

## **Designing Animation Videos of Narrative Texts as Supplementary Reading Material**

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### **Abstract**

This study aimed to design and develop animation videos of narrative texts as supplementary material for the tenth-grade students of SMA N 9 Pontianak. Narrative texts are commonly extensive, which causes students to experience boredom and struggle while learning materials. This study emphasizes the needs of students who lack interest when reading narrative texts in English. Students require a tool that will assist them in understanding the narrative texts. This issue may be solved through the development of an animated video. However, the study only focused on the design and development of the animation video. This development research involved four phases: identifying needs, exploring needs, contextual realization, and production of materials. The subject of this study is the tenth-grade students of SMA N 9 Pontianak and the English Teacher as the evaluator. Three folklores of West Kalimantan have been developed into animated videos in this study, such as Bujang Nadi and Dare Nandung, The Crying Stone, and The Greedy Fisherman. The final product of this research was conceptualized for a group discussion, allowing students to participate actively in class activities. The findings revealed that the developed animation videos of narrative texts meet 90 percent criteria for supplementary reading material by the evaluator. Considering that the video is available on YouTube, it can be utilized in various educational settings as it covers the topic.

### **Keywords**

Animation Video, Narrative Text, Supplementary Material

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## INTRODUCTION

The English language is spread all over the world in almost all fields, such as science, engineering and technology, medicine, trade and commerce, scientific research, education, tourism, internet, banking, business, advertising, film industry, transportation, pharmacy, and a few more (Rao, 2019). Therefore, due to its importance, it is necessary for someone, especially students, to understand English through listening, speaking, writing, or reading, as it provides access to world trading information (Munawaroh, 2019).

Improving English proficiency can be accomplished through various methods, such as reading. Reading is a highly effective and accessible means of gaining knowledge, although it can pose challenges for some ESL students. Ting (2018) supports that reading skills are critical to English learning, as they enhance vocabulary and contribute to developing other skills.

Reading motivation is an essential factor that stimulates students to read and comprehend a text (Ahmadi, 2018). In other words, students with minimal motivation in reading will have low reading comprehension and learning outcomes. During the researcher's teaching practice at SMAN 9 Pontianak, it was observed that students exhibited less interest in traditional textbooks when learning narrative text. This was evident from their behavior, as they provided minimal feedback to their teachers when asked to read materials from books.

Additionally, animated videos can make language learning more engaging for teachers and students by providing context and humor, resulting in a more effective language model (Jawa et al., 2022). Media plays a crucial role in the process of reading and understanding texts. With advancements in technology, numerous media are available for learning to read. In today's era, it is essential to make reading media appealing and engaging to students, especially when reading English (Fauziah & Nasrullah, 2023).

As cited in AL-Madani (2021), implementing reading media-based programs can increase students' interest in reading by providing convenient and accessible content. English language learning can significantly improve by selecting appropriate videos, using them at the right time and place, and applying effective video techniques (Amalia, 2017). Fatimah & Santiana (2017) also argue that using technology to teach can improve student engagement, while traditional media often disinterests learners. In contrast, students engaged in video analysis reading activities showed more enthusiasm and participation.

Animation videos can be a helpful tool in improving students' reading abilities. Electronic learning materials that incorporate animation have been shown to capture students' interest and expand their vocabulary. Vagg et al. (2020) also stated that multimedia combines various media types on a digital platform, such as sound, text, animation, video, and art. It is versatile and can be used for educational movies and advanced technology. Multimedia is a powerful tool for communication and can enhance digital content.

Using video animation as a teaching aid has been discussed in various studies. Alif et al. (2019) discovered that Videoscribe, a tool for creating grammar teaching videos, demonstrated video animation as an effective method to enhance English grammar comprehension among students. This was followed by Fernanda et al. (2019), who found that media, specifically animation videos, can aid in simplifying students' comprehension of a text. The findings indicate that utilizing animated videos to teach reading comprehension remarkably enhanced all student comprehension aspects, such as the main idea, specific information, context, conclusion, and vocabulary.

In a recent study by Anggraini (2021), a qualitative approach was employed to investigate the effectiveness of using animated videos as a teaching tool for reading comprehension in narrative text. The study showed that the learning process became more engaging and interactive, resulting in better student outcomes.

As previous researchers have already studied video animations with positive results, yet none of it developed the video itself based on students' overview and behaviour in the classroom, the researcher was interested in designing an affordable and accessible supplementary reading material for narrative text. Moreover, Buehring & Vittachi (2020) state that the diverse media platforms have made it highly convenient for individuals to access extensive content. Hence, the developed animation videos of narrative texts can be accessed easily on YouTube. It supports the teacher to use the developed video of this research as additional reading material for the read-out-loud activity. This research was proposed to find out how the design of video animation for narrative text is as supplementary reading material.

## **LITERATURE REVIEW**

### **Reading Skills**

Experts define reading as the ability to read and interpret meaning from different texts (Tadros, 2014). Reading is an active and intricate process involving understanding written text, developing and interpreting meaning, and using meaning appropriately concerning the type of text, purpose, and situation (Fabrizio et al., 2013). Kusuma (2016) further emphasizes that reading is crucial in education as it provides context, stimulating students' prior knowledge.

Additionally, Syafrizal et al. (2019) argue that reading is the skill of recognizing words and comprehending written material, and (Mufida & Nabhan, 2023) stated that reading is vital for students to comprehend text before exchanging ideas. From this definition, reading is an activity that draws meaning and pleasure from the text's words, giving readers a sense of accomplishment.

The goal of all readers is to understand what they read. Many students struggle with reading comprehension and face obstacles, such as difficulty identifying the main topic, understanding the meaning of words, and recognizing critical ideas in a text (Nadea et al., 2021). Therefore, to comprehend the content of a text, students may need to utilize a range of exciting reading techniques.

## **Video Animation as Multimedia Material**

According to Almarabeh et al. (2015), multimedia can improve the learning process by making it more goal-oriented, participative, flexible in terms of time and location, unaffected by distance, and optimized for individual learning styles. Collaboration between teachers and students can also be enhanced through multimedia. According to Hapsari et al. (2019), animated videos can serve as an alternative learning tool to overcome the limitations of traditional textbooks and other visual aids.

According to Guan et al. (2018), good multimedia material has two essential characteristics: visualization and concreteness. Visualization is the ability of multimedia material to provide a new teaching environment to overcome the drawbacks of traditional teaching and tedious ways. At the same time, concreteness is the ability of multimedia material to influence students' interest in learning. Consequently, by considering these characteristics, the material might be able to motivate students to learn English and enhance their skills. Later, it can help students by making a boring class more fascinating and allowing students to study English more effectively.

The utilization of video animation as learning material might have an impact on language skills when it comes to language learning. It is supported by Salam et al. (2018), who stated that implementing video in the learning process can stimulate needs and interests, motivate and encourage learning activities, and even psychologically impact students.

## **The Nature of Narrative Text**

Multiple sentences can be combined to form paragraphs, and multiple paragraphs can be combined to form different types of texts, such as narrative, report, and recount texts. Narrative texts, which aim to captivate and entertain readers or listeners, are the most common type of text found in Indonesian students' textbooks (Lubis, 2016). It is similar to Toolan (2016), who states that a narrative is a text that provides the reader with a picture or visualizing the story.

In this research, the focus of the narrative text is folklore. According to (Barella, 2020), using local content in education can enhance student engagement and motivation. Local materials offer relatable knowledge and connections to students' daily lives, making the learning experience more enjoyable. The animated video provides one of the text narratives with colorful images, moving pictures, and a script Nurizmawati et al. (2015).

In other words, it is crucial to design educational materials that include aspects of the student's native language and culture or, at the very least, provide opportunities for recognition and utilization alongside English. Moreover, designing materials that cater to the learners' requirements can enable the selection of texts and exercises that align with their skill level. It is purposed to ensure the students are appropriately challenged and experience sufficient accomplishment (Howard & Major, 2004).

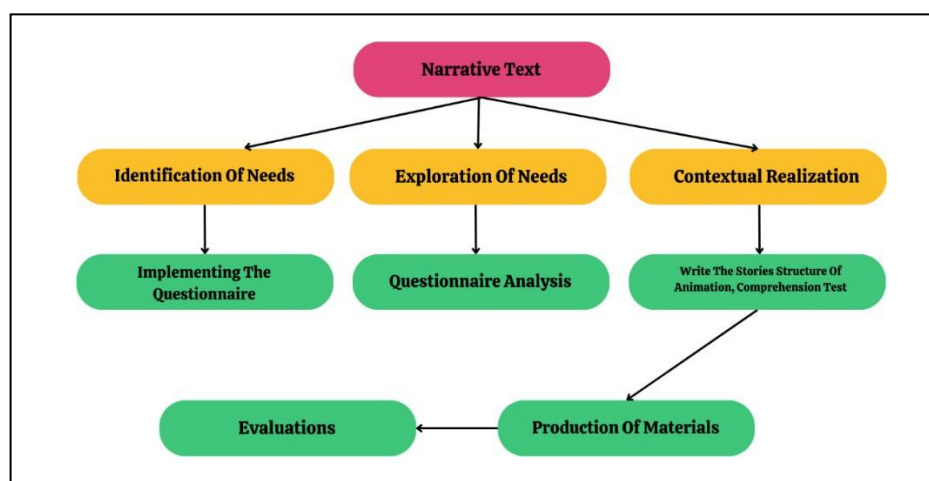
Extensive research on various theories and subjects related to narrative text and reading comprehension has led this research to explore creating supplementary reading materials in animated videos. The objective is to offer students an engaging and

immersive learning experience while enabling teachers to conduct interactive classroom activities that enhance their students' reading comprehension skills.

## RESEARCH METHOD

This research utilized the research and development approach outlined by Richey et al. (2003), which follows the Jolly and Bolitho framework for product development as presented by (Tomlinson Brian, 2011). Development research involves designing, developing, and evaluating instructional programs with the processes and products required to meet the criteria of internal consistency and effectiveness (Ibrahim, 2016).

However, this research is carried out in four design phases, which include identifying the need for materials, exploring the need, realizing the contextual materials, and producing the materials. Moreover, to evaluate this product, the writer conducted an internal evaluation checklist as the final product assessment. Therefore, the adapted step of this research can be seen in the following chart:



**Figure 1. The framework for Designing Animation Videos of Narrative Texts**

In the first phase of this research, the researcher identified needs by distributing a questionnaire to tenth-grade students at SMA N 9 Pontianak. This primary data collection helped the researcher understand students' needs. Once the researcher clearly understood the concept, the researcher elaborated on the product's expectations. This involved planning strategies, methods, design, and the product's overall concept. Finally, the researcher began producing the material after the concepts were established. The researcher generated the content, selected and developed supporting media, and prepared it for internal evaluation.

The object of this research is video animations. This research used a questionnaire and an internal evaluation checklist as techniques for data collection. The data analysis technique used in this research is descriptive quantitative, by conducting a thorough questionnaire analysis and calculating internal evaluation standards. The participants were the tenth-grade students of SMA N 9 Pontianak and the English teacher as the evaluator. The tool of basic observation is an open-ended questionnaire. The content of

questionnaire was about students' preference for animation, student's motivation in reading, and students' knowledge of local folklore. The purpose of conducting a needs analysis is to identify what students require to ensure the design and development of the learning materials are optimal. Therefore, the questionnaire result will be explained using a word description and as a basis for data to decide how the reading materials were designed to fulfill students' needs.

As well as the internal evaluation checklist, the result will show clear evidence of the practicality and effectiveness of the video animation developed in this research. The internal evaluation provides four rating scales of assessment, which the evaluator will use to assess each indicator or question, adjusting the scale either to a low or even high score under the product. The calculation of the result is using Likert scale and adapted formula by Walker (2013) below to get the final score to measure the quality of the product as teaching reading material.

$$P = \frac{\text{result score}}{\text{amount of point} \times \text{amount of category}} \times 100$$

*P* = Percentage

Table 1. The Criteria of Assessment

| No       | Qualification   |
|----------|-----------------|
| 0%-25%   | Poor            |
| 26-50%   | Poor to Average |
| 51%-75%  | Average         |
| 76&-100% | Very Good       |

## FINDINGS AND DISCUSSION

The identification of needs was made as the first phase of this research. The questionnaire was given to the grade X IPA 1 students of SMA N 9 Pontianak, consisting of 34 students. The content of the questionnaire was about students' preferences for animation, students' motivation in reading, and students' knowledge of local folklore. The exploration of need was conducted as the second phase of this research. This phase aims to comprehensively understand the intended subject matter for the animation and establish a clear objective for the final product.

Table 1. Result of Questionnaire

| Aspect          | Statement                                                  | Most Mentioned Words                              |
|-----------------|------------------------------------------------------------|---------------------------------------------------|
| Students' needs | What do you know about narrative text?                     | 1. Entertaining<br>2. Story                       |
|                 | What is your opinion about reading a textbook from school? | 1. Unattractive<br>2. Unpleasant<br>3. Monotonous |

|                   |                                                                                  |                                                                        |
|-------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Video preferences | Do you prefer reading from a textbook or using electronic devices?               | 1. Electronic                                                          |
|                   | Could you clarify how the animation video could enhance your reading experience? | 1. Eye-Catching<br>2. Imaginative<br>3. Repeatable                     |
|                   | What aspects of reading English text do you find challenging?                    | 1. Being Focused<br>2. The Length<br>3. No Subtitle                    |
|                   | Can you suggest folklore that would be suitable for an animated adaptation?      | 1. Bujang Nadi and Dare Nandong<br>2. Batu Menangis<br>3. Sungai Kawat |
|                   | Mention an animation reference that you find interesting                         | 1. Kok Bisa?<br>2. Upin Ipin<br>3. Santoon tv                          |
|                   | What application do you often use to gather information for learning purposes?   | 1. Youtube<br>2. U-Dictionary<br>3. Google                             |
|                   | What types of animation do you prefer?                                           | 1. Simple Modern Cartoon                                               |

The researcher has provided five questions, as seen in Table 1, to identify the student's needs for supporting their learning, particularly in reading comprehension. The findings of the students' needs aspect were that students have understood what the narrative text is about. Students prefer using electronic devices, and animation videos made it easier for students to access learning materials while providing imaginative and repeatable reading materials. This may help students engage with the material and increase their understanding.

Some have also expressed dissatisfaction with the standard school textbooks, citing a lack of contextual support for students during their reading. In some cases, a lack of exciting visuals or imagery has been noted to contribute to disengagement and boredom. It appears that students are encountering difficulties with maintaining their focus on the text, particularly when it consists mainly of narrative passages comprising multiple paragraphs. Moreover, the data shows that students' lack of enjoyment when reading English activities contributes to their inattentiveness toward the context or material.

To be more specific, the researcher also includes questions about video preferences. According to the data in Table 1, the researcher has chosen to create three animated videos based on the most commonly mentioned folklore. Since students tend to be more attentive when animations include motion graphics, the researcher has decided to include motion graphics in the videos.

Based on this research, the researcher has chosen to use YouTube for accessing video animations because it is convenient and has a well-structured system that can improve learning effectiveness. To identify the themes of animation that appeal to students, the researcher asked a question about six different kinds of animation, ranging from traditional to modern and simple. Based on the results, it was determined that students are most drawn to modern, simple, and colorful animations. Supported by (Hanif, 2020), the application of motion graphic video media significantly improves students' cognitive achievement and learning outcomes. As a result, the researcher decided to create a video animation incorporating these preferences to engage students better.

The researcher successfully identified several significant elements in creating the story during the contextual analysis. These elements include the teacher's guide, the folklore, the object animation, the sounds used in the videos, and the overall theme of each video. To create the video, the researcher used Canva as the source for the items. The layout and color preferences were determined based on the results of a questionnaire completed by the students. Creating these animated videos primarily aimed to engage students in the reading activity. Subtitles were included to aid in their comprehension of the story material. The videos showcase contemporary animations and last for 5 minutes and 15 seconds. They feature a cover, teacher guide, main content, and comprehension test.

**Table 2. Result of the Internal Validation**

| <b>Video Title</b>           | <b>Total Score</b> | <b>Value</b> |
|------------------------------|--------------------|--------------|
| Bujang Nadi and Dare Nandung | 58                 | 90,6%        |
| The Crying Stone             | 55                 | 85,9%        |
| The Greedy Fisherman         | 60                 | 93,7%        |

After developing the animation videos, the researcher conducted an internal evaluation using a validation checklist to assess its final quality. This checklist helped to identify any necessary adjustments needed to meet the standards of excellence for the entire material. The researcher collaborated with an English teacher from SMA N 9 Pontianak as an evaluator for this research.

The results of the evaluated checklist showed that each video received a final percentage score above average. Specifically, Bujang Nadi and Dare Nandung received a score of 90.6%, Batu Menangis scored 85.9%, and The Greedy Fisherman video scored 93.7%. These scores fall within criterion number 4, which indicates excellent quality with a range of  $76\% \leq x \leq 100\%$ .

However, there is a significant limitation of this research that could be addressed. This research only focused on the design and development of the animation video. The results and findings of the developed video are based on the evaluator's study and observation of the video itself. In terms of improvement, the evaluator gave some suggestions about the video: to pay attention to the object motion and to simplify the video opening to gain students' interest in watching the video.



## CONCLUSION

The research resulted in the creation of three animated videos based on narrative texts. Each video is 5 minutes and 15 seconds long, including an introduction, teacher guide, main story, and comprehension test. The material has been developed based on a thorough analysis of the student's needs. The videos primarily focus on the narrative, with subtitles and animated objects to complement the overall experience.

The narrative animation video support allows students to participate in a read-aloud activity, which helps the teacher engage students with the subject matter. Since modern technology has made it easier for students to access materials through their smartphones. In future research, other researchers may review and implement the video for further analysis and evaluation of the developed animation videos of this research. As the scope of this research is limited to a specific narrative text, other researchers can propose another video for a broader subject topic and objective for their study.

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