

ENHANCING NARRATIVE WRITING SKILLS THROUGH ANIMATION VIDEOS IN THE EFL CLASSROOM

Zein Tahwiana^{*1}, Regina Regina², Eka Fajar Rahmani³, Yohanes Gatot Sutapa Yuliana⁴, Wardah Wardah⁵

^{1,2,3,4}, English Education Study Program, Universitas Tanjungpura, Pontianak, Indonesia

* Corresponding Author: zeintahwiana0302@student.untan.ac.id

ARTICLE INFO

Article history:

Received : Sep 19, 2024

Revised : Feb 28, 2025

Accepted : Apr 28, 2025

Available online : May 31, 2025

Keywords:

Animation Video, Teaching English, Narrative Text Writing

ABSTRACT

This study examined the use of animation videos to teach narrative text writing to SMP Negeri 21 Pontianak eighth-grade students. The study used the 8B class of SMP Negeri 21 Pontianak as the research sample, consisting of 35 students taken from cluster random sampling from a population of 209 students. This pre-experimental study also used a group pre-test and post-test design, consisting of three procedures: pre-test, treatment, and post-test. This study was conducted in two treatments for 120 minutes per meeting by using animation videos to teach narrative text. Two methods were used in the treatment: the first was a full viewing, in which learners watched the entire video without pausing to learn about the plot, characters, and moral lessons. The second method is freeze with text, in which the teacher paused the video and explained each of the generic structures and language features in the narrative text based on the video scenes. The data were gathered through a narrative writing test for the pre-test and post-test, and as for the assessment, a rubric consisting of content, organization, vocabulary, grammar, and mechanics. The finding revealed that animation videos effectively taught students narrative text writing skills. The t-test result was higher than the t-table ($10.90 > 1.691$), indicating the effectiveness. The effect size was also categorized as a "very strong effect" with a calculation value of 1.74. These findings imply that animation videos can be used as media support to teach narrative text writing to students, especially those at SMP Negeri 21 Pontianak.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.

Copyright © 2025 by Author. Published by Universitas Bina Bangsa Getsempena



INTRODUCTION

In this era, teaching using technology media can support students in learning, especially in receiving and processing the material provided by teachers. Moreover, using technology media is beneficial in teaching writing because writing is related to the types of text, so teachers need a suitable medium to support students in learning writing, especially in understanding the text's generic structures and language features. For instance, to teach students narrative text writing, the media should cover their

requirements for a better understanding of the text, a medium that can give them a written example with an illustrated story of the text.

In an academic environment, writing is a skill that influences their future academic success (Rosdiana, 2019). Writing is a productive skill through the written form to express feelings and opinions through sentences. Based on research done by Ariyanti and Fitriana (2017), writing is an action that involves ideas and imagination. Moreover, Ratnaningsih (2016) said writing is an individual's product and social action or effective communication through recorded text. In other words, writing is a crucial subject related to a social action through a text based on the writer's imagination to deliver an implicit message, which can be helpful in real life.

However, based on the pre-observation done by the researcher in class VIII B in SMPN 21 Pontianak on October 11th, 2023, it was found that the teacher frequently relied only on using textbooks to support teaching and learning activities, whether to explain or give material examples. During the teaching and learning activities, most of the students were bored and passive in the learning process, and only a few could follow the flow of the teacher's instructions. This caused problems for writing subjects where students had difficulty in finding ideas, were confused in organizing ideas, and did not understand how to use appropriate language features. This could happen because media-conventional has limitations; it tends to be boring and monotonous, and cannot provide students with a direct experience. Meanwhile, students need something realistic to connect them with real life (Rahmi, 2014).

Moreover, learning the writing subject by using textbooks is insufficient; they only present text without illustrations, which influences students to be less creative and have fewer ideas (Arini, 2017). Based on the previous studies addressed that the students needed more stimulation to raise their motivation to learn English writing. Therefore, the researcher tried to use animation videos media, which had never been used by previous researchers, called English Fairy Tales, on the YouTube channel to teach narrative text writing.

Following the syllabus of Kurikulum Merdeka for junior high school, eighth-grade students should learn narrative text. In the first semester, the eighth-grade students in SMPN 21 Pontianak learned narrative texts with the topic "Kindness Begins with Me," which contains stories about legends, fairy tales, and fables. Therefore, the researcher tried to use one of the technology media to teach narrative text writing, such as animation videos. This study aims to determine whether animation videos could support students'

learning of English narrative text writing. Many interesting animation videos on YouTube can be used as materials to teach students to learn narrative text.

According to Heinich et al. (2001), video animation is a film technique in which the filmmaker provides motion to motionless objects. Moreover, animation video, also called audio-visual media, which is a technology to combines pictures and sounds to increase the potential for deeper learning for students (Munadi, 2013). Animation videos consist of moving pictures, audio, and text (subtitle) packaged in one video that teachers often use to teach students in offline or online classes. Each aspect of animation videos can support students in learning material about narrative text. For instance, moving pictures in animation videos can show the sequence of events starting from the story's beginning, middle, and end, giving students ideas about how to write the generic structures of narrative text.

However, apart from having advantages, animated videos also have disadvantages in teaching. Based on research by Pratiwi et al. (2022) stated that there are several weaknesses in using animation videos to teach students. Firstly, if there is a lot of noise and activity around the area, the sound of the animation videos becomes unclear and challenging to hear for students. Then, preparing animation video media in the classroom takes a lot of time, and students can quickly get bored if the videos are too long.

This study tried to decrease the disadvantages of using animation videos in the classroom. The researcher added media support, such as a speaker, to guarantee that students could hear the sound and prepared the media before the teaching and learning activity to save time. The videos used in this study were "*The Tiger and the Buffaloes*" and "*The Lion and a Mouse*" from a YouTube channel called English Fairy Tales, which the exciting and attractive short stories that can be used as learning materials to stimulate students' learning and understanding of narrative text. Educating students using animation videos would give them a positive, fun atmosphere and confidence. As a result, students would not feel bored, but they would be excited to learn more.

Furthermore, some other studies have also found several benefits of using this media in teaching English to students. For example, two studies by Mfreke et al. (2020) and Silvani (2020) stated that animation videos can stimulate students' creativity and ideas in writing. The sounds and subtitles in animation videos could give examples of words and sentences related to language features in narrative text. Then, animation videos allowed students to show positive behavior while learning where they could feel

happy and enthusiastic and enjoy the learning process (Arini et al., 2017; Ginting et al., 2019; Satyawan & Yulia, 2018).

Thus, inspired by those previous studies, the researcher was willing to do pre-experimental research about teaching and learning writing narrative text by using animation videos. The researcher expected it to give students a complete depiction of the narrative story and a better understanding of narrative text writing. This study used animation videos to teach the eighth-grade students in SMP Negeri 21 Pontianak about narrative text. Specifically, the narrative text's type or theme was a fable, as mentioned in the syllabus.

This research chose Fables as material because the animation videos about fables were shorter and more straightforward than legends or fairy tales. According to Pratiwi et al. (2022), using long animation videos will only get students bored in the learning process. Therefore, the fable was a suitable theme for teaching students about narrative text to avoid students experiencing boredom during the learning process. Moreover, this research used the latest variables and resources following the latest national curriculum set by the Ministry of Education, namely the Kurikulum Merdeka, which has been used since 2022.

Inappropriate use of media causes students to have difficulty understanding important things in writing narrative texts, such as difficulty finding and organizing ideas, also using appropriate language features. In addition, this pre-experimental study focused on how effective animation videos to teaching narrative text writing related content, organization, and grammar by using a group pre-test and post-test design to gather data through a narrative writing test. This study chose videos based on a syllabus called Fable (animal stories), which provided interesting visuals that can grab students' attention and easy for students to understand narrative text through the video stories.

RESEARCH METHODOLOGY

This research is a quantitative study with pre-experimental design aimed to measure and compare the results of students' narrative writing ability using new animation video media in pre-test and post-test.

Random sampling was used as the sampling technique for this experimental research, which aims to determine a specific number of students in a cluster or group (Cohen et al., 2018). Through cluster sampling, the spinner application used to maintain

fairness to all clusters. It was found one out of six eighth-grade classes (the VIII B class) was chosen with total of sample 35 students.

To gather the data, this research applied a narrative writing test to measure students' writing ability. The test involved writing a narrative text by describing a sequence of pictures titled "*The Ugly Duckling*" using their own words into a complete narrative text. The test was divided into two sections: the pre-test before treatment and the post-test after treatment.

This study also did an observation through the process of the treatment to find out attitude changes related to their behavior, feelings, and class atmosphere. The treatment section was divided into two meetings. Each meeting took 120 minutes following school hours. The treatment used meeting by using animation videos to teach narrative text. The treatment used two methods from Irdawati et al. (2016) called full viewing, in which learners watched the entire video without pausing to learn about the plot, characters, and moral lessons. Next, freeze frame with text, in which the teacher paused the video and explained each of the generic structures and language features in the narrative text based on the video scenes. The data in the first meeting, the researcher taught students using an animation video called "*The Buffaloes and a Tiger*" that focused on social function, generic structures, and language features of narrative text. In the second meeting, students were taught using an animation video called "*The Lion and a Mouse*" which focused on language features, generic structures, and the steps of writing narrative text.

Validity

The test to measure students' skills of narrative text writing should be valid. Validity refers to the development of solid evidence supporting the interpretation of test results regarding the idea or constructs the test is supposed to assess (Creswell, 2015). This research used content validity to show that the test comprehensively covered the objectives of the test. The specification of the narrative text writing test where students must write five generic structures such as orientation, complication, climax, resolution, and re-orientation using language features (Using simple past tense/past continuous tense; Specific characters; Adverbs of time; Time conjunctions; Adjectives; Action verbs.) correctly.

First, in the orientation, students write one or three sentences related to the introduction part about characters, setting, place, and time and describe the characters' appearance and traits. Second, in the complication part, students write one or three

sentences related to the beginning of the problem from the story and describe the characters' feelings. Third, in the climax, students must write two or four sentences about the characters' actions after the problem arose and describe their emotions during the events. Fourth, students were required to write one or two sentences about the story's ending, whether happy or bad, and describe the characters' feelings at the end. Last, students must write one sentence of moral lessons from the story.

Data Analysis

In this study, the researcher used a quantitative technique to analyze data. Quantitative data analysis involves using statistics associated with numerical data that can be sorted, classified, and measured (MacDonald & Headlam, 2014). In the first step, the researcher assessed the data of writing tests based on several factors, such as content, organization, vocabulary, language use, and mechanics. These factors were adapted into a tool to determine students' scores as a rubric based on Wardana et al. (2022).

Students' pre-test and post-test raw numeric data were calculated into mean scores by using the formula from Van Blerkom (2017). Then, the t-test formula based on Ary et al. (2010) and calculated hypothesis testing was used where H_a would be approved while H_0 would be refused if $t\text{-test} > t\text{-table}$ and vice versa to find out the effective was animation videos as a media to teach students narrative text writing. Lastly, to find out the effect size of using animation videos in teaching and learning narrative text writing, the formula of the effect size from Burns (2000) was used as concrete evidence. This method is used to determine how the data collection value differs (Creswell & Creswell, 2022).

RESULTS AND DISCUSSION

Results

After carrying out the pre-test, the treatment was conducted twice. In the first stage of the first and second treatments, the teacher asked students about knowledge related to narrative text and the types of stories that they were familiar with. Then, it was found that most students needed to familiarize themselves with the definition and types of narrative text in the first treatment. Meanwhile, in the second treatment, the students already understood the definition of narrative text, and they could mention some examples of fable stories such as *"Mousedeer and Crocodile"*, *"The Rabbit and the Turtle"*, and *"The Camel and the Jackals"*.

To find out the improvement in some components in writing before and after using animation videos, this study calculated the mean scores. In the pre-test, the students wrote a narrative text about "The Ugly Duckling". Then, the result of the pre-test was assessed concerning content, organization, vocabulary, language use, and mechanics of the writings. After computing the score of the pre-test, the researcher calculated the mean score of the pre-test, the result was 51.57.

After that, the treatment was conducted twice. Each treatment took 120 minutes and used three teaching techniques of previewing, viewing, and post-viewing. During the first treatment, the teacher focused on teaching social function, generic structures, language features, or characters' traits, actions, and behaviour in a narrative text using an animation video called "The Buffaloes and the Tiger". Then, the second treatment was focused on teaching generic structures, language features, and the steps to write narrative text using an animation video called "The Lion and the Mouse".

Then, the post-test was conducted after the implementation of the treatment. In the post-test, the test was the same as the pre-test which students wrote a narrative text about "The Ugly Duckling". The students' writings from the post-test were also assessed. After computing the score of post-test, the researcher calculated the mean score of post-test. Then, it was obtained the mean value of post-test was 77.42.

After the mean score of both tests, pre-test and post-test, was calculated, the calculation continued with the different scores. As a result, the value of the mean difference was 25.85. The formula that the researcher used is as follows:

$$\bar{D} = M_2 - M_1 = 77.42 - 51.57 = \mathbf{25.85}$$


After determining the different scores, the researcher continued calculating the t-value to determine the answer to the first research question, or the effectiveness of using animation videos in teaching students writing skills in narrative texts. Then, the t-test score in this research is 10.90. The calculation of the t-test can be seen below.

$$t = \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}} = \frac{25.85}{\sqrt{\frac{30125 - \frac{(905)^2}{35}}{35(35-1)}}} t = \mathbf{10.90}$$

This research used t-table distribution with a significant level at 0.05%, it was found that the degree of freedom in this research was 34. Based on the t-table distribution,

because the degrees of freedom were 34, the t-table value is 3.601 at 0.05%. The result can be seen in Figure 2 below, about the t-table distribution.

Critical Values for Student's *t*-Distribution.



df	Upper Tail Probability: $Pr(T > t)$									
	0.2	0.1	0.05	0.04	0.03	0.025	0.02	0.01	0.005	0.0005
11	0.876	1.363	1.796	1.928	2.096	2.201	2.328	2.718	3.106	4.437
12	0.873	1.356	1.782	1.912	2.076	2.179	2.303	2.681	3.055	4.318
13	0.870	1.350	1.771	1.899	2.060	2.160	2.282	2.650	3.012	4.221
14	0.868	1.345	1.761	1.887	2.046	2.145	2.264	2.624	2.977	4.140
15	0.866	1.341	1.753	1.878	2.034	2.131	2.249	2.602	2.947	4.073
16	0.865	1.337	1.746	1.869	2.024	2.120	2.235	2.583	2.921	4.015
17	0.863	1.333	1.740	1.862	2.015	2.110	2.224	2.567	2.898	3.965
18	0.862	1.330	1.734	1.855	2.007	2.101	2.214	2.552	2.878	3.922
19	0.861	1.328	1.729	1.850	2.000	2.093	2.205	2.539	2.861	3.883
20	0.860	1.325	1.725	1.844	1.994	2.086	2.197	2.528	2.845	3.850
21	0.859	1.323	1.721	1.840	1.988	2.080	2.189	2.518	2.831	3.819
22	0.858	1.321	1.717	1.835	1.983	2.074	2.183	2.508	2.819	3.792
23	0.858	1.319	1.714	1.832	1.978	2.069	2.177	2.500	2.807	3.768
24	0.857	1.318	1.711	1.828	1.974	2.064	2.172	2.492	2.797	3.745
25	0.856	1.316	1.708	1.825	1.970	2.060	2.167	2.485	2.787	3.725
26	0.856	1.315	1.706	1.822	1.967	2.056	2.162	2.479	2.779	3.707
27	0.855	1.314	1.703	1.819	1.963	2.052	2.158	2.473	2.771	3.690
28	0.855	1.313	1.701	1.817	1.960	2.048	2.154	2.467	2.763	3.674
29	0.854	1.311	1.699	1.814	1.957	2.045	2.150	2.462	2.756	3.659
30	0.854	1.310	1.697	1.812	1.955	2.042	2.147	2.457	2.750	3.646
31	0.853	1.309	1.696	1.810	1.952	2.040	2.144	2.453	2.744	3.633
32	0.853	1.309	1.694	1.808	1.950	2.037	2.141	2.449	2.738	3.622
33	0.853	1.308	1.692	1.806	1.948	2.035	2.138	2.445	2.733	3.611
34	0.852	1.307	1.691	1.805	1.946	2.032	2.136	2.441	2.728	3.601
35	0.852	1.306	1.690	1.803	1.944	2.030	2.133	2.438	2.724	3.591

Figure 1. T-Table Distribution

This research used one tailed t-test which only focuses on the one side of the curve. Then, because the result showed positive (+), it meant that the testing was carried out on the right side. Thus, the result showed that the t-value was higher than the t-table ($10.90 > 1.691$). Therefore, the null hypothesis (H_0) was rejected, meanwhile the alternative hypothesis (H_a) was accepted. It proved that using animation videos to teach students writing skills in narrative text was effective.

After obtaining the t-test, the effect size was calculated using the formula by Burns (2000) to determine the significance of effectiveness between the pre-test and post-test after giving the treatment by using an animation video, and find out the answer to the second research question. Hence, it was found that the effect size was 1.74. The calculation of the effect size can be seen below:

$$ES = t \sqrt{\frac{1}{n}} = 10.90 \sqrt{\frac{1}{35}} = 1.74$$

According to Muijs (2022), by classification criteria of effect size, the result of effect size is higher than 0.8, which is ($1.74 > 0.8$), and it can be considered to have a "very strong" effect. Then, the researcher concluded that using animation videos had very strong effect on teaching writing skills in narrative text for students.

Discussion

According to the results above, the researcher found that using media to support teaching correlates with the students' learning process. This study found that using one of the technology media, like animation videos, as a support media affected the students' writing related to narrative text. Moreover, to prove the effectiveness of animation videos, this research used a writing test as an essay by describing pictures with the topic "The Ugly Duckling". Then, the result showed that the mean value of the post-test (77.42) was higher than the pre-test (51.57) after the treatment.

Furthermore, the researcher found significant changes in their writing components, such as content, organization, vocabulary, grammar, and mechanics. The result of their narrative text writing test can be seen in the figure below.

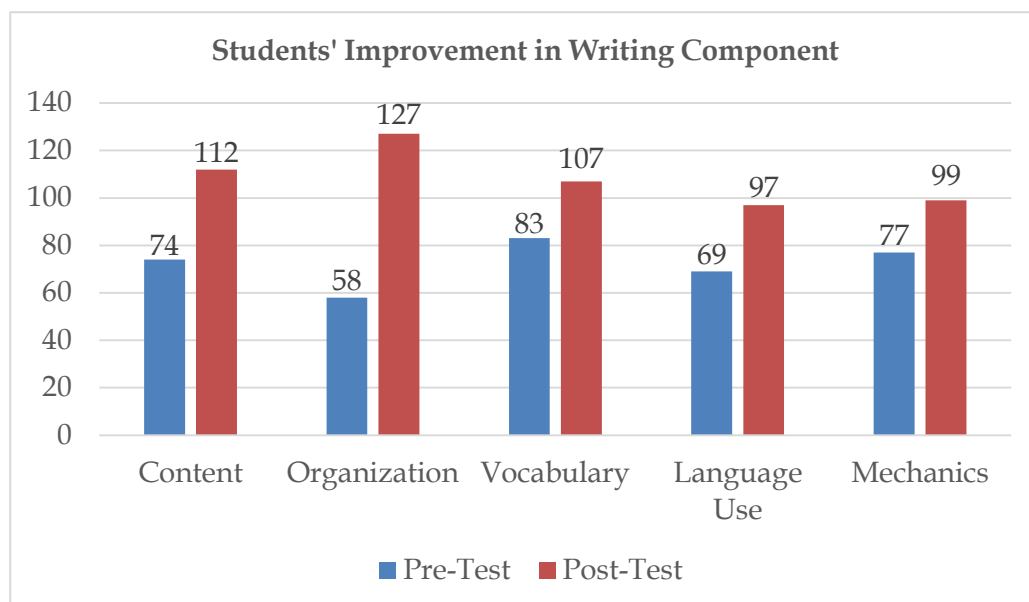


Figure 2. The students' improvement in writing component

The first finding was that the students' understanding and creativity of ideas or topics had increased (Mfreke et al., 2020). It showed that students could develop their ideas based on the pictures and connect them to an imaginative story. The result showed that the content score in the pre-test was 74 while the post-test was 112.

The second finding was that the students could better organize the story's events. According to Siregar (2021), one of the advantages of using animation videos is that students can better understand how to organize the events or generic structures of narrative stories. Then, the researcher found that students in the pre-test section only wrote a few generic structures without reorientation or moral lessons.

In addition, in the post-test after treatment, the teacher taught them steps to write the narrative text for each generic structure. This aligns with previous finding that students correctly understood each generic structure of narrative text, and almost all wrote complete structures. Not only that, they even wrote a moral message that could be learned from the story they wrote. This finding can be seen in the score comparisons related to the organization, where the post-test organization score is higher than the pre-test (127>58).

The third finding was that the use of vocabulary in their writing was better and more varied. As stated by Siregar (2021), using animation video as a medium to support students' learning English would improve their vocabulary. In the result, students used a lot of vocabulary variation and could choose suitable words in the post-test, which proved that the vocabulary score critically developed from 83 to 107.

The last finding was that language use or grammar and mechanics in their writing were slightly better. Based on research by Arini et al. (2017), students could write a narrative story better with grammatically correct and used punctuation correctly. Then, the researcher found a significant change from 69 to 97 in their score writing related to using past tenses. Meanwhile, the mechanics, including spelling, capitalization, and punctuation, changed from 77 to 99. They could write pronouns, adverbs, adjectives, and verbs in the second form with correct spelling, capitalization, and punctuation.

Based on the four findings above compared to the previous research, which was the average significant changes in each component were 36%. It was found that using animation videos in teaching narrative text writing improved the creativity of ideas to write a story; this phenomenon happened because the students could imagine the story better, as stated by Ginting et al. (2019) and Silvani (2020).

Then, because the students' creativity had improved, they found it easier to write the story or arrange the story's events better. It also supported students' understanding of narrative text. This finding supported the statement by Arini et al. (2017), which said animation videos supported the students' needs in arranging the story's events because animation videos display the correct sequence of events.

Furthermore, the researcher found that the organization and content components experienced a significant increase. These components greatly affected the results of student writing. It happened because even though the vocabulary and grammar used by students were correct, if the writing is not well structured, it can confuse readers and make them unable to understand the writing.

Apart from changes in students' test results, the researcher also realized other changes in their behaviour when learning using video animation. Based on the researcher's observation of the process of treatment, it was found that students were more excited and active in learning narrative text writing using the animation video with familiar or popular stories. According to Silvani (2020), students had a high motivation in learning and share their ideas. This was proven by 75% of students being very active in giving opinions about characters in a story, for example, *"a mouse is naughty, the buffalo's friends were likely to tease others."*

Then, the result showed that during the learning process in the classroom, students were happy and enthusiastic following the session learning process (Satyawan & Yulia, 2018). Students could answer all of the questions related to narrative text, including content, generic structures, characteristics of main characters, and moral lessons from the researcher.

Furthermore, this research calculated the t-test using the formula by Ary et al. (2010), which proved that the use of animation video is more effective than only using textbooks for teaching students to write narrative text, which the t-value is higher than the t-table ($10.90 > 1.691$). Then, the researcher also calculated the significant effect of using animation video in teaching students to write narrative text. The effect size was calculated using the formula from Burns (2000), which affected students writing narrative text with a value of 1.74, which can have a powerful effect.

CONCLUSION AND SUGGESTIONS

Conclusion

According to the results and discussions above, before and after receiving treatment using animation videos, students' narrative text writing significantly changed. The students' scores showed that the post-test results were higher than the pre-test results. So, there was a significant improvement in writing scores related to narrative text. Moreover, using the right media selection, like short videos, familiar stories, and interesting visuals, for students affects their attention, behavior, and understanding in learning.

It also showed that students increased their motivation to learn English writing. The findings in the treatment process proved that the students were happy, and enjoyed the learning process. The students were active and enthusiastic to answer the researcher's questions; they could also give their opinions on the material. Therefore, the alternative

hypothesis (Ha) in this research is successful. Furthermore, because there was a big contrast between the pre-test and post-test scores, the effect size showed a very strong effect, which means using animation video in teaching eighth-grade students of SMP N 21 Pontianak in the academic year 2023/2024 was considered effective.

Suggestions

Based on the result, several suggestions were considered. Firstly, it is suggested that English teachers especially at SMP N 21 Pontianak should use other media as support to teach students related to the English language, especially animation videos. Because it could help students focus on the learning process and increase their understanding of the material, animation videos are more valuable than only depending on the textbook and teacher's explanation.

Next, it is suggested that teachers and students especially in SMP N 21 Pontianak could utilize the technology media in the digital era for teaching and learning, especially video learning available on YouTube that can support the understanding of material related to the English language. Lastly, the researcher recommends other researchers to continue this study about using animation video as a media tool in teaching English language. Especially in teaching other skills, for instance speaking, listening, reading or tenses.

REFERENCES

- Arini, R. S., Hafifah, G. N., & Mayasari, L. (2017). The effectiveness of using animated video to increase the students' ability in writing narrative text. *TELL: Teaching of English Language and Literature Journal*, 5(1), 36–42.
<http://dx.doi.org/10.30651/tell.v5i1.2126>
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education (8th ed.)*. Wadsworth: Cengage Learning.
- Burns, R. B. (2000). *Introduction to research methods*. Sage Publications.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education (8th ed.)*. Routledge.
- Creswell, J. W. (2015). *Educational research planning, conducting, and evaluating quantitative and qualitative research (5th ed.)*. Pearson.
- Creswell, J. W., & Creswell, J. D. (2022). *Research design qualitative, quantitative, and mixed methods approaches (6th ed.)*. Sage Publications.
- Ginting, K. L. V. B., Syafitri, D., Nehe, C. R. Y., Manullang, N. P., & Tarigan, S. N. (2019). Improving students' skill in writing narrative text through animation movie. *Linguistic, English Education and Art (LEEAA) Journal*, 3(1), 230–237.
<https://doi.org/10.31539/leea.v3i1.1000>

- Irdawati, R., Marbun, R., & Wardah. (2016). The effectiveness of using animated fable videos in teaching narrative text writing. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 5(3), 1-15. <http://dx.doi.org/10.26418/jppk.v5i3.14498>
- Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2001). *Instructional media and technologies for learning* (7th ed.). Pearson Education.
- MacDonald, S., & Headlam, N. (2014). *Research methods handbook, introductory guide to research methods for social research*. Centre for Local Economic Strategies.
- Mfreke, U. J., Ismail, S., & Isong, M. B. (2020). Teaching and learning with media technology. *International Journal of Innovation in Engineering Research and Technology (IJERT)*, 7(5), 236–300. <https://www.neliti.com>
- Muijs, D. (2022). *Doing quantitative research in education with IBM SPSS statistics*. SAGE Publications.
- Munadi, Y. (2013). *Media Pembelajaran*. Press Group
- Pratiwi, F., Suharsih, S., & Fargianti, Y. (2022). Students' perception of using animation video in teaching writing narrative text. *Journal of Linguistic, Literacy, and Pedagogy*, 1(1), 1-18.
- Rahmi, R. (2014). The used of multimedia in English language teaching. *Getsempena English Education Journal*, 1(2), 64-79. <https://doi.org/10.46244/geej.v1i2.677>
- Rosdiana. (2019). EFL students attitudes towards English academic writing. *Getsempena English Education Journal*, 6(1), 126-132. <https://doi.org/10.46244/geej.v6i1.870>
- Satyawan, Y. V., & Yulia, Y. (2018). The use of animation to teach English to junior high school students. *Journal of English Language and Language Teaching*, 2(2), 89–95. <https://doi.org/10.36597/jellt.v2i2.3277>
- Silvani, D. (2020). Learning through watching: Using animation movie to improve students' writing ability. *Journal of English Language Teaching and Linguistics*, 5(2), 233-247. [10.21462/jeltl.v5i2.418](https://doi.org/10.21462/jeltl.v5i2.418)
- Siregar, M. H. (2021). The utilization of animation video in narrative text writing class: An exploration of students' perceptions. *Jurnal Vision*, 1(2), 76-88. <http://dx.doi.org/10.30829/vis.v17i2.1154>
- Van Blerkom, M. L. (2017). *Measurement and statistics for teachers* (2nd ed.). Routledge.
- Wardana, A. K., Miftah, M. Z., & Mirza, A. A. (2022). Assessing students' writing ability in a narrative text. *PROJECT: Professional Journal of English Education*, 5(4), 766–771. <https://doi.org/https://doi.org/10.22460/project.v7i2>