

# The Effect Using Animated Video as Teaching Media (A Case Study at Grade Seventh Academic Year 2023/2024 of MTSN 6 Tulungagung)

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## The Effect Using Animated Video as Teaching Media (A Case Study at Grade Seventh Academic Year 2023/2024 of MTsN 6 Tulungagung)

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**Abstract.** Teaching writing is not easy. Teacher needs to think the appropriate and effective medium that will be able to attract the students' interest. Due to this case, an animated video was chosen as a medium to facilitate students' learning process to be more interactive and attract students' interest for composing, particularly to write Descriptive Texts. The research explored the use animated videos to teach descriptive text in grade seventh academic year 2023/2024 at MTsN 6 Tulungagung. The type of experiment utilized is a Quantitative with Pre-Experiment Designs. The sample consisted of 31 students as control group. There are three steps conducting this research: pre-test, treatment, and post-test. The expert formed the validation of the questions. Based of the data analysis results, the pre-experimental class's mean scores 76.35 and 86.32 in the post-test. Researchers found that the score of Sig. (2-Tailed) is 0.001 less than 0.05, therefore H<sub>0</sub> is denied by acceptance of H<sub>a</sub>. So in this case it was concluded that the differences in the analysis of the mean between the results of the pre and post-test meant that there were effects of using the animated video as the medium of learning in writing Descriptive Text in class VII in the 2023/2024 school year at MTsN 6 Tulungagung.

**Keyword:** Animated Video, Descriptive text, Effectiveness, Writing Ability

### 1. INTRODUCTION

The most common world language is English. It has become an internationally recognized language and is used in many countries, such as Indonesia. In Indonesia, English is considered a non-native language. English is taught to the children since their days of Kindergarten, Elementary School, Junior-Senior High School, and continue to colleges and universities. The researchers will focus merely on teaching English at Junior High School.

Writing is one of the main skills that students must learn. Writing is an aspect where learners compose and write down their ideas. Writing is about the process of Expressing ideas into written pieces. It is considered the most challenging skill to be mastered, particularly for English as a Foreign Language (EFL) learners. Eliwarti & Maarof (2014) in Toba (2019) who carried out a research in Pekanbaru, Riau, which reports that students' abilities in essay writing are weak because of the teaching of writing essays, writing materials, the importance of the skills of writing, and the writing strategiess used by both lecturers and students in the classroom. Teaching writing is not easy. This is one of the most thrilling and challenging experiences. Teachers have to think of a suitable and interesting media that can appeal to students' interests. To be efficient in communicating, students also need to be capable of

understanding the written form. Writing is also a challenge for learners to develop their linguistics abilities. (Irawan, 2023).

Therefore, teachers should be creative in finding the right, fun, and media that are particularly successful in teaching writing. One such way to enhance the effective teaching of writing is to be active and creative so that students can enjoy learning and improve their writing skills. One piece of media which could be used to teach writing is the Animated Video. The goal of this paper is to investigate the effects of using animate video on student's writing abilities on descriptive texts in grade seven in the 2023/2024 school year at MTsN 6 Tulungagung.

## **2. METHOD**

In this case, the authors used quantitative method, so the technical data analysis used was statistical data analysis (Soegiyono, 2016) by applying the Pre Experimental approach, because the aim of this approach is to determine the effectivity of a method. In order to obtain data, the researchers used pretest and posttest on the research subjects.

The research subject are seventh grade a class student of MTsN 6 Tulungagung. Place of the research is the classroom of sevent grade a class of MTsN 6 Tulungagung. The research started on April 18, 2024 until May 18, 2024.

## **3. RESULT**

This research uses quantitative analysis methods with pre-experimental tests to determine the general feasibility of animated videos as a material delivery media for descriptive text at MTsN 6 Tulungagung. This research design is a Pre-Experimental Design with a One Group Pre-test – Post-test research design. The experiment was conducted on one group and given a pre-test and then provided with a treatment with a Discovery Learning model and given a final test (post-test).

The difference was significant between the pre and posttest results.

**Table 1. Students score of Pre and Posttest**

No	Students	Score	
		Pre-test	Post-test
1	AMD	72	85
2	AZM	76	82
3	ALA	75	80
4	AHM	68	82
5	ABS	82	88
6	ALS	76	90
7	BAR	78	84
8	CAW	80	85
9	CLN	82	92
10	DLN	73	90
11	DPE	80	82
12	DKP	80	88
13	ERM	82	92
14	FHA	72	88
15	FGV	80	90
16	GB	84	90
17	GAH	74	93
18	MMN	78	86
19	MIM	72	82
20	MKD	68	78
21	MYS	78	85
22	NAR	80	90
23	NRA	82	94
24	PRP	65	86
25	PAB	68	80
26	RD	73	80
27	REY	78	86
28	RDN	78	88
29	YAR	80	85
30	ZMA	73	85
31	ZAA	80	90

The first step of this experiment was giving the Pre-Test to student assess their writing ability. Researcher found that as a result of this treatment, fewer students had good writing ability, while the others still had lower levels of writing ability. These scores above have covered the components of writing descriptive text.

**Table 2. Descriptive Statistic**

<b>Paired Samples Statistics</b>					
		Mean	N	Std. Deviation	Std. Error Mean
Pair1	Pre-Test	76.35	31	4.930	.885
	Descriptive Text				
	Post-Test	86.32	31	4.238	.761
	Descriptive Text				

After acquiring the Data, the Researcher treated the data by utilizing the SPSS ("Statistical Package the Social Science") 29.0 license program. In SPSS, the researcher has determined that on pre-test equipment, the mean of the accumulated data were 76.35, the Standard Deviation were 4.930 and the Standard Errors of the Mean were 0.885. Then on post-test data, the researcher also found a mean of 86.32, a Standard Deviation with a rate of 4.238, and a Standard Error of the Mean with a rate of 0.761.

Looking at the Table shows that there is a significant difference in the pre-test and post-test data values. The average value of the post-test is consistently more significant than the pre-test. It is possible to summarize that there are improvements in students' writing skills in writing descriptive texts.

**Table3. Test Normality**

<b>Tests of Normality</b>						
Kolmogorov-Smirnov <sup>a</sup>				Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.179	31	.01	.932	31	.05
Descriptive Text		3			0	
Post-Test	.130	31	.19	.964	31	.37
Descriptive Text		7			1	

a. zLillieforszSignificancezCorrection

From The output Table shows that the degree of freedom (df) the pre-test is 31 and the degree of freedom for the post-test is 31. So the number of data samples required for each data is less than 50. So the application of the Shapiro Wilk approach to measure the Normality of the Data in this analysis can be regarded as accurate.

Then it is known in the output that the Sig. for the pre-test is 0.050 and the Sig. for the post-test is 0.371. Because the value of Sig. for these two data is greater than 0.05, as the decision-making principle in the Shapiro Wilk Normality Test, it is confirmed that the students' pre and post-test data are Normally Distributed.

After that, hypothesis testing to find out how to compare student learning outcomes before treatment with student learning outcomes after treatment, namely pre-test and post-test using the Paired Samples Test. Then the technique can be done, because the assumption of data normality has been met through the Shapiro Wilk test.

**Table 4. Paired Samples Test with Statistic Parametric**

		PairedSamplesTest								
		Paired Differences							Significance	
					95%Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair1	PreTest Descriptive Text – PostTest Descriptive Text	-9.968	4.370	785	-11.571	-8.365	12.699	30	<,001	<,001

According to Singgih Santoso (2014: 265) as cited in (Agustin & Permatasari, 2020), the decision guidelines in the t paired sample test which is based on the Significant Value (Sig.) of the SPSS output, are as follows:

1. If Sig value. (2-tailed) < 0.05, Then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted.
2. Otherwise, if the Sig value. (2-tailed) > 0.05, then H<sub>0</sub> is accepted and H<sub>a</sub> is rejected.

Through the paired sample t-test output table above, it is known that the Sig. i (2-tailed) value is 0.001 < 0.05, then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. Finally, it can be deducted from the average difference between the Pre- and Post-test results, it means that there is an effect of using animated video as a learning media in writing descriptive text in class VII in the 2023/2024 school year at MTsN 6 Tulungagung.

#### 4. DISCUSSION

Writing is an act of being prepared to work on speaking, Listening, and Reading. This preparedness can make learners become more Productive in expanding their own ideas and expressing their thought. Writing is a productive skill in studying language. Writing is a process of communicate in written as opposed to verbal. It involves thinking as thoughts and concepts are put down on a paper with proper and appropriate grammar. (Aboe, 2021).

Descriptive text is one of writing genres taught to junior high school students. The goal of descriptive text is to explain information about people, things, places, and animals,



especially the visible and invisible (Ernawati, 2014). In order to describe people or objects which include physical characteristics and appearance, descriptive text has the role of describing them.

In the process of teaching and learning, there are several crucial requirements that must be complied within. In addition, there is one other component that must be included. That element is something that can help the teacher in the learning process. This can be referred to as media. The media comes from Latin “Medium” which refers to something that conveys a communication from transmitter to recipient. Sadiman as cited in (Tri et al., 2014) The media is all that is used to distribute information from the transmitter to the recipient so that it stimulates the thoughts, feeling, attention, and interest and concern of students in such a manner that the teaching and learning process happens. This means that the Media can effectively enhance then teacher student relationship in the process of teaching and learning.

The use of various and sophisticated media can encourage learners to be more engaging in the classroom. One such modern media is animation. According to Olii et al., (2022) An animated video is a medium that incorporates both audio and visuals to capture students' interest, which is capable of presenting the object in more detail, and can help students to understand difficult lessons. An animated video is one media that can be used during the learning process to encourage student motivation in studying to write descriptive texts. This medium can appeal to students' interests in learning English. Since the use of the medium can sharpen their visual skills, it can also increase their creativity.

The Null Hypothesis (Ho) of the research is there is no or none significance effect on student descriptive text writing ability after given the animated video as teaching media. Then the Alternative Hypothesisn (Ha), there is a significance effect on student descriptive text writing ability after given the animated video as teaching media.

According to the collected data, the pre- post-test scores of the students can be identified. In the process of pre-test, students are finding some of the difficulties in composing the descriptive text. Following the pre-test, students were provided with treatment. In this treatment process, students are watching animated video as a materials to compose descriptive text. After the treatment was given for two meetings, students conducted a post-test by composing descriptive text according to the questions that were given by the researcher.

## 5. CONCLUSION

Based on the findings of the research, the conclusion is after taking analysis of the effect using animated video as teaching media in grade seventh academic year 2023/2024 at MTsN 6

Tulungagung, the study found significant. The researcher can summarize that students' writing abilities increased after using animated video in the descriptive text teaching. The effectivity can be realized from the result <sup>11</sup> difference between the pre and post-test. Then researcher processed <sup>30</sup> the data by using SPSS (Statistical Package for the Social Science) 29.0 license. The purpose is to investigate the significance of the differences that exist after the treatment.

From the above discussion, it can be observed that there was an increasing number of <sup>14</sup> pre- and post-test scores. Based on the descriptive analysis <sup>20</sup> results, the students' pre-test average score was 76.35 and the post-test average score was 86.32. This indicates that there is an improvement in the value of composing descriptive text after receiving the treatment by using an animated video as a medium of learning. Accordingly, <sup>19</sup> it can also be concluded that <sup>26</sup> the behavior has a significantly significant effect on the increase in the value of writing descriptive text of seventh grade students at MTsN 6 Tulungagung. The researcher found that Sig. n (2-tailed) <sup>5</sup>  $p < 0.05$ , then  $H_0$  is rejected and  $H_a$  is received. So it is concluded that the difference in average between Pre- and Post-test learning result means that there is an effect of using animated videos as an learning medium in writing descriptive text in seventh grade in the 2023/2024 school year at MTsN 6 Tulungagung.

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