THE USE OF ANIMATED SHORT FILM AS MEDIA FOR TEACHING ENGLISH TO OPTIMIZE STUDENTS WRITING SKILLS
(A Classroom Action Research at Tenth Grade of MAN 1 Surakarta in 2023/2024 Academic Year)

Trianni Dewi Saraswati[1,]
Luqman Al Hakim[2,]
English Education Department, Universitas Slamet Riyadi Surakarta,
Email :triannnisaraswati@gmail.com

Abstract: This research aimed to: (1) describe the implementation of animated short films in teaching narrative writing at the tenth grade of MAN 1 Surakarta in the 2023/2024 academic year, and (2) identify whether the use of animated short films improves students' logical sequence of ideas in writing narrative texts. The study employed Classroom Action Research, conducted in two cycles during the August 2023/2024 academic year with the participation of XE4 students. Data collection methods included tests, observations, interviews, questionnaires, and documentation. Data analysis utilized both qualitative (Miles and Huberman's model) and quantitative (mean scores) methods. The results revealed that animated short films significantly enhanced students' logical sequencing in narrative writing. The students' average scores improved from 62 in the pre-test to 74 in post-test 1, and 77 in post-test 2. Thus, animated short films effectively improved students' narrative writing skills, particularly in organizing logical story sequences.
Keywords: Writing Skills, Animated Short Films, Classroom Action Research.

Abstrak: Penelitian ini bertujuan untuk: (1) menggambarkan penerapan film pendek animasi dalam pengajaran menulis teks naratif pada siswa kelas sepuluh MAN 1 Surakarta pada tahun ajaran 2023/2024, dan (2) mengidentifikasi apakah penggunaan film pendek animasi meningkatkan urutan logis ide siswa dalam menulis teks naratif. Penelitian ini menggunakan Metode Penelitian Tindakan Kelas yang dilaksanakan dalam dua siklus pada Agustus tahun ajaran 2023/2024 dengan melibatkan siswa kelas XE4. Metode pengumpulan data meliputi tes, observasi, wawancara, angket, dan dokumentasi. Analisis data menggunakan metode kualitatif (model Miles dan Huberman) serta kuantitatif (rata-rata nilai). Hasil penelitian menunjukkan bahwa media film pendek animasi secara signifikan meningkatkan kemampuan siswa dalam menyusun urutan logis dalam menulis teks naratif. Rata-rata nilai siswa meningkat dari 62 pada pre-test menjadi 74 pada post-test 1, dan 77 pada post-test 2. Oleh karena itu, film pendek animasi efektif dalam meningkatkan keterampilan menulis naratif siswa, terutama dalam mengorganisasikan urutan cerita secara logis.
Kata kunci: Keterampilan Menulis, Media Film Pendek Animasi, Penelitian Tindakan Kelas.

INTRODUCTION

Teaching English as a Foreign Language (TEFL) has traditionally followed a monolingual approach, where the target language is treated as the standard, and learners are expected to achieve near-native proficiency (Cenoz & Gorter, 2019). TEFL involves teaching English to students whose first language is not English, and in Indonesia, English is a mandatory subject in high school, playing a crucial role in international communication and business, despite Indonesia not being a former British colony (Lauder, 2008). The Indonesian curriculum emphasizes writing skills across various text genres, including narrative, which is a significant component of high school education (Faisal, Mulya, & Syamsul, 2017).

However, previous studies and classroom observations indicate several challenges in teaching narrative writing in Indonesia. Students often struggle with a lack of interest in writing, limited vocabulary, difficulty generating ideas, and uncertainty on how to start their writing. Teachers also face challenges in maximizing their approaches and media use, while schools often lack adequate learning facilities such as functioning projectors and stable internet connections. Despite the availability of learning tools, the potential of media like animated films remains underutilized in the classroom.

Previous research has indicated that animated short films can effectively enhance students' learning engagement by placing language in real-world contexts, thus encouraging active participation in writing (Sajana, 2018). Animated films provide both visual and auditory stimuli, which can help students better understand and organize their ideas in writing (Fitriana, 2018). Studies also highlight the positive impact of animated media on improving the overall quality of teaching and learning outcomes (Aguina, 2003). However, there is a lack of research specifically focusing on how animated films can improve students' logical sequence of ideas in narrative writing, particularly in Indonesian educational contexts.

The novelty of this study lies in its exploration of animated short films as a tool to enhance students' narrative writing skills, focusing on the logical sequencing of ideas—an area that remains insufficiently explored in the current literature. The study aims to fill this gap by investigating the effectiveness of animated short films in improving students' writing skills, particularly in organizing coherent and logical narratives.

The objective of this study is to determine whether the use of animated short films improves students' logical sequencing of ideas in narrative writing, while also addressing the aforementioned gaps in student engagement, teacher approaches, and media utilization in Indonesian TEFL classrooms.

Based on the identified and limited problems, the researcher formulates the following research questions:

1. Can the use of animated short films improve students' writing skills in narrative texts for the tenth-grade students at MAN 1 Surakarta during the 2023/2024 academic year?

2. How is the classroom environment affected when animated short films are used in teaching narrative writing to the tenth-grade students at MAN 1 Surakarta in the 2023/2024 academic year?

METHODS

Research Participants

The participants in this study were 36 students from class XE4 at MAN 1 Surakarta, consisting of 20 girls and 16 boys. The class was chosen because the students, at their age, are expected to have the ability to use English for written communication. These students were selected for their curiosity and interest in innovative learning media, making them suitable for testing new instructional methods beyond traditional textbooks. This study's methodology follows established classroom action research procedures, which can be referenced in previous studies for replication purposes.

Data Collection Method

Data collection involved several techniques: Essay writing tests were used to evaluate students' narrative writing skills before and after the intervention, assessing improvements from using animated films. Structured observations provided insights into students' behavior and the effectiveness of the teaching methods. Additionally, photographs and videos documented the study, enhancing the credibility of the findings. Questionnaires collected data on students' motivation and responses to the animated films, based on the CAC model by Schiffman & Kanuk (2000) and adapted from Pratama & Karisti (2018).

Data Analysis

In analyzing the data, the researcher utilized both qualitative and quantitative methods. For qualitative data, which describes characteristics and qualities, the analysis followed Jaya's (2021) framework involving data reduction, data display, and conclusion drawing. This approach is also known as data triangulation, as outlined by Miles & Huberman (1994). On the other hand, quantitative data analysis focused on test scores. The average scores from pre-tests and post-tests for each cycle were calculated using a formula proposed by Arikunto et al. (2020: 150). By comparing these mean scores across cycles, the researcher assessed whether there was an improvement in the students' writing skills.

RESULTS AND DISCUSSION

This study employed an action research approach with the aim of increasing the activity and learning outcomes of students at MAN 1 Surakarta. It was conducted in two cycles, each consisting of planning, action, observation, and reflection. The first cycle included three meetings, while the second cycle consisted of two meetings. Student test results were collected through tests administered at the beginning of the study and at the end of each cycle. Data were also gathered from observations of the learning activities. According to the description above, the data revealed the condition

of the study subjects. This condition was assessed after the researcher conducted a pre-test on Thursday, August 6, at 07:00 a.m. This meeting served as a pre-test before the intervention was administered. The first meeting began with greetings, checking students' attendance, and inquiring about their condition. The main activity was the administration of a pre-test where students were asked to write a narrative text. The pre-test results indicated that most students faced difficulties in writing in English, as evidenced by the results below:

INDICATOR	SCORE	EXPLANATION
Content (30)	15	Failed
Organization (20)	15	Failed
Grammar (25)	14	Failed
Vocabulary (20)	12	Failed
Mechanics (5)	2	Failed
Mean	**62**	**Failed**

Figure 1 students score of pre-test

The result showed the scores for each of the indicators of writing were still low and failed because Minimum Completeness Criteria / (KKM) in MAN 1 Surakarta is 75. Based on the explanation above it can be assumed that a lot of students did not pass the test.

The implementation of animated as a media of teaching English can improve the student's writing skill at tenth grades of MAN 1 Surakarta in the 2023/2024 academic year.

The implementation of animated short films as a teaching medium significantly improved the writing skills of tenth-grade students at MAN 1 Surakarta for the 2023/2024 academic year. Initially, the mean score for the students' pre-test was 62, indicating that most students did not meet the minimum completeness criteria (75), with only 2 out of 36 students (6.5%) passing. However, the mean scores increased to 74 in post-test 1 and 77 in post-test 2. This improvement supports the hypothesis that using animated short films enhances students' writing skills.

The findings address key issues identified in the initial problem statement, such as students' difficulties in formulating ideas and starting narrative texts. The use of animated short films enabled students to explore and organize ideas more effectively, resulting in better narrative text creation. Overall, the research concludes that animated short films are an effective tool for improving students' writing skills in narrative texts, as evidenced by the progress observed in pre-test and post-test scores across the cycles.

Indicator	Pre-Test	Post-Test 1	Post-Test 2	Explanation
Content (30)	15	22	23	Improve
Organization(20)	15	16	16	Improve
Grammar (25)	14	17	18	Improve
Vocabulary (20)	12	13	15	Improve
Mechanics (5)	2	3	4	Improve
Mean	62	74	77	improve

Figure 2 result of pre-test, post-test1,post-test2

The results showed that in Cycle 1, the class average score improved from 62 in the pre-test to 74 in Post-Test 1, an increase of 16 points. In Post-Test 1, 67% of students met the minimum completeness score. In Cycle 2, the average score further improved to 77, with 74% of students meeting the minimum score. This improvement is attributed to the use of animated short films as a teaching medium, demonstrating that such media can effectively enhance students' narrative writing skills.

The class condition when the use of animated short film as a media in teaching English is implemented at tenth grades of MAN 1 Surakarta in the 2023/2024 academic year.

The researcher analyzed questionnaire results and observed students' conditions during the implementation of animated short films to enhance their writing skills.

1. Observation Data
   a. Pre Test

No	Class Condition	Yes	No	Explanation
1	The students show enthusiasm during the teaching-learning process		√	
2	The students like media animated short film		√	
3	The teacher has good time management		√	
4	The teacher manages the class well	√		
5	The teachers' instructions are clear	√		

Figure 3 The Observation of Students' Condition in Pre-Test

According to observations during the pre-test, students showed a lack of enthusiasm for the teaching and learning process. They struggled with learning and practicing their writing skills, appeared bored during lessons, and were reluctant to come forward when asked to present their narrative texts. At this stage, animated short films had not yet been implemented.

b. Post-Test

No	Class Condition	Yes	No	Explanation
1	The students show enthusiasm during the teaching-learning process	√		
2	The students like media animated short film	√		
3	The teacher has good time management	√		
4	The teacher manages the class well	√		
5	The teachers' instructions are clear	√		

Figure 4 The Observation of Students' Condition in Post-Test

Based on observations during the post-test, students demonstrated increased enthusiasm for the teaching and learning activities. They showed interest and engagement with the animated short film media provided by the teacher. Students were more focused on the material, actively practiced their writing skills, and appeared more confident compared to the pre-test. These observations indicate that the use of animated short films had a positive impact on students' conditions during the teaching and learning process, proving that this media is suitable and engaging for teaching English, especially in improving writing skills.

2. Questionnaire

The researcher also utilized a questionnaire to confirm that animated short films positively impacted students' classroom conditions. The questionnaire, distributed via Google Forms and completed on mobile phones, involved 36 students from tenth grade E4 at MAN 1 Surakarta. The findings from both the questionnaire and observations revealed positive effects on various aspects: cognitive, affective, and conative. The results for these aspects are outlined below:

Figure 5 diagram Students Cognitive Aspect Questions

Based on the cognitive questions the students answered 66,7% of students agreed animated is an interesting way to learn English, in the second question 50% of students agreed animated short film was an appropriate media to learn english , in the third question 50% of students agreed that animated short film is an effective way to practice writing skills, 100% 0f students agree learning english using animated short film can improve idea in writing. According to the questionnaire results the researcher concluded that video animated short film was gave positive benefits to the students cognitive aspect.
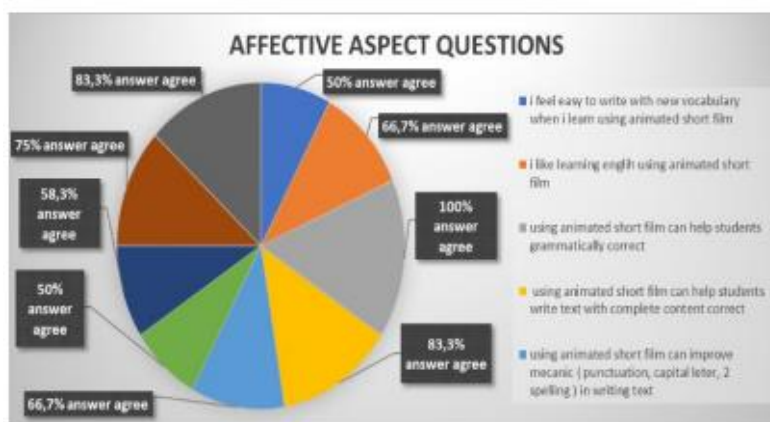

Figure 6 diagram Students Affective Aspect Questions

Based on the students' responses to affective aspect questions, the findings are as follows: 50% of students found it easier to use new vocabulary with animated short films, and 66.7% enjoyed learning English this way. All students agreed that animated short films aid in grammatical accuracy. Additionally, 83.3% believed these films help in writing complete and correct texts, and 66.7% felt they improve writing mechanics like punctuation and spelling. Moreover, 50% liked writing narratives from start to finish after watching, 58.3% appreciated learning new vocabulary, and 75% understood English writing structure better. Finally, 83.3% felt they

knew how to write correctly after using animated short films. Overall, students agreed that animated short films positively impact their affective learning aspects.
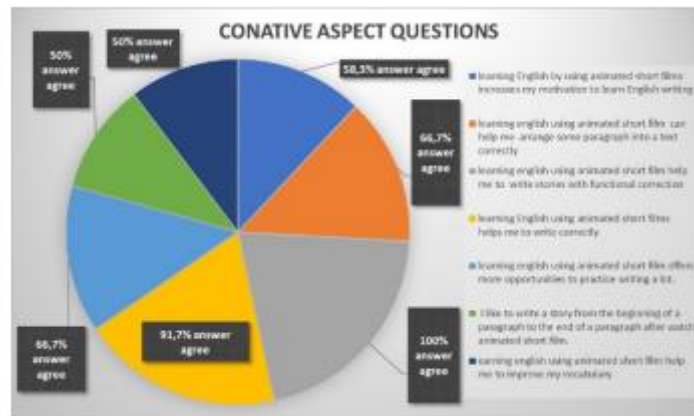

Figure 7 diagram Students Conative Aspect Questions

Based on the conative aspects, 58.3% of students agreed that animated short films increased their confidence and motivation to learn English. Additionally, 66.7% felt that these films helped in organizing paragraphs correctly, while 100% agreed they aided in writing stories with functional corrections. The films were also found to help 91.7% of students write correctly and offer 66.7% more opportunities for practice. Half of the students enjoyed writing stories from start to finish after watching the films, and 50% believed the films helped improve their vocabulary.

Overall, the animated short films positively impacted teaching and learning, particularly in writing skills, by providing ample practice opportunities and encouraging creativity. Observations also showed improvements such as increased student attention, active participation, a more interactive class environment, and greater student confidence in using English.

DISCUSSIONS

1. *The implementation of animated as a media of teaching English can improve the student's writing skill at tenth grades of MAN 1 Surakarta in the 2023/2024 academic year.*

   In this study, success was measured by the percentage of students achieving a minimum score of 75. In Cycle 1, only 6.5% of students met this score on the pre-test, but 67% did so on post-test 1, which was still below the success criteria. In Cycle 2, 74% of students reached the minimum score, indicating that success criteria were met. Thus, the study was considered successful by Cycle 2.

   Questionnaire results showed positive feedback from students regarding the use of animated short films for teaching narrative text. According to Ismaili

(2019), videos and films enhance language learning by providing engaging and contextual clues, while Gildea et al. (2018) noted that videos improve sentence production and vocabulary acquisition.

Overall, using animated short films was effective in improving the logical sequence of ideas in writing narrative texts for Class XE4 at MAN 1 Surakarta. It is recommended that teachers use animated short films as a learning media in the classroom.

2. *The class condition when the use of animated short film as a media in teaching English is implemented at tenth grades of MAN 1 Surakarta in the 2023/2024 academic year.*

In this section, the researcher interprets the findings related to the implementation of animated short films and their impact on improving students' ability to write logical sequences of ideas in narrative texts. Observations and questionnaire results show that using animated short films helped students think more creatively about storylines and improved their writing skills. The English teacher at MAN 1 Surakarta noted that animated short films are effective for teaching narrative writing, as they engage students and make efficient use of time and effort.

Learning media, such as animated short films, can assist teachers by conveying messages, stimulating students' thoughts and attention, and enhancing the teaching and learning process. According to Suryani (in Amanullah, 2020), effective learning media helps in delivering content and maintaining student engagement. Heinich et al. (2020) support this by noting that media facilitate communication and can make classes more interesting.

Overall, the use of animated short films was found to be a valuable tool for making the classroom environment more engaging and improving students' writing skills.

CONCLUSIONS

Based on the findings and discussions in the previous chapter, the researcher has reached the following conclusions:

1. The use of animated short films to improve students' writing skills was effective. The students' scores showed notable improvement from the pre-test to post-test 2. Specifically, in Cycle 1, the average score rose from 62 in the pre-test to 74 in post-test 1. In Cycle 2, this average increased further from 74 to 77. This indicates that the use of animated short films successfully helped students surpass the minimum standard scores.

2. Animated short films as an educational tool significantly enhanced students' skills in writing narrative texts, particularly in organizing ideas logically. This is evidenced by the consistent increase in students' scores

from the pre-test to post-test II, with scores improving from 62 to 74 in Cycle 1 and from 74 to 77 in Cycle 2.

REFERENCES

Amanullah, M. A. (2020). Pengembangan Media Pembelajaran Flipbook Digital Guna Menunjang Proses Pembelajaran Di Era Revolusi Industri 4.0. Jurnal Dimensi Pendidikan Dan Pembelajaran, 8(1), 37.

Arikunto, S. (2020). Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipt.

Cenoz, J. & Gorter, D. (2019). Towards a holistic approach in the study of multilingual education. In J. Cenoz & D. Gorter (Eds.), Multilingual education: Between language learning and translanguaging. Cambridge University Press

Heinich, R., et. al. 2002. Instructional Media and Technologies for Learning. New Jersey: Prentice Hall, Englewood Cliffs.

Ismail Nurdin, dan Hartati, Sri. (2019). Metodologi Penelitian sosial. Surabaya : Media Sahabat Cendikia

Miles, M. B., & A, M. H. (1994). An Expanded Sourcebook: Qualitative Data Analysis. London: Sage Publications.

Schiffman, Leon dan Leslie Lazar Kanuk. 2000. Perilaku Konsumen. Edisi ke Tujuh. Jakarta: PT. Indeks.

Suryani, N. (2018). Media Pembelajaran Inovatif dan Pengembangannya. Remaja Rosdakarya.