

ANIMATION VIDEO DEVELOPMENT TO IMPROVE STUDENTS ENGLISH READING ABILITY AT SMP NEGERI 1 STABAT

Sara Frimaulia

Pendidikan Bahasa Inggris, STKIP Al Maksum, Indonesia
sarafrimauliaa@gmail.com

ABSTRACT

This study aims to determine the feasibility and effectiveness of animated videos to improve English reading skills. This study is a research and development (Research and Development) which aims to produce learning media in the form of animated videos that can improve the English reading skills of junior high school students. The development model used is the 4D model, namely define, design, development and dissemination. This study was conducted at SMP Negeri 1 Stabat. The subjects of the study were 32 grade VII students. The object of the study was animated videos. The data collection techniques used were observation, interviews, questionnaires and tests. This study will use analysis techniques, namely (1) analysis of the feasibility of animated videos; (b) analysis of the effectiveness of animated videos. Based on the validation results from material experts, a percentage of 86.78% was obtained which was included in the "feasible" category. While the validation results from media experts showed a higher percentage, namely obtaining a percentage of 94.65% which was included in the "very feasible" category. There has been an increase in the English reading skills of grade VII students at SMP Negeri 1 Stabat. This is proven by the average pretest of 56.6 and the average posttest of 80.6. So the percentage increase is 42.65%. And the average N-gain of students is 0.5535 or 55.35% which is included in the moderate category. This shows that the increase in students' English reading ability after learning is quite significant. Based on the description above, it can be concluded that animated videos to improve English reading ability are feasible and effective for use in SMP Negeri 1 Stabat.

Keywords: animated videos, reading ability, English



Corresponding Author:

Sara Frimaulia
STKIP Al Maksum, Indonesia
Email: sarafrimauliaa@gmail.com

1. INTRODUCTION

In the current digital era, the world of education is experiencing rapid and significant changes, both in terms of curriculum, use of technology, and increasingly diverse student characters. Today's students are included in the digital native generation, namely children who have been accustomed to living side by side with technology since childhood. This situation requires the education system, especially the learning process in schools, to adapt to the optimal use of technology (Blyznyuk et al., 2025). Teachers are not only required to master teaching materials, but also to be able to design creative learning media that are in accordance with the needs of modern students (Jarilkapovich., 2025). However, in reality, most teachers still rely on traditional approaches and less interactive media, such as whiteboards, textbooks, or static presentations. This approach is often unable to stimulate students' interest in the material, especially in English lessons which are considered difficult. Reading activities in this lesson are usually carried out textually without the support of visual or audio media, making it difficult for students to understand the contents of the reading (Bruggink et al., 2025). As a result, learning motivation decreases and students' reading abilities do not develop optimally (Mohseni & Ahmadi., 2017). In English learning, this condition is increasingly worrying because reading is

not just about recognizing words, but also understanding the meaning, sentence structure, and culture inherent in the text. Students who are not motivated tend to only read mechanically without really understanding the contents of the reading (Chen & Li., 2025). This causes English learning to be ineffective, because understanding the text is an important foundation in developing other language skills, such as writing, speaking, and listening. The lack of variation in learning media exacerbates students' low interest in reading in English (Chen., 2025). Texts presented in static and monotonous forms, without visual or audio support, often make it difficult for students to imagine the context of the story or information conveyed. In this case, learning becomes less meaningful and non-contextual.

English as an international language plays an important role in education, communication, and mastery of global information. At the Junior High School (SMP) level, English is taught as part of the national curriculum which aims to equip students with language skills, both orally and in writing. One important aspect in learning English is reading skills, which are the basis for understanding various types of texts, enriching vocabulary, and practicing correct structure and grammar (Hedgcock & Ferris., 2018). Based on the results of observations and interviews conducted by researchers with grade VII teachers at SMP Negeri 1 Stabat, it is known that there are several problems in the English learning process, especially in reading skills. During the learning process, the activity of reading English texts is carried out conventionally, namely students read texts from textbooks and then answer comprehension questions. The teacher uses the lecture method and reading together alternately, without the help of visual or audio media that support the process of understanding the contents of the text. This makes the classroom atmosphere tend to be passive, and some students seem less focused and do not show a high interest in the reading material. Interviews conducted with English teachers also strengthen the findings from the observation results. The teacher said that most students still have difficulty understanding the contents of English texts due to limited vocabulary and lack of interest in reading. The teacher also admitted that the learning media used so far has not been varied. To solve these problems, innovative, interesting learning media are needed, and utilize technological advances. One potential alternative is the use of animated videos in the teaching and learning process. Animated videos are media that combine audio and visuals that can be used to attract students' attention, are able to present objects in detail and can help understand difficult lessons (Afifah., 2021). The use of this media in learning activities is believed to be able to increase student involvement actively, because its appearance is attractive and easy to understand (Barkley & Major., 2020). Nicolaou et al (2019) said that this media has the advantage of conveying information visually and auditorily simultaneously, so that it can increase student focus and understanding. Animated videos also provide a more contextual and meaningful learning experience, especially when the material is presented in the form of stories or dialogues that are close to real-life situations.

The development of animated video learning media can help teachers in concretizing the material and is of high quality and suitable for use in elementary schools (Savitri & Manuaba, 2022). Previous research conducted by Barut & Dursun (2022) showed that the use of animated videos in learning can have a positive impact on improving student learning outcomes, including reading skills. However, media like this are still rarely developed specifically to meet the needs of students at the junior high school level, especially in private schools such as SMP Negeri 1 Stabat which may have limitations in terms of resources and access to modern learning media. Based on this background, this study aims to develop a learning media in the form of an animation-based video that is specifically designed to improve students' English reading skills at SMP Negeri 1 Stabat. The development of this media will pay attention to students' needs, characteristics of teaching materials, and principles of learning design that are in accordance with the level of cognitive development of junior high school students. With this animated video, it is hoped that the process of learning to read English will be more interesting, interactive, and able to provide more optimal results. In addition, the development of this media also aims to support teachers in delivering teaching materials in a more varied and non-monotonous way. Teachers can use animated videos as visual aids that make it easier to deliver reading materials and clarify the context of meaning in the text. Students are also expected to be able to understand the contents of the reading better because they are presented through visual illustrations and interesting narratives. Thus, this media is not only a learning aid, but also a means to increase students' motivation to learn English

2. RESEARCH METHOD/MATERIAL AND METHOD/LITERATURE REVIEW

This research is a research and development (Research and Development) which aims to produce learning media in the form of animated videos that can improve the English reading skills of junior high school students. Thiagarajan (1974) said that the development model used is the 4D model, namely define, design, development and dissemination. This research was conducted at SMP Negeri 1 Stabat. The subjects of the research were 32 students in grade VII. The object of the research was animated videos. The data

collection techniques used were observation, interviews, questionnaires and tests. This research will use analysis techniques, namely (1) analysis of the feasibility of animated videos; (b) analysis of the effectiveness of animated videos. This study uses a Likert scale to assess the results of the questionnaire, the Likert scale used is (a) 1 "not good", (b) 2 "enough", (c) 3 "good", and (d) 4 "very good". The formula used to measure the percentage of validation results is as follows:

$$\text{Validation Score} = X \ 100\% \ (\text{Amalia \& Ramadan, 2024}) \frac{\text{skor yang diberikan}}{\text{total skor (seluruhnya)}}$$

Table 1. Product Feasibility Test Classification Criteria

No	Score	Classification
1	90% X < 100%	Very Worth It
2	80% X < 90%	Worthy
3	70% X < 80%	Quite Decent
4	60% X < 70%	Not feasible
5	0% X < 60%	Totally Unworthy

(Lubis et al, 2023)

The formula for calculating student learning outcomes is as follows:

$$N - \text{Gain} = (\text{Mete et al., 2025}) \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Maksimum} - \text{Skor Pretest}}$$

Information :

N-gain is usually expressed as a percentage (%). Interpretation of N-gain is generally categorized as follows:

Table 2. N-Gain Criteria

No	N-Gain	Criteria
1	< 0.3	Low increase
2	0.3 ≤ N-gain < 0.7	Moderate improvement
3	≥ 0.7	Height increase.

(Cashew)et al.,

2025)

3. RESULTS AND DISCUSSION

This study uses the development model used is the 4D model, namely define, design, development and dissemination. The following are the research results presented based on each stage:

1. Define Stage

In the analysis stage, needs identification was carried out through observation and interviews with English teachers and questionnaires were distributed to grade VII students. The results showed that: (a) most students found it difficult to understand reading texts in English due to limited vocabulary and lack of interest in reading, and (b) teachers stated that the limited learning media that were interesting and appropriate to the students' context were obstacles in learning reading. Based on these findings, learning media that are visual, contextual, and able to attract students' attention are needed, one of which is animated videos.

2. Design Stage

Product design is done by compiling several things, namely (a) learning objectives, students are able to understand the contents of simple narrative texts in English, (b) teaching materials, simple narrative texts according to the grade VII curriculum, (c) storyboards, animation plot designs with characters, settings, and dialogues that are easy to understand, and (d) evaluation design, multiple choice questions to measure students' reading comprehension. The design is designed to suit the characteristics of adolescents and can trigger visual interest.

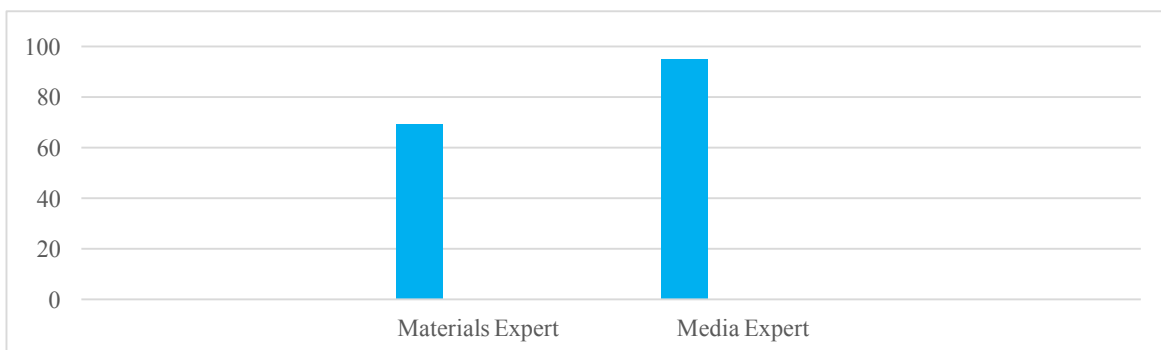
3. Development Stage

The development stage includes the process of producing animated videos using applications such as animaker. The developed product is validated by two experts, namely material experts and media experts. A recapitulation of the validation results that have been carried out can be seen in the following table:

Table 3. Recapitulation of Expert Validation Results

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No	Expert Validation	Percentage	Criteria
1	Subject Matter Expert	86.78	Worthy
2	Media Expert	94.65	Very worthy



Picture 1. Recapitulation of Expert Validation Results

Based on table 1 and figure 1 above, it is known that the validation from the material expert obtained a percentage of 86.78% which is included in the "feasible" category. This shows that in terms of content and suitability of the material with basic English competencies at the junior high school level, the animated video media developed has met the feasibility standards. The material expert assessed that the content presented was in accordance with the characteristics of the students and the applicable curriculum, and was able to help students understand the contents of the reading in English more contextually. This study is supported by Putra et al (2024) who said that the results of the material expert validation were 90% with a very feasible category. This is also supported by Hariani et al (2024) who said that the results of the material expert validation were 96.67% with a very feasible category. Meanwhile, the validation results from media experts showed a higher percentage, namely obtaining a percentage of 94.65% which is included in the "very feasible" category. This value reflects that technically, the animated video developed is very good in terms of visuals, sound, transitions, and interactivity. Media experts considered that the video display was attractive, easy to understand, and suitable for use as a learning medium in the classroom. The superiority of visualization in animated videos is considered capable of attracting students' attention and increasing their learning motivation, especially in reading learning which is often considered monotonous. Overall, the validation results from both experts show that this animated video learning media has met the eligibility criteria both in terms of content and appearance. This study is supported by Lubis et al (2023) who said that the results of the media expert validation on the product developed, namely animated videos with a percentage of 90.25% were categorized as very feasible. This is also supported by Sari et al (2024) who said that the results of the media expert validation with a percentage of 96.67% were categorized as very feasible.

Table 2. Recapitulation of Student Learning Outcomes

No	Student Name	Pretest Score	Posttest Value	Information
1	01	60	80	Increase
2	02	55	78	Increase
3	03	62	84	Increase
4	04	58	79	Increase
5	05	61	83	Increase
6	06	50	76	Increase
7	07	64	85	Increase
8	08	59	81	Increase
9	09	53	77	Increase
10	010	57	80	Increase
11	011	60	84	Increase
12	012	56	79	Increase
13	013	52	78	Increase
14	014	63	85	Increase

15	015	49	75	Increase
16	016	58	82	Increase
17	017	51	76	Increase
18	018	54	79	Increase
19	019	60	83	Increase
20	020	62	85	Increase
21	021	55	80	Increase
22	022	57	81	Increase
23	023	59	82	Increase
24	024	50	77	Increase
25	025	52	78	Increase
26	026	56	80	Increase
27	027	53	79	Increase
28	028	60	83	Increase
29	029	58	81	Increase
30	030	61	84	Increase
31	031	54	78	Increase
32	022	57	80	Increase

Based on table 2 above, it is known that there has been an increase in the English reading ability of grade VII students at SMP Negeri 1 Stabat. This is evidenced by the average pretest of 56.6 and the average posttest of 80.6. So the percentage increase is 42.65%.

$$N - \text{Gain} = \frac{80,6 - 56,6}{100 - 56,6} = 0.5535 \frac{24}{43,4}$$

Based on the results above, the average N-gain of students is 0.5535 or 55.35% which is included in the moderate category. This shows that the increase in students' English reading ability after learning is quite significant.

4. Disseminate Stage

The dissemination stage is the final step in the research and development (R&D) process which aims to disseminate the products that have been developed to related parties, both internally in the school environment and externally in academic forums. In this study, the product developed in the form of animated video learning media to improve junior high school students' English reading skills has gone through validation and trial stages, so that at the dissemination stage, the media is presented and socialized to support wider implementation. Dissemination was carried out through several strategic activities. First, the researcher presented the research results to English teachers at SMP Negeri 1 Stabat in the form of an internal school discussion forum. In this forum, the researcher explained the media development process, the results of the classroom trials, and the effectiveness of using animated videos on improving students' reading skills. The teachers gave positive responses and showed interest in adopting the media in their learning activities, especially because the animated videos were considered interesting and relevant to the needs of today's students.

Second, as part of the dissemination of research results to a wider academic field, researchers plan to publish scientific articles containing the findings of this research in educational journals or national seminars. This step aims to ensure that the innovation of learning media that has been developed is not only utilized by one school, but can also be used as a reference by other teachers in various schools in overcoming the problem of low interest and ability to read English in students. With this dissemination stage, it is hoped that animated video media can make a real contribution to improving the quality of English learning at the junior high school level.

4. CONCLUSION

This research was conducted at SMP Negeri 1 Stabat. The development model used is the 4D model, namely define, design, development and dissemination. Based on the validation results from material experts, the percentage was 86.78% which is included in the "feasible" category. While the validation results from media experts showed a higher percentage, namely obtaining a percentage of 94.65% which is included in the

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"very feasible" category. There has been an increase in the English reading ability of grade VII students at SMP Negeri 1 Stabat. This is evidenced by the average pretest of 56.6 and the average posttest of 80.6. So the percentage increase is 42.65%. And the average N-gain of students is 0.5535 or 55.35% which is included in the moderate category. This shows that the increase in students' English reading ability after learning is quite significant. Based on the description above, it can be concluded that animated videos to improve English reading skills are feasible and effective for use at SMP Negeri 1 Stabat.

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