



INTERACTIVE ANIMATION TO INCREASE THE STUDENTS' READING COMPREHENSION

Reka Mardiana¹, Aswadi Jaya², Ana Theriana³

¹SMK Muhammadiyah number 3 of Palembang

^{2,3}Universitas PGRI Palembang

E-mail: ¹rekamardiana09@gmail.com, ²aswadijaya4@gmail.com, ³taqiratu@gmail.com

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Corresponding Author:

Aswadi Jaya

Email Corresponding :

aswadijaya4@gmail.com

ABSTRACT

The aim of this study was to examine the effects and advantages experienced by teachers and students when utilizing interactive animation. The research problem in this study focused on the perceptions of teachers and students regarding the impact of interactive animation on enhancing students' abilities as well as the benefits associated with its use. The study employed a descriptive qualitative method, and data was gathered through triangulation using questionnaires, interviews, and observations. The data analysis revealed that animated videos facilitated easier comprehension of narrative texts for students. The videos effectively portrayed moving objects accompanied by sound, captivating students' attention and fostering their enthusiasm during the learning process. The students demonstrated active engagement and attentiveness to the storyline. Utilizing animated videos as a teaching tool for narrative texts was found to be an effective approach. Finally, it is essential for teachers to address the basic English skills of their students as they navigate the challenges associated with this teaching method.

Keywords: *interactive animation, reading achievement*

1. INTRODUCTION

Teachers must have competence in using interactive animations so that the learning process is easy to understand and interesting, especially in students' reading skills so that learning English subjects is better, especially in improving students' reading achievement. These challenges include students' low interest in reading, students quickly feeling bored in reading activities, lack of availability of interesting reading media, and so on. This means that the reading class has many difficulties due to teachers, students, educational and learning situations, or errors in method selection, strategies, or media when teaching reading. Teachers can use technology

in media that allows students to be active, promote interest in learning, and positively impact students' reading achievement. Students with high reading comprehension can understand texts better than students with low reading comprehension. Teachers can use media technologies that support students to be active in learning, arouse their interest in learning, and have a positive impact on their learning performance. When teaching reading, the teacher not only provides text to students but also raises awareness of their reading skills. Teachers can use it to overcome the problem of students' lack of interest in reading English subjects. In this study, researchers used video,

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audio, and animated video with subtitles to arouse students' interest in reading.

Based on investigation reading achievement at SMA PGRI 2 Palembang also handles reading problems. Reading is an important bridge for students who want to embrace interactive skills. There are many challenges that must be faced by teachers in terms of improving students' reading skills. Another factor that affects learning to read is interest in reading. According to (Su & Eleen, 2015), As a result, students will be more active in reading. Most of the students are reluctant of reading very long texts. There are four main subjects for learning English proficiency: listening, speaking, reading, and writing. According to (Damayanti & Yuanta, 2020) interactive animation media for teaching reading. It should be borne in mind that the problems already in learning to read in schools are caused by the fact that existing textbooks are old teacher-centered, and less effective in learner situations. In addition, the teacher uses a textbook as a medium for teaching reading. Reading is an important skill that must be learned and acquired to acquire knowledge and gather information. Interest has a strong influence on the cognitive and emotional aspects of reading.

According to (Jaya & Mortini, 2019), This is a fact that approximately 380 million people speak English as an international language, and such fact has proven that English is now globally utilized. Animated videos also illustrate the material to help students pronounce it better. One of the skills in reading. This means that animated videos

have a positive effect on learning to read. In addition, school pedagogy is not centered on learners, not the role of active participants, and teacher activities consist mainly of oral presentations during lesson hours and are assigned competently. Foreign language students formally learn English from kindergarten to university.

Interactive animation is an alternative that can be used by educators in realizing fun English learning.

2. LITERATURE REVIEW

The concept of Media Interactive Animation

The conclusion from all the theories above is that it is clear that animation media is needed to make the education and learning process more interesting and help students understand the material taught by the teacher, therefore the use of media is needed. According to the Big Indonesian Dictionary (KBBI), interactive media are mutually active media, interconnected media, or mutually active media. Conventional media and technology media can be used as media. Media in education is needed to make the education and learning process more interesting and also help students understand the material being taught. As mentioned above, interactive media are intermediary tools created using computers that include features such as sound, text, and motion effects to receive the message being communicated.

According to (Kittidachanupap, 2012) The use of media in the teaching and learning process helps teachers teach students. Therefore, the media is the liaison between and media is a way of delivering conversations and

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recordings. Animation is a collection of images, lines, text, or other object-forming elements that create motion (visual animation) and sound (audio) effects so that viewers can receive the message conveyed by this effort.

The Role of Media Animation

According to (Damayanti & Yuanta, 2020) The general advantage of media in the learning process is to encourage interaction between teachers and students, making learning activities more effective and efficient. Audiovisual Learning Programs, including computer-based learning programs, allow students to carry out learning activities independently, regardless of time and place. Learning media can be designed to provide students with more flexibility, immutability, and learning activities regardless of the presence of the teacher.

The researcher can conclude that the use of animated media can facilitate interaction between teachers and students so that learning activities will be more

Media that is selected and designed appropriately can support teachers and students in establishing intercommunication in the learning process. The media can increase students' positive attitudes towards teaching materials and the learning process. Media makes the learning process more interesting and makes students like science and want to find sources of knowledge. In short, media learning can help teachers to create a learning atmosphere become more alive, not monotonous, and not boring. Media not only creates a more efficient learning process, but also helps students absorb material more

deeply and more fully. With good use of media, teachers are no longer the only source of learning for students. Students who see or hear lesson descriptions in the same media receive the exact same information as other students. Media provides students with several available learning resources that they can use to study. With media, presentation materials can arouse curiosity students and stimulate students react both physically and emotional. Support students with learning disabilities, self-development, and motivational learning. It should be noted that learning time at school is very limited with the time given by students outside the school environment. The benefits of media in learning. Topics can be submitted uniformly. Media makes it easy to achieve maximum learning goals with minimal investment of time and effort. However, in these media, teachers can actively teach not only teachers but also students.

The Use of Animations

Dahar, 1996 as cited in (Khalidiyah, 2015) explains that in modern learning theory, cognitive strategy is a control process, which is an internal process used by students (who are learning) to choose and change ways of paying attention, learning, remembering, and thinking.

Presenting a variety of events in continuity, to provide a special visual experience in order to gain a deeper understanding, d) allows students to create real action or imagine of an event or process, and f) Useful to evaluate students' knowledge or their analytical skills in the learning activities of certain matter. Animation has the advantage of helping students better understand abstract

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concepts.(Khalidiyah, 2015)explained that with the development of today's technology, animation video can provide visual displays which are stronger than the various phenomena and abstract information, which greatly contributes to improving the quality of the learning process and outcomes.

The use of animation in learning activity according to(Khalidiyah, 2015) has several special advantages such as: Cut some intellectual disabilities in learning, Helping to overcome some physical obstacles on the student, Bogiages and Hitt (2008, p. 43) added that the increase of interest, understanding, and skills in group work is a part of the use of animation in the learning process.

Characteristic of Learning Media

Audio-visual media is a combination of two types of media and news sources and news recipients through graphic media. Audio media has to do with hearing. According to (Damayanti & Yuanta, 2020) Media can make abstract material and lessons more concrete. Media characteristics This is the basis for selecting media for a particular learning environment. Media helps to overcome the limits of human senses. Practical Benefits of Learning Media. The use of media, both for individual and group purposes, In general, it has several objectives, namely:

Similarly, objects can be seen clearly through the media in the form of very fast or very slow processes/events. Media can also reveal subject matter in the form of unusual things, events, and dangers in the classroom. For example, in the production of rain poetry, it can be explained through graphic media in

the form of symbols and images. Media can also overcome spatial and time constraints.

3. METHODS

The natural object can be interpreted as an object as it is, not manipulated by researchers starting from the conditions when the researcher entered the object, after being in the object and after leaving the object relatively unchanged (Sugiyono, 2019). Qualitative research is intact and more in process, so that qualitative research in the relationship between variables on the object under study is more interactive, namely by influencing each other, so it is not known which variables are independent and dependent. Research using an approach is a research method used to examine the condition of natural objects where the researcher is the key instrument of the research. This study uses a qualitative research approach.

4. RESULTS AND DISCUSSION

Based on the data obtained from students' responses to the questionnaire, the findings are shown in the following tables.

1. Teachers Perceptions

Stateme nt	SD	D	QA	A	SA
	No %	No %	No %	No %	No %
I am a student who likes to learn using	-	-	32 %	64 %	4 %

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interactiv e animatio n media.					interactiv e animation is more effective.
I prefer to learn through learning media	8%	16%	52%	28%	With this learning media, it is easier for me to understan d the contents of the reading.
than through reading text.					As for examples of narrative text stories through very clear interactiv e animation s.
The interactiv e animation is easier in the learning process.		16%	30%	4%	During teaching and learning, I pay attention to the
I feel that learning media using interactiv e animation does not cause confusion		32%	54%	4%	4%
I feel learning to use		24%	72%	4%	20%
					58%
					3%

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material presented by the teacher using interactive animation media.

I find it easier to remember the material explained by the teacher by using animation media.

	24%	56%	20%
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Learning in class is more fun by using interactive animation learning media.

	8%	50%	32%
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The table showed that "I am a student who likes to learn using interactive animation media" from 25 informants, there were 8 informants (32%) 'Quite Agree' to the statement, while 16 informants (64%) 'Agree'

to the statement that they like using media interactive animation in learning English.

Based on the statement "I don't like learning interactive animation because it's hard to reach" of the 25 informants there are 18 informants (72%) 'Disagree' with the statement, and there is also 5 informants (20%)'

Based on the statement "During teaching and learning, I pay attention to the material presented by the teacher using interactive animation media " of the 25 informants there is 1 informant (4%) 'Disagree' with the statement, and there are also 5 informants (20%)'

Based on the statement "I prefer to learn through learning media than through reading text " of the 25 informants there are 2 informants (8%) 'Disagree' with the statement, and there are also 4 informants (16%)'

Based on the statement "Make it easier for students to learn long story material " of the 25 informants there is 1 informant (4%) 'Strongly Disagree' with the statement, there are 1 informants (4%)'

Based on the statement "English and the translation of the material used is clear and easy for me to understand" of the 25 informants there is 1 informant (4%) 'Disagree' with the statement, and there are also 4 informants (16%)'

Based on the statement "Learning in class is more fun by using interactive animation learning media" from 25 informants, there were 2 informants (8%)'

N	Question	Answer	Analysis
o			

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1.	What is teacher must have competence in using interactive animation?	<p><i>“Yes,of course... teachers must have competence in using interactive animation so that the learning process is easy to understand and interesting,especially in students’ reading skills so that learning English subjects is better,especially in improving students’reading achievement.”</i></p>	English teachers must have competence in using interactive animation so ns so that the learning process is interesting and easy to understand.
2.	Are there any challenges that teachers have to face in terms of improving students’ reading achievement?	<p><i>“Yes...there are some of these challenges including the low interest in reading students,students get bored</i></p>	English teachers use interactive animation media because of the

		<p><i>quickly,the lack of availability of interesting reading media,and so on.”</i></p>	low interest in reading students, students get bored quickly, and the lack of availability of interesting reading media.
3.	What are the advantages and the disadvantages of using interactive animation in improving students’ reading achievement?	<p><i>“So, I think the advantages of using interactive animation is that students don’t get bored quickly in reading and the disadvantages is that students will be lazy to read reading texts.”</i></p>	The students' are using interactive animation, students do not get bored quickly in reading and the drawback is that students

			will be lazy to read the reading text.”
4.	Do you think that students are more interesr with interactive animation ? Why?	“I think the students’ are more interest with interactive animation because, they will be read more and theydo not get bored while learnin reading ”	The students are more intereste d in interacti ve animatio n because they will read more and not be bored while learning to read.
5.	Do you think that interactive animation is success to improve the students’ reading achievement? Why?	“I think interactive animation i success to improve the students’ reading achievement because, they will be more active in learning reading.	The interacti ve animatio n is successf ul in improvi ng the students’ reading achieve

		Because they will see the animation in the black board. So, they will... i think more they will active to read”	ment because they will be more active in learning reading.
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5. CONCLUSION

It can be concluded that Theanimation video made students easier to learn the narrative text. Animation videos can describe moving objects with sound. The video was very helpful in explaining the material. During the application of the video, the students looked enjoyed and were very enthusiastic about the learning process. They seemed to pay attention to the stories.

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