

**THE EFFECTIVENESS OF USING ANIMATION IN TEACHING  
PRESENT CONTINUOUS TENSE; A CASE STUDY OF SEVENTH  
GRADE STUDENTS OF SMP KARTIYOSO SEMARANG**

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**Abstract**

This research discusses the use of animation to teach present continuous tense. The objectives of this final project are to know the student's ability of the seventh grade of SMP Kartiyoso Semarang taught using animation pictures and without using animation and to know if there is any significant different of the student's ability in understanding present continuous tense with and without using animation of the seventh grade students of SMP Kartiyoso Semarang. The population in this research is the seventh grade students of SMP Kartiyoso, Semarang in the academic year 2012/2013. They are 106 students. The writer uses one group or class to be observed. The writer uses one group as sample which consists 30 students. A test as an instrument is used to collect the data. The writer uses multiple choice test in this research. The writer asks the students to answer the questions by crossing (x) a, b, c, or d. In conclusion, teaching present continuous tense using animation as media is more effective than teaching present continuous tense without animation. It could be seen from the result of the test where students' score taught using animation is higher than those taught without using animation. It can be seen that the t-test is higher than the t-table ( $2.419 > 2,002$ ). To improve the quality of teaching learning English, the teacher must be able to create the way to arouse the students' interest in following his teaching. It would be better for the teacher to use media to teach the students according to their need.

**Key words:** *animation, present continues tense*

**Introduction**

The background of the study of this research is talk about the important of language for human being in their life; with language especially English, they can express their idea to other people because English language is an international language in this world. As we know that human beings usually live in the society or as a member of social group which really need a means of communication, which is called language. With the language man

can express his ideas, changing the information, achieving their opinion, showing their wants, their hopes, making relation with other in a particular social situation and wishes to other people such as when he needs their help so that close operation among members of the group can be carried out (Ramelan:1992:8).

In this research the writer talk about English language, because English is one

of the world languages. It means there are many people uses English as a tool of communication in their daily life, technology, education etc. so it is very important to master English as international language. To gain a good result of English learning, people should take a good and effective ways because learning English as foreign language is a difficult thing to do for most the Indonesian students. It also takes a lot of

### **Statements of the Problem**

The statements of the problem are as follow:

1. To what extent is the mastery in present continuous tense of seventh grade students of SMP Kartiyoso Semarang taught without animation?
2. To what extent is the seventh grade students' ability of SMP Kartiyoso

time since English as foreign language for them. At present, the English teacher should be more creative in teaching and keep the students away from feeling bored in learning English words. They have to prepare the material which will be given to the students and choose an appropriate technique to be used. It will make the students have great enthusiasm for learning English.

Semarang taught by using animation pictures?

3. Is there any significant difference of the seventh grade students' ability of SMP Kartiyoso Semarang in teaching present continuous tense by using animation and without by animation pictures?

### **Related Theories**

#### **The Definition of Grammar**

Grammar is partly the study of what forms or structures are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus grammar is a description of the rules that govern how a language's sentences are formed. Grammar attempts to explain why the following sentences are acceptable (Harmer 1999:9). According to Hornby (1974:61) grammar is the study of the

sentences of rules for combination of word into sentences (syntax) and the form of word (morphology)

#### **Tenses**

Tense is a system of grammar it is one of problems for Indonesian students when they are learning English since there are no tenses in their first language; Indonesian. Usually the understanding of tense refers to time or the large variety of forms which is used to refer to different aspect of time. Because of the tense the

verb must be changed in order to distinguish the events or action which happens in different time.

According to Schramper there are 12 tenses that we have to learn in understanding English as follow:

- a. Simple Present
- b. Simple Past
- c. Simple Future
- d. Present Progressive**
- e. Past Progressive
- f. Future Progressive
- g. Present Perfect
- h. Past Perfect
- i. Future Perfect
- j. Present Perfect Progressive
- k. Past Perfect Progressive
- l. Future Perfect Progressive

### **Grammar Translation Method**

The Grammar Translation Method is not new. It has had different names, but it has been used by language teacher for many years. At one time it was called the Classical Method since it first used in the teaching the classical languages, Latin and Greek (Chastain 1988). Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and

that this familiarity would help them speak and write their native language better. Finally, it was thought that foreign language learning would help students grow intellectually; it was recognized that the students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

According to the teachers who use the Grammar-Translation Method, a fundamental purpose of learning a foreign language is to be able to read the literature written in the target language. To do these students need to learn about the grammar rules and vocabulary of the target language. In addition, it is believed that studying a foreign language provides students with good mental exercise which helps develop their mind.

### **Teaching English to Junior high School.**

Teaching English to junior high school is different with teaching English to children, because there is classifications of age level in teaching English, and different people may have different range of age. According to Stady, teenagers are classified as young adults whose ages range between twelve and eighteen for children is from zero to eleven or twelve (Allen:2010). Teenagers they are an age of transition; they are in between childhood and adult (Nunan,1995:92). Since they are

an age of transition from childhood to adult, some assumptions about teaching English to children apply to teaching them and to some extent assumptions about teaching adult may also work for this group. Whereas children who have ages level from their birth to twelve years (Allen and Marots: 2010), it means far different between teenagers and children, children more sensitive to anything that touches the five senses, teenagers have more increasing capacities for abstractions as the result of intellectual maturation. This important characteristic distinguishes

### Research Method

#### 1. Design of the Research

Research in common parlance refers to a search for knowledge. One can also define research as a scientific and

Group	Pre-test	Treatment	Post-test
Experimental group	O1	X	O2

Where :

O1: Pre-test

O2: Post-test

X : Treatment

systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation (Kothari, 2004:1). Kothari also stated that research is an academic activity and as such the term should be used in a technical sense.

children from older students in learning the target language. Children are believed to be more concerned with 'here and now' rather than the absent objects or abstract topic, while older students are more ready to learn the target language without the absence of physical object. They are already good at handling abstract rules and concepts. This psycholinguistical characteristic will determine the suitability of a method or technique in language teaching.

According to Cohen, research is a combination of both experience and reasoning and must be regarded as the most successful approach to the discovery of truth. In this research, the writer teaches the students in the class using animation pictures as treatment and without using animation pictures and the writer uses pre-experimental design: one group pre-test-post-test, it means the writer takes one class as experimental class.

The design of experiment is as follows

Experimental:  $O_1 X O_2$

#### 2. Subject of the Study

According to Bachman (2004: 34) population is the large group which constitutes the subject of our interest. A population consists of all the individuals

who are of interest for a particular purpose.

(Cohen:1997:100) stated that sample is smaller group or subset. Sample also a part of population which taken from entire research objects with considered as representative population. According to John sample is a small proportion of population selected for observation and analysis.

Sampling is the technique to take sample, the sample is made up of the students from the population, sample is number of individual who are chosen to take a part in this research and represent all the population. Instrument of the Research

The writer selects some materials based on the book related to the “present continuous tense” in order to make the test as the instrument of the study. The writer consults the materials that support instrument to the teacher in order to get the agreement to have a research. By far the most popular method of testing a reading knowledge of vocabulary and grammar is multiple choice format, mainly for reasons of practicality: it is easy to administer and can be scored quickly. The most straightforward multiple-choice items may have little context, but might serve as a vocabulary or grammar check (Brown: 2004:194). Than every correct answer will be scored 1 and wrong answer is 0

In this study, the writer used test as the instrument. The test was divided into pre-test and post-test.

### 3. Techniques of Data Collection

#### a) Observation (structured observation)

Structured observation is observation which prepared systematically, about something will be observed, when and where the place is located. So, structured observation done if the writer really know the variable that will be observed. In the observation the writer uses valid and reliable instrument. The writer will do the observation to observe the activities of teaching learning process. In this case the writer teaches the students immediately to get the data. The writer observes how the students' behavior in the class, how the students enthusiasm in learning process and how far the students understand the topic (Soegiono:2012:205).

#### b) Test

According to Cohen, (2007: 414) there are parametric and non-parametric test, parametric tests are designed to represent the wide population, e.g. of a country or age group. Then non parametric tests make few or no assumptions about the distribution of the population or the characteristics of the population. The test do not assume a regular bell-shaped curve

of distribution in the wider population; indeed the wider population is perhaps irrelevant as these tests are designed for given specific population such as a class in school, a chemistry group, a primary school year group. In this case the writer uses non parametric test, because the population is a class in school. And the writer will give multiple choice tests to get data from the respondent.

#### c) Field Research

- a. Making research instrument. The writer makes an instrument for the research.

### Discussion

It is necessary for the writer to try out the instruments before conducting pretest and posttest to know whether the instruments is valid or invalid, because the validity instruments is needed before applying it in pre-test and post-test, after the writer gave the try out with the instruments, the writer collected all the result and analyzed it.

#### a. Validity

To calculate the validity of each test item, the writer used the product moment correlation below:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

- b. Asking permission to the institute to do the research. The writer asks the permission to institute to do the research.
- c. The writer going to school OF SMP Kartiyoso Semarang
- d. Asking permission to school before doing the research.
- e. Conducting field research in SMP Kartiyoso Semarang

N : the number of students

$\sum x$  : the sum of all the x values

$\sum y$  : the sum of all the y values

$\sum x^2$  : the sum of the squares of the x values

$\sum y^2$  : the sum of the squares of the y values

$\sum xy$  : the sum of each x value multiplied by its corresponding y Value

(Bachman, 2004: 86)

This is an example of the validity calculation for item number 1

N : 30

$\sum x$  : 24

$\sum y$  : 517

$\sum y^2$  : 10235

$\sum xy$  : 451

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{30.451 - (24)(517)}{\sqrt{\{30.24 - (24)^2\}\{30.10235 - (517)^2\}}}$$

$$= \frac{1122}{\sqrt{720 \cdot 576} \sqrt{307050 - 267289}}$$

$$= \frac{1122}{\sqrt{144 \cdot 39761} \sqrt{5725584}} = \frac{1122}{2392.8} = 0,469$$

According to the calculation above the result of validity is  $0,469 > 0,361$ . It means that the item no 1 is valid.

**b. Reliability**

The writer also calculated the reliability using Spearman-Brown formula:

$$r_{11} = \frac{2 \cdot r_{xy}}{1 + r_{xy}}$$

$$r_{11} = \frac{2 \times 0,469}{1 + 0,469}$$

$$r_{11} = \frac{0,938}{1,469} = 0,64$$

**c. Level of Difficulty**

The level of difficulties uses the formula as follow:

$$P = \frac{B}{J_s}$$

Where:

P : index of difficulty

B : the number of the students who answered correctly

JS : the number of all students

In this case the writer calculated the level of difficulty for item no 1 as an example, and the next item calculated with the same way.

$$P = \frac{B}{J_s}$$

$$B = 24$$

$$J_s = 30$$

$$P = \frac{24}{30} = 0,8$$

**d. Discriminating Power**

**-0,00 ↔ 0,00 ↔ 1,00**  
 negative low high  
 discriminating discriminating  
 discriminating  
 Power power  
 power

In this case the writer calculated the discriminating power by formula as follow:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

$B_A$  : The number of students in upper group who answer the item correctly.

$J_A$  : The number of students in upper group.

$B_B$  : The number of students in lower group who answer the Item correctly.

$J_B$  : The number of students in lower group.

$P_A$  : Students' Proportion in upper group.

$P_B$  : Students' proportion in lower group

The example of discriminating

power calculation for item no 1

$$9 \left. \begin{array}{l} J_A = 15 \\ B_A = 15 \end{array} \right\} = 1 \quad \left. \begin{array}{l} J_B = 15 \\ B_B = 9 \end{array} \right\} = 0,6$$

$$P_A = 1$$

$$P_B = 0,6$$

$$D = 1 - 0,6$$

$$D = 0,4.$$

**Data Analysis**

After the writer finished the try out test, the writer also held pre-test, treatment and post-test to the students. It is hoped that the writer could know the improvement of the students' mastery of present continuous tense using animation. The students' result before and after being taught present continuous tense using animation and the significant different both of them is written below:

1. The students' mastery of present continuous tense before taught by animation

For the first time, the writer conducted pre-test, it was held on Monday, June, 17<sup>th</sup> 2013. In pre-test the writer chose thirty students who joined the test, and it was class VIIC. The students' result before taught using animation is low.

2. The students' mastery of present continuous tense after being taught by animation.

After taught using animation the students' score is increased or higher then before

According to the result before being taught using animation above is 1870, it can be categorized in the percentage of students' result as follow:

$$\frac{1}{30} \times 100\% = 3,3$$

$$\frac{3}{30} \times 100\% = 10$$

$$\frac{10}{30} \times 100\% = 33,3$$

$$\frac{6}{30} \times 100\% = 20$$

$$\frac{10}{30} \times 100\% = 33,3$$

From the result above 3,3% is excellent, 10% is good, 33,3% adequate, 20% inadequate and 33,3% failing grade, it means that the students' mastery of present continuous tense still low because, most of them got adequate and failing grade.

#### The percentage of the students' score after being taught by animation

SCORE	LETTER SCORE	GRADE	NUMBER OF STUDENTS	PERCENTAGE
90-100	A	Excellent / Outstanding	3	10%
80-89	B	Good	9	30%
70-79	C	Adequate	9	30%
66-69	D	Inadequate	4	13,3%
59 AND BELOW	E	Failing	5	16,7%

Based on the result above, it can be known that there are 10% students have excellent grade, 30% is good, 30% is adequate, 13,3% is inadequate and 16,7% is failing grade, then the writer concluded if there was improvement of students' mastery of present continuous tense after being taught using animation.

The next step the writer calculated t-test, mean, standard deviation and standard error using SPSS program to



know if there is significant different in teaching present continuous tense using animation as follow: From the table of t-test using SPSS, it can be known the result of difference of mean before and after being taught using animation, the result of the students before being taught using animation was 1870, and the result after being taught using animation is 2190. It means that there is improvement of the students' result before and after being taught using animation. To find out the result of t-test first the writer found the difference of mean of the students' mastery of present continuous tense before and after being taught using animation. The result is 10.67 Second, the writer found the standard deviation for post-test. The result is 16.948. Then the third is the writer calculated standard error of the differences. The result is 4.410. Last, the writer found t-test of the research and the result is -2.419 then the writer consulted the t-value to the t-table. The result of t-value > t-table ( $2.419 > 2.002$ ). It means that there is significant difference of the students' mastery of present continuous tense before and after being taught using animation.

Based on the research findings, the effectiveness of using animation is able to answer the statement of the problems. From the students' result before being

taught by using animation, it can be seen that the mean is 62.33. It can be categorized in the inadequate grade. The students' level achievement is still low. Generally, many students were still weak in understanding present continuous tense. They had difficulties to understand the meaning the formula of present continuous tense. It was shown through the mean of students' result after being taught using animation is 73.00. It could be categorized in the adequate grade. Therefore, the students' mastery of present continuous tense after being taught using animation improved from 62.33 to 73.00, it shows that the difference means before and after being taught using animation is 10.67.

To know whether or not there is significant difference before and after being taught using animation in teaching present continuous tense, the writer calculated t-test. From the computation using SPSS program, it was found the score of t. The result is 2.419 Meanwhile, the critical value in t-table for 5% alpha level and 58 dk is 2.002. The obtained t-value is 2.419. Thus, the t-value is higher than the critical value on the table ( $2.419 > 2.002$ ). It means that there is significant improvement after using animation as the media. So, the usage animation as media is able to improve students' mastery of present continuous tense. Therefore, Ha there was any significant improvement of

mastery of present continuous tense at the seventh year students of SMP Kartiyoso Semarang. From the result above the writer concluded that  $H_0$  is answered.

According to the data analysis in the previous chapter, the writer draws the following conclusion: After conducting the research, the writer found that the result of the mean scores of the students' mastery of present continuous tense before being taught using animation, the result is 62.33. With the result counted the writer categorized in inadequate level. It shows that the students' mastery of present continuous tense before being taught using animation is low. After the writer taught the students using animation, the mean of the students' result is 73. It could be categorized in adequate level, than the difference after being taught using animation is 10.62. Based on the data result of the average score, it can be concluded that the use of animation in teaching present continuous tense can help

the students in understanding present continuous tense well, because their score is improved after being taught using animation.

To know if there is any significant difference before and after being taught using animation, it needs to calculate t-test. From the computation using SPSS program found the score of t, the result is 2.419. Meanwhile, from the table of significance 5% (0.05), the value of t-table is 2.419 The critical value in t-table for 5% alpha level and 58 dk is 2.002. The obtained t-value is 2.419. Thus, the t-value was higher than the critical value on the table ( $2.419 > 2.002$ ). It means that there is significant improvement that teaching present continuous tense using animation as the media is able to improve students' mastery of present continuous tense. In addition, teaching present continuous tense using animation as media can help the students to improve their skill. It could be seen when teaching and learning process, the students are enthusiasm in learning it.

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