USING ANIMATED VIDEO TO TEACH NARRATIVE TEXT: A CASE STUDY IN AN INDONESIAN SECONDARY SCHOOL

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Abstract:
Recently, there has been an increase in the use of multimedia resources in learning methods to bring more understanding and curiosity to the students. From the many forms of multimedia, videos in the form of animations are attractive because the narratives and visuals developed in them are dynamic. These enable the learners to easily study and make the complicated texts of narrative material more interesting. The current research at SMAN 15 Surabaya was carried out with 11th-grade students and aimed to find out the advantages, disadvantages, and effectiveness of teaching using animated videos when teaching narrative texts. Data collection in the research was implemented in the form of a qualitative approach. The interviewer had taken observations from the teacher with the help of interviews in structural form, which included an in-depth discussion of experiences, strategies, and observations performed by the teacher. Meanwhile, the feedback from the 11th-grade students of SMAN 15 Surabaya was given using Google Forms, which had qualitative questions in order to obtain their level of engagement and comprehension of narrative texts, as well as personal preferences. The approach gives a clear insight into the perceptions and practical use of animated video as an instructional tool.

Keywords: *Animated Videos, Narrative Text, Students Engagement*

1. INTRODUCTION

As the integration of technology has been immense in enhancing teaching and learning processes in today's dynamic and rapidly changing educational environment, video, being a part of multimedia technologies, has recently found its widespread acceptance across schools worldwide. While teachers work on making their classes more interactive and participative, video aids present students with a more comprehensive view of a topic. Mayer (2009) believes that the integration of several methods in teaching will enhance knowledge and retention and help students with different learning styles. Such a multimodal approach not only captures the students' interest but helps them learn complex subjects, especially in the language arts, where narrations are central.

Story, character, place, and subject are the important parts of narrative texts that are interrelated and intertwined in language learning. Under different circumstances, it is traditionally taught to put more emphasis on reading narrative texts and creating conversations, but this may tend to make the students uninterested and fail to understand the underlying implications of the stories. The visual and auditory components in animated movies can enhance comprehension and retention of information. A student could learn even the main components of narrative through videos through the dynamic illustration of storylines

Engagement and motivation are the two most integral constituents of effective learning among 11th-grade students who practically reach an important crossroads in their education. The traditional classroom very often fails to catch the attention of all students, which turns the learning process into a passive one. An animated video offers

a much more engaging interactive atmosphere in inviting active participation in more profound analysis of that video content. The potential of embedding technology into the educational context of Indonesia is unique. The more digital information students get exposed to outside the classroom, the more it makes a teacher pressured to shift practices to meet changed expectations. In this context, using animated videos in teaching narratives provides the teacher with the ability to combine approaches with the interests and technical abilities of students, which may have a positive outcome on the educational results in general.

The present study will investigate the effectiveness of animated videos in teaching narrative texts to grade 11 students in order to establish whether such videos are effective in enhancing students' understanding of the key elements in narrative texts, as opposed to traditional approaches. Moreover, the extent to which video influences students' engagement and motivation has yet to be seen. The present article tries to realize in detail the impact of these animated videos in improving narrative text comprehension and engagement within the secondary school context, considering teachers' and students' opinions.

1.1 Narrative Text

Narrative text is a text that aims to attract the attention of readers or listeners in an entertaining way, so it could be said that this is one of the most widely used genres of text in all student textbooks in Indonesia (Lubis, 2006). It is also very important for learning purposes, besides entertainment, as it actively engages students' comprehension and retention of receiving information. According to Toolan (2016), in a narrative text which is one kind of text, it can be seen that there is a development of the story which will be viewed by the readers. This visualization experience is so important because it can make students take some points of view and emotions toward something and connect themselves with what they are studying. The imagination of events and characters in the story allows students to remember some important points and the main theme of the narrative.

In addition, Bruner (2016) observes the significance of the narratives to people's experiences and gives reasons why schools teach the practice of storytelling. Such a structure is useful to the students as it enables them to not only understand their own experiences but other people's experiences. In this situation, students comprehend culture and history and learn how to be narrators of their live events. These stories therefore enrich their language, giving them the capability and the desire to speak. Besides, the relevance of the narrative text in the process of learning could properly link the cultural background of students to the academic subjects being taught. It makes learning more contextualized and appropriate for the learners.

At the very least, educational materials should have an aspect of the local culture relevant to the language of instruction, which is the English language in this scenario. Howard and Major (2004) assert that when materials are provided to meet the needs of students based on their selection criteria, there is an added advantage in that teachers can make a selection of texts and activities tailored to a certain degree of ability. The individualization of the lesson plan may be carried out by using stories from the cultural

background of a particular group of students. By putting these principles into practice when developing teaching materials, an appropriate level of difficulty and achievement is better ensured, thus making the process of learning more enjoyable. With the inclusion of narrative texts in curriculum planning, opportunities for collaborative learning become available. This approach invites the students to develop different levels of understanding and motivates them to consider different standpoints. Students can create role-playing activities or group projects on cultural narratives to stimulate creativity and teamwork.

1.2 Animated Videos

Animated videos have been adopted, especially in education, since they manage to increase the interest and involvement of students in complex subjects. Animated videos are considered digital and comprise pictures, animation and sound. Animated videos ensure that all learners get access to learning material in a way that is comfortable for them. It has been researched that these animated videos help in a better understanding as well as retention of the information being presented. Multimedia learning, as defined by Mayer (2009), assists in understanding through the use of passive visual techniques and, at the same time, sounds, which enable students to gain an understanding of subjects with complex detail, especially the literature, which also requires emotion and context.

Animation videos have the potential to make the teaching of narratives more interactive because they give life to stories and allow students to visualize the plot better. However, reliance on technology could hinder deeper understanding and critical thinking that may be obtained through more personalized interactions. Teachers often face the problem of appropriately selecting videos and dealing with some kind of technical problems that can disrupt the lesson flow. While videos are quite helpful, they must not displace the human contact and stimulating discussion that traditional teaching methods do. As the use of technology increases in education, balancing it with the personal touch, which really makes learning take place and promotes the ability to delve deeper into the concepts taught, is very important.

1.3 Student Engagement

Student involvement in the learning process for effective learning includes emotions, cognitions, and behaviors in activities related to education. In various studies, engagement is proved to be related to higher academic results and enhanced motivation. Fredricks, Blumenfeld, and Paris (2004) assert that student involvement is not related to mere participation in academic work. It gives special importance to the development of learners' engagement in every activity related to learning. After all, it influences students' approaches to learning and their learning outcomes. The more engaged learners become, the more autonomous they will be in their learning and more willing to undertake challenges by adopting problem-oriented approaches to learning. Hence, teachers must seek ways to increase student engagement in lessons.

The practicality of animation in the classroom has been shown to significantly boost the level of active involvement of students in the learning process due to the practice of multimedia materials. Huang and Liaw (2018) go further in-depth analysis by suggesting that enhancing visual images creates a window of hope and warmth to the eye of the students to the level where they wish to learn to create such beautiful images, hence making the learning process active. In particular, animated videos combine visual imagery and speech, such as narrative, addressing several types of learners and making it easier for all learners to learn. In support of the above findings, Yusuf and Ibrahim (2024) found out that students who watched animations during the class were more engaged and interested in the lessons than those who were only taught using traditional methods. The combining of story and images in animated video aids in preserving not only sight and hearing individuals but also those who have difficulties with boring traditional texts. Animated movies are used when teaching narrative texts that have been targeted to enhance student participation. They effectively elaborate on primary components of narratives like characters, setting, plot, and emotional components of the story. As opined by Nguyen and Tran (2023), such movies bring out the stories in a way that incorporates the emotional appeal and cultural context of the story, which leads to enhanced understanding and involvement. Animated movies fully engage the students as pictures of the topic are created in their minds; thus, comprehension of abstract ideas is made simpler and integrated into learning.

While the effective engagement of students is imperative for a learning session, there is one thing that needs to be considered that does not always come through an animated video. Such videos are helping some students understand, but they cannot replace a deeper appreciation and critical thinking resulting from directly engaging oneself with the materials. As technology becomes increasingly more integrated with education, let us forget neither the meaning of face-to-face interaction nor that of open discussion. The most meaningful learning is when students actively share their ideas and collaborate in an open discussion group.

2. METHOD

The research study makes use of a qualitative case study design to explore the use and application of animated videos for teaching narrative text in SMAN 15 Surabaya from February to May 2024. This particular method allows a detailed 'thick' description of the experiences and views of the participants, especially the teachers and the students, and the various facets thereof (Yin, 2018; Stake, 1995). This also includes a structured interview of an English teacher concerning their use of animated video in lessons and teaching methods. This qualitative design details how animated videos help learners and help shed some light on how students feel and what they want (Merriam, 2009; Creswell & Poth, 2018). Finally, the study focuses on how additional knowledge on the implementation of using animated videos in teaching narrative texts can improve the outlook for teaching practices in the future.

The focus of this research was the teacher and the students who belong to SMAN 15 Surabaya. The researcher interviewed a teacher who had successfully incorporated

animated video into her lessons on narrative text, discussing her experiences and how she uses multimedia in the teaching process. This interview enriched the research mostly in terms of pedagogical practices and the use of multimedia within the classroom. With regard to the student part, the data were drawn from 37 students of class XI-A3. These students were selected by the teacher because of their level of engagement in class and their experience with the use of technology. These students also filled out a Google Form that sought to understand how they felt about using videos in learning English and it specifically targeted using animated videos to learn narrative texts.

In this qualitative case study, methods such as prepared questionnaires and interview protocols were utilized in order to explore in depth the application of animated movies in the teaching of narrative texts in SMAN 15 Surabaya. Teachers who taught a course using animated movies were subjected to structured interviews, which yielded a lot of information on their pedagogical approaches and the challenges they faced in integrating animated movies into the lesson. Additionally, students were also provided with questionnaires, the aim of which was to highlight their experiences, how engaged they were, and how effective the animated movies were in helping them understand the narrative texts. When this method of collecting data was used, there was an in-depth understanding of the experiences of the students, which helped strongly support the findings.

This research adopts a qualitative case study method to analyze the data gathered from structured interviews and questionnaires disseminated among teachers and students at SMAN 15 Surabaya. The data set includes teachers' attitudes toward animated movies in teaching narrative texts and students' awareness, experiences, and preferences regarding this mode of learning. This approach employs thematic analysis to address sector-specific qualitative data, including behavioral and affective responses among students regarding animated movies in the learning of narrative texts.

In the first phase, the qualitative data from teacher interviews was extenuated in order to identify common issues relating to the merits of teaching, challenges, and observable reactions from students. At the same time, student questionnaire responses were categorized in order to analyze levels of understanding and participation. The students' responses with respect to both traditional and animated movie method teaching technologies were assessed and analyzed with the use of descriptive statistics, which included frequency distribution, percentages, and averages. To enrich the qualitative statistics, diagrams such as pie charts displaying students' interactions, likes, and comprehension levels on animated movies and traditional learning method aids in teaching narrative text had to be prepared.

3. FINDING AND DISCUSSION

An investigation into student attitudes toward the use of animated movies for learning narrative forms revealed that students, in general, accepted the integration of animated movies in the classroom. The outcome of every single collected data indicates
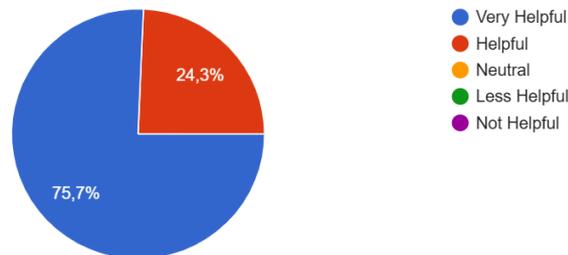
that a more significant percentage of students find it appropriate to use videos in learning narrative texts.

Diagram 3.1

Did the video help you understand the story in the narrative text?

37 jawaban

Salin diagram

- Very Helpful
- Helpful
- Neutral
- Less Helpful
- Not Helpful

24,3%

75,7%

This qualitative analysis showed that interpreting and engaging with narrative texts through animated movies indicates that many students are feeling helpful to understand the narrative stories that appear in the video. All the respondents complained about their experience with video-based learning, highlighting that the content enhances the visual/ audio aspect of the videos, making them easier to understand. This means that using video-based learning materials does indeed provide a way to motivate and increase students' interest in studying more.

Further, many of the students realized that the movies gave them a much better view of the texts they were reading. In the visual depiction of the story with its characters and plot, they were able to get a better grip on pivotal elements such as the setting, conflict, and character development in the narrative text. As a result, such a video learning experience for this present study was explained to the respondents as a way to enhance class participation since students became more eager to raise questions and share their opinions regarding stories they watched. This, therefore, implies that such facilities are likely to encourage a setting that is more interactive as well as collaborative learning.

Diagram 3.2

Do you feel more interested in learning narrative text using videos?

37 jawaban

Salin diagram

- Very interested
- Interested
- Less interested
- Not interested

43,2%

56,8%
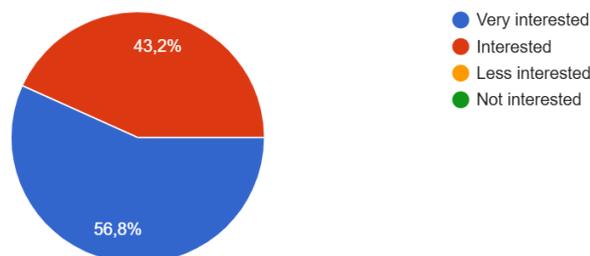
Qualitative information obtained from the students' comments about their interest in learning narrative text through video revealed that most students are more interested in learning when video learning media are introduced. Many students showed that the appealing visual images contained in the video made the information more interesting and closer to their lives, and besides that, it enhanced their interest in learning. The students even thought that such kinds of animated movies were a "welcome relief" from some of the more mundane learning strategies, which helped them pay more attention to the learning they were studying. Also, the increased interest in using video as a learning tool indicates that this can act as a bridge between the nondescriptive text material, which tends to be a bore for most students, and their love towards their digital devices. They claimed that animated movies enhance learning since the learning is in more real-world contexts, and students are able to appreciate the contents, such as the characters, stories, and settings of narrative texts. The learning process through video is taken as more interesting because students are able to see pictures of what has been narrated, and this can help them know more about different parts of the story

Discussion

The analysis of the effect of using animated video on the learning of narrative texts among grade 11 students of SMAN 15 Surabaya brought out some major themes. Data collected through interviews with the school's English teachers and answers from a Google Form questionnaire were organized and addressed under the themes of benefits, preferences, and interests.

A. Benefits

Statistics have shown that video-based learning greatly enhances students' ability to understand narrative texts. Most respondents reported that movies gave them a broader view of the story since they can easily present character development, setting, and conflict. The visualization of the abstract nature of narrative content through animated video enhances clear comprehension. For example, when students watch an animated movie version of a narrative book, sometimes some scenes and characters come alive on screen, adding to the emotional situation and context not provided by written material alone. This multisensory methodology engages all levels of students, who might have different preferences and styles in learning. According to Mayer (2001), a multimedia learning environment that comprises both visual and aural components should increase learning preferences and get better-complicated ideas among students. Such multilevel processing not only enhances comprehension but also enables superior retention, as students are most likely to remember information that is being presented in an interesting way. Using video as a teaching tool empowers educators to tap into the power of storytelling in a way that resonates with today's visually oriented learners. Animated movies are simplifying complicated story ideas by mixing audio and visual aspects.

B. Preferences

Most students preferred video-based learning over traditional learning. Almost all the respondents claimed that the visual nature of videos made lectures more appealing and interesting, and because of this, it provided comfort in the classroom. With the usage of video in educational settings, the promotion of a more engaging learning atmosphere increases students' comfort and participation, according to Chuang

and Chen (2020). This ease helped the students discuss more openly; the students were not hesitant to ask questions or express opinions on the narrative content being viewed. The response by the English teacher confirms this since the general opinion is that video-based classes mean a collaborative classroom environment where the students can share and debate on story components.

C. Interest

The use of video media in education has also increased students' interest in reading narrative texts, making this process more interactive and even more participatory. Students reported that video learning not only secures their attention but the subject matter is perceived as more relevant and appealing to their interests as a means of engaging with the topic on a deeper level. This is because visual and auditory stimuli in videos will capture the attention of the students in ways that traditional, text-based learning methods often cannot do. Hsieh et al. (2021) verified that this content is able to greatly enhance student interest and engagement in academic subjects through the creation of an active learning environment that appeals to their senses and learning style. As most students reported, traditional or text-based approaches to narrative text tended to be repetitive and boring, disengaging and unenthusiastic. The video-based learning provided a new way of approach that was innovative and engaging; it gave real depictions of characters, places, and other narrative aspects that actually made the stories come alive. It is regarding this aspect that students can remember complex concepts and emotions by viewing the subject visually rather than just reading about it. This audiovisual technique lends depth to the topic but also allows students to retain information more effectively using key concepts with specific memorable scenes and sounds.

This would suggest that the increased interest in video-based learning might be evidence that adding videos could help bridge the gap between traditional literary material and the digital visually oriented preferences of today's students. Videos make the material more contemporary and real because they cater to the present-like experience that students have with digital media. Student response indicates that video allows them to enter a story more, whereby they become more participative with characters, stories, and settings than what could be possible with text alone. The use of video media in narrative classes can consequently become an effective method of turning students' ideas about literature into an exhilarating experience that not only enhances comprehension but also inspires a lifelong interest in reading and studying works of narrative.

4. CONCLUSION

Research findings into video use in teaching narrative texts indicate that video-based learning significantly increases the knowledge and involvement of students in learning. Students overwhelmingly preferred videos compared to conventional teaching methods, with most of them mentioning that the visuals incorporated in videos learning at once are interactive and exciting. Videos support students in learning important features of stories, such as setting, conflict, and character development. Since these videos combine both visual and audio inputs, they go a long way in simplifying complex narrative themes and, thus, are more accessible than traditional methods. This way, students can visualize the characters and storylines in their coursework, thus

increasing interest. Video based learning also promotes interaction among the students because they are willing to communicate as well as share information.

Video learning has to be proven to be collaborative, where learners are most likely to share their thoughts and create discussions with their opinions. Videos, in this respect, serve as instructional as well as discussion topics. This approach stirs students' curiosity and motivates them to make comments on the content of the story. The feedback provided by English language teachers when they use videos in their teaching shows better student interaction through active discussions and debates over narrative elements. With the addition of videos, learning links theoretical ideas to practice; therefore, students will be able to engage in deeper and more meaningful discussions.

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