



Department of Digital Business

Journal of Artificial Intelligence and Digital Business (RIGGS)

Homepage: <https://journal.ilmudata.co.id/index.php/RIGGS>

Vol. 5 No. 1 (2026) pp: 13994-14002

P-ISSN: 2963-9298, e-ISSN: 2963-914X

Literature Review of Animated Films to Enhance Narrative Text Comprehension in Indonesian Elementary Students

Retno Dwi Ningrum¹, Nailul Authar², Edi Pujo Basuki³, Mujad Didien Afandi⁴, Novi Rahmania Aquariza⁵

English Education Department, Faculty of Teacher Training and Education, Universitas Nahdlatul Ulama, Surabaya

4330022022@student.unusa.ac.id¹, nailulauthar@unusa.ac.id², ediavarga@unusa.ac.id³, dinosetro74@unusa.ac.id⁴, novirahmania@unusa.ac.id⁵

Abstract

Narrative text comprehension is a fundamental skill for Indonesian elementary students learning English as a foreign language. However, many students still face challenges in understanding vocabulary, language features, and story structure. One effective medium to address these difficulties is the use of animated films, which combine visual and auditory elements to create a more engaging and meaningful learning experience. This study aims to review previous literature on the use of animated films to improve narrative text comprehension among Indonesian elementary students, identify effective teaching practices, and highlight existing research gaps. The method employed in this study is a systematic literature review of peer-reviewed journal articles, theses, and academic reports published over the last ten years. The review focuses on studies that examine the integration of animated films in English language learning, particularly in developing narrative comprehension skills. The findings indicate that animated films, when supported by structured learning activities such as pre-viewing preparation, guided discussions during viewing, and post-viewing reflections, can significantly enhance students' understanding of story elements, improve vocabulary acquisition, and increase classroom participation. Furthermore, animated films support multimodal learning by enabling students to process information through both visual and verbal channels simultaneously, which helps them better grasp the meaning of the text. Despite these benefits, research specifically conducted in Indonesian elementary school settings remains limited. In addition, practical guidelines for teachers on how to effectively integrate animated films into classroom instruction are still insufficient.

Keywords: Animated Films; Narrative Text Comprehension; Elementary Students; English Language Learning; Multimodal Instruction.

1. Introduction

Narrative text comprehension skills are essential for Indonesian students learning English because English is taught as a foreign language in Indonesia. Narrative texts often present difficulties due to their complex language features and storytelling structures, which can hinder students' understanding and reduce their engagement in learning (Salasiah & Ziska, 2021; Munawaroh, 2019). These challenges necessitate innovative teaching approaches to support young learners in mastering narrative texts effectively. To address these difficulties, educators have increasingly employed animated films as instructional media. Animated films integrate visual and auditory elements that make stories more accessible and engaging, helping students to better grasp narrative components and vocabulary (Munawaroh, 2019; Huda, Rismiyanto, & Kurniati, 2023). This multimodal approach aligns with cognitive theories suggesting that combining multiple sensory inputs enhances comprehension and retention (Utama, 2024).

Research has demonstrated that animated films can improve students' comprehension by clarifying story elements and motivating learners, thus sustaining their attention during lessons (Huda et al., 2023; Utama, 2024). Studies conducted in Indonesia have reported positive effects of animation on narrative text learning, particularly among secondary and vocational school students (Neliti, 2016; Huda et al., 2023). However, the application of animated films in elementary education remains underexplored. Most existing studies focus on older students, leaving a research gap regarding the effectiveness of animated films for Indonesian elementary school learners (Neliti, 2016; Salasiah & Ziska, 2021). Furthermore, previous research often lacks detailed investigation into pedagogical strategies for integrating animation into elementary classrooms, which limits practical guidance for teachers (Munawaroh, 2019; Utama, 2024).

This literature review aims to synthesize relevant studies to identify best practices, address the limitations of prior research, and propose directions for future studies. The objective is to examine how animated films have been used to support narrative text comprehension among Indonesian elementary students, evaluate their effectiveness, and suggest improvements for teaching approaches to enhance language learning outcomes (Huda et al., 2023; Neliti, 2016). In addition to the issues that have been outlined above, the rapid evolution of digital technology in Indonesian schools has also created the need for new teaching media. The use of digital materials, such as animated films, is part of the broader move toward 21st-century skills, which foster creativity, critical thinking, and digital literacy in early learners (Pratama & Firmansyah, 2021). Furthermore, the Indonesian national curriculum has increasingly endorsed the utilization of multimedia in facilitating student-centered learning environments (Kurniasih & Sani, 2017). As such, an examination of the role of animated films is not only opportune in addressing comprehension issues but also in meeting the current educational policy targets.

In addition, the use of animated films can be linked to the principles of constructivist learning theory, which emphasizes that learners actively construct knowledge through meaningful experiences. When students watch animated films, they are not merely passive recipients of information; instead, they engage in interpreting visual cues, predicting story outcomes, and connecting new information with prior knowledge. This active engagement enhances their ability to comprehend narrative texts more deeply. Animated films also provide contextualized language input, allowing students to observe how vocabulary and grammar are used naturally within a storyline, which supports language acquisition in a more authentic way.

Moreover, animated films can reduce students' anxiety in learning English. Many elementary students feel intimidated by foreign language texts, especially when they contain unfamiliar vocabulary and complex sentence structures. The visual support provided by animation helps bridge this gap by offering contextual clues that make meaning more accessible. As a result, students become more confident and willing to participate in classroom activities. This increased confidence can lead to greater interaction, both with the teacher and among peers, thereby creating a more dynamic and collaborative learning environment.

Another important aspect to consider is the role of teachers in maximizing the effectiveness of animated films as a teaching medium. Simply showing a film is not sufficient to achieve meaningful learning outcomes. Teachers need to design structured activities that guide students before, during, and after viewing. Pre-viewing activities may include introducing key vocabulary, discussing the theme of the story, or asking predictive questions. During viewing, teachers can pause the film to highlight important scenes, ask comprehension questions, or encourage students to note specific details. Post-viewing activities, such as summarizing the story, discussing characters, or completing related tasks, help reinforce students' understanding and encourage critical thinking.

Furthermore, the integration of animated films into the curriculum should consider the developmental characteristics of elementary students. Young learners tend to have shorter attention spans and prefer interactive and visually stimulating content. Therefore, selecting appropriate animated films that match students' age, language level, and cultural background is crucial. Films with simple plots, clear moral lessons, and engaging visuals are more likely to capture students' interest and facilitate comprehension. In addition, the duration of the film should be manageable to maintain students' focus throughout the lesson.

Despite the numerous benefits, there are still challenges in implementing animated films in Indonesian elementary classrooms. One major issue is the availability of technological resources, such as projectors, computers, and stable internet connections. Schools in rural or underdeveloped areas may face difficulties in accessing these facilities, which can limit the use of digital media in teaching. Another challenge is teachers' readiness and competence in using technology effectively. Some teachers may lack the necessary skills or confidence to integrate animated films into their teaching practices, highlighting the need for professional development and training programs.

In addition, assessment of students' learning outcomes when using animated films requires careful consideration. Traditional assessment methods, such as written tests, may not fully capture students' comprehension and engagement. Alternative assessment approaches, such as performance-based tasks, group discussions, and project-based learning, can provide a more comprehensive evaluation of students' abilities. These methods allow teachers to assess not only students' understanding of narrative texts but also their communication skills, creativity, and collaboration.

Finally, future research should focus on developing standardized instructional models that integrate animated films into English language teaching for elementary students. Longitudinal studies are also needed to examine the long-term impact of this approach on students' language proficiency and learning motivation. By addressing

these gaps, educators and researchers can contribute to the development of more effective and innovative teaching strategies that support students' success in learning English narrative texts.

2. Research Methods

This study employed a systematic literature review approach to identify, analyze, and synthesize relevant studies on the use of animated films to enhance narrative text comprehension among Indonesian elementary students. The method section consists of data sources, search strategy, procedures, and data analysis.

Data Sources

The primary data sources for this review were peer-reviewed journal articles, theses, and academic reports focusing on animated films as instructional media in English language learning, particularly narrative text comprehension. The selected studies mainly focused on Indonesian educational contexts and comparable settings involving elementary school students. Studies involving older learners were also included to provide broader insights and to identify research gaps in elementary education (Huda et al., 2023; Neliti, 2016).

Search Strategy

Data were collected through systematic searches of electronic databases such as Google Scholar, ERIC, and institutional repositories using keywords including "animated films," "narrative text comprehension," "elementary students," and "English learning in Indonesia." Studies were selected based on their relevance to the topic, publication quality, and discussion of learning outcomes. Previous frameworks related to educational animation were also considered to evaluate the suitability of the reviewed studies (Vereş & Magdaş 2020).

Procedures

The review process followed a systematic literature review (SLR) methodology (Assakhiy et al., 2023; Triandini et al., 2019). First, within the last ten years were identified and screened for relevance based on titles and abstracts. Full texts of selected studies were then critically reviewed to extract data on research design, participant characteristics, instructional methods involving animation, and reported outcomes on narrative text comprehension. Modifications or adaptations of established methods in the reviewed studies were noted to understand pedagogical innovations. Studies focusing exclusively on non-elementary levels or unrelated media were excluded.

Data Analysis

The collected data were analyzed qualitatively by identifying recurring themes, effective instructional strategies, and limitations reported in previous studies. Comparative analysis was also conducted to examine differences in findings across educational levels and learning contexts. In addition, quantitative findings from several empirical studies were summarized descriptively to support conclusions regarding the impact of animated films on students' comprehension, motivation, and engagement (Huda et al., 2023; Utama, 2024).

This method enhances the transparency and reproducibility of the review by clearly describing the data sources, selection criteria, and analytical procedures.

3. Results and Discussions

Author(s)	Year	Education Level	Focus	Key Findings
Huda et al.	2023	Vocational School	Perception and effectiveness of animated films	Students showed increased motivation and understanding of narrative elements
Munawaroh	2019	Secondary School	Comprehension improvement through animation	Animation enhanced students' ability to identify story structure and vocabulary

Diah Ulfah Ningrum et al.	2024	Elementary School	Instructional media for story elements	Students improved in understanding intrinsic story elements
Astuti	2021	Elementary School	Narrative writing through animation	Animated films stimulated creativity and narrative coherence in writing tasks
Utama	2024	Junior High School	Reading comprehension and cognitive benefits	Multimodal input improved attention and vocabulary acquisition
Salasiah & Ziska	2021	Secondary School	Instructional design using animation	Films increased student engagement but lacked structured integration
Alqahtani	2019	EFL Learners (General)	Vocabulary teaching using animation	Animated videos supported differentiated instruction for varied proficiency

a) Effectiveness of Animated Films in Enhancing Narrative Text Comprehension

The synthesis of recent studies indicates that animated films serve as an effective medium for improving narrative text comprehension among Indonesian elementary students. Most reviewed literature consistently reports that the integration of visual and auditory elements in animated films aids students in understanding story structure, character development, and vocabulary (Huda, Rismiyanto, & Kurniati, 2023; Munawaroh, 2019). For instance, animated films provide contextual cues that help clarify abstract concepts and unfamiliar language, which aligns with cognitive theories of multimodal learning (Utama, 2024).

Notably, while previous research has predominantly focused on secondary or vocational students (Neliti, 2016; Huda et al., 2023), the current review highlights that elementary students also benefit significantly from animation-based instruction. This finding contrasts with earlier assumptions that younger learners may struggle with multimedia content due to limited cognitive maturity (Vereş & Magdaş, 2020). Instead, the evidence suggests that animated films can be tailored to suit the developmental stage of elementary learners, making narrative texts more accessible and engaging.

Building upon the findings discussed earlier, the effectiveness of animated films can also be understood through their ability to support deeper comprehension processes beyond surface-level understanding. Animated films not only help students identify explicit elements of a story but also assist in developing inferential comprehension skills. For instance, visual cues such as characters' facial expressions, background settings, and sequence transitions enable students to infer emotions, predict upcoming events, and understand cause-and-effect relationships within a narrative. These aspects are particularly beneficial for elementary students, who often rely on contextual support to construct meaning from texts written in a foreign language.

Moreover, animated films contribute to vocabulary acquisition in a more natural and contextualized manner. Unlike traditional memorization techniques, vocabulary presented within animated stories is embedded in meaningful contexts, making it easier for students to retain and recall. Repetition of words through dialogue, combined with visual reinforcement, strengthens memory retention and enhances students' ability to use new vocabulary appropriately. This aligns with language acquisition theories that emphasize the importance of contextualized input in developing linguistic competence.

Another dimension of effectiveness lies in the emotional engagement generated by animated films. Emotional connection to storylines and characters can significantly influence comprehension and memory. When students

are emotionally involved, they are more likely to pay attention, process information deeply, and retain what they have learned. Animated films, with their dynamic storytelling and relatable characters, create an immersive learning experience that fosters both cognitive and affective engagement.

In addition, the flexibility of animated films allows teachers to adapt content according to learning objectives and student needs. Teachers can pause, replay, or segment scenes to focus on specific learning points, which is not possible with static texts. This flexibility supports differentiated instruction and enables teachers to provide additional support to students who may struggle with certain aspects of the narrative. As a result, animated films not only enhance comprehension but also promote inclusive learning environments where all students can participate actively.

Overall, the extended analysis confirms that animated films are not merely supplementary tools but can function as central instructional media that significantly improve narrative text comprehension. Their effectiveness lies in their ability to integrate cognitive, linguistic, and emotional dimensions of learning in a cohesive and engaging manner.

b) Pedagogical Strategies and Student Engagement

A key finding from the literature is the importance of appropriate pedagogical strategies when integrating animated films into the curriculum. Studies emphasize that the effectiveness of animated films depends not only on the quality of the media but also on how teachers facilitate discussions, guide comprehension activities, and connect film content with narrative text elements (*Assakhiy et al., 2023; Diah Ulfah Ningrum et al., 2024*). For example, structured pre-viewing and post-viewing tasks, such as predicting story outcomes or retelling events, have been shown to deepen students' narrative understanding and critical thinking skills.

Compared to earlier publications that primarily described the motivational benefits of animation (*Munawaroh, 2019*), recent research provides more nuanced insights into instructional design. The literature reveals that when teachers scaffold animated film activities with targeted comprehension questions and collaborative learning, students demonstrate higher levels of engagement and retention (*Huda et al., 2023; Utama, 2024*). This shift from passive to active learning marks a key instructional innovation.

Expanding on the importance of pedagogical strategies, it becomes evident that the success of animated films in classroom settings is largely determined by how teachers structure the learning experience. Effective integration requires careful planning that aligns instructional activities with learning objectives. Pre-viewing activities, for example, play a crucial role in activating students' prior knowledge and preparing them for the content of the film. By introducing key vocabulary or discussing the theme beforehand, teachers can create a foundation that facilitates better comprehension during viewing.

During the viewing stage, active engagement strategies are essential to prevent students from becoming passive observers. Teachers can incorporate interactive techniques such as pausing the film to ask guiding questions, encouraging students to make predictions, or prompting them to identify key elements of the story. These strategies help maintain students' focus and ensure that they are actively processing the information presented. Additionally, collaborative learning approaches, such as group discussions or pair work, allow students to share interpretations and learn from one another, thereby enhancing their overall understanding.

Post-viewing activities are equally important in reinforcing learning outcomes. Tasks such as summarizing the story, retelling events, or analyzing characters encourage students to reflect on what they have learned and apply their knowledge. These activities also provide opportunities for students to practice language skills, including speaking and writing, in a meaningful context. Furthermore, incorporating creative tasks such as role-playing or story reconstruction can enhance students' engagement and make learning more enjoyable.

Recent studies also highlight the role of scaffolding in supporting student engagement. By providing structured guidance and gradually reducing support as students become more proficient, teachers can help learners develop independence in comprehending narrative texts. This approach not only improves comprehension but also fosters critical thinking and problem-solving skills.

In comparison to earlier approaches that relied heavily on teacher explanation, the use of animated films combined with interactive strategies represents a shift toward more learner-centered pedagogy. This shift is significant in promoting active learning, where students take responsibility for constructing their own understanding. As a result, engagement is not only increased but also sustained throughout the learning process.

c) **Limitations and Gaps in Previous Research**

Despite these positive outcomes, the review identifies several limitations in the existing body of research. First, there is a scarcity of empirical studies focusing specifically on elementary school contexts in Indonesia, as most investigations center on older students (Neliti, 2016; Salasiah & Ziska, 2021). Second, few studies provide detailed guidelines for selecting age-appropriate animated films or adapting content to diverse classroom needs (Vereş & Magdaş, 2020). This gap restricts the practical applicability of research findings for elementary educators.

Additionally, some previous works have not systematically measured comprehension outcomes, relying instead on anecdotal evidence or student self-reports (Munawaroh, 2019). The current review underscores the need for more rigorous, quantitative research that evaluates the impact of animation on specific aspects of narrative comprehension, such as inferencing, sequencing, and moral reasoning.

Further examination of the limitations in existing research reveals several critical areas that require attention. One notable issue is the lack of longitudinal studies that assess the long-term impact of animated film-based instruction on students' language development. Most studies tend to focus on short-term improvements in comprehension, without evaluating whether these gains are sustained over time. This limitation makes it difficult to determine the lasting effectiveness of animated films as a teaching medium in elementary education contexts.

Another gap lies in the diversity of research methodologies used in previous studies. Many studies rely heavily on qualitative or descriptive approaches, which, although valuable for providing in-depth insights, often lack generalizability. As a result, there is a need for more rigorous quantitative research designs, such as experimental or quasi-experimental studies, to objectively measure the impact of animated films on specific aspects of narrative text comprehension. These aspects may include inferencing skills, sequencing ability, vocabulary acquisition, and understanding of moral values embedded in narratives.

In addition, cultural relevance remains an underexplored issue in the existing literature. A large number of animated films used in educational settings originate from foreign contexts, which may not always align with the cultural background of Indonesian students. This mismatch can influence students' comprehension and engagement, as unfamiliar cultural references may create additional cognitive challenges. Therefore, future research should consider the use of culturally relevant animated films or locally developed content to enhance contextual understanding and relatability among learners.

Another important limitation is the lack of practical instructional guidelines for teachers. Although many studies highlight the benefits of using animated films, only a few provide detailed frameworks or step-by-step strategies for classroom implementation. This creates a gap between theoretical findings and practical application, making it difficult for teachers to effectively integrate animated films into their teaching practices. Clear instructional models, including guidelines for selecting appropriate films, designing learning activities, and assessing student outcomes, are needed to support teachers in maximizing the use of this medium.

Furthermore, assessment methods used in previous research are often limited and do not comprehensively capture students' learning outcomes. Many studies rely on self-reported data or simple comprehension tests, which may not fully reflect students' actual abilities. There is a need for more diverse and authentic assessment approaches, such as performance-based tasks, project-based learning, and observational assessments, to evaluate students' narrative comprehension more accurately and holistically.

Overall, while existing research demonstrates the potential of animated films as an effective instructional medium, these limitations highlight the need for more comprehensive and methodologically robust studies. Addressing these gaps will contribute to a deeper understanding of how animated films can be optimally utilized to support narrative text comprehension among Indonesian elementary students.

Significance and Implications

The results of this literature review directly address the original research objectives by demonstrating that animated films, when thoughtfully integrated, can enhance narrative text comprehension among Indonesian elementary students. This supports the broader pedagogical shift toward multimodal learning and highlights the value placed on innovation in language education.

Scientifically, these findings suggest that animation-based instruction is not only motivational but also cognitively beneficial, particularly when paired with effective teaching strategies. This advances the field by moving beyond general claims about engagement to provide actionable insights for classroom practice.

While the results are generally consistent with previous research on older students, this review highlights the unique needs and opportunities within elementary education. The identification of research gaps points to the necessity for future studies that develop and test comprehensive frameworks for animation use in early language learning. Beyond the cognitive and motivational benefits, animated films also support the development of intercultural awareness, as many animations incorporate diverse cultural themes and values (*Chen & Yang, 2020*). This exposure can help Indonesian students relate to global narratives while still appreciating local contexts. Besides this, animated films have been shown to support differentiated instruction in a way that teachers can adjust content for students whose learning needs and proficiency are diverse (*Alqahtani, 2019*). With ongoing expansion of digital access in Indonesia, the potential to integrate such resources into mainstream classroom practice becomes increasingly viable (*Wahyuni, 2022*). However, the literature also points to the importance of teacher digital literacies and ongoing professional development to maximize the pedagogical impact from the use of animated movies (*Rahmawati & Lestari, 2020*).

In addition to the aspects discussed above, the effectiveness of animated films in enhancing narrative text comprehension can also be examined through their ability to bridge the gap between abstract language concepts and concrete understanding. For elementary learners, abstract linguistic elements such as tense usage, sequencing of events, and implicit moral messages often present challenges when delivered solely through written texts. Animated films help reduce this difficulty by visualizing these elements, allowing students to see how events unfold and how language is used in context. This visualization supports comprehension by making the learning process more intuitive and less cognitively demanding.

Furthermore, the use of animated films contributes to the development of students' narrative competence, which includes the ability to understand, interpret, and retell stories. When students are exposed to animated narratives, they not only receive input but are also encouraged to reconstruct the story in their own words. This process strengthens their ability to identify key components such as plot, characters, setting, and moral values. Compared to traditional reading activities, animation-based learning provides a more holistic experience that integrates listening, viewing, and speaking skills simultaneously.

Another important consideration is the adaptability of animated films to different learning contexts and student needs. In heterogeneous classrooms where students have varying levels of English proficiency, animated films offer flexible learning opportunities. Visual elements can support lower-level learners in understanding the storyline, while more advanced students can focus on language details such as expressions, sentence structures, and inferred meanings. This adaptability makes animated films particularly suitable for differentiated instruction, enabling teachers to address diverse learning needs within a single classroom environment.

In terms of classroom dynamics, animated films also promote a more interactive and participatory learning atmosphere. Students tend to be more engaged when lessons incorporate multimedia elements, which in turn increases their willingness to ask questions, share opinions, and participate in discussions. This active engagement is crucial for language learning, as it provides opportunities for students to practice using the language in meaningful contexts. The shift from teacher-centered instruction to a more interactive approach reflects a broader transformation in educational practices, where students are encouraged to become active participants in their own learning process.

However, the discussion would be incomplete without acknowledging the potential limitations associated with the use of animated films. One concern is the possibility of students becoming overly reliant on visual cues, which may reduce their ability to process written texts independently. If not properly guided, students might focus more on the entertainment aspect of animation rather than the learning objectives. Therefore, it is essential for teachers to maintain a clear instructional focus and ensure that animated films are used as a tool to support, rather than replace, traditional literacy practices.

Additionally, the selection of appropriate animated content remains a critical factor in determining the success of this instructional approach. Not all animated films are suitable for educational purposes, particularly in terms of language level, cultural relevance, and moral content. Teachers must carefully evaluate and adapt materials to ensure that they align with students' cognitive and linguistic abilities. This requires not only pedagogical knowledge but also familiarity with available digital resources.

The sustainability of using animated films in classroom practice is another aspect that deserves attention. While the increasing availability of digital technology in Indonesia supports the integration of multimedia learning, disparities in access to technological resources may still exist. Schools with limited infrastructure may find it challenging to implement animation-based instruction consistently. This highlights the importance of institutional support and policy-level interventions to ensure equitable access to educational technology.

Moreover, the effectiveness of animated films is closely linked to teachers' professional competence. Teachers play a central role in mediating the learning experience, from selecting appropriate materials to designing meaningful activities and facilitating discussions. Without adequate training and support, the potential benefits of animated films may not be fully realized. Therefore, ongoing professional development programs are necessary to equip teachers with the skills needed to integrate digital media effectively into their teaching practices.

Overall, the extended discussion reinforces the argument that animated films can significantly enhance narrative text comprehension when used strategically within a well-designed instructional framework. Their ability to combine visual and auditory elements, support diverse learners, and increase student engagement makes them a valuable addition to English language teaching in Indonesian elementary schools. Nevertheless, their successful implementation depends on careful planning, appropriate material selection, and strong pedagogical support. By addressing these factors, educators can maximize the potential of animated films as an innovative and effective learning medium.

4. Conclusion

This review confirms that animated films are an effective tool for enhancing narrative text comprehension among Indonesian elementary students. By providing engaging visual and audio support, animated films make complex story elements more accessible and motivate students to learn (Yunus *et al.*, 2013; Huda, Rismiyanto, & Kurniati, 2023). Unlike previous research focused on older students or motivational factors, this review highlights cognitive and pedagogical benefits for younger learners, especially when films are integrated with structured learning activities (Putri & Suherdi, 2020; Sari & Wahyuni, 2023). The findings support multimodal learning theories and emphasize the need for more empirical studies and practical guidelines tailored to elementary classrooms. Educators are encouraged to incorporate animated films with activities that foster critical thinking, while policymakers should provide teacher training and resource selection frameworks. Future research should include experimental and longitudinal studies to measure the impact of animation on narrative comprehension and explore adaptations for diverse learning needs. Overall, integrating animated films into English instruction represents a promising and innovative approach to narrative text pedagogy, supporting both language development and digital literacy in Indonesian elementary schools. Future studies should not only explore cognitive outcomes but also address teacher training and curriculum integration to maximize the potential of animated films in language learning.

Reference

- [1] Alqahtani, M. (2019). The effectiveness of using animated videos in teaching English vocabulary to EFL learners. *Arab World English Journal*, 10(2), 3–17. <https://doi.org/10.24093/awej/vol10no2.1>
- [2] Assakhiy, H. P., Izza, N. S., Rohmah, H. L., Fitriyani, D. E., Fakhriyah, F., & Ismaya, E. A. (2023). Systematic literature review (SLR): Animation video-based media in science learning at elementary school. *Indonesian Journal of Education and Psychological Science*, 1(1), 37-52.
- [3] Astuti, P. (2021). Animated films as a medium to improve narrative writing skills in elementary schools. *Jurnal Pendidikan Bahasa Inggris*, 9(2), 112–120.
- [4] Chen, C. M., & Yang, S. H. (2020). The impact of animation on learning and motivation in EFL classrooms. *Computers & Education*, 146, 103751. <https://doi.org/10.1016/j.compedu.2019.103751>
- [5] Diah Ulfah Ningrum, Fahmi Surya Adikara, Esti Susiloningsih, & Teguh Dewangga. (2024). Application of animated video learning media to enhance elementary students' ability to understand intrinsic elements of short stories. *EduStream: Jurnal Pendidikan Dasar*, 8(2), 100-112. <https://doi.org/10.26740/eds.v8n2.p100-112>
- [6] Huda, F. K. S., Rismiyanto, & Kurniati, D. (2023). Vocational school students' perceptions of the use of animated movies in narrative text learning. *Journal of Education, Language Innovation, and Applied Linguistics*, 2(1), 34–40.
- [7] Kurniasih, I., & Sani, B. (2017). Implementasi kurikulum 2013 dalam pembelajaran di sekolah dasar. *Jurnal Pendidikan Dasar Indonesia*, 2(1), 1–10.
- [8] Munawaroh, S. (2019). Teaching the narrative texts using animation video: Raising students' skills on reading comprehension. *Journal of Ultimate Research and Trends in Education*, 1(1), 13–17.
- [9] Neliti. (2016). Fantastic animation movies to aid students' reading comprehension of narrative text. Retrieved from <https://www.neliti.com/id/publications/329517/fantastic-animation-movies-to-aid-studentsreading-comprehension-of-narrative-text>
- [10] Nugroho, A., & Mutiaraningrum, I. (2020). The use of animated videos to improve students' listening skill. *Journal of English Language Teaching and Linguistics*, 5(1), 1–12. <https://doi.org/10.21462/jeltl.v5i1.374>
- [11] Pratama, A. R., & Firmansyah, D. (2021). Digital literacy in Indonesian elementary schools: Challenges and opportunities. *International Journal of Instruction*, 14(2), 1–14. <https://doi.org/10.29333/iji.2021.1421a>
- [12] Putri, R. E., & Suherdi, D. (2020). Teachers' readiness in integrating ICT into English language teaching. *Indonesian EFL Journal*, 6(2), 99–108.
- [13] Rahmawati, Y., & Lestari, H. (2020). Teacher digital competence in the era of education 4.0: A case study in Indonesia. *Journal of Physics: Conference Series*, 1511, 012045. <https://doi.org/10.1088/1742-6596/1511/1/012045>
- [14] Salasiah, A., & Ziska, I. Y. (2021). Animation film in writing teaching instruction on narrative text: Working or not working? *Language Circle: Journal of Language and Literature*, 16(1). Retrieved from <https://journal.unnes.ac.id/nju/index.php/LC/article/viewFile/31657/12068>

- [15] Sari, D. P., & Wahyuni, S. (2023). Gamified storytelling for narrative text learning in Indonesian elementary schools. *Journal of Language and Literature Education*, 8(1), 45–56.
- [16] Utama, A. B. (2024). The effect of animation video on junior high school student reading comprehension. *Retain: Journal of English Teaching*, 12(1), 7–14.
- [17] Vereş, S., & Magdaş, I. (2020). Criteria for selecting animated films for educational purposes. *Journal of Educational Media*, 45(1), 44–45.
- [18] Wahyuni, S. (2022). Digital media integration in Indonesian elementary education: Opportunities and barriers. *Jurnal Teknologi Pendidikan*, 24(1), 70–81.
- [19] Widodo, H. P. (2018). A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of Education and Culture-endorsed EFL textbook for secondary schools. *Pedagogy, Culture & Society*, 26(4), 595–612. <https://doi.org/10.1080/14681366.2018.1495077>
- [20] Yunus, M. M., Nordin, N., Salehi, H., Sun, C. H., & Embi, M. A. (2013). Pros and cons of using ICT in teaching ESL reading and writing. *English Language Teaching*, 6(7), 1–8. <https://doi.org/10.5539/elt.v6n7p1>