

The Effect of Animation Video on Junior High School Student Reading Comprehension

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Abstrak

Dalam penelitian ini berjudul “Pengaruh Video Animasi Terhadap Pemahaman Membaca Siswa SMP”. Tujuan dari penelitian ini untuk mengetahui pengaruh video animasi terhadap pemahaman membaca teks naratif siswa sekolah menengah pertama. Penelitian ini merupakan penelitian quasi eksperimen dengan pre-test dan post-test. Partisipan dalam penelitian ini adalah 63 siswa, 32 untuk kelompok eksperimen dan 31 untuk kelompok kontrol siswa kelas 8 SMP. Kelas ini dipilih berdasarkan guru yang memberikan kelas dengan kompetensi yang sama dengan nilai-nilai keseharian siswanya. Hasil penelitian ini menunjukkan bahwa ada perbedaan yang signifikan antara siswa sebelum dan sesudah perlakuan. Kesimpulannya, video animasi sebagai media pembelajaran untuk pembelajaran membaca pemahaman dan materi teks narasi memiliki dampak positif.

Kata kunci: Video animasi, membaca, pemahaman membaca, and teks narrative

Abstract

In this research entitled “The Effect of Animation Video on Junior High School Student Reading Comprehension.” the goal of this research to investigate the effect of animation videos on junior high school students’ reading comprehension of narrative text. This research was quasi-experimental design with pre-test and post-test. The participants in this study were 63 students, 32 for the experimental group and 31 for the control group of 8th grade students in junior high school. This class chose based on the teachers who provide classes with the same competence as the daily values of their students. The result of this study showed that there were significant differences between students before and after treatment. In conclusion, video animation as a learning medium for learning reading comprehension and narrative text material has a positive impact.

Keywords: Video animation, reading, reading comprehension, and narrative text

INTRODUCTION

Reading is an essential part of life. Reading has several advantages, including better brain performance, knowledge expansion, and memory sharpening. Reading, according to experts, is crucial and has a very favorable influence on people. Suyana (2019) defines reading as an activity that involves numerous actions, including physical and cognitive ones. In addition, Sari (2020), said that reading comprehension reconstructs the reader's knowledge, instructing the reader to critically interpret and analyze each part of the text to understand the actual reading content. It is also stated that it is an activity that includes Reading habits that can improve student performance. According to Calet (2019), reading is one of the most crucial cross-cutting abilities for success in school and in society.

Based on the text above reading is very important to students. According to Nurkamto (2000), as referenced by Juhaendi (2013), most Indonesian institutions, particularly middle schools, employ tactics that make pupils passive learners. Furthermore, using educational media to deliver teaching materials to students has been less effective. Some people are still confused when it comes to finding the right pedagogy and media to teach.

According to Hanifah Khalidiyah (2015), the media often employed in the learning process at this time are simply tools or media available in schools such as Maps, Atlases, or Globes. As a result, teachers must state that the media is either less effective or unsuitable for use as teaching materials. This syndrome makes English learning dull, lowers students' willingness to study, and results in learning outcomes in English classrooms that fall short of expectations. Learning may be applied utilizing technical improvements such as computers or online media as science and technology evolve.

Furthermore, Sadiman et al. (2008, p. 9) note that the use of audio-visual aids such as animated video works as a medium transmits the message or information in the research using a computer and the internet has benefits over other media. Students are intended to be motivated to read, grasp ideas, and enhance learning outcomes by watching animated movies.

Animation videos can be an interesting medium and material to help students to comprehend reading text, especially narrative text. It is because the animation video uses vibrant visuals, moving pictures, and a script to tell one of the narrative text stories (Brown et. al,1977). It is considered as one of the reading comprehension media

that can help pupils pay attention and absorb narrative material as what Munawaroh (2019) says that after seeing an animation video about the issue, students grew interested in narrative text.

Within the last eight years, several research have conducted about animation video as media in English Language Teaching (ELT): for teaching listening (Rohma & Putri, 2021; Arzaqi, 2018), for teaching writing (Anggraeny & Fahri, 2015; Syafi'I, 2017; Sari, et al., 2021), for teaching vocabulary (Febrianto & Ririn, 2015; Kholid et al., 2020; Munawir et al., 2022), for teaching reading (Khalidiyah, 2015; Munawaroh, 2019; Anggraini, 2021; Sari, 2021), for teaching speaking (Nuryati, 2016; Kurniati, 2016; Burhanudin, 2018), for teaching pronunciation (Rahmawati & Ratmanida, 2020) From all previous studies, it is obvious that the theme under teaching English by using animated video for teaching reading is still limited.

In previous studies, researchers have explored the effectiveness of using animated videos to enhance students' reading skills and their perception of this method. For instance, Hanifah Khalidiyah (2015) conducted research that assessed the efficacy of animated videos in improving students' reading skills. The study utilized a quasi-experimental approach with pre-and post-tests, focusing on descriptive texts aligned with the 2013 curriculum. Similarly, Sari (2021) conducted an experimental study involving eighth-grade students and descriptive texts.

Another study by Munawaroh (2019) aimed to address the question of whether animated videos could enhance students' reading skills in understanding language features, extracting detailed information, and grasping moral values in narrative texts within a classroom setting. The research adopted a classroom action research design, although it lacked information about the research site and participants. Additionally, Lulu Hasna Anggraini (2021) collected data through observations and interviews at X MIA 5 MAN Sidoarjo using qualitative techniques. Her findings indicated that the utilization of animated videos improved students' reading comprehension of narrative texts by facilitating their identification of story elements and their ability to answer comprehension questions.

Considering the existing body of research, most studies have focused on the use of animation media to enhance students' reading comprehension, particularly with descriptive texts. Furthermore, these studies primarily employed a quasi-experimental research design and involved senior high school students as participants. Notably, no research has specifically examined the effects of using video animation on reading comprehension for junior high school students in the context of narrative texts. Consequently, this study aims to investigate the

impact of animation videos on junior high school students' reading comprehension of narrative texts.

According to the research problems that are explained above, this is the research questions that answered in this study:

Research Questions:

Is there an effect of animation video on junior high school students' reading comprehension of narrative text?

METHOD

A quasi-experimental research with quantitative approach was employed in this investigation. According to Sugiyono (2010, p. 114), despite the presence of a control group in this design, researchers do not have complete control over external variables that influence the experiment. The cause is manipulable and happens prior to the assessment of the consequence in quasi-experiments, as describe by William et al., (2002). This shows that in experimental research, there are two groups: the experimental group and the control group.

An experimental research technique is a study approach that may be use to look for treatment impact on anything against the other under uncontrol settings. The researcher employs a quasi-experimental research design in the experimental design. Participants in quasi-experiments are assign to groups, but not at random. This is because the experimenter cannot construct groups for the experiment intentionally.

The experimental group receive an effect or a special treatment, but the control group receive neither. A non-equivalent control group design was utilizing in this study (pre-test and post-test). This sort of design is widely employing in research by picking classes that are predict to be in the same state/condition as the group (Taniredja & Mustafidah, 2011, p. 56).

This research conducted at SMPN 35 Surabaya. This location was chosen because the class's features, such as the presence of speakers and projectors, are very well support. This location also supports learning using online media, so it is very suitable for conducting research using the medium of animation video to increase junior high school students' reading comprehension. Teaching conditions in schools usually use books and blackboards for learning reading. This research last for approximately a month, the number of participants in this study was 63 students, 32 for the experimental group and 31 for the control group. The participant is from teachers who provide classes with the same competence as the daily values of their students. The participants of this research are students in grade 8 in two classes, class control has 31 students and experimental has 32 students.

In this study, the data are the result of pre-test, post-test, and the result of classroom observation. This data was

taken based on the scores of the two groups to see the effect of the narrative text learning method using animated video media and students who did not use animated media. The researcher utilizes the observation checklist in this section to oversee the teaching process.

A pre-test and a post-test were employed in this study. This form of strategy is commonly utilized in trials using existing courses as a group, with classes chosen that are likely to be in the same situation/condition (Taniredja & Mustafidah, 2011, p. 56).

The researcher establishes a control (Group A) and an experimental (Group B) class. Both groups were given a pre-test and a post-test, but only group B got therapy. The following groups were used as experimental and control groups: As a control group, the first group got a pre-test, did not use the animated film as teaching material, and was also given a post-test. As an experimental group, the second group completed a pre-test, used an animated film as teaching material, and completed a post-test.

According to the language above, both courses had a pre-test, but the difference is in the therapy provided. In the experimental lesson, an animated video was used as a teaching medium. It acts as therapy for the students during the learning process. In contrast, the control group did not use animated movies as instructional materials. Following the administration of both medications to both classes, a post-test was given to assess the success of the treatment.

The techniques for obtaining data on student scores are as follows:

1. Making preparation: The researcher prepares the materials, media, pre-test, post-test instruments, and observation checklist.
2. Conducting pre-test: The pre-test is administered by the researcher before the treatment application. It is performed to obtain data on students' reading comprehension of narrative text.
3. Treatment: For two encounters, the researcher provided two meetings of treatment for the experimental class. This treatment used collaboratively strategy with teacher, teacher as a teacher of class, the researcher as an observer. The treatment is related to teaching and learning process by using animation video in reading narrative text. For another class, students learned reading narrative by using pictures instead of animation video. Furthermore, the teacher carried out the treatment and the researcher only observed. Teaching using animated videos in this study was carried out according to the plans of the researchers and also the teacher.
4. Post-test: The post-test is administered by the researcher after the treatment application. It is performed to obtain data on students' reading comprehension of narrative text.
5. Observation: The researcher observed the process of treatment by using observation checklist.

The obtained data analyzed by following the procedures below:

1. Calculating the result of pre and post-test by using t-test statistical form of SPSSv25. The data got from two classes: experimental and control class
2. Classifying the data using a table to distinguish the results of the pre-test and also post-test of the experimental and control classes.
3. Comparing the result of the pre-test and post-test from the experimental and control classes
4. Making conclusions to see the effect on reading comprehension using video animation media in narrative text.

RESULTS AND DISCUSSION

This investigation was carried out in three stages. There was a pre-test, two treatments, and a post-test. In order to determine the impact of the used animation video, the researcher identified several results, including: the score of students before the treatments, the score of students after the treatments, the differences between students' pre-test and post-test scores, and the differences between students (for more information, see attachment 6). The researcher provided the test that was administered before and after the students completed the learning procedure. This test was administered to both the control and experimental groups. The materials and lesson plans were determined by the researcher prior to the activity. The experimental class utilized Animation Video, whereas the control class used a PowerPoint presentation with narrative text. Furthermore, the researcher in this study was merely an observer and an English teacher who taught in both the experimental and control courses.

There was no significant difference in the four variables studied by researchers for the control group (for further information, see attachment 6). The researcher employed traditional tactics such as visuals and text solely; pupils appeared bored since they just read and memorized as usual. It can be noticed that there is a monotonous activity in the classroom that might cause kids to become sleepy rapidly. This makes matter absorption tough for them.

For the experimental class, in the first meeting the researcher entered the classroom with the English teacher. Learning begins with greetings, praying, and giving an introduction which causes students to feel curious to know the next step of the teaching and learning process. After that, the researcher introduced himself to the students and explained the purpose of the researcher being there. Then the researcher distributed pre-test questions to students with the teacher's approval and gave students 30 minutes to work on the pre-test. When the students were working on the pre-test, the researcher prepared to use the animated

video. After finishing the students working on the pre-test questions, they continued to provide treatment to students.

During the pre-activity, the teacher brainstormed with the kids about what they would learn. Using PPT, the teacher delivered content about narrative text throughout the while exercise. Following an explanation of the narrative material by the teacher, the lesson is followed with an animated film on the Bawang Putih and Bawang Merah. Students are ecstatic to view the animation since they are rarely exposed to content utilized in animated media like this. Following that, the teacher urged the students to watch the animated film and notice what they don't understand, what interests them, and what bothers them. The teacher then asked the students what they learned from the animated film in the following exercise. The teacher then read material from the animated animation that refers to narrative text. Later in the post-activity, the teacher should examine and clarify complicated topics, stimulate discussion, and explain and assign follow-up assignments, regardless of whether they are included in the student's text and associated instructional video material. Finally, the teacher and students addressed the issues of language and culture given in the film in small groups, supported with exercises to work on grammar or vocabulary chosen from the language and structures used in the video.

The second meeting began with students being greeted and introduced, which piqued their interest in the subsequent learning process. During the pre-activity, the teacher brainstormed with the kids about what they would learn. During the while exercise, the researcher exhibited an animated film called The Legend of Banyuwangi and asked each student to grasp the tale. Students loved viewing an animated film on Banyuwangi's tale. Following that, the researcher invited students to discuss the information they had viewed, particularly any language or other concepts that they may not have comprehended. The teacher also requested students to state and describe what narrative text is, how it is structured, and what tenses are utilized in narrative text. The researcher also played the film numerous times so that students could better learn and comprehend the animated video's content. The teacher then evaluated, encouraged debate, and described the major substance of the film to students in the post-activity. The teacher and students then debate the language and cultural topics provided in the film before explaining the grammar or vocabulary of the animated video. Finally, when the teaching and learning activities were completed, the researcher gave the students post-test questions to work on again to see the influence of reading comprehension abilities utilizing animated video medium.

This study aims to determine the effect of animated videos on the reading comprehension ability of class VIII students of SMP Negeri 35 Surabaya for the 2022/2023 academic year. The total sample for the control class is 31 students and the sample for the experimental class is 32 students. The research instrument is a test. The pre-test consists of 15 multiple-choice questions with four options a, b, c, and d, followed by 15 multiple-choice questions with four options a, b, c, and d. The pre-test was previously done on May 23rd, 2023 for class VIII F as the experimental class and May 22nd, 2023 for class VIII E as the control class. Before beginning treatment, the student was given a pre-test to determine his or her reading comprehension skills. After two encounters with animated videos, the researcher administered a post-test to the sample. The post-test for the experimental class was held on May 30th, 2023, and the control class on May 25th, 2023. A post-test was administered to the pupils to determine their reading comprehension skills following therapy.

Figure 1
Experimental Pre-test & Post-test (Indicator 1)

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Indicator 1	Pre-test Explicit - Post-test Explicit	-6.458750	8.715239	1.540651	-9.600929	-3.316571	-4.19292	31	.000

Table 3.2

Based on the table, regarding the t-test (paired sample t-test) above, it shows that there is a significant difference between the pre-test and post-test results. To see the table value, it is based on the degrees of freedom (df), whose magnitude is N-1, namely 32-1 = 31. The dk value = 31 at a significant level of 5% obtained in table = 1,696. Based on the results of the t-test analysis (paired sample t-test), it can be obtained that count is greater than table, namely -4.192 < 1,696 and Sig. (2-tailed) = 0.000 < 0.05. After the paired sample t-test was carried out, the researcher concluded that the alternative hypothesis (Ha) which was stated in Indicator 1 was accepted, that there was a significant increase in students' English Proficiency after using Animated video.

Figure 2
 Experimental Pre-test & Post-test (Indicator 2)

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Indicator 2	Pre-test Implicit - Post-test Implicit	-3.541250	4.141733	.732162	-5.034504	-2.047996	-4.83737	31	.000

Table 3.4

Based on the table, regarding the t-test (paired sample t-test) above, it shows that there is a significant difference between the pre-test and post-test results. To see the table value, it is based on the degrees of freedom (df), whose magnitude is N-1, namely $32-1 = 31$. The dk value = 31 at a significant level of 5% obtained in table = 1,696. Based on the results of the t-test analysis (paired sample t-test), it can be obtained that count is greater than table, namely $-4.837 < 1,696$ and $\text{Sig. (2-tailed)} = 0.000 < 0.05$. After the paired sample t-test was carried out, the researcher concluded that the alternative hypothesis (Ha) which was stated in Indicator 2 was accepted, that there was a significant increase in students' English Proficiency after using Animated video.

Figure 3
 Experimental Pre-test & Post-test (Indicator 3)

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Indicator 3	Pre-test Meaning Word - Post-test Meaning Word	-1.875312	3.484715	.616016	-3.131686	-.618939	-3.044	31	.005

Table 3.6

Based on the table, regarding the t-test (paired sample t-test) above, it shows that there is a significant difference between the pre-test and post-test results. To see the table value, it is based on the degrees of freedom (df), whose magnitude is N-1, namely $32-1 = 31$. The dk value = 31 at a significant level of 5% obtained in table = 1,696. Based on the results of the t-test analysis (paired sample t-test), it can be obtained that count is greater than table, namely $-3.044 < 1,696$ and $\text{Sig. (2-tailed)} = 0.005 < 0.05$. After the paired sample t-test was carried out, the researcher concluded that the alternative hypothesis (Ha) which was stated in Indicator 3 was accepted, that there was a significant increase in students' English Proficiency after using Animated video.

Figure 4
 Experimental Pre-test & Post-test (Indicator 4)

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Indicator 4	Pre-test Detail Information - Post-test Detail Information	-1.250625	2.645040	.467581	-2.204264	-.296986	-2.67575	31	.012

Table 3.8

Based on the table, regarding the t-test (paired sample t-test) above, it shows that there is a significant difference between the pre-test and post-test results. To see the table value, it is based on the degrees of freedom (df), whose magnitude is N-1, namely $32-1 = 31$. The dk value = 31 at a significant level of 5% obtained in table = 1,696. Based on the results of the t-test analysis (paired sample t-test), it can be obtained that count is greater than table, namely $-2.675 < 1,696$ and $\text{Sig. (2-tailed)} = 0.012 < 0.05$. After the paired sample t-test was carried out, the researcher concluded that the alternative hypothesis (Ha) which was stated in Indicator 4 was accepted, that there was a significant increase in students' English Proficiency after using Animated video.

The purpose of this study is to see how animated movies affect junior high school students' reading comprehension of narrative texts. Reading tests (pre-test and post-test) and observation checklists were utilized to collect the necessary data.

The researcher finds that the use of animated video media in students' reading comprehension can improve several indicators in aspects of assessing reading comprehension including "getting explicit information from a text" (Indicator 1), on indicator 1 experienced a significant increase based on, for indicator getting explicit information from a text the mean value of learning outcomes in the pre-test 44.1622 smaller than post-test 50.6209. Furthermore, the average value between the pre-test and post-test has a difference of 6,4 points. While "Getting implicit information from a text" (Indicator 2), on indicator 2 experienced a significant increase based on, for indicator getting implicit information from a text the mean value of learning outcomes in the pre-test 12.9159 smaller than post-test 16.4572. Furthermore, the average value between the pre-test and post-test has a difference of 3,5 points. while "Identify meaning word" (Indicator 3), on indicator 3 experienced a significant increase based on, for indicator identify meaning word the mean value of learning outcomes in the pre-test 17.0825 smaller than post-test 18.9578. Furthermore, the average value between the pre-test and post-test has a difference of 1,8 points. while "Identify detail information" (Indicator 4), on Indicator 4 experienced a significant increase based on, for indicator Identify detail information the mean value of learning outcomes in the pre-test 5.4194 smaller than post-test 6.6700. Furthermore, the average value between the pre-test and post-test has a difference of 1,2 points. Meanwhile, it can be concluded that media video animation as a treatment in English reading comprehension has a significant effect on students' reading abilities. According to Ahmad Munawir et al., (2022), the media has a significant impact on the teaching and learning process. Media play important functions and have evolved into essential components of teaching and learning (Bronack, 2011; Buckingham, 2017). It is thought that media can help students acquire information, skills, attitudes, and concepts. It has been established that media may generate a learning and teaching environment that benefits teachers and students (Radu, 2014; Hasbi et al., 2022). In this study, the researcher uses animated video as can reading comprehension material.

The hook for the reading exercise was reading a fascinating, well-written material (Poedjiastutie et al., 2018). Furthermore, Harmer (2015) claims that video allows students to not only hear but also visualize the language in order to improve understanding. The film includes motions and expressions that assist pupils to comprehend it more deeply. Furthermore, because students would be able to listen and observe what is happening at the same time, they would gain more knowledge. Then, one of the media that is suited for the facility in the class is an animated video. The animated

film mixes moving graphics and audio, which is an efficient way for pupils to absorb the text. Furthermore, reading the content helps pupils improve their reading skills and pronunciation. Animated movies can provide aural and visual assistance to students. It indicates that animated films may be used to teach reading comprehension.

Based on the given description, we may conclude that pupils' reading skills increased in the experimental class. An animated video might be a good example since it encourages pupils to copy what they see and hear. Animated movies may also be used to entertain students during the learning process, encouraging them to engage more actively in class. Furthermore, studying using videos provides repetition, which is essential in learning English. The animated videos may ignite the attention and curiosity of children. As a result, students pay more attention to learning activities and take an active role in the teaching and learning process.

CONCLUSION

In conclusion, video animation as a learning medium for learning reading comprehension and narrative text material has a positive impact. The results show that in the experimental there is an increase in the pre-test to post-test results, while several reading indicators include "getting explicit information from a text" (Indicator 1), "Getting implicit information from a text" (Indicator 2), "Identify meaning word" (Indicator 3), "Identify detailed information" (Indicator 4), experienced a positive increase. This is because students with animated video media are more motivated and more easily understand the material provided during this treatment so the results obtained increase from pre-test to post-test.

Suggestions for teachers as educators, in the digital era 4.0 the researchers hope that teachers were use media that is more fun and motivates students to accept the material that were presented. In addition, teachers are expected to be able to provide more content about video animations that can help students improve their students' reading comprehension skills.

Suggestions for further research, the researcher hopes that for the selection of research subjects, try to have the same standard of competence in order to be able to see significant differences in results for the media used to be the treatment. Furthermore, researchers also hope that the content that were delivered more varied. for example, the scope of narrative stories can be taken not only locally, but can be taken from other countries.

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