



The Use of Animated Video to Improve Students' Writing Ability at SMP Negeri 1 Tabongo (*Penggunaan Video Animasi untuk Meningkatkan Kemampuan Menulis Siswa di SMP Negeri 1 Tabongo*)

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Article Info	Abstract
Article history: Received: 8 Juli 2025 Revised: 22 Juli 2025 Accepted: 23 Juli 2025 Keywords: Animated Video Writing Skill Ninth-grade student Kata Kunci: Video Animasi Keterampilan Menulis Siswa Kelas IX	This study aims to investigate the effectiveness of using animated videos to improve the narrative writing ability of ninth-grade students at SMP Negeri 1 Tabongo. The research employed a quantitative approach with a pre-experimental design (one group pre-test and post-test). The participants consisted of 17 students from class IX-B selected through purposive sampling. The instrument used was a writing test administered before and after the treatment, assessed based on five aspects: organization, content, grammar, punctuation, and style. The treatment was conducted over four sessions, with a different stages: story introduction, discussion, vocabulary reinforcement, and writing practice. The statistical analysis using a t-test showed a significant improvement in students' writing ability after the treatment. The average score increased from 55 (pre-test) to 70 (post-test), with a significance value of $p < 0.05$. Classroom observations also revealed increased student participation, better understanding of narrative text structure, and enhanced writing motivation. In conclusion, the use of animated videos proved to be an effective medium for improving students' narrative writing skills. This media not only enhances students' understanding of text structure but also fosters emotional engagement and motivation in the writing learning process. Abstrak Penelitian ini bertujuan untuk mengkaji efektivitas penggunaan video animasi dalam meningkatkan keterampilan menulis naratif siswa kelas IX di SMP Negeri 1 Tabongo. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-eksperimental (one-group pre-test and post-test). Partisipan terdiri dari 17 siswa kelas IX-B yang dipilih melalui teknik purposive sampling. Instrumen penelitian berupa tes menulis yang diberikan sebelum dan sesudah perlakuan, yang dinilai berdasarkan lima aspek: organisasi, isi, tata bahasa, tanda baca, dan gaya bahasa. Perlakuan dilaksanakan dalam empat sesi dengan tahapan yang berbeda: pengenalan cerita, diskusi, penguatan kosakata, dan latihan menulis. Analisis statistik menggunakan uji t menunjukkan adanya peningkatan yang signifikan dalam kemampuan menulis siswa setelah perlakuan. Rata-rata nilai meningkat dari 55 (pre-test) menjadi 70 (post-test), dengan nilai signifikansi $p < 0,05$. Observasi kelas juga menunjukkan peningkatan partisipasi siswa, pemahaman yang lebih baik terhadap struktur teks naratif, serta motivasi yang lebih tinggi dalam kegiatan menulis. Dengan demikian, penggunaan video animasi terbukti menjadi media yang efektif dalam meningkatkan keterampilan menulis naratif siswa. Media ini tidak hanya membantu pemahaman struktur teks, tetapi juga mendorong keterlibatan emosional dan motivasi dalam proses pembelajaran menulis.

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1. INTRODUCTION

English is a global language that plays a crucial role in international communication. Proficiency in English not only enables cross-border interactions but also enhances career opportunities, especially in multinational companies (Ahamed, 2025). Therefore, educational institutions—from junior high schools to universities—have increasingly prioritized English language instruction. Among the four key language skills—listening, speaking, reading, and writing—writing holds a special place as it enables individuals to express ideas clearly and systematically (Dewi, 2022).

Mastering writing skills involves more than memorizing vocabulary. It requires consistent practice, motivation, and effective teaching strategies (Nielsen, 2015). Sutour (2020) emphasizes that writing is a powerful tool to develop critical thinking, which is one of the most essential cognitive abilities. While not all students are naturally proficient writers, writing is a skill that can be developed through proper methods and support.

Successful writing depends on several elements. Dewi (2022) notes that effective writing includes organizing ideas clearly, delivering messages logically, using appropriate language, identifying the purpose of writing, and considering the target audience. These components are necessary for effective written communication and are fundamental in language education.

In English classrooms, students are introduced to different text types, including narrative texts, which are commonly used due to their imaginative and engaging content. Narratives promote creativity and often include moral lessons (Ruini et al., 2021). The typical structure of a narrative consists of orientation, complication, resolution, and sometimes a coda. However, many students find it difficult to organize their thoughts and maintain paragraph coherence when writing narratives (Faradhibah & Nur, 2017).

Recent studies suggest that audiovisual media, especially animated videos, can support language learning by increasing student motivation and understanding. Ayu (2023) found that animated videos improved students' listening skills at SMPN 3 Palopo, showing the potential of such media in language acquisition. Furthermore, Setiyawan et al. (2020) reported that animated videos helped enhance students' writing, particularly in vocabulary use, grammar, organization, and content quality. These videos are effective because they integrate visual and verbal elements, making learning more interactive and enjoyable.

Despite the promising results, little research has specifically explored the impact of animated videos on writing skills, particularly narrative writing among junior high school students. Most prior studies have focused on listening skills or vocabulary acquisition, while aspects like coherence, structure, and narrative elements have received less attention. In addition, much of the existing research was conducted in different educational settings, limiting the applicability of the findings.

To address this gap, this study investigates the extent to which animated videos improve students' narrative writing skills at SMP Negeri 1 Tabongo. The research focuses on aspects such as organization, content, grammar, punctuation, and style. It adopts a one-group pretest-posttest design involving ninth-grade students, with narrative texts as the learning material and YouTube-based animated videos as the teaching media.

However, the study has certain limitations. The absence of a control group makes it difficult to fully attribute the improvement to the intervention alone. The writing rubric used did not assess narrative-specific features such as orientation, resolution, character development, or moral values. Additionally, minor differences in pre- and post-test conditions may have influenced the outcomes.

Nevertheless, this study offers valuable insights into the use of animated videos as a teaching aid. It encourages educators to adopt creative, multimedia-based strategies to engage students and improve their writing skills. The findings can also serve as a reference for future research in similar educational contexts.

2. RESEARCH METHODOLOGY

This study employs a quantitative research approach, as defined by Sugiyono (2012), which emphasizes the systematic collection and analysis of numerical data to examine the effect of animated videos

on students' writing abilities. Specifically, the research utilizes a pre-experimental design with a one-group pre-test and post-test format, aimed at assessing the effectiveness of animated videos in enhancing students' narrative writing skills. According to Sugiyono (2012), pre-experimental research involves observing the effect of a treatment without a control group, which is appropriate for this study since only one experimental group was involved. The research design can be illustrated as follows: O1 – X – O2, where O1 represents the pre-test, X is the treatment (animated videos), and O2 is the post-test. The pre-test was administered to measure students' initial writing skills before the treatment, followed by the treatment sessions using animated videos, and finally, the post-test was conducted to evaluate any progress or improvement in their writing.

The population of this research comprised all ninth-grade students at SMP Negeri 1 Tabongo in the academic year 2024/2025. The sample was selected through purposive sampling, as suggested by Sugiyono (2018), based on specific criteria such as low writing proficiency. In this case, 17 students from Class IX B were chosen because their English teacher identified them as having the lowest writing skills among the ninth-grade classes. This targeted sampling aimed to maximize the potential impact of the treatment on students who needed it most.

The primary instrument used to collect data was a writing test, administered both as a pre-test and a post-test. According to Arikunto (2006), a test is a set of questions or exercises designed to measure skills, knowledge, and abilities. In this study, students were asked to write a narrative text based on the story "The Hare and the Tortoise," employing appropriate narrative structures such as orientation, complication, and resolution. The pre-test was conducted before the treatment to establish baseline writing abilities, while the post-test was administered after the treatment to measure any improvements.

Data collection involved several stages. Initially, a pre-test was given to determine students' initial writing skills. The treatment consisted of four meetings, each involving four sessions where students viewed and analyzed animated videos—specifically Cinderella, Timun Mas, Rapunzel, and The Ant and the Grasshopper. These videos were selected based on criteria including language simplicity, clear narrative structure, cultural relevance, and thematic diversity to enhance engagement and understanding. Each meeting included four screenings, making a total of 16 screenings across the four sessions. The process in each session involved: a) introducing the storyline and characters, b) conducting class discussions and brainstorming narrative elements, c) identifying and recording new vocabulary, and d) retelling or rewriting the story based on comprehension. This repeated exposure, grounded in Mayer's (2001) theory of learning through repetition, aimed to deepen students' understanding of narrative structure, vocabulary, and language use.

The post-test was identical to the pre-test, requiring students to write a narrative based on "The Hare and the Tortoise" to evaluate their progress after the treatment. The assessment of students' writing performance employed a standardized rubric adapted from Heaton (1990), focusing on five key aspects: organization, content, grammar, punctuation and spelling, and style and expression. Each aspect was scored on a scale with a maximum of 20 points, summing to a total score of 100. The rubric's detailed indicators allowed for objective evaluation, although it does not specifically assess the narrative structure such as orientation, complication, and resolution—an acknowledged limitation discussed further in Chapter IV.

To analyze the collected data, statistical procedures were employed using SPSS version 20. The analysis involved calculating descriptive statistics, including the mean score, standard deviation, and standard error of the mean. A Paired Samples T-test was conducted to determine the significance of differences between pre-test and post-test scores. The hypotheses were tested as follows: if the t-value obtained from the analysis exceeds the critical t-table value, the null hypothesis (H0) would be rejected, indicating a significant effect of the treatment; conversely, if the t-value is smaller, H0 would be accepted, suggesting no significant difference. This approach ensured a rigorous and objective evaluation of the treatment's effectiveness.

In conclusion, this methodology integrates a systematic, standardized, and replicable process—comprising clear procedures, reliable instruments, and appropriate statistical analysis—to ensure the validity and reliability of the research findings regarding the impact of animated videos on students' narrative writing skills.

3. RESULTS AND DISCUSSION

This study aimed to investigate the effect of using animated videos as a learning medium on the narrative writing skills of ninth-grade students at SMPN 1 Tabongo. Employing a quantitative approach with a one-group pre-test and post-test design, data were collected through written assessments where students composed narrative texts before and after the intervention. The analysis involved descriptive statistics and inferential tests to evaluate the impact of animated videos on students' writing proficiency.

3.1 Pre-Test Results

The pre-test was administered prior to the treatment to gauge students' baseline abilities in narrative writing. The results, summarized in Table 1, show that scores ranged from 32 to 56 out of 100, with the highest being 56 (Student 3) and the lowest 32 (Student 2). The individual scores across five assessment components—Organization, Content, Grammar, Punctuation and Spelling, and Style and Quality of Expression—indicated generally low proficiency levels. The data reflected that most students struggled with organizing ideas, applying grammatical rules, and developing cohesive narratives.

Further classification (Table 1) revealed that all 17 students (100%) fell into the “Poor” category (0–59), with no students achieving “Fair” or higher categories. This outcome underscores the students' limited mastery of narrative writing skills at the outset, aligning with previous findings by Harmer (2004) that low proficiency in writing often stems from difficulties in organization, vocabulary, and grammatical accuracy.

Table 1. Pre-Test Scores of Students in Narrative Writing

No	Student	Score	Category
1	Student 1	45	Poor
2	Student 2	32	Poor
3	Student 3	56	Poor
4	Student 4	50	Poor
5	Student 5	42	Poor
6	Student 6	48	Poor
7	Student 7	46	Poor
8	Student 8	51	Poor
9	Student 9	49	Poor
10	Student 10	44	Poor
11	Student 11	47	Poor
12	Student 12	53	Poor
13	Student 13	55	Poor
14	Student 14	41	Poor
15	Student 15	52	Poor
16	Student 16	38	Poor
17	Student 17	40	Poor

3.2 Descriptive of Treatment

The intervention comprised four sessions, each involving four viewings of animated videos—totaling 16 viewings—designed based on Mayer's Cognitive Theory of Multimedia Learning (2001), which posits that learning is optimized when information is presented through dual channels: visual and auditory. The videos selected—such as Cinderella, Timun Mas, Rapunzel, and The Ant and the Grasshopper—were chosen for their cultural relevance, clarity of narrative structure, and language simplicity, supporting the findings of Pittendrigh (2013) and Jankowska and Atlay (2008) that engaging visual content enhances language learning.

In each session, students experienced four stages: (1) introduction to the story context, (2) comprehension through discussion, (3) vocabulary acquisition, and (4) application via writing. During these stages, students demonstrated increasing engagement, active participation, and improved understanding of narrative elements such as orientation, complication, and resolution.

3.2.1 First Meeting

The initial viewing of Cinderella elicited passive attention from students, many of whom struggled with vocabulary and comprehension due to limited prior exposure. Through repeated viewings and guided discussions, students gradually began to recognize story components and vocabulary, setting a foundation for their writing.

3.2.2 Second Meeting

Using Timun Mas, students showed increased curiosity and interaction, with some attempting to identify story elements and new words. Group activities fostered peer collaboration, aligning with Vygotsky's (1978) sociocultural theory, which emphasizes social interaction as a catalyst for language development.

3.2.3 Third Meeting

In the Rapunzel session, students' responses became more confident, with some beginning to articulate narrative ideas and write simple versions of the story. Vocabulary exercises and group work supported deeper comprehension, consistent with Dalman's (2013) assertion that ongoing practice enhances writing skills.

3.2.4 Fourth Meeting

The final session with The Ant and the Grasshopper focused on independent storytelling. Students demonstrated greater confidence in expressing ideas and applying vocabulary, despite residual grammatical errors. This progression reflects the gradual internalization of narrative structure and language features.

3.3 Post-Test Results

The post-test results, summarized in Table 2, show considerable improvement: scores ranged from 56 to 76, with the highest scores achieved by Students 3 and 7. The average score increased from 55 (pre-test) to 70 (post-test), indicating a substantial enhancement in students' narrative writing abilities.

Class interval analysis (Table 2) revealed that most students entered the "Fair" (60–69) and "Good" (70–79) categories, with 71% classified as "Fair" and 24% as "Good." Notably, no students reached "Very Good" or "Excellent," but the movement from all students in the "Poor" category to predominantly "Fair" and "Good" signifies a meaningful advancement attributable to the intervention.

Table 2. Post-Test Scores of Students in Narrative Writing

No	Student	Score	Category
1	Student 1	66	Fair
2	Student 2	58	Poor
3	Student 3	76	Good
4	Student 4	68	Fair
5	Student 5	65	Fair
6	Student 6	70	Good
7	Student 7	76	Good
8	Student 8	64	Fair
9	Student 9	69	Fair
10	Student 10	67	Fair
11	Student 11	72	Good
12	Student 12	71	Good
13	Student 13	74	Good
14	Student 14	63	Fair
15	Student 15	66	Fair
16	Student 16	60	Fair
17	Student 17	61	Fair

3.4 Comparative Analysis of Pre-Test and Post-Test Data

Table 3. Students' Comparison

Classification	Score	Frequency of Pre-Test	Frequency of Post-Test
Excellent	90-100	0	0
Very Good	80-89	0	0
Good	70-79	0	4
Fair	60-69	0	12
Poor	0-50	17	1
Total		17 Students	17 Students

As shown in Table 3, the paired sample t-test indicates a significant increase in scores, with the mean rising from 55 to 70 points. The statistical analysis ($t = -52.743$, $p < 0.05$) confirms that the improvement is statistically significant. The correlation coefficient ($r = 0.986$, $p = 0.000$) suggests a very strong positive relationship between pre- and post-test scores, reinforcing that the treatment had a meaningful effect.

Table 4. Pre-test and Post-test Paired Sample Correlation

		N	Correlation	Sig.
Pair 1	Pretest-posttest	17	.986	.000

The t-test results, presented in Table 4, confirm that the null hypothesis (H0: no difference) should be rejected, and the alternative hypothesis (H1: significant difference) accepted. This indicates that animated videos effectively enhance narrative writing skills among ninth-grade students.

3.5 Analysis of Writing Components

Further analysis shows that the most significant progress was observed in content development, indicating improved ability to develop story ideas and coherence. Organization and style also improved, reflecting better paragraph structuring and vocabulary use. Grammar and punctuation showed gains but remained areas for further development, consistent with findings by Harmer (2004) and Dalman (2013).

The positive impact of animated videos aligns with existing theories and empirical evidence. Mayer's (2001) Multimedia Learning Theory suggests that dual-channel processing facilitates better understanding, particularly for visual-auditory learners, which is supported by the observed improvements in students' ability to recall and organize narrative elements. The gradual increase in confidence and participation echoes Vygotsky's (1978) sociocultural framework, where social interaction and scaffolding promote language acquisition.

This study's findings are consistent with previous research by Jankowska & Atlay (2008), who emphasized the motivational and cognitive benefits of multimedia in language learning. The animated videos created an engaging environment, reducing anxiety and fostering creative expression, which are key factors in developing writing skills (Liu & Elms, 2019).

However, despite significant improvements, none of the students reached the "Very Good" or "Excellent" categories, indicating that multimedia alone may not suffice for mastery of narrative writing. Supplementary instructional strategies, such as targeted grammar instruction and extended practice, are recommended for comprehensive development.

3.6 Study Limitations

Several limitations should be acknowledged. First, the assessment rubric focused on general writing components without specifically measuring narrative structural elements like character development or moral themes, which are vital in narrative texts. Future research should incorporate genre-specific rubrics to capture these aspects more accurately.

Second, the absence of explicit word-count guidelines could have affected scoring fairness, as responses varied in length and depth. Future studies should standardize response length to improve assessment reliability.

The findings of this research provide strong evidence that animated video media significantly improves the narrative writing skills of junior high school students. The increase in scores across all components, supported by statistical significance, indicates that visual and auditory stimuli can effectively facilitate language comprehension and expression. These results are consistent with prior studies and theories emphasizing multimedia's role in language development (Pittendrigh, 2013; Jankowska & Atlay, 2008). Nonetheless, to optimize learning outcomes, multimedia-based instruction should be integrated with other pedagogical strategies, considering individual learner differences.

4. CONCLUSION AND SUGGESTIONS/RECOMMENDATIONS

4.1 Conclusion

Based on the results and analysis presented in Chapter IV, it can be concluded that the use of animated video media has a significant and positive effect on improving students' narrative writing skills. Quantitative data from pre-test and post-test scores indicate an increase in the average score from 55.00 to 70.00, with the paired sample t-test showing a statistically significant difference ($t = -52.743$, $p < 0.05$). This confirms that the implementation of animated videos effectively contributed to students' development in writing.

Furthermore, observations during the instructional process support these findings, showing increased student engagement, understanding of narrative elements, vocabulary use, and confidence in writing. The animated videos provided visual and auditory feedback that helped students better grasp narrative structures and apply them in their writing.

However, while most students showed improvement, one student remained in the "Poor" category, and none reached the "Very Good" or "Excellent" levels. This suggests that although the media was effective, additional strategies might be needed to help students attain higher proficiency levels. Additionally, limitations in assessment rubrics, testing conditions, and writing guidelines highlight areas for refinement in future research. It is recommended that future studies utilize genre-specific rubrics that explicitly measure components such as orientation, complication, and resolution to more accurately capture students' mastery of narrative structure.

In summary, animated video media proved to be an effective, engaging, and practical tool for enhancing students' narrative writing abilities, especially for junior high school students who benefit from multimodal and interactive learning approaches.

4.2 Suggestions/Recommendations

Based on the conclusions above, several suggestions are offered for consideration. For teachers, it is recommended to integrate animated videos as supplementary tools in teaching narrative writing. The combination of visual and auditory elements provided by animated videos can enhance students' understanding of story structure and language use. To maximize learning outcomes, especially among students with different levels of proficiency, teachers are encouraged to pair the use of animated videos with guided writing exercises and opportunities for peer collaboration.

For schools and curriculum developers, support for multimedia-based learning resources is essential. This includes providing facilities such as projectors, speakers, and a selection of well-curated video materials. Furthermore, curriculum developers are encouraged to incorporate video-based activities into writing instruction, particularly when teaching narrative texts, to make learning more engaging and effective.

Future researchers are advised to utilize genre-specific assessment rubrics that clearly measure narrative components such as orientation, complication, resolution, character development, and moral values. Consistency in testing conditions for both pre- and post-assessments, along with clear word count guidelines, will contribute to the validity and fairness of research findings. Additionally, extending the duration of interventions or combining animated videos with grammar-focused instruction may yield more significant improvements in students' writing abilities.

Finally, considering that no students in this study reached the highest level of writing proficiency, further research could explore differentiated instruction approaches. Providing individualized support for students who experience learning difficulties may help ensure that all learners benefit from the intervention. By addressing these aspects, both future research and classroom practice can further optimize the use of animated video media and enhance students' writing skills.

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