINDINGS AND DISCUSSION
Findings

The research findings were discussed based on the result of research.Three cycles of Classroom Action Research (CAR) were conducted to improve students reading comprehension in narrative text by using animation video. To get data about the students' improvement, the writer recorded the activities and situation during the implementation of animation video in teaching narrative text.

The writer conducted this research in one meeting for each cycle consists of 120 minutes (3x40 minutes). The writer divided into three cycles. It was conducted on May, 14th 2014, May, 22nd 2014, and May 28th 2014.

The story in the first cycle was "The Lion and The Mouse". The story in the second cycle "The Honest Woodcutter" and the story in the third cycle was "The Thirsty Crow". In general, the use of animation video in teaching reading narrative text improved students' reading ability in narrative text. They had shown the improvement incomprehending language features, understanding the factual or detail information and draw the moral value of narrative text which is discussed specifically below.

1. **The use of animation video improved students' ability in understanding language features of narrative text.**

   a. Showing pictures of animation video of narrative text improved students' ability in understanding language features of narrative text.

      By showing print screen picture as the representation of video to make the teacher easy to guide the students, the students could easily comprehend the part of orientation, resolution, and complication. Print screen pictures were made to clarify the story and tell the event. In the classroom, the activity was conducted in the first cycle until the third cycle where the video paused after each part of generic structure of narrative text was shown. The teacher showed the print screen picture from the video when the video paused. By looking the picture, students could easily understand the setting, and character from the story.

      For example in the first cycle, the students saw the jungle from the print screen picture based on the subtitle and the character that is the Lion.

Picture 1: Print screen of character of the story

      From this activity, the teacher helped the students to comprehend the story. The students could recognize the character, the setting, and also comprehend the sequence from video by looking the print screen picture.

      In the first cycle, only 10 students could answer the place and 25 students found the character correctly based on the print screen picture. However, in the second cycle, 17 students answered the place and 27 students found the character correctly based on the print screen picture and the last cycle, 30 students found the place and the character correctly.

   b. Giving unfamiliar words from the subtitle in the animation video of narrative text improved students' ability in understanding language features of narrative text.

      To comprehend the language features of narrative text, the students should know the words that include in noun, past tense, action verb, verb of time and place in the animation video. The teacher already gave the word and phrases from the video and the teacher asked students to find out the language features of narrative text. The writer used animation video with subtitles. Using subtitled videos would also help language learners develop their level of vocabulary. Vocabulary meaning requires the reader to guess certain word or phrase from the context. While watching the video, students found some word or phrase in the sentence.

      For example, in the first cycle, the teacher provided some words from the story such as jungle, majesty, ruled, taking a nap, heavy nib, cross, softness, happened, furious, punished, tiptoed, climbed, started, woke up, frightened, munching, guava, trembled, heard, roared, danger, relieve, hunter, gnawed, crucial, went, caught, released, helped.

This activity would make better understanding for students. In this activity, the teacher gave the word and phrases and asked students to find out language features of narrative text correctly. In the first cycle, some students still confused to decide the language features of narrative text. So, the teacher should help students to comprehend the language features to get better achievement for the next cycle. And in the next cycle, students started to comprehend the language features of the text accurately.

2. **The use of animation video improved the students in finding out the factual or detail information of narrative text.**
   a. Predicting what will happen in the story of animation video of narrative text improved the students in finding out the factual or detail information of narrative text.

   In order to understand the event, the teacher asked some predicting questions related to the story in animation video of narrative text. The teacher asked students to see what had happened in the complication, and resolution.

   In the second cycle the students saw that Deena's axe fell into the river. Then the teacher asked the students.


Picture 2: Deena's work

   There are some students who answered the predicting questions. In the first cycle there were 15 students, 20 students in the second cycle and 25 students in the last cycle.
   b. Confirming the orientation and event that had already happened in the story of animation video of narrative text improved the students in finding out the factual or detail information of narrative text.

   In confirming the orientation and event, the teacher reviewed each event that had already happened when video paused in the orientation, complication, and resolution. The teacher asked some confirmation questions related to the story. This activity was to help students to comprehend the factual or detail information. For example, what had already happened in the story. By confirming questions, it helped the students understand the story that had already happened.

   For example in the third cycle, the students saw that the water level in pot graced. So, the students asked to confirm what already happened.
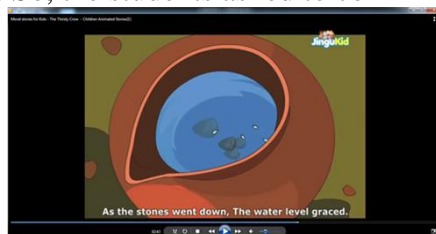
Picture 3: The pot

There were some students who could answer the confirming questions. There were 19 students in the first cycle, 23 students in the second cycle, and 27 studentsthe third cycle.

c. Having class discussion activities improved the students in finding out the factual or detail information of narrative text.

Through class discussion activities, the students might share their opinion and give ideas. It helped the students to be more confident to answer the questions. The students answered teacher's questions based on their discussion with their pairs and group. This activity could help the students to understand the factual or detail information. When the students discussed the story, they discussed cooperatively. The teacher asked the students to be active and to explore their idea. They tried to answer questions and gave positive response. With class discussion, the students were able to answer the questions.

d. Testing activity improved students reading comprehension on narrative text

By testing activity, the writer knew students' progress in every cycle to comprehend narrative text. In this research, the writer used test in essay form at the end of each meeting to measure students learning achievement about the material. The post-test was conducted at the end of each cycle to find the students' improvement in reading skill. Teacher gave the students a test to confirm their comprehension toward the text after discussing by using animation video. The test consisted of ten essay questions related to the text had been discussed. The students were given 20 minutes to finish the test. After that, the students submitted their work.

The result in the first cycle was that the students still had difficulties to understand the factual or detail information. Later on, the second cycle until third cycle, the students showed improvement in their scores. There were many students who passed MMC (Minimum Mastery Criteria).

In the first cycle, none of the students passed the MMC, but in the second cycle, there were 25 students who could answer correctly and passed the MMC, and the last cycle there were 30 students who could pass the MMC.

3. The use of animation video improved student's ability in narrative text to draw moral value.

Moral value is advice relating to character, behavior, or moral that can be obtained by the reader from the story being read. The students have tried to draw the moral value from every cycle in the classroom.

a. Reviewing the each character in the story of animation video of narrative text improved student's ability in narrative text to draw moral value.

To find out the moral value from the given story, the teacher asked about the characters in the story. By deeply understanding the character, students could easily describe the moral value.

In the first cycle, "The Lion and The Mouse" story contained a moral value "Even the weak ad small, maybe of help to those much mightier than themselves". In the second cycle, "The Honest Woodcutter" story contained a moral value "Honesty is the best policy". In the third cycle, "The Thirsty Crow" story contained a moral value "Think and work hard. You may find solution to any problem".

In the first cycle, there were 20 students who could find out the moral value well. In the second cycle there were 25 students, and in the third cycle there were 30 students.

b. Understanding factual or detail information from the story of animation video of narrative text improve student's ability in narrative text to draw moral value.

The previous discussion about understanding the factual or detail information, it also helped the students to draw the moral value. The students and the teacher made conclusion about the story.

Based on the observation in the first cycle, it could be concluded that the students were very enthusiastic but the students still had difficulties to understand the factual or detail information and to draw the moral value from the story. The teacher should also revise the way of her teach using animation video.

At the second meeting, like in the first meeting, students also gave positive response when they watched the video. In this meeting, male students were active because the teacher had revised the way of she teach. She could focus on all students. However, students should practice to understand the story by seeing the video.

The result showed that the students tried to have improvement from the first meeting in understanding the story. Based on the observation in the second cycle, students very enthusiastic but the students must be focused on the video to understand the story and to make their comprehension perfect. Then, in the next meeting, the teacher should prepare all the things in teaching learning process.

At the third meeting, the writer found out that there were improvements in reading activity. The students were more active and confident to answer the question when the teacher asked about the story in the video.

From the explanation of every action above, as the result of the observation of the teaching and learning process and also supported by the test result, there were some improvement on students' reading comprehension that can be seen below:
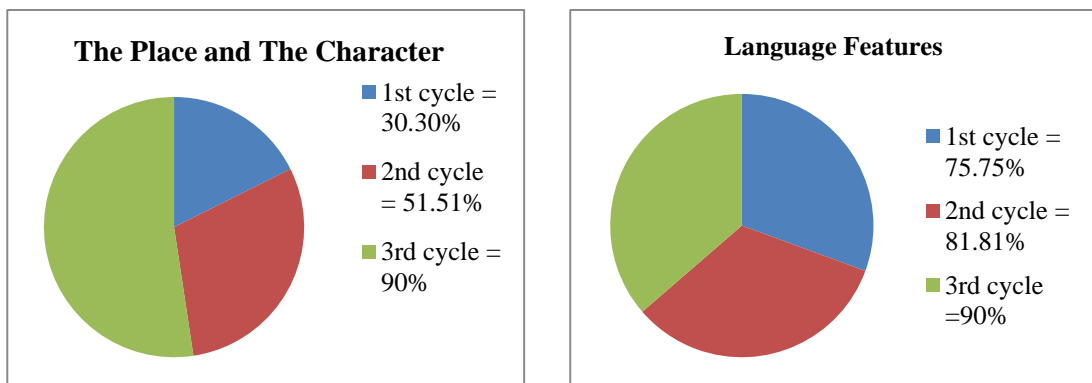
The Place and The Character
- 1st cycle = 30.30%
- 2nd cycle = 51.51%
- 3rd cycle = 90%

Language Features
- 1st cycle = 75.75%
- 2nd cycle = 81.81%
- 3rd cycle = 90%

Diagram 1
The Improvement of Student's Ability in Comprehending the Language features of Narrative text

Predicting Question of the Story of Narrative Text
- 1st cycle = 45%
- 2nd cycle = 60.60%
- 3rd cycle = 75%

10
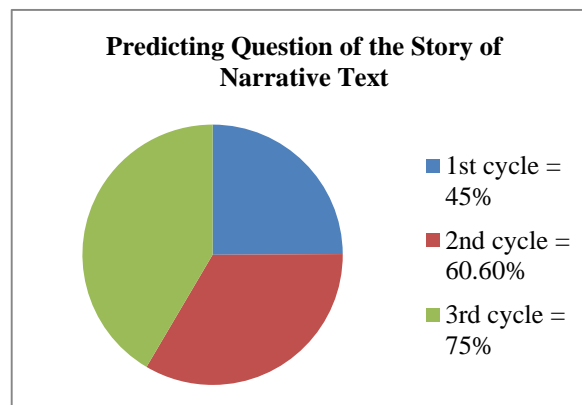
Diagram 2
The Improvement of Students' Ability to Comprehend the Predicting Questions of Narrative Text

Confirming Questions of the Story of Narrative Text

- 1st cycle = 57.57%
- 2nd cycle = 69.69%
- 3rd cycle = 81.81%
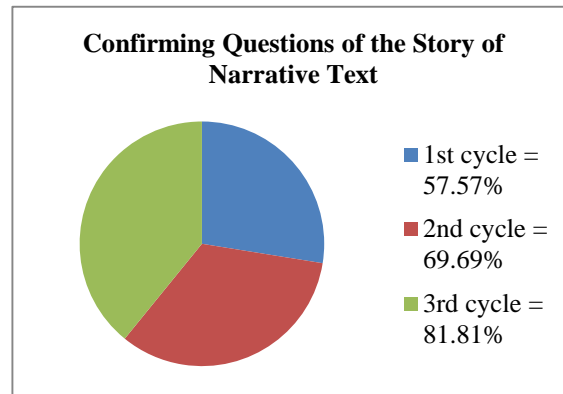
Diagram 3
The Improvement of Students' Ability to Comprehend the Confirming Questions of Narrative Text

Drawing Moral Value of Narrative Text

- 1st cycle= 60.60%
- 2nd cycle = 75.75%
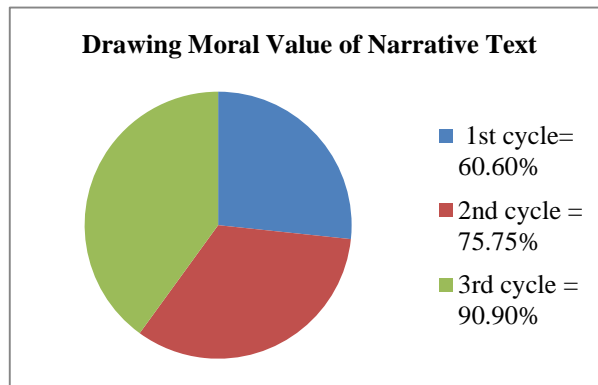- 3rd cycle = 90.90%

Diagram 4
The Improvement of Students' Ability to Draw the Moral Value from the Story of Narrative Text

Discussion

In this research, students showed progress in comprehension on narrative text from the first cycle until the third cycle. The research took in three meetings. It means that it took three weeks because each meeting or cycle was done once a week.

In the first meeting, the mean score of students reading comprehension is 52.12, in the second meeting, it was 75.78, and in the last meeting, it was 87.72. The figure indicates that students reading comprehension in narrative text by using animation video got better in every meeting. The improvement that took place in the classroom was considered the result of the assessment.

The individual differences also showed progress. In the first meeting (1st cycle), from 33 students, 17 students were qualified into average to good, 8 students qualified into poor to average, and 8 students qualified into poor. In the second meeting (2nd cycle) from 32 students, 18 students qualified into average into good, and 13 students qualified into good to excellent. In the last meeting (3rd cycle), from 33 students, 12 students qualified into average to good, and 21 students qualified into good to excellent. These differences show that the students tried to focus on animation video and improve their reading comprehension in narrative text.

From this research finding above, the writer found some important things from the use of animation video in teaching narrative text in reading comprehension. The

animationvideomade students easier to learn narrative text. Animation videocan describe moving objectwith the sound. Videowas very helpfulin explainingthe material. During application of the video, the students looked enjoyed and very enthusiastic in learning process. They seemed to pay attention with the stories.

However, the limitation of this research is that not all ofstudents could learn well usedvisual media. Some of the students get bored when the duration of video length; therefore in the next meeting the teacher was prepared short animation video of narrative text. Furthermore, some of the students lost their focus when seeing the video so the teacher reminded the students to watch and pay attention to the video. There arestudents whoprefer tolearn in a waydescribedby the teacherand the students whoprefer tolearn by playingand others. So, to eliminate this problem, duringwatching the video, students were givena worksheetto write thetentative conclusionsfromwhat they had seenandheard.The combination ofwatching videoswithother tasks(worksheets, group's discussion, asking questions) would have an impact onincreasingstudent learning outcomes because ashumans, we could rememberfrom something that have seen, heard, anddone at once.
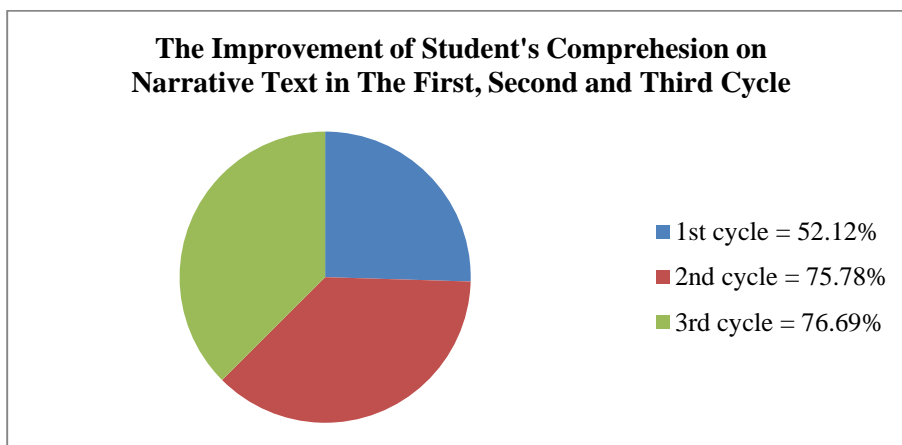

Diagram 5
The Improvement of Student's Comprehension on Narrative Text in the 1st, 2nd, and 3rd Cycle

CONCLUSION AND SUGGESTION
Conclusion

According to the discussion of the previous chapter, it can be concluded that the use of animation video in teaching narrative text as a media improved students' reading comprehension from cycle to cycle. This media not only improved students' reading comprehension on narrative text but also motivated students to learn narrative text with different way. Before using this media, the students could not understand narrative text well. However by using this media, it helped the students to understand language features, find out the factual or detail information and also draw the moral value of narrative text.

Moreover, the use of animation video could improve students reading comprehension. The students' reading competence improved from the first cycle to the third cycle. It was shown by the improvement of the students' score and learning process thatconducted by the teacher and collaborator fulfilled all of the aspects in the goals of teaching.

The mean score in the first meeting (1st cycle) was 52.12 which has categorized into poor to average, the second meeting (2nd cycle) was 75.78 which has categorized into average to good, and in the third meeting (3rd cycle) was 76.69 which has categorized average to good. It proved that the use of animation video in teaching reading is helpful, especially in improving students' reading comprehension of narrative text.

Suggestion

   Based on the writer's experiences during the research observation, the writer would like to give some suggestions for the improvement of students' reading comprehension. For English teachers, for improving the students' reading comprehension in narrative text, the writer suggested that English teacher should apply animation video in teaching narrative text because animation video could help students understand the narrative text faster than in the text book and the teacher should select animation video with appropriate theme that has good moral value. For the students in order to improve their own reading comprehension, the students are suggested to pay attention and obey the entire teacher's instruction when they are being taught so that students can understand the material and not lose focus and encourage themselves to learn more and to ask what they do not understand in order to increase their knowledge. For the school or institution in the effectiveness of teaching learning process, the school or institution is suggested to facilitate the school or institution with internet facility for browsing video from the web, and teaching media such as LCD, projector, laptop which promote the use of animation video in the classroom. Finally, the writer gives the suggestion to other writers to conduct classroom action research for other types of text such descriptive, recount, procedure, etc. by using different techniques and media. However, the writer hopes that this research can be used as the references for the other writers to conduct a better research from the different perspectives.

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