

## The Effect of Using Animation Video on Students' Writing Skills

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### ABSTRACT

*This research aims to answer the problem of whether animated videos improve students' writing skills in understanding text structures, determining ideas in story texts, organising content in stories, and using vocabulary and grammar in narrative texts in the first grade of SMAN 4 Kediri. Researchers used classroom experimental research. The tools used to collect data are observation and tests. At the first meeting without using animated videos, while at the second meeting, the authors used animated videos to improve students' writing skills in understanding text structure, determining ideas in story texts, organising content in stories and using vocabulary and grammar. At the last meeting, the writer gave an animated video and the students made a story according to the video. The author uses animated videos with activities showing animated video stories and providing foreign words to improve students' ability to understand written narrative texts. The author uses animated videos with predictive activities, confirmations, class discussions, and tests to improve students' abilities in writing narrative texts. The author uses animated videos with activities to review each character and look for real and detailed information to improve students' abilities in creating narrative texts. The conclusion of this research is that animated video techniques can improve students' writing skills.*

**KEYWORDS:** Animation video, writing skill, teaching writing.

### INTRODUCTION

Writing a text is one that should be mastered by students in first grade in senior high school. According to Nunan (2003), Writing is both a physical and a mental act at the most basic level. On the other hand, writing is the mental work of inventing ideas. Writing is also a kind of communication in which feelings can be expressed through writing. Writing made the students express themselves, make arguments regarding information, and communicate in written form.

According to Nugent (2005), many teachers use video to introduce a topic, present content, provide corrections, and improve. Video segments can be used throughout the instructional environment in classrooms, small groups, and individual students. Video extent in minutes provides maximum flexibility for teachers and enhances learning specifically related to student needs. This research used the technique of animation video, which is one of the visual media technologies that

are very helpful in education.

The use of appropriate media is important in the reconditioning process of education, as it can help students become more interested in the teaching and learning process. This research found several problems that existed when writing, lack of creativity in writing, lack of understanding of how to write stories, wrong grammar and most students did not have ideas or creativity to write, there were many errors in the grammar used and a lack of insight into the vocabulary. So, students should learn how to write a story to increase their writing skills. A creative and imaginative teacher helps students express their ideas in writing more effortlessly. Students can easily understand concepts when visual media are used. This study aimed to understand how animation videos were used in first-grade teaching methods at SMAN 4 Kediri and the students' responses.

## 1.0 Writing

Writing is a productive and expressive activity, producing words and sentences and expressing the meaning of ideas. Writing skills are therefore the activity of communicating ideas through words and sentences, making them scientific. According to David Nunan, "Writing is a physical and mental act at its most basic level. Writing, on the other hand, is the mental task of inventing an idea. Think about how to summarize it into statements and paragraphs that the reader can understand: it is the author's process of conceiving, organizing, designing, editing, and reading, as well as the product. This is a writing process, often cyclical and sometimes chaotic. Ultimately, what the audience sees, whether it's a teacher or a wider audience, is a product, essay, letter, story, or research paper.

Additionally, Tarrigan (1986) that writing describes a language one can understand, and one who understands that language enables others to read it. Writing is the expressive expression of language. Further Wills (1966) says that its content is subject to unerring human scrutiny for inaccuracies and biases. As Hornby puts it: 'Writing is a work written according to the author's or the person's feelings.

Highland (2002:24) defines good writing as discovering word combinations that allow one to learn the subject in fresh and original patterns. Learning to write allows you to write down your thoughts in a journal, write a letter to a friend, or create a story based on your imagination. Harris (1990:9) states that there are several key elements to good writing.

- a) Contents: The content of a piece of writing or the idea being expressed.
- b) Form: Content organization.
- c) Grammar: Arrangement of grammar and syntactic patterns.
- d) Style: Selection of structural and lexical elements to give a particular tone to a sentence.

## 1.1 Teaching Writing

Teaching writing is a big challenge for teachers. Teachers have to be creative in choosing good approaches. Given the process of writing, teaching writing seems difficult. Hammer (2004) points out that many traditional approaches failed to apply the writing process to the writing instructions. For many years, writing instruction focused on the written product rather than the writing process.

A teacher should encourage and guide the students to explore and develop their creativity in writing. Teachers also give students the freedom to express their thoughts, keep them interested, and provide them with enough language and information to complete their writing assignments and paragraphs. When providing teaching materials, teachers must acknowledge the instructions given. Writing lessons include hands-on interactive tasks.

Few teachers strictly adhere to one of these orientations in their classrooms. Instead, they tend to adopt an eclectic range of methods, tailoring their practice to the limitations of the

instructional situation and their beliefs about how students learn to write. But although the “pure” application of a particular theory is quite rare, usually only one theory prevails. As a result, teachers can often rely on several approaches but often show a preference for one of them. So, although they rarely form separate pedagogies, it is helpful to consider each concept separately to discover more clearly what each tells us about how writing and how can support teaching.

## 1.2 Animation Video

Animation is a display that is composed by combining text, graphics, and sound in movement activities (Munir, 2018). The provided animation can help visualize the ideas that have been communicated through the media. This research used animation video as a technique in learning English that may improve students’ interest, motivation, and knowledge of the subject matter by providing a clear description of it.

A moving cartoon or graphic known as an animated video is made up of visual sequences that are shown one after the other (Wang, 2012). This explains the procedures used to individually create each frame of a film or movie. The integration of interactive components and web content into educational videos is a recent trend that reflects the ongoing evolution of interactive features in videos (Giannakos, 2014; Kleftodimos & Evangelidis, 2016). Positive overall learning experiences and views of the influence of video on learning are strongly correlated with the use of video in online learning.

## 1.3 Teaching Writing Using Animation Video

The concept of an explanation video is one that researchers in this development and research attempt to elaborate on (Köster, 2018). Animated videos on YouTube channels are being studied by researchers as potential learning media to engage students with academic material and foster good learning experiences and attitudes. For a learning video to be successful, it needs a structure.

The researcher used the YouTube channel as a method when employing this animation. YouTube provides animators with a platform to publish the animated videos they’ve created; viewers can watch videos and understand the meaning or messages they offer. The usage of video in learning is closely related to students’ perceptions of the value of video in the classroom and their general satisfaction with their learning. Learning videos can also improve emotions of involvement with the material because the student has control over the media and an instructor is there. According to several of the research mentioned above, educational movies are quite efficient at raising student engagement with course material and fostering good learning experiences and views.

There are many factors which can make children understand well about the text when they are asked to write good writing. Animated videos as teaching media can be used in writing classes. It gives the advantage of the writing process in the prewriting stages. Because most students still have difficulties in beginning the writing process, which is in the generation of ideas. Animated videos can help students improve their ability in English especially writing. Animation.

## METHOD

This research used a quantitative approach as the type for the research. The object of this research was 34 students of X-MIPA 4 in SMAN 4 Kediri in the academic year of 2022/2023. Meanwhile, to collect the data, the researcher did an observation in the class during the English Class. Next, a pre-test, treatment, and post-test aim to measure the experiment of students' writing skills. Then, the collected data was analyzed using a dependent sample T-test. Lastly, the researcher decided to use the data Analysis technique argued by Brown (2007) the writing system and scoring rubric—the second analysis technique SPSS argued by Ary (2010).

## FINDINGS AND DISCUSSION

This research was conducted in SMAN 4 Kediri. The researcher chose the students of first grade from X MIPA 4. For the completion of this research, the researcher finalized and evaluated the data that had been collected during the treatment. The numerical data from the writing rubric is essentially used in this research to measure the effectiveness of Animation Videos in teaching writing and students' writing.

### 3.0 FINDINGS

#### 3.1.1 Procedure of Data Analysis

This section was intended to answer the research questions of whether the animation video technique is effective on students' writing skills for first-grade students of SMAN 4 Kediri. Before analyzing the data, the researcher corrected the students' pre-test and post-test scores to know their scores. The researcher calculated the score and analysed the data using a paired sample T-test in SPSS.

First, the researcher analyzes the students' writing using writing rubrics consisting of several criteria, such as Generis Structure, Developing Ideas, Accuracy, and Mechanics. Then she inserted the students' grades which were obtained from the rubrics into SPSS and calculated the total frequency based on the criteria in the writing rubric, calculated the percentage of the student's achievement and decided the score. Lastly, the researcher calculated the average score that had been achieved by the students to decide whether the strategy was effective.

#### 3.1.2 The Result of Data Analysis

In this section, the researcher showed the results from the students' pre-test and post-test scores by SPSS. Here is the data calculated by SPSS: Paired sample statistic, Paired sample correlations, and Paired sample test.

##### a. Mean

**Table 1: Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	48.235	34	14.348	2.460
	Post-Test	81.617	34	4.880	.837

Based on the Paired Sample Statistic table above, the mean score of the pre-test was 48.235 with a standard deviation of 14.348 and the mean score of the post-test was 81.617 with a standard deviation of 4.880 and the number of participants in each test (N) is 34.

##### b. Correlation

**Table 2: Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	34	.453	.007

Based on the Paired Samples Correlations table above, the output showed the data before and after being taught using the animation video technique is 0.453 with a significance value of 0.007. It means there is a correlation score effect in students' writing skills before and after being taught using the animation video technique.

c. Test

**Table 3: Paired Samples Test**

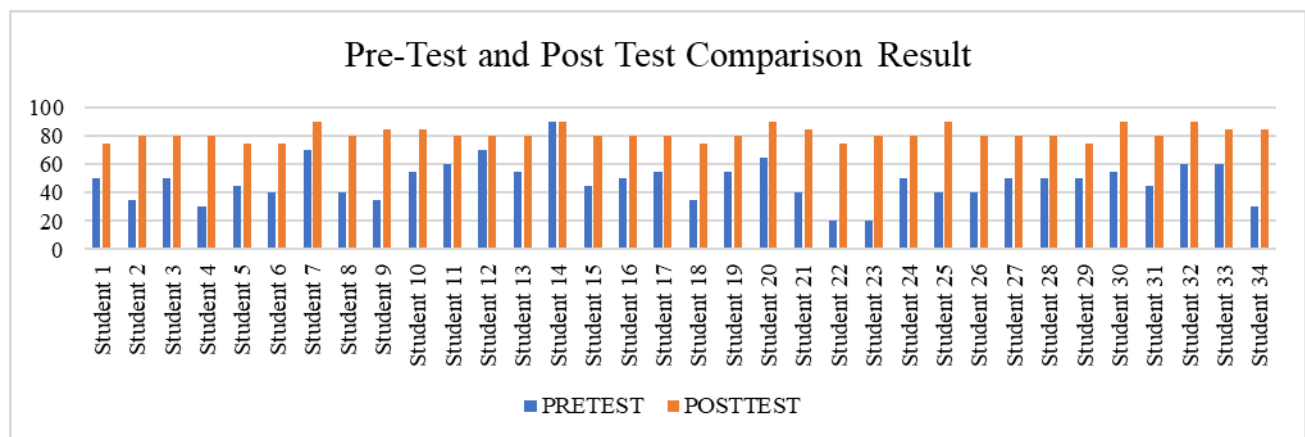
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test – Post-Test	-33.382	12.893	2.211	-37.881	-28.883	-15.097	33	.000

The Paired Samples Test table above showed that the t-test is -15.097 and the table with a degree of freedom 33 is 2.775 at the level significance of 5%. It means the t-test was higher than the t-table ( $2775 > 1640$ ) and sig. (2-tailed) is 0.000 was lower than 0.05, based on the result  $H_0$  is rejected. So, it can be concluded that the result of this research is significant or there is a significant effect of the animation video technique on the first-grade students' writing skills of SMAN 4 Kediri.

### 3.1.3 Interpretation of the Result from the Tests

In this part, after analyzing the result of the data using SPSS, the researcher got the data about students' writing skill scores before and after teaching using the animation video technique. The researcher showed the diagram of the comparison between the pre-test and post-test result as follow:

**Chart 1: Title of Table**



From the diagram above, it can be seen that students can increase their scores on writing skills. It is supported by the diagram of the pre-test, before being taught using the animation video technique showing that just several students were able to pass the test. It is supported by the mean score of the pre-test is lower than the mean of the post-test. It means that the student's writing skill ability is very low before being taught using animation video technique. From diagram shows that the students' post-test scores in writing skills of narrative text were higher than the students' pre-test scores. The mean of the post-test score was 2775, while the pre-test score was 1640. There are many students able to pass the test which shows that students' writing skills after being taught animation video technique were increased. It is also supported by data analysis in the table that the



value of the t-score was lower than the value t-table of DF 33 at the degree of significance of 5% and the significant level of 0.000 is lower than 0.05 ( $p < 0.05$ ). In other words, there is an effect of using animation video on students' writing skills in first grade of SMAN 4 Kediri in academic 2022/2023.

### 3.1 DISCUSSION

Based on the findings above using SPSS, would help the researcher answer the question of this research was how first-grade students' writing skills before and after being taught using the animation video technique also the significant effect of the animation video technique at first grade at SMAN 4 Kediri in the academic year 2022/2023.

The data was taken by the researcher before being taught by using the animation video technique. The description data had a mean of 48.235 before using the animation video technique and the total score in the pre-test was 1640 from 34 students. After the pre-test, the researcher gives the students treatment using the animation video technique. After that, the researcher got the mean for the post-test 81.617, and the total score was 2775. The data showed the smallest score on the pre-test was 20 and the highest score was 90. The data showed the smallest score on the post-test was 75 and the highest score was 90. It was able to summarized that the lowest and the highest score in the post-test was higher than the pre-test. There is an increase in students' writing skills achievement after being taught by animation videos.

This research has supported the theory stated by Astuti and Mustadi (2014), "Many teachers use video to introduce a topic, to present content, to provide repair, and to increase enrichment. Segments of video can be used throughout the teaching environment in the classroom, in small groups, and with individual students. The duration of a video in a few minutes provides maximum flexibility for teachers and improves learning specifically related to the needs of the students". Based on the student's condition before being taught by using the animation video technique they get bored easily and have difficulties in writing narrative text. Especially to find ideas, vocabulary, grammar, punctuation, and mechanics. It makes their writing score low. Therefore, the animation video technique had a specific effect on students' writing skills when the researcher applied it to students, by making small groups consisting of 5-6 students they were able to enjoy the lesson also to understand and their writing skills were increased.

### CONCLUSION

Based on the results the researcher mentioned above it can be concluded that the animation video technique is suitable for students' writing skills because this cooperative technique can help the students get better skills in the text. Most of the students could answer some questions which were offered by the researcher although had several problems but researcher able to get good at writing exactly on narrative text. The question had been provided with some indicators of writing skills such as increased ideas, generic structure, vocabulary, grammar, mechanics punctuation, finding the vocabulary in context also the reference and preference. So, the Animation video technique should be applied to teaching writing skills to make students more interested in the lesson.

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