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Research Article

Improving Reading Comprehension Skills in English through Interactive Animation Video Based on Project Based Learning for Slow Learner Students in Grade VII of SMP Negeri 2 Karangan

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Abstract: This study aims to examine the process and improvement of reading comprehension skills among slow learner students in Grade VII at SMP Negeri 2 Karangan through the use of interactive animation video media based on the Project Based Learning (PjBL) model. Employing the Classroom Action Research (CAR) method following the Kemmis and McTaggart model, the study was conducted in two cycles with six slow learner students as research subjects. The observation results indicated an improvement from 89.58% in Cycle I to 100% in Cycle II. The average reading comprehension score increased from 65 to 83, with the percentage of students achieving the minimum mastery criteria rising from 67.85% to 89.28% with a difference of 18 points increase. These findings demonstrate that interactive animation video media based on PjBL effectively enhances both student engagement and learning outcomes, particularly in understanding English texts. This success was supported by the active role of the teacher in adapting the PjBL syntax to meet the specific needs of the slow learner students.

Keywords: Reading Comprehension; Slow Learner Students; Interactive Animation Video; Project Based Learning

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1. Introduction

Reading is one of the most important language skills that students must master, among the four other language skills: reading, listening, speaking, and writing. Of the four components of language skills, reading is one of the most important (Aulia et al., 2019). The goal of this learning is to develop good and correct language skills, both orally and in writing. These four language skills are essential assets for students in their daily interactions (Almadiliana et al., 2021). According to Patiung (2016), the main goal of every reader is to understand the various information contained in the reading text so that readers can develop their intellectual abilities. The special characteristics of reading are divided into two: reading aloud or saying the reading and reading silently or reading silently (Gunarwati, 2019). Reading silently is divided into two: extensive reading and intensive reading. One of a person's best achievements is having good reading comprehension skills. Comprehension is a very important aspect in reading, the goal of reading is understanding, not speed, reading ability is the ability to understand reading (Gunarwati, 2021).

To attract students' attention and improve reading comprehension, researchers use interactive animated videos. According to Mashuri & Budiyono (2020: 9), the advantages of using interactive animated videos are as follows: 1) An attractive appearance can increase students' enthusiasm in learning, 2) Change students' views on material that is considered difficult, 3) Makes it easier to instill the concepts of the material being studied, 4) As an alternative tool for educators in delivering material in learning, 5) Efficient and flexible, can be used in any situation and at any time. According to Elis Cahyani (2019), entitled Improving Reading Comprehension Skills Using Video Media in Slow Learners in Grade IV of Taman Muda Elementary School, Ibu Pawiyatan Yogyakarta, it was declared successful in cycle 2 70% with sufficient criteria and had achieved the success criteria.

In the teaching and learning process, there are two very important elements, namely learning methods and models and learning media (M. Hakiki et al. 2023). According to Gunarto (2013), a learning model is a design or pattern used as a guide in planning learning, both in class and tutorials. This model covers the learning that will be implemented, which includes learning objectives, activity stages, learning environment, and classroom management (Eliza et al., 2024). In other words, a learning model can be interpreted as a systematic procedure or pattern used as a guide to achieve learning objectives, including strategies, techniques, methods, materials, media, and tools (Octavia, 2020).

According to Mumpuniarti (2014: 3), addressing reading comprehension in slow learners requires various learning media to support learning activities at school. Slow learners require more concrete learning resources. Reading is related to comprehension, which requires symbols and abstraction. Therefore, slow learners need learning media that aim to concretize the content so that it is easy to understand. This learning media is expected to improve reading comprehension in slow learners.

The selection of media in reading comprehension for slow learners must certainly have considerations, including: 1) students have an interest in learning using audio-visual media. 2) videos consisting of image elements, interesting texts and have effective connections so that students are able to understand the video elements. Videos have characteristics in clarity in delivering learning messages more meaningfully, information can be received in its entirety, and the information received can be stored in long-term memory (Cheppy Riyana, 2007: 8). Animated videos are learning media in the form of digital contexts using a combination of audio, text, images, and animation as a whole and integrated (Antika et al., 2019).

According to Setyo Retno (2022), implementing video-based project-based learning can encourage students to think creatively, actively, and innovate on their respective social media platforms. Video-based learning can be used as an alternative learning method in online learning, provided the video content is engaging, creative, and innovative, thereby increasing student motivation. According to Firmansyah (2019) in his research on the Implementation of the Project Based Learning-STEAM Learning Model Using Camtasia Video Media, it states that using effective learning media can provide motivation and stimulation in learning activities, arouse new desires and interests, and bring a positive influence on students' psychology in their learning. The use of Interactive Learning Videos based on Project Based Learning is very relevant as a medium that can improve reading comprehension for slow learners and can involve students. Thus providing a meaningful learning context. The

integration of this interactive learning video can help slow learner students in understanding the material visually and auditorily, which suits their learning style.

Based on the results of reflection in class VII at SMP Negeri 2 Karangan, there were 6 students including 3 boys and 3 girls who experienced difficulties in reading comprehension. The problems found were as follows: 1) Students were able to understand ÿ1500 English vocabulary, 2) students had not read English sentence texts clearly 3) had not been able to answer and understand the contents of the reading given by the teacher, 4) student involvement was less active in class, 5) students tended to lack focus. Based on observations, teachers only relied on books, student worksheets, and minimal use of audio-visual media. Students obtained scores below 45. This caused slow learner students to experience obstacles in reading comprehension, the media used previously had not made it easier for students to process abstract information.

Based on the description above, it is necessary to implement learning media to improve the reading comprehension skills of slow learners. Researchers will use interactive animated video media based on Project-Based Learning (PjBL) to provide a more engaging and in-depth learning experience, thereby helping slow learners overcome reading comprehension barriers.

This study employed a classroom action research (CAR) method. CAR is systematically conducted on teacher actions, from planning to teaching and learning, to evaluate the learning process. With this research method, teachers and students are the primary targets of learning activities, allowing them to observe the natural classroom situation. Classroom action research was used to improve slow learners' reading comprehension through interactive video media based on project-based learning

2. Literature Review

2.1 Reading Comprehension

According to Dewi et al. (2021), reading comprehension is the ability to structure and organize the messages contained in a text they have read. Through this reading comprehension activity, children are expected to absorb the essence of the text and produce something from it. The more children understand the essence of the text, the more skills they will acquire (Rikmasari & Lestari, 2018).

2.2 Slow Learners

According to Maliki, (2022) explains that slow learners are slow learners in other terms, students who are less responsive in the process of acquiring knowledge, so they need more time than other students of the same age. Slow learners must struggle harder to be able to follow the material achievements delivered by teachers in their learning environment. Slow learners can also be interpreted as children who have intellectual potential slightly below normal, but are not yet classified as mentally retarded (Ameilia, 2016).

General characteristics of slow learners. According to Chusna (2024), they require more time or a different approach to achieve the learning objectives set by the teacher. Furthermore, slow learners often face obstacles, such as difficulty following class lessons, difficulty remembering information taught, and difficulty applying abstract concepts from certain subjects.

Although the number of slow learners in a study group is usually limited, it is important to pay attention to them, because every child has the right to receive a decent and quality education. The characteristics of slow learners according to another researcher, Cece (2010), are as follows: 1) Physiological. One way to determine whether a student is a slow learner is by observing their physical learning through their hearing, sight, speech, food intake during infancy, and vitamin intake. 2) Mental development. This development can be influenced by physical development. This is because mental development can be caused by injuries received before or after birth, bleeding or injury to the brain can hamper the development process. 3) Intellectual development is influenced by mental development. Research shows that the IQ level of slow learners ranging from 50-69 is difficult to develop, while IQ 70-89 can still be educated and adjusted to their abilities. 4) Economic conditions. This condition can affect the progress of students' learning in school. Some slow learners come from low economic backgrounds and can also be caused by low parental education. 5) Learning process. The learning process of slow learners tends to slow in observing and interacting with the surrounding environment (Cece, 2010).

Slow Learning Children who have a slower learning speed compared to their peers, often face challenges in understanding learning materials , especially in reading activities (Bagaskorowato, 2021). According to Rohida, Ningsih, & Putratama (2024), slow learners need more interactive personal learning to help them understand reading better . From this statement, it can be understood that slow learners are children who have difficulty understanding a material, so there is a need for special ways to maximize the learning process in slow learners. It needs to be helped with reading comprehension to make it easier for slow learner students to understand the content of the material presented..

3. Method

3.1 Types of research

This research is a class action research (CAR) design . The researcher chose the CAR developed by Keimmis and Mc Taggart (1998).

3.2 Research Design

This class action research uses the Keimmis and Mc Taggart model .

This model essentially consists of four components, namely planning, action, observation, and reflection. In this planning stage, the researcher prepares a design and determines the focus of the problem , then creates an observation instrument to record facts during the action. In the final stage of the learning process, a reflection will be held on the implementation of the actions that have been carried out. The stages mentioned previously are elements for creating a cycle.

3.3 Research Time Description

This research will be conducted from January to April 2025. The place that will be researched by students of grade VII of Seìkoìlah Meìneìgah Peìrtama Neìgeìri 2 Karangan which is in Karangan sub-district, East Kutai Regency , East Kalimantan Province in semester II of the 2024/2025 academic year.

3.4 Research Variables

Free Variables According to Sugioìnoì (2017) , free variables influence or become the cause of changes or the emergence of dependent variables.

Independent variables are factors that are manipulated or arranged by researchers to see

the influence of the dependent variables . In this study, interactive animated videos based on project- based learning are independent variables used to improve students' abilities.

3.5 Description of Research Site

This research was conducted at SMP Neigei 2 Karangan which is located in Deisa Mukti Leìstari, Karangan District, East Kutai Regency, East Kutai Province. This school is one of the first middle schools in Deisa Mukti Leìstari, Karangan District, East Kutai Regency, East Kalimantan Province.

Table 1. Research Subject

No.	Subject Initial	Category	Characteristics
1.	Subject Number 1, 2, 3, 4, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28	Regular	Having a vocabulary of ≥ 1,500 words, having a vocabulary of adjectives, verbs, nouns, being able to recognize subjects, being able to understand reading texts and being able to construct correct sentences , students have an interest in visual and auditory media.
2.	Subject Number 5, 6, 11, 16, 20, 24	Slow Learner	a vocabulary of ≤ 1,000 words, has several adjectives, verbs , nouns, subjects, has not been able to understand reading texts and has not been able to construct sentences correctly , students have an interest in visual auditory media.

3.6 Data collection technique

Data collection techniques in this study included observation and reading ability tests. Observations were conducted on teachers and students with the aim of identifying teacher involvement in designing and implementing interactive animated video-based learning as well as student involvement in the learning process, including participation, response, cooperation, and changes in learning outcomes. Observations used a systematic sheet containing achievement indicators from both teacher and student perspectives. Meanwhile, a reading ability test was used to determine the increase in reading comprehension before and after the implementation of *Project Based Learning* (PjBL)-based media. The test consisted of multiple choice and oral questions to measure students' cognitive aspects from levels C1 to C6 according to learning achievement indicators. The results of cycle I were compared with cycle II to assess the effectiveness of the learning media used. The research instruments used included observation sheets and test questions designed based on the learning indicator grid.

3.7 Data Analysis Techniques

Data analysis techniques in this study include analysis of observation results and reading comprehension tests. Observations of teacher and student activities were analyzed using a checklist and field notes to evaluate the effectiveness of interactive animated video-based learning and as a basis for improvements in the next cycle. The results of the reading comprehension test were analyzed by calculating the score per student using the formula: (value obtained ÷ maximum score) × 100, and the percentage of class completion was calculated using the formula: (number of students who completed ÷ total number of students) × 100%. In addition, the average class score was analyzed using the average formula (ÿx ÷ n) to determine the improvement in learning outcomes from cycle to cycle. The success criterion was determined based on a minimum score of 70. As the KKTP threshold, and at least 70% of students achieve this score. If met, then learning using interactive animated video media based on Project Based Learning is considered successful.

4. Results and Discussion

This classroom action research was conducted in the seventh grade of SMP Negeri 2 Karangan and involved six slow-learning students as the main subjects. The research aimed to improve students' reading comprehension through interactive animated video media based on *Project Based Learning* (PjBL). Implementation was carried out in two cycles.

In cycle I, slow learner students demonstrated several challenges. Observations revealed that they remained passive in group activities, struggled to understand video content, particularly sections with dense or fast-paced information, and were unable to complete projects independently. The reading comprehension test also reflected unsatisfactory results, with an average score of only 65 and a classical completion rate of 67.85% (19 out of 28 students completed the task). Slow learner students who did not complete the task generally scored below 70 and demonstrated difficulty understanding the assignments. Reflections at the end of the cycle identified the need to simplify video content, provide more visual and simple instructions, provide more intensive individual guidance, and use more adaptive teacher language.

After strategic improvements were made, the results of cycle II showed significant improvement. Slow-learning students began to be more active in watching videos, discussing in groups, and compiling project results. The teacher provided more concrete instructions, used simpler language, and conducted personal evaluations. In terms of learning outcomes, the average score increased to 83, and the completion rate reached 89.28% (25 of 28 students completed). Five of the six slow-learning students achieved scores above 70, demonstrating the success of the more targeted approach.

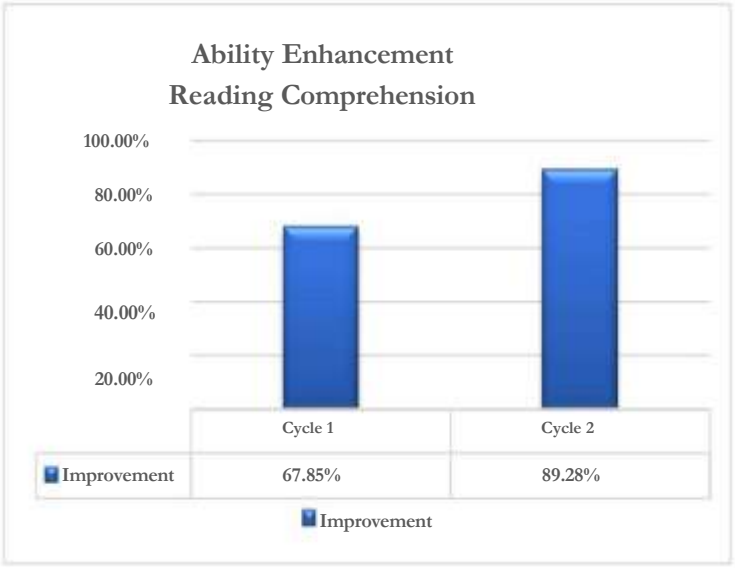

Chart 1. Reading Comprehension Improvement Chart

Table 2. Comparison of cycle I and II (Slow Learner Focus)

Aspect	Cycle I	Cycle II
Average Grade	65	83
Percentage Of Class Completion	67,85%	89,28%
Discussion Participation	Low	Active
Video Comprehension	Less	Good
Independence In Projects	Weak	Increase
Teacher Guidance	General	Individual

4.1. Discussion

This research uses Classroom Action Research (CAR). The research was conducted at SMP Neigeìri 2 Karangan using 2 cycles. This research aims to find out the activities of teachers and students in using interactive animated video media based on PjBL and to find out the improvement of reading comprehension processes and the improvement of reading comprehension skills of slow learners . The results of this research were assessed using a teacher activity survey sheet and a student activity survey sheet as well as twenty multiple-choice social tests in each cycle.

Teacher activities

The person who observed (oìbseìrveìr) the teacher's activities in observing the lesson was Ana Prihati Ningsih, S. Pd. As the observer . In the teacher's activities in cycle 1, the teacher has not been maximal in managing the lesson , such as the teacher has not motivated students before learning, the teacher has not simplified interactive animated video media , the teacher has not fully supervised and monitored the progress of student activities in completing the project, and the teacher has not provided reinforcement from the results of student discussions and has not guided students in concluding the material.

In cycle 2, the teacher's activities in improving the ability to read comprehension with interactive animation videos based on PjBL are that the teacher forms a learning group , displays simplified interactive animation videos , explains the project, determines the project work time , supervises and monitors students' activities in completing the project, tests the results and evaluates the process and the results of the project. It can be concluded that teacher observation is progressing significantly.

Student Activities

Observations on student activities in following the learning process were conducted by Ana Prihatini Ningsih. S. Pd as a peer researcher. The students' activities in cycle 1 were still visible , students were not able to answer questions , students were not listening to the teacher's explanation , students were still chatting with their friends during the learning process, when students were ordered to present the project results , students were still not brave and not confident , and students were not able to conclude the material.

Student activities in cycle 2 in improving interactive animation videos based on PjBL are students learning with groups, students observing videos interactive animation displayed by the teacher, working on the project within the specified time, completing the project under teacher supervision and presenting the project results . The results of the student observation

checklist showed that the percentage of students who fulfilled the learning indicators who answered "Yes" was 89.58%, while the percentage who answered "No" was 10.41%. In cycle 2, there was a significant increase, all students were able to fulfill the learning indicators with a percentage of 100%, thus there was an increase of 10.41% from cycle I to cycle II. It can be concluded that student observation was running significantly.

Results of Reading Ability and Comprehension Test

Improving reading ability in English subject through interactive animation video based on Project Based Learning (PjBL), the researcher conducted a written test to measure students' understanding of reading texts . The purpose of implementing this test is to find out the improvement of students' reading comprehension ability , both regular students and slow learning students.

Student learning outcomes are analyzed based on the Learning Objective Achievement Criteria (KKTP) which have been determined by the school, namely 70 .

In cycle 1, out of 28 students, 19 students completed the test, with a completion percentage of 67.85%. Meanwhile , 9 students had not completed the test, with scores below the KKM. It was found that in cycle 1, students were less active and not yet confident.

In cycle 2, the number of students who completed increased to 25 students, with a completion percentage of 89.28%. Meanwhile , 3 students had not completed, the average difference between cycles I and II increased by 18 points, this indicates an increase in the average value of 18 points. The percentage of completion of class cycle 1 was 19 students out of 28 students who obtained completion of 67.85%, not yet reaching the KKTP completion of ≤70. In cycle II, 25 out of 28 students obtained 89.28%, student achievement in cycle II had exceeded the KKTP limit of ≥70.

This shows that the use of interactive animated video media based on project- based learning can significantly improve the process and results of students' reading comprehension skills, especially for slow learner students. This success is supported by the teacher integrating the syntax of project-based learning by adjusting the design to the learning of slow learner students so that it increases students' active involvement in discussions, group work, and project presentations. This research is considered successful because it meets the criteria for success indicators, as well as achieving an increase in students' scores above ÿ70 KKTP in the learning process.

This shows that the process of using interactive animated videos based on Project Based Learning has been proven to improve the reading comprehension skills of grade VII students at SMP Negeri 2 Karangan, including students with special needs or slow learning. Researchers give tasks that are appropriate to the abilities of the children In accordance with the principle of slow learning. This research was declared successful, and the research can be stopped..

5. Conclusion

Based on the results of research conducted by the author with the title "Improving Reading Comprehension in English Subjects Through Interactive Video Animation Based on Project Based Learning in Slow Learning Students in Grade VII of SMP Negeri 2 Karangan". It can be concluded as follows:The improvement of reading comprehension learning process in slow learners in English subject through Interactive Video Animation based on

Project Based Learning (PjBL) shows positive results. The lesson is more active, enjoyable, and participatory. Students are more interested in following the lesson because they are helped by interactive visual media and their involvement in a simple project that encourages collaboration in understanding reading texts .The results of the reading comprehension ability showed a significant increase from cycle 1 to cycle 2. In cycle 1, 19 out of 28 students achieved the KKM (70) with an average score of 65 (classical completion 67.85%). Students were less active and not yet confident. In cycle 2, the number of students who completed increased to 25 students, with a completion percentage of 89.28%. Meanwhile, 3 students had not completed it. The average difference between cycles I and II increased by 18 points, this indicates an increase in the average score of 18 points. The percentage of completion of cycle 1 class was 19 students out of 28 students who achieved 67.85% completion, but had not yet achieved KKTP completion ≤70. In cycle II, 25 out of 28 students obtained 89.28%, student achievement in cycle II had exceeded the KKTP limit of ≥70.

This shows that the use of interactive animated video media based on project-based learning can significantly improve the process and results of students' reading comprehension skills, especially for slow learner students. This success was supported by the teacher's integration of project-based learning syntax by adapting the design to the learning of slow learners, thereby increasing student active engagement in discussions, group work, and project presentations. This research was deemed successful because it met the criteria for success indicators, as well as achieving an increase in students' grades above ≥70 KKTP in the learning process.

Suggestion

According to the research that has been conducted by researchers, the suggestions that can be presented are as follows:

1. Teachers are advised to use varied learning media , such as interactive animated videos , especially in English language text learning . Project -based learning (PjBL) also needs to be considered in learning because it is able to involve students actively and deeply, especially in reading skills .
2. Seiko can support learning innovation by providing digital media support facilities and training for teachers to be able to design videos. providing lessons that are appropriate to the needs of students, including students with special needs.
3. This research can be used as a reference for further research to develop other interactive animated video media for different language skills (such as writing or speaking) and at other levels of education. It is hoped that further research can also reach a wider variety of students with diverse ability backgrounds .

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