THE IMPLEMENTATION OF ANIMATION MOVIES IN TEACHING WRITING NARRATIVE TEXT OF 9TH GRADE STUDENTS OF MTSN 10 MAGETAN

[1]Resita Asri Hakiki, [2]Cherissa Jeihan, [3]Dian Rahma Jayanti

[1,2,3]*Universitas Doktor Nugroho Magetan*

[1,2,3]*Magetan, Indonesia*

E-mail: [1]resitaasrihakiki@udn.ac.id,

[2]*cherissajeihan@udn.ac.id.ac.id, [3]dianrahma@udn.ac.id*

Abstract— *This study investigates the implementation of animation movies as a teaching media to improve narrative writing skills of ninth-grade students at MTsN 10 Magetan. A quasi-experimental design was used with pre-test and post-test to measure students' writing improvement. Observation and documentation complemented the quantitative data. The results indicated a significant improvement in students' narrative writing scores after the use of animation movies. Moreover, students showed increased motivation and engagement during the learning process. Animation movies were effective in helping students understand narrative elements, develop ideas coherently, and enhance creativity in writing.*

Keywords— *Animation movies, narrative writing, teaching media, students' engagement*

I. INTRODUCTION

Writing is one of the essential language skills that students must master, as it enables them to express ideas, experiences, and creativity in a coherent and structured manner. However, many students often face difficulties in writing, particularly in composing narrative texts, which require them to organize events logically and include elements such as orientation, complication, resolution, and conclusion. The lack of motivation, limited vocabulary, and insufficient understanding of story structures are some of the common challenges students encounter in narrative writing. These challenges often result in low-quality writing and decreased student engagement in learning activities.

Traditional teaching methods, which rely heavily on textbooks and lectures, are often insufficient to address these difficulties. Such methods may not provide students with clear

examples of narrative structures or stimulate their interest in writing. Consequently, students may struggle to develop coherent stories or creatively express their ideas. Therefore, teachers need to adopt innovative teaching strategies and use media that can make narrative concepts more concrete and understandable for students.

Multimedia tools, including videos and animation, have been increasingly recognized as effective aids in language learning. According to Mayer (2009), multimedia learning combines visual and auditory information to enhance comprehension and retention. Animation movies, in particular, provide vivid storytelling through characters, plot development, and visual contexts, making abstract narrative elements easier for students to grasp. By observing and analyzing animation stories, students can imitate the narrative patterns, identify essential story elements, and apply them in their own writing.

Previous studies have shown that using multimedia in teaching writing can significantly improve students' skills and engagement. Harmer (2004) emphasizes that integrating visual media can stimulate students' creativity and motivation, allowing them to produce more organized and meaningful texts. Additionally, animation movies can create an enjoyable learning environment, where students feel more interested and confident in expressing their ideas. The use of animation movies is therefore considered a promising strategy to overcome challenges in narrative writing.

Based on these considerations, this study aims to investigate the implementation of animation movies as a teaching media to enhance narrative writing skills of ninth-grade students at MTsN 10 Magetan. The research focuses on evaluating the improvement of students' writing ability, analyzing their engagement and motivation during the learning process, and determining how animation movies help them understand and apply narrative structures effectively. The findings of this study are expected to provide practical insights for teachers and contribute to the development of innovative teaching methods in language education.

II. RESEARCH METHOD

This study employed a quasi-experimental design with pre-test and post-test to assess students' improvement in narrative writing. The participants were ninth-grade students at MTsN 10 Magetan, selected purposively to ensure they had similar backgrounds in language learning. The primary data consisted of students' narrative writings before and after the intervention, while secondary data were obtained from classroom observations and documentation, including lesson plans and previous student works.

Data collection involved writing tests, observation, and documentation. The pre-test was administered to measure students' initial ability in narrative writing, while the post-test measured improvements after the teaching intervention using animation movies. Observations were conducted to monitor students' participation, motivation, and engagement throughout the lessons. Documentation of lesson plans and students' prior works provided additional context to support the analysis of results.

The research procedure began with the preparation of teaching materials and animation movies relevant to narrative texts. The pre-test was conducted to determine the baseline writing ability of students. The teaching process then incorporated animation movies as a media, where students watched, analyzed, and discussed the story elements before creating their own narrative texts. Observation and documentation were conducted simultaneously to collect qualitative data.

After the intervention, the post-test was administered to evaluate the effectiveness of animation movies in improving students' writing skills. Quantitative data were analyzed using mean scores and comparisons between pre-test and post-test results to determine improvement. Qualitative data from observations and documentation were analyzed descriptively to provide a deeper understanding of students' engagement and responses.

The combination of quantitative and qualitative data allowed the researcher to comprehensively evaluate the impact of animation movies on narrative writing. This method ensured that both measurable improvements in writing scores and observable changes in student engagement and motivation were captured and analyzed effectively.

III. ANALYSIS

The analysis showed a significant improvement in students' narrative writing skills after the use of animation movies. The mean post-test scores were higher than the pre-test scores, indicating that students could organize ideas more coherently, develop characters and plots effectively, and use vocabulary appropriately. Students demonstrated the ability to structure narratives with clear orientation, complication, and resolution, which reflected better understanding of narrative elements.
Observations revealed that students were more motivated and engaged during lessons. They actively participated in discussions about story elements, shared ideas, and showed enthusiasm in writing their own narratives. The animation movies provided clear and concrete examples of narrative structures, making it easier for students to comprehend abstract storytelling concepts and apply them in their writing.

The use of animation movies also supported creativity in writing. Students were able to draw inspiration from the visual and auditory elements of the movies, producing more imaginative and engaging narratives compared to the pre-test. This aligns with prior research that multimedia can enhance both comprehension and creativity in writing (Harmer, 2004; Mayer, 2009).

Despite these improvements, some students still faced challenges in organizing ideas and expressing them clearly. This indicates that while animation movies are effective, teacher guidance, feedback, and additional practice remain essential to maximize learning outcomes. Proper scaffolding during the learning process ensures that all students benefit from multimedia integration.

Overall, the findings confirm that animation movies are an effective media to improve students' narrative writing skills. They not only enhance students' ability to structure narratives but also increase motivation, engagement, and creativity, making the learning process more meaningful and enjoyable.

IV. CONCLUSION AND SUGGESTION

The implementation of animation movies in teaching narrative writing significantly enhanced students' writing skills, engagement, and understanding of narrative structures. Students were able to organize ideas more coherently, develop plots and characters effectively, and use vocabulary appropriately. Animation movies also increased motivation and participation in learning activities, creating a more dynamic classroom environment.

Teachers are encouraged to integrate animation movies or similar multimedia tools into writing lessons to enhance students' narrative writing abilities. However, guidance, scaffolding, and constructive feedback remain essential to help students who face difficulties in idea organization and expression.

Students are recommended to actively participate in lessons involving multimedia and practice writing narratives regularly. Regular exposure to narrative examples through animation or other media can reinforce understanding and stimulate creativity in writing.

Future research could explore other multimedia strategies or combine animation movies with different teaching methods to further improve writing skills. Studies with larger sample sizes or different educational levels may also provide additional insights into the effectiveness of multimedia in language learning.

Finally, the study confirms that animation movies are a valuable teaching resource that can significantly enhance narrative writing skills while fostering engagement and creativity in students.

BIBLIOGRAPHY

Arsyad, A. (2011). Media Pembelajaran. Jakarta: Rajawali Pers.

Brown, H. D. (2007). Teaching by Principles: An Interactive Approach to Language Pedagogy (3rd ed.). New York: Pearson Education.

Harmer, J. (2004). How to Teach Writing. Harlow: Longman.

Mayer, R. E. (2009). Multimedia Learning (2nd ed.). Cambridge: Cambridge University Press.

Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing (3rd ed.). New York: Pearson Longman.

Prihasdwianti, D. (2013). The Effectiveness of Teams Games Tournament (TGT) Method on Students' Learning Achievement in Economics. Journal of Educational Research, 27–29.

Richards, J. C., & Renandya, W. A. (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press.

Tompkins, G. E. (2014). Teaching Writing: Balancing Process and Product (6th ed.). Boston: Pearson.