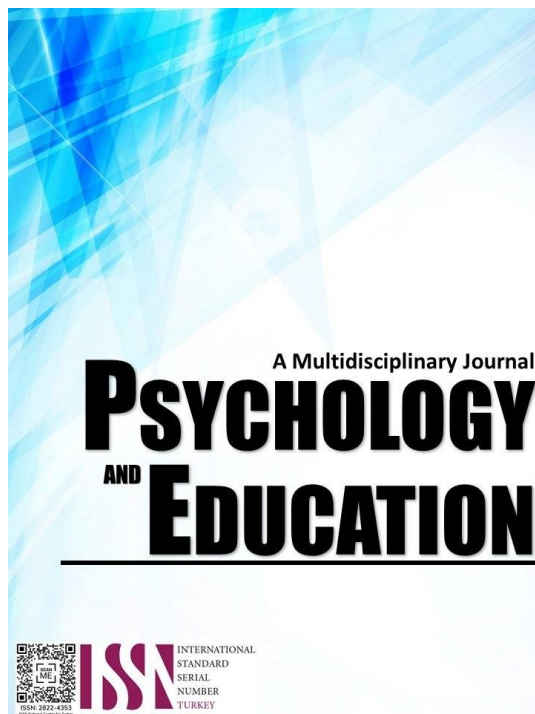


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Traditional vs. Animated Videos: Effective Ways to Learning Literary Works among Students

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Abstract

This study aimed to determine and evaluate the effectiveness of two learning methods—traditional reading and animated videos—in teaching literary works to 7th-grade students. A descriptive-comparative research design was employed to analyze the significant differences between these two approaches. To collect data, the study utilized checklists and multiple-choice questionnaires based on selected literary works, allowing for a structured assessment of student learning outcomes. The findings revealed that while both traditional reading and animated videos play a role in enhancing students' understanding of literary works, there is a significant difference in their effectiveness. Comparative analysis showed that animated videos had a greater impact on students' emotional engagement and critical thinking skills than traditional methods. The data indicated that students who learned through animated videos demonstrated a deeper connection with the material and a stronger ability to analyze literary texts. This suggests that multimedia-based learning, particularly through animation, can enhance comprehension and engagement compared to conventional reading approaches. Given these results, the study highlights the potential benefits of integrating animated videos into literature instruction. Educators may consider incorporating multimedia resources to complement traditional teaching methods, fostering a more engaging and effective learning experience. Future research is encouraged to explore other factors influencing students' literary comprehension and to examine the long-term effects of multimedia-assisted learning in literature education.

Keywords: *animated videos, traditional, learning, method, literary works*

Introduction

The rise of modern technology in the current period of the 21st century has contributed greatly to various aspects of people's lives. On the other hand, the field of education is also not lagging in keeping up, teachers are also using technological tools and modern teaching methods to teach lessons so that students can have effective learning in various subjects. In any part of the world, the growth of multimedia use will also be known at the same time. Multimedia is a combination of texts, images, animations or videos, and sounds created by using modern technology in the manner of a meaningful presentation.

According to Farmer's (2021) study, animated videos aim to facilitate concepts using visually stimulating design help to facilitate the understanding and learning of important information, adding that 90% of information goes to the brain in a visual way (visual teaching alliance). It can be said that watching animated videos has a big impact on a child's growth and thinking. Using images, sounds, and sensory experiences it can develop their imagination especially as it accelerates and connects macro listening and viewing skills. Today's education system indeed reflects the twenty-first century when the main equipment of students is computers and modern technologies that speed up and facilitate the way of learning (Navarro, 2019).

The usual traditional learning method is what some of us are used to. Teachers use visual tools as a means of effectively teaching students from lessons that are discussed as a factor in the change taking place in the world. Even though time has passed, the books we have are still one of the foundations of learning. The books that are printed on paper have good effects on the reader because they can go back to their lessons especially if literature is being read (Bartonado et al., 2019). In addition, books or the traditional method are considered useful and an instrument to make learning literary works more effective. Reading books will cause students to hone their memory, expand their imagination, and improve their deep understanding. Communication between the teacher and the students has been thought to be a vital learning component of this delivery method (Trakru & Jha, 2019). By using traditional student learning methods, there is a great relationship between having communication between teacher and student during class time. The teacher becomes the center for the students to have effective learning. Most people believe that nothing can match the way of learning and that is the traditional method.

From the study of Boqueo (2021), here we have first learned basic concepts towards larger subjects, although we use traditional ones but many of them have learned more before modern methods became fashionable. This is what the rest of us have grown up with and many people still use it as a teaching method, especially literature.

Literature is an expression of human feelings regarding things in the world, living, society, government, and the relationship of the soul to the creator deity (Azarias, 2018). It reflects the history, culture tradition, experiences, thoughts, or thoughts of a person who evokes feelings and serves as a voice in what they want to express. The teaching of literary works plays a big role because it shapes and awakens the minds of students from what is happening in society. According to Ferguson's (2020) study, "Children today read less frequently than any previous generation and enjoy reading less than young people did in the past", a big challenge is faced in learning

literary works because children in the present time the eager to learn is disappearing and only a few people are interested in reading. Many things affect why many students have no interest in reading especially if what they read is about literary works.

It is true that not reading can see the true learning of students' literature, they may only be reading because that is what their teachers want (Felonia, 2021). There may be a root cause for why students lose interest in reading literary works that will have a great impact on their acceptance of wisdom that will come from the literary works they would have read. Therefore, it is important to determine in this research the effective method to make learning students' literary works more effective.

According to Opeña (2018), from his research, it is most effective to use viewing as a learning method for students. The way of watching the class is appropriate so that the teachers can keep up with the interests and passions of the students in the time we have today. Animation of literary works can be considered audio-visual aid instruction because it is made into a video presentation (Labasbas et al., 2022). In this video presentation you can watch images of characters acting and listening voices that will surely get attention and even entertain the students. According to research conducted by Labasbas et al. (2022), which tops the table of the positive effects of the use of animated videos on the learning of literary works, it easily captures the interest of students and makes the interaction more vibrant students. Multimedia technology, can arouse students' attention, stimulate students' interest in learning, improve students' memory, and improve learning efficiency. However, multimedia technology teaching has no advantages in language, gesture, and expression (Guangyang et al., 2019). Although the benefits of using multimedia in teaching are mentioned, particularly in the use of animated videos, it is said that it gets the attention of students and sharpens their memory, it is not useful because that is not how emotions, actions, and speech are shown or using language as opposed to the teacher's teaching actually within the class.

According to a study by Robante et al. (2023), despite the good and positive effects of traditional reading methods on students, some of its negative influences on a student's readiness and learning still cannot be denied. The influence of traditionalists has been a great method in our learning but we need to solve the shortcomings of education, especially in the learning of students. According to the study of Bartonado et al. (2019), with time, books and visual aids that are called part of the traditional method are no longer enough for students to have effective learning. students especially since they live in a modernized time. In addition to this study is what the teacher may face in teaching lessons where in the traditional method there is a chance that the teacher does not expand the discussion. The traditional method uses repetition and memorization of what they are studying to learn so that the lesson is not deepened, and making one's own decision regarding what is being discussed (Alessa & Hussein, 2023).

This research was conducted to find out more effective methods for learning literary works whether it is the use of traditional reading or animated videos. The expected contributions of this study are for students, to know the more effective learning tools of literary works that will help them learn to achieve the goals of the lesson and be useful in their learning. Through this, it will be easier for them to obtain important information and lessons that can be learned by learning literary works. At the same time, the attention and excitement of the students to learn more literary works will be ensured. Teachers will also get great benefits from this study because it will help to facilitate their preparation, and ensure the learning of literary works to be taught within the class. In society, it can contribute to identifying equipment and methods that should be given attention and support in order to further develop it, in determining the effective learning method of the students, it is ensured that the necessary tools of students and teachers are provided in the learning of literary works. In addition to this, it can also answer the problems experienced in our society that have a connection with the research conducted in the study of students' literary works and their learning using traditional and animated videos.

Research Questions

This part deals with the problems that researchers must address that aim to determine the effective way to learn students' literary works. Through this, the following problem can be answered:

1. Is there a significant difference between traditional and animated videos, which are ways of learning students' literary works?

Methodology

Research Design

This research is comparative because the type of study conducted by the researchers is a type of quantitative whose questionnaires used in the study aim to find out the total number and percentage of the collected data. It aims to identify significant differences between traditional and animated videos as an effective way to learn literary works by 7th-grade students.

The design used in this study is comparative research because the researchers conducted a study that aimed to find out the significant difference between traditional and animated videos to determine which is the more effective way to learn students' literary works. A comparative study is a kind of method that analyzes phenomena and then puts them together to find the points of differentiation and similarity (Miri & Shahrokh, 2019).

Respondents

The respondents selected by the researchers to be part of the study came from the 7th grade at the secondary school of one of the well-known public schools in Marilao, Bulacan. The respondents came from one section and grouped it into two columns, the traditional

range is in the total number of thirty (30) and likewise in animated videos, there are thirty (30) students. The researchers believed that they could provide their answers that contributed greatly to the study conducted by the researchers. Purposive sampling by the researchers was used to obtain the data needed for the study conducted and fill in the necessary respondents who will be the basis to conduct the study and get the data correctly.

Purposive sampling is used in research studies to select a specific group of individuals or units for analysis. This method is appropriate when the researcher has a clear idea of the characteristics or attributes they are interested in studying and wants to select a sample representative of those characteristics (Dovetail, 2023)

Instrument

For the research instrument about traditional vs. animated videos as an effective way to learn students' literary works, researchers used a questionnaire (checklist) as the first part of the instrument that will help gather data to determine the significant differences between traditional and animated videos from each other. The respondents of this study chose appropriate answers based on their preference and became experienced with a choice: 4- *Lubos na Sumasang-ayon*, 3- *Sumasang-ayon*, 2- *Di-Sumasang-ayon*, 1- *Lubos na di-Sumasang-ayon*.

Meanwhile, in the second part of the data collection instrument, the researchers prepared a short test whose questions are based on the curriculum guide in Filipino where the literary works from which the questions are derived are studied from different grades in secondary school.

Each question or statement has associated options (multiple choice) to measure the student's skill in learning literary works from reading materials for the traditional and video range in the animated videos. Literary works are *Impeng Negro* (short story), *Cupid at Psyche* (mythology), *Alamat ni Princess Manorah* (legend), *Ang Alibughang Anak* (parable), and *Hudhud ni Aliguyon* (epic). The materials mentioned linger among students a week before the day of data collection.

Procedure

The method of gathering learning data regarding traditional vs. animated videos as an effective way to learn students' literary works has been demonstrated through the following steps:

The researchers gave a letter of approval to the school and a consent letter to the parents to ask for permission and consent to be part of the conducted research. The researchers gathered the answers and data in this study through google form.

The researchers gave a week's day for students to study the materials previously provided for the range of traditional and animated videos.

The researchers were allowed by the teacher to give the students the Google form they were going to fill out. In the process of giving directions or instructions, the researchers provided a video recorded so that the students could watch it and serve as a guide to properly answer the prepared statements and questions.

With the help of the authorized teachers who were contacted, the student's answers were definitely and seriously given because the number of correct points they got in answering served as extra points in their academic exam. In compliance with the Data Privacy Act, the researchers decided to make the collected data in the conducted survey confidential by keeping their personal information and the answers shared for this research private.

Data Analysis

To clarify and answer the problem faced in this research, the researchers will use the following statistical method:

A t-test is an inferential statistic used to determine if there is a significant difference between the means of two groups and how they are related (Hayes, 2023). This is what the researchers used to determine the significant differences between traditional and animated videos as an effective way to learn literary works.

Table 1. *The Grand Mean and Verbal Interpretation of the description of the role played by traditional and animated videos*

| <i>Grand Mean</i> | <i>Verbal Interpretation</i> |
|-------------------|-----------------------------------|
| 3.51 - 4.50 | <i>Lubos na sumasang-ayon</i> |
| 2.51 - 3.50 | <i>Sumasang-ayon</i> |
| 1.51 - 2.50 | <i>Di- sumasang-ayon</i> |
| 1.0 - 1.50 | <i>Lubos na di- sumasang-ayon</i> |

First, to illustrate the statistical results of the independent variable or the traditional and animated videos, verbal interpretations for it can be seen: 3.51 - 4.50 - *Lubos na sumasang-ayon*, 2.51 - 3.50 - *Sumasang-ayon*, 1.51 - 2.50 - *Di- sumasang-ayon*, 1.0 - 1.50 - *Lubos*

na di-sumasang-ayon.

Results and Discussion

This section shows the results of the study conducted by researchers regarding traditional vs. animated videos as an effective way to learn students' literary works. It is ensured that the collected data and explanations from the research are carefully conducted and appropriate to better understand what each table wants to interpret.

Table 2. *Significant Difference Between Traditional and Animated Videos (Moral Effectiveness)*

| <i>Bisang Pangkaasalan</i> | <i>Mean</i> | <i>Compute Values</i> | <i>Critical t value(two-tailed)</i> | <i>p-value</i> | <i>Decision</i> | <i>Conclusion</i> |
|----------------------------|-------------|-----------------------|-------------------------------------|----------------|-----------------|---------------------------------------|
| <i>Tradisyunal</i> | 74 | 0.67 | 2.05 | 0.51 | Accept Ho | <i>Walang Makabuluhang Pagkakaiba</i> |
| <i>Animated</i> | 75 | | | | | |

Table 2 shows the measurement of significant differences in active learning in the aspect of student moral effectiveness that students use traditional books and actively learn to use animated videos in learning. A computed t-value of 0.67 lower than the critical t-value of 2.05 and a p-value 0.51 higher than the set 0.05 level of significance shows that the slight difference in active learning (moral effectiveness) between students who used traditional books and students who used animated videos is meaningless.

In table 4, based on the results of the statistical analysis of the data, respondents who used traditional and animated videos according to moral effectiveness as an effective method for learning students' literary works had a result without significant difference. This is due to the fact that the result is not far from the obtained mean of the traditional one with data of 74 while in the animated videos it is 75 which is one point.

Contained in Ventura's study (2012) and Ugpo's study (2021) also agreed that reading ability is one of the biggest problems a student should face. The good future of a person depends on reading as well as his knowledge, actions, and who and what he will be. Apart from that, information is delivered on all the things he read about development in life. In reading a person's status changes because of the perspective they get from what they read. From the study that has a connection with animated videos stated in Aktepe's study (2021), It can be stated that cartoons or animations can be used for educational purposes and are a source of information. Therefore, it is necessary to offer children an opportunity to watch cartoons that reflect the values of the society in which they live. In this study by Cebeci and Demir, animated videos are essential to learning and the source of information in addition to that, they also affect how students see something that can change their behavior or behavior. Animated films that can convert abstract values such as love, respect, and tolerance into tangible concepts can help children learn these values. Animated films can make children experience experiences that they have not experienced in real life, and can affect their attitudes and behaviors (Handayani et al., 2020; Ilman, 2014). In their study, it only appears that animated videos affect the student's behavior. However, despite the supporting studies from the outcome, it is said that traditional and animated videos may not affect the behavior of the students even if they are read or watched by the students.

Table 3 shows the measurement of significant differences in the critical thinking of students who used traditional books and students who used animated videos in the study. The computed t-value of 2.55 higher than the critical t-value of 2.05 and the p-value of 0.02 lower than the set 0.05 level of significance proves that the difference in critical thinking students who used traditional books and students who used animated videos is significant.

Table 3. *Significant Difference Between Traditional and Animated Videos (Critical Thinking)*

| <i>Kritikal na Pag-iisip</i> | <i>Mean</i> | <i>Compute t value</i> | <i>Critical t value (two-tailed)</i> | <i>p-value</i> | <i>Decision</i> | <i>Conclusion</i> |
|------------------------------|-------------|------------------------|--------------------------------------|----------------|-----------------|------------------------------------|
| <i>Tradisyunal</i> | 71 | 2.55 | 2.05 | 0.02 | Reject Ho | <i>May Makabuluhang Pagkakaiba</i> |
| <i>Animated</i> | 78 | | | | | |

In Table 3, based on the results obtained from the respondents, it was found to have significant differences in traditional and animated videos as an effective way to learn literary works when it comes to students' critical thinking. Animated videos with 78 data got a higher mean while traditional ones only had 71 data.

From a study by the British Film Institute (2000) agreed by Cortez (2021), moving images or images are an important part of conveying students' critical understanding and in this part, it can be said that students have a highly critical thinking in learning the literary work if it is in the way of watching animated videos because students can see the deeper thoughts or concepts that the literary work studying using animated videos wants to convey. In a study conducted by Labasbas and Marbella (2022), it is said that the use of videos is more helpful for students to better understand their lessons. This is about the study of audio-visual aided instruction conducted, according to them, students who were taught using audio-visual as a learning method showed better discussion interaction compared to students who were taught using traditional methods.

Students learn by reading but using traditional learning methods is not enough to reach the student's ability when it comes to understanding because of the current situation it faces such as the absence of class engagement (Light, 2024). Tools such as videos contain sounds and visuals to convey a message or information (Ashikuzzaman & Ashikuzzaman, 2023), by using these tools, learning becomes more interactive and engaging which leads to more deep understanding and takes students to learn lessons longer.

Table 4. *Total Learning in Traditional and Animated Videos*

| <i>Pagkatuto ng Mag-aaral</i> | <i>Mean</i> | <i>Compute t value</i> | <i>Critical t value(two-tailed)</i> | <i>p-value</i> | <i>Decision</i> | <i>Conclusion</i> |
|-------------------------------|-------------|------------------------|-------------------------------------|----------------|-----------------|------------------------------------|
| <i>Tradisyunal</i> | 73 | | | | | |
| <i>Animated</i> | 79 | 2.36 | 2.05 | 0.02 | Reject Ho | <i>May Makabuluhang Pagkakaiba</i> |

Table 4 shows the measurement of significant differences in the learning of students who used traditional books and students who used animated learning. The computed t-value of 2.36 higher than the critical t-value of 2.05 and the p-value of 0.02 lower than the set 0.05 level of significance proves that the difference in students' learning to use traditional books and students who use animated is significant.

Table 4 shows the final results of the study proving that traditional and animated videos have significant differences in the learning of student literary works. Based on the results of the animated videos, it has a higher data of 79 compared to the traditional number of only 73. It just proves that in the total comparison of the two methods, there are significant differences between traditional and animated videos as an effective way to learn students' literary works.

According to the study obtained by Uichangco (2018), reading is one of the most important skills of students but their ability to read is very poor. For various reasons of reading, – students do not know what strategy should be used and how to use it and some of them may not have a reading strategy. From this study, one of the solutions may be to use modern equipment to better assess students' learning, especially the wisdom they should have. And according to Lari (2014) who was used in the study of Octopus (2021), many modern teaching methods have been thought of and practiced. This can provide a higher level of learning to students than traditional ones. In other words from these studies, it can be said that the use of modern equipment such as animated videos sharpen students' knowledge and deepen their learning of literary works. which they study. It also agrees that traditional methods may not be as effective as using modern methods such as watching animated videos.

Also the study of Rashied et al. (2014), which was supported by Rashied et al. (2024) in study that animated videos have an impact on students' minds as all children like to watch different genres of animation. By watching animation, the brain processes graphics, imageries, and specifically, educational content. The impact of media animation on children's behavior has grown significantly and holds power over them. Their study only says that animated videos can help students to better process what they should study and learn which can be the effect of what they see or watch.

Conclusions

This study demonstrated significant differences in students' learning of literary works when using traditional books versus animated videos. Based on the collected data, it was evident that while both methods play a role in developing macro skills, processing information, and capturing students' attention, animated videos proved to be a more effective tool for learning compared to traditional reading. The findings revealed that while traditional and animated videos have similar effects on moral development, animated videos showed a significant advantage in enhancing students' emotional engagement and critical thinking skills. The study further confirmed this by comparing the mean scores, where students who learned through animated videos achieved a mean of 79, whereas those who used traditional books had a lower mean of 73. This indicates that animated videos provide a more effective learning experience, particularly in fostering deeper emotional connection and critical analysis of literary works.

Based on these findings, several recommendations have been proposed. First, it is suggested that educators develop and integrate animated videos that align with students' lessons in literature to enhance engagement and comprehension. For students, actively watching and paying attention to these animated videos can significantly enrich their understanding of literary works, encouraging them to embrace new learning methods beyond traditional reading. Lastly, future researchers are encouraged to use this study as a foundation for further exploration of effective learning strategies for literature, particularly comparing various multimedia approaches with traditional methods. By continuing this research, more insights can be gained into optimizing literary education through innovative teaching tools.

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