

THE EFFECT OF USING ANIMATED PICTURES IN POWER POINT PRESENTATION ON THE SEVENTH GRADE STUDENTS' TENSE ACHIEVEMENT AT SMP NEGERI 2 BALUNG

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***Abstract :** Tenses are very important in learning English because they become the basic knowledge in mastering the language skills. In English teaching and learning process, the students are expected to understand the materials given by the teacher. Animated pictures in power point presentation can be the appropriate teaching media and interesting materials to teach tenses. The purpose of the research was to investigate the effect of using animated pictures in power point presentation on the seventh grade students' tense achievement at SMP Negeri 2 Balung. The research design was quasi experimental research with pretest-posttest nonequivalent group design. The primary data were collected from the scores of the pretest and posttest to compare the two different groups before and after the treatment, and the result was analyzed by using Independent sample T-Test (SPSS). The result of the research showed that the use of animated pictures in power point presentation had a significant effect on the seventh grade students' tense achievement at SMP Negeri 2 Balung.*

***Key Words :** Animated Pictures, Power Point Presentation, Tense Achievement*

INTRODUCTION

English has become an international language which has been used by most people in the world to communicate. Therefore, English has an important role and it is very important to be mastered. In the Institutional Curriculum (KTSP) for SMP or MTs, it is stated that the objective of teaching English is to develop the students' skills in listening, speaking, reading, and writing as well as the language components (grammar, vocabulary, pronunciation). In this case, the junior high school students have to master the four language skills and the language components integratedly.

Learning English grammar is very important. According to Ur (1999:4) knowledge of grammatical rules is essential for the mastery of a language. Tenses as part of grammar are also very important to be mastered. Farbrain and Winch (1996:110) say that mastering tenses is significant in order to be able to communicate in an acceptable Standard English. Thus, it is clear that tenses as a part of grammar are very important in learning or mastering English because they become the basic knowledge in mastering the language skills.

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In English teaching and learning process, the students are expected to understand the materials given by the teacher. To reach this goal, the English teacher should find the appropriate teaching media and interesting materials for the teaching learning process in order to help the students understand the subject more easily. As Usman (1996:31) suggests that learning can be more effective if it is accompanied by using some kinds of teaching media than without using them. Then, the researcher decided to use animated pictures in power point presentation as teaching media to teach tenses.

As stated by Mulyana, as quoted in Ruis et al. (2009), there are five kinds of media that can be used to teach, that are games, simulation, visual or graphic media, audio media and audio visual media. The examples of visual materials are pictures, animation, graphs, diagram, map, etc. Audio materials are music, songs, record, rhyme, jazz chant, etc. This research only focused on teaching tenses using visual media that was animated pictures. According to Frenrich (1997:166) states that the word animation means to give life to something. Animated pictures consist of two main components. Those are motion and trajectory where trajectory refers to the direction of the path of travel of an animated object. With the help of animated pictures, it is easy to show things that need many words to describe. Animated pictures are very useful teaching media that are interesting, meaningful, and can increase the learners' motivation in learning tenses. That is why, the researcher chose animated pictures as the media in the teaching of tenses.

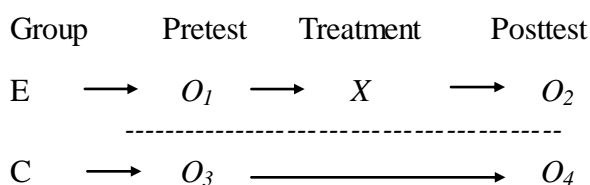
There are some advantages of using animations that can be reached by the teachers and the learners. According to Frenrich (1997:167) animations can make effective contributions to the achievement of many learning objective, such as: 1) Simulating the result of actions. 2) Showing sequential steps in a procedural task. 3) Showing the relationship between objects and the ideas. And 4) Promoting concrete understanding of abstract concepts. Meanwhile, Lowe (2001), in Ruffini (2009) states that animation has potential advantages to the cognitive aspect of learning, such as: more informative, closer to the characteristics of the subject matter, more explicit, more explanatory, and clearer. In brief, it is clear that animations have many advantages since they give contribution to the students and the teachers in the teaching and learning process.

Microsoft power point is commonly used as presentation tools by trainers, educators, students, and business people. In power point, there are facilities and features that can make the presentation slide more interesting. Animation, picture, movie, and sound can be added to presentation slide, so that, it will look interesting. The addition of animation can be on slides and each object independently. Rutledge (2011:200) explains that there are two kinds of adding an animation to the slide, namely transition sound (voice that is added on slide when the displacement takes place) and transition speed (the speed of movement of the slide transitions based on need; slow, medium, and fast). Furthermore, he explains that power point also provides four categories of object animations: Entrance (determining how the text or object enters the slide), Emphasis (adding emphasis to the text or object), and Exit (determining how the text or object exits the slide), and Motion Paths (setting a path that the selected text or object follows).

Power point presentations can be used in many ways in ELT. For example, presentations can be used for presenting language structures, for practice and drilling, or for reviews. In this research, the researcher used animated pictures in power point presentation to teach tenses, especially simple present tense and present continuous tense .

RESEARCH METHOD

A Quasi Experimental Design with Pretest-Posttest Nonequivalent Group Design was used in this research. The subjects were tested in existing or “intact” groups rather than being randomly selected. Both groups were measured before and after treatment, but only the experimental group received the treatment. The following diagram presents the design:



E : Experimental group

C : Control group

X : Treatment

O_1 and O_3 : Pretest

O_2 and O_4 : Posttest

(Cohen et al. 2007:283)

In this design, two classes were chosen as the experimental group (E) and the control group (C). The two classes were selected by lottery. There were six classes of the seventh grade in SMP Negeri 2 Balung. After choosing the two classes, the same pretest (O_1 and O_3) was given to both of the groups. Then, the experimental group was given a treatment that was teaching tenses by using animated pictures in power point presentation (X), while the control group was not given any treatment, it was taught tenses by using the lecturing method. Then, the researcher gave a posttest (O_2 and O_4) to both groups. The same posttest was given to both groups.

This research was conducted at SMP Negeri 2 Balung. Purposive method was used to determine this area because the researcher had certain purposes or reasons (Arikunto, 2006:139). The population of the research was all the seventh grade students at SMP 2 Balung in the 2011/2012 academic year that consisted of 211 students in six classes. To determine the respondents of the research, the researcher used lottery to choose two classes. After getting the two classes, the experimental and the control group were determined by using lottery again.

There were two kinds of data in this research, namely primary data and supporting data. The primary data were collected from the scores of the pretest and posttest to compare the two different groups before and after the treatment. Then, the supporting data were collected from interview with the English teacher and documentation from the school.

Tense test was used to measure the students' tense achievement by using animated pictures in power point presentation. Hughes (2003:13) states that an achievement test is directly related to language course and purpose to establish how to successful individual students, a group of students, of the course themselves in achieving objectives. This research used an achievement test in order to assess the students' achievement in learning tenses, both in the experimental class and the control class. According to Arikunto (2006: 223), there are two kinds of test used to measures the students' achievement at school. They are standardized test and teacher made test. Further, she defines a teacher made test as a test which is created by the teacher with certain procedures. While a standardized test is a test created by testing institution and has been evaluated its validity and reliability. In conducting the tense test, the researcher constructed the tense test by herself and discussed it with the English teacher based on

the curriculum used in the school.

Dealing with the validity and reliability, in this research the researcher established content validity since the test items were constructed based on the 2006 Institutional Curriculum for the seventh grade students. The test items were constructed by considering the indicators to be measured covering expressing meaning in simple transactional and interpersonal dialogues by using simple oral texts based on school-based curriculum. According to Sukardi (2003:123), content validity has an important role in achievement test. In general, content validity is determined through consideration of the experts. There is no mathematical formula to calculate and there is no way to pinpoint exactly. To give an idea of how a test validated using content validity, the expert judgment can be done as follows: (a) Ask the expert (the research consultants and the English teachers) to observe all the items in the test to be validated carefully. (b) Ask them to correct all items that have been made by the researcher. And (c) In the end of refinement, ask them to provide the equalization of how the tests illustrate the scope of content to be measured.

Based on the scoring system, test can be classified into two, namely objective test and subjective test. In this research, the objective test in the form of multiple choice tests was administered. It was chosen because it was easy to score and the scores are perfectly reliable (Hughes: 1996:35). To measure changes in students' knowledge, the researcher conducted pretest at the beginning of the course as well as an evaluation at the end of the course (post test). Pretest and posttest were conducted to measure the ability of students before and after treatment were given. Both of the tests were given to the experimental group and the control group. There were forty test items, twenty items for simple present tense and twenty items for present continuous tense for both pretest and posttest.

In this research, interview was conducted with the seventh grade English teacher of SMP Negeri 2 Balung to obtain the data about the technique and media used in teaching tenses and the textbooks used by the teacher in teaching English. Documentation method was used to collect the supporting data. The data collected from the documentation were the number of respondents, the names of the respondents of the seventh grade students of SMP Negeri 2 Balung.

One approach to measure the significant of difference between the experimental and the control groups is to compute gain score (Yount, 2006). This was done by subtracting the pre-test score from the post-test score for each subject. Use gain scores to compute average gain for each group. Independent sample t-test in SPSS was used to analyze the average of the gained scores to know significantly different between the two groups.

RESEARCH FINDINGS AND DISCUSSIONS

The result of interview and documentation were that, the English curriculum being used for the seventh grade of SMPN 2 Balung is Institutional Based Curriculum. Besides, the documentation was used to get the data about the total number of the seventh grade students of SMPN 2 Balung was 211 students consisting of six classes and the names of the respondents. The research respondents were determined by using lottery to all seventh grade classes since the research design was pretest-posttest nonequivalent group design. The number of the respondents was 73 students, consisting of 36 students of grade VIIA as the experimental group, and the control group consisted of 37 students of grade VII E.

The try out was given to one class which was not chosen as the experimental group or the control group. The researcher also used lottery to choose the class, and the result was class VII B as the test taker. The analysis of the try out included the reliability coefficient, the difficulty index and the time allocation.

In estimating the value of reliability coefficient, the researcher applied split half odd-even technique using the computation of statistical value. The value of the whole score reliability (r_{xy}) was obtained by estimating the correlation of the two scores by using Product Moment Correlation and continued the Spearman-Brown. The result was found that the reliability coefficient of a half test for pretest and posttest were 0.63 and 0.68. From the calculation, the result of reliability coefficient for the pretest and posttest were 0.77 and 0.81. They were considered reliable since the standard reliability coefficient of teacher made test ≥ 0.70 , as quoted from Sudijono (1998:209), so the tests were reliable. It means that the researcher did not have to make any changes of the test items, and the test items of pre-test and the post test could be administered. The

researcher used Difficulty Index formula in order to analyze the difficulty level score. Then the result was consulted to the criteria of difficulty index.

The pretest was conducted to the experimental group and the control group before giving the treatment and the posttest was given after giving the treatment. The experimental group was taught tenses by using animated pictures in power point presentation, while the control group was taught tenses by using printed pictures and the lecturing method. Then, the results of gain score were analyzed by using t-test formula and it was consulted to the t-table to verify the hypothesis.

Based on the output of Independent sample t-test by using SPSS program, the value of significant column of Lavene's test was 0.160 which was higher than 0.05 (confidence interval 95%). It means that the variability of the experimental and control groups were equal. Consequently, the row that must be read is the first row of t-test column table and ignored the second row.

In the t-test column, the value with 70 degrees of freedom was 4.241 and the value of sig. (2-tailed) column was 0.000. The value of sig (2-tailed) column was lower than 0.05 that was 0.000. Thus, it can be concluded that there was statistically significant difference between the experimental group and the control group or there is a significant effect between those two groups.

The result of the data analysis in this research proved that using animated pictures in power point presentation as media significantly affected the seventh grade students' tense achievement at SMP Negeri 2 Balung. This could be seen from the value of Sig. (2-tailed) that was less than 0.05 (confidence interval 95%) that is 0.000. it indicated that the result of t-test analysis was significant. From the gain scores, it could be seen that the experimental group who was taught tenses by using animated pictures in power point presentation got better score compared to the control group who was not taught by using animated pictures in power point presentation.

Based on the observation of the animated pictures in power point presentation as media to teach tenses in the experimental group, the students were motivated in learning tenses and they were more enthusiastic in the teaching and learning process. Moreover, they were easier to produce complete sentences in the form of simple present tense and present continuous tense based on the animated pictures in power point presentation given. By showing the animated pictures, the students could easily identify the activity

of the animated pictures. In the control group, the students were still confused about the activities which were showed by the printed pictures. They could not identify the activity of the printed pictures easily, so they need more time to produce complete sentences in the form of simple present tense and present continuous tense. The students in the control group could not understand the material as well as the students in the experimental group. This evidence could be seen from the scores of the gain score showing that the mean deviation gain score of the experimental class was greater than the mean deviation gain score of the control group ($12.9861 > 4.0270$).

In addition, the present research finding was in line with the experts' ideas. Ainsworth (2008) says that animations can help learners come to understand complex ideas more easily. Further, Rieber (in Ainsworth, 2008) states that animations can help people learn because they are especially motivating. Besides, according to Algilasi (2010) animation helps to improve the effectiveness of the learning process for English as a foreign language. It could be considered as an effective classroom tool. It allows students to be more enthusiastic to learn English in an enjoyable way. Regarding some opinions above, it was clear that the students were able to learn English, especially tenses using the effective media.

From the above discussion, it could be concluded that the result of this research was not different from that of the expert' ideas in helping the students to learn the English tenses effectively by using animated pictures in power point presentation as the teaching media. In other words, the result showed that the application of animated pictures in power point presentation affected the students' tense achievement. The statistical value proved that there was a significant effect of using animated pictures in power point presentation on the seventh grade students' tense achievement at SMP Negeri 2 Balung.

CONCLUSION AND SUGGESTION

The result of the data analysis showed that the statistical value of Sig. column was 0.000. It was lower than 0.05. It could be concluded that the use of animated pictures in power point presentation had a significant effect on the seventh grade students' tense achievement at SMP Negeri 2 Balung. It was supported by the result of the data analysis of the statistical computation value of the t-test (4.241) which was

higher than that of the t-table (1.99394). This means that the students who were taught Simple Present Tense and Present Continuous Tense by using animated pictures in power point presentation on the experimental group had better tense achievement than the students in the control group.

Knowing that there was a significant effect of using animated pictures in power point presentation on the students' tense achievement, the media may be used as a consideration in improving the teaching and learning process of tenses. Therefore, the English teachers of SMP Negeri 2 Balung, are suggested to use animated pictures in power point presentation as effective media in teaching English, especially tenses, in order to give more meaningful, interesting, and enjoyable learning. Then, the students of SMP Negeri 2 Balung should be actively involved in the teaching and learning process. They can practice their ability in producing grammatical correct sentences by using animated pictures in power point presentation to improve their tense achievement. The last, the future researchers are suggested to conduct a similar research by using different research design, such as a classroom action research to improve the students' tense achievement by using animated pictures in power point presentation or by using the same research design, that is an experimental study to know the effect of the animated pictures in power point presentation on the different language skills or language components.

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