

THE EFFECTIVENESS OF ANIMATED VIDEOS ON STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT FOR TENTH-GRADE STUDENTS AT SMAN 2 METRO

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ABSTRACT

Writing is an essential skill in English language learning, but many students still face challenges in composing descriptive texts due to limited vocabulary, poor grammar, and difficulties in organizing ideas. This research aimed to investigate the effectiveness of animated videos in improving students' writing ability in descriptive text. This study applied a quantitative method with a quasi-experimental design, involving two classes of tenth-grade students at SMAN 2 Metro in the academic year 2024/2025. Class X.4 was assigned as the experimental class, which was taught using animated videos, while class X.1 served as the control class, taught using conventional methods. The instruments used were writing pre-test and post-test, and the data were analyzed using paired sample t-test and independent sample t-test through SPSS 25. The findings showed a significant difference in the students' writing ability between the experimental and control classes. The Sig. (2-tailed) value was 0.000, which is lower than the significance level of 0.05. It indicates that the use of animated videos had a significant positive effect on students' ability to write descriptive texts. Therefore, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_o) was rejected. In conclusion, animated videos are effective in enhancing students' writing performance, especially in developing content, organizing ideas, and improving vocabulary. Animated videos also provide engaging visual support that motivates students in the learning process. Future researchers are encouraged to explore the use of animated videos in other language skills such as listening, speaking, and reading, while considering both benefits and limitations for more optimal learning outcomes.

Keywords: Animated videos, Writing ability, Descriptive text, Multimedia learning, Quasi-experimental.

INTRODUCTION

Writing is a complicated process which involves a number of cognitive and metacognitive activities, for instance, brainstorming, planning, outlining,

organizing, drafting and revising (Alisha et al., 2019). Externally, the teaching methods employed by instructors may not effectively engage students or provide sufficient practice in writing (Baharudin et al., 2023). Additionally, the classroom environment may not foster a supportive atmosphere for writing development, resulting in a lack of motivation to improve.

According to Anh (2019) writing not only helps students express their thoughts and ideas but also enhances their language skills by reinforcing grammar, vocabulary, and syntax. This skill is particularly vital in a globalized world where effective communication is paramount in both academic and professional settings. Despite the critical importance of writing in English language education, students often encounter significant challenges, especially when tasked with creating descriptive text. (Bulqiyah et al., 2021). This can result in disjointed narratives that confuse readers rather than providing clear imagery. As noted by Destari & Dafit, (2022), these challenges not only hinder students' writing proficiency but also diminish their confidence in their writing abilities. Addressing these issues through targeted instruction and practice is essential for helping English learners develop their descriptive writing skills effectively.

In response, it appears out there's is an interactive way, that involves the use of animated videos. The use of animated videos to improve students' writing skills in descriptive texts has been studied by several previous researchers. For example, research conducted by Pangesti et al. (2024) found that the use of animated videos in English learning was able to increase students' motivation and interest in writing descriptive texts. Similarly, Setiyawan et al. (2020) reported that using animated video media enhanced students' understanding of the structure and vocabulary needed in writing descriptive texts. Both studies showed a significant improvement in students' writing skills after using animated videos as a learning medium.

Tahwiana et al., (2025) investigated the use of animation videos to enhance narrative writing among eighth-grade students at SMP Negeri 21 Pontianak. Their study showed a statistically significant improvement in students' writing scores, supported by a t-score of 10.90 and a large effect size of 1.74, suggesting that animation videos foster greater engagement and motivation. Similarly, Mazmurrini et al. (2023) conducted a study at SMAN 4 Kediri and found a substantial increase in students' writing performance after implementing animation videos, with pre-test and post-test scores rising from 48.23 to 81.61. Rahman et al. (2023) also highlighted the effectiveness of short animated movies in improving narrative

writing skills through a quasi-experimental study, showing a significant score increase (62.64 to 79.20) and a t-value of 13.083. Studies by Azzahra and Gumilang (2022) and Arini et al. (2017) confirmed similar outcomes, revealing that animated videos improved students' creativity, vocabulary, and overall writing organization in narrative writing tasks. Additionally, Siregar (2021) and Setiyawan et al. (2020) emphasized the positive student perceptions and classroom engagement achieved through animation-based learning in narrative contexts.

On the other hand, fewer studies have explored descriptive text writing. For example, Tussoleha (2022) examined students' experiences using animated short films for descriptive writing at MA Islamiyah Ciputat. The results showed that 92% of students agreed that animated films improved their understanding of descriptive writing elements, though some faced challenges with pacing and visual clarity. Likewise, Wahyuni (2017) demonstrated that English animated movies significantly improved students' descriptive writing abilities, increasing mean scores from 75.25 to 83.5 with a statistically significant t-value of 22.88. Despite these promising results, the number of studies focusing specifically on descriptive text writing, especially at the senior high school level, remains limited.

This study aims to (1) find out whether The Effectiveness of Animated Videos has an effect in Toward Students Writing Ability In Descriptive Text for Tenth-Grade Students at SMAN 2 Metro in Academic Year 2024/2025. (2) find out whether The Effectiveness of Animated Videos has significant difference on Students Writing Ability in Descriptive Text for Tenth-Grade Students at SMAN 2 Metro in academic year 2024/2025.

METHOD

This research used quantitative research design. Form of this research was a quasi-experimental research (Creswell & Creswell, 2021). The Researcher used the Animated Videos as a teaching media in the experimental class, while the control class used conventional method.

Table 1. Research Design

Class	Pre - Test	Treatment	Post - Test
Experimental (X.4)	O1	X	O2
Control (X.1)	O3	-	O4

(Sugiyono, 2015)

Note :

- X.4 : Experimental Class
- X.1 : Control Class
- O1,O3 : Pre-Test
- X : Study set with Animated Video
- : Conventional Teaching Technique
- O2,O4 : Post – Test

In this study, it was obtained that class 10.4 as the experimental group and 10.1 as the control group. Class 10.4 consist of 36 students and 10.1 also consist of 36 students by using cluster random sampling technique.

The researcher gave a test as an instrument in this research. An writing test is used in pre-test and post-test. The pre-test was given to the student to measure their writing ability in descriptive text before the treatment and the post-test gave to measure their writing ability in descriptive text after giving the treatment. The validity instrument that used is content validity and the reliability test is the Interclass Correlation Coefficient with SPSS. For first hypothesis test, Paired Sampe T-Test was used and second hypothesis is Independent Sample T-test.

RESULT AND DISCUSSION

Data description provides data calculations from pre-test and post-test students in experimental and control class. All data was obtained by processing using statistical formulas with SPSS.

Table 2. Result Pre-test in Experimental and Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	36	45	76	57.64	8.391
Pretest Control	36	37	66	49.72	8.524
Valid N (listwise)	36				

According to the table 2, The minimum scores observed in the experimental class is 45 compared to 37 in the control class. The maximum scores in the experimental class is 76, whereas in the control class is 66. The mean score in the experimental class is 57.64 with a standard deviation of 8.391, while in the control class the means is 49.72 with a standard deviation 8.524.

Table 3. Result Post-test in Experimental and Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Experiment	36	70	84	77.03	4.595
Posttest Control	36	41	71	55.83	8.005
Valid N (listwise)	36				

Based on the descriptive statistics of the post-test data provided, it can be seen that the minimum scores observed in the experimental class is 70 compared to 41 in the control class. The maximum scores in the experimental class is 84 while in the control class is 71. The mean score in the experimental class is 77.03 with a standard deviation of 4.595 while in the control class the mean is 55.83 with a standard deviation 8.005.

The result of Paired Sample T test in testing first hypothesis could be seen in the following table 4 :

Table 4. Result of Paired Sample T-Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair 1	Pretest - Posttes	-20.111	5.980	.997	Lower	Upper	-20.179	35	.000
					-22.134	-18.088			

From the table above, it can be explained that, the significant value (2-tailed) is 0.000 is lower than error level. Then the significant value is smaller than 0.05 (Sig < 0.05). Based on the first hypothesis, it can be concluded that Ha¹ is accepted. There is an effect of Animated Videos on Students Writing Ability in Descriptive Text for Tenth-Grade Students at SMAN 2 Metro.

Table 5 presents the result of Independent Sample T test in testing second hypothesis.

Table 5. The Result of Independent Sample T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	11.062	.001	13.777	70	.000	21.194	1.538	18.126	24.263
	Equal variances not assumed			13.777	55.804	.000	21.194	1.538	18.112	24.276

Based on the table above, it can be explained that the significant value (2 tailed) is 0.000 is lower than error level. It means that the significant value is smaller than 0.05 (Sig < 0.05). It can be concluded that the second hypothesis H_a^2 is accepted. There are significant differences where used of Animated Videos on Students Writing Ability in Descriptive Text for Tenth-Grade Students at SMAN 2 Metro.

This research proposes to determine whether the using of Animated Videos on Students Writing Ability in Descriptive Text for Tenth-Grade Students at SMAN 2 Metro. and to find out whether the using of Animated Videos has a significant differences toward Students Writing Ability in Descriptive Text for Tenth-Grade Students at SMAN 2 Metro. This research was carried out among tenth-grades students at SMAN 2 Metro in 2024/2025. These findings are discussed in relation to the research questions, previous research, theoretical review, and potential implication for educational practice.

There are two research questions in this study. The first research question is: (1) Is there any effectiveness of using animated videos toward students' writing ability in descriptive text at tenth-grade students of SMAN 2 Metro, according to the analysis of pre-test and post-test results from the experimental class, the students showed a significant improvement in writing ability after being taught using animated videos. The average score in the experimental class increased from 60.08 to 79.86, with an average gain of 19.78 points. Based on the result of the first hypothesis testing using SPSS (paired sample t-test), the significance (Sig.) value was 0.000, which is smaller than the error level of 0.05 ($0.000 < 0.05$). This result answers the first research question and confirms that there is a significant effect of using animated videos on students' writing ability in descriptive text at the tenth grade of SMAN 2 Metro. This finding supports the study of Setiyawan et al. (2020), which revealed that animated videos improve students' ability in writing descriptive texts by helping them better organize ideas, enrich vocabulary, and enhance motivation. Thus, it can be concluded that animated videos can effectively improve students' writing skills. The second research question is: (2) Is there any significant difference in students' writing ability between those who are taught using animated videos and those who are not, according to the post-test results, the experimental class had a much higher mean score (79.86) compared to the control class (67.75). The result of the second hypothesis testing using SPSS

(independent sample t-test) showed a significance (Sig.) value of 0.000, which is also smaller than 0.05 ($0.000 < 0.05$). Therefore, H_a is accepted, which means that there is a significant difference in students' writing ability between the experimental and control classes. This result supports previous research conducted by Tussoleha (2022), who found that the use of animated short films significantly helped students understand descriptive structure and improved their descriptive writing performance. It can be concluded that animated videos are not only effective but also produce significantly better results than conventional teaching methods in improving students' descriptive writing ability.

This research supports and strengthens the findings of previous studies, especially those focused on the use of multimedia, particularly animated videos, in teaching writing. While some previous studies applied animation in general writing contexts or narrative texts, this research focused specifically on descriptive texts at the senior high school level, using themed animated videos from The Fable Cottage YouTube channel. The result showed that the use of animated videos could improve and had a significant influence on the descriptive writing skills of tenth-grade students at SMAN 2 Metro.

The results of this research have several implications for educational practice, particularly in teaching writing. First, animated videos help students to better visualize and structure their descriptive ideas. Second, they provide an engaging and enjoyable learning atmosphere that increases student motivation. Third, animated videos enrich students' vocabulary and help them understand descriptive language more effectively. Fourth, they assist teachers in presenting material more clearly and interestingly. Lastly, animated videos serve as an effective tool to bridge the gap between abstract concepts and real-world descriptions, making the writing process more concrete and meaningful for students.

CONCLUSION AND SUGGESTION

The use of animated videos can be an effective tool for improving students' ability in writing descriptive texts. The results showed that the experimental class had a greater average increase than the control class. In the experimental class, the average score of the pre-test was 60.08, and the average score of the post-test was 79.86, with an average difference of 19.78. Meanwhile, in the control class, the average score of the pre-test was 61.64, and the average score of the post-test was 67.75, with an average difference of 6.11. It can be concluded that

the average difference in the experimental class is greater than the average difference in the control class ($19.78 > 6.11$), indicating the positive effect of using animated videos. The result of the first hypothesis testing using SPSS (paired sample t-test in the experimental class) showed a significance (Sig.) value of 0.000. Since the Sig. value is smaller than the error level of 0.05 ($0.000 < 0.05$), the result of hypothesis testing accepts H_a , which means that there is an effect of using animated videos on students' writing ability in descriptive text at the tenth grade of SMAN 2 Metro. The result of the second hypothesis testing using SPSS (independent sample t-test between experimental and control classes) also showed a significance (Sig.) value of 0.000. Because the Sig. value is smaller than the error level of 0.05 ($0.000 < 0.05$), the result of the hypothesis testing again accepts H_a , which means that there is a significant difference in writing ability between students who were taught using animated videos and those who were not. Thus, it can be concluded that animated videos are significantly effective in improving students' ability to write descriptive texts.

For English teachers, it is highly recommended to incorporate animated videos into classroom instruction, especially when teaching descriptive text. The use of visual and contextualized media not only increases student engagement but also supports the development of vocabulary and the structure of ideas. Teachers should select or adapt animated videos that are appropriate for the students' level and aligned with the learning goals. For students, animated videos can serve as a valuable tool to better visualize and structure their writing, making it easier to generate descriptive details and stay motivated throughout the writing process. Students are encouraged to take an active role in multimedia-assisted learning activities to maximize their improvement. Lastly, for future researchers, this study opens opportunities to investigate the impact of animated videos in different genres of writing (such as narrative or procedure texts), to explore their long-term effects on writing development, or to examine their role in fostering other language skills like speaking or reading comprehension using either quantitative or mixed methods.

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