

**THE EFFECTIVENESS OF USING ANIMATED SHORT VIDEO ON  
STUDENTS' WRITING ABILITY IN NARRATIVE TEXT**

**(Undergraduate Thesis)**

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## **ABSTRAK**

### **THE EFFECTIVENESS OF USING ANIMATED SHORT VIDEO ON STUDENTS' WRITING ABILITY IN NARRATIVE TEXT**

**Oleh**

**Ragil Sedy Pangestuti**

Penelitian ini bertujuan untuk mengetahui apakah video pendek animasi dapat meningkatkan kemampuan menulis teks naratif siswa. Penelitian ini menggunakan metode kuantitatif dengan desain one-group pre-test and post-test pada satu kelas siswa kelas dua belas. Tes menulis teks naratif diberikan sebelum dan sesudah tiga kali pertemuan pembelajaran menggunakan video pendek animasi. Hasil penelitian menunjukkan bahwa kemampuan menulis teks naratif siswa meningkat setelah diberikan perlakuan. Video pendek animasi membantu siswa mengembangkan ide, menyusun paragraf, dan memahami struktur naratif dengan lebih jelas. Peningkatan ditemukan pada beberapa aspek menulis, termasuk isi, organisasi, tata bahasa, mekanik, gaya, dan kualitas ekspresi. Analisis statistik menunjukkan adanya perbedaan yang signifikan antara skor pre-test dan post-test, yang mengindikasikan bahwa video pendek animasi memberikan pengaruh positif terhadap kemampuan menulis siswa. Oleh karena itu, video pendek animasi dapat dianggap sebagai media yang efektif untuk mengajarkan penulisan teks naratif di sekolah menengah atas.

**Kata Kunci: Teks Naratif, Video Pendek Animasi, Sekolah Menengah Atas, Menulis**

## **ABSTRACT**

### **THE EFFECTIVENESS OF USING ANIMATED SHORT VIDEO ON STUDENTS' WRITING ABILITY IN NARRATIVE TEXT**

**By**

**Ragil Sedy Pangestuti**

This study examined whether animated short videos could improve students' narrative writing ability. The research used a quantitative one-group pre-test and post-test design with one class of twelfth-grade students. Narrative writing tests were given before and after three teaching sessions using animated short videos. The results showed that students' narrative writing ability increased after the treatment. Animated short videos helped students develop ideas, organize paragraphs, and understand narrative structures more clearly. Improvements were found in several aspects of writing, including content, organization, grammar, mechanics, style and quality of expression. Statistical analysis showed a significant difference between the pre-test and post-test scores, indicating that animated short videos had a positive effect on students' writing ability. Therefore, animated short videos can be considered an effective medium for teaching narrative writing in senior high schools.

**Keywords:** *Narrative Text, Animated Short Video, Senior High School, Writing*

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**By**

**Ragil Sedy Pangestuti**

**Undergraduate Thesis**

**Submitted in Partial Fulfillment of**

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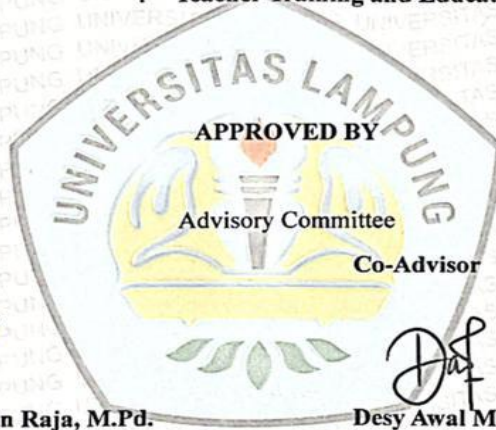
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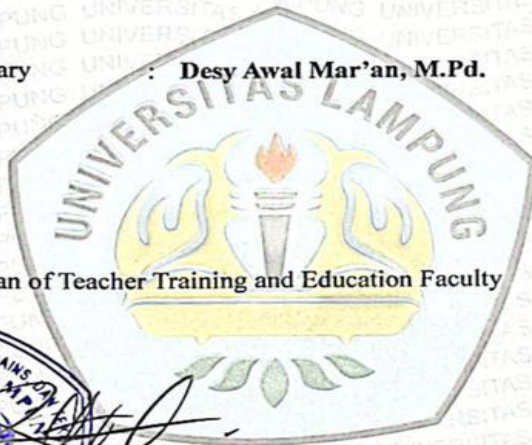
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

Ragil Sedy Pangestuti was born in Purbalingga on May 14, 2005. She is the youngest daughter in her family and has 3 siblings. She began her education at SDN 1 Bojongsari, Central Java before continuing to MTs Al-Fatah, South Lampung. She then pursued her studies at MA Al-Fatah and graduated in 2022. A few days before graduating high school, she successfully passed the SBMPTN (Seleksi Bersama Masuk Perguruan Tinggi Negeri) and was accepted into the English Education Study Program at Lampung University. Alongside her studies, she actively participated in the Society of English Education Department Students (SEEDS) as a religion staff member, where she created content and designed various materials. This role allowed her to showcase her creativity and teamwork.

In January 2025, Ragil expanded her experience by participating in a Community Service Program (KKN) in Tulang Bawang, Lampung. This opportunity allowed her to interact with the local community and play an active role in its development. Simultaneously, she completed her teaching internship (PPL) at SMPN 5 Satap , where she honed her teaching skills and gained hands-on classroom experience.

In the final years of her undergraduate studies, while working on her thesis, she worked as a freelance English tutor, offering private and semi-private lessons to elementary, junior high, and high school students. This experience sharpened her teaching skills and deepened her passion for education, reinforcing her commitment to helping young learners gain confidence in English.

**MOTTO**

*“Indeed, with hardship comes ease.”*

(Qur’an 94:5–6)

*“Life is still going on, it will keep flowing”*

(NCT Dream)

## **DEDICATION**

In recognition of their support, the researcher wholeheartedly dedicates this thesis to her family, lecturers, friends, and herself.

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The researcher recognizes that this thesis may still have certain limitations and welcomes any constructive feedback for improvement. It is hoped that this undergraduate thesis will serve as a valuable resource for educators and future research.

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## I. INTRODUCTION

This chapter will be divided into six parts of the discussion which deal with several points i.e., background, question of the research, objective of the research, scope of the research, and also the definition of terms in order to provide explanation of this research.

### 1.1. Background

The same as the other languages, English is divided into four skills which are listening, speaking, reading, and writing. Writing is one of the most difficult skills and important skill, which needed to be mastered. According to Byrne (1983) writing is important and paradoxically, we can only improve our spoken language by writing. In addition, Nunan (2003) said, writing is a complex cognitive process that involves “the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.” This definition highlights the mental effort and creativity involved in composing written texts.

Similarly, Harmer (2004) emphasizes the process-oriented nature of writing. He defines writing as a process that includes planning, drafting, reviewing, and editing. According to Nunan (2003) teaching writing is more than just assigning written tasks. It includes teaching the process of writing, such as prewriting, drafting, revising, editing, and publishing. This suggests that writing is not a single act but a series of steps that contribute to the production of coherent and organized text. Richards and Renandya (2002) view writing as the most challenging skill for second language learners. They argue that “the difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text.” This perspective underscores the

linguistic and cognitive demands of writing, especially for learners of English as a second or foreign language.

Moreover, writing also requires the students to elaborate the components of writing, According to Brown (1984), writing consists of five key components: content, organization, grammar, mechanics, style and quality of expression which those work simultaneously to build some short text, at least one sentence with beginning on new line and it can be deal with some single event, idea and description. But frequently, students meet the difficulties in writing: organized words to be paragraph, in expressing their ideas, language in grammatical sentences, coherences, cohesion, and so on. In conclusion, writing is a complex skill that includes mechanical correctness, organization, idea generation, and language use. Both the process and the final output need constant improvement, especially for students in a classroom setting.

Animated short video is one of the ways to improve students' writing skill. In applying it, students will watch some short video while listen to the speakers. It will improve students' writing skill especially in generating idea because when students watch short video it helps to create their own idea. The selection of animated short videos as an effective learning medium to enhance writing skills is grounded in strong pedagogical foundations and supported by several compelling reasons. Firstly, animated videos provide rich, multimodal input that stimulates learners' imagination and engages them emotionally and cognitively. This engagement fosters a more meaningful learning experience, which is essential for developing productive language skills such as writing (Mayer, 2009).

According to Mayer's (2001) students learn better from words and pictures than from words alone, as multimedia content can enhance comprehension and retention. Secondly, animated short videos often present clear storylines, character development, and emotional arcs, which can serve as valuable models for narrative writing. By

analyzing these elements, students can better understand plot structure, sequencing, and descriptive language. In addition, the brevity of short videos ensures that content is accessible and not overwhelming, making it easier for learners to focus on key vocabulary, expressions, and grammar used in context. Finally, animated content transcends cultural and linguistic barriers through visual storytelling, making it particularly effective in diverse EFL (English as a Foreign Language) classrooms. Thus, incorporating animated short videos into writing instruction can provide an engaging, effective, and pedagogically sound approach to improving students' writing ability.

One of the basic competencies that high school students must master in English learning, especially in writing, is their ability to write narrative texts. Twelfth-grade students are expected to learn how to write stories, fairy tales, or other narrative forms as part of their compulsory English material.

According to Setiyawan et al. (2020) the use of Animated Video as media is good to overcome the students' problem when writing English. He chose the use of Animated Video was based on belief that (1) Animation is popular among children; (2) Animation makes it possible to be in control of the film because one works on each picture on filmstrip, each move and cut is planned thoroughly which makes it possible to reflect and analyses; (3) Animation and imagination are closely connected which make it possible to use animation even with the youngest pupils; (4) Animation can be included in a regular teaching situation because it does not take up a lot of space; (5) Animation strengthens the creative mind.

In addition, Ginting et al. (2019) stated that the animation video inspire the students to make narration easier because they can imagine about the story, then they write down on paper and the students were able to write using past tense correctly, it was shown by student's exercise in their work sheet. It can be concluded using animation movie proven to improve students' skill in writing narrative text. In addition, learning process

is more fun and it is better for the students to produce ideas that they see from the movie. This strategy is quite effective to make students confident and through this way students have a good comprehension about narrative text because of the visual effect of the movie.

Furthermore, Mazmurrini et al. (2023) stated that it is evident that learners can improve their writing proficiency scores. The pre-test diagram, which was created prior to instruction using the animation video technique, supports this claim by demonstrating that only a small number of students passed the test. Before learning the animation video technique, students' writing skills were quite poor. As can be seen from the diagram, students' post-test scores in narrative text writing were greater than their pre-test scores. Many of the students were able to pass the test, demonstrating that learning animation video techniques improved their writing abilities.

According to Trisnani et al. (2021) it was successful to employ animated movies to enhance students' learning, particularly when it came to producing narrative texts, with eighth-grade students at SMP. The results of this study, which demonstrated significant improvements between the pretest and post-test, proved this.

Nevertheless, the study still discovered both advantages and disadvantages to using animated movies as a teaching tool.

In addition, Albiansyah et al. (2021) states that students who were taught utilizing animation videos and those who were taught using traditional methods (question-answer) showed a substantial difference in their writing abilities and achievement in narrative texts. It has been demonstrated that tenth-grade students who receive instruction using animated videos surpass those who receive traditional instruction (question-answer) in terms of their writing skills. It indicates that either the usage of animation videos was more successful in teaching writing than the traditional question-answer method, or that animation videos were an excellent teaching tool. To put it

further, using animated videos helped students become better writers of narrative texts and had positive results.

According to Tahwiana et al. (2025) students' narrative text writing changed significantly before and after implementing animated videos as a treatment. Additionally, students' attention, behavior, and comprehension during learning are impacted by the use of appropriate media choices, such as short movies, well-known tales, and captivating images. Additionally, it demonstrated that students were more motivated to learn how to write in English. According to the results of the treatment, students were satisfied and enjoyed the educational experience. The students actively and eagerly responded to the researcher's inquiries and shared their thoughts on the subject matter.

From the previous studies, the researcher did not find any research about the effectiveness of using animated short video on students' writing ability in grade XII. This gap is significant, as the writing skills and needs of grade XII students may differ from those subjects mentioned in previous studies. Based on the reason above, the researcher intends to give an alternative teaching media that can be used in teaching writing to the students to make writing class enjoyable and interesting. In this case, the researcher chose the topic "The Effectiveness of Using Animated Short Video to Improve Students' Writing Ability in Narrative Text in Grade XII". This research is expected to solve students' problems in writing and improve students' writing ability. The researcher hopes that teaching writing ability through animated short video can manage the class to improve writing ability and generating ideas.

## **1.2. Question of the Research**

The problem of this research is focused on the following research question:

Is there any improvement on students writing ability after being taught by using animated short video in Grade XII?

### **1.3. Objective of the Research**

Based on the research questions above, the objective of this research is to find out whether there is any significant improvement on students writing ability after being taught by using animated short video.

### **1.4. Uses of the Research**

In relation to the objectives of the research, the findings of the study may be useful both theoretically and practically.

#### **1. Theoretical Use**

The result of this research is expected to find out whether there is any significant improvement on students writing ability after being taught by using animated short video.

#### **2. Practical Use**

The result of this research is expected to help students learn to write in a better way. Furthermore, it is expected can be used as reference for teachers and students in teaching-learning and to learn writing ability through animated short video as the media.

### **1.5. Scope of the Research**

The focus of this research is on students' writing skills on narrative text. Anderson (1997) classified there are five main types of narrative text: fairy tales, fables, myths, legends, adventure stories and realistic fiction. This research focused on realistic fiction. According to Brown (2004), writing consists of five key components: content, organization, grammar, mechanics, style and quality of expression. The subject of this study was one class of grade xii at Madrasah Aliyah Al-Fatah Natar. The researcher conducted pre-tests and post-tests to find out whether there is any significant improvement on students' writing ability after being taught by using animated short

video or there is no any significant improvement on students' writing ability after being taught by using animated short video.

### **1.6. Definition of Terms**

In order to specify the topic of the research, the researcher provides some terms related to the research.

#### **1. Writing**

Writing is a productive and expressive activity, producing words and sentences and expressing the meaning of ideas.

#### **2. Writing Ability**

According to Nunan (2003) states that writing ability is the process of producing meaningful written texts by combining linguistic knowledge and cognitive skills to communicate ideas clearly to readers.

#### **3. Teaching Writing**

Teaching writing is the process of delivering knowledge about how to write to learners and how to use it.

#### **4. Narrative Text**

Narrative texts tell stories to entertain and educate, presenting events that may be realistic or imaginative. Structured with an orientation, complications, and resolutions, they reflect real-life challenges and solutions. Using features like past tense, action verbs, and dialogue, narratives engage readers, often imparting moral lessons and fostering empathy through vivid and meaningful storytelling.

#### **5. Realistic Fiction**

According to Norton (2011) states that realistic fiction portrays characters who behave like real people and face realistic conflicts in familiar settings.

## 6. Animated Short Video

According to Wells (2002), animation is the artificial creation of the illusion of movement in inanimate lines, shapes, and forms through various techniques and media.

This chapter already discussed the introduction of the research, including the explanation of the background, question of the research, objective of the research, uses of the research, scope of the research, and definition of terms.

## **II. LITERATURE REVIEW**

This chapter discusses about literature review that uses in this study. It is consist of the concept of writing, teaching of writing, teaching with media, animated short video as a teaching media, concept of short video, teaching writing through animated short video, procedure of teaching writing through animated short video, advantages, disadvantages, theoretical assumption, and hypothesis.

### **2.1. The Concept of Writing**

Writing skills is one of four English skills besides listening, speaking and reading. Learning to write in schools has not been through the correct process. There are four processes of writing, namely prewriting, drafting, revising and editing. Alexander, (1974) classified that writing skill can be well developed through exercise that have been controlled and assessed carefully. The summary of writing is not a barren academic exercise that is only useful for examination purpose. It can be used effectively to develop a student's writing ability. There are many definitions of writing. According to Nunan (2003) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Additionally, Richards et al (2002) states writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. According to Crystal (2006) writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression. Byrne (1988) states writing is the act of forming graphic symbols which are arrange to form words, and the words are arranged to form sentences. Additionally, Tribble (1996) states Writing is a language skill which

is difficult to acquire. It involves not just grammatical correctness but also the ability to structure information effectively. Furthermore, Similarly, Langan (2001) positions writing as a practical skill that can be improved through regular practice.

In conclusion, writing is a complex, intentional, and structured process which involves linguistic, visual, and cognitive abilities rather than just being a mechanical act of creating words. It requires the capacity to generate, organize, and express ideas to a reader in a clear and concise manner while following to linguistic and structural norms. The perspectives of many experts show that writing is a process as well as a final product, encompassing several steps like planning, drafting, editing and revising. Writing is also a crucial language skill that can be improved with training, practice, and introspection, making it necessary for communication in the classroom and in the real world.

### ***2.1.1. The Components of Writing Skill***

Writing is one of the language skills that is essential for students to master in order to become good writers and communicators. In addition, writing is one of the important skills used by teachers and students in the English teaching and learning process.

There are some aspects that need to be acquired by students in order to have good writing skills. According to Brown (2004), writing consists of five key components: content, organization, grammar, mechanics, style and quality of expression. These are some aspects contained in writing:

#### **1. Content**

According to Jacobs et al. (1981) the writing's substance, which encompasses the ideas' depth, clarity, and significance, is referred to as content. It describes how effectively the author develops the subject and supports it up with important information and explanations. Nunan (2003) states that in writing, content is the mental work of inventing and organizing ideas that are relevant and purposeful. It is the foundation of effective communication.

## 2. Organization

The logical order and coherence of concepts are referred to as organization. In addition to having a distinct introduction, body, and conclusion, a well-structured text should include logical devices like connectors and transitions to lead the reader through the argument or story. Organization in writing refers to the logical arrangement and structuring of ideas to ensure a clear and cohesive message. It covers transitions, paragraph organization, and the general essay format (introduction, body, and conclusion).

## 3. Grammar

Grammar encompasses the rules and structures of the language, including sentence construction, word order, verb tense, subject-verb agreement, and proper use of clauses and modifiers. Strong grammar allows the writer to communicate ideas clearly and accurately, avoiding ambiguity and confusion. Consistent grammatical correctness demonstrates language proficiency and enhances the overall quality of the text.

## 4. Mechanics

Mechanics cover the technical correctness of writing, including spelling, punctuation, capitalization, and formatting. According to Brown (2004) mechanics involve the technical correctness of writing. While they do not necessarily affect the meaning of the text, consistent mechanical errors can distract the reader and lower the quality of communication

## 5. Style and Quality of Expression

This component relates to how ideas are expressed and how well the writer's voice, tone, and word choices suit the purpose and audience. It includes using varied sentence structures, effective diction, appropriate tone (formal or informal), and rhythm to enhance readability. A strong writing style also

reflects creativity, fluency, and the ability to engage the reader. High-quality expression allows the writer to communicate ideas with clarity, elegance, and impact.

In conclusion, writing is an essential language skill that helps students express ideas clearly and effectively. Content refers to the relevance and development of ideas. Organization involves the logical structure of the text, including clear transitions and flow. Style and quality of expression relates to how ideas are expressed and how well the writer's voice, tone, and word choices suit the purpose and audience. Grammar encompasses the rules and structures of the language, including sentence construction, word order, verb tense, subject-verb agreement, and proper use of clauses and modifiers. Mechanics focuses on technical accuracy, such as spelling, punctuation, and capitalization. These elements work together to produce well-structured and meaningful writing.

## **2.2. Teaching Writing**

Writing is an important skill for language production. Conversely, it is considered as a difficult skill, particularly in ESL context where students encounter many challenges in writing (Fareed et al., 2016). Students need to personally get involved in writing assignments to make the learning experience valuable. In the ESL classrooms, students' motivation is also enhanced by explaining the steps involved in effective writing (Santangelo & Graham, 2015). The writing activities must be geared towards fulfilling the needs and interests of the students. Equally important, all writing activities should be connected to real life situations whenever possible (Hussain, 2017).

For educators, teaching writing is a major task. Teachers must use their creativity to select effective teaching strategies. Teaching writing appears to be challenging given the writing process. According to Hammer (2004), a lot of conventional methods did not incorporate the writing process within the writing instructions. Teaching writing for a long time emphasized the written product over the writing process. According to

Nunan (2003) teaching writing is more than just assigning written tasks. It includes teaching the process of writing, such as prewriting, drafting, revising, editing, and publishing,

1. Prewriting

According to Tompkins (1994), prewriting is the planning phase of the writing process. It involves generating ideas, organizing thoughts, and preparing to write. It helps students brainstorm and gather information before putting pen to paper.

2. Drafting

Graves (1983) describes drafting as the stage where writers begin to compose a rough version of their text. The focus is on translating ideas into sentences and paragraphs, not on perfection.

3. Revising

According to Murray (1982), revision is not merely correcting errors but re-seeing the text with fresh eyes. It involves improving the content, organization, and clarity of the writing.

4. Editing

Saddler and Andrade (2004) explain editing as the stage focused on correcting grammar, punctuation, spelling, and formatting. It prepares the writing for final presentation.

5. Publishing

Publishing is the stage where the final draft is shared with an audience. This could be through print, digital formats, or oral presentations.

Teaching writing is most effective when approached as a process rather than a product. Graves (1983) emphasizes that students learn to write best when they are guided

through these stages, allowing them to develop and refine their ideas over time. Prewriting helps students generate and organize ideas before composing a draft. During drafting, students begin shaping their ideas into written form, focusing on content rather than correctness. Revising is a critical step where students reconsider the structure, clarity, and coherence of their writing (Murray, 1980). Editing follows as students focus on correcting grammar, spelling, punctuation, and usage errors. Finally, publishing or sharing their work provides a sense of completion and audience awareness, which can increase motivation (Tompkins, 2004). Teaching writing through these stages helps students understand that writing is a recursive, developmental process rather than a single act of composition.

In conclusion, writing is an essential but difficult skill, especially for ESL students who face various challenges. Effective writing instruction involves engaging students in meaningful tasks that relate to real-life situations. Teachers must guide students through the writing process, which includes prewriting, drafting, revising, editing, and publishing. This process helps students develop their ideas, improve structure, and produce clearer, more accurate writing.

### **2.3. Types of Text**

There are some types of writing text taught in Madrasah Aliyah. Below are the types of writing text that are included in the English Kurikulum Merdeka syllabus.

#### **1. Descriptive Text**

Descriptive text is a type of text that is used to explain how something looks, smells, feels, behaves, tastes, sounds, etc. It offers knowledge about the characteristics of individuals, places, and things.

#### **2. Recount**

Text Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. It begins with

background information who, when, where describes the series of events in time order.

### 3. Procedure

Text Procedure text gives instructions on how to make or do something. It begins with a statement of goal (could be the title), lists materials needed in order of use gives a series of steps (instructions) in order each instruction begins with a verb in the present tense.

### 4. Narrative Text

Narrative text tells a story by presenting a series of interconnected events. It establishes the time and place of the story and introduces the characters. Typically, there is a problem or conflict that arises and is eventually resolved, often conveying a message or moral.

From the explanation above, it can be concluded that there are several types of writing taught in Madrasah Aliyah, namely, descriptive text, recount text, procedure text, and narrative text. The researcher used narrative text.

## **2.4. Narrative Text**

This chapter discusses about definition, generic structure, types, and language features of narrative text.

### ***2.4.1. Definition of Narrative Text***

Brown (2004) describes narrative text as a way to convey experiences and emotions through storytelling, emphasizing the importance of character development and plot progression. Jacob (2010) further elaborates that narrative texts engage readers by creating a connection to the characters and their journeys, often reflecting broader themes and human experiences. According to Anderson (1997:8), a narrative is a piece

of text which tells a story and, in doing so entertains or informs the reader or listener. Narratives deal with problematic events that lead to a crisis or turning points of some kind, which in turn finds a resolution. Narratives can be in the form of a legend, fables, fairy tales, etc.

In summary, narrative text is a type of text that consists of a sequence of events and has the function and purpose of entertaining and amusing the reader. Narrative text can be an experience of life in the world. Although the general purpose is to entertain the readers, in most cases it also conveys the moral value of the story to the readers.

#### ***2.4.2. Generic Structure of Narrative Text***

According to Pardiyono (2007), a narrative text is a type of text that aims to entertain readers and to present actual or imaginary experiences in various ways. Furthermore, he explains that a narrative text is organized into several generic structures.

##### **1. Orientation**

This part introduces the characters involved in the story and provides background information related to the setting, including the time and place of the events

##### **2. Complication**

This section presents the emergence of problems or conflicts that trigger a sequence of events and develop the storyline.

##### **3. Resolution**

This part shows how the conflicts are resolved and describes the ending of the story by explaining how the characters deal with the problems.

From the explanation above, we can conclude that a narrative text generally consists of at least three parts. They are orientation, complication, and resolution.

### ***2.4.3. Types of Narrative Text***

There are several types of narrative form. These types are based on the story types. The types of narratives are:

1. Fable

According to Abrams (1999), a fable is a brief narrative, usually with animal characters, designed to convey a clear moral or ethical message

2. Myths

Myths, according to Leach (1970), are sacred narratives that express a society's beliefs about creation, gods, and fundamental truths of human existence.

3. Legend

Bascom (1965) explains that legends are narratives set in a historical time and place, which people believe may have actually happened.

4. Fairy Tale

According to Zipes (2012), fairy tales are imaginative narratives rooted in folklore that feature magical events and extraordinary characters.

5. Folktale

Thompson (1977) defines folktales as prose narratives of unknown authorship that are transmitted orally and are part of a community's cultural heritage.

6. Fictional / Realistic Narrative

Norton (2011) states that realistic fiction portrays characters who behave like real people and face realistic conflicts in familiar settings. It may still feel realistic and emotionally true, but the events and characters are products of creativity.

On the explanation above, there are several types of narrative text, namely: fable, myths, legend, fairy tales and, folktale, fictional. This research focused on realistic fiction. Realistic fiction was chosen in this research because they are flexible, engaging, and familiar for students. Unlike myths, fables, legends, or folktales that are often tied to specific cultural or historical backgrounds, realistic fiction allow authors to create stories freely without limitations.

#### ***2.5.4. Language Features of Narrative Text***

According to Knapp and Watkins (2005) there are some language features in writing narrative text, those are:

1. Past tense (went, visited, etc.)

Narrative texts mainly use the past tense because they describe events that have already happened. Examples include verbs like *went*, *visited*, *lived*, or *made*. The past tense helps readers understand that the actions took place in the past and keeps the sequence of events consistent.

2. Adverb of time (once upon a time, one day, etc.)

Adverbs of time such as *once upon a time*, *one day*, or *long ago* are used to introduce when the story happened. These words or phrases help set the scene and create a sense of time, making it easier for readers to follow the story's timeline.

3. Time conjunction (when, then, suddenly, etc.)

Words like *when*, *then*, *after that*, and *suddenly* are time conjunctions. They connect different events in a story and show the order in which actions occur. Using these conjunctions helps the story flow smoothly from one event to the next.

4. Action verbs. A verb that shows an action (called, made, walked, etc.)  
An action verb describes what the characters do in the story, such as *called, made, walked, ran, or jumped*. Action verbs make the narrative lively and show the physical or emotional activities taking place in the story.
  
5. Direct speech. It is to make the story lively. (The king said, “You are foolish”).  
The direct speech uses present tense. Direct speech is used when characters speak directly, for example: *The king said, “You are foolish.”* This feature makes the story more vivid and realistic by allowing readers to hear the characters’ words. Although the main story uses past tense, the verbs inside the quotation marks usually remain in present tense.

Language features are important to the writer, because they have to attention to the language features when they want to write a story.

## **2.6. Animated Short Video**

Animation is a display that is composed by combining text, graphics, and sound in movement activities (Munir, 2018). The animation that has been provided may help in visualizing the concepts that have been conveyed through the media. By giving a thorough explanation of the subject, this study's usage of animation videos as a teaching tool for English may increase students' motivation, interest, and understanding of the language. An animated short video is a brief audiovisual production created through animation techniques such as hand-drawn images, computer-generated imagery (CGI), stop-motion, or digital cut-out methods, usually with a runtime of less than 8 minutes. It is widely recognized for its ability to convey messages, tell stories, or present concepts in a concise and visually engaging manner.

According to Wells (1998), animation is the process of creating the illusion of movement and transformation of shapes, usually through drawing or modeling, photographed frame by frame. This definition highlights the unique nature of animation as an art form that relies heavily on the manipulation of visuals over time to simulate

motion. Pratt (2007) builds upon this by asserting that an animated short is not merely about movement but also about delivering content whether narrative, artistic, or instructional within a limited duration, making it particularly effective for audiences with shorter attention spans or for educational settings. In line with this, Lasseter (1987), a key figure in the development of 3D animation, argues that animation is the art of creating the illusion of life, emphasizing the emotional depth and character development that even short animated videos can achieve.

Animated shorts often distill complex ideas into simpler, more digestible forms, which is why they are frequently used in classrooms, marketing campaigns, and awareness programs. Animated short is a short film produced using animation rather than live-action filming, further stressing its role in artistic or instructional communication. Combining visual storytelling with auditory elements such as narration, music, and sound effects, animated short videos have evolved into powerful media for both entertainment and education. Their flexibility, creativity, and accessibility make them an increasingly popular tool in digital communication, where information must often be delivered quickly and memorably. Therefore, animated short videos are not only a product of artistic expression but also a strategic medium that bridges information and imagination.

For the example “Let’s Eat” by Anamon Studios. Let’s Eat is a 8 minute animated short film that centers on the relationship between a mother and daughter in a Chinese-American immigrant family. Let’s Eat strives to be a universal story told through a distinctly Asian-American voice. As a single parent in an unfamiliar country, Ma’s entire life centers around raising Luan, her rambunctious young daughter. Likewise, Luan spends her childhood indulging in endless quality time with her playful, loving mother. However, as Luan grows up, it isn’t long before daily life interferes and causes mother and daughter to grow apart. By channeling their feelings into cooking, the two strive to find their way back to each other, one homemade meal at a time. Ma and Luan’s tale touches upon mother-daughter relationships, the American immigrant

experience, and the unspoken translation of love into food - familiar themes reflected through a fresh perspective often overlooked in mainstream media. Example of the video ([https://youtu.be/0MX\\_fJAhmEE?si=L\\_2kM6ZncRyh4Ny](https://youtu.be/0MX_fJAhmEE?si=L_2kM6ZncRyh4Ny)).

From the explanation above, it can be concluded that animated short video is a brief audiovisual production created through animation techniques such as hand-drawn images, computer-generated imagery (CGI), stop-motion, or digital cut-out methods, usually with a runtime of less than 8 minutes.

### **2.7. Animated Short Video in TEFL**

Mayer (2009) proposes that learners process information through two distinct but related channels, an auditory verbal channel for spoken and written language, and a visual pictorial channel for images and movement. Each channel has limited capacity, so learners can only handle a small amount of information in working memory at one time. Meaningful learning occurs when learners selectively attend to relevant information, organize it into coherent mental structures, and integrate it with their prior knowledge. In an animated short, the visual scenes provide contextual support for the language, while the narration or dialogue supplies comprehensible verbal input. When visuals and audio are closely matched, learners can distribute their processing across both channels and construct more complete mental representations than from text or audio alone. Following Mayer's design principles, this study also assumes that animated materials should minimize extraneous details and include clear signals, such as pauses or guiding questions, to direct attention to key language features. Thus, animated short videos are treated not merely as supplementary entertainment, but as carefully selected multimedia texts that can promote deeper processing, better comprehension, and improved retention of English in the classroom.

Mayer (2009) says that students understand better when words and pictures appear at the same time. In animated shorts, the images and the spoken language usually come

together, so learners can immediately link what they hear with what they see. Teachers can also use the signaling and segmenting principles by pausing the video, replaying short parts, and asking focused questions. These steps help students pay attention to important language and avoid overload in their short-term memory.

In conclusion, Mayer's Cognitive Theory of Multimedia Learning supports the use of animated short videos in TEFL. Mayer (2009) states that learners process information through auditory verbal and visual pictorial channels, each with limited capacity, and learn meaningfully when they select, organize, and integrate information from both channels. Animated shorts satisfy these conditions because matched images and narration provide contextual and verbal input at the same time, so learners build richer mental representations than from text or audio alone. When teachers reduce unnecessary details and use pauses or guiding questions as signals, animated short videos function as purposeful multimedia materials that enhance students' understanding and retention of English.

### **2.8. Teaching Writing through Animated Short Video**

There are many kinds of media that can be used in the teaching and learning process. The animated short video is one of the teaching media that can be used to teach writing or any material. The use of animated short video to teach writing is an engaging and effective method that enhances learners' written skills. Animated short video serves as a powerful tool in language acquisition by meaningful language, making learning enjoyable and memorable.

According to Setiyawan et al. (2020) he determined to use Animated Video as media to overcome the problem dealing with the students' English writing skill. His choosing of the use of Animated Video was based on belief that (1) Animation is popular among children; (2) Animation makes it possible to be in control of the film because one works on each picture on filmstrip, each move and cut is planned thoroughly which makes it possible to reflect and analyses; (3) Animation and imagination are closely connected

which make it possible to use animation even with the youngest pupils; (4) Animation can be included in a regular teaching situation because it does not take up a lot of space; (5) Animation strengthens the creative mind.

In addition, Ginting et al. (2019) states that the animation video inspire the students to make narration easier because they can imagine about the story, then they write down on paper and the students were able to write using past tense correctly, it was shown by student's exercise in their work sheet. It can be concluded using animation movie proven to improve students' skill in writing narrative text. In addition, learning process is more fun and it is better for the students to produce ideas that they see from the movie. This strategy is quite effective to make students confident and through this way students have a good comprehension about narrative text because of the visual effect of the movie.

Furthermore, Mazmurrini et al. (2023) states that it is evident that learners can improve their writing proficiency scores. The pre-test diagram, which was created prior to instruction using the animation video technique, supports this claim by demonstrating that only a small number of students passed the test. Before learning the animation video technique, students' writing skills were quite poor. As can be seen from the diagram, students' post-test scores in narrative text writing were greater than their pre-test scores. Many of the students were able to pass the test, demonstrating that learning animation video techniques improved their writing abilities.

According to Trisnani et al. (2021) it was successful to employ animated movies to enhance students' learning, particularly when it came to producing narrative texts, with eighth-grade students at SMP. The results of this study, which demonstrated significant improvements between the pretest and post-test, proved this. Nevertheless, the study still discovered both advantages and disadvantages to using animated movies as a teaching tool.

In addition, Albiansyah et al. (2021) states that students who were taught utilizing animation videos and those who were taught using traditional methods (question-answer) showed a substantial difference in their writing abilities and achievement in narrative texts. It has been demonstrated that tenth-grade students who receive instruction using animated videos surpass those who receive traditional instruction (question-answer) in terms of their writing skills. It indicates that either the usage of animation videos was more successful in teaching writing than the traditional question-answer method, or that animation videos were an excellent teaching tool. To put it further, using animated videos helped students become better writers of narrative texts and had positive results.

According to Tahwiana et al. (2025) Students' narrative text writing changed significantly before and after implementing animated videos as a treatment. Additionally, students' attention, behavior, and comprehension during learning are impacted by the use of appropriate media choices, such as short movies, well-known tales, and captivating images. Additionally, it demonstrated that students were more motivated to learn how to write in English. According to the results of the treatment, students were satisfied and enjoyed the educational experience. The students actively and eagerly responded to the researcher's inquiries and shared their thoughts on the subject matter.

Based on the previous studies above, the researcher intended to give an alternative teaching media in teaching writing to the students at grade XII and made writing class enjoyable and interesting. This research is expected to solve students' problems in writing and improve students' writing ability.

In conclusion, short animated video work well and are entertaining when used to teach writing, especially narrative texts. Animation in the classroom helps students come up with ideas, organize their ideas, and use proper grammar, like the past tense, by

providing visual and contextual guidance. The overall findings show that animated short video not only improve students' writing ability but also make learning more fun, despite certain limits. Students demonstrated greater creativity, motivation, comprehension, and confidence in writing.

## **2.9. Procedures of Applying Animated Short Video in Teaching Writing Narrative Text**

In practicing to write by animated short video and observing the process, the researcher followed the following procedure proposed by Nunan (2003) such as prewriting, drafting, revising, editing, and publishing.

### **1. Providing the Video**

At the beginning of the activity, students were shown an animated short video selected based on several considerations, such as age appropriateness, cultural relevance, and its potential to engage students' interest. The video aimed to stimulate students' imagination and provide a clear narrative model, including elements such as characters, setting, and plot. By watching the video, students were expected to gain a better understanding of how a story is structured, which would later support them in composing their own narrative texts.

### **2. Prewriting Stage (Brainstorming Ideas)**

In the prewriting stage, the teacher guided students to brainstorm ideas related to the video. Students were encouraged to retell the story or expand it by adding their own creative elements, such as alternative endings, additional characters, or new conflicts. The teacher facilitated this process by asking guiding questions and prompting students to think critically about the storyline. This stage aimed to help students organize their thoughts and generate ideas before starting to write.

### **3. Drafting Stage (Writing the First Draft)**

During the drafting stage, students were instructed to write the first draft of their

narrative text based on the ideas they had developed. At this stage, students were encouraged to focus on expressing their ideas freely without worrying too much about grammatical accuracy or mechanics. The emphasis was on developing the content, including the sequence of events and the clarity of the storyline. This initial draft served as a foundation for further improvement.

#### 4. Revising and Editing Stage (Peer and Teacher Feedback)

After completing their drafts, students participated in a peer feedback session. They exchanged their work with classmates and provided constructive comments on aspects such as content, organization, and clarity. In addition, the teacher provided more comprehensive feedback, focusing first on the overall structure, coherence, and meaning of the text, and then on language use, including grammar, vocabulary, and mechanics. Based on the feedback received, students revised their drafts to improve the quality of their writing. Editing was also conducted to correct errors and refine language accuracy.

#### 5. Publishing Stage (Final Draft Submission)

In the final stage, students were asked to produce the final version of their narrative text by incorporating all the feedback obtained during the previous stage. They ensured that their writing was clear, coherent, and well-organized. The final drafts were then submitted to the teacher as the completed product. This stage provided students with a sense of accomplishment and allowed them to present their best work.

As can be seen, the procedure of applying animated short movie in teaching writing narrative text is easy to be implemented. It should be applied in the classroom and the students are expected to follow the procedure to make the activity run well and achieve a meaningful learning activity.

## 2.10. Advantages and Disadvantages

In this research, the research uses animated short video as one of the media which can provide advantages and disadvantages in teaching and learning writing.

### 1. Advantages

- 1) Enhances Student Engagement and Motivation. Students may be motivated to engage further in writing assignments by animated videos since they are both aesthetically pleasing and emotionally captivating. According to Ginting et al. (2019), animated videos help students imagine narratives more vividly, making it easier for them to generate and organize ideas in writing.
- 2) Encourages the development and organization of ideas.  
Students can utilize animations as models for writing since they clearly portray the plot, characters, and events, particularly in narrative genres.
- 3) Enhances Language Skills (Mechanics, Grammar, and Vocabulary).  
Students can use the contextual language and sentence structures they learn from animated short films in their writing.
- 4) Promotes Teamwork in Education.  
Peer sharing and group discussions are common features of animated video activities, which improve collaborative writing and peer evaluation.

### 2. Disadvantages

- 1) The possibility of distraction.  
Because animations are interesting, students might pay more attention to the images than the language learning goals so the teacher should provide clear instructions and set specific learning objectives before showing the video.
- 2) Requires Careful Selection of Media.  
Not all animated videos are suited for teaching; info that is too complicated or improper could confuse students or not achieve learning objectives.
- 3) Limited transfer of skills without practice under guidance.  
Students might not be able to successfully translate concepts from the film into structured writing without clear guidance and follow-up exercises.

#### 4) Resource and Technology Limitations.

It can be difficult to use animation-based media in classrooms with limited resources since it requires access to technology and technical support.

Based on the explanation above, there are several things that must be considered, especially in choosing the animated short video to be learned.

### **2.11. Theoretical Assumption**

Many students struggle with writing English for various reasons. First, the teaching methods employed by educators may not engage students effectively. Second, there is often a lack of motivation among students to learn the language. Additionally, many students perceive English as challenging; they may lack vocabulary, leading to a lack of confidence in their writing abilities.

Using animated short video as a teaching medium may effectively facilitate the teaching of writing skills or any subject matter. It helps students understand and memorize content more easily while making vocabulary learning enjoyable and practical. Animated short video serves as a form of written communication that may enhance the learning process. They may establish learning objectives, such as teaching vocabulary, grammar, style, and content. Therefore, it is essential for teachers to select animated short video that align with the specific needs and goals of the lesson.

The researcher attempts to use animated short video in developing learners' writing skills because the researcher assumes that animated short video may attract learners' interest in learning. The animated short video make it easier for learners to learn English, especially in the vocabulary.

### **2.12. Hypothesis**

Based on the research questions, theories, and theoretical assumption that have been discussed earlier, the researcher proposes the hypothesis as follow:

H1: there is an improvement in students' writing ability in narrative text after the implementation of short animated video as a media.

H0: there is no significant improvement in writing ability in narrative text after the implementation of short animated video as a media.

This chapter had discussed about the concept of writing, teaching writing, types of text, definition of narrative text, generic structure of narrative text, types of narrative text, language features of narrative text, teaching with media, animated short video as a teaching media, concept of animated short video, teaching writing through animated short video, procedure of teaching writing through animated short video, advantages and disadvantages, theoretical assumption, hypothesis.

### III. METHODS

This chapter discusses the research methodology, which includes the research design, research variables, population and sample, research instruments, validity and reliability, data collection techniques, research procedures, scoring criteria, data analysis, data treatment, and hypothesis testing.

#### 3.1. Design

This study aimed to examine whether students' writing ability improved after being taught using animated short videos. To address the research question, a quantitative approach was employed by applying a one-group pre-test–post-test design.

In this design, a pre-test was administered to measure students' writing ability prior to the treatment, while a post-test was given after the treatment to determine any improvement in students' writing ability following the use of animated short videos. The research was conducted in five meetings. The first meeting was used to administer the pre-test, the second to the fourth meetings were allocated for the treatment, and the final meeting was conducted to administer the post-test. The research design is illustrated as follows (Setiyadi, 2018):

#### Design of pre-test and post-test

Pre-test	Treatment	Post-test
T1	X	T2

Notes:

T1: Pre-test for students' writing ability before treatment is given

T2: Post-test for students' writing ability after treatment is given

X: Teaching writing through animated short video.

### **3.2. Variables**

There were two variables in this study: an independent variable and a dependent variable:

1. Independent variable.

The Independent variable is watching animated short video as a media. Students will be more interested in learning English if used in the learning process to develop their English writing ability. This method is widespread among students (X).

2. Dependent variable.

The dependent variables are improving students' writing ability in expressing sentences and habituation in writing English. Improvement and habituation in writing English refer to the ability to express student opinions and convey ideas (Y).

### **3.3. Population and Sample**

Setiyadi (2018) stated that all individuals who are the research target are referred to as the population, while the individuals who provide data are referred to as the sample. The research included twelfth-grade students from MA Al-Fatah Natar. The researcher utilized purposive sampling to select the sample. The twelfth grade had two classrooms (XII 1-XII 2), and the school's teacher chose one of them.

### **3.4 Instrument**

Instrument refers to the measuring tool used by the researcher to measure the variable items in the data collection process. The writing test was used to find out the answer to the first research question. The pre-test was conducted in the first meeting, and the post-test was conducted in the fifth meeting. The components of writing that were tested and assessed were content, organization, grammar, mechanics, style and quality of expression (Brown 1984).

### 3.5 Validity and Reliability

Validity indicates how well a test functions for a specific purpose, while reliability refers to the consistency and trustworthiness of the scores produced by the test. Valid conclusions cannot be drawn from test scores unless the test is proven to be reliable. However, a reliable test does not necessarily guarantee that it is valid.

#### 1) Validity

Ghuri and Gronhaug (2005) explain that validity refers to the extent to which the collected data accurately represent the area being investigated. In other words, validity means measuring what is intended to be measured (Field, 2005). In this research, two types of validity were applied to evaluate the test, namely content validity and construct validity.

- a. Content Validity. Content validity examines whether a test adequately represents the full scope of the concept being measured. This type of validity is usually assessed by experts to ensure that the test items cover the subject matter thoroughly. A test is considered to have content validity if it includes an appropriate sample of material that aligns with the purpose of the test. In this study, the material is based on the basic competencies outlined in the twelfth-grade high school syllabus. The researcher organized the content according to the learning objectives specified for twelfth-grade students, ensuring its suitability.
- b. Construct Validity. Construct validity refers to how well a test or instrument measures the theoretical concept it is intended to assess. It evaluates whether the operational definitions and measurement methods match the underlying concept. In this research, the students were given writing tests and specific treatments, and their writing was evaluated using the five aspects of writing proposed by Brown (2004): organization, content, grammar, mechanics, and style.

## 2) Reliability

Reliability refers to the extent to which a measurement produces stable and consistent results over time (Carmines & Zeller, 1979). It is also associated with repeatability; for instance, a weighing scale or a test is considered reliable if repeated measurements under the same conditions yield identical outcomes (Moser & Kalton, 1989). Testing for reliability is crucial because it ensures consistency among different parts of the instrument (Huck, 2007). In the case of writing tests, scoring is inherently subjective. Evaluators rely on their judgment to assess components such as vocabulary, content, and grammar, which can sometimes produce varied results. This makes inter-rater reliability particularly important, as it ensures that multiple evaluators assign scores consistently and fairly according to the same criteria. A test is deemed reliable when it produces consistent results across different raters. In this study, the first rater was the researcher, while the second rater was the English teacher at Madrasah Aliyah Al-Fatah Natar. Both raters followed identical scoring guidelines to maintain fairness. To evaluate the reliability of the scores, this study applied Rank-Order Correlation using the following formula:

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Notes:

$r$  represents the reliability coefficient of the test.

$n$  is the total number of students.

$d$  indicates the difference in ranks, calculated from the students' mean scores on the pretest and posttest.

1 and 6 is a constant used in the formula.

In this case, Arikunto (1998) stated the coefficient of rank correlation analyzed with the standard of reliability as follows:

- 1) 0.80 - 0.100 : very high reliability
- 2) 0.60 - 0.79 : high reliability

- 3) 0.40 - 0.59 : medium reliability
- 4) 0.20 - 0.39 : low reliability
- 5) 0.19 : very low reliability

Based on the standard of reliability above, it can be concluded that writing tests are considered reliable if the tests reach the minimum range of 0.60-0.79 (high reliability).

After calculating the results of the students' narrative text, the researcher used the formula mentioned above to calculate the data. The table below shows the reliability results:

Reliability	Pre-Test	Post-Test
	0.8988	0.7746

The table above clearly indicates that the reliability coefficient for the pre-test is 0.8988, while the post-test reliability coefficient is 0.7746. Based on Arikunto (2005), a reliability value between 0.800 and 1.000 is categorized as very high reliability. Although the results for both the pre-test and post-test are slightly below this threshold, they still demonstrate moderate reliability. The researcher conclude that the tests used in this study provided consistent measurements across both occasions, ensuring that the instrument used was dependable for assessing student performance in both the pre-test and post-test phases. This consistency highlights that this research results are based on stable and reliable data from both testing periods.

### **3.6. Data Collecting Technique**

Researcher collected data from procedures, namely pre-test, treatment, and post-test. This is explained in the following procedure:

#### **1. Pre-test**

The researcher conducted a pre-test for one meeting before giving the treatment. The students were given the freedom to write one short story. Each

student was given 45 minutes to write their chosen story. After the performance, the researcher transcribed and scored the components of writing assessment.

## 2. Treatment

Researchers conducted treatment for 3 meetings. Each meeting lasted for 90 minutes. Each treatment is given by playing an animated short video related to the topic, the students are then taught about the components of writing and this is conducted in each meeting.

## 3. Post-test

The researcher gave the post-test to the students as in the pre-test. The student was given 45 minutes to write their own story using the correct structure. After the performance, the researcher transcribed and scored the components of the writing assessment.

### **3.7. Procedure of the Research**

In finding out whether there is a significant difference and what difficulties students face in the process of learning to write by using animated short video as a media, the researcher was conducted research with the following steps:

#### 1. Selecting and Determining the Population and Sample.

The population of this research consisted of the second-grade students of a senior high school. The sample was taken from class XII-2, which consisted of 32 students.

#### 2. Selecting Instruments and Materials.

The instrument used in this research was a writing test. The teaching materials were obtained and adapted from various sources, including online references, the students' English textbook, and the senior high school English syllabus.

3. Administering the Pre-Test.

The pre-test was conducted to measure the students' writing ability prior to the treatment. The test was administered for approximately 90 minutes.

4. Implementing the Treatment.

The treatment was carried out in three meetings. Each meeting was conducted for 90 minutes.

5. Giving Post-Test.

After the treatment was completed, a post-test was administered to identify the improvement in students' writing ability. The post-test was similar to the pre-test; however, the difference lay in the use of an animated short video selected by the researcher.

### 3.8. Data Analysis

Data analysis refers to the procedure used by the researcher to analyze the collected data. In this study, quantitative data analysis was applied. The data were analyzed by using statistical formulas.

1. Scoring the students' pre-test and post-test results using inter-rater assessment.
2. Tabulating the scores of both tests (pre-test and post-test).
3. Calculating the mean scores of the pre-test and post-test using the following formula.

$$Md = \frac{\sum d}{N}$$

Notes:

Md : Mean

$\sum$  : Total score of the students

N : Number of students

4. Determining the improvement in students' writing ability in order to identify whether there was a significant difference between students' writing performance before and after being taught using animated short videos.
5. Developing a discussion based on the results of the data analysis.
6. Drawing a conclusion to answer the first research question based on the findings of the study.

### **3.9. Data Treatment**

In this research, the data were analyzed using the Wilcoxon Signed Rank Test with the help of the Statistical Package for Social Science (SPSS). This non-parametric test was chosen because the data were not normally distributed, as shown by the results of the normality test using Shapiro-Wilk. The Wilcoxon Signed Rank Test is used to determine whether there is a significant difference between the students' pre-test and post-test scores. It is an alternative to the Paired Sample T-test when the assumption of normality is not met (Setiyadi, 2018). Shapiro - Wilk Normality was used by the researcher to analyze the normality of the data. The criteria of normal distributions were:

H<sub>0</sub>: The distribution of the data is normal

H<sub>1</sub>: The distribution of the data is not normal

The level of significance applied in this research was 0.05. The null hypothesis (H<sub>0</sub>) was accepted when the result of the normality test exceeded 0.05 (sig. > 0.05). The results of the normality test are presented in the table below.

## Table Test of Normality

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.182	32	.008	.863	32	<.001
PostTest	.160	32	.036	.952	32	.164

a. Lilliefors Significance Correction

The table shows that both datasets are not normally distributed. The normality test value in the pre-test is  $< 0,05$  which means the data are not normally distributed and the post-test score is  $> 0,05$  which means the data are normally distributed.

### 3.10. Scoring Criteria

The researcher must decide the scoring classification while evaluating the data, which involves organization, content, grammar, mechanics, and style (Brown 2004):

#### a. Organization

Scoring for students' organizations.

Category	Range	Assessment Criteria
Excellent	20-18	Appropriate title, effective introductory paragraph, topic is stated, lead to body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete.
Good	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking some ideas are not fully developed; sequence is logical but transitional expressions may be absent or misused.
Adequate	14-12	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
Fair	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
Poor	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting

		evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
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### b. Content

#### Scoring for students' content

Category	Range	Assessment Criteria
Excellent	20-18	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflect thought.
Good	17-15	Essay addresses the issues but misses some point; ideas could be more fully developed; some extraneous material is present.
Adequate	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
Fair	11-6	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
Poor	5-1	Essay is completely inadequate; no apparent effort to consider the topic carefully.

### c. Grammatical range

#### Scoring for students' grammar

Category	Range	Assessment Criteria
Excellent	20-18	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run on sentences
Good	17-15	Advanced proficiency in English grammar; some grammar problems do not influence communication although the reader is aware of them; no fragments or run on sentences.
Adequate	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences or fragments presents.
Fair	11-6	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.
Poor	5-1	Severe grammar problems interfere greatly with the message; reader can not understand what the writer was trying to say; unintelligible sentence structure.

d. Punctuation, spelling, and mechanics.

Scoring for students' mechanics

Category	Range	Assessment Criteria
Excellent	20-18	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs intended, punctuation and spelling; very neat
Good	17-15	Some problems with writing conventions or punctuations; occasional spelling errors; left margin correct; paper is neat and legible.
Adequate	14-12	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
Fair	11-6	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
Poor	5-1	Complete disregard for English witing conventions; paper illegible; obvious capital missing, no margins, severe spelling problems.

e. Style and quality of expression

Scoring for students' style

Category	Range	Assessment Criteria
Excellent	20-18	Precise vocabulary usage; use of parallel structures; concise; register good.
Good	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
Adequate	14-12	Some vocabulary misused; lacks awareness of register; may be too wordy
Fair	11-6	Poor expression of ideas; problems in vocabulary; lacks variety of structure.
Poor	5-1	Inappropriate use of vocabulary; no concept of register or sentence variety.

### 3.11. Hypothesis Test

The hypothesis testing was conducted to prove whether there was a significant difference in students' writing ability before and after the treatment. The hypothesis tested by using Wilcoxon Signed Ranks Test of the Statistical Package for Social Science (SPSS). The level of the significance used is 0.05. H<sub>0</sub> is accepted if the normality test results are higher than 0.05 (sign > 0.05).

The hypothesis are as follows:

$H_0 = \text{Sig.} > 0.05$

$H_1 = \text{Sig.} < 0.05$

$H_1$ : There is an improvement in students' writing ability in narrative text after the implementation of short animated video as a media .

$H_0$ : There is no significant improvement in writing ability in narrative text after the implementation of short animated video as a media.

This chapter has discussed the research methods which cover research design, research variable, data source, research instrument, validity and reliability, data collecting technique research procedure, scoring criteria, data analysis, data treatment, and hypothesis test

## V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers and future researchers.

### 5.1 Conclusion

The research highlights the significant impact of using animated short videos on students' narrative writing ability. The findings indicate a consistent improvement in students' performance after the implementation of the treatment. The statistical analysis also confirms that the improvement is meaningful, showing that the use of animated short videos effectively enhances students' writing ability. Based on these results, it can be concluded that animated short videos are a highly beneficial medium in teaching narrative writing. They not only help students understand the structure of a story more easily but also stimulate their imagination and creativity, making the writing process more engaging and less monotonous. This medium creates a more interactive and enjoyable learning environment, which plays an important role in improving students' motivation and overall writing performance.

This study demonstrates the effectiveness of animated short videos in improving students' writing ability. The animated short video provided an engaging and creative learning environment that helped students focus and think critically. By interpreting the visual and audio cues from the video, students improved their ability to organize ideas, choose appropriate vocabulary, and write more cohesively. The selected animated video effectively conveyed narratives that fostered creativity and enabled students to better understand narrative structures and language features. Additionally, the use of animated videos made the learning process

enjoyable, increasing student engagement and participation throughout the sessions. Students who initially struggled with generating ideas and constructing cohesive narratives made substantial progress, showcasing the effectiveness of animated short videos as a teaching medium for narrative writing.

## **5.2. Suggestion**

Based on the findings of this research, several suggestions are addressed to English teachers and future researchers to improve the teaching of writing ability.

1. For English Teachers
  - a. English teachers are suggested to explore the use of different types of animated videos, such as longer videos or videos with more complex storylines, to further enhance students' writing ability.
  - b. To maximize the effectiveness of animated video use, teachers should plan lessons that allow adequate time for students to watch, analyze, and discuss the videos before writing. A flexible pace helps students better absorb the content and express their ideas in writing.
2. For Future Researchers
  - a. This study focused on narrative writing improvement through animated short videos; future research could investigate their effect with other type of animated short video on other genres such as descriptive, recount, or argumentative texts to broaden the understanding of video media's impact.
  - b. Since this research was conducted at the senior high school level, further studies might explore the use of animated videos for students at different educational levels, such as junior high or elementary schools, to evaluate age-related effectiveness.

Finally, the statements above represent the conclusion of this study during the research of using animated short video in teaching writing at the twelfth grade of Madrasah Aliyah Al-Fatah Natar. Moreover, the suggestions above can be considered for better future research for narrative text.

In this chapter, the researcher presents the research's conclusion and suggestions for teachers and future researchers.

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