Short Animated Video: How does it Enhance the Students' Writing Ability?

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Abstract.

Teachers must adapt to changes as a result of the modern era's rapid technological advancement, particularly in the field of education. Language assessment heavily relies on technology use in the classroom. Teachers must be aware of how using tools and learning techniques affects students' perceptions of their own performance. This study looks into the use of short animated videos as a teaching resource, particularly for narrative text writing. The study's methodology is quasi-experimental. The experimental and control groups were chosen based on the non-random sample group. Two comparable target groups were chosen to test it. The researchers have used a quasi-experimental design to determine whether short animated videos are effective at teaching writing. Both the experimental and control classes took a pre-test before the procedure began. Researchers in one class use short animated videos as a treatment or as part of an experiment. The first finding demonstrates that conventional techniques are used to teach students how to comprehend writing. Researchers discovered that students did not actively participate in their learning and thought that traditional teaching methods were boring. Students prefer to learn through visual and aural means, which is just one of many indicators that the experimental group's findings are more significant than those of the control group. Short Animated Video can be an alternative method for teachers and students in teaching narrative text writing in learning classes, especially if students feel that the traditional method is monotonous and has fewer activities. Short Animated Video has characteristics that can increase students' enthusiasm and creativity in learning English, especially writing comprehension.

Keywords: *short animated video, narrative text, writing ability.*

Introduction

In the modern world, English cannot be ignored or undervalued. Almost everywhere in the world, people speak English. Our ability to adapt to the environment in the present and the future is facilitated by the English language, which serves as a communication tool as well (Al Azhar et al., 2023; Hidayah, 2021). It is now impossible to find a country where learning English hasn't become the norm. In English, there are four things must be mastered, namely listening, reading, writing, and speaking. According Lorena & Sadiku (2015) and Fauziyah et al. (2022)identified as today's needs, the four needs in language or commonly known as the four skills of reading, writing, listening, and speaking play an important role in any language learning quest.

Writing has become an important ability for comprehending English as well as a method for learning the language; however, we are not required to merely explain any topic in any way. When we want to start writing about a certain topic, we actually already know what we want to write about and how we want to approach it (Aji Kurniawan et al., 2022; Ariyanti, 2016;

Malvado & Fani Prastikawati, 2022; Prastikawati et al., 2020). The problem now is the weak writing ability of the Indonesian people. From a survey conducted by PISA (Program for International Student Assessment-ed) in 2019 from 77 countries surveyed, Indonesia is in position 72. In this case, it is due to the weakness of students' writing skills because students lack insight and are less able to imagine their imagination or expressions well when writing and students think that writing is a boring activity. One of the efforts of educators that need to be done in the habit of writing is to present media as an alternative. According to Berutu (2020) and Malvado & Fani Prastikawati (2022), there are many elements in the learning environment that students can be stimulated by through the media.

Short animated videos that combine sound and visual aspects are one type of media that is very influential on learning. According to Ilmi & Tajuddin (2021) say that it is faster and easier to remember what is seen and heard than what is only heard. Through short animated video media, students are expected to be able to write a series of stories systematically and develop them into a good and interesting narrative essay to read again. As Berutu (2020) claims that watching short animated videos can effectively regulate the work of the brain in compiling narrative texts.

Short animated videos provide one of the stories of narrative text with colorful images, moving pictures, and script. One of the basic comprehension tools that can help students pay attention and become more motivated to learn narrative texts is the use of short animated videos (Chalifatunnurizmawati & Rahayuapriliaswati, 2013). By watching an animation video about the story of narrative text, students were interested to learn the narrative text. When the students can comprehend narrative text, it is expected that they can have a good understanding of the narrative text.

In context of the background of the aforementioned study, the author compiles a number of issue:

1. How is the student's ability to write narrative texts without using short animated video?
2. How is the student's ability to write narrative texts by using short animated video?
3. Is there any significant difference in students' ability to write narrative texts taught short animated videos and without using short animated video?

Literature Review

The researchers used reviews of related literature from other theses. Short animated videos used in teaching English have been the subject of some research. The first Previous Study was from Marbun et al., (2018) who examined the effectiveness of cartoon media to help students to be better writers of narrative prose. the study to involve Students in the eighth grade at Madrasah Tsanawiyah Negeri in Lubuk Pakam served as the study's subjects. The study is designed with quantitative research in mind. The CDO (Compare - Diagnose - Operate) Strategy was used by the researchers to collate the data so that the students could learn alongside a classmate. Finally, the researchers set up the necessary equipment, including a laptop, projector, speaker, and cartoon video.

The second previous research was based on a paper written by Rista (2021) who in his research used videos in learning English on student achievement during Covid-19. Students from MAN Pinrang grade 12 served as the research participants for this study. In this study using a questionnaire method, observation, and documentation is used as a method of data collection. And for the sampling approach was used by researcherss who randomly selected 90

students from 3 courses, MIPA 1, 2, and 6. This study looked at the interaction between the two factors. This study provides an explanation of the numerical findings along with a discussion of the use of video.

The next previous study from Rini & Tarbiyah (2019) this research occurred in the school served as the basis for this inquiry. The students' vocabulary was poor, particularly for verbs. They have trouble remembering, understanding, and separating action verbs from non-action verbs. As a result, the researchers used short videos as a learning tool for action verbs in SMPN 3 Ketapang South of Lampung. This study aims to determine whether employing short videos has a substantial impact on students' mastery of action verbs during the second semester of the eighth grade at SMPN 3 Ketapang South of Lampung in the academic year 2019/2020.

Forth, Rahma J (2022) investigated the effect of short animated stories on students' writing skills. This research is experimental research conducted on class VIII at SMPN 26 in the 2021/2022 academic year. The objective of this research is to determine how short animated stories affect students' writing abilities, especially their ability to write narrative text. The design used is one group experiment, i.e. retest and final test conducted in groups or the same class. Then the sample in this study was obtained from cluster random sampling. Then data from research This is obtained through a written test or student written test refers to a narrative writing test through short animated stories.

The last previous study from Ulin M (2022) showed that the effectiveness of animated films can improve students' ability to write narrative texts. The study involving reading class students at SMAN 1 Jenangan Ponorogo was used as a research subject. It uses a descriptive qualitative research methodology. Observation, interviews, and documentation are used to collect data. A triangulation technique with data reduction, data presentation, and data verification/conclusion is used to assess the validity of the data used.

The impact of using brief animated videos on students' English proficiency has been examined in a number of earlier studies, but this study offers a unique perspective. Short animations are being used by the researchers to help students improve their ability to write narrative texts. The majority of earlier research concentrated on the secondary school level, but the researchers also carried out research at the senior high school level. This study is anticipated to introduce a fresh approach to instructing students how to write narrative texts. Additionally, the researchers believe that this research will benefit all middle school and high school teachers and act as an easy way to teach writing.

Method

This research used quantitative research in which an experimental research design was applied. According to Cohen (2007), experimental research is an experiment that tries to find out whether there is any effect on the matter or not. There are two groups in quasi-experimental research, according to Cohen (2007) Both the experimental group and the control group belonged to them.

The researchers used pre-test and post-test to compare the performance of experimental and control groups in order to ascertain the extent of the students' writing abilities in narrative text. The analysis uses a t-test to determine whether the pre- and post-test results show a statistically significant difference.

Table 1.1
Quasi experimental design

EG	01 x 02
CG	03 - 04

(Cohen, 2007)

Where:
01   : Pre-test of experimental group
03   : Pre-test of control group
X   : Treatment of experimental group
-   : Treatment of COntrol group
02   : Post-test of experimental group
04   : Post-test of control group
(Cohen, 2007)

The population of this study consisted of all 136 students enrolled in MA Futuhiyyah 1 Mranggen's tenth grade during the 2022–2023 academic year. According to Urdan (2010), a sample is a person or a group that is chosen from a population and from whom or where data is collected. Students from MA Futuhiyyah 1 Mranggen in the tenth grade served as the research's sample. Class X C and Class X D respectively served as the control and experimental groups in this study. The second step of the study could involve randomly choosing some sample groups to serve as the experimental group and the control group.

Table 1.2
Sample of class experiment and control

Participant	Class Experiment (X C)	Class Control (X D)
Male	31	27
Amount of sample	**31**	**27**

According to Creswell (2012) an instrument is a device used to measure, observe, or record data.The researchers could conclude that the instrument was an important part of the study. For this study, this information will be gathered through an experiment. The test will be used as a teaching tool because it is a more efficient way to collect the data needed for this study. In this test, students are required to finish a pre-test on their writing proficiency. This document contains an introduction and a description as acts. Three tools were employed by the researchers in this study. They are listed below:

1. Pre-test

To determine how well the students were able to write narrative texts, a pre-test was conducted. The researchers used the test to gauge how well they could write about the research problem before using "short animated stories" as media. Students had to write a narrative essay based on the predetermined theme chosen by the research team for this test. The story "Beauty and the Beast" served as the inspiration for this essay.

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2. Post-test

    The students were given a post-test to determine their improvement in writing narrative text after receiving instruction using "short animated stories" as the teaching method. After watching the animation stories, students in this test were instructed to create a narrative text based on the pre-established theme. The theme's focus was "The Beauty and the Beast". The length of the video was about six minutes. To ascertain whether or not the students' writing abilities have improved when writing narrative texts that were taught using short animated stories or without using short animated stories, two tests are given to the experimental group and the control group.

    To gauge students' progress in their narrative text writing, the researchers in this study used pre-test and post-test designs. After the students were not given any treatment, the control group was given a post-test. After the students in the experimental group received treatment using a brief animated story, they were given a post-test. The control group received a post-test after the students received no treatment. A post-test was given to the students in the experimental group after they had received treatment using a brief animated story. The test was used to gather data, and the results were then examined. The results of the test and solutions to the issues outlined in the statement of problems were determined by researchers using some statistics. In this study, statistical analysis was used to examine the outcomes of using brief animated stories to teach writing. The researchers went through four steps to analyze the results of the test. The researchers first administered the test to the students. Second, test results with scores were provided by the researchers.

    According to Creswell (2012) "Data analysis consists of describing trends, comparing groups, or relating variables and using statistical analysis". So, in order to determine the test's outcome, the researchers used some formulas.

1. Scoring The Test Result Of Pre-Test And Post-Test
    The first step to collect the data, research corrected students' results of pre-test and post-test by the formula as follows:
    Brown (2004) lists the five categories on the table below.

Table 1.2
Technique of scoring

The Writing Elements		
1. Contents : Logical Development of Ideas		
20-18	**Excellent**	Essay topics are the given subject: The concepts are coordinated and well-developed: no extraneous information essay conveys ideas.
17-15	**Good**	Essay touches on the issues but leaves out some key information: Ideas could be developed more fully because some unnecessary material is included.
14-12	**Adequate**	Developing thoughts No complete or essay is somewhat off-topic because the paragraphs are not precisely divided.
11-6	**Inadequate**	Ideas A poorly written or hastily completed essay shows a lack of careful thought and attention to detail.

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5-1	**Failing**	Essay is completely insufficient and does not represent college-level work; there was no apparent attempt to carefully consider the topic.
2. Organization : Introduction, body, and conclusion		
20-18	**Excellent**	The topic is introduced in an effective introduction with an appropriate title. the material demonstrates a plan that the reader could outline, provides evidence to support generalizations, and comes to a logical and satisfying conclusion.
17-15	**Good**	Aquatic title, introduction, and conclusion: the body of the essay is acceptable, but some evidence may be lacking, some ideas may not be fully developed, and while the order is logical, transition expressions may be missing or used incorrectly.
14-12	**Adequate**	The generalization may not be fully supported by the provided evidence; there may be issues with organization if there is a meager or lacking introduction or conclusion.
11-6	**Inadequate**	The organization is shaky or barely discernible in the introduction, and there are serious issues with theway the ideas are arranged. There is also insufficient effort made to strengthen or make sense of the conclusion.
5-1	**Failing**	absence of an introduction or a lack of body organization or a lack of supporting evidence; The author has not made any attempt to structure the composition (could not be outlined by reader)
3. Grammar		
20-18	**Excellent**	English grammar proficiency comparable to that of a native speaker, proper use of relative clauses, prepositions, modals, articles, verb tenses, and tense sequencing, with no run-on sentences or fragments.
17-15	**Good**	
14-12	**Adequate**	Advanced proficiency in English grammar; no fragments or run-on sentences; some grammatical errors don't affect communication, even though the reader is aware of them.
11-6	**Inadequate**	
5-1	**Failing**	Thoughts are being communicated to the reader, but grammar issues are obvious and hinder communication. Run-on sentences or

		sentence fragments are also sometimes present.
4. Vocabulary		
20-18	**Excellent**	Use of parallel structures, precise vocabulary, and good register.
17-15	**Good**	Try not to be overly wordy, and use good variety.Please register.
14-12	**Adequate**	Make an effort to vary; use a strong vocabulary and a medium register.
11-6	**Inadequate**	Some vocabularies are overused, lack register awareness, or are simply too wordy.
5-1	**Failing**	Poor vocabulary choice; no understanding of sentence variety or register.
5. Mechanics : Punctuation, spelling		
20-18	**Excellent**	Correct use of English writing conventions, including left and right margins, all necessary capitalization, indented paragraphs, punctuation, and spelling; very tidy.
17-15	**Good**	There are some occasional spelling mistakes, issues with writing convention or punctuation, a correct left margin, and neat, readable paper.
14-12	**Adequate**	uses common writing conventions, but contains errors; spelling mistakes draw the reader's attention; and punctuation mistakes obstruct the flow of thought.
11-6	**Inadequate**	severe formatting issues; parts of the essay that are difficult to read; sentence punctuation mistakes; and unacceptable to educated readers.
5-1	**Failing**	The paper is illegible, there are obvious capitalization errors, and there are no margins complete disregard for English writing conventions. extremely poor spelling.

2. Categorizing The Score

After getting the students' score, the researchers categorized into some criterion.

Table 1.3
The Level of Achievement

No.	Category	Score
1	Very good	91 - 100
2	Good	76 - 90
3	Fair	61 - 75
4	Poor	51 - 60
5	Very poor	Less than 50

(Ayus Dahnianti, 2018)

a. Once you have all of the test results, give it a 10-100 value.
b. scores that were tallied and examined.
c. score totals that had been tallied and examined.

d.   The grade average value was determined following the evaluation of each student's work.
e.   The students used SPSS (Statistic Product and Service Solution) to analyze data "value.
f.   Finding the average grade for each student "For testing, SPSS is employed.
g.   Determine the increase in "s percentage of students'" writing proficiency when using a short animated video using SPSS.
h.   By computing the test value with SPSS, ascertain the statistically significant difference between the pre- and post-tests.
i.   Examining the efficacy of learning to write narrative text using an animated video.

Finding and Discussion

This research is to identify ways for class X students at MA Futuhiyyah 1 Mranggen to enhance their writing skills in the academic year 2022-2023. In this study, two classes served as the samples: class X C, which served as the control group and used the traditional method, and class X D, which served as the experimental group and used the short animated videos in the learning process. Researchers gathered two different types of data from the experimental and control groups. Short Animation Videos were used in the experimental group's treatment, while no treatment was given to the control group. The researchers gave participants an essay test as a pre-test and post-test before and after treatment. A pre- and post-test was conducted by the researchers in an essay.

The Student's Ability to Writing Narrative Texts Whitout Using Short Animated Videos

For each group in this study, researchers offer a different methodology. First, the control group was not given access to any brief animated videos, and the learning process was expository instead. The research was conducted over the course of three meetings. To gather data, the researchers gave the students a pre-test to ascertain their writing proficiency before explaining the narrative text to them. A post-test was given to students after this study's conclusion to evaluate their writing skills after receiving instruction without Short Animated Videos.

The control group's pretest average was 62.00, falling under the sufficient category. The control group students were taught without Short Animation Videos over the course of three meetings, and the pre-test was administered prior to the teacher explaining the material. The researchers practiced writing descriptive text at the initial meeting. The researchers used the expository approach method to explain the narrative text to the students at the second meeting. To determine the learning outcomes at the third meeting, the researchers conducted a post test..

Table 1.4
The result of Pre-test, Post-test, and Gained Score in Control Class

MEAN	Pre-Test	Post-Test	Gained Score
	62.00	68.00	6.00

In the control group, the pre-average test's score was 62.00, which was adequate. In contrast, the typical posttest result for this group is 68.00, falling under the sufficient category. In the control group, the researchers discovered an improvement in students' writing skills from the pre-test to the post-test, though it was not statistically significant.

1. The Student's Ability to Write Narrative Texts by Using Short Animated Video

The experimental group is the other group, and they are instructed using a brief animation video.,Data collection also required three meetings, the same as it did for the control group. The experimental group received pre- and post-tests from the researchers as well. The researchers also used a Short Animation Video as a teaching tool to clarify narrative texts for students..

Three meetings were held by the researchers to impart narrative text writing techniques. To gauge how much the students had learned about narrative texts prior to the first meeting, the researchers administered a pre-test. The researchers treated the group at the second meeting using a narrative story as one of the teaching strategies. The effectiveness of short animation videos for instructing narrative text writing was tested at the third meeting by the researchers..

Table 1.5

The result of Pre-test, Post-test, and Gained Score in Experimental Class

MEAN	Pre-Test	Post-Test	Gained Score
	66	76	10

Table 4.2 displays the 25-student experimental group's lowest and highest scores. Scores on the pretest ranged from 45 to 80. The participants took a post-test after watching a brief animated video, according to the researchers. Based on these findings, the lowest post-test score was 65, and the highest was 85.

In this class, the pre-test average value is 66.00, which is considered sufficient. While the post-test average for this group is 76.00, which is a respectable result. Table 3.4 indicates that the range of 76-90 is a good one. Table 3.4 classified the range of 76 to 90 as good.

2. A Significant Difference in Writing Ability of Students Who Were With and Without

Short Animated Video

The researchers presented the data in table form and calculated scores using the SPSS 23 program, displaying the classification of students' writing scores on the post-test, the average score, and the student's standard deviation. The results are shown in the table below:

Table 1.6

Descriptive statistics of pre-test and post-test

Table 1.6 shows that the minimum student score is 40 in the control class and 45 in the

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test Control	31	40	80	1922	62.00	14.029
Pre-Test Experiment	27	45	80	1791	66.33	8.827

Post-Test Control	31	52	83	2108	68.00	8.450
Post-Test Experiment	27	63	88	2056	76.15	6.455
Valid N (listwise)	27					

group experiment. While 80 was the top score for both the experimental class and the control class, respectively. Student learning outcomes improved after the researchers used two distinct methods in each class. The information above shows that each class's minimum and maximum scores have risen.

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Table 1.7

Measurement

Hypothesis	Average	Standard deviation	Test Statistics values (Z)	Significance value	Description
1. The average in the control class differs significantly between before and after the application of the conventional method.	Pre =62,00 Post=68,00	SD pre =14,029 SD Post =8,450	-2,970	0,003	Ha Accepted
2. There is a significant difference in the average before and after the use of Short Animated Video as a method in the experimental class.	Pre =66,00 Post=76,00	SD pre=9,671 SD post=6,276	-8,126	0,003	Ha Accepted

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3.Using the Charade Game in the experimental class significantly differs from using the traditional method in the classroom.	Control= 68,00 Experiment = 76,00	SD Control = 8.450 SD Experiment= 6.547	2, 892	0 ,003	Ha Accepted

Table 1.7 displays the Wilcoxon marked ranking test results using SPSS for the control group, which showed Asymp.The two-way signal is 0.003.A significance value of 5% indicates that the value obtained through the test is less than 5% according to the criteria.(0.000 0.05). The averages obtained before and after the use of conventional techniques to teach narrative text writing show a significant difference because Ho is rejected and Ha is accepted.. This demonstrates that there is a small difference between the traditional approach and learning to write narrative texts. impact on writing ability improvement.

Asymp values in the second experimental class were discovered using paired t-test calculations in SPSS. 0.003 is the two-way sig. When the test result is less than 5%, it is considered to have a significant value of 5% according to the criteria.(0.000 0.05).Rejecting Ho and accepting Ha results in the conclusion that there is a significant difference between the means prior to and following the use of brief animated videos to teach narrative texts, particularly writing in the experimental group. This suggests that short animated videos have a very positive impact on enhancing writing skills in teaching and learning English.

The results of the third test, which is based on an independent t-test, show the Asymp value. The two-tailed sign is 0.003. A significance value of 5%, based on the criteria, denotes that the value obtained through the test is less than 5% (0.003 0.05). The use of conventional methods in the control group and the Short Animated Video method in the experimental group can be concluded to differ significantly, as Ho is therefore rejected and Ha is accepted.

The experimental group's value is higher than the control group's, demonstrating that using brief animated videos as a method is more efficient than using conventional techniques to improve writing skills in English. The outcomes of the post-test they conducted demonstrate this. This assertion leads to the conclusion that the short animated video learning approach is effective and helpful for both students and teachers.

Based on data analysis, this study came to four main conclusions about students' writing abilities when taught without short animated videos, students' writing abilities when taught with short animated videos, a significant difference between students' writing abilities when

taught by conventional methods and taught with short animated videos, and students' perspectives on using short animated videos as a teaching strategy for writing.

The first finding demonstrates that students are taught to write using conventional methods. The established research methodology is the expository approach. Similar to lectures, learning activities center on the teacher as a knowledge or learning resource. In order to collect data, a control class of 31 students who took an essay test on paper were given pre- and post-tests. Although it was not statistically significant, the researchers discovered that the control group's students' writing skills increased from the pre-test to the post-test. Researchers discovered that the students were bored by the conventional methods and disengaged from the learning process.

Instead, they discovered that students benefited from traditional approaches. Students only get one chance to take the test because the traditional approach makes it simple to assess student progress. As a result, teachers are aware of the needs and progress of their students. The interaction between teachers and students, as well as between students, is an important component of the traditional approach, whether through lectures, Q&A sessions, or group discussions (Umutlu & Akpinar, 2020). Teachers can determine what students need by understanding each student's characteristics through this interaction

The second finding this study shows that the conventional method and short animated video significantly differ in how well students learn to write. This illustration shows how students who use short animated videos have better writing skills than those who use traditional teaching methods. As the researchers observed in the classroom, there were differences between the experimental and control groups in the learning process. Students in the control group reported feeling bored and having less interest in participating in class. They see education as dull and uninteresting. This influences the results of the post-test that the students are studying. The use of visual and audio (video) media in the experimental group resulted in students who were more enthusiastic and who grasped the material more quickly because the learning process was varied and not monotonous. Students also typically understand the text better and write more clearly. The outcomes of the post-test they conducted demonstrate this. This assertion leads to the conclusion that the short animated video learning approach is effective and helpful for both students and teachers. Munawaroh (2019) concurs with the conclusion that using Short Animated Video was very simple, constructive, and efficient.

Lastly, students are given a new learning environment by short animated videos, which improves their capacity for learning. According to Akib & Syatriana (2019) if teachers and students do well during the learning process, a combination of short videos and the learning process will be successful. He further stated that short videos that were carried out properly by teachers and students would have a significant impact (Akib & Syatriana, 2019) In addition, Short Animated Video can be one of the recommended methods for use in the learning process, especially in writing. Overall, Short Animated Video proves to be an effective method for teaching English writing skills, especially in narrative text. However, it cannot be denied that its use requires good preparation and good leadership from the teacher.

Conclusion

The current study's findings show that a brief animated video improved students' writing abilities. The students are helped by a brief animated video in the planning, writing, and revision stages of the narrative text draft. The use of interactive media, such as brief animated videos, keeps students interested in writing because it makes them feel less bored to be asked to write. The measurement of t-test in this study further supports the efficacy of brief animated videos. The t-test calculation produces a higher t-count value than the t-table, demonstrating the effectiveness of short animated videos as an alternative media for improving students' writing skills. A larger sample and various instruments are needed for the next researchers to gain more and valid data on the effect of short animated video.

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