

# Improving Students' Focus and Participation through the Use of Interactive Videos in Narrative Text Learning in Class X-2 of SMAN 17 Surabaya

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**Abstract:** This study aims to enhance students' focus and participation in learning *Narrative Text* through the implementation of interactive video media. The research employed the Classroom Action Research (CAR) method based on the Kemmis and McTaggart model, conducted in two cycles consisting of planning, action, observation, and reflection stages. The subjects of this study were 36 tenth-grade students of SMAN 17 Surabaya. Data were collected using observation sheets designed to assess two main aspects: students' focus and participation during the learning process. The results showed that in the first cycle, the average student focus reached 79.44% (categorized as good), while participation was 75% (categorized as fair). After improving the strategy in the second cycle, the results increased to 80% for focus and 78.33% for participation, both categorized as good. These improvements indicate that the use of interactive video media with appropriate duration, engaging storyline, and embedded critical questions can significantly enhance students' cognitive and affective engagement. These findings emphasize the importance of integrating interactive learning media supported by appropriate teaching strategies and the active role of teachers in creating an engaging and participatory learning environment.

**Keyword:** interactive video; narrative text; student focus; student participation.

**Abstrak:** Penelitian ini bertujuan untuk meningkatkan fokus dan partisipasi siswa dalam pembelajaran *Narrative Text* melalui penerapan media video interaktif. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus, masing-masing terdiri dari tahap perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian adalah 36 siswa kelas X-2 SMAN 17 Surabaya. Data dikumpulkan melalui lembar observasi yang memantau dua aspek utama: fokus dan partisipasi siswa selama pembelajaran. Hasil penelitian menunjukkan bahwa pada siklus I, rata-rata fokus siswa mencapai 79,44% (kategori baik) dan partisipasi sebesar 75% (kategori cukup). Setelah dilakukan perbaikan strategi pada siklus II, hasil meningkat menjadi 80% untuk fokus dan 78,33% untuk partisipasi, keduanya berada dalam kategori baik. Peningkatan ini menunjukkan bahwa penggunaan media video interaktif dengan durasi yang tepat, alur menarik, dan penyisipan pertanyaan kritis secara signifikan dapat meningkatkan keterlibatan kognitif dan afektif siswa. Temuan ini menegaskan pentingnya integrasi media pembelajaran interaktif yang didukung oleh strategi pengajaran yang tepat serta peran aktif guru dalam menciptakan pembelajaran yang menarik dan partisipatif.

**Katakunci:** video interaktif; narrative text; fokus siswa; partisipasi siswa

## INTRODUCTION

At the high school level, English learning aims to develop various language skills, one of which is through the teaching of narrative texts. Narrative texts play an important role in improving students' ability to read, understand, and interpret stories. However, in practice, the learning process is often less engaging and boring due to the suboptimal use of instructional media. As a result, students experience difficulties in maintaining focus and are less actively involved in the learning process. Therefore, innovative strategies are needed in the use of instructional media that can enhance students' focus and participation in narrative text learning.

Previous studies have shown that instructional media play a significant role in creating an engaging and effective learning environment to support the achievement of learning objectives (Melati et al., 2023). One form of media widely integrated into

educational practice is video-based media. This media excels in presenting information in a multimodal manner, combining visual, audio, and interactive elements, thus stimulating more of the students' senses and supporting more comprehensive understanding (Sappaile et al., 2023). Furthermore, video media can bring narratives to life and help students better understand the story content, thereby increasing their interest and engagement in learning (Firmansyah, 2024).

In line with the rapid development of information technology, access to and use of videos in education have become easier and more widespread. However, the effectiveness of video media in improving the quality of the learning process and outcomes, especially in terms of focus and participation, still requires further investigation. Some previous research indicates that the use of video has not been fully strategically directed to support increased student learning focus (Murtado et al., 2023). Therefore, appropriate pedagogical approaches are required so that video media not only serve as a tool for delivering information but also function as a medium to strengthen students' interaction and cognitive involvement in the learning process.

Interactive videos have been proven effective in increasing student participation, making them more motivated, active, and involved in the learning process (Awaliyah & Yani, 2025). Interactive learning videos offer features such as quizzes, simulations, or reflective questions that stimulate direct responses from students, thus creating a more dynamic and participatory learning atmosphere (Khairunnisa et al., 2024; Fatimah, 2023). In addition, interactive video media convey information visually and involve interaction, thereby improving students' understanding of the material and making the learning process more engaging and enjoyable (Octaviani et al., 2024).

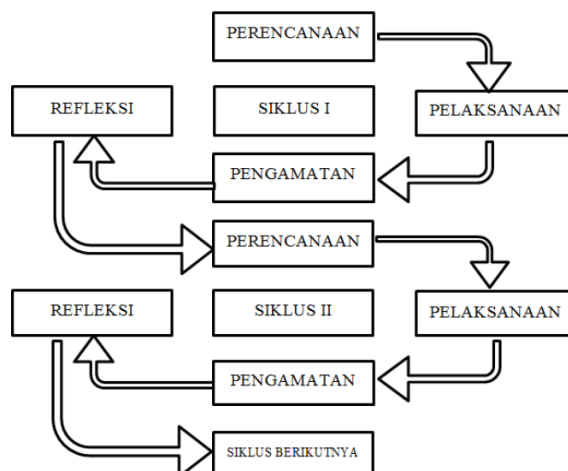
Based on observations in class X-2 SMAN 17 Surabaya, it was found that most students are visual learners. However, during English learning on the Narrative Text topic using YouTube video media, students showed a lack of focus and participation. Considering the benefits and advantages of interactive video media, this study aims to address these issues through the application of interactive videos to improve the focus and participation of students in class X-2 SMAN 17 Surabaya in Narrative Text learning.

## **RESEARCH METHOD**

This study applied the Classroom Action Research (CAR) method aimed at improving students' focus and participation in learning the Narrative Text. The CAR method was chosen as it provides teachers the opportunity to directly identify classroom learning issues, design contextual solutions, implement actions, and reflect on the results (Kemmis & McTaggart, 2014).

The subjects of this study were students of class X-2 SMAN 17 Surabaya in the 2024/2025 academic year, totaling 36 students, consisting of 18 male and 18 female students. The selection of this subject was based on preliminary observations that indicated most students were visual learners. However, in Narrative Text learning using regular video media, students tended to be less focused and less actively involved, necessitating a change in approach. This classroom action research was carried out collaboratively, involving cooperation between the teaching teacher and two observers. The presence of observers was considered important as they observed and recorded student behavior during learning using observation sheets.

The research was conducted in two cycles, consisting of four main stages according to the Classroom Action Research model developed by Stephen Kemmis and McTaggart: planning, action, observation, and reflection



**Figure 1.** Classroom Action Research Process Based on the Kemmis and McTaggart Model

**a. Planning**

In the planning stage, the researcher undertook a series of initial steps, including identifying problems, determining alternative solutions, designing learning implementation plans, preparing the learning media to be used, designing evaluation tools, and developing observation instruments. In addition, the researcher invited two pre-service English teacher students to act as observers during the research implementation

**b. Action**

At this stage, the learning process was implemented according to the previously prepared plan. The researcher carried out the actions based on the learning scenario using interactive video media. The learning implementation was conducted in two cycles on February 11, 2025, and May 7, 2025.

**c. Observation**

In the observation stage, the observers monitored student activities and behaviors during the learning process using observation sheets. The observation sheets in this study were designed to assess two main aspects: students' focus while watching the interactive learning video and their participation in discussions or quizzes.

**d. Reflection**

In this stage, the researcher and observers conducted analysis and discussion of the observations during the learning process. The findings from this stage served as a reference to measure the extent of improvement in students' focus and participation through the use of interactive video

media. The findings were analyzed using the following formula (Suseno et al., 2017):

$$\text{Aspect Percentage} = \frac{\text{Total Score Obtained}}{\text{Maximum Score}} \times 100\%$$

The indicators for focus and participation improvement referred to the opinion of Ngalm Purwanto (2006:103), with a scoring system based on the percentage of participation achievements, as explained by Ismiyati & Salamah (2020). The assessment was categorized into five levels as shown in Table 1.

**Table 1.** Focus and Participation Scoring Standards

Score Range	Category
86-100	Very Good
76-85	Good
60-75	Fair
55-56	Poor
≤ 54	Very Poor

## RESULTS AND DISCUSSION

Before implementing the actions, a pre-cycle was conducted in the form of an initial assessment to determine students' learning styles. At this stage, a YouTube video was used as the learning medium. However, several issues were identified, such as students' lack of focus and interest in the video, feelings of drowsiness, and low interaction and participation levels. Following this, the actions were carried out in two cycles, each consisting of one meeting.

### Cycle I

The first cycle was carried out on February 11, 2025, and May 7, 2025. The actions were implemented based on a previously prepared lesson plan. The learning process used interactive video media in the form of animations aligned with the narrative text material. The video was edited to include questions inserted between certain scenes. The questions were relevant to the video content and connected to the concepts of narrative texts. Each time a question appeared, students were given the opportunity to respond and engage in discussion.

During the implementation, two observers monitored student behavior, particularly their focus while watching the video and their participation in answering questions and taking part in discussions. Each student received two separate scores based on direct observation during the activity. These scores were then quantitatively analyzed to obtain average values in percentage form for both focus and participation aspects.

Based on the observation data, the total score for focus while watching the video reached 143. Therefore, the average student focus was 79.44%, categorized as good. Meanwhile, the participation aspect during the quiz discussion scored a total of 135, resulting in a participation rate of 75%, which fell into the fair category. These results

indicate that in Cycle I, the use of interactive video in Narrative Text learning had a positive impact on improving students' focus and participation in class X-2 of SMAN 17 Surabaya. Although the average focus score reached the "good" category, student participation in discussions and quizzes remained in the "fair" category. This suggests that interactive video media succeeded in attracting students' attention while watching, but their level of participation in discussion and quiz activities still needed improvement.

Students' cognitive and affective engagement in the first cycle had not yet reached optimal levels, as reflected in the limited number of students who actively responded to questions or contributed to classroom discussions. In response, a reflection session was held with the English teacher and observers to formulate improvement steps for the next cycle. The reflection concluded that the learning strategy needed to be enhanced by using shorter videos with more engaging storylines to better maintain students' focus. In addition, the number of questions embedded in the video and discussed in class was increased and made more critical to stimulate more active student involvement. The observation instruments were also revised to better capture comprehensive data on focus and participation indicators. Strengthening the teacher's role in classroom management became a key focus of improvement, specifically through the consistent use of positive reinforcement, such as giving extra points to students who actively answered questions.

## **Cycle II**

The second cycle was conducted on May 7, 2025, by implementing the improvements formulated during the reflection of the first cycle. In this stage, the lesson still utilized animated interactive videos, but with shorter durations and more engaging storylines to enhance students' interest and focus on the Narrative Text material. In addition, the number of embedded and class-discussed questions was increased and designed to be more critical to encourage students' active involvement throughout the learning process.

The learning implementation in this cycle was also supported by strengthening the teacher's role in managing the class and facilitating student participation more effectively. The teacher consistently provided positive reinforcement, such as additional points or tokens of appreciation, to students who actively answered questions or contributed to class discussions. This step aimed to enhance overall student motivation and participation.

Throughout the learning process, the two observers monitored students' behavior, particularly their focus while watching the video and their participation in answering questions and discussions. Each student received two observation scores, which were then quantitatively analyzed to obtain the average percentages of both aspects. The observation data analysis showed a significant improvement in both aspects. The total student focus score increased to 144, or 80%, categorized as good. The total participation score reached 141, or 78.33%, also categorized as good.

Based on the focus and participation scoring standards, students in class X-2 SMAN 17 Surabaya achieved more than 75% in Narrative Text learning, indicating that

their level of participation had reached the “good” category as per the established criteria. Thus, the application of interactive video media in the learning process proved to have a positive impact on student engagement. This was evident in the increased cognitive and affective involvement of students in Narrative Text learning, especially in class X-2 of SMAN 17 Surabaya. The strategies applied included the use of short-duration interactive videos with engaging storylines, the addition of critical questions, and the strengthening of the teacher's role in providing motivation and positive feedback.

These findings align with Mu'in (2024), in his book *Langkah Tepat Meningkatkan Hasil Belajar Siswa Menggunakan Video Pembelajaran*, which stated that interactive videos can foster active student engagement. Moreover, the successful implementation of interactive video media in enhancing student engagement is supported by previous research. Dewinta et al. (2024), in their study, showed that the use of interactive videos in Pancasila Education significantly increased students' active participation. Although the study focused on learning outcomes, observational findings indicated high student enthusiasm, more active discussions, and overall greater involvement in the learning process. This suggests that the application of optimally designed interactive video media, supported by appropriate teaching strategies, can be an effective alternative to enhancing students' cognitive and affective engagement in learning, as also demonstrated in the present study.

## **CONCLUSION, IMPLICATION, AND RECOMMENDATION**

This classroom action research has proven that the application of interactive video media in Narrative Text learning can significantly improve the focus and participation of students in class X-2 SMAN 17 Surabaya. In the first cycle, students' focus and participation scores reached 79.44% and 75%, respectively, categorized as “good” and “fair.” After reflection and strategic improvements, such as shortening the video duration, creating more engaging storylines, adding critical questions, and strengthening the teacher's role through consistent positive reinforcement, the second cycle showed increased scores of 80% for focus and 78.33% for participation, both categorized as “good.” These results confirm that optimizing interactive video media supported by appropriate learning strategies can effectively enhance students' cognitive and affective engagement.

The implications of these findings emphasize the importance of engaging and interactive instructional media in creating a conducive learning environment, as well as the crucial role of teachers in managing the classroom and continuously motivating students. Therefore, teachers need to integrate interactive learning media with responsive classroom management techniques to boost students' motivation and active participation. Additionally, observation instruments should be revised to ensure more accurate and comprehensive monitoring of students' focus and participation.

As a recommendation, teachers are encouraged to continue developing and utilizing interactive video learning media with appropriate duration, engaging narratives, and thought-provoking questions to stimulate active student involvement. Consistent provision of positive reinforcement, such as points or rewards for active students, is highly recommended to maintain learning motivation. Schools should provide training and supporting facilities for teachers in the development of interactive

media and effective classroom management. Further research is also needed to examine the effectiveness of interactive video media on different subjects and educational levels in order to broaden understanding of this strategy

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