

**STUDENTS' PERCEPTIONS OF USING ANIMATED VIDEO
IN LEARNING NARRATIVE TEXTS AT MTsN 5 PADANG PARIAMAN**

THESIS

*Submitted in Partial for Fulfillment of the Requirements for
Undergraduate Program in English Tadris Department the Strata One
(S1) Degree*



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APPROVAL PAGE

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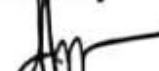
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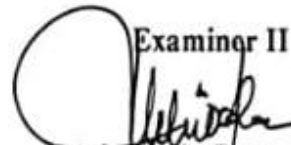
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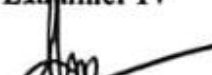
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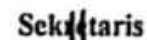
Skripsi ini berjudul “ Students' perceptions of Using Animated Video In Learning Narrative Text at MTsN 5 Padang Pariaman”, written by Hadia Auliyah Mahfiroh. Skripsi ini dipertahankan pada sidang munaqasyah Fakultas Tarbiyah dan Keguruan di Universitas Islam Negeri Imam Bonjol Padang pada hari Jumat 18 September 2026. Oleh karena itu, skripsi ini telah diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S. Pd) pada Program Studi Pendidikan Bahasa Inggris, Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Imam Bonjol Padang.

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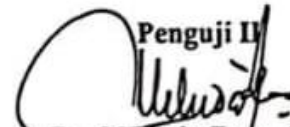
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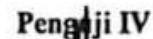
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DECLARATION PAGE

I hereby declare that this thesis, titled “ **Students’ perceptions of Using Animated Video In Learning Narrative Texts at MTsN 5 Padang Pariaman,**” is entirely my own original work. All theories, ideas, and information presented in this thesis were obtained from various relevant references and sources and have been properly cited. I also declare that this thesis does not plagiarize the work of others and has never been submitted as the work of anyone else. Should it be proven in the future that this thesis is not my original work, I am willing to accept all applicable academic consequences and sanctions in accordance with established regulations.

Padang, 24 Agustus 2026

The Writer



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The stamp is a yellow rectangular stamp with a red border. It contains the text "MELEPAH TEMPEL" in bold, black capital letters. Below this, there is a smaller text "012 CDAOX168768-79". To the left of the stamp, there is a vertical text "00001" and a small red logo.

ABSTRACT

Hadia Auliyah Mahfiroh, 2026. Students' Perceptions of Using Animated Video in Learning Narrative Texts at MTsN 5 Padang Pariaman. Thesis. English Tadris Department, Faculty of Tarbiyah and Teacher Training, Imam Bonjol State Islamic University Padang.

This study aims to explore students' perceptions of using animated videos in learning narrative texts at MTsN 5 Padang Pariaman, focusing on how videos are implemented and how students perceive their use across emotional, behavioral, and cognitive engagement dimensions. A qualitative descriptive design was employed, with data collected through classroom observations and semi-structured interviews involving 11 students who had experienced narrative text learning through animated videos. The findings reveal that the English teacher implemented animated videos in three systematic stages: pre-instruction, during-instruction, and post-instruction, which successfully fostered students' engagement throughout the learning process. Students' perceptions were predominantly positive across eight identified themes aligned with Barron's (2003) engagement theory. In terms of emotional engagement, students expressed enjoyment, happiness, and increased motivation, finding video-based learning more engaging and less monotonous than textbook-based methods. Regarding behavioral engagement, students demonstrated active participation through question-and-answer interactions, sustained attention, and enthusiastic involvement in classroom discussions. In terms of cognitive engagement, students showed improved story comprehension, clearer understanding of narrative text structure (orientation, complication, resolution), ability to identify moral values, and appreciation for multimodal learning experiences. The use of animated videos also supported student-centered learning, where students actively constructed their own understanding with the teacher acting as a facilitator. Students reported meaningful learning experiences, including vocabulary expansion and improved listening skills. However, technical challenges such as fast narration, unclear pronunciation, and poor audio quality were identified. Overall, this study confirms that animated videos are an effective learning medium that positively influences students' perceptions, enhances understanding of narrative texts, increases motivation and engagement, and supports meaningful, student-centered learning experiences aligned with the principles of the Merdeka Curriculum.

Keywords: Students' Perception, Animated Video, Narrative Text, Student Engagement.

ABSTRAK

Hadia Auliyah Mahfiroh, 2026. Persepsi Siswa terhadap Penggunaan Video Animasi dalam Pembelajaran Teks Naratif di MTsN 5 Padang Pariaman. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Imam Bonjol Padang.

Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap penggunaan video animasi dalam pembelajaran teks naratif di MTsN 5 Padang Pariaman, dengan fokus pada bagaimana video diimplementasikan dan bagaimana siswa mempersepsikan penggunaannya melalui dimensi keterlibatan emosional, perilaku, dan kognitif. Desain deskriptif kualitatif digunakan, dengan data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur yang melibatkan 11 siswa yang pernah mengalami pembelajaran teks naratif melalui video animasi. Temuan menunjukkan bahwa guru bahasa Inggris mengimplementasikan video animasi dalam tiga tahap sistematis: pra-pembelajaran, selama pembelajaran, dan pasca-pembelajaran, yang berhasil mendorong keterlibatan siswa sepanjang proses pembelajaran. Persepsi siswa sebagian besar positif di delapan tema yang teridentifikasi sesuai dengan teori keterlibatan Barron (2003). Dalam hal keterlibatan emosional, siswa mengungkapkan kesenangan, kebahagiaan, dan peningkatan motivasi, dengan menemukan pembelajaran berbasis video lebih menarik dan tidak monoton dibandingkan metode berbasis buku teks. Mengenai keterlibatan perilaku, siswa menunjukkan partisipasi aktif melalui interaksi tanya jawab, perhatian yang berkelanjutan, dan keterlibatan yang antusias dalam diskusi kelas. Dalam hal keterlibatan kognitif, siswa menunjukkan peningkatan pemahaman cerita, pemahaman yang lebih jelas tentang struktur teks naratif (orientasi, komplikasi, resolusi), kemampuan mengidentifikasi nilai-nilai moral, dan apresiasi terhadap pengalaman belajar multimodal. Penggunaan video animasi juga mendukung pembelajaran yang berpusat pada siswa, di mana siswa secara aktif membangun pemahaman mereka sendiri dengan guru bertindak sebagai fasilitator. Siswa melaporkan pengalaman belajar yang bermakna, termasuk perluasan kosakata dan peningkatan keterampilan mendengarkan. Namun, tantangan teknis seperti narasi yang cepat, pengucapan yang kurang jelas, dan kualitas audio yang buruk juga teridentifikasi. Secara keseluruhan, penelitian ini menegaskan bahwa video animasi adalah media pembelajaran yang efektif yang secara positif memengaruhi persepsi siswa, meningkatkan pemahaman tentang teks naratif, meningkatkan motivasi dan keterlibatan, serta mendukung pengalaman belajar yang bermakna dan berpusat pada siswa yang selaras dengan prinsip-prinsip Kurikulum Merdeka.

Kata Kunci: Persepsi Siswa, Video Animasi, Teks Naratif, Keterlibatan Siswa.

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"In the Name of Allah, the Most Gracious, the Most Merciful"

Alhamdulillahirabbil'alamin, all praise be to Allah SWT, Lord of the universe, who reigns over and owns the Day of Judgment, for all His power, blessings, and mercy, which have granted ease, smooth progress, good health, and knowledge, enabling the author to complete this thesis titled **“Students’ Perceptions of Using Animated Videos in Learning Narrative Texts at MTsN 5 Padang Pariaman.”** Infinite gratitude is due to Him, for there is no helper and no better source of reliance than Allah SWT.

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