

CHAPTER V

CONCLUSION

A. Conclusion

Based on the research findings, it can be concluded that animation video gives a significant effect toward reading comprehension of recount text at eighth-grade students of MTsS Darul Fikri. The mean score of the students increased from 23.10 in the pre-test to 52.86 in the post-test. All the five components of reading comprehension also showed significant improvement and none always scored the lowest. The results show that animation video is helpful to reading comprehension in that it applies the multimedia principle to improve learning outcomes through the use of visual and verbal information. This method encourages active construction of knowledge which results in better retention and transfer. Both of these are important for meaningful learning. Therefore, video animation can be considered as an effective learning media to improve the students' reading comprehension skills especially in learning recount texts.

B. Suggestions

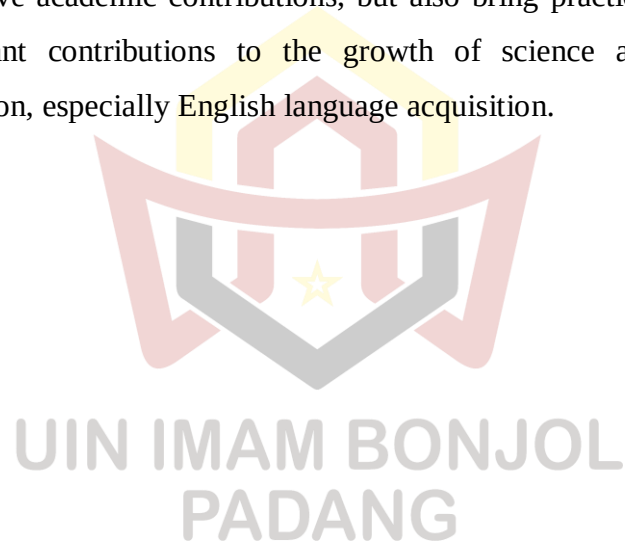
Based on the findings and discussion of the research, several recommendations are proposed as follows:

The First for english teacher are suggested to use technology-based learning media, notably animation video in teaching reading and recalling text. The usage of animation video would not only assist to increase the understanding of students to read texts but also create a more engaged and interesting classroom atmosphere for students.

The Second for school administration is expected to give appropriate support for the deployment of digital learning media by providing solid infrastructure and internet connectivity, as well as technological facilities that are suitable. This funding will generate and increase possibilities for

teachers to develop and construct learning methods that respond to the needs of the digital world.

The third, it is encouraged to the future researches to utilize different animation video in relation to the setting of English language education and the connected learning resources. So that it can facilitate deeper cognitive processing and result in more significant increase in reading comprehension. Moreover, a better knowledge of the pedagogical effect of animation video on language acquisition is predicted to be gained by the use of bigger samples, diverse study designs, blended approaches or the usage of additional English language skills. It is expected that this study would not only give academic contributions, but also bring practical advantages and important contributions to the growth of science and technology in education, especially English language acquisition.



REFERENCES

- Adawiah, R., & Manurung, K. (2021). Analysis of Teaching Strategies in Reading Comprehension. *E-Journal of ELTS (English Language Teaching Society)*, 9(2), 183–194. <https://doi.org/10.22487/elts.v9i2.1875>
- Adhyatmika, P., Sodik, J., & Setyorini, L. (2023). Animated Videos as a Media in Narrative Text Teaching to Improve Students' Reading Comprehension. *Prosiding Seminar Nasional Pendidikan Profesi Guru*, (2), 734–743.
- Agustam, A. N. O., Salija, K., & Talib, A. (2022). An analysis of students' Grammar mastery in writing recount text. *International Journal of Humanities and Innovation (IJHI)*, 5(1), 15–19. <https://doi.org/10.33750/ijhi.v5i1.141>
- Brown, H. D. (2001). *TEACHING BY PRINCIPLES AN INTERACTIVE APPROACH TO LANGUAGE -- H DOUGLAS BROWN -- 2001 -- SAN FRANCISCO STATE UNIVERSITY -- 9780130282835 -- 42f579d7639a9b700d8b6f34dd481a38 -- Anna's Archive*.
- Bruggink, M., Swart, N., van der Lee, A., & Segers, E. (2022). *Theories of Reading Comprehension*. https://doi.org/10.1007/978-3-030-95266-2_1
- Burrage PS Brinckerhoff CE, M. K. S. (2012). Table of Contents Table of Contents از سیر تا پیاز مصاحبه دکتر ی. *European University Institute*, 11(2), 2–5. <https://doi.org/10.21070/acopen.11.2026.11693>
- C2. (n.d.).
- Clif Mims Sharon E. Smaldino, D. L. L. (2010). Instructional technology and media for learning. In *Revista mexicana de investigación educativa* (Vol. 15, Number 44).
- Creswell, J. W. (2012). *EDUCATIONAL RESEARCH PLANNING, CONDUCTING AND EVALUATING QUANTITATIVE AND QUALITATIVE RESEARCH (FOURTH EDI)*. Pearson Education.
- Dimas Agustiar Syah, Fediyanto, N. (2026). Animated Videos in English Listening Skill Development Dimas. *Academia*, 11(1), 7–13. <https://doi.org/10.21070/acopen.11.2026.11693>
- Dwi Ima Herminingsih, Latifatul Isro'iyah, & Sindhu Rhineksha Mukti. (2024). Improving Students' Reading Comprehension of Recount Text with the Use of Language Learning Application. *International Journal of Education and Digital Learning (IJEDL)*, 2(5), 73–82. <https://doi.org/10.47353/ijedl.v2i5.141>
- Dwiningtiyas, G. N., Sofyan, D., & Puspita, H. (2020). Teachers' Strategies in Teaching Reading Comprehension. *JALL (Journal of Applied Linguistics and Literacy)*, 4(2). <https://doi.org/10.25157/jall.v4i2.3682>
- Grabe, W., & Stoller, F. L. (2019). *Teaching and researching reading*, third edition.

- In *Teaching and Researching Reading*. Routledge.
<https://doi.org/10.4324/9781315726274>
- Habib, M. (2016). Assessment of Reading Comprehension. *Revista Romaneasca Pentru Educatie Multidimensionala*, VIII(I), 125–147.
<https://doi.org/10.18662/rrem/2016.0801.08>
- Hasanah Lubis, L., Febriani, B., Fitra Yana, R., Azhar, A., & Darajat, M. (2023). The Use of Learning Media and its Effect on Improving the Quality of Student Learning Outcomes. *International Journal Of Education, Social Studies, And Management (IJESSM)*, 3(2), 7–14. <https://doi.org/10.52121/ijessm.v3i2.148>
- Idayani, A. (2019). Correlation between Reading Comprehension and Reading Strategy Used By English Students of FKIP UIR. *ELT-Lectura*, 6(1), 74–82.
<https://doi.org/10.31849/elt-lectura.v6i1.2272>
- Istiqomah, E. N. A. (2021). The Effect of Using an Animation Video in Writing Recount Text at SMK Antartika 1 Sidoarjo. *Proceedings of The ICECRS*, 9, 12–13. <https://doi.org/10.21070/icecrs2021884>
- Jaimes, R. (2020). *Producción Académica Explain discrete choice methods by animation videos EXPLAIN DISCRETE CHOICE*.
- Kartadiwangsa, R. I. K., Arianti, D., & Jati, S. P. (2024). Using Animated Video To Teach Narrative Text: a Case Study in an Indonesian Secondary School. *PROCEEDINGS OF THE ICONELT International Conference on English Language Teaching*, 4(1), 126–134.
- Lulu Jola Uktolseja, Abraham Manuhutu, J. T. (2021). *The Effectiveness of Folklore based Animation Video in Enhancing Students' Speaking Skill*. 8(2), 386–395.
- Mahendra, Y., Fuad², M., Maulina³, D., & Suprpto, I. (2025). The Effectiveness of Animated Video Media with Pictures on Elementary School Students' Interest in Learning and Reading Skills: A Systematic Literature Review Article Info ABSTRACT. *Indonesia. 3 Universitas Lampung. Jalan Prof. Dr. Ir. Sumantri Brojonegoro*, 12(2), 252–275.
<http://ejournal.radenintan.ac.id/index.php/terampil/index>
<http://ejournal.radenintan.ac.id/index.php/terampil/index>
- Mardiana, R., Jaya, A., & Theriana, A. (2023). Interactive Animation To Increase the Students' Reading Comprehension. *Esteem Journal of English Education Study Programme*, 6(2), 291–300.
<https://doi.org/10.31851/esteem.v6i2.12333>
- Mayer, R. E. (2001). *Multimedia Learning* (Second edi).
- Mazmurrini, E., Puji Permana Aji, M., & Suhartono. (2023). The Effect of Using Animation Video on Students' Writing Skills. *9th ELTT Conference*, 9(October 2023), 2579–437.
<https://proceeding.unpkediri.ac.id/index.php/eltt/article/view/4157>

- Mulatu, E., & Regassa, T. (2022). Teaching reading skills in EFL classes: Practice and procedures teachers use to help learners with low reading skills. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2093493>
- Muliadi, B. W., Sahuddin, & Udin. (2022). an Analysis of Generic Structure on Recount Text Written By Accelerated Students At Sman 1 Praya Tengah in Academic Year 2021/2022. *Journal of English Education Forum (JEEF)*, 2(2), 16–21. <https://doi.org/10.29303/j.v2i2.359>
- Munawaroh, S. (2019). Teaching the Narrative Texts Using Animation Video: Raising Students' Skills on Reading Comprehension. *Utamax : Journal of Ultimate Research and Trends in Education*, 1(1), 18–22. <https://doi.org/10.31849/utamax.v1i1.2791>
- Nabila Junita, D., & Dev Prasad, R. (2024). The Effect of Using English Animation Videos on Students' Speaking Ability. *Journal of Language, Literature, and Educational Research*, 1(2), 39–44. <https://doi.org/10.37251/jolle.v1i2.1063>
- Nuttal, C. (1982). *Teaching Reading Skills in a Foreign Language* (M. G. and G. Sturtridge, Ed.; First).
- Olii, K., & Nurwati, A. (2022). Teacher strategy in using animated videos in learning English. *Journal of English Teaching and Linguistic Issues (JETLI)*, 1(3), 104–113. <https://doi.org/10.58194/jetli.v1i3.88>
- Pang, B. E. S., & Bernhardt, E. B. (2007). Teaching Reading. *Encyclopedic Dictionary of Applied Linguistics*, 403–409. <https://doi.org/10.1017/s0267190500003512>
- Paradillah, W., & Yunus, M. (2023). The Use Of Animation Video To Improve The Students' English Speaking Skill. *Jurnal Karya Ilmiah Mahasiswa (Kima)*, 2(2), 373–379.
- Phalosa Dea Azhura, Aurellia Mustikasari, Cindy Aulia Nurul Laily, I Ketut Mahardika, Firdha Yusmar1, Soraya Firdausi, S. R. D. A. (2024). The Role of Learning Media in Educational Components to Enhance Students. *International Journal of Education, Information Technology and Others (IJEIT)*, 7(December), 213–219.
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53–60. <https://doi.org/10.29333/aje.2019.426a>
- Qomariah, N. (2021). Theme and Rheme in Students' Writing. *KnE Social Sciences*, 2021, 502–515. <https://doi.org/10.18502/kss.v5i4.8707>
- Rahmawati, D. (2020). *Jurnal Asy- Syukriyyah THE EFFECT OF USING GIST STRATEGY THROUGH RECOUNT TEXT TOWARD*. 21, 225–242.
- Ramadhianti, A., & Somba, S. (2023). Journal of English Language Teaching and Literature (JELTL) 1. *Universitas Banten Jaya*, 6(1), 1–11.

- Saraswati, N., Dambayana, P., & Pratiwi, N. (2021). An Analysis Of Students of Study Reading. *Jurnal IKA Undiksha*, 19(1), 34–45. <https://doi.org/10.23887/ika.v19i1.31826>
- Sari, A. S. (2021). Animated Video in Teaching Reading Comprehension Viewed from the Students' Reading Interest. *ELE Reviews: English Language Education Reviews*, 1(2), 88–98. <https://doi.org/10.22515/ele-reviews.v1i2.4062>
- Shaden, R., & Kuswardani, R. (2024). The Effectiveness Of Using Video As A Learning Medis For Listening Comprehension In Narrative Text. *RETAIN (Research on English Language Teaching in Indonesia)*, 12(1), 44–49.
- Simanungkalit, N. F., Sinurat, B., & Siahaan, M. M. (2023). the Effect of Using Animated Video on the Listening Comprehension of Grade Ix Students At Uptd Smp Negeri 5 Pematang Siantar. *Jurnal Ilmiah Research Student*, 1(2), 174–180.
- Snow, C. (2002). Reading for Understanding: Toward an R&D Program in Reading Comprehension. In *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. <https://doi.org/10.7249/mr1465.0>
- Surtantini, R. (2019). Reading Comprehension Question Levels in Grade X English Students' Book in Light of the Issues of Curriculum Policy in Indonesia. *PAROLE: Journal of Linguistics and Education*, 9(1), 44. <https://doi.org/10.14710/parole.v9i1.44-52>
- Tahwiana, Z., Regina, R., Rahmani, E. F., Gatot, Y., & Yuliana, S. (2025). *Enhancing Narrative Writing Skills Through Animation*. 12(1), 1–13.
- Tri Idayanti, & Widiyati, E. (2025). the Effectiveness of Animated Videos in Enhancing Reading Comprehension Among the Seventh-Grade Students. *JEELL (Journal of English Education, Linguistics and Literature)*, 12(3), 215–224. <https://doi.org/10.32682/jeell.v12i3.68>
- Utama, A. B. (2024). The Effect of Animation Video on Junior High School Student Reading Comprehension Alfiansyah Bagas Utama. *Retain: Journal of Research in English Language Teaching*, 12(01), 7–14.
- Utami, N. A. R., Hadi, M. S., & Aswir, A. (2022). Analysis of Generic Structure and Recount Text Understanding in Eighth Grade Students. *Jurnal Studi Guru Dan Pembelajaran*, 5(1), 101–105. <https://doi.org/10.30605/jsgp.5.1.2022.1403>
- Wadi, N., Kusumaningsih, C., & Hafis, M. (2020). the Effectiveness of Read, Cover, Remember, Retell (Rcrr) Strategy for Teaching Reading Comprehension. *Journal of English Language Teaching and Education (JELTE)*, 1(1), 1–10. <https://doi.org/10.31571/jelte.v1i1.26>
- Yusuf, S. F., & Zuliani, R. (2022), J. P. (n.d.). *Pengaruh Media Pembelajaran*

Video Animasi terhadap Hasil Belajar IPA Kelas III SD Negeri Larangan 09. FONDATIA, 6(1), 148–161. 6, 148–161.

Zulaikah, S., & Anistya Pratama, Azzah Nabila, D. F. R. (2024). The Role of Learning Media in Developing English Semantic Understanding. *JADEs Journal of Academia in English Education*, 5(2), 251–266. <https://doi.org/10.32505/jades.v5i2.10261>

