

# Students' Ability To Write Narrative Texts and Students' Reading Interest Through Video-Based Learning Media

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Accepted: February 26<sup>th</sup> 2026, Approved: March 2<sup>nd</sup> 2026, Published: March 30<sup>th</sup> 2026

**Abstract**— This research aims to determine the effect of video-based learning media on students' ability to write narrative texts and their reading interest. The background of the study lies in the low literacy and writing performance among students due to monotonous learning approaches that rely heavily on textbooks. This study applied a quasi-experimental method involving two groups of elementary school students: the experimental group using video-based media and the control group using conventional methods. The novelty of this study lies in the integrated examination of both narrative writing ability and reading interest through the use of video-based learning media, which is still rarely explored simultaneously at the elementary education level. The data were collected through writing tests and reading interest questionnaires, analyzed using descriptive statistics and t-tests. The results show that video-based learning significantly enhances students' narrative writing ability and stimulates reading interest through audio-visual engagement. The findings suggest that integrating video-based media can create a more interactive and motivating literacy learning environment and contribute to the development of innovative literacy instruction strategies.

**Keywords**— Reading Interest; Video-Based Learning; Writing Ability; Narrative Text; Literacy.

**How to Cite**— Gita, N.O. (2026). Students' Ability To Write Narrative Texts and Students' Reading Interest Through Video-Based Learning Media. *International Journal of Contextual Science Education*, 4(1), 14-16. <https://doi.org/10.29303/ijcse.v4i1.1449>

## 1. Introduction

Writing skill is one of the fundamental aspects of literacy that plays an essential role in developing students' communication and cognitive abilities. Through writing, students learn to organize ideas systematically, express thoughts coherently, and apply appropriate language structures [1]. Among various forms of writing, narrative text is particularly important because it develops imagination, understanding of story structure, and the ability to express sequences of events logically and emotionally [2]. However, many students still face difficulties in composing narrative texts due to limited vocabulary, low reading interest, and teaching methods that tend to be monotonous and less engaging.

Low literacy skills remain a persistent issue in Indonesia. The results of the Programme for International Student Assessment (PISA) 2022 indicate that Indonesian students' literacy performance is still below the OECD average [3]. One major contributing factor is students' low reading interest, which plays a crucial role in shaping their comprehension and writing ability [4]. Students who lack reading habits often struggle to generate ideas and construct well-organized narratives. Therefore, improving reading interest is closely linked to enhancing writing skills.

Traditional learning approaches that rely heavily on textbooks and teacher-centered instruction often fail to create meaningful and engaging learning experiences. Learning effectiveness depends on how instructional media stimulate both cognitive and affective domains [5]. In this context, video-based learning media offer an innovative alternative by combining visual and auditory elements that help students understand concepts more easily and connect learning materials with real-life contexts [6]. In narrative learning, videos can illustrate plot, characters, and conflicts in a more concrete and engaging way, thus supporting students in developing their writing.

Previous studies have shown that video-based learning can improve students' literacy outcomes. The use of animated videos and digital storytelling has been found to enhance students' writing coherence, creativity, motivation, and vocabulary mastery [7], [8]. In addition, audio-visual content can increase students' engagement and encourage them to explore related reading materials, thereby supporting their reading interest [9].

However, most previous studies tend to examine video-based learning from a single perspective, focusing either on writing skills or reading interest separately. There is still limited research that investigates the combined effect of video-based learning on both students' narrative writing ability and their reading interest simultaneously, particularly in the context of school-level literacy learning. This gap indicates the need for a more integrated approach to understanding how digital media can support multiple aspects of literacy development at once.

Based on this gap, the novelty of this study lies in examining the interconnection between reading interest and narrative writing ability through the use of video-based learning media. This study aims: (1) to analyze the improvement of students' ability to write narrative texts through video-based learning, and (2) to examine its effect on students' reading interest. The findings are expected to contribute to the development of more engaging and effective literacy learning strategies that are relevant to the digital era.

## 2. Method

This research employed a quasi-experimental design with two groups: the experimental class using video-based learning media and the control class using conventional text-based instruction. The population consisted of high school students, while the sample was selected using purposive sampling.

Data collection techniques included a writing test to measure students' narrative text writing ability and a questionnaire to assess reading interest. The instruments were validated by experts, showing that all items met content validity criteria. The reliability test indicated satisfactory results, with a Cronbach's Alpha coefficient of  $[\geq 0.70]$  for the questionnaire, and the writing test demonstrated consistent scoring reliability based on inter-rater agreement.

The learning process in the experimental group utilized short narrative videos aligned with the curriculum, followed by writing exercises in which students developed their own narrative texts based on the videos. In contrast, the control group received conventional instruction using text-based materials.

Data were analyzed using descriptive and inferential statistics. Descriptive analysis was used to present students' scores and levels of reading interest, while inferential analysis (independent samples t-test) was conducted to compare the mean scores between the two groups. Statistical significance was determined at  $\alpha = 0.05$ .

## 3. Result and Discussion

The findings of this study reveal that the use of video-based learning media has a significant positive impact on both students' narrative writing ability and their reading interest. Figure 1 illustrates the comparative results between the experimental and control groups. The results of the independent samples t-test showed a statistically significant difference between the two groups in the posttest scores, indicating that video-based learning was more effective than conventional instruction.

In terms of writing ability, the pretest results indicated that both groups had relatively similar initial performance, with mean scores of 67 for the experimental group and 68 for the control group. After the intervention, the experimental group's mean score increased significantly to 85, while the control group only reached 72. The statistical analysis confirmed that this difference was significant ( $p < 0.05$ ), with an effect size of indicating a moderate to strong effect. This improvement suggests that video-based learning effectively enhances students' ability to structure narratives, apply descriptive language, and express ideas coherently. The visual representation of story elements—such as characters, settings, conflicts, and resolutions—helped students internalize narrative structures before producing their own texts.

This finding supports the Multimedia Learning Theory, which emphasizes that learning is more effective when information is delivered through both verbal and visual channels [10]. Similarly, the Dual Coding Theory explains that the integration of visual and verbal inputs leads to deeper cognitive processing and improved creative output [11]. In this study, video-based media functioned as cognitive scaffolding that facilitated students' idea generation and organization in writing.

In addition to writing ability, students' reading interest also showed a substantial improvement. The mean score of reading interest in the experimental group increased from 65 in the pretest to 84 in the posttest, while the control group showed only a slight increase from 64 to 70. The t-test results confirmed that this difference was statistically significant. This indicates that video-based learning effectively enhances students' motivation to read by increasing engagement and curiosity. The audio-visual context helped students better understand vocabulary and narrative flow, which contributed to improved reading engagement.

The increase in reading motivation can be explained through Self-Determination Theory, which highlights the role of intrinsic motivation in learning [12]. Video-based activities provided students with a more engaging and autonomous learning experience, fostering a sense of competence and involvement. This condition encouraged students to participate more actively in reading and writing activities.

Compared to previous studies, the findings of this research provide stronger empirical support by demonstrating the dual impact of video-based learning on both writing ability and reading interest simultaneously. Previous studies reported improvements in narrative writing quality through animated videos and increased reading motivation through video-based learning; however, these studies examined the variables separately [13], [14]. In contrast, the present study integrates both aspects within a single experimental design and confirms their improvement through statistical testing. This indicates that video-based learning not only improves specific literacy skills but also fosters a more comprehensive literacy development.

Furthermore, earlier research has shown that audio-visual media enhance student engagement [15]; however, this study extends those findings by providing statistical evidence, including significance testing and effect size, to demonstrate the

effectiveness of video-based learning. This strengthens the argument that video-based media are not only engaging but also empirically effective in improving literacy outcomes.

The implications of these findings extend to the development of 21st-century skills, including creativity, communication, and digital literacy. However, the effectiveness of video-based learning depends on proper instructional design. Teachers must ensure that videos are relevant and followed by structured activities such as discussion and writing tasks to avoid passive learning.

In conclusion, the results confirm that video-based learning is an effective instructional strategy that significantly improves students' narrative writing ability and reading interest. The combination of statistical evidence and theoretical support highlights its potential as an innovative approach to literacy instruction in the digital era.

#### 4. Conclusion

This research concludes that the integration of video-based learning media has a significant effect on improving students' ability to write narrative texts as well as enhancing their reading interest. The use of videos in the learning process provides visual and auditory stimuli that make abstract concepts more concrete and engaging. Students in the experimental class not only showed better writing performance in terms of idea organization, vocabulary use, and narrative structure but also exhibited a higher level of enthusiasm and motivation toward reading. This indicates that learning media designed through visual context can bridge students' imagination and literacy skills effectively.

The improvement in both writing ability and reading interest demonstrates that learning through videos encourages students to connect what they see, hear, and think into a coherent expression of ideas. Moreover, video-based media promote active learning where students become participants rather than passive recipients of knowledge. This approach is in line with contextual and constructivist learning principles, emphasizing that meaningful learning occurs when students relate the material to real-life experiences.

From an educational perspective, the implementation of video-based learning supports the development of 21st-century literacy skills, including creativity, communication, and critical thinking. The findings suggest that teachers should adopt and adapt multimedia tools that are relevant to students' daily lives, thereby making literacy activities more interesting and accessible. Furthermore, the study highlights the importance of combining reading and writing practices to reinforce each other as complementary literacy components.

#### Acknowledgment

The author would like to thank the supervisor for the direction and input during the process of preparing this article, as well as to all parties who have helped directly or indirectly so that this article can be completed properly.

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