

THE USE OF ANIMATED VIDEO TO IMPROVE STUDENTS' READING COMPREHENSION

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Abstract

Reading comprehension is an important skill in English learning, yet many students still struggle to comprehend narrative texts. This study aims to improve students' reading comprehension through the use of animated videos as a learning medium. This study was conducted through classroom action research (CAR) consisting of two cycles, each with two meetings. The subjects were eighth-grade junior high school students, and data were collected through observations and reading comprehension tests. The results showed significant improvement after implementing the animated videos. Students' average scores increased from 75.41 (66.66% completion) in the first cycle to 90.83 (91.66% completion) in the second cycle. Students were also more active and enthusiastic during the learning activities. These findings indicate that animated videos are effective in improving students' reading comprehension. Furthermore, this implies that teachers can use animated videos to improve learning outcomes, schools should integrate technology-based media into English learning, and other researchers can expand this research into other contexts.

Keywords: *Animated Video, Reading Comprehension, Narrative Text, Classroom Action Research*

Sari

Pemahaman bacaan merupakan keterampilan penting dalam pembelajaran bahasa Inggris, namun banyak siswa masih kesulitan memahami teks naratif. Penelitian ini bertujuan untuk meningkatkan pemahaman bacaan siswa melalui penggunaan video animasi sebagai media pembelajaran. Penelitian ini dilakukan melalui penelitian

tindakan kelas (CAR) yang terdiri dari dua siklus, masing-masing dengan dua pertemuan. Subjek penelitian adalah siswa kelas VIII SMP, dan data dikumpulkan melalui observasi dan tes pemahaman bacaan. Hasil penelitian menunjukkan peningkatan yang signifikan setelah penerapan video animasi. Rata-rata skor siswa meningkat dari 75,41 (66,66% kelulusan) pada siklus pertama menjadi 90,83 (91,66% kelulusan) pada siklus kedua. Siswa juga lebih aktif dan antusias selama kegiatan belajar. Temuan ini menunjukkan bahwa video animasi efektif dalam meningkatkan pemahaman membaca siswa. Selain itu, hal ini menyiratkan bahwa guru dapat menggunakan video animasi untuk meningkatkan hasil belajar, sekolah sebaiknya mengintegrasikan media berbasis teknologi ke dalam pembelajaran Bahasa Inggris, dan peneliti lain dapat memperluas penelitian ini ke konteks lain.

Kata kunci: *Video Animasi, Pemahaman Membaca, Teks Naratif, Penelitian Tindakan di Kelas*

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Introduction

One of the key skills junior high school students need to master is reading comprehension. This skill is crucial because in junior high, students encounter a variety of texts that require in-depth understanding. Narrative text is one form of text taught to junior high students. In this text, students learn to understand the content of the text, such as the theme, setting, characters, and values found within the story. They are also taught about the elements and structure of the text. However, many students still struggle to comprehend the content of the text.

Previous research also shows that students' reading comprehension skills often face significant challenges during classroom learning due to a lack of motivation in reading and a lack of interactive learning media (Yunus et al., 2020). Based on the results of interviews with English teachers and initial observations of eighth-grade students at SMP N 7 Muaro Jambi, it was found that students' low reading interest makes many students experience difficulties in understanding narrative texts. This is evident in students' difficulties in understanding the content of narrative texts, such as determining the main idea, characters, settings, and moral messages in the story. In teaching process in the classroom, the communication process that occurs does not

always run smoothly, and aids are needed in the learning process, one of which is visual media (Yelia et al., 2024).

To address these issues, innovation in learning methods is needed, one of which is implementing innovative visual learning media such as animated videos. The use of learning media such as animated videos is one strategy. Animated videos use sound, narration, and moving images to present information interactively. With this approach, animated videos make things that might be difficult to explain using plain text easier for students to understand and also increase their interest.

Several previous studies that have examined the use of animated videos to improve students' reading comprehension include research by Wang et al. (2021), which showed that using animated videos in learning can increase students' motivation to learn and improve their retention of the material studied. Research conducted by Putri (2020) found that the use of animated videos in English learning can significantly improve students' reading comprehension of narrative texts. Furthermore, research by Sari (2019) showed that the use of animated videos can increase student engagement and activeness in learning.

The use of animated videos helps students simplify difficult concepts. Students' reading motivation can increase, and they become engaged and active in the learning process through this medium. The purpose of this study was to improve reading comprehension of narrative texts in eighth-grade students at SMP N 7 Muaro Jambi through the use of animated videos. It is hoped that the findings of this study will help create more engaging teaching strategies and support initiatives to help junior high school students become better readers.

Methods

The method used was Classroom Action Research (CAR). Sudjana (2016) explains that classroom action research is research conducted in the classroom to solve student problems that occur during the learning process in the classroom. The classroom action research consists of four stages, namely planning, implementation, observation, and reflection. The research subjects were eighth-grade students of class E at SMP

Negeri 7 Muaro Jambi. The number of students is 24 students, consisting of 10 female students and 14 male students. The instruments used in this study were test sheets and observation sheets. The researcher used two techniques to analyze the data in this study: qualitative data and quantitative data. The researcher obtained quantitative data from the results of the students' reading comprehension tests, while qualitative data was obtained from observation sheets during the learning process in each cycle.

Results and Discussion

This study consisted of two cycles, each with two meetings. In the first meeting, narrative text material was given to the students, while in the second meeting, animated videos were presented, followed by a test to measure the students' comprehension. Data from students was collected through pre-cycle, cycle I, and cycle II. Prior to implementation, initial observations (pre-cycle) were conducted to determine students' initial ability to understand narrative texts. Pre-cycle results showed that students' reading comprehension skills were still low. The average score obtained by students was only 67.29 with a learning completeness rate of 45.83%.

This condition became the basis for the researcher to conduct classroom action research by implementing cycle I and cycle II using animated videos as a learning medium that was expected to help improve students' understanding of narrative texts. The results in cycle I showed an increase compared to the pre-cycle, with an average score of 75.41 and a learning completeness rate of 66.66%. However, some students still had difficulty understanding narrative texts and their learning outcomes were not yet complete, falling short of the target of 80% student mastery set for this study. Therefore, the researcher continued to cycle II to improve learning outcomes and increase student activity.

The results of cycle II showed a significant increase in student learning outcomes. The average student score reached 90.83 with a 91.66% learning completeness rate. Students appeared more enthusiastic, actively participated in discussions, and were able to better understand the storyline, characters, and moral messages. The use of animated videos also increased student activity and enthusiasm in learning. Based on the results of student observations during the learning process in

each cycle, the results of student observations in cycle I showed an average score of 69.16%, while in cycle II, the average score was 84.79%. This shows an increase in student activity in each cycle.

The use of animated videos as a learning media significantly helps students understand the text they have read. According to Mayer (2001), the use of learning media that combines visual and verbal elements can improve student learning effectiveness. This finding aligns with Anggraini (2021), animated videos can be a solution and resolve all reading comprehension issues by allowing students to visualize the details contained in the text.

Conclusion & Recommendation

Based on the results obtained from the research conducted by the researcher, it can be concluded that the use of animated videos in improving students' reading comprehension in the learning process has been proven to improve student learning outcomes in English with narrative text material in class VIII E at SMP N 7 Muaro Jambi. This is demonstrated by the increase in the percentage of student learning outcomes in cycle I with an average score of 75.41 and a learning completeness rate of 66.66%, and in cycle II with an average score of 90.83 and a learning completeness rate of 91.66%. The use of animated videos can also increase student activity in English lessons on narrative text material in class VIII E at SMP N 7 Muaro Jambi. This is demonstrated by an increase in the percentage of student activity in cycle I of 69.16% and in cycle II of 84.79%.

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Conflict of Interest

No potential conflict of interest was reported.

About Author

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