TEACHING NARRATIVE WRITING BY USING ANIMATED MUSIC VIDEO FOR TENTH GRADERS

Friska Maulita Yulfatul Nawa, Sri Wahyuni, Nurul Aini
friskamaulita14@gmail.com, florida_aini@iainkediri.ac.id

ABSTRACT

The aim of this study was to evaluate the efficacy of teaching writing to EFL students attending SMA Negeri 1 Plosoklaten using animated movies. This study is quantitative in nature. Participants in the research included 71 students from two courses. 36 students from the control group, X-IPA 3 SMA Negeri 1 Plosoklaten, and 35 students from the experimental group, X-IPA 2. Tests called pretests and posttests are used to gather data. The experimental group's average score of 81.74 and the control group's average score of 79.56, which were determined using ANCOVA, clearly showed that there was a significant difference between the two groups. According to the calculations, students in the experimental classrooms that used animated music video instead of image series for instruction had higher grade point averages. Because the significant value was 0.002 less than 0.05, the results indicated that the alternative hypothesis was accepted and the null hypothesis was rejected. This animated film serves as an effective training tool for the composition of narrative texts.

Keywords: writing; teaching writing; animated music video; EFL learners.

INTRODUCTION

A group of humans who are generally born in 1996-2012 commonly called gen Z which is an internet generation that utilizes the internet and technology in their daily lives. Teenagers today spend more of their time in cyberspace and most teenagers spend a lot of their time scrolling through applications on their gadgets. Along with the rapid development of technology and teenagers in particular, they are required by rapid development to better understand and be technologically literate. In recent years, many teenagers are addicted to the Tik-Tok application, starting from the frequent they watch videos presented on the application or also they show their identity in cyberspace. This shows that video has become part of their daily needs(Kis, Fitriani, and Irawati 2024).

Gen Z has a tendency to utilize short video features. Research quoted by Kurniawan shows that in short videos that last only a few minutes, they can show

their identity by making several videos of their activities and sharing them on their accounts (Kurniawan, 2022). In this case they can be called influencers if they can influence the audience to do what they share. In this research explained in the form of a diagram with the following percentages: first, as many as 74 percent of Gen Z use Instagram every day; 59% of Gen Z use YouTube; 56% use the Facebook platform; 40% of them use the TikTok platform; and 9% of users use the Twitter platform. The platform is used by gen Z as an audience on a daily scale.

The existence of videos is not only used for entertainment but also for learning. Lestari said that many studies concluded that the use of YouTube videos has a positive effect on learning (Renda Lestari 2018). One study on the use of YouTube in teaching English concluded that integrating with the use of YouTube, English lessons have been able to increase student engagement to the point where the topic is no longer seen as being difficult to master (Lestari 2018). On the other hand, they can also use the platform for short video creators or viewers in various positive ways. As well as being able to share information about news as it happens quickly, share tips on doing useful things like *lifehack*. Not only Tik-Tok platforms, now there are reels of Instagram as a platform, YouTube Shorts, etc that can share information and viewers can add their insights just by watching a few minutes. In addition, consuming instant videos makes viewers immediately trust the content. Sometimes the audience must be a *smart viewer* to sort out which content is right and the content is only for entertainment.

From the above exposure, it can be concluded that the tendency to watch short videos is not always in a negative direction. Thus, in addition to making a hobby, viewers can also practice positive things from short videos in everyday life, for example by learning English. This study tried to offer the use of short animated music videos to attract the attention of English learners.

Short animated music video is an expression used to characterize animated videos. A brief animated music video is made out of a series of pictures, sketches, or computer graphics showing little motions of different objects or images (Gusparia, 2018). Animation is a technique in which filmmakers provide reverse motion in animate objects, according to (Heinich et al. 2010). Digitally captured

audio visual material with motion and sound that can be saved or transmitted to many devices and played again in real time is referred to as (Woolfitt, 2015). So, the use of this short-animated music video is to improve their way of thinking into creative thinking by creating text based on what they see and writing it into a story.

Writing is the process of organizing words into paragraphs and putting them on paper or social media in order to record information or notes. According to Brown, who asserts that teaching writing is more complicated than writing pedagogy, writing is "different from talking as swimming is from walking" (Brown 2001). According to Putra, that writing is an essential educational skill since it enables one to put ideas and thoughts into words (Putra, Setyawati, and Baehaki 2023). It is obviously challenging to achieve this since the assertion needs to be stated clearly enough for the reader to understand what we mean. For this reason, teaching children to write is essential. In order to create a meaningful sentence structure later on, writing also demands techniques and tactics.

The goal of the study team's approach is to increase students' learning in a highly methodical and systematic way by demonstrating the impact of brief animated music videos on their writing abilities. Students struggle to write narrative texts because they have to spend a lot of time organizing and brainstorming ideas before they can begin writing. As a result, they find it difficult to convey their thoughts in narrative writing.

Several studies have shown the use of short animated music videos as an English teaching medium that supports students' narrative text writing skills. Like research from Aprilia which uses a short-animated music video "The Legend of Lake Toba" and the story of "Malin Kundang", because these two legends are familiar to students. The results show that using this short-animated music video is more effective than using ppt slides to teach 10th graders (Aprilia, 2021). In addition, another study used one of the animated films, namely "Up" which was chosen because the film has a good story, is interesting and has strength (Pensih, 2019) According to the study, students in the tenth grade who saw animated films outperformed those who did not watch any short-animated music videos.

From a number of studies above, it appears that there is still a gap in findings that show that further exploration is needed about the use of short animated music videos to teach narrative writing. This study used a shorter animated music video and no subtitles. So, students are asked to create a story according to the visuals that have been seen from the music video animation.   The findings of the preliminary study that has been carried out explain that short animated music short videos that only display visuals can be an English writing learning medium that activates students to enjoy enjoying the writing training process in the classroom. In addition, this study also gave them the opportunity to write about certain topics together with their classmates. Thus, this study makes the assumption that using this strategy to help students write about their thoughts can be successful.

METHOD

This study tested the impact of employing music videos on students' writing abilities using quantitative methodologies. Researchers employed a non-random sample in their investigation. In order to do this, individuals or groups of individuals choose (or have their providers choose) from a variety of therapy groups (Maciejewski, 2020).

The student population in the tenth grade of SMAN 1 Plosoklaten is 270 students. In this study, researchers used as many as 35 and 36 students from each of the two groups X-IPA 2 and X-IPA 3 as samples. The reason the researchers used two classes was that they were students in the same group of education levels.

Data collection carried out by researchers to obtain information needed for research in the form of pretest and posttest data from students who are used as samples. Before the students began their treatment, researchers gave them a pre-test to determine their degree of narrative text writing competence. Second, researchers gave treatment in two groups, each group consisting of 4 treatments. The course of treatment in the experimental class was in the form of video music animation and the control class was in the form of picture series. Third, researchers provide post-tests after giving treatment which aims to see students' abilities after getting

treatment. After the students completed the treatment was completed and the researcher thereafter provided students with an evaluation.

RESULTS AND DISCUSSIONS

Researchers presented pre-test and post-test data in two different classes. The test was conducted in two grades 10 of SMA Negeri 1 Plosoklaten. Pre-tests are conducted in experimental and control classes to measure students' knowledge and English writing skills before treatment. The experimental class' mean score varied from 85.00 to 55.00. Then for the control class scores are 82,000 and 59,000. The posttest results of the experimental class ranged from 93.00 to 66.00 and for the control class were 86.00 and 70.00.

To meet ANCOVA's requirements, In order to verify that the data distribution is normal, a normality test is run, hence the normality test. Researchers used the Kolmogorov-Smirnov SPSS 18 test to determine if the data were normal. If the result's significance level is greater than 0.05, the data distribution is normal. If the significance threshold is set at 0.05, the data distribution is not normally distributed.

The Data of Normality

Normal Distribution

Class	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test_Experimental	.104	35	.200*	.966	35	.344
Pre_Test_Control	.189	35	.003	.948	35	.097
Post_Test_Experimental	.077	35	.200*	.980	35	.773
Post_Test_Control	.102	35	.200*	.954	35	.149

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The significant test values of the pre- and post-tests in the experimental and control classes are shown in the Kolmogorov-Smirnov test findings. The significance level for the Kolmogorov-Smirnov test showed a result of 0.200 (p> 0.05). The findings of the Kolmogorov-Smirnov test show that the p-value for the

class is higher than 0.05. It might be assumed that the distribution of students' grades is normal.

After knowing the normality of the data, researchers conducted a homogeneity test to knowing the variance of homogeneity between groups. We used Levene's test to calculate the variance of homogeneity between the two classes. If the result is > 0.05, the data variance between the groups is homogeneous, the data variance is not consistent between the groups if the variance homogeneity test result is < 0.05.

Levene's test

Dependent Variable:Post_Test

F	df1	df2	Sig.
.043	1	69	.836

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + Class + Pre_test + Class * Pre_test

The Levene's test yielded a significant value of 0.836 based on this table, which was higher than 0.05. This suggests that for all groups (0.836> 0.05), the variances of the control and experimental groups are identical. It may be said that both the experimental and control groups' pupils' writing skills were equivalent.

Homogeneity regression is a pre-test assumption (covariate interaction) in predicting a dependent variable and an assumption to meet the following requirements aimed at knowing the independent variable. This assumption requires that there are not going to be any interactions between the independent variable and covariant (p >0.05) in order to advance ANCOVA. The regression homogeneity test values are presented below.

Test of Homogeneity Regression

Dependent Variable: Post_test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	703.545[a]	3	234.515	13.558	.000
Intercept	1244.282	1	1244.282	71.934	.000
Class	1.616	1	1.616	.093	.761
Pre_test	551.226	1	551.226	31.867	.000
Class * Pre_test	**.007**	**1**	**.007**	**.000**	**.984**
Error	1158933	67	17.298		
Total	463491.000	71			
Corrected Total	1862.479	70			

a. R Squared = .378 (Adjusted R Squared = .350)

The significant value for class * pretest is 0.984, which, according to the data in the preceding table, is more than 0.05. This suggests that there is no interaction between the independent variable and the covariate.

This study's final premise is that the dependent variable (post-test) and the covariate (pre-test) are related. Keeping the independent variable under control, the covariate test examines the connection between the covariate and the dependent variable. With a significant value of ($p<\alpha$ 0.05), Table 4 presents the results of the linear connection between the covariate test and the dependent variable.

The Linear Relationship between Covariate and Dependent Variable Test

Dependent Variable: Post_test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	703.539[a]	2	351.769	20.640	.000
Intercept	1416.835	1	1416.835	83.132	.000
Pre_test	**618.634**	**1**	**618.634**	**36.298**	**.000**
Class	184.495	1	184.495	10.825	.002
Error	1158.940	68	17.043		
Total	463491.000	71			
Corrected Total	1862.479	70			

According to Table 4, the pretest's significance result was 0.000, which was less than 0.05. This indicates that the covariates and dependent variables have a

significant relationship. We can conclude that the covariates are linearly connected to the dependent variable based on this.

These results illustrate the hypothesis test using inter-subject effect tests. The purpose of knowing the impact of treatment on students' writing skills. This calculation is the result of ANCOVA shown below.

Tests of Between-Subjects Effects

Dependent Variable:Post_test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	703.539[a]	2	351.769	20.640	.000
Intercept	141.835	1	1416.835	83.132	.000
Pretest	618.634	1	618.634	36.298	.000
Class	**184.495**	**1**	**184.495**	**10.825**	**.002**
Error	1158.940	68	17.043		
Total	463491.000	71			
Corrected Total	1862.479	70			

a. R Squared = .378 (Adjusted R Squared = .359)

Table 5 indicates that the significant value for the category is 0.002, which is less than 0.05. The null hypothesis was refuted as a result, and alternative hypotheses were accepted. This study intended to determine whether instructing EFL students how to write using short animated music videos can be beneficial for those in grade 10 of SMA Negeri 1 Plosoklaten. From the findings above, it can be concluded that teachers must create new ideas in teaching writing in class using media such as short animated music videos, because this media is effective if applied to students' writing skills for grade 10 students at SMA Negeri 1 Plosoklaten. Short animated music videos are effective because students only get 25 minutes of study time per lesson and short animated music videos are only short films like trailers.

This research is supported by two previous studies conducted by Aprilia (2021) and Pensih (2019) which have similarities with using short animated music videos as a medium in teaching writing. According to Aprilia (2021), using short

animated music short videos with quasi-experimental designs can help students in writing narrative texts. So, students can create the best writing based on their own feelings and ideas. According to Pensih (2019), the use of short animated music videos to improve teaching and learning to write is not enough; Also, students have low motivation in writing stories and have difficulty mastering vocabulary.

Researchers used narrative text in this study because the story text has a story similar to a short-animated music video. With this medium, students can quickly learn knowledge. This technology makes it easy to shift various video animations on a specific topic or subject. What supports the success of the experiment is that the use of short animated music videos can motivate students in analyzing language structure. In addition, the use of this media is to attract student attraction because it has moving images called animation and there is music as a back song. This of course also makes it easier for teachers to present material that requires and visualize the concept of imagination. Khafidoh (2015) also suggests that using short animated music videos has several advantages, including students with visual learning styles who will greatly benefit from learning and using short animated music videos. The findings show that using short animated music video as a teaching and learning tool Short animated music video can be said to be an effective medium for teaching how to write stories.

CONCLUSION

The study's conclusion is that it is successful to use animated videos to teach narrative text writing skills for the tenth grade at SMA Negeri 1Plosoklaten. After the inspection, there seemed to be a significant discrepancy between the animated video and the photo series. The ANCOVA findings show that the significant value is 0.002 less than 0.05, indicating that the alternative hypothesis is accepted and the null hypothesis is rejected. The experimental and control groups' student scores in this study differ significantly from one another. Based on the computations, students in the experimental group who learned through animated videos scored higher than students in the control group who learned through a sequence of

photographs. This meant that teaching EFL students to write with animated videos was beneficial at SMA Negeri 1 Plosoklaten in the tenth grade.

This animated music video may be used to teach English, especially writing, and is one of the media choices made by English teachers since it can help students learn and can also be used to convey students' ideas. The majority of students claim that writing is the most challenging aspect of their English study. The researcher used this animated film to support writing teaching as a result. This animated animation makes it simple for students to compose a paragraph, and it also improves their ability to communicate ideas in writing. Future Researchers: The researcher suggests that other inventive researchers be able to adapt the animated film for instructing and learning writing in the event that they choose to conduct a study comparable to this one.

REFERENCES

Amelia Mutiara Pensih. 2019. "The Effectiveness of Using Animation Movie to Improve Students Writing Skill of Narrative Text (An Experimental Research at The First Grade of SMA Negeri 8 Pandeglang)." UIN BANTEN, Banten.

Aprilia, R. H. 2021. "The Effectiveness of Using Short Animated Video on Students' Narrative Writing Skill of SMA Negeri 2 Kediri." IAIN, Kediri.

Gusparia. 2018. "Animation Video to Encourage Students' Writing A Story (Narrative Text) in Intensive English Classroom." *Menara Ilmu* XII.

H. Douglas Brown. 2001. *Teaching by Principle : An Interactive Approach to Language Pedagogy*. 2nd ed. White Plains, N.Y. [u.a.]: White Plains, NY: Longman.

Kis, M., Wahidah Fitriani, and Merli Irawati. 2024. "Analisis Dampak Penggunaan Aplikasi Tiktok Pada Remaja: A Systematic Literature Review." *Counselia; Jurnal Bimbingan Konseling Pendidikan Islam* 5(1):227–38. doi: 10.31943/counselia.v5i1.90.

Maciejewski, Matthew L. 2020. "Quasi-Experimental Design." *Biostatistics & Epidemiology* 4(1):38–47. doi: 10.1080/24709360.2018.1477468.

Putra, Yoga Pratama, Lely Setyawati, and Imam Baehaki. 2023. "The Effectiveness of TAI Method and Crossword Puzzle in Teaching Writing Recount Text at Tenth Grade of SMA Negeri 1 Grogol." *Jurnal Pendidikan Bahasa Inggris Proficiency* 5(2):14. doi: 10.32503/proficiency.v5i2.4111.

Renda Lestari. 2018. "Pengunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris." *Seminar Nasional Kedua Pendidikan Berkemajuan Dan Menggembirakan (The Second Progressive and Fun Education Seminar)* (2017–08).

Robert Heinich, Michael Molenda, James D. Russell, and Sharon E. Smaldino. 2010. *Instructional Media and Technologies for Learning*. 6. ed. Upper Saddle River, N.J: Upper Saddle River, N.J.: Merrill.

Wahyu Kurniawan. 2022. "Riset Membuktikan Kalau Gen Z Paling Suka Video Pendek Artikel Ini Telah Tayang Di Idntimes.Com Dengan Judul 'Riset Membuktikan Kalau Gen Z Paling Suka Video Pendek'. Klik Untuk Baca: Https://Www.Idntimes.Com/Tech/Trend/Wahyu-Kurniawan-19/Riset-Membuktikan-Kalau-Gen-z-Paling-Suka-Video-Pendek." *IDN TIMES*.

Zac Woolfitt. 2015. "The Effective Use of Video in Higher Education." Lectoraat Teaching, Learning and Technology Inholland University of Applied Sciences.