

THE USE OF ANIMATED VIDEO AS A MEDIA TO ENHANCE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT

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Abstrak

Belajar Bahasa Inggris di sekolah adalah untuk meningkatkan pemahaman siswa terhadap Bahasa Inggris dan menerapkannya dalam kehidupan sehari-hari. Teks narasi adalah salah satu hal yang diajarkan dalam mata pelajaran Bahasa Inggris. Teks narasi biasanya sangat panjang dan sering kali membuat siswa bosan dan malas untuk mempelajarinya. Penelitian ini dilatarbelakangi oleh kebutuhan siswa yang merasa bosan dan jenuh pada saat proses pembelajaran membaca teks narasi dalam mata pelajaran Bahasa Inggris. Siswa memerlukan alat yang dapat membantu mereka dalam memahami isi cerita dan menjawab pertanyaan yang diberikan. Sehingga video animasi adalah jawaban dari permasalahan tersebut. Tujuan dari penelitian ini adalah untuk menginvestigasi penerapan penggunaan video animasi sebagai media untuk meningkatkan pemahaman membaca siswa pada teks narasi, menginvestigasi kegunaan video animasi dalam meningkatkan pemahaman membaca siswa dalam teks narasi, dan menemukan tanggapan siswa tentang penerapan media tersebut dalam pembelajaran teks narasi. Pendekatan kualitatif digunakan dalam penelitian ini dengan mengumpulkan data dari pengamatan dan wawancara di kelas X MIA 5 MAN Sidoarjo. Penemuan penelitian ini melaporkan bahwa penggunaan video animasi dalam meningkatkan pemahaman membaca siswa pada teks narasi berperan secara positif karena media ini dapat mempermudah mereka menemukan isi cerita dan membantu mereka menjawab pertanyaan tentang pemahaman membaca. Mereka juga sangat menyukai media ini karena dapat membantu mereka dalam menggambarkan kejadian-kejadian dalam cerita tersebut. Oleh karena itu, video animasi adalah media yang sesuai untuk meningkatkan pemahaman membaca siswa pada teks narasi.

Kata Kunci: video animasi, pemahaman membaca, teks narasi.

Abstract

Learning English in schools is improving students' understanding of English and applying it in daily life. One of the activities taught in English is narrative text. Narrative texts are usually very long and often make students bored and lazy to learn them. This study is based on the students' needs who feel bored during reading narrative text in English. Students need a tool that can help them comprehend the story and answer the questions given. The animated video is the answer to this problem. The objectives of this study were to investigate the implementation of animated video as a medium to enhance students' reading comprehension in narrative text, to use the animated video to enhancing students' reading comprehension in narrative text, and to know students' perceptions about the implementation of this medium in learning narrative text. A qualitative approach was used in this study by collecting data from observation and interviews at X MIA 5 MAN Sidoarjo. This study reported that using animated video to enhance students' reading comprehension in narrative text played a positive role because it could make it easier for them to find the story's content and help them answer reading comprehension questions. They also really like the medium because it allows them to describe the chronological events in the story. Therefore, animated video is a suitable medium to enhance students' reading comprehension in narrative text.

Keywords: animated video, reading comprehension, narrative text.

INTRODUCTION

The important thing about the interaction is language, and it is used by people worldwide as a communication tool. People may use language to share their emotions, opinions, and feelings. Rabiah (2012) stated that language is a medium for interacting or communicating, a means of

conveying emotions, opinions, concepts, or even a feeling. It means that language is very important in daily life.

The world has several languages; one of them is English. English is the international language used in all parts of the world to communicate with each other. One of them is Indonesia. Indonesian uses English as a foreign language, which is also taught in schools. Students in Indonesia are taught four competencies, such as reading, writing, speaking, and listening. Brown (in Sari, 2017)

stated that reading is a mechanism of negotiating the meaning of a word or sentence. The reader brings a set of schemes for understanding it, and what is taken is the product of that interaction. So, by reading, the reader will understand the meaning of a text.

In the world of education, teaching literacy is not easy. Teachers must understand the character of students in understanding a passage. Teachers should choose the right medium and techniques to deliver the message in the text to students. It may be complicated because students are not familiar with English text, especially when answering reading comprehension questions. According to Khand (2004), reading comprehension is an essential skill to be learned by the pupils. Pressley and Birsch (in Gilakjani & Sabouri, 2016) said that the ability to deduce meaning from what is read is known as reading comprehension. Reading comprehension refers to the ability of readers to comprehend the context of the text they are reading. Comprehension relates to the final results. It is related to language content such as words' meaning, how the words' meaning is linked together, and word sequence. Tompkins (in Gilakjani & Sabouri, 2016) stated that comprehension is a creative process that hinges on phonology (the way sounds are organized), syntax (the way words are arranged in a sentence), semantics (literal meaning of a sentence), and pragmatics (intended meaning of a speaker). Reading comprehension will make the reader be an efficient reader. But the problem is, students often feel bored when reading text in printed books. They are hard to understand the meaning of the text. If so, it will be difficult for students to answer the questions given. That is what causes them to have low motivation to read.

As one of the text type taught in high school, narrative text appears to have longer words compare to others. The students often feel bored and cannot understand the text. Moreover, the students have no motivation to join the class and learn the text. Consequently, the teacher should be selective in choosing the appropriate learning medium to reach the learning objectives. One of the ways of teaching narrative text using medium is through animated video. Brown, Lewis, and Harclerod (in Khalidiyah, 2015) defined it as a set of films prepared through the image that creates the fiction of movement when projected. Animation has a visual strength that can help to improve the comprehension of abstract concepts among students. This medium is expected to assist students in comprehending the complicated or abstract information in the story. With technology development, it is easy to serve this medium on learning and teaching activities.

Based on the explanation above, the previous studies about animated video in learning reading of narrative text did not focus on the implementation and student responses after being taught with the medium, whether they were

bored or not. As a result, the researcher will concentrate on teachers' performance and students' responses in the teaching and learning process.

The following are the research questions of this study:

1. How is the implementation of reading comprehension in the narrative text by using animated video?
2. How is the animated video helps to enhance students' reading comprehension in the narrative text?
3. How is students' perception toward reading comprehension in the narrative text by using animated video?

METHOD

This study is a descriptive study with a qualitative approach. Qualitative research involves data collection techniques that provide open-ended, non-numerical data, which is then analyzed using a non-statistical process (Dornyei, 2007). In this study, the researcher uses observation and interviews to answer the research problems above. The observations' results were used to answer the first and second questions, and the interviews' results were used to answer the third question.

The researcher chooses MAN Sidoarjo because this senior high school uses creative mediums such as video and digital pictures to teach the narrative text. This school is also often used as a place for research with topics similar to this research. Moreover, the teacher and students are also familiar with this medium.

The participants of this study were an English teacher of X MIA 5 of MAN Sidoarjo and ten students. The researcher used the purposive sampling technique because not all students were involved in this study.

The researcher uses two instruments as the data collection technique. Cresswell (in Handayani, 2020) mentioned that instruments needed to provide information on what was happening through the study. The researcher used two instruments in this research, observation, and interview. The researcher observed the teaching activity, and in the last collecting data, the researcher interviewed the students to get more information about this research. The interview consisted of some questions.

On Monday, March 15th, 2021, the observation and interview took place. During teaching and learning activities, the researcher was present in the classroom. The researcher observes the teaching and learning process. Observations' results are used to answer research questions number 1 and 2. After that, the researcher interviewed ten students to get more information about their responses about the animated video to teach reading comprehension in narrative text. The interview section

was conducted in the Whatsapp application by using voice notes. The interview consists of 10 questions.

To interpret the results, the researcher explains the teaching and learning activities gained from the observation. The researcher then transcribes the interview that is documented in written form. Then, draw a conclusion depending on the study's findings.

RESULTS AND DISCUSSION

The implementation of teaching reading comprehension in narrative text by using animated video

This section focuses on using animated video as a medium to teach reading comprehension in narrative text. The data from the implementation of teaching reading narrative text using animated videos were collected using observation guidance. The teacher shows an animated video about folklore from an area in Indonesia and gives a text containing the same story. After that, the teacher provides some reading comprehension questions to students to answer based on the video. When the activity occurs, the researcher joins the meeting on one of the platforms, *Google Meet*, to observe the activities.

The researcher conducted the observation on Monday, March 15th, 2021, in X MIA 5. The teacher said that learning during the pandemic was shortened to 45 minutes only (if using *Google Meet* or *Zoom Meeting*). The teacher greeted the class and prayed before starting the lesson. After that, the teacher checks student attendance and calls several students who have not joined the meeting. Then, the teacher captures all attendees in the discussion. After all of the students are joining in the forum, the teacher starts the lesson.

To shorten the time, the teacher immediately explains the narrative text without reviewing the previous material. To help the students understand, the teacher asked leading questions. The teacher asked about the definition of narrative text, and some students answered the question based on their understanding. It is used to check students' background knowledge.

After that, the teacher immediately explains the definition of the narrative text to make the students understood the narrative text. The teacher also explains the general structure of the narrative text. After that, the teacher explained the language features and gave the example of narrative text.

The teacher told a long tale about Sangkuriang, a West Java folklore. According to the teacher, the text was difficult to understand because it was too long, and students feel bored because they must read from PDF files. Then the teacher played an animated video entitled Sangkuriang to help students comprehend the story.

Figure 3. The animated video entitled Sangkuriang



Source: <https://www.youtube.com/watch?v=UevAVGp84aU&t=34s>

The students answered their task with their own opinion. Some of them also discussed the questions to get the correct answer. After that, the teacher asks students to deliver their work. Some of the students seemed enthusiastic in answering questions and scrambling to answer because only eight questions were available. However, some students have an incorrect answers. But, they understood the story. The teacher gave motivation for them without frightening them.

Based on the activities above, the researcher concluded that the teacher presented the subject straightforwardly. It makes students interested and participate actively during teaching and learning activities. When the teacher asked some questions to determine the students' background knowledge, it helps them memorize the material well.

The medium used is also enjoyable. The students were very enthusiastic about watching the animated video that the teacher played. Some of them who turn on the camera also look happy. The results of their task proved it. Almost all of them can answer the questions. It is excellent. All of the teachers' activities in the meeting was appropriate with the students' need. The material is relevant to the learning objectives and in line with the students' needs. The technique engages the students to be active in the class and gives every student chance to deliver their opinion. The method also can make the students comprehend the story without difficulty. The most important thing is when the teacher gave feedback and motivation to students in post activities. It makes students more confident to deliver their opinion. They are also not afraid to answer questions wrongly (not shy) but will discuss with their friends to get the correct answer.

There are three parts in the teacher's activities, such as pre-reading, whilst reading, and post-reading. In the pre-reading, the teacher checks the students' background knowledge, explains the narrative text, the general structure, and the language features. The last, the teacher

gives an example. The teacher plays an animated video about the narrative story and provides some questions on the whilst reading activity. The duration of the video is about 8 minutes. After watching to the video, the students answered the question orally based on the story. The teacher asked the students to write down the discussion results and collect them after the discussion. Post-reading is the last part of the teacher's activity. The teacher only tests the students' reading comprehension by discussing the material. At the end of the lesson, the teacher also motivates the pupils.

This finding was supported by the study conducted by Samat and Aziz (2020), Khalidiyah (2015), and Handayani et al. (2020). Thus, this finding supports the theories as stated by Canning (in Pelani, 2016), in an audio-visual context, video is the selection and sequence of messages. The graphic effect used in the video will make it easier for audiences to receive the meaning.

The use of animated video to enhance students' reading comprehension in narrative text

There are three stages: pre-reading, whilst-reading, and post-reading. The teacher asked eight questions to check students' comprehension of the story after watching the video (whilst reading). The questions are given in PDF form, but it is considered ineffective if students are asked to write down their answers. So, the teacher decided to show the questions on the meeting screen, and the students are asked to answer orally and write down the results of the discussion.

All present students can answer correctly except about Dayang Sumbi stoping Sangkuriang's tactics to deceive her. After that, a student said that she wants to try to answer the question, but she is not sure that her answer is correct. The teacher asked her, "why are you not sure of your answer?". The student said that she was not sure of her answer because she did not know how to say "*jin*" in English. She said that she forgot how the "*jin*" was told in the video because the video only played once. The teacher then gave the correct answer and instructed the students to collect the discussion results that they had written down.

The finding was in line with the study conducted by Sari (2017). The animated video facilitates students in achieving a great score and achieving good reading comprehension. Animated video can make the students enjoy the lesson, comprehend the text, and get the message from the story supported by the audio-visual medium.

Students' perceptions toward reading comprehension in narrative text by using animated video

To support the data about students' perceptions of reading comprehension of narrative text using animated video, the researcher interviewed ten students from X IPA 5. The

interview consists of ten questions designed to elicit student opinions or perceptions.

The students' interviews showed that the students are interested and enjoy the animated video to help them comprehend the text. All of the students were very energetic with the animated video used in the class—almost all of the students answered with good responses that the medium interested them. The majority of the students enjoy the learning process.

Videos can attract students' attention and present language more naturally than in textbooks (Ismaili, 2013). Some of them said that the animated video helps them to visualize the content of the text. According to a study conducted by Alwehaibi and Aziz (2020), multimedia will solve all reading comprehension problems by allowing students to visualize the details provided in the text. Teachers should be selective in choosing learning videos. The teacher also can upload a video by herself and students can access it quickly and free.

CONCLUSION

Since the teacher and students' tasks were well-coordinated, using animated video as a medium to teach reading comprehension in a narrative text was a success. Teachers explain the material easily and it is understandable. The material is in line with the student's needs and learning objectives. The medium is fascinating and motivates students to participate in class. The reading class that is usually bored turned into a comfortable place for students. They enjoy the whole activity. The animation is good and helps the students visualize the abstract information from the e-book. The students not only learn reading but also listening and vocabulary. They consistently pay attention to the story so that they can answer all of the reading comprehension questions. The teacher also never gets angry when students answer questions incorrectly. The teacher always motivates them to be more pay attention to the story to get the correct answer. So, the students enjoy the class.

The use of animated video to enhance students' reading comprehension in narrative text showed a positive results. Animated video is a valuable medium to improve students' reading comprehension in narrative text. The animated video provides moving, colorful pictures, subtitles, and audio to help students comprehend the text. As a result, the students can answer the question correctly and get a good score in this chapter.

The students' perceptions of the implementation of animated video as a medium to teach reading comprehension in the narrative text are positive. The students enjoy the class. The medium helps them understand the storylines easily, and it can help them answer the reading comprehension questions quickly. It

means that animated video can help the teacher to enhance students reading comprehension in narrative text. If the teacher uses animated video in class to teach and learn English, the students support it. It may be a mode of transportation for them to comprehend better the language they are reading. The use of this medium could help students understand the narrative text better.

Suggestion

The teacher

Concerning the students' difficulties in comprehending the content of the narrative story, the researcher suggests that:

1. The teacher can utilize animated video to teach English, especially when teaching reading comprehension in narrative text. The long narrative story is boring for students, but the students can enjoy the storylines using animated videos. They can visualize the abstract information that they got from the book.
2. The teacher must be selective in choosing the suitable animated video for the students. Avoid a long video and complex words. The teacher should share the video before starting the class but remember to choose a video with a small size because it affects device storage.
3. The teacher may modify the animated video to keep the students interested in reading. If the animated video keeps the same for a long time, the students can get bored.

The future researcher

If the future researcher wants to study the same topic, it is better to choose other kinds of more complicated texts than narrative text, such as explanation text or exposition text. The future researcher can modify this medium or technique to impact the English subject positively.

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