

## The Effectiveness of Using Animation Clips in Teaching Writing

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**Abstract:** This study investigates whether there is significant difference between the students' writing score before and after being taught using animation clips. The design of this research is pre-experimental design with pretest-posttest one group design. The subjects of the research are the eleventh grade students of MA Sunan Giri Gondang in academic year 2017/2018 totally 20 students. The instrument used in this research is writing test which is divided into pre-test and post-test. In analyzing the data, the researcher uses Wilcoxon testing in SPSS 22 for windows. The result shows that the Asymp. Sig value was .000. It means that it was lower than .05 which can be interpreted that there is significant difference between the students' writing score before and after being taught using animation clips.

**Keywords:** Animation clips, teaching writing.

### Introduction

Writing is one of the most important skills for educational success, but also one of the most complex skills to be mastered (Tillema, 2012). It is the process of thinking to invent ideas, thinking

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about how to express into good writing, and arranging the ideas into statement and paragraph clearly (Nunan, 2003, p. 88) cited in (Yolanda & Al-Hafizh, 2014). According to (Hyland, 2018), writing is seen as a skill that is essentially learned, not taught, and teachers' role is non-directive, facilitating writing through an encouraging and cooperative environment with minimal interference. It is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The concept that writing is a process is very useful to young writers (Caroline, 2005) cited in (Marom, 2016).

Writing involves both physical and mental acts. Writing becomes a physical act because the students need to arrange sentences to be a good paragraph. Besides, the student also needs to prepare the tool of writing such as paper and pen. Mental process here means the students' ability to use their knowledge to express their ideas in a good composition and make it into good sentence easy to understand (Nunan, 1998). Therefore, teaching writing is a heavy duty for teacher. The teacher should know and select an appropriate way to make the students easily learn writing.

According to (Waloyo, 1999), teaching writing is absolutely not easy because the teachers have to guide the students on constructing paragraph patiently. The teachers also have to facilitate the students with appropriate technique that can stimulate, motivate them in expressing their ideas. It is noteworthy that developing students' English language writing skills can be a challenging task for any teacher (Almubark, 2016).

In teaching and learning process, the teacher cannot be separated from the media of teaching. According to (Heinich, et al. 1996) in (Naz & Akbar, 2010), the most common use of media in an instructional situation is for supplemental support of the instructor in the class room to enhance learning. Hence, media takes an important role to the students' success in learning. Nowadays, there are many experts who always try to explore and discover various media for teaching. Therefore, there are many options for teacher to choose various kinds of media for teaching. All media are good since it is appropriate with the needs of the class.

In this research, it is focused on finding out the effectiveness of Animation Clips in teaching writing. According to (Cahyono, B.Y & Kusumaningrum, 2011), animation clip is a film that the

## The effectiveness of using animation clips in teaching writing

pictures seem to be really moving and the duration of the moving pictures is no more than 10 minutes. Animation clip is a kind of video, but the duration is shorter than the video. It comes with no spoken language but only action and gesture. Therefore, it is appropriate to be applied in writing class. The actors' gesture, action, and expression can stimulate the students' mind in getting ideas. It is very fun because the students can express the actors' action with their own words and they can name the actors with any name they like.

The implementation of animation clips in teaching writing is based on (Harmer, 2004) reviewed in (Laborda, 2006) that there are four step how to teach writing; (1) Planning, writers plan what they are going to write, such as topic or outlines. In this phase, writers have to consider about some main issues, such as considering the purpose of their writing. Not only the type of the text, but also the chosen language they will use, and the information they should be included. Besides, the writers should think of the audience, it will influence not only the shape of the writing, but also the choice of language. As instance, it should use formal or informal tone. Furthermore, writers must consider its content structure, which will result to how best the sequence of the fact, ideas, or arguments included. (2) Drafting, it refers to the first version of the text as a draft. It is often done on the assumption that it will be revised later. It becomes material which will be edited. Several drafts may be created for one final version. (3) Editing (reflection and revising), after producing a draft, they then read the whole text to see whether there is part which is appropriate or not. Some parts or paragraphs that are considered to be confusing or ambiguous then can be moved or even changed with the new words or sentence. Reflecting and revising are sometimes helped by other readers' comments and suggestions. (5) Final version, in this phase, the edited draft then becomes final version of the text or writing. It absolutely may be different from both the original plan and the first draft, because many things have changed in the editing process.

There are some reasons why the teacher should use animation clips as media for teaching writing. According to (Kim, Yoon, Whang, Tversky, & Morrison, 2007), the effects of animation on learning are: (a) Animations might be more attractive and motivating, (b) The animated graphics portrayed more information than the static ones, (c) Motion itself attracts attention, (d) Animated graphics, in essence, have seductive details that increase emotional interest.

From the previous research dealing with animation clips, it also has some advantages when it is applied in writing class. According to (Cahyono, B.Y & Kusumaningrum, 2011), there are

some advantages of using animation clip as media, such as: to increase the students' motivation, to prevent the students' boredom in the following learning process, to attract the students' interest in teaching and learning process, if they interested in learning, the result of their writing performance will also be good, to make a good atmosphere during the teaching and learning process.

Based on the background above, this study was conducted to find out whether there is significant difference between the students' writing score before and after being taught using animation clips.

### **Method**

This research was conducted at MA Sunan Giri Gondang in academic year 2017/2018 using a quantitative approach. The design used was pre-experimental research with one group pretest-posttest design. This design can be described below.

**Table 2.1. One-Group Pre test - Post test Design**

<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>

In which:

O1: pre-test

X : treatment

O2 : post-test

Table 1 above shows that the design used in this research was the students first were given pre-test (O1) then they were given treatment in which it was the implementation of animation clips (X), and the last was giving post-test to the students.

The population of this research was the eleventh grade students of MA Sunan Giri Gondang in academic year 2017/2018 consisting of 20 students. Therefore, the sampling technique used was using saturation sampling in which all the population became the sample as well. This sample was also as the subject of this research.

## The effectiveness of using animation clips in teaching writing

Meanwhile, the technique of data collection used was using test. It was used to collect the primary data of this study. The type of the test was objective test which was in the form of writing test. The test was made for pre-test and post-test. To score the students' writing, it was used the modified scoring rubric adapted from (Heaton, 1988) reviewed in (Uztosun, 2006), see the table 2 below.

**Table 2.2. Scoring Rubric of Writing test**

Components of Writing	Score	Level	Indicator
Content	4	Excellent	Present the information well chosen details across the paragraph
	3	Good	Present the information with details in parts of the paragraph
	2	Fair	Present the information with some details
	1	Poor	Present no clear information
Vocabulary	4	Excellent	Good in vocabulary choice
	3	Good	Error in vocabulary choice are few and do not interfere with understanding
	2	Fair	Error in vocabulary choice are and sometimes they interfere with understanding
	1	Poor	Many error in vocabulary choice that severally interfere with understanding
Grammar	4	Excellent	Good in grammar
	3	Good	Error in grammar choice are few and do not interfere with understanding
	2	Fair	Error in grammar choice are and sometimes they interfere with understanding
	1	Poor	Many error in grammar choice that severally interfere with understanding
Mechanics	4	Excellent	Good in spelling, punctuation and capitalization
	3	Good	Error in spelling, punctuation and capitalization are few
	2	Fair	Error in spelling, punctuation and capitalization, and sometimes interfere with understanding
	1	Poor	Error in spelling, punctuation and capitalization and severely interfere with understanding

To get the final score, it was calculated using the formula as follow:

$$\text{Final Score} = \frac{\text{score gained}}{\text{maximal score}} \times 100$$

In which:

- Score gained = the total score of all components of writing
- Maximal score = the maximal score of all components of writing

Furthermore, to analyze all the data gained from pre-test and post-test, the researcher used statistical analysis. Before having the hypothesis testing, it is needed to fulfill the statistical assumption by testing the normality and linearity of the data. The researcher used SPSS 22 for windows to compute.

In testing the hypothesis, the researcher formulated the statistical hypothesis which consisted of null hypothesis (Ho) and alternative hypothesis (Ha). It can be formulated as follows:

- a. Ho : There is no significant difference between the students' writing score before and after being taught using animation clips.
- b. Ha : There is significant difference between the students' writing score before and after being taught using animation clips.

## Result

### *The description of pre-test result*

The first phase of this research implementation was to give pre-test to the students. The test consisted of one instruction to make a narrative text with the topic provided. The time allotment was 80 minutes to finish their work. There were some students who could not finish their work on time but finally all the students could finish and submit their work. The score of the students' writing on pre-test session can be seen on the table 2 below.

**Table 3.1. The students' writing score on pre-test session**

Studen ts	Category					Tot al	Fin al Score
	C	V	G	M			
1	2	3	2	4	11	69	
2	2	2	4	3	11	69	
3	3	4	2	3	12	75	
4	3	3	3	3	12	75	

The effectiveness of using animation clips in teaching writing

5	2	3	2	3	10	63
6	4	3	2	3	12	75
7	3	3	2	4	12	75
8	4	3	3	3	13	81
9	3	3	3	4	13	81
10	3	3	2	3	11	69
11	4	3	2	3	12	75
12	4	2	3	3	12	75
13	3	3	2	3	11	69
14	3	3	3	4	13	81
15	3	3	3	3	12	75
16	3	3	3	4	13	81
17	3	3	2	3	11	69
18	3	3	3	4	13	81
19	3	3	3	3	12	75
20	3	3	2	3	11	69
						148
Total						1
						74
Mean						

From the table 2 above, it can be concluded that the students' mean score before being taught using Animation clips is 74. It is the average score of the total students which was calculated by using formula:  $Mean = \frac{1481}{20}$ . The highest score is 81 and the lowest score is 63. There are 4 students who get 81 and there is 1 student who gets 63. The next step was to do treatment by using animation clips media in teaching writing.

*The Description of Treatment Implementation*

The next phase after giving pre-test was giving treatment which was done on a different day. In this phase, the teacher applied animation clips as media for teaching. The procedure applied can be described below.

- 1) The teacher divides the students into groups which consist of two students in each group.
- 2) The teacher asks the students to access the website: <https://www.teachingideas.co.uk/activity-types/video>
- 3) The students then can choose an Animation Clips they like.
- 4) The teacher asks the students to access the website: <http://www.videonot.es/>
- 5) The students then can watch the Animation Clips while making notes in the space provided (not in paper)
- 6) The students may repeat and or pause the clips at will
- 7) Once the students finish writing and revising their work, the students are asked to save their work using Google drive. (the students should have gmail account first)
- 8) Share the project by sending the Google drive link to the teacher.

Meanwhile the time allotment was 2 hours meeting or 80 minutes. The teaching scenario can be seen in the table 3 below.

**Table 3.2. The Teaching Scenario of Animation Clip in Writing Class**

No	Activities	Time
1	Pre-Activities ( Opening ) <ul style="list-style-type: none"> <li>• Teacher greets the students</li> <li>• Teacher asks the students' condition</li> <li>• Teacher gives review about previous lesson</li> </ul>	5 minutes



2	<p>Whilst Activities ( Main Activities )</p> <ul style="list-style-type: none"> <li>• The teacher gives review about writing narrative text</li> <li>• The teacher explains the procedures how to apply Animation Clips in Writing as follow:               <ol style="list-style-type: none"> <li>1) Access the website: <a href="https://www.teachingideas.co.uk/activity-types/video">https://www.teachingideas.co.uk/activity-types/video</a></li> <li>2) Decide one Animation Clips provided</li> <li>3) Access the website: <a href="http://www.videonot.es/">http://www.videonot.es/</a></li> <li>4) Let the students take notes in space provided based on the clips.</li> <li>5) Make the students to develop the notes to be a full story based on the clips.</li> <li>6) Save and share the project.</li> </ol> </li> </ul>	60 minutes
3	<p>Post Activity</p> <ul style="list-style-type: none"> <li>• The teacher asks the students to submit their final compositions.</li> <li>• The teacher gives summary dealing with the students' work</li> <li>• Teacher reviews in a brief about the use of past tense, the words that show the order of events, and generic structures of a narrative text.</li> </ul>	15 minutes

*The description of post test result*

After the treatment was given, then post-test was given in the next meeting. The test was in the form of writing test. It consisted of one instruction to create narrative text with some topics provided and the students could select one of them. The score of the students' writing on post-test session can be seen on table 4 below.

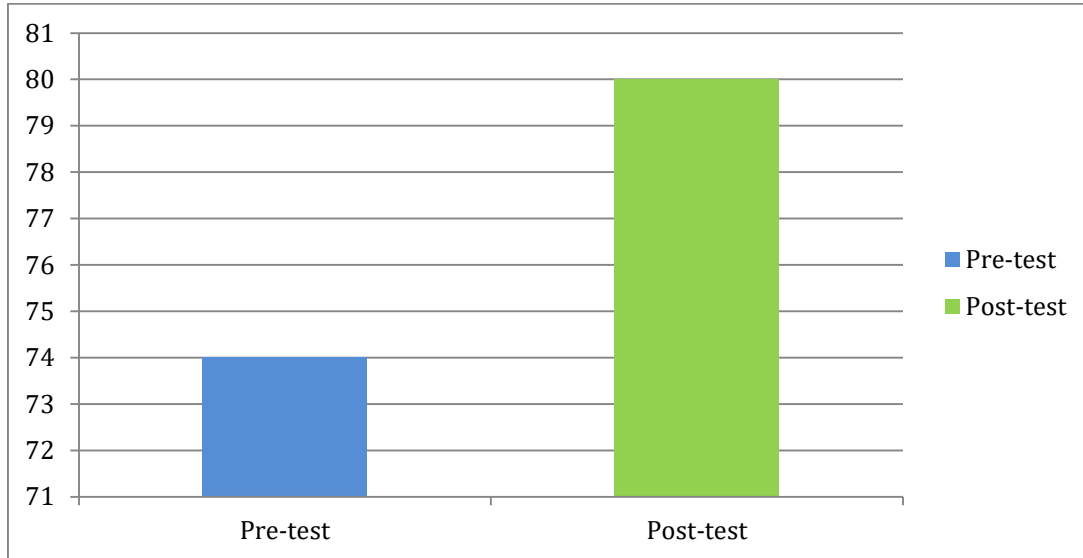
**Table 3.3 The students' writing score on post-test session**

Category
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<b>Stu-</b> <b>den</b> <b>ts</b>	<b>C</b>	<b>V</b>	<b>G</b>	<b>M</b>	<b>Tot</b> <b>al</b>	<b>Final</b> <b>Score</b>
1	3	3	2	4	12	75
2	3	2	4	3	12	75
3	4	4	2	3	13	81
4	3	4	3	3	13	81
5	3	3	2	3	11	69
6	4	4	2	3	13	81
7	4	4	2	4	14	88
8	4	4	3	3	14	88
9	3	4	3	4	14	88
10	4	3	2	3	12	75
11	4	3	3	3	13	81
12	4	3	3	3	13	81
13	3	4	2	3	12	75
14	4	3	3	4	14	88
15	4	3	3	3	13	81
16	4	3	3	4	14	88
17	3	3	3	3	12	75
18	4	3	2	4	13	81
19	4	3	3	3	13	81
20	4	2	3	3	12	75

Total	1606
Mean	80

**Figure 3.1. The mean comparison between pre-test and post-test**



Based on Figure 3.1 above, it can be described that the mean score in pre-test was 74, meanwhile the mean score in post-test increases to 80. From the table 4, it was known that the highest score was 88 and the the lowest score was 69. There were 5 students who got 88 and 1 students who got 69. In general, if it is compared with the students' score in pre-test, it can be concluded that the students' writing score is getting improvement after being taught using animation clips.

*Statistical assumption fulfillment*

Based on the implementation of the research procedures above, it can be gained the quantitative data as primary data such as pre-test score and post-test score. The data then was analyzed statistically to test the hypothesis of the research. Before testing the hypothesis, it was needed to test the normality, homogeneity, and linearity of the data to fulfill the statistical assumption.

*Normality testing*

The data were categorized into normal distribution when the significant value of normality test was greater than the level of significant  $\alpha = .05$ . The result of computation which was computed using SPSS 22 can be seen on table 5 below.

**Table 3.4. The Computation of Normality Testing**

**One-Sample Kolmogorov-Smirnov Test**

			P	P
			retest	osttest
N			2	2
			0	0
Normal Parameters <sup>a,b</sup>	Mean		7	7
			4.10	9.45
	Std. Deviation		5.	6.
			251	228
Most Differences	Extreme te	Absolu	.2	.2
			18	13
	e	Positiv	.1	.2
			84	13
	ve	Negati	-.	-.
			218	165
Test Statistic			.2	.2
			18	13
Asymp. Sig. (2-tailed)			.0	.0
			14 <sup>c</sup>	18 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The effectiveness of using animation clips in teaching writing

Based on the table 5 above, it can be seen that the significant values for the normality test of pre-test and post-test were lower than the level of significant  $\alpha = .05$ . It means that the data was not normally distributed.

*Linearity testing*

The data were considered as linear when the significant value was greater than the level of significant  $\alpha = .05$ . The result of computation which was computed using SPSS 22 can be seen on table 6 below.

**Table 3.5. The computation of linearity testing**

**ANOVA Table**

	Sum of Squares	df	Mean Square	F	Sig.
Pretest	39	1	39	16	.000
Posttest	5.571	3	1.857	.453	.000
Linearity	38	1	38	48	.000
Deviation from Linearity	5.5	2	2.7	.3	.711
Within Groups	12	1	8.0		
	8.229	6	1.4		
Total	52	1			
	3.800	9			

Based on the table 6 above, it can be seen that the significant values between groups was 0.711. It means that it was higher than the level of significant  $\alpha = .05$ . Therefore, it can be concluded that the data were linear.

*Data analysis*

To analyze the data, the researcher first planned to use parametric statistic. However, it was impossible to do because based on the computation above it was known that the normality testing

did not fulfill the statistical assumption needed in which the data should be in normal distribution. Therefore, the non-parametric statistic was used to analyze the data or to test the hypothesis. In this study, the researcher used Wilcoxon formula which was computed using SPSS 22. The result of the computation can be seen on table 7 and table table 8 below.

**Table 3.6. Wilcoxon signed rank test**

		Ranks		
		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative	0 a	.00	.00
	Positive	1 g <sup>b</sup>	10.0 0	190.00
	Ties	1 c		
	Total	2 0		

a. Post Test < Pre Test

b. Post Test > Pre Test

c. Post Test = Pre Test

**Table 3.7. Statistics testing between the score of pre-test and post-test**

Test Statistics <sup>a</sup>		posttest - pretest
Z		-4.017 <sup>b</sup>
Asymp. Sig. (2-tailed)		.000

## The effectiveness of using animation clips in teaching writing

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the table 7 above, it can be seen that negative ranks was 0. It can be interpreted that there was no score reduction from pre-test score to post-test score. Positive ranks were 19 which mean that there were 19 students who get the score improvement from post-test to post-test. Besides, the mean rank shows that there was a mean increase of 10 and sum of ranks shows that there was a sum increase of 190. The ties data shows that there was 1 student who got the same score in pre-test and post-test.

### *Hypothesis testing*

Before having hypothesis testing, it is needed to consider that the basis of decision-making in Wilcoxon testing was based on the formulation below:

1. If the value of  $Asymp.Sig < .05$  then  $H_a$  is accepted.
2. If the value of  $Asymp.Sig > .05$  then  $H_o$  is rejected.

Based on the computation result on table 8 above, it can be known that  $Asymp.Sig$  value was .000. It means that the  $Asimp.Sig$  value was lower than .05. This result shows that  $H_a$  was accepted. Therefore, it can be concluded that there was significant difference between the students' writing score before and after being taught using animation clips.

### **Conclusion and Suggestion**

This research was focused on the effectiveness of using animation clips in teaching writing. The findings revealed that the students' mean score before being taught using animation clips was 74, the highest score was 81 and the lowest score was 63. Meanwhile, the mean score after being taught using animation clips increased to 80, the highest score was 88 and the lowest score was 69. To find out the significant difference between the students' writing score in pre and post-test, it was used Wilcoxon testing in SPSS 22. The result shows that the  $Asymp. Sig$  value was .000. It means that it was lower than .05 and  $H_o$  was rejected. In other words, it can be interpreted that there is significant difference between the students' writing score before and after being taught using animation clips. By considering this result, it is suggested for the English teacher to use animation clips in teaching writing. For further researcher, it is suggested to use this result as reference for conducting a similar research with different subject and larger sample.

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