# ANIMATED VIDEOS AND STUDENT PERCEPTIONS: A NEW APPROACH TO NARRATIVE TEXT LEARNING

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| ARTICLE INFO | ABSTRACT |
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| | This study was motivated by the issue of students' low comprehension of narrative texts in English language learning, which is considered to be caused by the use of conventional learning media that are uninteresting and unsuitable for students' learning styles. Therefore, this study aims to explore and analyze students' perceptions of the use of alternative learning media, particularly animated videos, in improving their comprehension of narrative texts. The purpose of this study is to explore learners' perceptions of the use of animated videos as a medium for learning narrative text, as well as to identify the benefits and technical obstacles that arise during the learning process. This study used descriptive qualitative method with data collection techniques in the form of semi-structured interviews conducted with ten learners in one of the high schools in East Jakarta, with data analysis carried out thematically through the stages of data reduction, data presentation, and conclusion drawing. The results showed that the application of animated videos was able to increase learning motivation, interest in the material, and students' understanding of the structural elements of narrative text such as plot, character, and setting. In addition, the media also contributed to the improvement of English language skills, especially in the aspects of listening and speaking. However, some students faced technical obstacles, such as narration that was too fast and accents that were difficult to understand. This study contributes to the development of adaptive, engaging, and diverse learning styles-appropriate animated video-based English language learning, and provides empirical insights for future innovations in learning media.<br><br>*This is an open access article under the* <u>CC BY-SA</u> *license.* |

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## INTRODUCTION

English has developed into a very important international language in global communication because it acts as a link between countries and cultures around the world

(Pennycook, 2017; Crystal, 2004). This language is used in various sectors, such as trade, education, tourism, and diplomacy, so its mastery has become a very urgent need in the era of globalization. In Indonesia, English is made a compulsory subject at the secondary school level as a preparation for students to face competition in the world of education and employment at the international level. Therefore, students' ability to understand and apply English effectively becomes one of the benchmarks of the success of foreign language learning in schools (Young and Shishido, 2023).

One of the text types taught in English language learning at the secondary school level is narrative text. Narrative text is a text that aims to tell a story or event that has a certain structure, such as orientation, complication, resolution, and coda (Nystrand, 2023; Koilara et al., 2020). Learning narrative text, students are directed to recognize elements such as character, setting, conflict, and moral message contained in the story. Learning narrative text not only focuses on improving students' reading and writing skills, but also plays a role in developing imagination, creativity, and critical thinking skills in understanding the content and meaning of the story. Thus, narrative text also helps students in understanding the cultural and social values reflected in the story, so that learning becomes more meaningful and contextualized (Caine, 2020).

However, although narrative texts have great potential in improving students' language skills, current learning practices show that many students still experience difficulties in understanding the structure and content of narrative texts. This difficulty is often caused by limited vocabulary understanding, the complexity of narrative elements, and the lack of use of learning media that are interesting and suitable for students' learning styles. In this case, students' perceptions of the way the material is delivered play a very important role. Perception is an active construction process in which individuals construct meaning of the world through social and symbolic interactions, which take place directly and meaningfully between individuals and the environment, and can be understood as the way individuals, in this case students, perceive or assess the methods applied in the learning process (Craig, 2023; Gibson, 2014). As stated by Koskinen (2017) and Schunk et al. (2014) students' perceptions of learning have a direct influence on their level of motivation and engagement in the learning process. Conventional learning methods, which focus on the teacher's role as the centre of information, often result in low student participation. The delivery of material that only relies on text or lectures can make students feel bored and have difficulty in imagining or understanding the storyline and characters in the text, which ultimately has an impact on low learning outcomes.

To overcome these challenges, the application of technology in learning has become a growing solution. One interesting innovation is the use of animated videos as learning media. According to Baber (2020) and Mayer (2014), multimedia is a media that combines visual and auditory elements to convey information or stories in a more interesting and understandable way. The use of animated videos in learning has a number of advantages, including its ability to present material dynamically and interactively, so that it can attract students' attention and

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clarify the concepts taught (Aini et al., 2024). In the context of narrative text learning, animated videos can visually display the storyline, characters, and setting, which makes it easier for students to understand and remember the content of the story. In addition, animation allows setting the speed of presentation as well as repetition of material, which provides flexibility for students to learn according to their individual abilities and needs (Reed et al., 2022). This situation requires the integration of innovative and adaptive learning media that can meet the needs of diverse students and increase their engagement, especially in the post-pandemic digital learning era where students are more visually and technologically oriented. This suggests that animated videos can not only improve students' comprehension of narrative texts, but also potentially increase the effectiveness and appeal of learning itself.

A previous studies have indicated the effectiveness of using animated videos in learning contexts, especially in improving students' understanding of narrative texts. Animated videos play an important role in facilitating students' understanding of the fundamental elements in narrative, such as character, setting, and storyline, through a more visual and interesting presentation (Azhimia, 2023). Hayati Siregar (2021) also noted that the use of animated videos can attract students' attention and increase their motivation in understanding narrative texts by bringing the story to life in a dynamic and interactive way. Animated videos have a significant role in developing students' oral language skills, especially in providing examples of natural pronunciation and increasing their confidence in using English (Anggraini, 2021). While most of these studies emphasize the positive impact of animated videos on cognitive and affective aspects, there is still a lack of literature exploring students' perceptions of this medium as well as technical challenges that may arise during its implementation. This study seeks to fill that gap by offering new insights into how students experience and respond to the use of animated videos in narrative text learning, especially in terms of their motivation, comprehension and practical challenges they face. Therefore, this study aims to explore how students perceive the use of animated videos in narrative text learning, while identifying the potential and challenges that arise in its application, with a focus on improving students' motivation, comprehension and language skills.

This study aims to explore students' perceptions regarding the application of animated videos in learning narrative text in English subject. The main focus of this research is to investigate students' perceptions in learning narrative text using animated videos. In addition, the study also aimed to investigate the perceptions of students' motivation, interest, and understanding of learning, language skills, and dealing with technical obstacles in using animated videos. The findings are expected to provide recommendations for educators to integrate technology-based media in accordance with students' characteristics and needs.

## RESEARCH METHOD

This study applied descriptive qualitative method with the aim to investigate in depth learners' perceptions of the utilization of animated video media in learning narrative text in English subject. This approach allows the researcher to gain a comprehensive understanding

directly from the learners, by representing their motivations, engagement, and challenges through their own verbal expressions. The qualitative approach was chosen because it is considered capable of comprehensively revealing learners' subjective experiences and views on the integration of digital media in the learning process. The research design focuses on collecting narrative data supported by the presentation of information in the form of tables in order to obtain a complete representation of learners' responses to the use of animated videos as learning media.

The subjects in this study consisted of ten students from one of the English classes in a high school located in East Jakarta. The participants were selected through purposive sampling technique based on certain considerations, namely the high level of activeness and enthusiasm shown by the students during the learning process, especially in activities involving the use of animated videos. This technique was used to ensure the representation of informants relevant to the research focus. Data were obtained through semi-structured interviews designed to explore in depth the students' views and experiences in animation media-based learning.

As proposed by Miles et al. (2014) the data analysis procedure was conducted systematically through the stages of data reduction, data presentation, and conclusion drawing. Data analysis was conducted thematically to identify patterns and main themes that emerged from informants' narratives. With this approach, this research is expected to be able to present a holistic picture of the effectiveness of using animated videos in improving learners' understanding of narrative structures and elements in English texts, as well as provide a conceptual contribution to the development of digital media-based learning strategies that are in accordance with the characteristics and needs of students.

## RESULT AND DISCUSSION
### Results

This study applied a descriptive qualitative approach with data collection techniques through semi-structured interviews. A total of ten students were selected as participants using purposive sampling technique, to ensure that the informants involved have the capacity to provide in-depth information regarding their perceptions of the utilization of animated videos in learning narrative text writing skills. This selection technique was chosen strategically so that the data obtained had a high relevance to the focus of the study, namely the effectiveness of animated video media in supporting students' understanding of teaching materials. Data analysis procedures were carried out through three main stages, namely data reduction, data presentation, and conclusion drawing. Data obtained from interviews were analyzed using a thematic approach, by identifying recurring patterns of findings, categorizing them, and interpreting them to comprehensively describe students' understanding. This approach allowed for the presentation of in-depth qualitative descriptions of the impact of using animated videos on students' learning experiences, particularly in understanding the structure and content of narrative texts.

Given the limited face-to-face presence of students due to the Ied Fitr holiday, the interview process was conducted via telephone. The main purpose of conducting this interview was to obtain a more detailed explanation of students' views on the use of animated videos in learning activities. A total of nine questions focusing on aspects of students' perceptions were asked to each participant. All interviews were conducted in Bahasa Indonesia so that students felt more comfortable in expressing their views and experiences openly and in depth. Through this process, the researcher managed to obtain a number of significant findings related to students' perceptions of the utilization of animated videos in teaching narrative text. Through qualitative analysis of interview data from ten students, five main themes were identified, namely: (1) increasing students' motivation in learning, (2) increasing students' interest in learning, (3) improving students' understanding of narrative text, (4) improving students' language skills, and (5) facing technical constraints in the use of animated videos.

To find out the percentage of each statement put forward by students, researchers used the following formula:

Percentage = (Number of Students who State / Total Number of Students) × 100%

The percentage of student perceptions can be seen in Table I. which presents a summary of the findings.

Table 1. Students' Perceptions of Using Animated Videos in Learning Narrative Text

| No | Findings | Subject | | | | | | | | | | Total | % |
|----|----------|------|------|------|------|------|------|------|------|------|-------|-------|---|
| | | S 1 | S 2 | S 3 | S 4 | S 5 | S 6 | S 7 | S 8 | S 9 | S 10 | | |
| 1 | Increasing Students' Motivation in Learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 | 100% |
| 2 | Increasing Students' Interest in Learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 | 100% |
| 3 | Improving Students' Understanding of Narrative Text | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 | 100% |
| 4 | Improving Students' Language Skills | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | 9 | 90% |
| 5 | Facing Technical Constraints on the use of Animated Videos | ✓ | | | ✓ | | | ✓ | | ✓ | | 4 | 40% |

**Increasing Students' Motivation**

The data in Table 4.1 shows an increase in students' learning motivation after the application of animated videos in narrative text learning. The use of visual and auditory media such as animated videos proved to be able to create a more interesting and enjoyable learning atmosphere. The students showed positive responses to the learning delivered through this media. All participants or 100% stated that they felt more excited and enthusiastic in following the learning process. One participant said, *"When I first learned narrative text with the help of animated videos, I felt more excited. The animated video makes the story more vivid, interesting, and easy to understand because it is equipped with pictures, sounds, and character expressions" (S1).*

This finding indicates that media that are able to touch affective aspects, such as image visualization, sound elements, and character expressions, contribute to building students' emotional engagement during the learning process. A similar response also emerged from another participant who stated that, *"I feel more enthusiastic and excited when learning narrative text using animated videos. This is due to my personal interest in watching, which I find more enjoyable than reading text" (S4).* This statement shows the visual-auditory learning style preference of some students, which makes animation media more effective in delivering material, especially in narrative-based texts that are rich in imaginative elements.

**Increasing Students in Learning**

The use of animated videos successfully increased students' interest in learning narrative text. Based on Table 4.1, all participants or 100% reported that they found the learning process to be more fun, interactive and interesting compared to just reading long texts. All participants reported that they were more interested in learning because the form of storytelling through animation felt like watching a movie or cartoon. One participant revealed, *"The use of animated videos also makes me more interested in learning narrative text because the learning process becomes more fun, resembling the experience of watching a movie." (S1)* This finding shows that animated videos succeed in creating a more dynamic atmosphere in learning.

Similar statements were also made by other participants, who felt that animated videos increased their interest in learning narrative text. Another participant states, *"I feel more interested in learning narrative text when using animated videos, because the media is able to present learning in a more interesting way. I personally like watching more than reading long texts that feel monotonous." (S4)* This indicates that the visual and audiovisual elements in the animated video are able to attract students' attention and make them more engaged in learning. As explained in the students revealed that they felt more motivated and engaged when using animated media, which indicates that animation plays a big role in increasing students' affective engagement.

**Improving Students' Understanding of Narrative Text**

Based on Table 4.1, all participants or 100% stated that the application of animated videos in narrative text learning shows significant effectiveness in deepening students' understanding of the fundamental elements in the text, such as plot, character and setting. The visual and audio elements in the animated video provide a clear and concrete representation of the story content, which in turn facilitates students' understanding of the

text structure. As expressed by one participant, *"The animated video really helps me in understanding the storyline because I can directly see the flow of events that occur. In addition, the characters in the story become clearer and the visualization of the images supports my understanding of the setting and atmosphere of the story" (S5).* This statement illustrates that visual representation in animated videos provides a more detailed learning experience and allows students to more easily follow the complex structure of narrative texts.

Similar findings were also found in another participant who stated, *"Animated videos are very helpful in understanding the elements of narrative text such as storyline, characters, and setting. The video presents the story elements visually, making it easier for me to follow and understand the content of the story" (S3).* Thus, the combination of visual and narrative elements in animated videos proved to be effective in facilitating students' understanding of narrative text, as well as accelerating the processing of the information conveyed, which supports a deeper understanding of the teaching material.

**Improving Students' Language Skills**

The majority of participants showed a positive perception of the effect of the animated video on the development of English language skills. Based on the data in Table 4.1, 9 out of 10 participants reported improvements in listening, speaking and reading skills. Most participants stated that they became more accustomed to hearing the correct pronunciation of words, understanding intonation in sentences, and imitating verbal and nonverbal expressions used in animated videos. One participant stated, *"In terms of language skills, I think my listening and speaking skills have improved. This is due to the dialog in the animated video which helps me understand how to pronounce words and phrases in English" (S2).*

Similar statements were also expressed by other participants who observed a significant improvement in listening skills and imitation of pronunciation. *"The use of animated videos has a significant impact on my English language skills, especially in the aspects of listening and speaking. Because the animated video has narration in English, I can listen to the pronunciation of words and sentences and imitate them" (S3).* This shows that exposure to authentic linguistic input through animated videos plays a role in strengthening students' spoken language competence. Visualizations that support verbal meanings also help students associate words and expressions with clear contexts, thus strengthening language comprehension and retention.

**Facing Technical Constraints on the use of Animated Videos**

Although the majority of participants showed a positive response to the use of animated videos in narrative text learning, the quantitative data in Table 4.1 indicates that not all participants experienced increased motivation or understanding equally. As many as 40% of the participants (4 out of 10 students) stated that they faced a number of technical problems during the learning process. The problems reported included the narrator's speaking speed which was considered too fast (expressed by 3 students), unfamiliar accents (2 students), and the content of the video which was considered not fully suitable for their English level (3 students). One participant said, *"In general, animated videos help me understand the material better.*

*However, if the animated video used has a pronunciation that is too fast or an accent that is difficult to understand, then I still have difficulty in understanding the content of the story thoroughly" (S4).*

This confirms that although animated media has great potential in increasing students' motivation and attention, linguistic barriers remain a significant disruptive factor, especially for students with developing listening skills. Another participant suggested the need to customize the video content to the students' characteristics: *"I suggest that the videos used can be adjusted to the students' ability level, have a duration that is not too long, and be equipped with questions or interactive activities as a follow-up after watching" (S1).* This suggestion reflects the importance of integrating learning media with adaptive pedagogical strategies that are not only visually appealing but also support successful comprehension of content.

## Discussion

The use of animated videos in language learning is increasingly recognized as an effective medium to increase student engagement and comprehension. The research shows that the medium not only motivates, but also supports cognitive processes and language skill development. However, there are some technical obstacles that need to be overcome for optimal learning outcomes. The following discussion will highlight aspects of motivation, interest, comprehension, language skills and practical challenges in utilizing animated videos in the classroom.

### Increasing Students' Motivation

The results of this study indicate that animated videos effectively support students' learning motivation, as explained in the ARCS model by M. Keller (2010), which states that learning motivation can be fostered through four main elements: attention, relevance, confidence and satisfaction. Animation media is considered capable of fulfilling all four elements simultaneously. Its ability to attract attention, provide relevant context, build confidence through ease of understanding, and create satisfaction through a fun learning experience makes animation videos a potential learning tool. This is reinforced by the findings of Khotimah et al. 2022 who stated that visual media such as animation is effective in increasing student engagement because it aligns with the learning style of the digital generation which tends to be visual and interactive.

### Increasing Students in Learning

The increase in students' learning interest observed in this study also reinforces the idea that affective factors play a crucial role in language learning, as suggested by Ellis (2010) opinion that interest is an affective factor that can encourage students to engage more in learning. In addition, Arsi et al. (2025) also revealed that attractively designed educational animations can be a very effective attention grabber, especially for teenage students who learn material that requires imagination, such as narrative text. In this context, animated videos do not only serve as learning aids, but also as a means to activate students' interest and attraction to the material being taught.

### Improving Students' Understanding of Narrative Text

Moreover, the findings align with the Cognitive Theory of Multimedia Learning proposed by Sweller et al. (2016), which states that information presented through a combination of visual and verbal elements is more easily processed and understood by students, thus contributing to increased long-term retention of the material. This finding is also in line with research conducted by Silvani (2020), who concluded that visual media, such as animation, is able to enrich the learning experience by strengthening students' understanding of narrative text. By utilizing two cognitive channels, namely visual and verbal, animated videos provide opportunities for students to gain a more holistic and comprehensive understanding of the material being taught.

**Improving Students Language Skills**

From a sociocultural perspective, the role of animated videos also aligns with Vygotsky et al. (1980) view, which states that language development occurs through social interaction as well as exposure to authentic language in meaningful contexts. In this case, animated videos serve as a form of mediated interaction that allows students to interact indirectly with native or target language speakers. In addition, Fadilla et al. (2024) also found that sstudents who learned through animated media benefited from a consistent and visually appealing language model, which supported their speaking activities and engagement in the classroom. Therefore, the use of animated videos in learning is not only effective to generate motivation, but also directly contributes to the strengthening of students' English competence, particularly in the receptive and productive aspects of oral.

**Facing Technical Constraints on the use of Animated Videos**

The study findings underscore the importance of considering students' cognitive load in multimedia learning, as emphasized by Sweller (2016) which emphasizes that the presentation of material should consider students' cognitive processing capacity. High cognitive load due to disproportionate speaking speed or complex content can hinder information processing, especially without adequate scaffolding support. Therefore, it is important for teachers to not only choose interesting media, but also curate video content that is appropriate for students' ability levels, and complement it with reflective and interactive follow-up activities.

This study revealed that the application of animated videos in narrative text learning had a significant impact on increasing students' motivation, interest and comprehension. All participants reported an increase in learning motivation and higher engagement when using animated videos, a finding that is in line with Utami et al. (2021) research which asserts that the use of visual media can increase students' motivation and engagement in the learning process. In addition, the animated videos proved effective in facilitating students' understanding of the elements of narrative text, such as plot, character and setting, which supports the findings from Rosdiana et al. (2021) study, which showed that animated media is able to provide a fun learning experience and help better understanding of the material. The findings also highlight that animated videos have the potential to develop students'

language skills, particularly in the aspects of listening and speaking, which are areas that have been less explored in previous research.

While these findings are consistent with the existing literature, this study also identified a gap that has not been widely discussed, namely the technical constraints in using animated videos. As many as 40% of students reported difficulties in understanding the material due to the narrator's fast pace and difficult accent, which potentially hindered their comprehension. This finding is in line with the results of **Lange & Costley (2020)** which showed that technical constraints in the use of learning media can affect the effectiveness of student comprehension. Therefore, it is important to consider managing students' cognitive load so that the use of animated videos can be optimized in the context of narrative text learning.

To overcome these technical constraints, a number of practical steps can be implemented, such as slowing down the speed of the narration, using accents that are easier to understand, and providing clear subtitles or transcripts. Adjusting the video to suit students' language level, along with interactive activities after viewing to deepen comprehension, is also recommended. These steps are in line with the recommendations in the study by Bulkani et al. (2022), who emphasized the importance of tailoring learning media to students' abilities to improve learning effectiveness. Overall, although animated videos were found to be effective in improving students' motivation and comprehension of narrative texts, it is important for educators to consider technical constraints that may affect students' learning experience.

## CONCLUSION

This study shows that the use of animated videos in learning narrative text at the high school level has a positive impact on students' perceptions and learning experiences. The majority of students stated that animation media can increase their motivation to learn, facilitate their understanding of narrative text elements such as plot, character, and setting, and improve their listening and speaking skills in English. This finding confirms that story visualization through animation can make the material more interesting and memorable, so that the learning process becomes more effective and enjoyable. However, this study also identified some obstacles that need attention in the implementation of animated videos as learning media. Some students expressed complaints related to the speed of the narration that was too fast and the difficulty level of the material that was not in accordance with their abilities. This finding shows the importance of adapting animation content to students' characteristics and needs, as well as the need to set the tempo of material delivery so that all students can participate in learning optimally. Overall, the results of this study reinforce previous findings on the effectiveness of animated media in English language learning, particularly on narrative text. The use of animated videos not only improves cognitive understanding, but also provides a more interactive and contextualized learning experience. Therefore, educators are advised to continue developing and adapting technology-based

learning media according to students' needs, in order to create an innovative and relevant learning atmosphere in the digital era.

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