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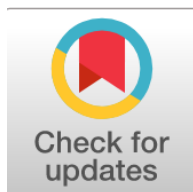
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Using Animated Shorts to Improve Narrative Writing Skills in Students

You said:

Menggunakan Film Animasi Pendek untuk Meningkatkan Keterampilan Menulis Naratif Siswa

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Abstract

General Background: The integration of multimedia resources in education has gained attention for its potential to enhance student engagement and learning outcomes. **Specific Background:** While various teaching methods exist, the role of animated short movies in developing narrative writing skills among junior high school students remains underexplored. **Knowledge Gap:** Previous research has primarily focused on traditional methods of writing instruction, leaving a gap in understanding the specific effects of visual storytelling on writing proficiency. **Aims:** This study investigates the use of animated short movies as a tool for teaching narrative text writing skills to ninth-grade students in a junior high school in Sidoarjo, Indonesia. **Results:** A pre-test was administered to assess students' initial writing skills, followed by a treatment using animated short movies, culminating in a post-test. The results indicated a significant increase in mean scores from 76.87 (pre-test) to 89.06 (post-test), supported by t-test analysis demonstrating improved writing quality. **Novelty:** This study contributes new insights into effective teaching strategies by highlighting the positive role of animated short movies in narrative writing instruction. **Implications:** The findings suggest that educators can incorporate animated short movies to create a more engaging and enjoyable writing learning environment, potentially leading to better student outcomes in narrative text composition.

Highlights:

- **Significant Improvement:** Students' narrative writing scores increased from 76.87 to 89.06 after using animated short movies.
- **Engaging Learning Tool:** Animated short movies effectively enhance student engagement in writing instruction.
- **Effective Teaching Strategy:** Incorporating multimedia resources can lead to improved learning outcomes in narrative writing.

Keywords: animated short movies, narrative writing, junior high school, student engagement, teaching strategy.

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Introduction

In learning a foreign language, there are four skills that must be acquired by foreign language learners, including speaking, listening, writing and reading. Moreover Gilakjani & Ahmadi states that listening takes as much as 40-50%, speaking 25-30%, reading 11-16%, and writing about 9% [1]. From this statement, writing shows the lowest percentage number, which means that writing is the most difficult skill for foreign language learners to master. Writing requires communication, attention to grammar, and the ability to communicate thoughts, opinions, and feelings in writing, making it a difficult skill to master. Writing is part of a language skill that must be taught optimally [2]. On the other hand, according to Bryne cited in Ramadhani writing is the main platform to capture a speech, although it is secondary in communication media [3]. Researchers conclude that writing is a crucial communication tool for socializing, interacting, and conveying opinions, ideas, and other expressions in society.

According to the pre observation conducted by the researchers in a Junior High School in Sidoarjo, the researchers found that the English learning process was carried out only using textbooks. Students should not solely rely on textbooks that typically provide theoretical knowledge, they should engage in hands-on experiences, critical thinking, and problem-solving to develop a comprehensive understanding and prepare for future challenges [4]. In addition, the researchers also found that students lacked interest in writing. This happens because of some factors such as students who have a low understanding of grammar and lack of vocabulary knowledge. The challenges faced by the students consist of their poor competence in English grammar, inability to develop their ideas in English writing, lack of English vocabulary, and demotivation to learn to write in English [5]. Therefore, in this study the researchers want to focus on writing skills because writing includes vocabulary and grammar. Writing skills development promotes critical thinking and creativity, enabling students to organize their thoughts and present arguments logically and coherently [6].

Teaching writing to Junior High School students is not an easy thing for teachers. Teachers will often find difficulties when lead the students in expressing their ideas or creativity, and not all students are interested in writing [7]. Teachers face challenges in teaching writing skills, such as lack of motivation, grammar difficulties, limited vocabulary, organizational skills, and adapting styles [8]. To overcome these, teachers should use instructional strategies, provide constructive feedback, and create a supportive environment. Furthermore, the teachers also will face challenges in teaching writing due to linguistic and cultural differences between the target language and the native language, students, teachers, and the teaching context [9]. Considering the difficulties experienced by the teachers, the researchers realized that Junior High School students really need to be more trained to write, whether it is expressing ideas, arguments, or thoughts that aim to make them used to writing as well as to increase their creativity. However, here is where the teacher's creativity will be tested to think about how to make their students interested in writing.

Based on the 2013 Curriculum in Indonesia, there are various ways to teach writing for Junior High School students such as teaching descriptive, narrative, recount, report, and procedure texts, etc [10]. Each text has different language structures and functions. Because students in a Junior High School in Sidoajo often face the same problems, such as limited vocabulary knowledge, especially the standardized words. They are also confused about how to create a plot to make the story connected and good. Narrative text is a text that contains imaginative stories to entertain the readers. In addition, Pardosi said that narrative text uses the simple past tense because the story in it happened in the past [11]. The generic structure of the narrative text itself consists of orientation, complication, resolution and reorientation. Narrative text has several types such as fairy tales, folktales, legends, fables, etc. From narrative text, readers can take a message or moral value from the story that can be used as lessons in a meaningful life. It can utilize a variety of media in delivering this material. Students face challenges in narrative writing, including structural organization, character development, plot development, dialogue, descriptive language, transitions, theme and message, editing and revising, and audience awareness [12]. Teachers can enhance narrative writing skills by providing explicit instruction, modeling effective writing strategies, offering practice and feedback, and creating a supportive environment.

The use of media is important in education for several reasons. First, media can enhance engagement and motivation by capturing students' attention and making learning more interactive and enjoyable. Second, media can cater to diverse learning needs, including those of students with learning disabilities and gifted students. Additionally, media can provide access to a wide range of resources, including open source materials and educational websites, which can be used for lessons, practice, and sharing of educational resources [13]. According to Taufiq & Santoso teaching the subject that the teacher provides becomes easier by the usage of media in the classroom [14]. Media is a tool to help teachers in the learning process in a way that is more interesting but at the same time it will be efficient. However, teachers are still expected to think creatively in using the existing media so that the learning is not only fun but the material taught is also successfully delivered to the students.

Based on the pre-observation, the researchers found that the English learning method implemented by the teacher at the school is the grammar translation method. Moreover, the media used is quite limited other than using textbooks, the teacher also uses Canva as one of the media in English learning writing. In teaching writing skills it is not enough if only depend on learning using old methods like reading the textbooks which tend to be monotonous, in this modern era there are many platforms that can be utilized by students to learn foreign languages. Some examples of platforms can be used in teaching and learning such as video conferencing like Zoom, Skype, and Google Meet. Then social media like Twitter, Facebook, Instagram, Tiktok, Youtube, Podcasts and other apps like Duolingo, quizzes, Edpuzzle, games, and activities that reinforce learning. Especially to master their writing skill in narrative text, one of which is by using Animated Short Movies. An animated short movies is a moving animated picture that shows a life in a real or imaginary story with a short duration. In other words, short animation movies are the same as movies, with the difference that the duration is shorter. Based on a

theory put forward by Johnson that watching movies in a foreign language can provide various benefits for students including improving the ability to understand spoken language, increasing the ability to pronounce words, acquiring new vocabulary, can develop abilities in expression, and without realizing students have adapted to sentence patterns and grammar according to context [15]. The use of media animated short movies can make learning more enjoyable because students tend to easily understand everything related to audio visual. According to Umaraliyeva who cites the Webster dictionary, it is explained that audio-visual materials are educational training that focuses on the senses of hearing and vision such as movies, recordings, pictures etc. She also said that the use of audio visual aids has a positive impact in the teaching process here it helps learning to be more fun, interesting and realistic [16]. In this study, researchers used media in the form of animated short movies in which the video tells a narrative story. Narrative text and animated short movies used interconnectedly to analyze the story, comparison of script and screen, consistency of structure such as analyzing plot, character, theme, and also dialogue.

There are some previous researches conducted by several researchers in teaching writing. A study by Pratiwi investigated students' perceptions of using animation video in teaching narrative text writing. The study used questionnaire data and interviews with 10th grade students at MA Ibadurrahman Boarding School Banten. The results showed that students agreed with the use of animation videos in teaching narrative text [17]. Moreover, Silvani's experimental quantitative study confirmed that using animation movies as instructional media can lead to better understanding, enjoyable learning experiences, and improved writing ability among high school students [18]. Victoria's quantitative research used a one-group pretest postest design to investigate the improvement of students' narrative text writing ability after using short animated stories media. The results showed that the implementation of short animated stories can significantly improve students' narrative text writing ability [19]. To strengthen this study, the researchers used quantitative methods with the aim to investigate the effect of using animated short movies for teaching writing narrative text for ninth grade of Junior High School students. Therefore, the researchers conducted this study with the purpose to investigate the research question.

Research Question

"Is there any effect of using animated short movies in teaching writing skills for Junior High School students?"

Method

1. Research Design

The researchers use quantitative research with Pre-experimental. According to Creswell quantitative experimental designs are methods used to find out whether a certain activity or set of materials affects participants' results based on data. When gathering data, an instrument is used to measure the study's variables [20]. An instrument is a tool for measuring, observing, or recording quantitative data. Pre-experimental research is one of the most basic types of experimental research in statistics and has no control group [21]. Thus, this study aims to find out is the animated short movies has effects for junior high school students.

2. Research Setting

This study was conducted at a Junior High School in Sidoarjo, East Java of Indonesia. It is an Islamic-based private junior high school in Porong, Sidoarjo.

3. Population and Sampling

The population is Ninth grade consisting of 16 students. Since this study aims to find out the writing skill of the students, therefore the researchers adjust the most difficult skill for the highest level. Thus, the researchers decided to take Ninth Grade because it is the highest level in Junior High School.

4. Data Collection

Data collection in this study used tests. The test consists of a pre test, worksheets from the treatment and also a post test. The test has been validated by an expert of writing.

A. Pre-Test

The first meeting was a pre-test to collected the data that was held in the classroom in which the students are given a test before being treated. The following was the procedure of the pre-test:

1) The researchers provided a brief explanation of the narrative text.

2) The researchers gave some examples of narrative stories that were common in Indonesia.

3) The researchers asked some questions about narrative stories that students knew.

4) The researchers provided instructions to do the test for the students in order to find out how far the students' knowledge of narrative text at the beginning before they were given the treatment.

5) Students did the test given then collect it in front of the class.

Name : Class : No :
Instruction ! 1.Write a narrative text with a free theme (for example: fables, fairy tales or folktales). 2.The story must consist of two paragraphs with 50-100 words.

Table 1. *Pre-Test Instructions*

B. Treatment

The second meeting is the giving of treatment which is carried out about 2 meetings, 60 minutes each meeting. The procedure for treatment 1 and 2 is as below:

a. First Meeting

1) The researchers explained about narrative text such as the characteristics, generic structure, types, and moral value.

2) The researchers showed an animated short movie entitled The Ant And The Grasshoper while showing parts of the generic structure and the characteristics.

3) The students were instructed to form groups of 3 students in each group

4) The researchers gave a worksheet to the students.

5) The students were asked to discuss and analyze the generic structure and the characteristics.

6) After finishing the analysis, they were asked to read the results of their discussion in front of the class.

7) Then students were asked to submit the group work papers.

Lembar Kerja Peserta Didik (LKPD) Worksheet 1
Nama: Kelas : Instruction 1. The students are instructed to form groups of 3 students in each group. 2. Discuss and analyze: a) Generic structure such as the orientation, complication, resolution, and reorientation. b) Characteristics such as past tense words, adverb of time, noun phrase, and action verb. 3. After finishing the analysis, please read your results of discussion in front of the class. 4. Submit your group work papers to the teacher.

Table 2. *Worksheet 1 Instructions*

b. Second Meeting

1) Students were given another animated short movie entitled The Tortoise And The Hare.

2) The researcher asked the students some questions to review the animated short movies that they have watched.

3) The researchers gave a worksheet to the student.

4) Students were asked to rewrite the story using their own understanding and ideas within the generic structure.

Table 3. Worksheet 2 Instructions

Lembar Kerja Peserta Didik (LKPD) Worksheet 2
Nama: Kelas : Instruction 1.Rewrite the story of The Tortoise and the Hare using your creativity and based on your own understanding which consist of 50-100 words. 2.The story must contains of orientation, complication, resolution, and reorientation individually. 3.Submit your papers to the teacher.

Table 3.

C. Post-Test

The last meeting was a post-test that was held in the classroom, this test was given after students were given treatment at the previous meeting. The following is the procedure of the post-test:

1) The researcher asked some questions about the narrative text that the students have learned before.

2) Researchers provide post test question sheets.

3) Researchers explain instructions to students.

4) Students do the test given then collect it in front of the class.

Name : Class : No :
Instruction ! 1.Write a narrative text with a fable theme. 2.The story must consist of two paragraphs with 100-200 words.

Table 4. *Post-Test Instructions*

D. Scoring Criteria

The assessment is in accordance with the aspects of writing including content, organization, grammar, vocabulary, mechanics. The scoring rubric uses scoring levels of 4 is excellent, 3 is good, 2 is fair, and 1 is poor. Each aspect has a maximum score of 20. To obtain valid data, the assessment was conducted using a writing assessment rubric and measured by the researcher in collaboration with the teacher.

The following are scoring rubric adapted from Brown [22] and Megawati [23] :

Aspect	Score	Level	Perfomance Description
Content (C) - Topic - Details	4	Excellent	The topic is complete and clear and the details are relating to the topic.
	3	Good	The topic is complete and clear but the details are almost relating to the topic.
	2	Fair	The topic is complete and clear but the details are not relating to the topic.
	1	Poor	The topic is not clear and the details are not relating to the topic.
Organization (O) - Orientation - Complication - Resolution - Reorientation	4	Excellent	Well organized and perfectly coherent; the composition contains complete generic structure of narrative text, namely orientation, complication, and resolution.
	3	Good	Fairly well organized and generally coherent; the composition contains two generic structures of narrative text (one of the generic structure components is missing).
	2	Fair	Loosely organized; the composition only contains one generic structure of narrative text (two of the generic structure components are missing).
	1	Poor	Ideas disorganized, lack logical sequencing; the composition does not contain any generic structure of narrative text (all of generic structure components are missing).
Grammar (G) - Action verbs - Simple past tense	4	Excellent	Very few grammatical inaccuracies.
	3	Good	Few grammatical inaccuracies
	2	Fair	Numerous grammatical inaccuracies
	1	Poor	Frequent grammatical inaccuracies.
Vocabulary (V)	4	Excellent	Effective choice of words and word forms.
	3	Good	Few misuse of vocabularies, word forms, but not change the meaning.
	2	Fair	Limited range confusing words and word form.
	1	Poor	Very poor knowledge of words, word forms, and not understandable.
Mechanics (M) - Spelling - Punctuation - Capitalization	4	Excellent	It uses correct spelling, punctuation, and capitalization.
	3	Good	It has occasional errors of spelling, punctuation, and capitalization.
	2	Fair	It has frequent errors of spelling, punctuation, and capitalization.
	1	Poor	

Table 5. *Scoring Rubric*

Score = 5C+5O+5G+5V+5M

= 5(C+O+G+V+M)

5. Data Analysis

The data analysis in this study involved a pre-test and post-test to measure the effectiveness in students writing skill in narrative text. The data will be analyzed by using Paired T-Test to determine whether is it a significant difference between the pre-test and post-test score. The results of the statistical analysis are expected to show a significant improvement in the students' narrative text writing skills. This improvement is due to the unique teaching method applied which is by showing animated short movies to students. This animated short movies are believed to help stimulate creativity and improve narrative writing skills. The improvement will measure by comparing the mean score of pre-test and post test. To support this study, the researchers will use the SPSS program for Windows version 27 to calculate the students' scores.

FINDINGS AND DISCUSSION

1. Findings

The finding of this study relates to the results of the students' pre-test and post-test. Students were given the test 2 times by the researchers. The pre-test was given to the students before the treatment was given, in order to determine the students' writing ability. While, the post-test was given after the students were given the treatment through the material about narrative text using animated short movies. The results of this post-test will answer the research question whether is there any effect of using animated short movies in writing narrative text on students' writing skills.

A. Descriptive Statistics

The students' scores, the minimum and maximum scores, the mean score, and the standard deviation are shown in the descriptive statistics. The pre- and post-test results were used to calculate the scores. The table below is Table 6 which contains students' pre and post test scores that have been collected.

No.	Students' Initial	Score Pre-Test	Score Post-Test
1	AUA	80	95
2	ASH	70	70
3	AZA	70	75
4	AF	80	90
5	DCF	70	90
6	DID	80	90
7	FF	80	90
8	HDA	70	90
9	HNA	100	100
10	MFA	65	85
11	MFE	70	90
12	MFI	75	90
13	MRA	75	90
14	NIA	85	95
15	ZMS	85	100
16	HA	75	85

Table 6. *Result of Pre-Test and Post-Test Score*

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pretest	16	35	65	100	1230	76.87	2.135	8.539	72.917	1.253	.564	2.403	1.091
Posttest	16	30	70	100	1425	89.06	1.948	7.793	60.729	-1.095	.564	1.770	1.091
Valid N (listwise)	16												

Table 7. *Descriptive Statistics*

Furthermore, in Table 7 above shows the mean score, maximum score, minimum score and standard deviation on the pre-test. The mean score of students is 76.8. The maximum score of students is 100. The minimum score of students is 65. The standard deviation is 8.539. Meanwhile, the post test shows that the mean score of students is 89. The maximum score of students is 100. The minimum student score is 70. The standard deviation is 7.793. It can be seen from the analysis that approximately 16 students are classified in the good writing category. As the results above, the researchers found that students improved their writing skills when write narrative text using animated short movies.

B. Data Analysis

In analyzing the data, there are data analysis techniques including normality and homogeneity tests as pre-requisite that must be carried out before testing the hypothesis.

1) Normality Test

Normality test is used in order to determine whether the data from the sample that has been collected in the study are distributed normally or not. The following results can be seen in Table 8 below.

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			16
Normal Parametersa,b	Mean		.0000000
	Std. Deviation		5.71839138
Most Extreme Differences	Absolute		.181
	Positive		.151
	Negative		-.181
Test Statistic			.181
Asymp. Sig. (2-tailed)c			.171
Monte Carlo Sig. (2-tailed)d	Sig.		.169
	99% Confidence Interval	Lower Bound	.160
		Upper Bound	.179

Table 8. *The Result of Normality Test*

Based on the calculated results of the SPSS version 27 program by using the One-Sample Kolmogorov-Smirnov Test method, the normality test results were shown. In Table 8 above, it is known that the value of Asymp. Sig. (2-tailed) on the pre-test data is 0.171 and the post-test is 0.169. Thus, the significant value of both data is more than 0.05. Therefore, it can be concluded that both data are normally distributed.

2) Homogeneity Test

The use of the homogeneity test is to determine whether the data that has been collected is homogeneous or not. From analyzing the homogeneity test, it can be determined whether the variation of the data from the population has the same variance or not.

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
	Based on Mean	.467	1	30	.500
	Based on Median	.533	1	30	.471
	Based on Median and with adjusted df	.533	1	29.942	.471
	Based on trimmed mean	.540	1	30	.468

Table 9. *The Result of Homogeneity Tests*

It can be seen from the data in Table 9 above, the researchers found that the pre-test and post-test data showed an average significant value of 0.500. Which means this indicates that the pre-test and post-test data are homogeneous. Those data are homogeneous because the significant value or Sig. >0,05. Therefore, this already fulfills the requirements for the T test.

3) Hypothesis Test (T-Test)

The primary goal of T-test is to determine whether there is a significant statistical difference between the means of two groups. Hypothesis test was conducted on one experimental class. In this study, researchers used the T- test to analyze the data. As presented in the table below.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-12.187	6.575	1.644	-15.691	-8.684	-7.415	15	.000

Table 10. *The Result of T-Test*

As the results provided in Table 10 above show that the paired samples test value is -12.187. This statistical value is the difference between the mean score of the pre-test and post-test, it is 76.87 - 89.06 = -12.19, this result approximates -12.187. This shows that the null hypothesis (Ho) is rejected while the alternative (Ha) is accepted. There was a significant change from the post-test results, which indicates that teaching narrative text using animated short movies has an effect for students' writing skills. The animated short movies can be a solution to overcome the problems or difficulties of teachers in teaching students' writing skills.

2. Discussion

The researchers gave an explanation of narrative text, including the organization, characteristics, and then provided some examples of narrative stories in which most of the students already knew the plots, characters, and even the moral value of those stories. The researchers also asked questions about narrative stories as a starting point to find out the extent of their understanding about narrative text. Some interactive practice sessions were also conducted by the researchers by utilizing learning media through animated short movies. This was implemented as a fun learning approach and aimed to stimulate students' interest in writing. Therefore, the researchers allowed the students to use their imagination and creativity in expressing their ideas.

Writing narrative stories is one of the story-based approach. Writing narrative stories can stimulate students' imagination, creativity, writing skills and also language production [24]. Generally, the use of story-based approach in language teaching can improve and accelerate students' language learning process. Besides, this approach can also provide contextual, relevant and useful learning experiences. From the stories they get, students can develop their ideas with the exposure of English that is written. Teaching with narrative stories is an interesting thing, so in its implementation it is necessary to adjust the story for the chosen age to trigger the interest of the students. In this case the researchers used teaching media such as animated short movies. By watching animated short movies students can understand the story presented through the movie, so that they can find many ideas to write [25]. Furthermore, the researchers also chose fable narrative stories to be implemented in school, and this kind of teaching has good impact on students' writing skills. Students can develop the story from the beginning until the end such as being able to compose orientation, complication, resolution, and reorientation. Students can also adapt the story in different form such as some of them using uncommon vocabulary. According to Silvani students' writing abilities improved significantly after incorporating animation movies into English classroom instruction. The average pre-test score was 75.68, and post-test scores increased to 78.71 and 83.55 after the first and second cycles. This indicates that the use of animation movies effectively enhances students' writing skills and overall learning experience, highlighting the positive impact of animation movies. The usefulness of animated short movies in teaching writing narrative text in Junior High School has been assessed in this study.

The findings and hypothesis testing show that the use of animated short movies in writing narrative text has several effects that positively impact on the development of students' writing skills at a Junior High School in Sidoajo. This is evident from the findings of the pre-test and posttest, where the post-test results are higher than the pre-test results. The main objective of this study is to investigate whether the utilization of learning media by using animated short movies in teaching writing narrative text can improve students' writing skills, and whether the use of animated short movies in teaching narrative text can improve students' writing skills. In this study, the pre-test was used to assess students' writing ability before they were treated. After the data was collected, the data was analyzed with SPSS 27. The mean score of the pre-test was 76.87. This shows that their understanding of narrative text was initially low. Following the pre-test session, the students were treated with animated short movies that presented fable narrative stories entitled " The Ant and The Grasshopper" and " The Hare and The Tortoise". Students had a high sense of enthusiasm during the process of teaching narrative text. It is because students have a bit of knowledge about narrative text, they know some narrative stories whether folklore, legends, fairy tales and others. However, it is not developed enough by utilizing the existing media. Therefore, they are stimulated by their curiosity when watching the short movies such as how the organizational structure, the characteristics of the characters in it, the language features and even the moral value contained in the story. Furthermore, in the post-test session, students had a mean score of 89.06. This shows that students' learning outcomes have improved from the previous pre-test results.

Conclusion

Based on the data analysis, it can be concluded that the use of animated short movies in teaching writing narrative text has significantly improved. It can be proven from the T-test result which shows that the mean score of the post-test after the treatment is 89.06 which is significantly higher than the pre-test score of 76.87 before the treatment. Those results suggest that this method has effects for IX grade at a Junior High School in Sidoarjo. This demonstrates that the approach of teaching narrative text using animated short movies is evidently having good and positive effects on improving the quality of students' writing, as well as effectively improving students' writing ability. Some of the effects that arise include 1). Students are better able to express their ideas in a creative and effective way. 2). Enhancing quality of students' writing. 3) Improving students' ability to process words. 4). Better understanding of the organization of narrative text. 5). The accuracy of using past tense in narrative text. 6). Increasing their confidence in writing. 7). Making the learning process in the classroom more interesting. In conclusion, the interactive approach of using animated short movies in teaching process has led to a significant improvement in the quality of students' writing and their confidence to write. It is an effective strategy that not only shows the creative side of the students but also makes the learning process more enjoyable. In teaching writing narrative text, animated short movies are one of the interesting media, since students can learn it in a relaxed and fun way.

This study of animated short movies in teaching writing narrative text has shown that animated short movies can enhance student engagement, facilitate visual learning, and promote creativity and expression. The teachers can use animated short movies as an effective teaching tool, which can fulfill diverse learning styles and provide assessment support. The researchers have found empirical evidence supporting the power of animated short movies in teaching writing narrative text, offering pedagogical insights into how multimedia can enhance learning outcomes and engagement. The future research directions including optimizing instructional methods and integrating technology in educational environments. Overall, this study contributes to fostering creativity, engagement, and a deeper understanding of narrative composition among students, supports teachers, and provides valuable insights for ongoing educational research.

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