

## Improving Students' Reading Comprehension On Recount Text Through Animation Video

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### ABSTRACT

This research aims to improve students' reading comprehension of recount texts through animation videos. This research is classroom action research that was conducted in two cycles. The participants in this research are the students in class VIII C, SMP Negeri 13 Pontianak. The researcher collected the data on students' improvement in reading comprehension by observing the data through a reading test, an observation checklist, and field notes. The result showed that students' difficulties in comprehending recount text had been solved by using animation videos as learning media. Animation videos as learning media improved students' abilities to find the main idea, and specific information, identify references, identify inferences, and the difficult vocabulary of recount texts. Animation videos as learning media improved students' reading comprehension of recount texts. The students showed improvement in their behavior. During the teaching and learning process in this research, almost all of the students were focused on the researcher and participated actively in class discussions. The students also responded enthusiastically to the class discussions.

**Keywords:** CAR, Reading Comprehension, Recount Text, Animation Video

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### INTRODUCTION

The English language is extensively used in both written and oral communication. English is one of the subjects in junior high school. They must spend at least four hours every week studying this subject. In learning English, students must develop several basic skills. However, because each student's abilities differ, it is difficult to develop several skills at the same time. Then, reading is a crucial ability that students must master because the majority of information in various sectors of life comes from written reports. Reading is one of the most essential abilities that junior high students must learn (As Sabiq, 2018). Reading ability is one of the most fundamental literacy skills taught in primary school (Sadullojevna, 2022).

Reading is an essential ability to possess, particularly when studying English. Firstly, it is important since reading is a requirement for writing. Secondly, people need to

be able to read if they intend to travel to a nation where the language is spoken, since they will need to do so, for example, to understand various directions, menus, and tourist brochures. Thirdly, knowing how to read is essential for students who want to pursue their education after elementary school because reading is required. By reading, they can understand what a writer is trying to say. They are also able to recognize even the most detailed information in texts. Similarly, reading is the access code to unlock the encrypted world of knowledge and a survival skill that is useful within and outside of the school system (Olagbaju & Popoola, 2020). Because reading is such a crucial skill, it is essential that teachers look for effective ways to keep students engaged. It is essential to use the right media while teaching English to students since the effectiveness of teaching reading and the development of students' reading comprehension are determined by the media used.

From the researcher's observation, interview with the English teacher, and experience as a teaching assistant at SMP Negeri 13 Pontianak, most eighth-grade students in SMP Negeri 13 Pontianak have difficulties with reading comprehension. The students have a limited vocabulary, which makes it difficult for them to understand the meaning of the text. Students often get confused when trying to find the main idea and specific information in the text because they lack the ability to understand the meaning of the sentences in the text. Due to the students' lack of understanding of the words, they often find it difficult to draw conclusions from the text. To overcome the problems that are faced by the students, the researcher needs to implement a strategy that can help them improve their reading comprehension. There are numerous ways that can be utilized to help students improve their reading comprehension. One of them is using animation video to teach reading comprehension. Based on the explanation above, the researcher was interested in conducting research on using animation videos as a media to improve students' reading comprehension.

There were some previous studies conducted on teaching reading comprehension through animated video. According to Munawaroh (2019), she found that using animation videos in teaching narrative texts as media increases students' reading comprehension from cycle to cycle, and it also motivates students to learn narrative texts in different ways. Implementing animated video captions enhances the students' reading comprehension achievement and their participation during the teaching and learning process from cycle to cycle (Sari, Ariyanto, & Wahjuningsih, 2020). The researcher also found some similarities and differences in findings between the previous studies. Both of the previous studies and this study improved students' reading comprehension and ability to find specific information.

Based on the research background, this research was conducted to answer this question: How does the animation video improve students' reading comprehension of recount text? Especially in finding the main idea, finding specific information, identifying difficult vocabulary, identifying the pronouns in a sentence, and the inference of the text on the eighth-grade students of SMP Negeri 13 Pontianak, through animation video as learning media.

## **Reading Comprehension**

Reading comprehension is one of the abilities that students must have. Reading comprehension is an essential component of learning and a necessary skill for academic achievement. Grabe and Stoller (2013) stated that reading comprehension is the ability to comprehend information in a text and interpret it appropriately. According to Wolley (2011), stated that reading comprehension is the process of extracting meaning from text. Reading comprehension is the exchange of information between readers and the text (Julianti et al., 2020). Readers understand the information they get, the situations they meet, and the facts they face based on the knowledge they have gained from reading.

## **Animation Video**

Animation is the process of animating and moving inanimate objects to make them appear alive by recording and replaying a series of images to create the appearance of movement. Animated video stories are a type of audio-visual medium that can effectively transmit information, describe a process or storyline, explain difficult topics, and teach skills such as information sensitivity (Samosa et al., 2021). Animated videos are animated cartoon videos that contain topic content and can be used as media for learning (Hasibuan & Hidayat, 2021). The use of animated video in the classroom can provide numerous benefits to both the teacher and the student. Animation has a visual strength that can aid in the comprehension of abstract concepts among students (Anggraini, 2021). Animation allows teachers to use visual elements such as clipart, design, and created effects to move characters and urge students to read and absorb a literary piece more readily (Catapang & Medina, 2021). The students were able to gain a better understanding of what they were going to read by watching the video and visualizing their description. The animation video provides one of the stories recounted in the text with vibrant graphics, moving images, and scripts. For the teacher, this medium can assist them explain the subject matter in an interesting way (Pabayo et al., 2022).

## **Recount Text**

Recount text is an essay whose content type is to report events, incidents, or events that befall a person's experience (Agustini et al., 2021). Knapp and Watkins (2005) stated that a recount text is a basic text that includes multiple events reported and discussed in chronological order. The generic structure of the recount text is divided into three parts, such as orientation, event, and re-orientation (Jannah & Gani, 2022). Recount's purpose is to inform or entertain their audience or reader; in a simple word, the purpose of recount text is to retell past experiences.

## **METHOD**

The research design in this study is classroom action research. This research consists of four stages: planning, acting, observing, and reflecting. In this research, the researcher used animation videos as learning media. The researcher would discuss the outcomes of implementing animation videos as learning media to improve students' reading comprehension of recount texts. The tools that the researcher used in collecting

the data were an observation checklist, field notes, and a reading test. An observation checklist and field notes were used to notice students' improvement by using animated videos as learning media. Qualitative data was acquired after classroom action research implementation, as well as observation sheets completed by the researcher during implementation. Meanwhile, quantitative data was gathered by measuring how a number of students respond to the classroom learning process after applying classroom action research and calculating the mean reading scores of students in two cycles. The participants of this study are the C class of eighth-grade students in SMP Negeri 13 Pontianak. The participants were 30 students who participated in the research. The research was conducted at SMP Negeri 13 Pontianak.

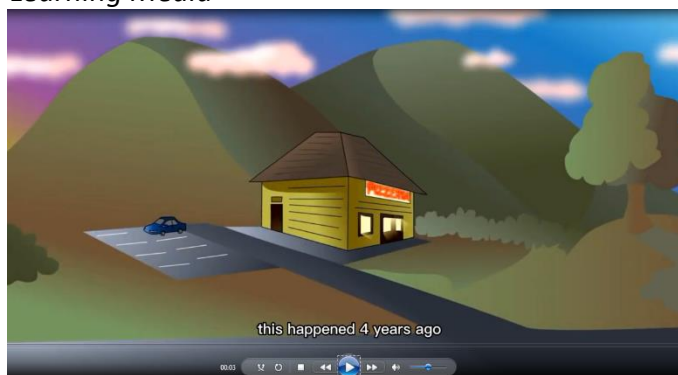
## FINDING AND DISCUSSION

### Finding

Based on the observations and analysis of the students' scores, it was discovered that implementing animated video improved students' reading comprehension of recount text. Animated video as learning media solved students' challenges in understanding recount text, such as who was involved in the text, where and when it occurred, what was the sequence of events that occurred, how and why the events occurred, and how the event ended.

The researcher attempted to answer the research question by explaining the complete process of teaching and learning that occurred in the classroom using animated videos as learning media and the outcomes. The following explanation is based on the discoveries obtained while teaching and learning reading comprehension of recount text using animated video based on particular difficulties.

#### *4.1.1. The Students' Improvement in Finding the Main Idea of Recount Text through Animated Video as Learning Media*



**Figure 1: Animation Video**

The main idea is the key point of the whole story, describing what the story is about and who is involved in it. In the first cycle, the researcher showed the first animation video of the recount text and asked students to watch and attentively read the

text. Animated video as a learning media improved students' ability to find the main idea in recount text. The improvement can be seen from cycle to cycle. The researcher explained how to identify the main idea of the recount text. The researcher explained that the main idea is the key point of the whole story, describing what the story is about and who is involved in it. In the first cycle, the researcher showed the first animation video of the recount text and asked students to watch and attentively read the text. Furthermore, the researcher gave the students a test to confirm their comprehension of the text after discussing it using animation videos. The test consisted of ten multiple-choice questions. The students were given 30 minutes to complete the test. The students answered the multiple-choice questions individually.

Based on the data from the first cycle, almost half of the students had the correct answer for identifying the main idea of recount texts. Based on the data and the description above, the researcher determined that some of the students did not improve their ability to identify the main idea of the recount text. And based on the data from the second cycle, almost all of the students had the correct answer for identifying the main idea of recount texts.

Based on the data and the explanation above, the researcher concluded that some of the students did improve their ability to identify the main idea of the recount text. Based on the observation, the students could comprehend the recount text better. During teaching and learning process, almost all of the students were focused on the researcher. The students responded to the class discussions enthusiastically. Based on the result of the correct answer, the students' mean score in each cycle, and the whole activities in these cycles, it can be concluded that animation videos as learning media improve students' ability to identify the main idea of recount text.

#### *4.1.2. The Students' Improvement in Finding Specific Information of Recount Text through Animated Video as Learning Media*



**Figure 2: Animation Video**

In finding specific information, the researcher reviewed each event that had previously occurred while the video was paused in terms of orientation, complexity, and resolution. The researcher followed up with a few confirmation questions about the story. This activity is intended to assist students in comprehending factual or detailed

information. For example, consider what had already happened, when it happened, why it happened, how it happened, and who was involved in the story. Confirmation questions helped students understand specific details in the recount text. For example, “to where does the man deliver the pizza?”; “what sound does the man hear in front of the door?”; “why didn’t the man walk back to his car?”; “why was the man freaked out and ran away?”. Furthermore, the researcher gave the students a test to confirm their comprehension of the text after discussing it using animation videos. The test consisted of ten multiple-choice questions. The students were given 30 minutes to complete the test. The students answered the multiple-choice questions individually.

Based on the data from the first cycle, more than half of the students had correct answers for identifying specific information in recount texts. Based on the data and the description above, the researcher concluded that some of the students showed improvements in identifying specific information in the recount text. And based on the data from the second cycle, almost all of the students had the correct answer for identifying specific information in recount texts.

Based on the data and the description above, the researcher determined that almost all of the students improved their ability to identify specific information in the recount text. Based on the observation, the students could comprehend the recount text better. During teaching and learning process, almost all of the students were focused on the researcher. When the researcher gave the questions related to the material, the students could answer them correctly. Based on the result of the correct answer, the students’ mean score in each cycle, and the whole activities in these cycles, it can be concluded that animation videos as learning media improve students’ ability to identify specific information in recount text.

#### *4.1.3. The Students’ Improvement in Understanding Difficult Vocabulary of Recount Text through Animated Video as Learning Media*



**Figure 3: Animation Video**

In the first cycle, the researcher showed the first animated video of the recount text and asked students to watch it carefully. The researcher used an animation video with subtitles. Subtitled videos would also assist language learners in increasing their

vocabulary. Vocabulary meaning necessitates the reader guessing a specific word or phrase based on the context. While watching the video, students discovered a word or phrase in the statement. This activity would improve understanding for students. In the first cycle, for example: appropriate, impressive, freak, weird, chalk, rid, heat, blowing, flipping, rolling, peering, buying, waking, hearing, fill, scream, grab, vent, bowl, recently, constantly, eventually, unfortunately, duct, entirely, absolutely, probably, completely, loudly, reluctantly, opposite, surrounding, delivering, driving, hitting, watching, holding, poking, knock, decide, cottage, wood, patio, lawn, shed.

Based on the data from this cycle, some students had correct answers to difficult vocabulary in recount texts. Based on the data and the description above, the researcher concluded that some of the students did not improve their understanding of the difficult vocabulary of the recount text. And based on the data, more than half of the students had correct answers for understanding the difficult vocabulary of recount texts.

Based on the data and the description above, the researcher concluded that some of the students did improve their knowledge of the difficult vocabulary of the recount text. Based on the observation, the students could comprehend the recount text better. During teaching and learning process, almost all of the students were focused on the researcher. The students responded to the discussions enthusiastically. Based on the result of the correct answer and students' mean score in each cycle and the whole activities in these cycles, it can be concluded that animation videos as learning media improve students' knowledge of difficult vocabulary in recount text.

#### *4.1.4. The Students' Improvement in Identifying the Reference in Sentences of Recount Text through Animated Video as Learning Media*



**Figure 4: Animation Video**

A reference in reading material refers to the words or expressions used either before or after the reference. It denotes that such words are used as a cue for the reader to catch the meaning elsewhere in the text and are sometimes referred to as pronouns such as I, she, he, they, and it. In the first cycle, the researcher defined reference, provided an example of reference, and demonstrated how to recognize the reference in a recount text sentence. For example, in the animated video of the recount text, "What does the word 'it' refers to?"; "To whom does the word 'he' refers to?". Furthermore, the

researcher gave the students a test to confirm their comprehension of the text after discussing it using animation videos. The test consisted of ten multiple-choice questions. The students were given 30 minutes to complete the test. The students answered the multiple-choice questions individually.

Based on the data from the first cycle, more than half of the students had the correct answer for identifying references in a sentence of recount texts. Based on the data and the description above, the researcher concluded that some of the students did show improvements in identifying references in a sentence of recount text. The researcher decided to proceed to the next cycle because only some of the students showed improvements. Based on the data from the second cycle, almost all of the students had the correct answer for identifying references in a sentence of recount texts.

Based on the data and the explanation above, the researcher concluded that some of the students did improve their ability to identify references in a sentence of recount text. Based on the observation, the students could comprehend the recount text better. During teaching and learning process, almost all of the students were focused on the researcher. The students responded to the class discussions enthusiastically. Based on the result of the correct answer and the students' mean score in each cycle and the whole activities in these cycles, it can be concluded that animation videos as learning media improve students' ability to identify references in a sentence of recount text.

#### *4.1.5. The Students' Improvement in Identifying the Inference of Recount Text through Animated Video as Learning Media*



**Figure 5: Animation Video**

In identifying the inference, the students have to watch and carefully read the video recount text. The students have to pay attention in order to make the inference. Inferences may occur in the form of conclusions or predictions. The inference question helps the students reach conclusions about the story. The researcher used the "pause" feature to temporarily pause the video and ask students to answer the inference question related to the video. For example, "What will the man do with his job after the bad experience he had in delivering pizza?"; "From the story above, we can conclude that the main problem is...?". Furthermore, the researcher gave the students a test to confirm

their comprehension of the text after discussing it using animation videos. The test consisted of ten multiple-choice questions. The students were given 30 minutes to complete the test. The students answered the multiple-choice questions individually.

Based on the data from the first cycle, almost half of the students had the correct answer for identifying inferences in recount texts. Based on the data and the explanation above, the researcher concluded that some of the students did not improve their ability to identify inferences in recount texts. And based on the data from the second cycle, almost all of the students had the correct answer for identifying inferences in recount texts.

Based on the data and the explanation above, the researcher concluded that some of the students did improve their ability to identify inferences in recount texts. Based on the observation, the students could comprehend the recount text better. During teaching and learning process, almost all of the students were focused on the researcher. The students responded to the class discussions enthusiastically. Based on the result of the correct answer and the students' mean score in each cycle and the whole activities in these cycles, it can be concluded that animation videos as learning media improve students' ability to identify inferences in recount text.

## **DISCUSSION**

Animated video stories are a type of audio-visual medium that can effectively transmit information, describe a process or storyline, explain difficult topics, and teach skills such as information sensitivity (Samosa et al., 2021). The use of animated video in the classroom can provide numerous benefits to both the teacher and the student. The students were able to gain a better understanding of what they were going to read by watching animated videos and visualizing their descriptions. Furthermore, animated videos of recount text provide language in context, allowing learners to see who or what they are, where they are, what they are doing, and so on.

During this research, the researcher found that the students were able to find the specific information in the recount text. The students still had difficulty finding the main idea and identifying inferences in the recount text in the first cycle. In the second cycle, the researcher discovered that there was some improvement in finding the main idea, identifying specific information, and identifying references in a sentence of recount text. And the students also showed improvements in identifying inferences from recount text. The students are able to draw conclusions from the recount text given. The students also improve their understanding of the difficult vocabulary of the recount text.

During this research, the researcher found that the students' behavior improved during the teaching and learning process from cycle to cycle. In the first cycle, the researcher found that there were still some students who did not participate in class discussion because they were busy talking about other topics. There are a few students who were not serious when the researcher explained the material. The students showed improvement in their behavior in the second cycle. During the teaching and learning process in the second cycle, the researcher discovered that almost all of the students

were focused on the researcher and participated actively in class discussion. The students responded to the class discussions enthusiastically.

As a result, the implementation of animation videos as learning media improved students' reading comprehension of recount texts. According to Munawaroh (2019), she found that using animation videos in teaching narrative texts as media increases students' reading comprehension from cycle to cycle, and it also motivates students to learn narrative texts in different ways. Implementing animated video captions enhances the students' reading comprehension achievement and their participation during the teaching and learning process from cycle to cycle (Sari, Ariyanto, & Wahjuningsih, 2020). The researcher also found some similarities and differences in findings between the previous studies. Both of the previous studies and this study improved students reading comprehension and ability to find specific information. However, there are some differences between this study and the previous studies. In this study, the students were also able to find the main idea, identifying the references, inferences, and difficult vocabulary of the recount text.

However, there are some weaknesses in this research. During this research, the researcher encountered certain difficulties. Some of the students lost their focus when seeing the video, so the researcher reminded the students to watch and pay attention to the video. The researcher had some difficulty managing the students during the teaching and learning process in the classroom. But with the assistance of the teacher, the researcher could overcome the difficulties faced during the teaching and learning process. In conclusion, the implementation of animation videos as learning media improves students' reading comprehension of recount texts for eighth grade students at SMP Negeri 13 Pontianak in the academic year 2022/2023.

## **CONCLUSION**

In conclusion, it can be stated that using animated videos as learning media improves students' reading comprehension of recount text. The students' ability to answer questions improved. The students can improve their ability to comprehend recount text through animation video as a learning media by scanning, highlighting the keywords, and taking note of important information. The students could find the main idea, the specific information, the difficult vocabulary, pronouns, and inferences of the recount text. During the teaching and learning process, the students showed improvement in their behavior. Almost all of the students were focused on the researcher and participated actively in class discussion. The students also responded to the class discussions enthusiastically. As a result of this research, students' difficulties comprehending recount text are resolved, and the research finding is satisfied.

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