Animated Videos as a Media in Narrative Text Teaching to Improve Students' Reading Comprehension

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ABSTRAK

Membaca adalah salah satu dari empat skill dasar dalam berbahasa. Dalam pembelajaran materi naratif teks, peserta didik dituntut untuk membaca sebuah teks cerita dan harus memahami isi dari cerita tersebut baik yang tersirat maupun yang tersurat. Rendahnya minat membaca siswa menimbulkan masalah dalam pembelajaran naratif teks. Berdasarkan kondisi tersebut, penelitian ini berupa untuk mendorong kemampuan membaca dan memahami bacaan pada teks naratif. Salah satu upaya yang dapat dilakukan untuk meningkatkan kemampuan membaca dan memahami bacaan pembelajaran Bahasa Inggris adalah dengan penerapan penggunaan media berupa video animasi. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK). Subjek penelitian adalah Siswa Kelas XI 6 SMA Negeri 10 Semarang tahun pelajaran 2023/2024. Pengumpulan datanya meliputi tes lisan dan tulis terhadap hasil kegiatan pembelajaran siswa dalam pembelajaran Bahasa Inggris yaitu menjawab beberapa pertanyaan berdasarkan teks bacaan yang diberikan. Teknik analisis yang digunakan adalah deskriptif kualitatif. Hasil penelitian menunjukkan: Berdasarkan analisis data pada tahap prasiklus, siklus I, dan siklus II, dapat disimpulkan bahwa penggunaan video animasi sebagai media pembelajaran dalam materi naratif teks mampu meningkatkan kemampuan membaca dan memahami bacaan siswa kelas XI 6 SMA Negeri 10 Semarang tahun ajaran 2023/2024. Hal ini dapat dilihat dari peningkatan ketuntasan hasil belajar siswa selama pelaksanaan prasiklus, siklus I, dan siklus II. Hasil belajar siswa pada pra siklus mencapai 25%, lalu meningkat menjadi 62,5% di siklus I, dan mencapai tingkat tertinggi sebesar 90,6% di siklus II. Oleh karena itu, dapat disimpulkan bahwa penggunaan video animasi sebagai media pembelajaran efektif dalam meningkatkan kemampuan membaca dan memahami bacaan pada materi naratif.
Kata kunci: *Reading Comprehension, Video Animation, Narrative Teks*

ABSTRACT

Reading is one of the four basic language skills. In learning narrative text materials, students are required to read a story text and understand the content of the story, both explicit and implicit. The low interest in reading among students poses a problem in narrative text learning. Based on this condition, this research aims to enhance reading and comprehension skills in narrative texts. One of the efforts that can be made to improve reading and comprehension skills in English language learning is by using media, such as animated. This research employs a Classroom Action Research (CAR) design. The research subjects are XI 6 at SMA Negeri 10 Semarang for the academic year 2023/2024. Data collection includes oral and written tests of student learning outcomes in English language learning, which involve answering questions based on the provided reading texts. The analysis technique used is qualitative descriptive. The research results indicate that, based on the data analysis in the pre-cycle, cycle I, and cycle II stages, it can be concluded that the use of animated videos as a learning media in narrative text materials is capable of improving the reading and comprehension skills of 11th-grade students in SMA Negeri 10 Semarang for the academic year 2023/2024. This improvement is evident from the increased mastery of learning outcomes by students during the pre-cycle, cycle I, and cycle II. Student learning outcomes in the pre-cycle reached 25%, then increased to 62.5% in cycle I, and reached the highest level of 90.6% in cycle II. Therefore, it can be concluded that the use of animated videos as a learning media is effective in enhancing reading and comprehension skills in narrative text materials.
Keywords: *Reading Comprehension, Video Animation, Narrative Teks*

1. INTRODUCTION

Education is an effort aimed at nurturing the potential within individuals through a learning process, where, according to Lengkana & Sofa (2017), the goal of education is to humanize individuals completely. Education, as per Law Number 20 of 2003, is a conscious and planned effort to create a learning environment and learning processes where students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, moral virtue, and skills required for themselves, society, the nation, and the state.

Curriculum is a complex entity with many dimensions. It serves as the foundation for the learning process from start to finish and is at the core of the education system that needs to be innovatively, dynamically, and periodically evaluated in accordance with the times. According to Kemenristekdikti, there are several advantages to implementing the Merdeka Belajar curriculum. These advantages include ease, simplicity, and depth because of its focus on the essential aspects of developing students' competencies according to their developmental stages (Badiah, L. I., Jauhari, M. N., & Mambela, S. 2020).

Schools have the right to make the curriculum more dynamic and have the authority to manage it, creating learning experiences tailored to the characteristics of the educational unit and students (Badiah, L. I. 2020). In the current technological era, societal advancements encourage continuous development of skills and knowledge related to scientific and technological progress. Educational curriculum should be flexible as it needs to adapt to the evolving needs and characteristics of students according to the times.

English language learning is one part of the curriculum that must be taught to high school students. There are four competencies that students must master in English language learning: listening, speaking, reading, and writing.

In reading activities, the ability to grasp implicit and explicit information is a skill that must be possessed by eleventh-grade students. The goal of English language learning is to develop oral and written communication skills to face the advancements in science and technology in the era of globalization. However, there is an issue found when teaching eleventh-grade students in class 6: students struggle to comprehend narrative texts.

This deficiency is often a result of monotonous and unvaried teaching methods and media. Instructional activities tend to employ the same methods and media in teaching narrative texts, which fails to motivate students to read the given texts.

Smaldino (2011:404) states that texts can be presented in various languages and used to translate or provide information about video content. With the continuous development of computer software, visual images can be manipulated, creating art through video animation. Computer animation sequences are currently created and used in video instructional programs to explain complex processes or quickly in a simplified form.

Nurizmawati (2015), in a research titled "The Use of Animation Video as A Media in Teaching Narrative Text," concluded that using animation videos as a teaching medium for narrative texts can improve the reading comprehension skills of students from one cycle to the next. In this regard, the researcher is interested in applying animation video media to narrative text learning to enhance students' reading comprehension skills.

Based on the issues outlined above, the author conducted research on the use of audio-visual media in the form of animation videos to enhance students' ability to read narrative texts. According to the author, this media is used to help students better understand narrative texts and support narrative text learning.

This animation video presents one of the stories in a narrative text with colorful images, moving pictures, and text. The video animation is one of the tools for understanding reading, helping to increase students' attention so they are motivated to

learn narrative texts. When students can understand narrative texts, it is expected that they will have a good understanding of narrative texts.

In this study, the author applied animation video as a teaching medium for narrative texts to enhance students' reading comprehension of narrative texts. The author believes that this research can be successful and provide a positive contribution to the English language teaching and learning process. The implementation of animation video in learning is expected to stimulate students' ability to understand the content of the narrative text provided. Students can gradually acquire knowledge during the learning process, which helps them achieve the learning goals.

Reading Comprehension

According to Tarigan (2008), reading comprehension is a type of reading aimed at understanding the text. Reading comprehension means examining the reading material more closely to assess the situation, value, function, and the effects of the reading. Reading comprehension is a reading process designed to build understanding (Tarchi, 2017). Spear-Swerling (2016) also describes reading comprehension as one of the types of reading with the aim of understanding the text itself. Meanwhile, Alex and Achmad (2010) explain that reading comprehension is a reading strategy aimed at assessing the content within a reading and making an appropriate analysis of it.

Reading interest is the feeling that accompanies or triggers a specific interest in reading. Students will actively engage in reading if they have an interest in it because it makes them view reading as a habit. Reading interest significantly influences reading activity, as reading skills and reading achievements also depend on students' interest in reading. Poor reading or reading failure is often attributed to a lack of reading interest. To excel in reading, students must be willing to learn (Reski, 2018).

Motivation, as described by Paul R (2012: 6), is the process of initiating and sustaining actions aimed at achieving specific goals. Motivation is a process rather than an outcome. It is not directly observed during the process but is found in various actions, such as task selection, effort, and persistence, as well as in verbal expressions like, "I really want to complete this task." Various goals serve as sources of motivation and drive for actions. Motivation propels physical or mental activities. Physical activities involve effort, determination, and observable actions. Cognitive activities, such as planning, memorizing, organizing, monitoring, decision-making, problem-solving, and progress evaluation, are part of mental activities. Most of the students' activities in achieving their learning goals are driven by motivation.

Naratif Teks

Knapp & Watkins (2005:220) explain that narrative text is also known as a story text, meaning that when writing narrative text, the author narrates an event, and the primary purpose of this text is to entertain. Furthermore, according to Knapp & Watkins (2005), the language of narrative text includes verbs, temporal conjunctions, and the general structure of a narrative text includes orientation, sequence of events, problem, solution, resolution, and it is also mentioned that narrative text falls under the creative story genre.

The Professional Development Service for Teachers (2013:3-5) states that narrative text is a form of entertainment text that conveys impressions through the writer's imaginative experiences. The organizational structure of narrative text includes the disclosure of background, events containing issues, and solutions. Important aspects in narrative text include the portrayal of character figures, the use of narrative language, and the expression of past events. Linguistic features of narrative text include the use of conjunctions and the use of direct or indirect speech.

Mahsun (2014:27-28) explains that narrative text is a literary genre with a social purpose, narrating events. There are various types of narrative texts, including retelling, anecdotes, exemplifications, storytelling, short stories, novels, folklore, myths/legends, adventure stories, fantasy

stories, fables, history, biography. Furthermore, Mahsun (2014) states that narrative text has a structure that includes introduction/orientation,problem/complication, problem-solving/resolution, and linguistic features like repetition or repetition, anaphora, and connecting conjunctions like "after a while," "shortly after," "therefore," "after finishing."

According to the opinions of various experts, it is known that there are various types of narrative texts, including imaginative stories. Narrative text of imaginative stories is a type of text that narrates an event based on the author's imagination. Writing narrative text of imaginative stories means expressing ideas through written language with the aim of telling an event in a cohesive, imaginative, and engaging manner. Story ideas stem from the writer's creativity in connecting everyday events with the power of imagination. Elements that must be present in narrative text of imaginative stories include (a) theme, (b) plot, (c) characters, (d) setting, (e) message, (f) wonders (events resulting from imagination). The complete structure of narrative text of imaginative stories includes (a) title, (b) orientation, (c) complication, (d) resolution. The language of narrative text of imaginative stories includes the use of (a) sequence conjunctions, (b) verbs, (c) direct and indirect sentences. Other aspects to consider in writing narrative text of imaginative stories include the use of punctuation, personal pronouns, and expressions of surprise.

Video Animasi

According to Smaldino (2011:404), many teachers use video to introduce topics, present content, provide reinforcement, and enhance enrichment. Video segments can be employed in classroom teaching environments, small groups, and for individual learning. Video's short duration, often lasting just a few minutes, provides maximum flexibility for teachers and enhances learning tailored to students' needs.

In the process of language learning and teaching, learners engage both their eyes and ears, but sight is fundamental to learning. River (1981) also asserts that it clearly contributes to understanding other cultures by providing alternate contact through language speakers, both through audio and visual means.

Furthermore, Denning (CPB: 1997) states that video can offer visual access to situations or experiments that might otherwise be too dangerous or costly for students to experience firsthand. Video can simplify complex ideas using specialized media techniques such as animation, computer graphics, or clay-motion. Video can serve as a model for positive behavior and can motivate students. Video is highly useful for introducing a topic or reviewing material.

2. RESEARCH METHOD

In this research, a collaborative classroom action research (CAR) approach was used. The research was conducted by the pre-service teacher (PPL) within the classroom with the assistance of the mentor teacher. The objective was to enhance the quality of learning in the classroom, leading to improvements in student learning outcomes.

Classroom action research is a method used to identify problems, plan actions, implement them, evaluate the results, and reflect on the outcomes within the context of teaching (Johnson, 1993 as cited in Jones, 2004:1).

This research employed a qualitative descriptive research method to explain the findings. There were two types of data collection in this research: observations during the learning activities and testing the research subjects after the treatment.

The steps involved in Classroom Action Research (CAR) include:

1. **Planning**: This stage involves the preparation before teaching and learning activities commence. Planning activities are carried out by the teacher and the collaborator. They determine the day and date of the research implementation, prepare the lesson plan, including the narrative text material with the use of audio-visual media, prepare the narrative story material, prepare the

audio-visual media for use in the classroom, plan the teaching techniques to be applied, and arrange the learning assessment.

2. **Implementation**: In this stage, the teacher teaches using the animated video according to the previously prepared lesson plan, and the learning process is observed by the collaborator.

3. **Observation**: Observations are conducted during the data collection process. Observational data includes aspects such as student attitudes during the learning process, the classroom atmosphere, the material presented by the teacher, the interaction between the teacher and the students, interactions among the students, and developments that occur during the learning process. This data is obtained through field notes and observation checklists.

4. **Reflection**: The reflection stage involves an evaluation by the teacher and the collaborator of the actions and outcomes that have been implemented. Steps in the reflection stage include the analysis of data from observation sheets, field notes, and test results to evaluate the improvement in students' understanding of narrative texts through the use of animated videos. Additionally, discussions are held regarding the conducted teaching process and the planning of future activities.

Data collection tools used include field notes, observation checklists, and tests. Field notes are used to observe the situation and activities during the learning process, including how the teacher presents the material and student responses. The observation checklist serves as a table that records the actions taken by the researcher to carefully observe the object in order to monitor the students' progress during each meeting or learning cycle. The results of observations are used to assess the improvement achieved by students.

The research subjects were students in class XI-6 at SMA Negeri 10 Semarang in the 2023/2024 academic year. This class was chosen as the research subject because the author identified several challenges that students faced in understanding narrative texts, especially in finding factual information and identifying essential elements in the narrative text.

Through testing techniques, the researcher collected data on students' abilities before and after the treatment. This analysis technique allowed the researcher to assess the effectiveness of using short videos to improve students' vocabulary mastery. These techniques provide valuable insights for evaluating the effectiveness of teaching media and identifying areas for improvement in students' vocabulary mastery.

3. RESULT AND DISCUSSION

In this research, there were three cycles of Classroom Action Research (CAR) conducted to improve students' comprehension of narrative text using animated videos. The research took place in three sessions, each lasting 90 minutes (2x45 minutes), in class XI-6 at SMA Negeri 10 Semarang for the 2023/2024 academic year on August 7, 2023, August 21, 2023, and August 28, 2023.

Narrative stories used in each cycle were "The Legend of Toba Lake" for the first cycle, "Beauty and The Beast" for the second cycle, and "Hansel and Gretel" for the third cycle. Data collection to assess students' progress was conducted by recording activities and situations during the implementation of animated videos in narrative text learning and by administering tests after watching the videos and reading the text. The following is a discussion of the research findings.

Tabel 1
Hasil Nilai Siklus 1-3

NO	Nama	S1	S2	S3
1	AISYAH RIZKY	40	80	85
2	AJRIL FAJRI	65	70	75
3	AKAQ TRIAWAN	50	85	85
4	AL FATH	40	50	70

5	ALVINA ATHA	70	85	100
6	ALYA NUR	70	85	100
7	AMALIA CITRA	80	80	90
8	ANDIKA ARIS	50	80	95
9	ANGELICA SEKAR	75	85	100
10	AXEL ANANTA	40	75	75
11	BRYAN NAGATA	40	60	80
12	CKOLASTICA	55	80	100
13	DINDA PUTRI	65	80	100
14	ERLY DWI APRILLIA	40	85	100
15	FATHMA NURUL	50	80	85
16	GIANNI RIVERA	40	60	80
17	GIBRAN BAYUPUTRA	70	75	95
18	GITA NANDA	85	95	100
19	OVI ANGGI	50	65	70
20	IMANUELLA	50	80	90
21	KIKO TRIANDO	75	80	85
22	LAURENZIA CHRISTY	80	90	100
23	MAULIDA GITA	80	85	100
24	MIA RIZKI	50	85	100
25	MUHAMAD RIFKI	45	60	80
26	MUHAMMAD C.	60	65	75
27	NAURA ASH SHAFAA	75	85	85
28	RIZKA NAILAH	70	80	95
29	SABILLA PUTRI	60	75	80
30	SANDI WIDHI	60	80	90
31	SATRIA ADEI	40	55	70
32	TANIA ANATASYIA	75	80	100
33	WISNU SURYA	50	55	60
34	YEHOVISCA ANGELIC	70	85	90
35	YOSHUA ORLANDO	60	75	85
36	WISNU ADITYA	40	60	80
	Jumlah	58,75	75,83	87,50

Based on the data from Table 1, we can observe an improvement in student learning outcomes from one cycle to the next. In the first cycle, the average class score was 58.75. This score was still quite far from the school's passing grade (KKM) of 70. In the second cycle, the average score increased by 17.08 to reach 75.83. The second cycle already showed positive

results, although it did not yet reach significant improvement as there were still many students who did not achieve the passing grade. Excellent results were evident in the third cycle, where the score increased by 11.67 from the previous average to reach 87.50. In the third cycle, no students received scores below the passing grade.

Tabel 2
Pengelompokan hasil nilai

Siklus 1

No	Category	Frequency	Percentage
1.	>70	8	22,22%
2.	40-70	20	55,56%
3.	20-40	8	22,22%
4.	0-20	0	0,00%
5.	<0	0	0,00%
	Total	36	100%

Siklus 2

No	Category	Frequency	Percentage
1.	>70	26	72,22%
2.	40-70	10	27,78%
3.	20-40	0	0,00%
4.	0-20	0	0,00%
5.	<0	0	0,00%
	Total	36	100%

Siklus 3

No	Category	Frequency	Percentage
1.	>70	32	88,89%
2.	40-70	4	11,11%
3.	20-40	0	0,00%
4.	0-20	0	0,00%
5.	<0	0	0,00%

Total	36	100%

From the grouping results above, it can be seen that in the first cycle, only 8 students or 22.22% were able to achieve scores above 70. It is also apparent that 20 students or 55.56% received scores between 40-70. From this data, we can conclude that most students still struggled to comprehend the narrative texts they read. This is exacerbated by the fact that 8 students, or 22.22%, received scores below 40.

In the second cycle, we can see a significant improvement in learning outcomes. The number of students who scored above 70 increased nearly threefold to 26 students or 72.22%. Unfortunately, there were still a considerable number of students who scored below 70, with 10 students or 27.78% falling into this category. Another positive aspect in the second cycle is that there were no students who scored below 40.

In the third cycle, the expected results were achieved. In this cycle, 32 students, or 88.89%, scored above 70. Although there were still a few students scoring below 70, the number was very small, with only 4 students or 11.11%.

Improving students' ability to understand the plot of a narrative text

The use of video animation in teaching narrative texts has provided positive results for students, as it has improved their understanding of the plot of the story. In a narrative text, the plot involves the sequence of events, starting with character introduction, the emergence of a problem, climax, problem resolution, and the end of the story. By asking questions related to the video content, students can effectively describe the plot from beginning to end. This activity was carried out in all three cycles, where students were encouraged to review the video content to understand the storyline. On some occasions, the teacher also showed scenes that were relevant to the plot being discussed, helping students get a clearer picture. By doing this, students found it easier to understand the storyline.

For instance, in the first cycle, students were asked to watch a narrative video titled "The Legend of Toba Lake." In this activity, students were expected to retell what happened in the video. Some students could retell the story, but they still struggled to understand the different parts of the plot. The teacher helped explain the sequence of events so that students understood the storyline based on the video content. In the first cycle, only 10 students could correctly describe the plot, while the rest couldn't mention the plot based on the video and narrative text provided. In the second cycle, there was an improvement in the number of students who could answer correctly, with 17 students providing accurate answers, while 19 students still couldn't mention the plot correctly, even though some answers were correct. In the final cycle, 32 students could accurately describe the plot according to the sequence, while 4 students still couldn't describe it well, although they were able to answer.

Enhancing vocabulary that is not familiar from the text in narrative animation videos

In written texts, unfamiliar words are often encountered, especially in foreign language texts. Some types of words include nouns, past tense verbs, action verbs, time verbs, and location verbs in the animation video. In this research activity, after students finished watching the animation video, the teacher wrote down some unfamiliar words on the board for discussion with all the students. By displaying animation videos, students could get a clear picture of objects or activities illustrated in the video, allowing them to guess the meanings of unfamiliar words through the video illustrations. The teacher helped by showing scenes involving unfamiliar words, so students had a clear understanding. Using animation videos with appropriate subtitles helped students enhance their vocabulary.

For example, in the first cycle, the teacher presented some unfamiliar words from the story "The Legend of Toba Lake," such as "lake," "goldfish," "rod," "incarnation," "condition," "promise," "spring," "emerge," "meals," "shouted," and

"disappear." This activity resulted in a better understanding for students in learning new words, as they were encouraged to think and not just look up the meanings in a dictionary. In the first cycle, some students still couldn't fully participate in this activity because they had very limited vocabulary. In the following cycles, students began to excel in this part of the activity, with nearly all students actively answering questions provided, and some students even took the initiative to ask about words that weren't mentioned by the teacher.

Improving students' ability to find factual information or details from narrative texts

Understanding the content of reading materials, both implied and explicit, is the main goal of narrative text learning. By presenting animation videos that match the text to be learned, students are greatly assisted in understanding the text's content. In this learning activity, students were asked to answer questions related to the text they were studying, both questions that could be answered directly from reading the text and questions that required an understanding of the text's content.

For example, direct questions in the first cycle about the story "The Legend of Toba Lake" included questions like "Where is the story's setting?" Students who read the text carefully were able to answer based on the introduction section, which mentioned the location as "North Sumatra." However, for implied questions like the moral message in the story, students had to understand the story's content first and then deduce the moral message conveyed in the story. In the first cycle, participants had difficulty answering questions that could be directly answered by reading the narrative text. Only 10 students were able to answer all 10 text-related questions with scores above the minimum pass mark (KKM). In the second cycle, there was an improvement in the number of students who could answer correctly, with 22 students achieving scores above the KKM. In the third cycle, the

results were very satisfying, with 31 students scoring above the KKM.

4. CONCLUSION AND RECOMENDATION

Conclusion

Based on the findings and discussions in the previous chapters, it can be concluded that the use of animated videos as a teaching tool for narrative texts has significantly improved students' ability to comprehend the content of narrative texts, both explicit and implicit, from one cycle to another.

The use of animated video as a learning medium not only enhances students' reading comprehension of narrative texts but also motivates them to engage with narrative texts in a unique way. Prior to using this medium, students struggled to grasp narrative texts effectively. However, with the assistance of this medium, students were able to understand the storyline, grasp unfamiliar vocabulary, extract factual information or details, and derive moral lessons from narrative texts.

Furthermore, the use of animated videos can enhance students' reading comprehension. Reading competence improved from the first cycle to the third cycle. This is evident from the increase in students' scores and the teaching process conducted by the teacher and collaborator, which addressed all aspects of the teaching objectives.

The average scores in the initial session (first cycle) were 58.75, categorized as low to moderate, in the second session (second cycle), they were 75.83, categorized as moderate to good, and in the third session (third cycle), they were 87.50, also categorized as good. This demonstrates that the use of animated videos in reading instruction is highly beneficial, especially for enhancing students' reading comprehension of narrative texts.

Recomendation

Based on the author's experience during this classroom action research, the author would like to provide some recommendations to enhance students' reading comprehension. For English

teachers aiming to improve students' reading comprehension of narrative texts, the author suggests using animated videos in teaching narrative texts. Animated videos can help students understand narrative texts more quickly than using textbooks alone. Teachers should select animated videos with relevant themes and positive moral values.

For students, to enhance their own reading comprehension, the author recommends paying attention to and following all instructions from the teacher while being taught. This way, students can understand the material and stay focused. Additionally, students are encouraged to motivate themselves to learn more and ask questions if there's anything they don't understand to improve their knowledge.

For schools or educational institutions looking to improve the effectiveness of the learning process, it's recommended to provide internet facilities for accessing videos from the web, as well as teaching media equipment like LCDs, projectors, and laptops that promote the use of animated videos in the classroom.

Lastly, the author advises other researchers to conduct classroom action research for other types of texts such as descriptive, procedural, narrative, etc., using different techniques and media. However, the author hopes that this research can serve as a reference for other researchers to conduct even better research from various different perspectives.

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