



The Influence of Story Impressions Learning Strategy Based on Animated Videos on Students' Narrative Text Viewing and Listening Skills

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ABSTRACT

This study aimed to examine the effect of an animation video-based story impressions learning strategy on students' narrative text viewing skills in Grade VIII of SMP Negeri 15 Kota Sukabumi during the 2025/2026 academic year. This research employed a quantitative approach using a true experimental design with a post-test only control design. The population consisted of all eighth-grade students, with a total sample of 60 students, comprising 29 students in the experimental group and 31 students in the control group. The research instruments included a narrative text viewing skills test, observation, and documentation. Post-test data were analyzed using the nonparametric Mann-Whitney U test because one group's data were not normally distributed. The results showed that the mean score of students' narrative text viewing skills in the experimental group was 90.79, while the control group achieved a mean score of 75.90. The difference in mean scores indicates that students taught using the animation video-based story impressions strategy demonstrated better viewing skills than those taught using conventional methods. Furthermore, the Mann-Whitney U test revealed an Asymp. Sig. (2-tailed) value of 0.000, which is lower than the significance level of 0.05, indicating a statistically significant difference between the two groups. Therefore, it can be concluded that the animation video-based story impressions learning strategy has a significant effect on improving students' narrative text viewing skills in Grade VIII of SMP Negeri 15 Kota Sukabumi during the 2025/2026 academic year.

Keywords: story impressions, learning strategy, animated videos, narrative texts, viewing and listening

Pengaruh Strategi Pembelajaran *Story Impressions* Berbasis Video Animasi terhadap Keterampilan Memirsa Teks Narasi

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh strategi pembelajaran *story impressions* berbasis video animasi terhadap kemampuan memirsa teks narasi siswa kelas VIII SMP Negeri 15 Kota Sukabumi tahun ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan metode true experimental design berbentuk post-test only control design. Populasi penelitian adalah seluruh siswa kelas VIII dengan jumlah sampel sebanyak 60 siswa, yang terdiri atas 29 siswa pada kelas eksperimen dan 31 siswa pada kelas kontrol. Instrumen penelitian meliputi tes kemampuan memirsa teks narasi, observasi, dan dokumentasi. Data hasil post-test dianalisis menggunakan uji statistik nonparametrik Mann-Whitney U karena salah satu kelompok data tidak berdistribusi normal. Hasil penelitian menunjukkan bahwa nilai rata-rata kemampuan memirsa teks narasi siswa kelas eksperimen sebesar 90,79, sedangkan nilai rata-rata kelas kontrol sebesar 75,90. Selisih nilai rata-rata kedua kelas menunjukkan adanya perbedaan kemampuan memirsa yang cukup signifikan. Hasil uji Mann-Whitney U menunjukkan nilai Asymp. Sig. (2-tailed) sebesar 0,000, yang lebih kecil dari taraf signifikansi 0,05, sehingga H₀ ditolak dan H_a diterima. Dengan demikian, dapat disimpulkan bahwa strategi pembelajaran *story impressions* berbasis video animasi memberikan pengaruh yang signifikan terhadap kemampuan memirsa teks narasi siswa kelas VIII SMP Negeri 15 Kota Sukabumi tahun ajaran 2025/2026.

Kata kunci: story impressions, video animasi, keterampilan memirsa, teks narasi

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INTRODUCTION

Educational reforms take place in all countries of the world. According to Claudio-Raphael, Graciela, De-La-Luz-Arellano, and Ayon-Banuelos (2000), they consist of changes and transformations in the school system involving factors such as educational philosophy, student policies, curriculum, pedagogy, didactics, organization, management, finance, and their links with the development of the nations. According to her, the objective of educational reform is to fulfil the world-wide commitments made on the subject of education. These reforms are always on the political agenda of countries and the international organizations involved in their design and application, in relation to one's view of development and the world-wide conception of education.

In Burundi, since the beginning of colonial education, there have been various reforms in education. At first, the language policy was to teach in French from primary education to higher education (Ndura & Nimuraba, 2012). The authors state that with independence, Burundi struggled to continue teaching in French until a new language policy known as the "Kirundization policy" was implemented in 1973. It suggested that the teaching should be done in Kirundi until Grade 5.

The recent reforms in education, which introduced basic education system, came within the perspectives of bringing solutions to the country's challenges (Ndura & Nimuraba, 2012). The same source provides that among these solutions are to re-build national unity; curb demographic growth and insure food security; address crucial problem of unemployment and increase household income; diversify and promote a competitive and healthy economy; develop appropriate infrastructure to support manufacturing/production; increase the literacy level and to prepare competitive personnel to the world and especially to the region. This is a dream and it is hard to achieve in the context of Burundi. In the area of testing, these reforms have not had much effect on the test purpose and quality. The national examination has remained with its format

as an objective one. However, the maximum score has been reduced from ninety to thirty. Among the thirty, twenty is for English and ten for Kiswahili. This reduction of the maximum score has had an impact on the amount of the content to be included in the national examinations. That is why the current national examinations of English are shorter than the latter.

Apart from the reforms in education which were established before, the set of educational reforms that were initiated in Burundi in 2012-2013 school year encountered various problems that affected both teachers and students. Teachers and learners in general were rather apprehensive about the reforms. Some among the university degree holding teachers felt that they were 'degraded', as this level was generally allocated to teachers with lower degrees. Some other teachers felt that they were overloaded because only two teachers were assigned to teach in a grade, one being responsible for languages and another for sciences.

Students and their parents, on their part, did not see much added value from the new curriculum contents and teaching approaches. Concerning test scores, teachers and test designers are not interested in analyzing them for subsequent improvement of the tests themselves and the teaching methods. Also, many teachers think of the test score as an end in itself. They see scores as numbers to be entered in the school transcripts. However, it is known that any test must have a specific purpose; so it is necessary to analyze the results to see whether the teaching has helped to achieve the learning goals.

Since there is a new education system, analyses of this kind are necessary in order to draw lines for improving the testing and the teaching methods in particular and the education system in general. So far, there has been no study of these results to find out how students have been performing in basic education system compared to their counterparts in the former system.

This study is, therefore, aimed to analyze scores in the national examination of English for junior level completion so as to draw lessons underlying



any differences or similarities between arrangements in basic education system and the former system. It seeks to answer the following research questions:

- 1) How do students' performance in the national examinations of English compare before and after the 2012-2013 education reforms that established formal basic education system?
- 2) What lessons are there to learn from the two categories of scores in the English national examinations?

The English national examinations concerned are those counting for the 2013, 2014, 2015 and 2016 editions for the former system and the 2016, 2017, 2018 and 2019 editions for the basic education system. The 2016 national examination edition is repeated because there were two different categories of students (one evolving from the basic education system and another from the former system) who sat for the national examination at the same time. However, the examinations that they did were different from each other.

We believe that the results from this study will be beneficial to both teachers and test designers in that they will be provided with procedures to analyze test scores. Also, teachers with a negative perception of basic education system may benefit from insights arising from such a comparative study, which would help to improve their students' performance in the national examination of English.

METHOD

This research uses a quantitative approach because it aims to generate data and determine whether the method is effective or not. Quantitative research is a systematic review of a case by collecting data that can be calculated using statistical, mathematical, or computational techniques (Fraenkel et al., 2012; Razak, 2017; Yanda et al., 2019). Quantitative research is a method for testing theories by examining the relationships between variables. Quantitative research is a research method based on the

philosophy of positivism, used to examine specific samples. Data is collected using research instruments, and quantitative data analysis aims to test predetermined hypotheses (Sugiyono, 2022). According to Creswell (2009), quantitative research analyzes objective theories by examining the relationships between variables. To

measure these variables, which is usually done with instruments, statistical procedures can be used to analyze numerical data. Quantitative research involves collecting numerical data and analyzing statistical data to investigate phenomena and the relationships between variables in a structured manner (Siroj et al., 2024; Fraenkel et al., 2012).

The researchers in this study used a true-experimental design. According to Sugiyono (2022) and Razak (2017), a true-experimental design is a type of research design that truly allows researchers to control all external variables that could influence the course of the experiment. One form of this design is a post-test-only control design. This study used a post-test-only control design, in which two groups were randomly selected. The group receiving the treatment was designated the experimental group, while the group receiving no treatment was designated the control group.

The research was conducted during the even semester of the 2025/2026 academic year at SMP Negeri 15, Sukabumi City. Researchers in quantitative research use instruments to collect data. Research instruments aim to measure the values of the variables being studied. Therefore, the number of instruments used will influence the number of variables studied. According to Sugiyono (2022), a research instrument is a tool used in a study. The research instruments used by researchers include test and non-test instruments, including observation and documentation, which will be described below.

1. Test

In this study, the researchers chose a question-based listening test. They used narrative text as the object of the study. The treatment provided was

an animated video-based story impressions strategy, with all students receiving the same treatment while the strategy was being implemented. The test in this study was administered only once, during the post-test. The post-test was administered after the treatment. This test was conducted after the students had been given the treatment to determine their reading ability in narrative texts, using the animated video-based story impressions strategy, and their reading ability in narrative texts without the animated video-based story impressions strategy.

Table 1
Specification for Learning to Listen to Narrative Texts

No.	Indicators	Item
1	Animation Title	1
2	Animation Story Theme	2
3	Main Characters	3
4	Antagonists	4
5	Complexity	5
6	Place/Time of Story	6
7	Resolution of Story	7
8	Moral Message	8
	Total	8

Based on the test specifications above, the questions are arranged as listed below.

1. What is the title of the animation you just watched?
2. What is the theme of the animation?
3. Who are the main characters and antagonists in the animation?
4. What are the main characters?
5. What are the complications in the story?
6. What is the setting?
7. What is the message of the story?
8. How is the story resolved?

The format for assessing viewing ability is contained in the table below.

Table 2
Viewing Ability Assessment Format

No.	Indicators	Score
1	Animation Title	1-4
2	Theme	1-4
3	Characters	1-4
4	Plot	1-4
5	Complications	1-4
6	Setting	1-4
7	Message	1-4
8	Solution	1-4
	Total	8-32

Test results are divided into four categories. The lowest category is "very bad," with a score of 8-12. The complete scores are shown in the table below.

Table 3
Score Categories

No.	Raw Score	Standard Score	Category
1	8 - 14	25,00 - 43,75	very bad
2	14 - 20	43,75 - 62,50	bad
3	20 - 26	62,50 - 81,25	good
4	26 - 32	81,25 - 100,00	very good

2. Observation

Observations will be conducted by the classroom teacher, who will monitor the implementation of the animated video-based story impressions strategy in the classroom. Observations will be conducted using an observation sheet prepared by the researcher. This observation is conducted to determine how the animated video-based story impressions strategy works when applied to narrative text viewing.



3. Documentation

Documentation is used to support the data and information in the research documents. In this study, this documentation takes the form of photographs taken during the learning activities.

RESULT

1. Experimental Class Posttest Results

The experimental class receiving the treatment, namely the animated video-based story impressions learning strategy, demonstrated improved narrative text viewing skills. This was demonstrated by a higher learning outcome, with an average score of 90.79, and a higher student ability ranking compared to the control class. Data analysis included grouping data based on variables and respondents. This was done to identify and answer the research questions and test the hypotheses. The data analysis will be conducted by collecting post-test scores for narrative text viewing in class VIII I of SMP Negeri 15 Kota Sukabumi in the 2025/2026 academic year, the subjects of this study. The post-test data will then be processed and analyzed. The results of the data analysis are presented below.

Table 4
 Post-test Scores for the Experimental Class

No.	Category	Frequency	Percentage
1	very bad	0	0,00
2	bad	1	3,45
3	good	4	13,79
4	very good	24	82,76
	Total	29	100,00

2. Control Class Posttest Results

The control class, which received no treatment, using the animated video-based story impressions learning strategy, showed lower reading comprehension skills, with an average score of 75.9, compared to the experimental class. The learning process, in general, was not effective in improving reading comprehension skills.

Table 5
 Post-test Scores for the Control Class

No.	Category	Frequency	Percentage
1	very bad	0	0,00
2	bad	9	29,03
3	good	17	54,84
4	very good	5	16,13
	Total	31	100,00

2. The Influence of Animated Video-Based Story Impressions on Learning Narrative Text Reading Skills

Before calculating the effect, supporting data for the effect of animated video-based story impressions on narrative text reading skills are presented. The supporting data includes comparative data from the posttest and pretest results, as well as normality tests.

Table 6
 Comparison of Posttest Scores for the Experimental and Control Classes

	Statistics	
	Experimental	Control
N	29	31
Mean	90.79	75.90
Median	94.00.00	75.00.00
Mode	97	69
Std. Deviation	9.049	8.886
Range	44	35
Minimum	56	59
Maximum	100	94

Table 7
 Normality Test

Group	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
experimen	0,233	29	0	0,739	29	0
control	0,121	31	,200 ^a	0,966	31	0,426

Based on the table above, the researcher used the Shapiro-Wilk normality test because it was in accordance with the criteria of the number of data that was <50 participants for each sample group. Judging from the table above, the post-test value of the experimental class was less than 0.05 with a value of 0.000, so it can be said that the post-test value of the experimental class was not normal, on the other hand, the post-test value of the control class was more than 0.05 with a value of 0.426, so it can be said that the post-test value of the control class was normal. Because one of the samples was not normal, the researcher will not conduct a t-test, instead the researcher will conduct a nonparametric Mann-Whitney U test which will be described as follows.

Table 8
Mann-Whitney U Test

Ranks			
Group	N	Mean Rank	Sum of Ranks
Experimental	29	42,72	1239
Control	31	19,06	591
Total	60		

Test Statistics ^a	
	Experimental Class
Mann-Whitney U	95
Wilcoxon W	591
Z	-5,274
Asymp. Sig. (2-tailed)	0

Basis for decision-making:

- If the Asymptotic Significance (Asymp. Sig.) value is = 0.05, then H0 is rejected and H1 is accepted.
- If the Asymptotic Significance (Asymp. Sig.) value is > 0.05, then H0 is accepted and H1 is rejected.

Based on the Test Statistics table above, the Mann-Whitney U test yielded an Asymp. Sig. (2-tailed) value of 0.000, which is less than the 0.05

significance level. Therefore, H0 is rejected and H1 is accepted, indicating a significant difference between the narrative text viewing abilities of students in the experimental and control classes. These results indicate that the implementation of the animated video-based story impressions learning strategy has a significant impact on narrative text viewing abilities.

DISCUSSION

Based on the eight aspects of narrative text viewing abilities, no students in the experimental class scored <17, and only one student scored 56-70. Meanwhile, the value range of 71-85 was obtained by 4 students, and about 24 students were in the value range of 86-100. Furthermore, the distribution value for the experimental class can be seen between the highest and lowest student values. The highest with a value of 100 and the lowest student value with a value of 56 and for the cumulative frequency obtained a total of 2633 with a total percentage of 99.7% and if rounded to 100% and an average of 90.79. The minimum and maximum scores for each class were 56 for the experimental class, 59 for the control class, and 100 for the experimental class, and 94 for the control class. These results revealed a difference between the two classes: the experimental class had a score difference of 44, while the control class had a score difference of 35.

The results of the Shapiro-Wilk normality test for the experimental class yielded a significance value of 0.000, or approximately 0.01, indicating that the sample was not normally distributed because it was less than 0.05. Therefore, the researcher used the nonparametric Mann-Whitney U hypothesis test because it does not require normally distributed data. Finally, the Asymp. Sig. (2-tailed) value was 0.000, or 0.01. In theory, if the Asymptotic Significance value is less than 0.05, H0 is rejected and H1 is accepted. Conversely, if the Asymp. Sig. If the value is greater than 0.05, H0 is accepted and H1 is accepted. Therefore, it can be concluded that the story impressions learning strategy has an effect on the experimental class.



Furthermore, in the eight aspects of narrative text listening ability in the control class, only one student got a score of 94, 81, 66, and 59 with a percentage of 3.2%. Furthermore, the scores of 91, 88, and 63 were obtained by 2 students with a percentage of 6.5%. Then, the scores of 84 and 72 were obtained by 3 students with a percentage of 9.7%. Furthermore, the score of 78 was obtained by 4 students with a percentage of 12.9%. Then, the score of 75 was obtained by 5 students with a percentage of 16.1%. Finally, the score of 69 was obtained by 6 students with a percentage of 19.4%. The cumulative frequency was 2353 with a total percentage of 100.1% and if rounded to 100% and the average was 75.9. The results of the Shapiro-Wilk normality test in the control class obtained a significance value of 0.426, this value is more than 0.05 which means the data sample is normally distributed.

CONCLUSION

Based on statistical tests using the nonparametric Mann-Whitney U hypothesis test, the Asymp. Sig. (2-tailed) value is $0.000 < 0.05$, indicating a significant difference between the narrative text viewing abilities of students in the experimental and control classes. Therefore, it can be concluded that the implementation of the animated video-based story impressions learning strategy has an effect on the narrative text viewing abilities of eighth-grade students at SMP Negeri 15, Sukabumi City. Furthermore, based on the results of the Mann-Whitney U test, as seen from the statistical U value of 95.000 and Z value of -5.274, the difference in narrative text viewing abilities between the two sample classes is statistically significant. Therefore, H_0 is rejected and H_1 is accepted, indicating that the animated video-based story impressions learning strategy has an effect on narrative text viewing abilities.

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