

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study aimed to examine the use of animated videos in teaching narrative texts and to explore students' perceptions of their implementation at MTsN 5 Padang Pariaman. Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn. First, the use of animated videos in teaching narrative texts at MTsN 5 Padang Pariaman has been effectively implemented through three systematic stages: pre-instruction, during instruction, and post-instruction. During the pre-instruction stage, the teacher prepared the media and the classroom, including taking attendance and setting up the projector and laptop, which created a positive atmosphere and sparked students' enthusiasm. In the during-instruction stage, the teacher played an animated video titled *Malin Kundang*, which successfully captured the students' attention and aroused their curiosity about the story. In the post-instruction stage, the teacher reviewed the video with the students, guided them to identify the narrative structure orientation, complication, and resolution and facilitated a discussion of moral values. Throughout these stages, students demonstrated active participation by responding to questions, asking for clarification, and correctly identifying the story's structure and moral message. This three-stage implementation aligns with Harmer's (2007) principles of pre-viewing, while-viewing, and post-viewing activities,

confirming that animated videos were integrated meaningfully into the teaching and learning process rather than being used merely as entertainment.

Second, regarding students' perceptions, the findings revealed that students held predominantly positive views toward the use of animated videos in learning narrative texts. These positive perceptions were manifested across three dimensions of student engagement: emotional, behavioral, and cognitive. In terms of emotional engagement, students expressed feelings of joy, happiness, curiosity, and enthusiasm when learning with animated videos. They consistently reported that video-based learning was more enjoyable, engaging, and less monotonous than conventional textbook-based methods. The visual and dynamic presentation of stories combining images, sound, movement, and narration sparked their curiosity and served as a strong motivator for them to actively participate in the learning process. Statements such as "senang" (happy), "seru" (exciting), "penasaran" (curious), and "enggak ngantuk" (not sleepy) reflect the students' positive emotional responses. Furthermore, students expressed a strong willingness to use animated videos again in future English lessons, indicating that their emotional engagement extended beyond a single learning episode. This finding is consistent with Chien (2015) and Rahmawati and Siswana (2021), who reported that animated videos increase students' motivation and engagement in learning narrative texts.

Third, in terms of behavioral engagement, students demonstrated active participation throughout the video-based learning process. They

reported increased communication, more frequent questioning, and sustained attention during the viewing and post-viewing activities. Students noted that the combination of images, sound, and movement helped them stay focused and not easily bored. The teacher's role in facilitating discussion and providing opportunities for questions was crucial in encouraging this behavioral engagement. Students confirmed that the teacher explained the story again and gave them opportunities to ask questions when there was something they did not understand. This finding aligns with Maulana and Rini (2025) and Velin et al. (2025), who found that video media creates a flexible and engaging learning experience that encourages active student participation. The behavioral engagement observed in this study also reflects the principles of the Merdeka Curriculum, which emphasizes active, student-centered learning, where the teacher acts as a facilitator rather than a sole source of knowledge.

Fourth, in terms of cognitive engagement, students perceived animated videos as helping them understand narrative texts more effectively. They reported improved story comprehension, clearer understanding of narrative text structure, ability to identify moral values, and meaningful learning experiences including vocabulary expansion and improved listening skills. Students found it easier to follow the storyline and identify the sequence of events because the video presented the plot in a more concrete and comprehensive manner. They were able to correctly identify the orientation, complication, and resolution of narrative texts, indicating a clear understanding of narrative text structure. The visual and auditory cues,

subtitles, and teacher explanations worked together to help students organize story events and infer meaning. Importantly, cognitive engagement was not solely the result of the animated video itself but was also supported by teacher guidance. The teacher played a crucial role as a facilitator who provided scaffolding, clarified difficult vocabulary, and guided students in identifying narrative structure. This finding supports Mayer's (2009) cognitive theory of multimedia learning and Harmer's (2007) argument that video is most effective when integrated meaningfully into the teaching and learning process. The use of animated videos also supported student-centered learning, where students actively constructed their own understanding while the teacher acted as a facilitator, aligning with the principles of the Merdeka Curriculum.

Fifth, despite the predominantly positive perceptions, students identified several technical challenges that affected their comprehension to some extent. These included fast narration, unclear pronunciation, poor audio quality, and unfamiliar vocabulary. Some students mentioned that the video duration was too fast, the sound was too low, or the audio was unclear when the speaker was too small. These challenges are consistent with Pratiwi, Suharsih, and Fargianti (2022), who found that when video duration was too long or narration was too fast, students became bored or had difficulty understanding the content. However, it is important to note that these technical challenges did not diminish students' overall positive perception of animated videos. Students demonstrated resilience in multimodal learning by relying on visual cues to compensate for difficulties in the auditory channel. Overall, it

can be concluded that animated videos are an effective learning medium that positively influences students' perceptions, enhances their understanding of narrative texts, increases their motivation and engagement, and supports meaningful, student-centered learning experiences in English classes at MTsN 5 Padang Pariaman. Nevertheless, the findings also highlight the importance of addressing technical challenges and ensuring appropriate pedagogical integration including the selection of appropriate video materials, attention to narration speed and audio quality, and the design of effective post-viewing activities to maximize the benefits of animated videos in English language teaching.

B. Suggestion

Based on the findings and conclusions presented, there are several recommendations for various stakeholders to improve the quality of English teaching and learning, particularly regarding the use of animated videos for narrative texts.

1. For English Teacher

For English teachers, it is recommended to select animated videos that are not too long, have a moderate narration pace, and include subtitles so that students can follow the storyline more easily. Teachers also need to design post-viewing activities, such as discussions and vocabulary reinforcement, to deepen students' understanding of the structure and moral values of narrative texts. The use of animated videos should be integrated in a more varied manner not only for narrative texts but also for

other skills and combined with other methods to accommodate students' different learning styles.

2. For Students

Students are encouraged to become more actively involved in the learning process by asking questions, noting down new vocabulary, and participating in discussions after watching the video. Students should also get into the habit of independent learning, for example, by replaying the videos at home and practicing retelling the story to reinforce their understanding. In addition, students need to provide honest feedback to teachers about the challenges they face such as speaking speed or audio quality so that teachers can make improvements in the future.

3. For School

Schools are advised to provide and maintain supporting facilities such as projectors, speakers, and adequate internet connections to ensure that video-based learning runs smoothly. Schools also need to support teachers' professional development through training in the use of digital media in accordance with the requirements of the Merdeka Curriculum, which emphasizes active, student-centered learning.

4. For future researcher

Future researchers are suggested to explore teachers' perspectives on using animated videos, investigate students with different learning styles, and examine other narrative text types. In-depth qualitative methods such as focus group discussions or reflective journals are also

recommended to gain richer insights into students' emotional and cognitive engagement during video-based learning.



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