# CHAPTER IV
# FINDING AND DISCUSSION

This chapter discusses the result of the research that was conducted in SMK PGRI 13 Surabaya by the researcher in order to research questions that have been mentioned in the chapter 1. This chapter deals with the description of the type of finding; they are teaching learning process during the reading class, students' score and students' responses toward the use of animation videos from YouTube, and reflection.

## 4.1 Finding

The researcher used one group pre-test and post-test design in this research which was conducted in one class. The researcher took one class of tenth grade in the office administration (APK) of SMK PGRI 13 Surabaya that was X APK 1 that consists of 24 students. This research was conducted in 12 April until 11 May 2018. The researcher conducted this research in order to know whether the animation videos from YouTube are effective to improve students' reading comprehension.

The researcher made the try out and gave it to another class in the same level before giving pre-test, treatment, and post-test. The result of the try out used to measure the validity and reliability of the tests for pre-test and post-test. Try out class was X APK 2 that consist 23 students. The result of validity of Try out was valid. After the try out was tested to another class, the researcher gave the pre-test to the 10th grade students to know the student's ability in reading comprehension before the students were given the treatment. Next, the students were given treatment in two meetings. The last, the researcher gave the post-test to the students to know whether there is an improvement in the students' reading comprehension after they were given treatment or not.

After all actions were completed, the researcher gives the students a questionnaire to calculate the responses from the students using animation videos from YouTube during the reading class. The researcher also assessed all the tests that were given to the students to know the results for analysis using SPSS. Before the pre-test and post-test are given to the students of X APK 1, the researcher validated the tests to the experts and used the results of the try out to calculate the validity and reliability in SPSS.

### 4.1.1 The Result of the Test

#### 4.1.1.1 Validity

The researcher used two types of validity of the data. These are the validity of the expert and the validity of the content. Before the pre-test and post-test was given to the students of X APK 1, the researcher consulted the tests for this research to the lecturer as an expert assessment who is expert in the relevant field to see how far the test's validity to be given to the students. The validation test was conducted to find out whether the tests are appropriate to be tested to the students. After the lecturer agreed, the researcher used the tests for pre-test and post-test in this research. (See appendix 6)

The researcher also used the validity of the content by using the results from the try out. It needed to measure the validity and reliability of the tests for pre-test and post-test by using SPSS 17. The technique used to the validity test of the reading test was Pearson Correlation between the scores of each question and the total score. The items were valid if Pearson Correlation produced R count > R table and p value < 0.05 ($\alpha = 5\%$). The following is the result of the validity test:

**Table 4. 1 Validity Test**

| Question | *Pearson Correlation* | P Value | Information |
|---|---|---|---|
| 1 | 0,495 | 0,016 | Valid |
| 2 | 0,522 | 0,011 | Valid |
| 3 | 0,495 | 0,016 | Valid |
| 4 | 0,594 | 0,003 | Valid |
| 5 | 0,604 | 0,002 | Valid |
| 6 | 0,517 | 0,011 | Valid |
| 7 | 0,478 | 0,021 | Valid |
| 8 | 0,508 | 0,013 | Valid |
| 9 | 0,604 | 0,002 | Valid |
| 10 | 0,478 | 0,021 | Valid |
| 11 | 0,541 | 0,008 | Valid |
| 12 | 0,541 | 0,008 | Valid |
| 13 | 0,522 | 0,011 | Valid |
| 14 | 0,495 | 0,016 | Valid |
| 15 | 0,513 | 0,012 | Valid |
| 16 | 0,516 | 0,012 | Valid |
| 17 | 0,541 | 0,008 | Valid |
| 18 | 0,478 | 0,021 | Valid |
| 19 | 0,553 | 0,006 | Valid |
| 20 | 0,553 | 0,006 | Valid |
| 21 | 0,495 | 0,016 | Valid |
| 22 | 0,496 | 0,016 | Valid |
| 23 | 0,495 | 0,016 | Valid |
| 24 | 0,495 | 0,016 | Valid |
| 25 | 0,541 | 0,008 | Valid |
| 26 | 0,578 | 0,004 | Valid |
| 27 | 0,541 | 0,008 | Valid |
| 28 | 0,513 | 0,012 | Valid |
| 29 | 0,481 | 0,020 | Valid |
| 30 | 0,594 | 0,003 | Valid |

Table 4.1 shows that all items on tryout had R count is higher than R table. R table for 23 students (n = 23) is 0.413. If R count > R table, then the value p is smaller than 0.05. Based on the result, all items on the reading test are valid.

### 4.1.1.2 Reliability

The researcher measured the reliability test after got the result of the validity test. The tests should be reliable as one of the measuring instruments. Reliability tests were tested using SPSS 17, as follows:

**Table 4. 2 Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 23 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 23 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Table 4. 3 Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .910 | 30 |

Based on the result, the researcher used Cronbach's Alpha to measure the reliability. In the table 4.1 shows that there are 23 students as participants who were analyzed. In Table 4.2 shows that SPSS estimates the Cronbach alpha (α) number is 0.910 which basically means that 91% of the variability in the composite score by combining the 30 items entered into the analysis. The number of Cronbach alpha (α) = 0.910 is higher than the minimum value of Cronbach alpha is 0.6. Therefore, it can be concluded that the test as one of the instrument can be said reliable. Based on the table below, the reliability level of the test is very high.

**Table 4. 4 Level of Reliability**

| | |
|---|---|
| >0.90 | Very High |
| >0.70 - ≤0.90 | High |
| >0.50 - ≤0.70 | Moderate |
| ≤0.50 | Low |

### 4.1.1.3 Normality

Normality test was conducted by the researcher before testing the next analysis. Normality test had a purpose to know whether the data obtained in the study has a normal distribution or not. In this case, the data used in analyzing normality were pre-test and post-test.

The basis of decision making in the normality test is if the significance value (p) is higher than 0.05 then the data is normally distributed. Conversely, if the significance value is less than 0.05 then the data is not normally distributed. In this research, the researcher tested the normality test using Kolmogorov-Smirnov test on SPSS 17 as below:

**Table 4. 5 Result of Normality Test**

**One-Sample Kolmogorov-Smirnov Test**

| | | Pre-Test | Post-Test |
|---|---|---|---|
| N | | 24 | 24 |
| Normal Parameters[a,b] | Mean | 52.92 | 70.46 |
| | Std. Deviation | 11.538 | 8.617 |
| Most Extreme Differences | Absolute | .180 | .193 |
| | Positive | .160 | .140 |
| | Negative | -.180 | -.193 |
| Kolmogorov-Smirnov Z | | .882 | .944 |
| Asymp. Sig. (2-tailed) | | .419 | .334 |

a. Test distribution is Normal.
b. Calculated from data.

Table 4.5 shows that there were 24 students who participated in the pre-test and post-test that were tested using the normality test. In the table, the sig value (p) in the pre-test and the post-test are 0.419 and 0.334. This shows that the sig value in the pre-test is higher than 0.05 (0.419 > 0.05) and the sig value in the post-test is higher than 0.05 (0.334 > 0.05). From the results, it can be concluded that the data of the reading test before using animation videos from YouTube (pre-test) and the reading test after using animation videos from YouTube (post-test) are normally distributed.

### 4.1.1.4 The Students' Pre-test and Post-test Score

The researcher got scores from each student after giving pre-test and post-test to the students of X APK 1. The pre-test was conducted on 27 April 2018 and the post-test was conducted on 7 May 2018. The passing grade in this research is 70. It is based on the passing grade of English subject in SMK PGRI 13 Surabaya. There were 30 items in the pre-test and post-test and the items were divided into three parts. The parts were multiple choices, true or false and match.

In scoring the test, the researcher used the score ranging from 0 to 100 by counting the correct items using the formula as below:

$$S = \frac{C}{N} x\ 100$$

*The explanation:*

S: Score

C: The Correct item

N: Total of the question

In this part, the pre-test and post-test scores of the students was showed. The result of pre-test and post-test can be seen below:

**Table 4. 6 Pre-test and Post-test Score**

| NO | STUDENT NAME | PRE-TEST | POST-TEST |
|---|---|---|---|
| 1 | Student 1 | 60 | 83 |
| 2 | Student 2 | 57 | 83 |
| 3 | Student 3 | 50 | 70 |
| 4 | Student 4 | 67 | 77 |
| 5 | Student 5 | 40 | 60 |
| 6 | Student 6 | 57 | 77 |
| 7 | Student 7 | 47 | 70 |
| 8 | Student 8 | 40 | 63 |
| 9 | Student 9 | 50 | 73 |
| 10 | Student 10 | 67 | 73 |
| 11 | Student 11 | 67 | 83 |
| 12 | Student 12 | 40 | 60 |
| 13 | Student 13 | 67 | 77 |
| 14 | Student 14 | 57 | 67 |

| | | | |
|---|---|---|---|
| 15 | Student 15 | 60 | 77 |
| 16 | Student 16 | 63 | 77 |
| 17 | Student 17 | 60 | 70 |
| 18 | Student 18 | 37 | 57 |
| 19 | Student 19 | 33 | 60 |
| 20 | Student 20 | 37 | 60 |
| 21 | Student 21 | 67 | 77 |
| 22 | Student 22 | 37 | 63 |
| 23 | Student 23 | 60 | 77 |
| 24 | Student 24 | 50 | 57 |
| **Average** | | **53** | **70** |

Based on the table above, there were 24 students who participated in the pre-test and post-test. The minimum score and maximum score in the pre-test are 33 and 67. Meanwhile, the minimum score and maximum score in the post-test are 57 and 83. The results showed that there was no students passed the passing score on the pre-test. While on the post-test, there were 15 students passed the passing grade and 9 other students did not pass the passing grade. This can be seen from the acquisition of percentages in the table below:

**Table 4. 7 Percentage of Pre-test and Post-test Score**

| Passing Grade | Pre-test | | Post-test | |
|---|---|---|---|---|
| | Number of Students | Percentage of test | Number of Students | Percentage of test |
| 70 | 0 | 0% | 15 | 63% |

Table 4.7 above shows that there is an increase in the percentage of the number of students whose score reached the passing grade. If the pre-test result shows that the percentage is 0%, it means that there was no students got scores reaching the passing grade, it is different from the post-test result shows that there is a percentage of 63% of the 24 students who participated in the post-test whose scores reached the passing grade.

#### 4.1.1.5 Paired Sample T-test

The researcher calculated the T-test of the pre-test and post-test scores of the students using Paired Sample T-test in SPSS. The T-test calculation aims to find out the statistical evidence and see the effectiveness of animation videos from YouTube to improve students' reading comprehension through pre-test and post-test scores. The result of the T-test as below:

**Table 4. 8 Paired Sample Statistics**

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pre-Test | 52.917 | 24 | 11.538 | 2.355 |
| | Post-Test | 70.458 | 24 | 8.617 | 1.759 |

Table 4.7 can be interpreted that the mean before giving the treatment is 52.917 with the standard deviation of 11.538 and the mean after giving the treatment is 70.458 with the standard deviation of 8.617. Based on the mean, the result of the reading test after using animation videos from YouTube (post-test) was higher than the result of the reading test before using animation videos on YouTube (pre-test). There were 24 students who participated in the pre-test and post-test.

**Table 4. 9 Paired Sample Test**

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre-Test - Post-Test | -17.542 | 6.447 | 1.316 | -20.264 | -14.819 | -13.330 | 23 | .000 |

Table 4.9 illustrates that the mean between pre-test and post-test is -17.542 with standard deviation is 6.447 and significant 2 tailed is 0.000. Table 4.9 is the most important SPSS output which shows the result of paired sample t-test with some hypothesis. In the first hypothesis, H0 means that there is no significant difference in both data (pre-test and post-test). In the second hypothesis, H1

means that there is a significant difference in both data (pre-test and post-test). The criteria of paired sample t-test to make the decision as below:

| |
|---|
| H0 is accepted and H1 is rejected if the probability (sig.) >α (0.05) |
| H0 is rejected and H1 is accepted if the probability (sig) <α (0.05) |

From the explanation then there are two kinds of decision making when viewed from the criteria. First, if the probability value (sig.) is higher than 0.05 then there is no effectiveness in using animation videos from YouTube to improve students' reading comprehension. Second, if the probability value (sig.) is smaller than 0.05 then there is effectiveness in using of animation videos from YouTube to improve students' reading comprehension.

The result of paired sample t-test based on the third output above is the sig (2-tailed) value is smaller than α (0.000 < 0.05) then H0 is rejected and H1 is accepted. It can be concluded that there was a significant difference between the pre-test and the post-test because H1 is accepted. Based on the result, there was significant improvement in the score because the mean of the post-test was higher than the pre-test. It means that the animation videos from YouTube were effective to improve students' reading comprehension according to the paired sample t-test in SPSS.

### 4.1.2 The Result of Class Observation

The result of the class observation can be seen from the observation checklist made by the researcher based on the class situation during the research. The researcher conducted two meetings in giving treatment to this research after the pre-test and before the post-test to X APK 1 students. English learning was conducted by the teacher during this research. The teacher taught English as usual but using different media in the learning that was using animation videos from YouTube that had been prepared by the researcher. The teacher also taught according to the lesson plan that had been prepared by the researcher and also had been approved by the teacher. The researcher and the teacher discussed the

learning in this research. The teacher informed that the students in SMK PGRI 13 Surabaya were noisy during the learning activity, including in X APK 1. The teacher added that almost all of the students in SMK PGRI 13 did not like English because it was difficult for the students. In addition, the teacher also said that the students did not like to read English texts because they did not know the meaning then they did not understand about the content.

The information was evidenced by the result of the class observation during the learning. The Learning began as usual after the bell rang. The students in X APK 1 looked very noisy when the teacher entered the classroom and checked for the students' attendance. The teacher reminded the students to be quiet but they were quiet in a few seconds then noisy again. When the teacher explained the theme in the pre-test was about the narrative text, there were some students who did not notice to the teacher's explanation as they talked to their friends. The teacher gave the materials in the power points in front of the class and gave the explanation of the narrative text. The teacher also gave some examples of stories of narrative text and took the Snow White's story to discuss about the generic structures and language features of narrative text. The students noticed the explanation of the teacher at the time. Some of the students wrote the explanations from the teacher in their books even though there were some students who did not listen well. The teacher gave the opportunity to the students to ask or make a question about the material that had been described in the previous. At that time, there were only few students who asked then the teacher asked some students about the narrative text to improve students' understanding of narrative text.

The teacher divided the students into groups in order the students could be more active with group discussions. The students were very noisy again when they moved the seats according to their groups. The teacher told the students that they would be given a video then the students were very enthusiastic. The teacher gave an animation video with English subtitle in order the students not only saw the video but they could also read the story in the video. The teacher also asked the students to discuss it with their groups. Here, all of the students saw the video

very seriously. There were no students talked with their friends when the video played. Then the class became quiet, there was only sound from the video. It was very different from the usual classroom conditions. When the video finished, the students were very active in telling the video in their group.

The teacher asked the students to process the information that was gotten from the video after the discussion. The teacher gave the worksheet and text of the same story from the video to each group and gave the instructions about the task. The students worked with discussions with their groups. The teacher walked around each group and asked about the stories in the video such as asking the students to tell a bit about the story, asking about the meaning of the word in the text of the story and asking about the present or past tense of the verb in the text of the story. When the students were asked like the vocabulary of the text, the students answered it correctly by reading the sentence in the text and recalling the story in the video. When the teacher asked the students to present the results of the group discussion to the other students, the students competed to present it earlier than any other group. It showed that the students were very active. There were some students asked to the students who presented.

At the end of the learning, the teacher gave the conclusion of the learning result and the information to the students that the next meeting was same as the day and the students' responses were very enthusiastic than just reading a book and being given the task during English learning.

The second meeting was just like the first meeting. There were most of the students came late because they had attended the OSIS event. The students looked very tired. The teacher gave the material about narrative text and used animation video as media. The teacher asked again about the narrative text. Many students still remembered the previous meeting. It was proved that many students were actively answering it. The students were still noisy when the move to their groups. The condition changed when the video was playing, the students were very enthusiastic, silent, and very serious about seeing the video. Even thought, there were some students were tired after the OSIS event. But, after the video was

finished the students were noisy again because they discussed the video. The teacher approached each group to ask questions like in the previous meeting. The students were enthusiastic in answering questions from the teacher like in the previous meeting. They were still active when the teacher asked them to present the result of their discussion. They competed to be first group and asked the students who presented.

Based on the result of the observation class above, it can be seen that there were differences of the class situation when without using animation videos from YouTube and using animation videos from YouTube during English learning in the class. The teacher applied the student center in the learning and the teacher also became a facilitator by communicating with the students in order to make the students became more active and understand the material. The students also appeared to be active in answering questions, presenting results, or asking questions to the teacher and other students. The class situation became quieter than before and the students seemed more active.

. Based on the class observations during this research, the teacher could combine the other videos to give the theory about the material in order to make the students did not become bored with the monotonous media. The students looked happy and interested to learn during English learning using animation videos from YouTube, which indicated that the students were actually happy and interested to learn English but the teacher should be creative and innovative in teaching such as using different media so the students did not get bored with the learning. It conducted to make the students had an interest to learn, and then the students could understand the material presented by the teacher. To improve comprehending, the teacher should also give the theory of the material such as using a power point that contained an explanation of the theory. But in this case, the teacher should consider to the available time so the learning activity can proceed based on the plan.

### 4.1.3 The result of students' responses

The researcher gave the questionnaire to the students after they did the post-test. The questionnairewas given in order to know the students' responses to their reading comprehension and using animation videos from YouTube in reading learning. The questionnaire consisted of ten questions in the form of checklist (Yes or No). The result can be seen below:

**Table 4. 10 The Result of Questionnaire**

| No | Students | | | | No | Students | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Yes | | No | | | Yes | | No | |
| | N | % | N | % | | N | % | N | % |
| 1 | 6 | 25% | 18 | 75% | 6 | 23 | 96% | 1 | 4% |
| 2 | 24 | 100% | 0 | 0% | 7 | 19 | 79% | 5 | 21% |
| 3 | 24 | 100% | 0 | 0% | 8 | 24 | 100% | 0 | 0% |
| 4 | 22 | 92% | 2 | 8% | 9 | 24 | 100% | 0 | 0% |
| 5 | 24 | 24% | 0 | 0% | 10 | 24 | 100% | 0 | 0% |

Based on the above table, it appears that students enjoyed the reading learning using animation videos from YouTube. This was evident from the vote result that 100% of 24 students who agreed if they liked to learn English using animation videos from YouTube. This was quite different from the fact that 18 students considered that the reading learning was difficult. It was evident from the vote result that 75% of 24 students who did not agree if the reading was easy. While six other students answered that the learning to read was easy. After the students were given the treatment, 100% of the students agreed that they would be more interested ifthe reading learning in the classroom using animation videosfrom YouTube. Many students were helped in the use of animation videos from YouTube.As many as 92% of students agreed if the application of animation video as a media helped them to understand the material that taught, while the other two students disagreed. All students agreed that animation videos help them to improve their vocabulary in reading. This was proven by the 100% students that they agreed on that. In addition, 96% of the students also agreed that the animation videos from YouTube helped them to improve their grammar, while one student disagreed. For 79% of the students, they assumed that they had no more difficulty when answering the reading questions using animation videos as

media. While four other students assumed that they still had difficulty when answering the reading questions. The students seemed interested in using animation videos in the reading learning. This was evident from the vote result that 100% of 24 students assumed if the process of learning in the classroom using animation videos from YouTube were fun. In addition, 100% of students agreed that they felt motivated to learn English, especially in the reading learning using animation videos from YouTube as media of learning. In addition, 24 students also agreed that the use of animation videos from YouTube as media could be applied in the reading learning in the classroom.

Based on the result of the students' questionnaires above, it was known that the students were more interested in using animation videos from YouTube as media of English learning especially in reading than just using textbooks. It was also evidenced from the class situation when the video was played in the class and the students were serious to watch the video. They also agreed that in the future, the reading learning in the classroom used the media because it could motivate them, the use of animation videos also helped them in improving understanding of the context, vocabulary and grammar. It was also evidenced from the class observation when the video was finished playing in the class, the students were active to discuss about the video and answer the questions. All of these things informed that the students' responses to the reading learning using animation videos from YouTube were positive. So it could be concluded that the use of animation videos from YouTube to improve the students' reading comprehension in X APK 1 class was effective based on the students' responses and class observation.

### 4.2 Discussion

There are several main findings from this research. First, the test result before and after using animation videos from YouTube in the reading learning about narrative texts. It showed that the students got higher scores on post-test than on pre-test in reading the narrative text. Before the researcher conducted the

pre-test, the researcher conducted the diagnostic test to classify the students' level of ability in English. There were three levels of grouping: low, moderate, and high levels. The low level started from 0 to 33, the moderate level started at 34 to 66, and the high level started at 67-100. In the scores of the students from X APK 1, it was known that the lowest and highest scores of the diagnostic tests were 37 and 61. This indicated that the grouping level in X APK 1 students was moderate. It meant that all of the students in X APK 1 were in the moderate level. Based on the result of the pre-test and post-test scores, 24 students received the increased score from the pre-test score to the post-test score. It showed that 100% of X APK 1 students had the increased score. If the increased score was seen based on the passing grade of 70, then there were 15 students or 63% of 24 students who had the post-test score about 70 or above 70. It differed from the score at the pre-test that no student got the score according to the passing grade. For 9 other students, even though they did not get the score according to the passing grade but their scores on the post-test was higher than pre-test score.

The significant difference between the pre-test and post-test scores was evidenced by T-test calculation. The differences between the results of the reading test before and after using animation videos from YouTube were calculated using the Paired Sample T-test. Based on Table 4.8, it showed that the mean of post-test was higher than the pre-test. The mean of the post-test was 70.458 and the mean of the pre-test was 52.917. In addition, the decision result of the Paired Sample T-test indicated that H0 was rejected and H1 was accepted. This meant that there was the significant difference between the pre-test and post-test scores. Based on the mean and decision results of the Paired Sample T-test, then it indicated that the use of animation videos from YouTube as a treatment in X APK 1 was success.

The second was the result of the class observation list. The observation was conducted during the classroom learning process and written in the paper. The observation list divided into two parts such as the observation list for the teacher and the students. It was useful for observing the students during the

learning process, the teacher during the teaching process based on the lesson plan, and the classroom atmosphere during the lesson.

Based on the teacher's observation list, the teacher taught based on the lesson plan with the material and media that had been prepared. The teacher applied the student center in the learning in order to make the students were active. In the case, the teacher acted as a facilitator that communicated and interacted with the students during the learning activities. The teacher gave the students the chance to ask the questions. The teacher also asked the questions to the students in order to make the students were more active in answering and the students had the questions about the learning material, then the students could understand the learning material and had the enthusiasm during the learning activities. The teacher also answered the students' questions and helped the students to provide the solutions when they had the problems.

Based on the students' observation list, X APK 1 was one of the classes in SMK PGRI 13 which had the students who were very noisy during the learning, but they were silent when the teacher played the animation video with English subtitles in the class. The students were very enthusiastic when the teacher used the video as the learning media in the narrative text material. The students were very serious in seeing the video. They read the subtitle of the video and they could see the movement of the characters in the video. It made the students easier to understand the contents of the story, and then they were enthusiastic in answering the questions from the teacher. The students were active when they discussed with their group about the video that related to the narrative text. The students competed to become the first group to present the results of a discussion about the story of the narrative text based on the video that they watched. In addition, the students were active to ask the other students who were presenting. These were very different from the fact that all students of X APK 1 were not interested in English. Based on the evidence, it was known that the students were very interested in the material using animation videos from YouTube and they were more active in the learning.

The third was the students’ responses. From the result, it was known that most of the students had the positive response to the use of animation videos from YouTube in reading comprehension on narrative text. This was very different from the students' assumption that the reading learning was difficult. It was evidenced from one of the questions of the students’ response sheet that was only six students who agreed that reading was easy and 18 other students did not agree it. For nine other questions got the positive responses about the use of animation videos from YouTube as the learning media in improving students' reading comprehension. All students agreed that they were interested in the reading learning using animation videos from YouTube as the media and it helped them to understand the material such as the understanding the content of the story. According to the students’ responses, the use of animation videos were very fun in the learning activities and it could motivate the students. The students' responses were reinforced by the students’ positive behaviors during the learning activity using animation videos from YouTube.