

PROMOTING STUDENTS' READING FLUENCY AND MOTIVATION THROUGH SHARED-READING WITH ANIMATED-VIDEO STORY

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ABSTRACT

This research was conducted to investigate whether there was a significant difference in achievement between students who were taught by using Shared Reading with Animated Video Story and those who were not taught by using Shared Reading with Animated Video Story in reading fluency in terms of accurate reading, reading speed and reading expression, and the motivation toward the use of Shared Reading with Animated Video Story in reading fluency. This research was an experimental research. The population of the research comprised 129 students; samples of the research were 41 students from population by using random sampling, 21 students in class 7C as experimental group, and 20 students in the class 7F as control group. The instruments used to collect the data were test and questionnaire. The data obtained from both instruments were analyzed by using SPSS 23. The post-test result of the experimental group showed that t_{test} (2.680) was higher than t_{table} (1.67). Further, utilizing independent samples t test, the sig. 2-tailed value (0,004) < (0.05) confirmed that H_a was accepted and H_0 was rejected. Moreover, the students had a quite positive responses (85%) toward the use of Shared Reading With Animated Video Story. To sum up, the implementation of shared reading strategy with animated video story is effective in improving students' reading fluency and motivation. It is recommended that future related research should be conducted in more diverse educational settings to see how shared reading with animated video story is implemented.

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Keywords: *reading fluency, shared reading strategy, animated video story*

INTRODUCTION

Reading as a critical element of literacy is prominent because reading competence plays fundamental roles such as building children's behavior and psychology, further education and training, occupational success, productive and fulfilling participation in economic activity, as well as for a country's social and economic future instead of for school based learning.

As a further matter, English learners are encouraged to read since when their reading skills improve, their listening, speaking and writing skills also could improve. The main purpose of reading is not simply emitting sounds and naming words, but rather the comprehension or acquisition of meaning (Goodman, 1970). By comprehending the text, students can fulfil the maximum usefulness of reading itself. If readers can read the words but do not understand to what they are reading, they are not really reading. Proficient readers are both purposeful and active, and have skills to absorb what they read, analyze it, make sense of it, and make it their own. In language learning, this is called reading fluency. Hereby there is a close relationship between reading comprehension and reading fluency.

Fluency facilitates readers to know meaning of words and allows readers for reading extensively, exploring the length and depth of vocabulary, developing skills for reading large amount of assigned reading tasks, learning for outside classroom and improving automacity. All these aims make fluency as important dimension of curricular and instructional goals, although teaching reading fluency is not explicitly stated in the current educational curriculum for junior high schools.

The aforementioned importances of reading fluency revealed that students are totally in need of reading fluency in order to be successful readers. However, during the researcher's preliminary research and internship at SMP 7 Lhokseumawe, she found that students spent a great amount of time decoding and trying to break apart words, which then led to a loss of meaning and an unclear understanding of the text. They read slowly, a word at a time, often pausing between words or phrases, made frequent mistakes, ignored punctuation marks and read in a monotone. In addition, an English teacher at the school mentioned that the students' capacity in English course was relatively low. Their motivation to learn

English was also quite low. This is reasonable since the students' English score could not pass the passing grade of 65.

Considering the aforementioned serious reading problem, the researchers intended to examine its solution. We hereby believed that shared reading strategy with animated video story is an interesting and effective teaching strategy to solve students' reading problem. The present study focuses on investigating the impact of shared reading strategy with animated video story implementation toward students' reading fluency and motivation improvement.

LITERATURE REVIEW

Reading Fluency

Reading fluency is defined as the ability to read a particular reading text rapidly, smoothly, effortlessly, without paying a close attention to the mechanics of reading, such as decoding (Meyer & Felton, 1999). Other aspects of fluency include meaningful phrasing or parsing of the sentence as one reads or reading with appropriate stress, intonation, and prosodic features (Torgesen et al., 2001). Wolf and Katzir-Cohen (2001) indicated that from the earliest existence of reading skill, fluency metamorphoses from the accurate and automatic emergence of perceptual, phonological, orthographic, and morphological processes at the letter, letter-pattern, and word levels, as well as the semantic and syntactic processes at the word level and connected text level.

Fluency consists of three main parts, namely accurate word reading, speed at which words are read accurately (rate), and expression (prosody) (Rasinski, 2010).

Accurate Word Reading

Readers need to be able to pronounce words correctly. Students that are able to read a passage with between 6 and 10 errors for every 100 words are on their instructional reading level. If the students make 5 or less errors for every 100 words, they are reading at an independent level. To improve fluency, students need to read text within their instructional reading level.

Reading Speed

Another part of fluency is the speed or rate at which a student reads words of a passage. That is also so called correct words per minute or "cwpm"; for example, a student with 90 cwpm has read a passage at a

speed of 90 correct words every minute. The student may or may not have made errors in pronouncing words, omitting words, or substituting words during the reading. A teacher may take note on students' reading errors but do not count as error.

Expression

Fluent reading includes reading with expression. Students that read with expression (prosody) pay attention and follow sentence punctuation. They group words into phrases appropriate to the text. Fluent readers pace their speed appropriate to the text as well. Besides, they also read with intonation just like a person who is doing a small/long talk.

Shared Reading Strategy

Shared-reading is a reading teaching strategy in which a teacher works with students to model fluent, expressive reading, to use effective reading strategies and to encourage responses toward texts. It can be a vehicle for teaching both children to read (decode) and students about reading including comprehension. Rasinski (2005) stated that *shared-reading* is an interactive reading activity in which students share the reading of a book or other texts through the teacher's guidance and support or other experienced readers. Students observe an expert reading a text with fluency and expression. The text must be large enough for all students to see clearly, so that they can share the reading of the text. In *Shared-reading*, students participate in reading, learn critical concepts of how text works, get the feel of learning, and begin to perceive themselves as readers. To sum up, *shared-reading* is the practice of collaborative reading between a teacher and students (Holdaway, 1979, p. 42). In addition, *shared-reading* is a type of collaborative learning activity that stimulates students' interaction (student – student or student - teacher), promotes analytic talk, and higher order thinking.

Unlike reading-aloud, where only a teacher can see a text, an important feature of *shared-reading* is students can follow along silently as a teacher reads aloud. *Shared-reading* provides a teacher with an opportunity to model effective reading, promote reading fluency, teach vocabulary, reinforce concepts about books, print and letter-sound relationships, and build background knowledge on a range of subjects. In *shared-reading*, a teacher guides the whole class in reading an enlarged text that all children can see. *Shared-reading* involves active

participation and considerable interaction on the part of students and teacher.

Moreover, Parkes (2000) argued that there are two main purposes of shared reading, namely providing pleasant learning experience for students, introducing various attractive authors, illustrators, and types of texts that can enhance students to become a reader. The second prominent purpose is to systematically and explicitly teach children the reading process and how to be independent readers and writers.

Animated Video Story

The use of media in teaching and learning process gives contributions to learners. Students' achievement will increase if students really understand the lesson being studied. One of the teaching media that promote students' learning interest is video. According to Wright (1976) cited in Cakir (2006), the use of various media and styles of visual presentation is quite useful to language learners. To sum up, all audio visual materials have positive contributions in language learning when being employed properly (proper time and place). According to Nugent (2005) cited in Smaldino, Lowther, Russell, and Mims (2008), many teachers use video to introduce a topic, to present content, to provide repair, and to increase enrichment.

Furthermore, in general, animation is defined as pictures that appear and can move. An animated film is one in which puppets or drawings appear to move. Harrison and Hummell (2010) defined it as a quick display of a sequence of static images that create the illusion of motion. Meanwhile, Brown, Lewis and Harclerod (1977) termed it as a collection of films prepared through the pictures that produce the illusion of movement when projected.

The use of animation in learning activities according to Brown, Lewis, and Harclerod (1977) has some special advantages, namely, cutting some intellectual disabilities in learning, helping to overcome some physical obstacles on the student, presenting a variety of events in continuity, to provide a special visual experience in order to gain a deeper understanding, allowing students to create real action or imagine of an event or process, and being quite useful to evaluate students' knowledge or their analytical skills in learning activities of certain matter.

According to Gagne (1985) in Dahar (1996), the use of animated video as the media of information relevant to the processing model which is divided into eight phases; they are phases of motivation, recognition,

acquisition, retention, dialling, transfer, giving responses, up to reinforcement. Animated films qualify as a medium since it can help motivate students since the beginning of watching until they get to the stage of reinforcement, which is in the form of feedback given maximally after watching an animated video.

Motivation

Motivation is an important part in educational process, especially for a better success in the future in terms of academic and occupational context. Dornyei (2001) argued that motivation is widely used in daily life and occupational contexts without awaring its meaning problem. Most people believe that it is fundamental in every context of life. It hereby brings to a real mystery.

Students' motivation is the element that leads students' attitude towards learning process. Moreover, Bomia, Demeester, Johnson, and Sheldon (1997) see motivation as students' willingness, need, desire and obligation to participate and get involve in the learning process. There are two kinds of motivation, namely, intrinsic and extrinsic motivation.

Intrinsic Motivation

Intrinsic motivation means that the motivation comes from students' inside feeling. Regarding this, Dev (1997) elaborated that no need to reward a student who has intrinsic motivation when doing a task. This type of student is eager to complete a task given since it is challenging activity. Lepper (1988) stated that intrinsic motivation appears because of the enjoyment or the feeling of accomplishment. Thus students with intrinsic motivation are more enthusiastic, self driven, challenging and feel pleasure in their studies. Intrinsically motivated, students tend to utilize strategies that require more effort and allow them to process information more intensely.

Moreover, Condry and Chambers (1978) found that students with intrinsic motivation tend to use more logical information gathering and decision making strategies in doing multifarious intellectual tasks rather than extrinsic students do. Students with an intrinsic orientation also tend to prefer challenging tasks, whereas extrinsically oriented students prefer less difficult tasks.

Extrinsic Motivation

Dev (1997) stated that extrinsically students get involved in a learning process only for gaining a reward or for avoiding some

punishment. Extrinsic motivation means that the motivation which comes from some other aspects outside students' soul such as gaining some rewards or avoiding some punishment (Lepper, 1988).

Extrinsically oriented students tend to minimize needed effort, whereas they want to gain maximum reward (Lepper, 1988). To motivate students extrinsically, students' academic achievements should be publicly exposed. It could be done by administering stickers, candy, and other rewards, and hiding students' poor academic performance.

RESEARCH METHODOLOGY

Research Participants

The participants of this study were 41 students of junior high school SMPN 7 Lhokseumawe in the academic year of 2018/2019, consisting of 21 students in experimental class and 20 students in control class. Those participants were selected randomly.

Research Instrument

The present study obtained the data from the students' tests (pre test and post test) and their responses towards the questionnaire. The two instruments are described below:

Test

The test consisted of approximately 100 words and covered 4 topics in syllabus i.e number, food, color and sickness. In turn, the students were asked to read the text aloud individually in about 4 minutes for each reading session. The researcher then recorded the students' reading and scored them by utilizing the scoring technique determined. The Pretest and Posttest scores were analyzed based on students' oral reading fluency test adopted from Rasinski's reading fluency rubric (2010). The test was made up essentially of three sub-components – reading accuracy, reading speed, and reading expression.

Questionnaire

The present study used close ended questions in the questionnaire in which the respondents only needed to fill in the blanks with the prepared options to choose (Dornyei, 2001). The usefulness of this kind of questionnaire is that its coding and tabulation is straight forward and could not be subjectively evaluated by people/raters (Dornyei, 2001). The questionnaire was adapted from Dornyei's (2001) questionnaire,

consisting of 13 questions. In very first part of the questionnaire (1-4 question), the questions were about the students' motivation in practising reading fluency through shared reading strategy. The fifth and sixth questions contained students' subject matter comprehension after being taught by using shared reading strategy. The seventh until the thirteenth questions were about teaching strategy, namely shared reading strategy.

Furthermore, questionnaire used the likert scale involving four degree, namely, Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). Each degree of Likert scale contained its own score.

Technique of Data collection

The data in the present study were collected through tests (pre test and post test) and questionnaire. The pre test was given prior to the treatment; and after the treatment was completed, the students were given post test. The test was a reading fluency test specifically designed to inspect students' performance to read words accurately, at a smooth rate, and with proper expression. The questionnaire was given after the students completed doing the post test.

Technique of data analysis

The data obtained from reading fluency test and close ended questionnaire were analyzed in statistical descriptive way by using percentage formula. The results of this descriptive statistics were tabulated in table and then analyzed descriptively.

RESULTS AND DISCUSSIONS

Students' Scores of Experimental and Control Groups Pretest

Table 1. Descriptive Statistics for Experimental and Control Groups Pretest

	Group	
	Experimental	Control
Mean	55.67	49.45
Median	57	45.5
Mode	65	41

Standard Deviation	14.568	13.422
Range	55	47
Minimum	29	30
Maximum	84	77
Sum	1169	989
Count	21	20

Using the information displayed in Table 1, out of 21 students participating in experimental group, the lowest score was 29 while the highest was 84 at the range of 55. Further, the mode was 65, meanwhile the mean was only at 55.67. In other words, the reading fluency skill of the experimental group was at relatively heterogeneous level.

On the other hand, out of 20 students in control group, the lowest score was 30 while the highest was 77 at the range of 47. Unlike the experimental group, the most frequent score at 41 was lower than the mean at 49.45. This indicates that the control group of the seventh grade students of SMPN 7 Lhokseumawe still can not read passages fluently.

Referring to the statistical description of the pretest scores, it can be concluded that the students' reading fluency of either experimental or control groups before being exposed to the teaching treatment varied yet not significantly different. The standard deviation and the mean scores confirmed that both groups were closely at the same level.

Students' Scores of Experimental and Control Groups Posttest

The Posttest scores were also based on the students' oral reading fluency test which comprises three sub-components – reading accuracy, reading speed, and reading expression. The descriptive statistic scores of posttest from both the experimental and control group are presented in Table 2.

Table 2. Descriptive Statistics for Experimental and Control Groups Posttest

	Group	
	Experimental	Control
Mean	78.2	66.15
Median	79	68
Mode	79	76
Standard Deviation	11.6	11.2

Range	41	31
Minimum	55	49
Maximum	96	80
Sum	1644	1323
Count	21	20

The data in Table 2 depict that from 21 students in the experimental group, the lowest score was 55, while the highest score was 96 at the range of 41. The most frequent score students obtained was 79. This indicates after they were taught by using shared reading with animated story, most students improved their reading fluency skill.

On the other hand, in the control group, out of 20 students, the lowest score was 49, while the highest was 80 at the range of 31. The most frequent score students obtained was 76 at the average score of 66.15. This confirms that in spite of the conventional teaching treatment they experienced, most control group students also increased their reading fluency skill.

Based on the descriptive statistics in Table 2, it can be claimed that the students of the experimental groups performed significantly better than the control group. All scores indicate that the experimental group students are able to read more fluently than before the teaching treatment. However, to prove the significant effect of shared reading with animated video story towards students' reading fluency, further inferential statistics calculation is required.

The Effect of Shared Reading with Animated Video Story on the students Achievement

Table 3. Independent t test Result of Pretest Scores

	t-test for Equality of Means					
	T _{test}	T _{table}	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Experimental and Control Group Pretest scores	1.212	1.835	40	.061	-6.544	2.858

According to Table 3 about the statistical summary of pre test both the experimental and control classes, it can be concluded:

- H_{01} : *There is no significant difference in achievement between the students who are taught by using shared reading with animated video story and those who are taught by using read together*

Referring to the Sig. (2-tailed) value, if it is equal to or lower than 0.05, the mean scores of the students' reading fluency between the experimental and control group are significantly different. Otherwise, if the value is greater than 0.05, the two groups are not significantly different. As shown in Table 4.3, the t_{test} that was obtained in the pre-test both experimental and control classe sessions was 1.212 which was lower than t_{table} , 1.835 ($1.212 < 1.835$). In other words, H_0 is accepted and H_a is rejected.

In the Table 3, the sig. (2-tailed) value $0.061 > 0.05$ proves that there was no significant difference between the pretest scores of the experimental group and the control group. In other words, H_0 was accepted and H_a was rejected. Moreover, it means that the two groups were at the equal level of reading fluency before the teaching treatment. In order to gain plausible answers to the questions, the scores of the experimental and control groups on the posttest had to be compared. The statistical analysis procedure of the posttest scores of the experimental and control groups are presented in Table 4.

Table 4. Independent t test Result of Posttests

	t-test for Equality of Means					
	T_{test}	T_{table}	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Experimental and Control Group Posttest scores	2.680	1.67	40	.004	-7.348	3.075

According to Table 4 about the statistical summary of post test both the experimental and control classes, it can be concluded:

- H_{a1} : *There is significant difference in achievement between the students who are taught by using shared reading with animated video story and those who are taught by using read together.*

As shown in Table 4, the t_{test} that was obtained in the post-test was 2.680, higher than t_{table} , 1.67 ($2.680 > 1.67$). In other words, H_0 was rejected and H_a was accepted, Referring to the Sig. (2-tailed) value in Table 4.6, if the value is equal to or less than 0.05, there is a significant difference in the mean scores between the experimental and control groups. On the other hand, if the value is above 0.05, there is no significant difference between the two groups. The sig. (2-tailed) value $0.004 < 0.05$ confirmed that there was a significant difference between the posttest scores of both groups. Thus, the treatment of utilizing shared reading with animated video story affected positively the students' reading fluency scores in the experimental group.

Subsequently, the null hypothesis which stated that there is no significant difference in reading fluency between students who are taught by implementing shared reading with animated video story was rejected and H_a was accepted. The result confirmed that the students who learned reading fluency by using shared reading with animated video story achieved better score than those who studied by using conventional teaching technique.

The Effect of Shared Reading with Animated Video Story on Students' Motivation

The percentage of the students' responses toward the implementation of shared reading strategy with animated video story in practising reading fluency, the result of questionnaire is represented in a bar of chart. The chart below describes the frequent option of each item of the questions in the questionnaire.

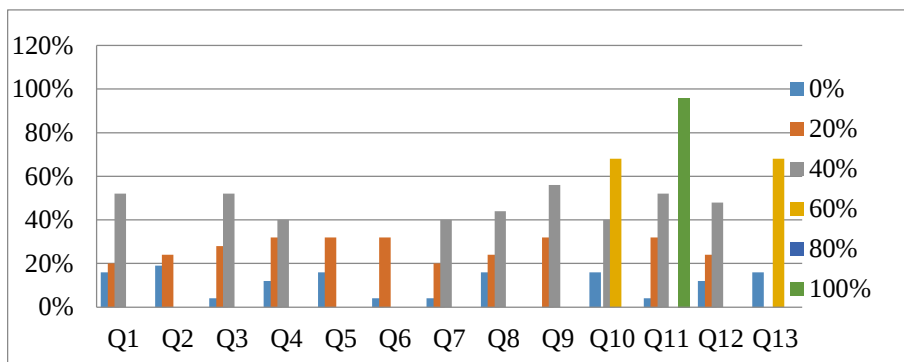


Chart 1. Students' Responses toward the Implementation of Shared Reading Strategy with Animated Video Story in Teaching Reading Skill

Chart 1 shows the students' positive responses toward the implementation of shared reading strategy with animated video story in teaching reading fluency. For the first question, it can be figured out that most of the students felt interested in reading fluency class. In detail, 32 % of the students *strongly agreed* with it, and more than half of the students 60% agreed with it. For the second question, more than half of the students 60 % *strongly agreed* that they needed a good and fun strategy in practised reading fluency. Dealing with the third research question, most students expressed that shared reading strategy totally motivated their reading fluency. In detail, half of the students 52% stated that shared reading strategy motivated them in reading fluency. Then majority of the students 80% stated that they were motivated to learn reading skill through the use of shared reading strategy with animated video story.

For the fourth question, many students said that they felt comfortable in practising reading fluency through shared reading strategy. In more detail, almost 100 percent of the students 92% stated that they felt comfortable in practised reading fluency through shared reading strategy. For the fifth question, only 28% of the students responded *strongly agreed* that shared reading strategy gave them some ideas in English based on the topic given, and amazingly almost 100 percent of the students 88% stated that shared reading strategy gave them some ideas in English based on the topic given.

Regarding the sixth question, a tiny percentage of the students 30% *strongly agreed* that using Shared Reading strategy helped them to

master the subject matter easily, and then the majority of the students 72% agreed that using Shared Reading strategy helped them to master the subject matter easily. Regarding the seventh question, 20% of the students *strongly agreed*, and 76% they *agreed* that Shared Reading strategy made their reading fluency better. Therefore, most students certified that Shared Reading strategy helped them to have better reading fluency. In addition, with regard to the eighth question, almost 100 percent of the students *agreed* that practised reading fluency through Shared Reading strategy with animated video story could increase their vocabulary. In more detail, 76% of the students stated that they *agreed* that practised reading fluency through Shared Reading strategy with animated video story could increase their vocabulary.

Moreover, with regard to the ninth question, 40 % of the students *strongly agreed* that practised reading fluency through Shared Reading strategy with animated video story could increase their accuracy, and the majority of the students 76% *agreed* that practised reading fluency through Shared Reading strategy with animated video story could increase their accuracy.

Dealing with the tenth question, most students stated that practising reading fluency through Shared Reading strategy with animated video story could increase their fluency. In more detail, 40% of the students *strongly agreed* that practised reading fluency through Shared Reading strategy with animated video story could increase their fluency, and then 73% of the students *agreed* that practised reading fluency through Shared Reading strategy with animated video story could increase their fluency. With regard to the eleventh question, almost half of the students 44% *strongly agreed* that they could read fluently by practised reading through Shared Reading strategy, and amazingly more than of the students 78% *agreed* that they could read fluently by practised fluency through Shared Reading strategy. Additionally, regarding the twelfth question, most students stated that practised reading fluency through Shared Reading strategy could improve their pronunciation. In more detail, 24% of the students *strongly agreed* that practised reading fluency through Shared Reading strategy could improve their pronunciation, and then the great majority of the students 82% *agreed* that practised reading fluency through Shared Reading strategy could improve their pronunciation.

Finally, regarding the last question (13rd question), most students stated that they practised better when they had the opportunity to practised together with their classmates. In more detail, nearly 32% of

the students strongly *agreed* that they practised better when they had the opportunity to practise together with their classmates, and more than half of the students 76% agreed that they practised better when they had the opportunity to practise together with their classmates.

Each degree of Likert scale contains its own score, namely, Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). This is so purposeful to calculate the data statistically by using the Likert scale as presented in the following table:

Table 5. Percentage of Questionnaires' Result

Likert scale	Score	Frequency	Total Score	Percentage
Strongly Agree	4	92	368	3.7%
Agree	3	250	750	96.2%
Disagree	2	5	10	0.1%
Strongly Disagree	1	0	0	0%
	Total	347	1128	100%

Table 5 shows the questionnaire result for each scale. The result revealed that strongly agree scale reaches 3.7%, agree scale attains 96.2% which is the highest percentage, disagree scale reaches 0.1 %, and 0 % is given to the strongly disagree scale. To sum up, the use of shared reading strategy with animated video story could motivate students to learn English which would end up having a good progress in reading skill particularly.

Discussion

Effect of Shared Reading with Animated Video Story toward Students' Reading Fluency Achievement

The previous descriptive statistics analysis in findings has described comprehensive information about students' reading fluency achievement. In pretest, the scores of either control or experimental groups are approximately homogenous in which the experimental group differed 6.22 points higher than the control group. Nevertheless, in posttest, the experimental group could perform remarkably progressively by achieving 12.13 points better than the control group.

In detail, the data depiction can also be observed from the increase of pretest to posttest mean scores of each group. The experimental group average value escalates 22.61 points from 55.67 in the pretest to 78.28 in posttest. Otherwise, the control group can only gain 16.7 points better

in posttest at 66.15 from 49.45 at pretest or 5.91 lower than experimental group' mean. The data are portrayed clearly in Chart 2.

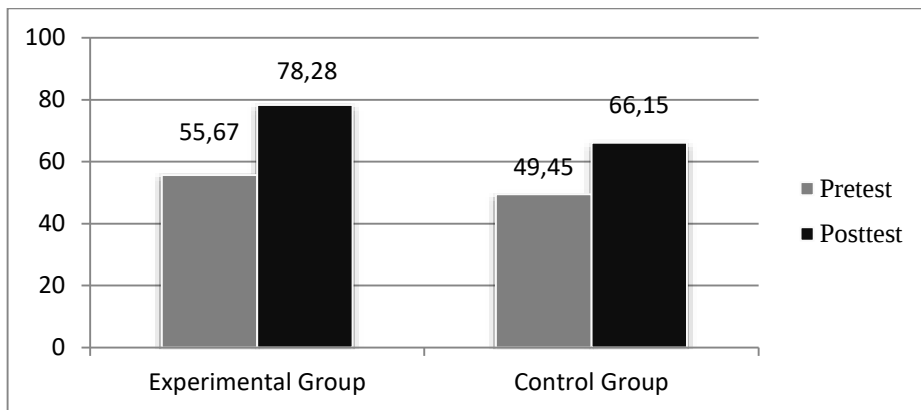


Chart 2. The Mean Scores of Experimental and Control Group

On the other hand, the inferential statistic computation also confirms that in line with the higher achievement on both pretest and posttest, the experimental group score is significantly greater than the control group. The researcher may conclude that utilizing shared reading with animated video story is able to improve students' reading fluency. To sum up, the experimental group who practice reading fluency through shared reading with animated video story could perform better than the control group who learned with conventional teaching.

Effect of Shared Reading with Animated Video Story Toward Students' Motivation

The aforementioned finding revealed that there is a significant improvement of the students' learning motivation after being taught by using shared reading strategy with animated video story. In other words, the students have given their positive responses toward the use of shared reading strategy with animated video story in teaching reading skill through questionnaire.

CONCLUSION AND SUGGESTION

Practicing shared reading with animated video story is effective to enhance the students' reading fluency achievement. This fact is proven by the result of t-test, in which t_{test} (2.680) is higher than t_{table} (1.67).

Utilizing independent samples t test, the sig. 2-tailed value (0.004) < (0.05) confirmed that H_a is accepted and H_0 is rejected. It means that there is a significant difference in reading fluency between students who are taught by using shared reading with animated video story and those who are taught by using conventional teaching strategy. In other words, students who learned to read fluently by shared reading with animated video story gained remarkably better achievement than those who learned by using conventional teaching strategy.

Regarding the second research question, it could be concluded that 85 percent of the students were motivated enough to learn through shared reading strategy with animated video story. Through shared reading strategy, English is more interesting to learn. Hereby, their mindset of English is boring has been changed into English is interesting. It is most likely that their English score in the next semester could be well improved and reached the score of minimum criteria of mastery. It is suggested that future related research should be conducted in more diverse educational settings to see how shared reading with animated video story is implemented.

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