

# Comparison of the Use of Fable Animated Films and Fable Audio Stories in Improving Synopsis Writing Skills

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DOI: <https://doi.org/10.51583/IJLTEMAS.2026.150300048>

Received: 04 February 2026; Accepted: 09 February 2026; Published: 10 April 2026

## ABSTRACT

The purpose of this study was to compare the effectiveness of animated fables and audio fables in improving the synopsis writing skills of ninth-grade students at SMPN 4 Bungbulang. In the Indonesian language curriculum, synopsis writing is an important literacy skill that requires students to summarize, organize, and convey the content of a story effectively. However, many students find it difficult to identify story elements, maintain a consistent plot, and use appropriate language. This study conducted a quasi-experiment with a pretest-posttest control group design. Two groups were tested: the experimental group, which used animated story films, and the control group, which used audio stories. Data were collected through writing tests and response questionnaires given to students. Normality tests, homogeneity tests, t-tests, improvement score calculations, and effect sizes were used to analyze the data. The results showed that there was variation in.

Keywords: animated fable films, audio fable stories, synopsis writing, multimedia learning, junior high school students.

## INTRODUCTION

Language is the main tool of humans in communicating and expressing ideas, feelings, and thoughts orally and in writing (Noermanzah, 2019:307). In learning Indonesian at the Junior High School (SMP) level, the skill of writing synopsis is one of the important competencies. Synopsis is a summary of stories that are presented in a systematic, objective, and concise manner (Tarigan, 2015; Keraf, 2017). This ability trains students in understanding story structure and summarizing essential information. The reality on the ground shows that students are still having difficulties. At SMPN 4 Bungbulang, 72% of grade 9 students obtained scores below the Minimum Completeness Criteria (KKM). Key issues include inaccuracies in identifying story conflicts (63%), plot irregularities (58%), and lack of cohesion between paragraphs (47%). This problem is exacerbated by the use of conventional learning methods (lectures and reading texts) that are less able to motivate and facilitate students' learning needs visually and interactively. Narrative-based media such as audio stories and fable animated films are starting to be looked at. Audio stories convey the narrative through the auditory channel, while fable animated films combine auditory and visual channels, offering a richer learning experience (Mayer, 2021). Animated films, in line with Mayer's Multimodal Learning Theory (2021), have great potential because they are able to present storylines in a concrete, communicative, and fun way, and in accordance with the interests of junior high school students.

### Fable Audio Story Media (Free Variable 1)

Learning media is in the form of narrative fables that are conveyed in the form of voice without visuals (relying only on auditory channels). This media is presented in a audio recording is 5-7 minutes long with a communicative narration.

### Fable Animated Film Media (Free Variable 2)

Learning media that presents fable stories in the form of moving animated visuals accompanied by sound narration (combining auditory and visual channels in a way that combines auditory and visual channels)

simultaneously). The duration and content of the story are likened to a fable audio story to facilitate an equivalent comparison.

### Ability to Write a Synopsis (Bound Variable)

The ability of students to understand, filter, and rearrange the content of fable stories in a concise, concise, and systematic manner. This ability is measured through written tests (pretest and posttest) which are assessed using rubrics with four main aspects, namely:

The total score accumulated from this rubric (scale of 1–5 per aspect) is a quantitative indicator of student ability.

## RESEARCH METHODS

This study uses a quantitative approach with a quasi-experimental method. Quantitative Approach: It was chosen because this study aims to objectively measure the influence of a treatment (media use) on bound variables (the ability to write synopses) through numerical data and statistical analysis. Quasi-Experimental Method: Used because researchers cannot fully control extraneous variables or randomize subjects perfectly, but rather compare two existing class groups (experimental and control groups) that are considered equivalent (Sugiyono, 2017)

The design used is the Pretest-Posttest Control Group Design, which is a standard design in quasi-experiments to measure differences in learning outcomes before and after treatment in the two groups.

| Groups      | Pretest        | Treatment      | Posttest       |
|-------------|----------------|----------------|----------------|
| Experiments | O <sub>1</sub> | X <sub>1</sub> | O <sub>2</sub> |
| Controls    | O <sub>1</sub> | X <sub>2</sub> | O <sub>2</sub> |

Description:

O<sub>1</sub>: Pretest (Initial ability to write a synopsis).

X<sub>1</sub>: Treatment using fable animated film media. X<sub>2</sub>: Treatment using the media of fable audio stories.

O<sub>2</sub>: Posttest (Final ability to write a synopsis after treatment).

This design allowed the researchers to measure the gain score ( $\Delta O_2 - O_1$ ) in each group and compare them objectively to determine which media was more effective.

### Operationalization of Research Variables

Variables

Variable | Concept | Dimensions | Indicator | Scale |

Independent Variable (X): Learning Media | Story-based media | Serving type | Audio stories

(X<sub>2</sub>) and fable animated films (X<sub>1</sub>) | Nominal |

Bound Variable (Y): Synopsis Ability | Ability to summarize narratives | Structure and content of the synopsis | Suitability of content, completeness of intrinsic elements (characters, plots, themes, settings, mandates),

coherence, and accuracy of language | Ordinal |

## Population and Sample

Aspect | Description |

Population | All grade IX students of SMPN 4 Bungbulang for the 2024/2025 Academic Year. |

| Sampling Techniques | Purposive Sampling: Determination of the sample based on certain considerations, namely initial academic equivalence (average Indonesian language score

previous semester) to maintain homogeneity. |

| Sample | Two classes (30 students each), total  $\mathbf{60}$  students. |

| Group Designation | Class 1: Experimental Group (Fable Animated Film). Class 2: Control Group (Fable Audio Story). |

## Research Instruments

The instruments used to collect data are divided into two types:

### Written Test (Pretest and Posttest)

This instrument is in the form of the task of writing a synopsis of a fable story. Test results measured using

The Analytical Assessment rubric is based on the  $\mathbf{1-5}$  scale (Ordinal), with a maximum score of 20.

| Synopsis Assessment Rubric | Assessment Criteria |

| 1. Content Suitability | Accuracy of the synopsis with the original story (plot, conflict, moral message). |

| 2. Intrinsic Elemental Completeness | The presence of characters, plots, settings, and themes in a nutshell. |

| 3. Coherence and Paragraph Integration | Logical connection between sentences and between paragraphs.

|

| 4. Accuracy of Language Use | Effective spelling, diction, and sentence structure in accordance with the rules. |

### Student Perception Questionnaire

The questionnaire was used to measure the affective aspects and responses of students to the media of fable animated films. The instrument is presented in the form of a five-point Likert Scale (1 = Very Not

Agree, 5 = Strongly Agree) and given only to the experimental group (Post-treatment).

### Validity and Reliability of Instruments

The instrument has been tested for validity and reliability:

\* Validity Test: Using Pearson Product Moment Correlations. The results showed that all questionnaire items and assessment rubrics had  $r_{\text{-calculate}} > r_{\text{-table}}$  (0.361), so that

Valid.

\* Reliability Test: Using Cronbach's Alpha ( $\alpha$ ).

\* Student Perception Questionnaire:  $\alpha = 0.823$  (High Reliability).

\* Synopsis Assessment Rubric:  $\alpha = 0.787$  (Reliable).

### Description of Research Procedure

The research procedure is divided into five stages:

| Stages | Main Activities |

| a. Preparation Stage | Literature study, initial observation, preparation of instruments (questions, rubrics, questionnaires), testing/validation of instruments, and preparation of Learning Implementation Plans (RPP).

|

| b. Pretest Implementation Stage | Initial test (O<sub>1</sub>) was written in both groups (Experiment and Control) to measure basic ability. |

| c. Treatment Stage | It was held for 4 meetings. Experimental Group

(X<sub>1</sub>) uses fable animated films, while Control Group (X<sub>2</sub>) uses fable audio stories.

| d. Posttest Stage | The final test (O<sub>2</sub>) wrote a synopsis equivalent to the pretest in both groups. Followed by the collection of response questionnaires from the experimental group. |

| e. Data Analysis Stage | Statistical analysis (descriptive and inferential) to test differences and influences between groups. |

### Data collection techniques

Data is collected through:

\* Synopsis Writing Test (Quantitative Data):

\* Pretest: Measure initial ability.

\* Posttest: Measures improvement in ability after treatment.

\* Student Perception Questionnaire (Descriptive Quantitative Data):

\* Measure affective aspects such as students' interest, motivation, and enjoyment of the fabled animated film media (given only to the experimental group).

### Data Analysis Techniques

Data analysis techniques include descriptive and inferential statistics, as well as prerequisite tests:

### Descriptive Statistics

Used to calculate the mean value, standard deviation, highest score, and lowest score of O<sub>1</sub> and O<sub>2</sub> results for both groups.

\* Average Formula:  $\bar{X} = \frac{\sum X}{n}$

### Statistical Prerequisite Test

\* Normality Test: To find out if the data is normally distributed (parametric statistical requirements). Using Kolmogorov-Smirnov or Shapiro-Wilk. If the Sig. > 0.05, the data

normal.

\* Homogeneity Test: To find out the similarity of data variance between groups. Using Levene's Test. If the Sig. > 0.05, the variance is homogeneous.

### Hypothesis Testing

Using the Independent Sample t-Test to compare O<sub>2</sub> results between the experimental group and the control group.

\* Decision Criteria:

\* If Sig. (p) < 0.05, then  $\mathbf{H_0}$  is rejected (there is a significant difference).

\* If Sig. (p)  $\geq$  0.05, then  $\mathbf{H_0}$  is accepted (there is no significant difference).

\* Test Formula t:

### Calculation of Increase and Influence

\* Gain Score ( $\Delta G$ ): To measure the difference in ability improvement.

\* Normalized Gain Formula (to measure the relative percentage increase):

\* Effect Size (Cohen's d): To determine the magnitude of the effect of the treatment.

\* Interpretation: d = 0.2 (Small), d = 0.5 (Medium), d = 0.8 (Large).

\* Cohen's formula d:

| Table 3.2: Summary of Data Analysis Techniques |

| Analysis |

| Descriptive Statistics |

| Normality Test |

| Homogeneity Test |

| T Test (Independent Samples) |

| Gain Score & Effect Size |

### Student Response Analysis

The questionnaire data was analyzed descriptively to obtain the average score of the questionnaire and the percentage of positive responses (a score of 4 or 5 on the Likert scale), describing the students' perception of the media of the fable animated film.

## RESULTS OF RESEARCH AND DISCUSSION

The research was carried out at SMPN 4 Bungbulang, Garut Regency, West Java. The school has adequate facilities to support technology-based learning, including projector devices and internet access, which greatly supports the implementation of quasi-experimental research with audiovisual media.

The subject of the study is grade IX students in the even semester of the 2024/2025 school year, who were chosen because they already have a background in writing synopsis and fable stories.

### Description of Research Results

This study compared the effectiveness of fable animated film media (Group Experiment) and audio fable story media (Control Group) on students' synopsis writing ability. The data is measured through pretest and posttest.

### Pretest and Posttest Results of the Experimental Group

The experimental group received the treatment using a fable animated film (media audiovisual). The descriptive results are:

| Descriptive Analysis | Pretest (Max Score of 100) | Posttest (Max Score 100) | Average Increase ( $\Delta$ ) |

| Average | 60.5 | 82.4 | +21.9 |

| Number of Students | 30 | 30 | |

| Total Score | 1,816 | 2,474 | | Key Findings:

The increase in the average score from 60.5 to 82.4 indicates a positive influence that significant from the use of fable animated films.

This increase (about 21.9 points) shows that audiovisual media effectively helps students understand storylines, characters, and moral messages, which are prerequisites

main in writing an accurate synopsis.

### Control Group Pretest and Posttest Results

The control group received the treatment using a fable audio story (media auditori). The descriptive results are:

| Descriptive Analysis | Pretest (Max Score of 100) | Posttest (Max Score 100) | Average Increase ( $\Delta$ ) |

| Average | 61.0 | 69.9 | +8.9 |

| Number of Students | 30 | 30 | |

| Total Score | 1,829 | 2,097 |

Key Findings:

The control group also increased, but the increase was smaller, from 61.0 to 69.9 (about 8.9 points).

This lower increase indicates that the limitations of audio media in providing visual and contextual details of the story make students have to work harder in visualizing the plot, so that it has the potential to affect the completeness and detail of the resulting synopsis.

### Comparative Quantitative Results Recapitulation

To compare the two groups equally, the pretest data was reprocessed, and

The posttest results are compared.

## Comparison of Pretest Results

| Table 4.1: Pretest Results Recapitulation |

| Groups |

| Experiments |

| Controls |

Interpretation: The average of the two groups was relatively equal (the difference was only 0.5 points). This shows that the initial abilities of the two groups are homogeneous, so that the differences in

Posttest can be assumed to be caused by different media treatments.

## Comparison of Posttest Results and Improvement

| Table 4.2: Posttest Results Recapitulation |

| Groups |

| Experiments |

| Controls | Interpretation:

There was a considerable difference in the average posttest (12.2 points) between the experimental groups and control.

The experimental group experienced more than double the increase compared to the control group (+21.3 vs. +9.6).

## Results of the Student Perception Questionnaire

The questionnaire was given to measure the affective dimension of students towards learning media.

## Results of the Experimental Group Questionnaire (Animated Film)

The recapitulation results showed a very positive response (Scale 1–5): Average Total Score: \approx 68 (out of a maximum of 75)

Average Per Item: \approx 4.50 (Strongly Agree Category)

## Findings

Students stated that fable animated films make learning more enjoyable, easier to understand the content of the story, and increase motivation to write synopsis. This supports the theory that visual and auditory engagement enhances aspects affective.

Control Group Questionnaire Results (Audio Stories) Average Total Score: \approx 55 (out of Maximum 75)

Average Per Item: \approx 3.67 (Category Agree)

## Findings

Students felt helped, but their responses were less enthusiastic than in the experimental group. Some students have difficulty visualizing the storyline through audio alone.

Implications of the Questionnaire: High positive perceptions in the experimental group correlated with high posttest results, suggesting that the motivation and enjoyment aspects of learning (affective) Animated films also play a big role in improving cognitive outcomes (ability to write a synopsis).

## DISCUSSION

### Hypothesis Test (Inferential)

#### Prerequisite Test:

Normality: Posttest data in both groups were normally distributed (Sig. > 0.05). Homogeneity: The variance of the two homogeneous groups (Sig. > 0.05).

#### Independent t-Test:

The results of the t-test showed a significance value ( $p\text{-value}$ ) < 0.05. Result:  $\mathbf{H_0}$  rejected and  $\mathbf{H_1}$  accepted.

Interpretation: There is a significant difference in the ability to write a synopsis between

students who use Fable animated films and students who use Fable audio stories. Fable animated films are statistically more effective.

#### Test Gain Score (Normalized Gain)

| Table 4.3: Average Normalized Gain (N-Gain) |

| Groups |

| Experiments |

| Controls |

The N-Gain difference reinforces that the rate of ability improvement in the experimental group is much higher than in the control group.

#### Interpretation of Effect Size (Cohen's d)

Cohen's calculation d:  $d = 0.88$

Interpretation: The value  $d = 0.88$  falls under the category of Large Effect ( $d > 0.8$ ) (Cohen, 1988). Practical Conclusion: Fable animated film media has a very meaningful impact and substantial practical to improving students' synopsis writing skills.

### Alignment with Theory

These findings are closely aligned with Multimodal Learning Theory (Mayer, 2021) and Theory

Dual Coding (Paivio, 1986).

Dual-Channel Processing: Fable animated films provide information through two channels

(visual and auditory) simultaneously, allowing the brain to encode messages in two mutually reinforcing representations. This facilitates faster and more in-depth information processing, which is essential for complex cognitive tasks such as summarizing storylines. Narrative Comprehension: The dynamic visual elements in animation help students identify and remember intrinsic elements (characters, settings, conflicts) more easily,

which directly enhances the quality of their synopsis. In contrast, audio media demands greater cognitive effort to create a mental image.

## Conclusions of Statistical Analysis

The results of statistical analysis prove empirically that the use of fable animation film media is significantly more effective in improving the ability to write synopsis of grade IX students of SMPN 4 Bungbulang compared to the media of fable audio stories.

## Implications and Limitations

### Implications of Research Findings

**Pedagogical Recommendations:** Indonesian language teachers are recommended to integrate multimodal audiovisual media (such as animated films) in the teaching of literacy skills and

Write a synopsis.

**Implementation of the Independent Curriculum:** This media supports student-centered and project-based learning, while fostering character through fable values.

## CONCLUSION

Based on the results of data analysis and discussions that have been conducted, the research on the comparison of the effectiveness of fable animation film media and fable audio stories on the ability to write synopses of grade IX students of SMPN 4 Bungbulang resulted in three main conclusions:

**Significant Differences in Learning Outcomes:** There is a significant difference between the ability to write a synopsis of students who learn using the media of fable animated films (group experiment) and the media of audio stories of fables (control groups). Experimental groups showed a statistically higher average posttest than the control group.

**Effectiveness of Fable Animation Film Media:** The use of fable animation film media has been proven to be more effective in improving students' synopsis writing skills. This is confirmed by higher Normalized Gain (N-Gain) values in the experimental group (category Medium–High) and large Effect Size (Cohen's  $d$ ) value ( $d = 0.88$ ), showing substantial practical impact.

**Students' Perception of Multimodal Media:** Students in the experimental group showed a very positive affective response to fable animated films, with an average The questionnaire score reached \approx 4.50 (out of a scale of 5). This positive perception reflects ease of understanding, increased motivation, and a more enjoyable learning atmosphere. This emphasizing that multimodal media (audio-visual) is more able to facilitate the understanding of narrative structure than audio media alone.

**The results of this study provide the following theoretical and practical implications:**

### Theoretical implications

This research empirically strengthens the Multimedia Learning Theory (Mayer) and

Dual Coding Theory (Paivio). The findings showing that the combination of visual and auditory channels in animated films significantly improve the ability to summarize (write synopses) extend the application of this theory from the realm of understanding scientific concepts to the realm of literary literacy and high-level thinking skills in narrative processing.

### Practical Implications

**For Indonesian Language Teachers:** These results serve as an empirical basis for integrating

Fable animation films as an interesting alternative media and proven effective in synopsis learning. This media can increase student engagement and creativity.

For Schools and Curriculum: This research supports the need for development

multimedia literacy program (audiovisual literacy) and the provision of supporting facilities such as projectors and adequate networks to accommodate digital-based learning innovations.

### **Implications of Media Development**

The results of the study emphasized the importance for digital content developers to design fable-based animated films that are relevant, educational, and have a strong moral charge. Attractive visual packaging has proven to be the key to the effectiveness of media in advancing the student learning process.

### **Scientific Contributions and Research Novelty**

This research makes significant scientific contributions and has several aspects of novelty compared to previous studies:

[Novelty Aspects | Contribution Description

[Specific Media Focus | The specific use of fable animated films (animal characters, strong moral charges) as a stimulus tool, differs from studies that use general cartoons or old story films. The characteristics of a fable that have a strong moral content provide added value for character education. |

| Target Skills | This research focuses on the ability to write a synopsis, which requires the skills of summarizing and higher-order thinking, not just writing a full story or retelling. It expands the study of narrative literacy. |

| Design and Subject | Using a pretest-posttest control group quasi-experimental design in grade IX junior high school students (final level). This design provides causal reliability that

higher, testing the effectiveness of media on more complex literacy tasks in older age ranges. |

| Multimodal Empirical Evidence | Provides strong empirical evidence that fable animated films not only improve narrative essay writing, but also significantly

stimulate reflective skills and summarize (summary of content) students. |

Based on the findings of this study, several suggestions are proposed for future improvements and developments:

1. For Indonesian Language Teachers: It is recommended to actively integrate film media
2. Fable Animation in Learning to Write Synopsis to Create a More Interesting, Communicative, and Meaningful Classroom Atmosphere.
3. For Schools: Schools are encouraged to provide and maintain audiovisual supporting facilities (projectors, speakers) and facilitate access to educational media resources
4. digital.
5. For Media Developers: It is expected to produce quality fable animated films, according to the curriculum, and rich in moral values, so that they are easily accessible and used by education unit.
6. For Further Researchers: It is recommended to conduct further research by: Expanding the sample to different levels or school locations.

Use longer treatment durations to test concept retention.

Apply a mixed methods approach (combination of tests and in-depth interviews) to reveal students' thought processes qualitatively.

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