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THE EFFECTIVENESS OF ANIMATED VIDEOS IN ENHANCING READING COMPREHENSION AMONG THE SEVENTH-GRADE STUDENTS

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Abstract

Reading comprehension involves understanding and interpreting text, which can be particularly difficult for learners of a foreign language. This study aimed to assess how effective animated videos are in enhancing the reading comprehension of seventh grade students. This study employed an experimental approach using a quasi-experimental design. The participants were from the VII A and VII B at a Private Junior High School in Jepara, consisting of 46 students. It involved two groups: an experimental group used animated videos to teach reading comprehension, and a control group did not use them. Both groups received a pre-test and post-test to measure reading comprehension of descriptive text, which consisted of 20 multiple-choice questions validated by two experts. The collected data were analyzed using SPSS 25.0. The resulting data analysis indicated a significant difference between both groups, where the experimental group achieved an average test score of 77.73, which was higher than control group with a score of 69.17. The statistical test showed a significant score (2-tailed) of 0.026 ($p < 0.05$). These results highlight the potential of animated videos as an effective instructional medium for enhancing students' reading comprehension of descriptive texts.

Keywords: *animated videos, reading comprehension, experimental research*

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Introduction

English has become increasingly important in education and daily life, and it is taught as a foreign language at all levels of schooling in Indonesia. There are four skills. One of the important ones is reading. Reading is regarded as an essential skill that students must learn and master in order to gain knowledge and to gather information (Sari, 2021). This skill is an important base that helps students develop other skills they learn in class. According to Situngkir et al. (2023), there are six benefits of reading, including increasing knowledge, reducing stress, improving creativity and memory, improving interaction skills, contributing to a better world, and developing analytical skills. Therefore, students must be able to comprehend and interpret reading materials to acquire knowledge

Despite its importance, reading comprehension remains a challenge for many EFL learners. Students often struggle with vocabulary, sentence meaning, and contextual understanding (Sari et al., 2020). Whereas in accordance with science and technology, learning can now be accomplished through using media or applications that support the process of teaching and learning. According to Pelani (2018) Multimedia serves as a helpful tool for educators in delivering lessons and enhancing students' understanding of the material. Therefore, teachers must be creative in finding appropriate, enjoyable and most successful media in teaching reading (Valaentina et al., 2024). One of the suitable media to be used in the classroom is animated video.

By integrating animated videos into classroom activities, teachers can combine visual and textual information, making it easier for students to comprehend text and reducing boredom (Khalidiyah, 2016; Sari et al., 2021). It can also make teachers and students easier to explain and to prevent boredom. By presenting words and concepts within animated video, students are more likely to grasp their meanings and apply them naturally. Animated videos also allow teachers to present concepts more effectively, while dynamic images and stories help students engage with the material. According to Hikmah (2021), improved students' analytical reasoning because it involves several senses, they are hearing, vision, and speaking; providing the students with tools to imagine events or processes and to generate actions in the real world; and make learning more interesting for students. Through video content, learners can observe facial expressions, body language, gestures, and other specific details related to objects described in the text.

Several studies have investigated thes use of animated videos in English language teaching, focusing on skills such as listening (Muzamir, 2021; Rohmah & Hakim, 2021), writing (Mazmurrini et al., 2023; Pratiwi et al., 2022), speaking (Burhanudin, 2018; Paradillah & Yunus, 2023). However, research focusing specifically on the use of animated videos for teaching reading comprehension of descriptive text remains limited.

In previous studies, researchers have explored the effectiveness of these animated videos on the reading comprehension of students. For instance, Utama (2024) conducted a study that evaluated whether animated videos affect junior high school students' reading comprehension. This study examines learning outcomes related to narrative texts by using a quasi-experimental approach that includes a pre-test and post-test. Findings indicated a positive impact on reading comprehension results of narrative text with animated videos as learning media. Similarly, Fernanda et al. (2019) conducted an experimental study that focused in narrative text and involved junior high school eighth-grade students. The results of this study revealed that animated videos helped enhance students' understanding of narrative texts.

Considering the existing research, most studies focus on the effects of animation videos to enhance students' reading comprehension, especially with narrative texts. Moreover, these studies were conducted with eighth-grade students at the level of Junior High School as participants. Consequently, the research objective was to examine the effectiveness of animated videos from Easy English YouTube Channel in improving reading comprehension among seventh grade students. In detailed, the animated videos contain descriptive text material on the topic of describing people, places, and things.

Research Methods

Research Design

This study utilized an experimental method by using a quasi-experimental design. This research aimed to examine how effective animated videos were in improving students' ability to comprehend descriptive texts after having received treatment. The research design was described as follows:

Table 1. Quasi experimental design

Group	Pre-Test	Treatment	Post-Test
a. Experimental	O1	X	O2
b. Control	O1		O2

Note:
O1: Pre-test for experimental and control classes
X : Treatment for experimental class
O2: Post-test for experimental and control classes
Taken from Creswell and Creswell (2018)

The researchers employed two groups as the samples in this study, which were an experimental class exposed to animated videos and a control group that received conventional instruction without them. Before and after the treatment, each of the two groups took a pre-test and a post-test. Before the treatment, the two groups were given a pretest to determine their beginning ability. The post- test was administered after the treatment to determine whether there was an enhancement in the learning process by using animated videos.

Participant

The population was the students of a Private Junior High School in Jepara. The researchers employed purposive sampling, a sampling technique in which participants were chosen according to certain standards relevant to the study's objectives. These classes were selected based on preliminary observations and teacher recommendations, which indicated that these classes had relatively low performance in reading comprehension. Thus, the sampling technique took two classes from class VII at a Private Junior High School. This sample consisted of a control group (Class VII A) and an experimental group (Class VII B). Each group was given both a pre-test and a post-test aimed at assessing their understanding of descriptive texts. The participants of this study consisted of 46 students, divided into 24 control classes and 22 experimental classes.

Research Instrument

This research employed a test as an instrument. This test was conducted to gather important insights into students' understanding of descriptive texts, both before and after the treatment. The treatment in this study used 3

animated videos from Easy English YouTube channel with the topic of describing people, place, and thing. It was conducted for 3 times. In the first meeting, students were given a pre-test and introduced to descriptive texts, including their generic structure and language features, and then presented with animated videos as learning material. In the second meeting, students were guided to watch another animated video and worked on comprehension exercises in groups, focusing on identifying the main ideas and specific details. In the third meeting, students practiced independently by watching a new animated video and answering comprehension questions individually. At the end of this session, a post-test was administered to both experimental and control groups to measure the improvement of their comprehension after the treatment. The reading text used in the treatment was a short descriptive paragraph adopted from an animated video of Easy English YouTube channel. The test included 20 multiple-choice items, which were validated by two validators.

Data Analysis

The pre-test was calculated for homogeneity using Levene's Test. The criteria were: If sig > 0.05, it means the variance was homogeneous. If sig < 0.05, it means the variance was not homogeneous. The normality criteria were as follows: If the significance value (Sig) was greater than 0.05, the data were assumed to follow a normal distribution. Conversely, if the significance was below 0.05, the data were considered not normally distributed. After that, a t-test was used to analyze the post-test results and determine whether the use of animated videos led to a statistically significant improvement ($p < 0.05$)

Results and Discussion

Results

This research was implemented in a Private Junior High School in Jepara. The subjects in this research were 46 students from grade 7, who were divided into control and experimental classes. The experimental group included 22 students who received instruction through animated videos, while for control group included 24 students who did not use animated videos. To gather the necessary data, the two groups were provided a pre-test and a post-test, which aimed to evaluate their comprehension of descriptive texts. The test instrument, which consisted of 20 multiple-choice questions focusing on reading comprehension of descriptive texts, was validated by two experts.

For the validation of the instruction test utilized in this study, the approval of an English teacher was also requested. Following the validation process, the approved instruments were administered as both pre-test and post-test to the two groups. Based on the pre-test results, the researchers gained the results of homogeneity and normality. These findings enabled the researchers to determine if the scores of the students before and after the treatment differed in a way that was statistically significant.

Table 2. The Homogeneity Pre-Test Result Between Experimental and Control Group

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Significance
Result	Based on Mean	0.082	1	44	0.776
	Based on Median	0.078	1	44	0.782
	Based on Median and with adjusted df	0.078	1	42.589	0.782
	Based on trimmed mean	0.082	1	44	0.776

Levene's Test was employed to assess the homogeneity of the pre-test scores, using a significance level greater than 0.05. As presented in Table 2, the pre-test significance score based on the mean was 0.776. Since this value is above 0.05, it confirms that the variance between the groups was homogeneous.

Table 2. The Normality Pre-Test Results Between Experimental And Controlled Groups

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Significance	Statistic	df	Significance
Experimental group	0.121	22	.200*	0.929	22	0.115
Controlled group	0.127	24	.200*	0.963	24	0.499

*. This is a lower bound of the true significance. a. Lilliefors Significance Correction

The Shapiro-Wilk and Kolmogorov-Smirnov tests were used in this study to determine normality, and were used for analysis with SPSS version 25. The normality pre-test results showed that both groups

achieved a significance score of 0.200. Because it was more than 0.05, the data was considered normally distributed.

Table 3. The Normality Post-Test Results Between Experimental And Control Groups

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Significance	Statistic	df	Significance
Experimental group	0,16	22	0,147	0.947	22	0.269
Control group	0.149	24	0.184	0.942	24	0.177

*. This is a lower bound of the true significance. a. Lilliefors Significance Correction

From Table 3, it was revealed that the significance of the normality test for the control group was 0.184, whereas the experimental group's was 0.147. Since both classes' significance levels are higher than 0.05, it could be inferred that the data were normally distributed.

Table 4. Average Post-Test Score Results

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Post-Test Experimental	22	77.73	9.351	1.994
	Post-Test Control	24	69.17	15.299	3.123

As shown in Table 4, the control group had an average score of 69.17, whereas the experimental group achieved a higher average score of 77.73. This indicated a mean score difference of 8.56 points, suggesting that students of an experimental group achieved greater average results compared to those in a control group.

Table 5. The Result Independent Samples Test of Post-Test

Independent Samples Test										
		Levene Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
						Sig(2-	Mean	Std. Error	Low	Upper
Result	Equal variances assumed	4.075	0.050	2.264	44	0.029	8.561	3.781	0.941	16.181
	Equal variances not			2.311	38.555	0.026	8.561	3.705	1.064	16.058

From Table 5, the Independent Samples post-test results showed that the significance score (2-tailed) 0.026 ($p < 0.05$) on equal variances not assumed. This indicates that the table demonstrated that the use of animated videos significantly enhanced seventh-grade students' reading comprehension.

Discussion

The findings demonstrated that animated videos significantly improved the reading comprehension of descriptive texts among seventh-grade students at a Private Junior High School in Jepara. The analysis revealed a statistically significant difference between experimental group that used animated videos and those in control group that did not use animated videos. This provides evidence that animated videos effectively enhance students' ability to comprehend descriptive text.

These results were in line with previous research showing that animated videos can improve reading comprehension skills. This finding supported the research of Hikmah (2021), who noted that animated videos improve students' analytical reasoning by engaging multiple senses including hearing, vision, and speaking. Animated videos in this study served as visual scaffolds that allowed students to connect visual content with textual information. Students can see a visual representation of the objects, people, or places described in the descriptive text, which helps students comprehend the reading's context and substance more easily. This was proven by the higher post-test results of the students who learned using animated videos compared to those who did not.

Utama (2024) stated that the effects of animation videos on the reading comprehension of junior high school students provide results that are in line with this study. The results showed that students who learned using animated videos had better reading comprehension compared to students who did not use animated videos. Although Utama's study focused on narrative texts, while this study focuses on descriptive texts, both show that dynamic visual media such as animated videos can help students visualize the information in a text, thus improving their comprehension. This is in line with Situngkir et al. (2023) confirmed that animated videos had a beneficial impact on the reading comprehension of seventh-grade students. They found that animated videos significantly improved students' reading comprehension by providing visual representations of text content.

Conclusion

Data analysis revealed significant results between both groups, with the experimental group achieving a mean post-test score of 77.73, which was higher than the control group, which scored 69.17. The t-test statistics for independent samples resulted in a significant score of 0.026 ($p < 0.05$), which confirmed how animated videos significantly improved students' comprehension of descriptive text.

This was in line with a previous study, which showed that animated videos can improve reading comprehension skills. Animated videos served as visual scaffolds that allowed students to connect visual content with textual information. Students were able to see visual representations of objects, people, or places described in descriptive text, which helps them to comprehend the context and content of the reading material. Based on this study, teachers could consider incorporating animated videos as instructional media in teaching reading comprehension, particularly for descriptive texts.

This study had several limitations, including a relatively small sample of 46 students taken from a Private Junior High School in Jepara. This limited sample size restricts the generalizability of the findings to larger populations or different educational contexts. Second, this study was conducted in a short time with only three treatment sessions, which might not have been enough to fully assess the long-term effects of using animated videos on students' reading comprehension. Future studies were encouraged to address these

limitations by investigating the long-term effects of using animated videos and include a larger number of participants. It is hoped that technology in education can continue to grow in improving students' interest, learning outcomes, and digital skills so they are better prepared for future challenges.

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