

# Ani-Text Trailer : A Tool For Reading Comprehension

Anusria a/p Krishnan  
Faculty of Education  
Universiti Kebangsaan Malaysia (UKM)  
43600, Bangi, Selangor, Malaysia

Sutasini a/p Sivagnanam  
Faculty of Education  
Universiti Kebangsaan Malaysia (UKM)  
43600, Bangi, Selangor, Malaysia

Patrisha a/p David  
Faculty of Education  
Universiti Kebangsaan Malaysia (UKM)  
43600, Bangi, Selangor, Malaysia

Melor Md Yunus  
Faculty of Education  
Universiti Kebangsaan Malaysia (UKM)  
43600, Bangi, Selangor, Malaysia

**Abstract**—Most pupils in Malaysia face difficulties to read and comprehend stories in English. This leads to the inability to answer comprehension questions regarding the text read. Many of the pupils face difficulties in answering reading comprehension questions when conventional method is used for teaching and learning. Regarding this issue, this study aimed at investigating the effect of Ani-Text Trailer on improving reading comprehension of Malaysian primary intermediate ESL learners. 30 students were chosen from a sub urban school in Batu Kikir, Negeri Sembilan, Malaysia. A test was administered to 30 ESL learners to ensure that learners are at the same level of proficiency. Then, a pre-test of reading comprehension was administered to assess the participants' reading comprehension level. Quasi Experimental research design was used to carry out this study. The participants were divided into two groups, one experimental group and one control group. The participants of experimental group used Ani-Text Trailer while the control group received conventional approaches of teaching reading comprehension. Finally, all the participants were assigned a reading comprehension post-test. The results of the study indicated that video materials had a significant effect on promoting reading comprehension.

**Keywords**— *Reading Comprehension, Ani-Text Trailer, interactive tool, conventional method, video*

## I. INTRODUCTION

In Malaysia, the English language is perceived as an important tool to gain knowledge [1]. English in Malaysia is often used as a means of interaction in multiple field in education. The skill of reading English is considered as an important skill to be mastered for academic, business and also other purposes. Reference [2] stated that perception and attention, encoding, memory and comprehension are four vital steps in transferring and acquiring knowledge when reading. Getting pupil's attention should be the first thing before making them comprehend. This can be done maximum by educator through the changes in activities and delivery styles throughout the course of any particular lesson.

As what has been said in the Malaysian Education Blueprint 2013-2025, under Shift 7, incorporation of ICT in education is deemed important and it is given emphasis on using ICT to accelerate the quality learning across Malaysia. English as Second Language (ESL) teachers in Malaysia, as in

many other countries, are anxious to exploit the potential of Information and Communication Technologies (ICT) to enhance the teaching and learning process [3]. Video playback devices and personal computers are the technologies widely used as medium of instructions. Video and other multimedia have already been used since the late 1960's but there was a recent drop in costs which made the use of these materials more practically possible in wide variety of classroom. Impactful videos are really capable of bringing positive effect to one's language learning process hence the idea of converting a simple text into animation video form was carefully done to encounter many language issues.

The main focus of this study is the text comprehension issues among young learners. This study also aims to test the effectiveness of Ani-Text Trailer to comprehend simple texts. Pupils especially from sub urban schools often face difficulties and could not comprehend materials read. English is referred to as their second or even third language to most pupils in sub-urban schools. References [4], [5], [6] and [7] reported that Malaysian students have problems in approaching their academic reading texts. They face difficulties coping with the reading text because they do not really understand what they are reading and as a result, they are unable to link appropriate ideas from their readings to the assigned tasks given [4];[5];[6];[7];[8]. English language is not practiced in and out of school therefore these pupils are exposed to very minimal English usage setting resulting in poor comprehension. Other reasons that hinder from achieving lesson objectives could be inefficient methodologies, traditional teaching and learning process. Traditional methods like chalk and talk, one-way interaction, no usage of ICT and dull classes make pupils lose interest towards English language. This resulted in poor development and comprehension of reading materials.

The ultimate focus of this research is to study the effectiveness of using Ani-Text Trailer in primary ESL classroom and to investigate students' response towards the use of Ani-Text Trailer. Ani-Text Trailer is basically a short video created using audio-visual aids to attract pupil's attention to read a book or story. This also acts as tool for the pupils to get an overall idea of the story that they will be learning. The video comprises of pictures of important events of the story along with effects. This interactive tool can be used in any part of the lesson by the teachers to help pupils comprehend the text. The

video can be created using live Windows movie maker or any other suitable free applications available online. Firstly, Ani-Text Trailer will be introduced, and pupils will be familiarized with the activities that follow. When implementing for the second time, guidance is offered from time to time on how to relate the comprehension questions to the text and extract the answers. During the third lesson, Ani-Text Trailer will be implemented with minimal guidance to see if pupils have learnt on how to use the technique.

## II. LITERATURE REVIEW

### A. Related Theory

Reference [9] proposed that, in teaching students to learn an additional language with ease, classroom activities should be based on meaningful communication rather than the form. This is because if the lesson focuses too much on grammatical rules, it will take time for pupils to familiarize and be proficient in the target language. Learning opportunity should be provided to pupils to explore and experiment with the language before in detailed teaching is taught. This is parallel with the four skills mentioned in the recent Standard-based English Language Curriculum document: listening, speaking, reading and writing [10]. In this Standard based English Language Curriculum, emphasis given to the listening skill and followed by speaking, reading and writing in the target language. This allows a smooth transition for pupils hence make them more confident in using and speaking the target language.

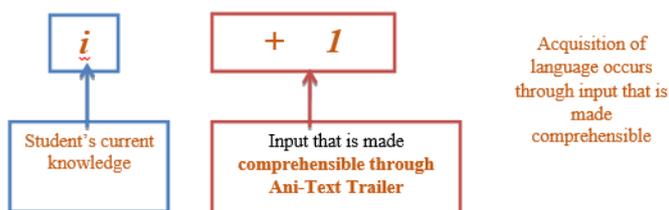


Fig. 1. The Input Hypothesis [11].

In the figure 1 above, Krashen has explained how second language acquisition takes place through the input hypothesis 'i+1' [11]. Specifically, 'i' represents the learners' current level of competence in language learning. 'i+1' signifies the next immediate step of comprehensible input for learners. The learners will be given comprehensible input so that they can move one step ahead from their current state of linguistics competence. Hence, it is believe that Ani-Text Trailer is one of the teaching methods for second language learning that can help educators to provide pupils with comprehensible input. The presence of Ani-Text Trailer during second language teaching will eventually assist learners in learning the target language as students acquire the language from what they hear and understand and not from memorizing grammatical rules [11].

In order to make input comprehensible to students, teachers may consider looking into teaching materials during the teaching and learning process [12]. In this case, Ani-Text Trailer can be used in Malaysian classrooms context to aid the teacher in providing students with comprehensible input, at the same time easing the process of comprehending texts and answering questions that follows.

### B. Related Research

Reference [13] mentioned that educational video with instructional strategies and cognitive modeling traits embedded in the video itself can help in student's comprehension. Some examples of strategies used in educational videos are zooming in on details, provide titles and attention-drawing graphics to animations. Instructional videos can better promote learner's reading proficiency and motivation to read if it includes closed captioning.

On the other hand, [14] stated designing and conducting an instructional plan as well applying the principles for using the video resulted in cognitive learning stimulation. At the same time, it can also act as an effective instructional tool in the classroom. In the context of teaching and learning, videos are used as a source to assist both teachers and pupils.

1) *Reading comprehension development:* Reading comprehension is an incredibly complex process. The general explanation of reading comprehension is the result of an interaction among word identification, prior knowledge, comprehension strategies and engagement [15]. The development of this skill is considered as vital process because it allows the blending of many other skills as well to achieve the outcome. According to Block [16] reading comprehension development is crucial to build pupils thinking process, construct memory and metacognitive representations of what they understood.

2) *Video in ESL classroom:* Teachers always have to be creative in the classroom. One of the best strategies to be creative is by using videos. Videos should be presented in various interesting ways so that it can engage pupils towards lessons. A good video will enable pupils to watch, answer questions related to the video and become an active viewer when the video is presented. There are a lot of methods in video and the teachers have to be able to understand and apply various techniques of teaching by using video, such as full viewing, freeze framing technique, silent viewing, and others [17]. Most teachers will present the video in a very common way in the classroom. By using common way, it probably can get the students' interest, but it may not be meaningful for the students. The students may enjoy watching the video, but they may find it difficult to get, share, practice the information that they watched.

Reference [18] stated that there are three goals of teaching English with video materials: Facilitating the development of EFL learner's language skills would be the first goal when teaching English with video materials. Through videos, a lot of information can be provided for the pupils, get their attention towards lesson and the material in the video and also helps in improving their comprehensive linguistic competence. Next goal is to cultivate students' competence of intercultural communication. The video played in the classroom does not only give information about the language, but the pupils also can learn about culture of English native speakers. Hence, it can support the pupils' communicative competence in English. The last goal mentioned by [18] is to cultivate students' aesthetic values and ability to appreciate English videos. In this case, good values in the videos help pupils to have aesthetic impressions of the video in their mind. It can

encourage them to have deep thinking and critical review. So, the students can get a lot of benefits from the video.

As stated by [17] teacher needs to be aware of some problems that might appear during the teaching and learning activities by using videos. First would be nothing new syndrome which can influence the effectiveness of using video in the class. It happens often when the teacher cannot provide a fun and interesting activities during teaching and learning activities hence make the students to conclude that the teaching and learning activities by using video are as same as the other common learning activities.

According to [19], teacher plays an important role when integrating technology in the classroom. Teacher has to be able to anticipate some problems that may appear in running a course, especially in using video. English language teachers also have to be able to choose appropriate video content that refers to the instructional goal [20].

*3) Techniques of Using Video in ESL Classrooms:* According to [17] there are many techniques in video-based lesson such Fast Forward, Silent Viewing, Freeze Framing, Partial Viewing. Focusing on partial viewing techniques is often used to awake learner's curiosity about what they are going to learn by doing prediction. These techniques can be implemented in several ways too. Partial Viewing is a way to underpin the students' curiosity because it lets the students to see a part of the video and ask them to predict what kind of information that they will gather.

*4) The Use of Video for Contextualisation of Culture:* Video in language instruction is used as model to presents real-life cultural situations, thus creating meaningful classroom environments [21]. This is crucial in the teaching and learning of a second language because both the content and presentation of information may be unfamiliar to the learners. Learners of second language such as English language would normally require more support to comprehension and remember the content such as meaning of vocabulary and language structure taught. Reference [22] suggested that video instruction in language should be aided by class discussion focused on the learners' background information regarding the video's topic with an emphasis on key words, cognates, and visual cues. Reference [23] agreed that in order for video to achieve its effectiveness as a means of language instruction, it should be facilitated by a discussion guided by the instructor on what is a shown, thus helping learner to focus on the key details or events concerned. The language lessons aided by the use of video provide a better appreciated of the abstract aspect of a language in a more effective way.

### III. METHODOLOGY

The method used in this study was Quasi Experimental Research. This design has the control group but cannot completely control the external variables that affect the experiment [24].

Xe 1: Students' reading outcomes of experimental class on pre-test

Xe 2: Students' reading outcomes of experimental class on post-test

Xc 1: Students' reading outcomes of control class on pre-test

Xc 2: Students' reading outcomes of control class on post-test

T: Using Ani-Text Trailer treatment.

O: Non-using Ani-Text Trailer treatment

As shown in Table 1, both groups are given pre-test but only 1 group gets the treatment, which is the use of Ani –Text Trailer to teach reading comprehension skill. It functions as the treatment to aid students learning process. As opposed to this, the control group was taught without using the Ani-Text trailer method. After the treatments were applied a post-test was carried out to investigate the effectiveness of using Ani-Text trailer in improving pupils reading comprehension skill.

TABLE I. EXPERIMENTAL DESIGN

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experiment	Xe1	T	Xe2
Control	Xc1	O	Xc2

#### A. Participants of the Study

30 students with intermediate proficiency level were chosen as participants for this study. The students participated in the current study, were selected from a sub urban school in Batu Kikir, Negeri Sembilan, Malaysia All participants were 11-year-old ESL learners.

#### B. Procedure

The study was conducted for three weeks in a sub-urban school. During this period, the study was carried out as a form of classroom action research. This study selected two groups each of which having 15 candidates. Then, a Longman placement test was administered to ensure their level as intermediate. Then, they were divided into two groups (Experimental and Control Group). Then, a pre-test of reading comprehension was administered to both groups before the study to ensure both groups equivalence and homogeneity. The number of items in the pre-test of reading comprehension was 10 reading comprehension items. Since there were a total of 10 items, the maximum score was decided to be 10. Next, the first group received regular instruction. According to the regular instruction, participants in the control group were given little communicative opportunities to practice the reading skills. Conversely, the second group used Ani- Text Trailers to improve their reading comprehension. Finally, a post-test of reading comprehension was administered to both groups to assess their reading comprehension ability at the end of the study and to compare the results of the experimental group with the results of the control group. The number of items and scoring procedure of this post-test were the same as the pre-test. The text for both the test was taken from Common European Framework of Reference website. The text was categorised as A2 level.

### IV. DATA ANALYSIS

#### A. Normality Test

The data obtained from pre and post-test were used to carry out a normality test. As shown in Table 2, the Shapiro Wilk test is used to determine the normality of the data since  $n < 50$ . As

stated in Table 2 p-value for pre-test control and post-test control are 0.002 and 0.005 respectively. Since both the value are below 0.05 the data is considered not normally distributed. as for the post-test, p-value for pre-test experiment and post-test experiment is 0.000 and 0.005 respectively. Both the p-value are below 0.05. Thus, it can be concluded that both the data set are not normally distributed.

TABLE II. SHAPIRO WILK TEST OF NORMALITY

	Shapiro-Wilk		
	Statistic	df	Sig.
Control pretest	.783	15	.002
Control posttest	.807	15	.005
Experiment pretest	.561	15	.000
Experiment posttest	.817	15	.005

**B. Wilcoxon Signed Rank Test**

Since the data is not normally distributed, Wilcoxon Signed Rank test was used to see the difference between pre-test and post-test scores within both the control and experimental groups. As shown in Table 3, these samples from control group were tested with both pre and post-tests scores. It can be seen that the mean score of control group in the pre-test is 2.33 while the mean score in the post-test is 4.93. There is a slight improvement in the reading comprehension of participants between pre and post-tests although Ani-Text trailer was not used in this control group.

A Wilcoxon Signed Rank Test indicated that the median post-test ranks were statistically significantly higher than the median pre-test ranks  $z = -3.352, p < .001$ . Thus, the null hypothesis which states there is no significant difference in pre-test and post-test is rejected.

Table 4 shows that experimental group gained higher mean scores in the post-test compared to control group. The mean score of pre-test (2.73) and mean score of post-test (9.07) shows significantly difference between their scores. There is high evident of improvement in reading comprehension when using Ani-Text Trailer to the participants in the experimental group.

A Wilcoxon Signed Rank Test indicated that the median post-test ranks were statistically significantly higher than the median pre-test ranks  $z = -3.457, p < .001$ . Thus, the null hypothesis which states there is no significant difference in pre-test and post-test is rejected.

TABLE III. WILCOXON SIGNED RANK TEST FOR CONTROL GROUP

	N	Mean	Std. Deviation	Minimum	Maximum	Z	Asymp. Sig (2-Tailed)
control pretest	15	2.333	.724	1.00	3.00	-3.352	.001
control posttest	15	4.933	.884	3.00	7.00		

TABLE IV. WILCOXON SIGNED RANK TEST FOR EXPERIMENTAL GROUP

	N	Mean	Std. Deviation	Minimum	Maximum	Z	Asymp. Sig (2-Tailed)
exp pretest	15	2.733	.458	2.00	3.00	-3.457	.001
exp posttest	15	9.067	.800	8.00	10.00		

**C. Mann Whitney Test**

Mann-Whitney U test is used in this study is used to compare pre-test and post-test of control and experiment groups. As can be seen from the table 5, there are 15 participants for control group and 15 participants for experiment group for the study. From table 5 the difference between mean rank for control group for both tests are very little. On the other hand, the difference between mean rank for experiment group for both tests are greater. The  $p = 0.00$  is lesser than the agreed alpha of 0.05, hence the null hypothesis is rejected. Through this analysis, it is evident that Ani-Text Trailer method has brought great improvement to the participants in the experimental group compared as compared to the control group who used conventional method.

TABLE V. MANN WHITNEY U TEST

	group	N	Mean Rank
pretest	control	15	13.23
	experiment	15	17.77
	<b>difference</b>	-	<b>4.54</b>
posttest	control	15	8.00
	experiment	15	23.00
	<b>difference</b>	-	<b>15.00</b>

A Mann-Whitney post-test statistics (Table 6) indicated that the post-test result was significantly higher ( $Mdn = 7$ ) than the pre-test score ( $Mdn = 4$ ),  $U = 000, p = .0000, r = .088$ . According to Fritz, Morris, and Richler (2011),  $r$  can be calculated as an effect size for the Mann-Whitney U-test using the formula. The value of  $r=0.88$  shows that the effect that the intervention has created is large.

TABLE VI. MANN WHITNEY POST-TEST STATISTICS

	posttest
Mann-Whitney U	.000
Z	-4.791
Asymp. Sig. (2-tailed)	.000

**V. DISCUSSION**

Regarding the research question stated at the outset of the study, the results depicted that using Ani- Text Trailer had a positive impact on promoting reading comprehension of pupils in Sub urban school in Batu Kikir ESL learners. Indeed, it can be stated that the mean score difference in results of the reading comprehension post-test, shows that the experimental group outperformed the control group. Therefore, application of Ani-Text Trailer in teaching reading comprehension proved to be helpful. It also worth mentioning that, although both the

experimental and control groups received the same amount of time and instruction, it was the experimental group which showed higher improvements and their mastery of the reading comprehension was gained from the application of Ani- Text Trailer. Thus, ESL learner should be taught using many techniques like videos to recreate and understand the intended meaning. In this respect, using video materials in educational settings can motivate students, because they can experience real feelings to complete their understanding about the situation of the video.

## VI. CONCLUSION

The purpose of the present study was to identify the effect of using Ani-Text Trailer on developing reading comprehension of pupils in Suburban school in Batu Kikir. The results of this study revealed that Ani Text Trailer had a positive impact on reading comprehension ability of pupils in a suburban school in suburban school in Batu Kikir. Taking into account the fact that using Ani Text Trailer can be considered as one of the effective instructional materials in teaching reading to ESL learners; we can firmly argue that proper use of this technology would assist teachers and instructors to promote reading comprehension. Also, authentic materials like videos can provide a real environment for the fulfilment of theoretical tenets of communicative approach which concentrates on the social interaction and cultural aspect of a language. So, watching videos is an opportunity for students to expand their reading comprehension. The findings of this study are compatible with research results and findings of the existing studies stated in the review of literature related studies [13] and [14]. The results of this study are congruent with of [13] who stated that video materials had a significant impact on EFL learners' reading comprehension and [14] whose results indicated that the use of videos in ESL classroom can cognitively stimulate learning and at the same time, be an effective instructional tool. As for further research, it is suggested that bigger sample groups can be used to ensure the effectiveness of this tool at a larger scale.

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