

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter presents the result and the data analysis. It consists of the data that are expected to be able to answer the research questions, including. How are the techniques and implementation of teaching reading comprehension using flash media animation in the eighth grade at Elkisi Junior High School, what are the effects of using flash media animation for students in their reading skill and why flash media animation is used to teach reading comprehension in the eighth grade of Elkisi Junior High School.

To obtain the data, the researcher conducted an observation, interview and questioner. The observation was conducted to obtain the data to answer the first research question about how are the techniques and implementation of teaching reading comprehension using flash media animation in the eighth grade at Elkisi Junior High School. While interview guidelines and questioner consisted of fifteen questions for students to answer the second and the last research question about how are the effects of using flash media animation for students in their reading skill and to answer the last question why flash media animation is used to teach reading comprehension in the eighth grade of Elkisi Junior High School researcher interviewed teacher. The duration for each observation was 2 x 45 minutes.

#### **4.1 The technique and implementation of teaching reading comprehension using flash media animation in the eighth grade at Elkisi Junior High School**

Based on the observation that was made by the researcher, of eighteen students learning to read almost everything like using flash media animation. It proved the enthusiasm of students with learning to read using flash media animation. Before knowing what are the technique of teaching reading comprehension using flash media animation in the eighth grade at Elkisi Junior High School. Researcher conducted on observation 19th of April 2014 and 26th of April, 2014.

The researcher observed teaching and learning process in the class and analyzed the technique of teaching reading comprehension through flash media animation used by the teacher in order to answer the questions of the research that existed in chapter one. Firstly, the teacher prepared lesson plan, then, entered the class, greeted the students, and then gave ice breaking, like a game to make the students relaxed and understand whether they had been focus or not. The game was when the teacher said “Yes”, the students must clap their hands once, when the teacher said “No”, they must clap their hands twice, and when the teacher said “OK”, the students must clap their hands three times. Based on the researcher’s observation, it can be said that the students responded the teacher’s instruction well. Secondly, the teacher showed video of flash media animation. There is a subtitle inside the video, therefore, instead of the students can see the picture, they can listen and read the text as well. Before the teacher asked the students to read the text inside the video of flash media animation, he gave questions to the students about reading comprehension. However, none of the students knew the answer. Thus, the teacher explained what reading comprehension is by giving them a paper. Then, they were asked to write at least 50 words that had been read in video of flash media animation from the beginning until the end. The students then, were asked to read aloud the text of the video together. After reading the text together, they

were asked to translate the text into Indonesian language to see whether they understood the text that they have read previously. In fact, some of the students comprehended the text well. Lastly, the teacher instructed chose one of the students to retell the story. Then, the students explained that the text that they had read is a narrative text. In the end of the teaching and learning process, the teacher delivered an important information that reading comprehension is very essential for them, especially in National Examination.

Based on the observation that has been done by the researcher, it can be concluded that teaching technique that the teacher used is direct instruction method. Direct instruction method is an approach of teaching technique that is used by teacher which aims is to help students in improving their basic skill in order to gain any information step by step. According to Arends (2011:264), “A teaching model that is aimed at helping student learn basic skills and knowledge that can be taught step by step.

#### **4.2 The effects of using flash media animation for students in their reading skill**

Based on the interview guidelines that was made by the researcher to the students in order to find out the effects of using flash media animation for students in their reading skill. In this interview researcher took five students to be interviewed. When interview the students, researcher gave five questions, the first question that the researcher wanted to know whether the students liked to read or not, the second question that the researcher wanted to know whether the students liked English class, the third question that the researcher wanted to know whether students often read English text, the next question researcher wanted to know what the response students about learning to read by using flash media animation, and the last question researcher wanted to know what is the reason students about learning to read by using flash media animation. There are only

five that have been interviewed because the researcher considers them as the representation of students who have high ability and lower ability in learning English.

Answering the questions above that researcher conclude that the five students which love reading, there were five students who liked English class but depending on the media used by the teacher. Furthermore, there were three students often read English text and two students sometime read English text. Moreover there were five students who answer interesting, because five students answered since learned to read using flash media animation was interesting, not boring and not make sleepy.

In this case the researcher concluded that teaching reading using flash media animation that is more effective for junior high school because animation can make students to be creative, not feel sleepy, not feel boring and students are more excited to read the English text. So learning becomes fun, students can read the text on the video animation, students can answer all questions, and students can determine the intrinsic elements.

While the questionnaire to students, ten children chose to learn to read using flash animation was interesting and eight students chose to learn to use it very interesting animation. So it is evident that the animation was effective for learning to read.

#### **4.3 Why flash media animation is used to teach reading comprehension in the eighth grade at Elkisi Junior High School**

While to answer the last question why flash media animation is use to teach reading comprehension in the eighth grade at Elkisi Junior High School the researcher interviewed teacher, from interview with teacher researcher can conclude that flash media animation is a series of images that move so it nice look, can make students more excited to learn English, not feel sleepy and not feel bored. According to Rahim (2011:63) "*Animasi adalah gambar yang disusun*

*secara berurutan dan ketika rangkaian gambar tersebut di tampilkan dengan kecepatan yang memadai rangkain gambar tersebut akan terlihat bergerak”.*

In this case why the teacher used the flash media animation because in Elkisi English lessons less get a good response from the students. When the teacher explains that students sometimes bored, sleepy and some even sleep. Therefore the researcher wants to use the media animation because an attractive display. Animation can be used for learning media. Besides facilitate teachers in explaining the material, animation media also makes the students become excited, more creative, and more like the English lessons.

#### **4.4 Discussions**

##### **4.4.1 Discussions for the technique and implementation of teaching reading comprehension using flash media animation in the eighth grade at Elkisi Junior High School**

This research is intended to explain what are the techniques of teaching reading comprehension using flash media animation in the eighth grade at Elkisi Junior High School, what are the effects of using flash media animation for students in their reading skill and why flash media animation is used to teach reading comprehension in the eighth grade of Elkisi Junior High School.

The researcher observed teaching and learning process in the class and analyzed the technique of teaching reading comprehension through flash media animation in the eighth grade at Elkisi Junior High School. In this case teacher used direct instruction method is an approach of teaching technique that is used by teacher which aims is to help students in improving their basic skill in order to gain any information step by step. According to Arends (2011:264), “A teaching model that is aimed at helping student learn basic skills and knowledge that can be taught step by step.

#### **4.4.2 Discussions for the effects of using flash media animation for students in their reading skill**

Based on the findings that was made by the researcher to the students in order to find out the effects of using flash media animation for students in their reading skill. In this interview researcher took five students to be interviewed. When interview the students, researcher gave five questions, the first question that the researcher wanted to know whether the students liked to read or not, the second question that the researcher wanted to know whether the students liked English class, the third question that the researcher wanted to know whether students often read English text, the next question researcher wanted to know what the response students about learning to read by using flash media animation, and the last question researcher wanted to know what is the reason students about learning to read by using flash media animation. There are only five that have been interviewed because the researcher considers them as the representation of students who have high ability and lower ability in learning English.

Answering the questions above that researcher conclude that the five students which love reading, there were five students who liked English class but depending on the media used by the teacher. Furthermore, there were three students often read English text and two students sometime read English text. Moreover there were five students who answer interesting, because five students answered since learned to read using flash media animation was interesting, not boring and not make sleepy. While the questionnaire to students, ten children chose to learn to read using flash animation was interesting and eight students chose to learn to use it very interesting animation. So it is evident that the animation was effective for learning to read.

#### **4.4.3 Discussions for the reason flash media animation is used to teach reading comprehension in the eighth grade at Elkisi Junior High School**

While to answer the last question why flash media animation is use to teach reading comprehension in the eighth grade at Elkisi Junior High School the researcher interviewed teacher, from interview with teacher researcher can conclude that flash media animation is a series of images that move so it nice look, can make students more excited to learn English, not feel sleepy and not feel bored