

Students' Perspectives on Implementing Sequential Multimedia and Traditional Approaches in Narrative Text Learning

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Abstract

The purpose of this study is to investigate how students view sequential multimedia and traditional approaches while learning narrative text. 32 students were selected to participate in this study. This study uses mixed-method design, followed by student reflections, documentation and classroom observation to provide the triangulation. frequency and percentage were used to represent the quantitative data. For qualitative data, thematic analysis was used to identify the reasons for students' learning preferences. The results showed that only 28% of students considered English difficult. Only one among 32 students reported that learning narrative text was boring. 69% of students stated that they preferred multimedia learning over traditional approaches. Most of the reasons they chose multimedia learning were because they stated it was more fun and exciting. This study demonstrates that students will not feel bored when learning narrative text when teachers apply a combination of multimedia and traditional methods sequentially.

Keywords : student's perspectives, narrative text learning, multimedia, traditional method

Introduction Section

English language learning in Indonesia is still a daunting prospect for students (Konipa et al., 2025). This is especially true at the junior high school level, where many students still struggle with English. There are many factors that contribute to this. One of the factors is limited exposure to English (Konipa et al., 2025). It makes students feel overwhelmed and unable to adapt to English lessons. Another factor is that some English teachers may not have found the right methods and strategies for delivering material to students (Saputri & Sukarno, 2024). Even when an English teacher has brilliant methods and strategies, these may not necessarily suit all students. Therefore, it is important to find out which methods or strategies students feel comfortable with when learning English. When students feel comfortable with the methods and strategies used, they will be able to master the material easily.

One of the essential parts of Indonesia's junior high school English material is teaching narrative texts, which encompass orientation, complication, resolution, and moral values of the story. In the context of narrative text, teachers must prepare the appropriate methods for delivering this material. Multimedia and traditional methods are both options. English teachers must be able to analyze and choose the right method to use. When using multimedia, they must first consider the classroom facilities. adequacy or inadequacy of classroom facilities for the implementation of multimedia methods. When using traditional methods, English teachers must be able to apply them well so that students do not get bored while studying the material.

English teachers commonly use many kinds of teaching strategies or teaching methods even though some of them still use traditional or text-based approaches. However, when learning narrative in class only uses conventional textbook-based approaches, many students frequently only engage with story patterns on a superficial level. In the context of teaching narrative, teachers are required to utilize and use technology in learning. This is to improve learning efficiency and to make it easier for teachers to deliver material so that students can master the material easily. Hidayati & Maisarah (2025) stated that using digital storytelling greatly improved junior high school students' understanding and engagement when reading narrative texts. It highlighted that many junior high school students in Indonesia are more enjoyable to study narrative text when they experience it by using digital storytelling. Similarly, after incorporating brief films, Shofia Alya Dzakiriah et al (2025) reported significant gains in students' narrative writing performance, going from a mean score of 51.53 to 80.00. It

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shows that short videos and using digital storytelling can improve student's English skills significantly especially in teaching narrative materials.

These findings are supported with multimedia learning theory. According to Mayer (2020), combining verbal and visual information improves understanding and retention. Furthermore, (Carcamo & Carmona, 2024) report that an infographics-based multimodal literacy intervention significantly improved EFL students' reading comprehension and literacy performance. Thus, including multimedia gives students access to a variety of semiotic resources, which promotes a deeper understanding of the moral lessons and narrative structure found in stories. In addition, the entire learning potential might not be achieved with multimedia alone. Tshidi (2025) argues that learning analytics enables students' own reflections via LMS-derived engagement traces, serving as an introspective mechanism to inform teaching practice. Understanding how instructional sequencing multimedia followed by traditional methods affects narrative comprehension and engagement is in line with this multimedia method.

In Indonesian educational context, students have generally favourable opinions about multimedia that can improve a learning process. According to Nurlita & Taufiq (2025), students find digital storytelling to be more engaging and interactive than traditional methods. More than two-thirds of students had either a positive or neutral reaction to digital storytelling in English classes (Umam & Pambayun, 2025). According to Navila et al (2023), incorporating regional cultural elements into digital tales enhances narrative understanding while also boosting student identity and motivation. Among those three statements, it can be claimed that students prefer to study with digital tools. It can help them be more comfortable in learning and easy to understand the material.

However, traditional methods also have a crucial part in teaching narrative. Traditional methods of teaching narrative text often include textbook reading, teacher explanation, and drill exercises. At the junior high level, Rosyadi et al (2023) claimed that a heavy reliance on these traditional approaches frequently leads to students' deficient narrative comprehension and restricted vocabulary understanding. Question-and-answer sessions are still quite common in many schools in Indonesia (Situmorang et al, 2023). While using these activities or learning strategies can actually hinder students' abilities and creativity in learning, they can also help improve their retention of learning materials.

When learning narrative text without interactive components, students' interest can easily be lost (Rosyadi et al, 2023). This is in line with the work of Situmorang et al (2023), which stated that narrative text learning emphasizes important aspects of exams, such as translation and practice questions, rather than flexible learning. Furthermore, a monotonous learning process can diminish student interest and engagement in narrative learning. These approaches frequently result in surface-level understanding, when students are able to respond to factual inquiries but find it difficult to fully appreciate moral principles or narrative structure, in contrast to richer, meaning-driven learning. Nevertheless, most research tends to examine multimedia and traditional methods in isolation or through parallel comparisons. For instance, Mosleh & Trisusana (2024) investigated how TED-Ed films affected their ability to talk. The study did not examine the sequential use of multimedia followed by traditional approaches, despite the fact that it claimed positive results. This creates a vacuum in the literature regarding the effects of sequentially combining techniques on comprehension and engagement, especially in genre-specific training such as narrative text.

Furthermore, None of the studies mentioned above have discussed students' perceptions after experiencing the two combined methods. Therefore, this study presents students' perceptions of the combined method of multimedia and traditional methods. When they have experienced 2 learning methods in sequence (multimedia and traditional methods), students will be able to express which method is more suitable and comfortable for them. By filling this gap, this study aims to find the right method of students for teaching English and how to apply it. Additionally, this study is expected to serve as a reference for English teachers in using the appropriate learning method for narrative text material learning so that their students can receive the material well and feel enjoyable during learning activities.

Method

This study uses a mixed-method design to gather the data. This approach is used to explore students' perceptions of sequential multimedia and traditional methods in narrative text learning. The qualitative data were analyzed using thematic analysis and the quantitative data were represented in frequency and percentage form. mixed methods research intentionally combines qualitative and quantitative data collection and analysis to strengthen the validity and depth of findings (Creswell, 2018). This type of research is especially well-suited for educational environments because it provides a clear and thorough explanation of occurrences without requiring a great deal of theoretical abstraction or interpretation.

This research was conducted at one of the public secondary schools in Central Java, Indonesia. It took 40 days during the School Environment Introduction (PLP 2) program to gather the data. Thirty-two students participated in the study. They were from the same class of ninth grade and were currently studying narrative text.

The learning process of this research started with multimedia, in which students viewed short video about narrative texts and participated in group discussions to examine the orientation, complication, resolution and the moral value of the story. It took 80 minutes to complete the multimedia approaches. Then, The students moved on to traditional textbook-based activities, such as teacher explanations, reading assignments, and Q&A sessions. The traditional approach was conducted in class for about 80 minutes after completing the multimedia phase. In addition, the teacher administered a daily

exam. Students worked independently on the exam sheet for 40 minutes. After that, the students were asked to write their reflections on their respective exam papers.

Data were collected primarily through student reflections in response to three questions: (1) “What do you think about English?” (Difficult/Normal/Easy), (2) “How do you feel when you learn Narrative text?” (Happy/Neutral/Bored), and (3) “Which learning method did you enjoy more? (Video & Group Work / Textbook & Exercises) Why?” In addition, documentation and classroom observations were used to triangulate students’ perceptions and learning experiences.

Findings

After students completed the multimedia and traditional approaches and wrote their reflections on exam papers of learning narrative text material, 32 data sets were collected. Each set of data differed significantly, particularly in the reasons why students preferred the multimedia or traditional method. The results of the student perspective study are presented in two tables. Data originally written in Indonesian have been translated and presented in English. The first table summarizes students’ reflections on their perceptions, feelings, and appropriate methods, along with their rationale. Data in the form of percentages and frequencies are presented in the second table. Documentation of classroom learning using both methods is presented in picture 1 (when using multimedia) and in picture 2 (when using the traditional approach). The following findings were obtained:

Note :

No. : Student Number

English Difficulty ; D (difficult), N (Normal), E (Easy)

Feeling During Learning ; H (Happy), N (Neutral), B (Bored)

Preferred Method ; Video & Group Work (V&GW), Textbook & Exercises (T&E)

Table 1. Student Reflection Data Summary

No.	English Difficulty	Feeling During Learning	Preferred Method	Reason (translated to English)
1	D	N	V&GW	More interesting, clear, and easier to understand
2	N	N	V&GW	Fun
3	N	N	V&GW	More fun, understandable, and not boring
4	D	N	V&GW	More enjoyable
5	D	N	V&GW	Enhances collaboration and chemistry
6	N	H	V&GW	Fun, enjoyable, and easier to understand directly
7	E	H	T&E	Ordinary
8	N	H	T&E	Prefer studying with textbook
9	N	H	V&GW	Happier
10	N	N	V&GW	English is easy when understood, slightly hard when not; video & group work, it is more interesting
11	N	H	T&E	Easier to remember and study deeply
12	N	H	V&GW	More fun
13	D	N	V&GW	More fun
14	N	H	V&GW	More enjoyable when watching video
15	N	H	V&GW	Video & group work makes me feel fun and happy
16	D	B	V&GW	Prefer watching videos and listening, more enjoyable in group
17	N	H	V&GW	Fun
18	N	H	T&E	Fun and enjoyable
19	D	N	V&GW	Because of narrative text
20	N	N	V&GW	More enjoyable
21	D	N	V&GW	Better interaction and more fun
22	N	H	T&E	More enjoyable
23	N	N	V&GW	More fun
24	N	H	T&E	Prefer it
25	N	N	T&E	More fun
26	D	N	V&GW	More enjoyable

No.	English Difficulty	Feeling During Learning	Preferred Method	Reason (translated to English)
27	N	H	V&GW	Easier to understand through video and group work, can ask each other questions
28	N	N	V&GW	More enjoyable
29	D	N	V&GW	More enjoyable and fun
30	N	N	V&GW	Just fun
31	N	H	V&GW	Improves vocabulary
32	N	N	V&GW	Improves collaboration

Table 2. Table 2. Summary Count & Percentage

Category	Count	Percentage
English Difficulty: D (Difficult)	9	28%
English Difficulty: N (Normal)	22	69%
English Difficulty: E (Easy)	1	3%
Feeling: H (Happy)	15	47%
Feeling: N (Neutral)	16	50%
Feeling: B (Bored)	1	3%
Preferred Method: V&GW (Video & Group Work)	22	69%
Preferred Method: T&E (Textbook & Exercises)	10	31%

1. **Perception of English Language Difficulty**

In terms of English difficulty, 22 students considered English to be normal. Nine students said English was difficult, and only one found it easy.

2. **Emotional Response to Learning Narrative Text**

Regarding the atmosphere or feeling during narrative text learning, only one student stated they were bored. Fifteen students stated they enjoyed the lesson, while the remaining 16 students stated they were indifferent.

3. **Preferred Learning Methods**

In terms of learning methods, multimedia was the preferred choice, with 69% of students choosing the traditional method. Most of the students stated that learning narrative text with multimedia facilitated understanding, was enjoyable, and made them happy.



Picture 1. First phase (multimedia)



Picture 2. Second phase (traditional)

Discussions

The results of this study indicate that this study can explore and determine the appropriate method for narrative learning. Seen in the realm of English difficulty levels, student reflection sheets show that only 1 person said English was easy. As many as 22 students stated the normal level and 9 students considered it difficult. This is in the same direction as Li & Xue (2023), who stated that self-confidence and performance in English class affect students' level of understanding. Data in tables 1 and 2 show that only a few students stated that English is difficult to learn, the rest said English is still easy to learn. Ye (2024) claimed that Students' views regarding how difficult language learning is and student engagement in the learning process are influenced by the classroom environment. The normal category being the highest indicates that multimedia and traditional methods have been implemented well. This also shows that students have different views on learning narrative text.

Regarding the students' feelings when learning narrative text using these two methods, the data showed mixed results. Only 3% reported feeling bored, 50% felt neutral, and the remaining 47% reported feeling happy. The 3% reported feeling bored suggests that both multimedia and traditional methods can be used for narrative learning. To reduce difficulties and increase engagement, classroom atmosphere and student emotions play a role, particularly in providing easily understood input (Zhao et al, 2021). The findings of this study indicate that a pleasant and positive atmosphere can strengthen students' motivation to learn narrative text. Sadan et al. (2024) stated that Students' emotional involvement throughout the learning process can enhance the effectiveness of learning activities and enhance their emotional experiences. The 3% of data indicating boredom serves as a reminder that not all learning methods are suitable for all students.

In the discussion of students' preferred learning methods, multimedia emerged as the winner with 69% of the vote. According to Liu (2024), learning using multimedia, presented and implemented well, can improve student understanding compared to methods that focus solely on text. Additionally, students who chose multimedia learning stated that they could more easily understand narrative text material and felt happy during the learning process. Learning using audiovisuals is an attractive and effective tool for attracting students' attention, which can easily understand narrative text material. This explanation is highly relevant to Mayer's Cognitive Burden Theory (2020), which claims that multimedia can help relieve unnecessary cognitive load and manage important cognitive load.

Another area of student preference is the traditional method, with 31% choosing it. Using traditional methods creates a structured approach and facilitates memorization of various narrative learning materials. These results also suggest that in this modern era, not everything requires technology. Learning methods can always be applied in the English language teaching and learning process in the kingdom. Therefore, learning using traditional methods remains highly relevant in the early 21st century.

In discussing the reasons why students choose one method, especially the multimedia method, which is stated to be more preferred by students compared to the traditional method. Data shows that the majority of students stated that the experience they just got was more calming, interesting, clear and understandable. Understanding can be maximized with multimedia resources. Words such as; "enjoyable, fun and happy" are quite often found in this place, indicating that multimedia can create great opportunities in learning. Presenting material visually and auditorily is a way that can be used to improve the quality of the learning process (Mayer, 2024). When studying narrative text, videos can display images or stories directly in the classroom, allowing students to improve their cognitive understanding. One of the data shows that

"group work strengthens teamwork and familiarity", this supports Zhang (2023) in his study, who stated that learning occurs through collaboration and interaction.

Furthermore, students report that learning with multimedia provides clarity and simplicity that is easy to understand. To overcome the difficulties and challenges faced by students, learning can be implemented using multimedia (Cahyaningsih et al, 2021). Applying multimedia to narrative text learning by displaying videos can make it easier for students to understand the important elements of narrative text in stories or films shown in the classroom. This can easily lead students to create their own narrative works.

Regarding traditional methods, research data shows that they are "easier to remember and learn in depth" and "prefer learning from textbooks." Some students stated that they find narrative text material more suitable and easier to understand if it is studied in a focused and intensive manner and can stimulate their memory. One student described the traditional approach as "normal." This is understandable, as the majority of learning processes in Indonesia still use traditional methods. This is in line with the work of Ferdiansah et al (2024), who noted that students' lack of interest in learning English is due to monotonous methods.

In addition, All data results show that students prefer learning narrative texts using multimedia. This can make learning activities run effectively, students feel less bored and more enjoyable, so they can master the narrative text material well. states that to strengthen student motivation in learning, interactive learning modes must be implemented appropriately (Chiu, 2023). Traditional methods are also still suitable learning methods for use in learning. In learning narrative texts, not all students tend to prefer multimedia. Some of them feel better when learning with traditional methods.

Conclusion

Based on data from the students' perspectives analyzed in this study, the researcher concluded that the application of sequential multimedia and traditional methods can eliminate students' boredom during narrative text learning. The data shows that only one student felt bored. By using sequential multimedia and traditional methods in narrative text learning, students' responses regarding English being difficult also disappeared because the data showed that only 9 students said English was difficult and as many as 22 said English was not difficult. Although the majority of students preferred learning with multimedia, some students stated that the traditional method was more suitable. This shows that not all students are suited to multimedia learning. The significance of interactive and multimodal learning methodologies is further shown by the students' pronounced preference for group projects and videos, which 69% of them expressed. The 31% who said they preferred textbooks, serve as a reminder to teachers that some students still benefit from structured, text-based learning methods.

These results add validity to the use of a mixed learning approach that incorporates traditional textbook-based activities with multimedia and group projects. By combining sequential multimedia and traditional methods, students can experience which multimedia and traditional methods best suit their learning styles. The majority of students stated that they enjoyed and felt more excited when learning narrative text material through multimedia. Students also said that learning with traditional methods made it easier to understand narrative text material. This approach can maintain positive emotional engagement and overcome challenges faced by students who have difficulty learning English material. Teachers can better meet the various needs and preferences of their students by combining classic and new teaching strategies. Ultimately, the application of sequential and traditional methods can increase the effectiveness of narrative text learning, eliminate boredom during learning and making learning English less difficult for students.

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