

**ANIMATED SHORT VIDEOS FOR WRITING
SKILLS OF EFL STUDENTS AT SMAN 1 BULUKUMBA**

(A Qualitative Research)



A Thesis

*Submitted to the Faculty of Teacher Training and Education
Makassar University Muhammadiyah in Part Fullfiment of the Requirements for
the Degree of Education in English Education Departement*

MUHAMMAD ALFIAN RUSNI

105351115218

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2024

LEMBAR PENGESAHAN

MAJELIS PENDIDIKAN TINGGI PIMPINAN USAHA MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alaudin No. 259
Makassar
Telp. 0411-860377/860132 (Fax)
Email: fkip@urumuh.ac.id
Web: https://fkip.urumuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

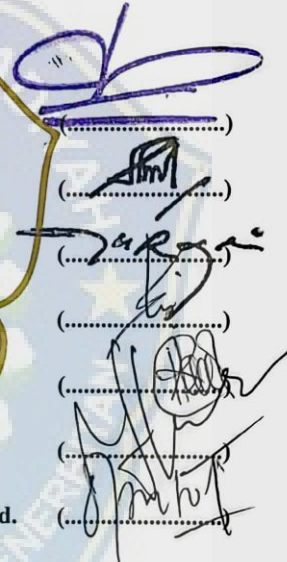
LEMBAR PENGESAHAN

Skripsi atas nama **Muhammad Alfian Rusni** NIM **10535115218**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 212 Tahun 1446 H/2024 M, tanggal 16 Muharram 1446 H/22 Juli 2024 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Jum'at 16 Agustus 2024**.

Makassar, 13 Shafar 1446 H
16 Agustus 2024 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag
2. Ketua : Erwin Akib, S.Pd., M.Pd., Ph.D.
3. Sekretaris : Dr. H. Baharullah, M.Pd.
4. Dosen Penguji :
 1. Prof. Dr. Eny Syahpiana, M.Pd.
 2. Ariana, S.Pd., M.Pd.
 3. Dr. Yassir Mallapiang, S.S., M.Pd.
 4. Muhammad Astrianto Setiadi, S.Pd., M.Pd.



Disahkan Oleh:
Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar



Erwin Akib, S.Pd., M.Pd., Ph.D.

NBM. 860 934

APPROVAL SHEET

**MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 299 Makassar
Telp : 0811 792101 (Secretary)
Email : prodiibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : Animated Short Videos for Writing Skills of EFL Students at
SMAN 1 Bulukumba

Name : Muhammad Alfian Rusni

Reg. Number : 105351115218

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 26 September 2024

Approved By,

Consultant Consultant II


Dr. Eka Prabawati Rumi, S.Pd., M.Pd.
NBM. 0912088704


Ardiana, S.Pd., M. Pd.
NBM. 0923098902

Dean of FKIP Universitas Muhammadiyah Makassar Head of English Education Department


Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934


Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

 PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

 RESEARCH
GROUP
PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

COUNSELING SHEET



**MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU
PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259
Makassar
Telp : 0811 1782101 (Secretary)
Email : prodidg@unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

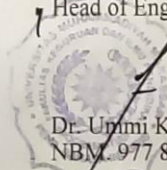
COUNSELING SHEET FOR THESIS CONSULTATION

Name : Muhammad Alfian Rusni
 NIM : 105351115218
 Department : English Education Department
 Title : "ANIMATED SHORT VIDEOS FOR WRITING SKILLS OF EFL STUDENTS AT SMAN 1 BULUKUMBA"
 Consultant I : Dr. Eka Prabawati Rum, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
13/5/24		- Findings - Discussion? - Suggestion	
18/5/24		- Findings	
27/5/24	1-4	- scope of the research - Literature gap - Citation - Theoretical framework - Tables - Footnote	
5/6/24		- Findings - Citation - Abstract - Discussion - Suggestion	

- Suggestion -
Makassar, June 2024

Approved by:
Head of English Education Department



Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

COUNSELING SHEET



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU
PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 239
Makassar
Telp 0811 4782101 (Secretary)
Email prodibg@urusmuuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Muhammad Alfian Rusni
NIM : 105351115218
Department : English Education Department
Title : "ANIMATED SHORT VIDEOS FOR WRITING
SKILLS OF EFL STUDENTS AT SMAN 1 BULUKUMBA"
Consultant I : Dr. Eka Prabawati Rum, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
6/6/24		check suggest	
7/6/24		ok	

Makassar, *June* 20.. *24*

Approved by:
Head of English Education Department

Dr. Umri Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



COUNSELING SHEET



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU
PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259
Makassar
Telp : 0811 1782101 (Secretary)
Email : prodidbg@unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Muhammad Alfian Rusni
NIM : 105351115218
Department : English Education Department
Title : "ANIMATED SHORT VIDEOS FOR WRITING SKILLS OF EFL STUDENTS AT SMAN 1 BULUKUMBA"
Consultant II : Ardiana, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
13 Mei 2024	iii iv	Change into past tense as it has been done Explain the procedures / the implementation of animated short videos Analyze the response based on the data Discussion - relate to theory Fix problems with layout	<i>[Signature]</i> <i>[Signature]</i> <i>[Signature]</i>
18 Mei 2024	v	Planning stage - implement stage - class stage But evidence of student information	<i>[Signature]</i>
27 Mei 2024	iv	Implementation of animated short videos Revising the results of interview	<i>[Signature]</i>
1 Juni 2024	iv	Elaborate on findings Put on evidences	<i>[Signature]</i>
6 Juni 2024	iv	Discussion Suggestive revises	<i>[Signature]</i>
7 Juni 2024		fix the organized Acc	<i>[Signature]</i>

Makassar, *June*20*24*

Approved by:
Head of English Education Department

[Signature]
Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 677 807

SURAT PERNYATAAN



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMUPENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Muhammad Alfian Rusni
Stambuk : 105351115218
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : Animated Short Videos for Writing Skills of EFL Students at SMAN 1
Bulukumba

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri, dan bukan hasil jiplakan dan tidak dibuatkan oleh siapapun.

Demikian surat pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, 24 September 2024

Yang Membuat Pernyataan

Muhammad Alfian Rusni

SURAT PERJANJIAN



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMUPENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Muhammad Alfian Rusni
Stambuk : 105351115218
Jurusan : Pendidikan Bahasa Inggris

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesainya skripsi ini, saya yang menyusunnya sendiri (tidak dibuatkan oleh siapapun).
2. Dalam penyusunan skripsi, saya selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak melakukan penjiplakan (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian seperti pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, 24 September 2024

Yang Membuat Pernyataan

Muhammad Alfian Rusni

MOTTO AND DEDICATION

MOTTO

“Mistakes are proof that you are trying”

DEDICATION

*I dedicated this thesis to:
my parents, my big family
and all the people who never stop to support me.*

ABSTRACT

Muhammad Alfian Rusni, 2024. Animated Short Videos for Writing Skills of EFL Students at SMAN 1 Bulukumba, this study aims to analysing English teacher's implementation of animation short videos and student's responses the use of animated short videos for enhancing the writing skills of EFL students can in English learning at SMA Negeri 1 Bulukumba. Employing a qualitative descriptive research method, the study observed and documented classroom interactions and conducted interviews to gain insights into the effectiveness of animated videos in teaching recount texts. (Supervised by Eka Prabawati Rum and Ardiana).

The objective of the research was to find out how effectively teacher to using animation short videos in the class of X.10 and the students responded of animation short video as media learning of writing skills. The methods used was qualitative research by using field notes and interview semi-structured. There were the English teacher and 6 students who become research sample. The findings indicate that teachers effectively integrate animated short videos into their lessons to illustrate the key concepts of recount texts, such as structure and moral value. Following video presentations, students are tasked with writing recount texts, during which teachers provide guidance and support. In addition, student's responses were generally positive, highlighting the engaging nature of animated videos and their effectiveness in improving comprehension and writing skills. The visual and audio elements of the videos were found to enhance student understanding and enjoyment of the learning process. However, some students suggested adjustments to background music to minimize distractions. Finally, the student can feel enthusiastic in learning with animation short videos. Overall, the study concludes that animated short videos are valuable tools for teaching writing skills to EFL students.

Keyword: *Animated Short Videos, Writing Skills, Student Responses.*

ABSTRAK

Muhammad Alfian Rusni, 2024. *Animated Short Videos for Writing Skills of EFL Students at SMAN 1 Bulukumba*, penelitian ini bertujuan untuk menganalisis implementasi video animasi pendek guru bahasa Inggris dan tanggapan siswa penggunaan video animasi pendek untuk meningkatkan keterampilan menulis siswa dalam pembelajaran bahasa Inggris di SMA Negeri 1 Bulukumba. Dengan menggunakan metode penelitian deskriptif kualitatif, penelitian ini mengamati dan mendokumentasikan interaksi kelas dan melakukan wawancara untuk mendapatkan wawasan tentang efektivitas video animasi pendek dalam pengajaran teks recount. (Di bimbing oleh Eka Prabawati Rum dan Ardiana).

Tujuan dari penelitian ini adalah untuk mengetahui seberapa efektif guru dalam menggunakan video pendek animasi di kelas X.10 dan siswa merespon video pendek animasi sebagai media pembelajaran keterampilan menulis. Metode yang digunakan adalah penelitian kualitatif dengan menggunakan catatan lapangan dan wawancara semi terstruktur. Ada guru bahasa Inggris dan 6 siswa yang menjadi sampel penelitian. Temuan menunjukkan bahwa guru secara efektif mengintegrasikan video pendek animasi ke dalam pelajaran mereka untuk mengilustrasikan konsep kunci teks recount, seperti struktur dan nilai moral. Setelah presentasi video, siswa ditugaskan untuk menulis teks representasi, di mana guru memberikan bimbingan dan dukungan. Selain itu, tanggapan siswa umumnya positif, menyoroti sifat menarik dari video animasi dan efektivitasnya dalam meningkatkan pemahaman dan keterampilan menulis. Elemen visual dan audio dari video ditemukan untuk meningkatkan pemahaman dan kenikmatan siswa terhadap proses pembelajaran. Namun, beberapa siswa menyarankan penyesuaian pada musik latar untuk meminimalkan gangguan. Terakhir, siswa dapat merasa antusias dalam belajar dengan video pendek animasi. Secara keseluruhan, penelitian ini menyimpulkan bahwa video pendek animasi adalah alat yang berharga untuk mengajarkan keterampilan menulis kepada siswa EFL.

Kata Kunci: *Video Animasi Pendek, Keterampilan Menulis, Tanggapan Siswa.*

ACKNOWLEDGEMENT

Alhamdulillah Robbil Alamin. Giving thanks to Allah SWT, the Almighty, who has provided health, blessings, and facilities for researchers to finish this thesis, which is one of the prerequisites for graduating from Universitas Muhammadiyah Makassar, is to be acknowledged. Shalawat and salam to the Prophet Muhammad SAW, who converted the world from a gloomy place to one that is now full of light.

Additionally, the researcher would like to convey his profound appreciation to his parents for their unwavering love, financial support, encouragement, sacrifice, and prayer for his accomplishment.

It is acknowledged by the researcher that several kind individuals have contributed significantly and offered advice, direction, and support during the study and production of this thesis. The researcher so like to sincerely thank and convey his gratitude to:

1. Prof. Dr. H. Ambo Asse, M.Ag. as the rector of the Universitas Muhammadiyah Makassar.
2. Erwin Akib, S.Pd., M.Pd., Ph.D. as Dean of the Faculty of Teacher Training and Education.
3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd. as the Head of the English Education Department
4. Dr. Eka Prabawati Rum, S.Pd., M.Pd. as the first consultant, thank you for guiding the researcher with patience, and wisdom, providing direction, and always encouraging the reseacher to do his best in completing the study.

5. Ardiana, S.Pd., M.Pd., as the second consultant and as a lecturer academic advisor for 6 years who always provide support and direction to the researcher.
6. Thank you to all the lecturers in English Education Department for the knowledge taught which is very useful for the researcher.
7. Great appreciation for the most valuable in my life, my beloved parents, and my family that always give motivation, loves, prayers, and support that given every day.
8. The EDSA manager for the year 2020-2021, my best friends from senior high school till now, and everyone who gave me help which I cannot mention one by one thank you for the help and togetherness in going through the ups and downs during the process.
9. A special thank you to myself for persevering through every procedure, showing patience, and doing my hardest. I am proud of who I am and I adore who I am.

It takes more than words to convey their contribution. May Allah reward each and every one of them. The researcher did acknowledge certain shortcomings with this article, though. This work is improved by all of the recommendations and helpful feedback from other people.

Makassar, 1 Juni 2024

Muhammad Alfian Rusni

TABLE OF CONTENTS

COVER.....	i
LEMBAR PENGESAHAN.....	ii
APPROVAL SHEET	iii
COUNSELING SHEET	iv
SURAT PERNYATAAN.....	vi
SURAT PERJANJIAN.....	viii
MOTTO AND DEDICATION.....	ix
ABSTRACT	x
ABSTRAK	xi
ACKNOWLEDGEMENT.....	xii
TABLE OF CONTENTS.....	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background	1
B. Problem Statement	5
C. Objectives of The Research	5
D. Significance of Research.....	5
E. Scope of The Research.....	6
CHAPTER II.....	7
REVIEW OF RELATED LITERATURE.....	7

A. Previous of Related Research Finding	7
B. Some Basic Concept	8
1. Concept of Animation Media	8
2. Concept of Writing Skills	14
3. Concept of English Foreign Language (EFL)	15
C. Theoretical Framework	17
CHAPTER III	19
RESEARCH AND METHODOLOGY	19
A. Research Design	19
B. Research Subjects	19
C. Research Instruments	20
1. Field Notes	20
2. Semi-structured Interviews	21
D. Data Collection Procedure	22
E. Data Analysis Techniques	24
CHAPTER IV	26
RESEARCH FINDING AND DISCUSSION	26
A. Finding	26
1. The Implementation of Animated Short Video for Writing Skills of EFL Students	27
2. The Students' Responses in Writing Skills Toward the Implementation of Animated Short Video	41
B. Discussion	47
BAB V	55
CONCLUSIONS AND SUGGESTIONS	55

A. Conclusions.....	55
B. Suggetions.....	55
BIBLIOGRAPHY	57
APPENDIX.....	61



CHAPTER I

INTRODUCTION

A. Background

One of the language skills which must be mastered by the students who are studying the English language is writing skill (Muttoharoh & Agustina, 2022). In Indonesia, however, writing skill is also considered important, as writing is one of productive English skills that should be masterly skilled by English as Foreign Language (EFL) students in Indonesia for written communication and academic writing purposes, such as; letters, essays, papers, articles, journals, project reports, theses, etc. (Toba & Noor, 2019).

Handayani (2020) stated that writing is one of the four language skills that students must empower, namely speaking, writing, reading, and listening. By writing, students can express ideas, express thoughts and ideas and feelings. The ability to write effectively is indispensable for students. To realize writing skills, there needs to be a systematic effort starting from basic education. This writing skill is very important in supporting life activities at this time and in learning English.

Teaching and learning activities should be activities that activate not only teachers but also students. Handayani (2020) claimed that during teaching and learning activities, teachers play an important role in helping students to achieve maximum learning success. A teacher is also required to have a professional attitude in teaching, have adequate skills and knowledge so that the learning process is more interesting, effective, efficient and fun so that learning outcomes

have high quality. In learning, it is very important to create an environment that encourages students to dare to write and more on the expression of ideas.

According to Sadiku (2015) someone who has good writing skills can always express themselves so as to support the ability and competitiveness in the world of work. There are several things that affect the success of learning in schools including students and teachers, facilities and infrastructure, and the government. In the classroom, the learning methods and strategies chosen by a teacher affect the learning activities of their students. Facilities and infrastructure including available learning media can also affect the learning process in the classroom. In fact, there is a condition in learning that still needs improvement.

Handayani (2020) stated in writing, students need something concrete to get ideas such as going to the places they will portray, or presenting reality, or displaying photos or pictures. In other words, students need context. Providing visuals or realia helps contextualize classroom teaching. According to Arsyad (2014) suggests that learning media includes tools that are physically used to convey the content of teaching materials consisting of books, slides, images/photos, and graphics. In addition, learning media is a component of learning resources or physical vehicles that contain instructional material in the student environment that can stimulate students to learn. There are various forms of learning media that can support the learning process including, namely visual media, audio media and audio-visual media.

According to Marpaung (2017) stated that the use of media in the learning process at school is related to the level of psychological development and the level

of ability of students who follow the process. In conducting learning, every teacher should have a learning medium. Learning media is a component of learning which includes materials and equipment. With the inclusion of various theories and technologies, learning media continue to experience and perform in various types. Some practical uses of using learning media are learning media that can clarify the presentation of messages and information so as to facilitate and improve learning processes and outcomes.

Nurizmawati, Apriliawati, and Arifin (2015) claimed that in theory, animated learning videos are media which contains a collection of images in sequence then images. It is moved to become an animated video as is a combination of text, audio, video and animation components appropriate, then the use of animated short videos is very appropriate if used for clarify abstract concepts into concrete ones. Using animated short videos as learning media serves to attract students' attention in learning activities so that it can provide faster understanding to participants educate. Apart from that, using animated short videos make it easier for students to learn so that the participants learning outcomes students can improve. From this explanation, this study found out student responses in using Animated Short Videos for Writing Skill of EFL students.

The reason why researcher got ideas for this title because when participating in the 2022 Teacher Training Professional Strengthening (P2K) program at UPTD SMPN 23 Barru Regency, students at that time received English learning using animated short videos on narrative text (writing skills) material by their teachers. From this experience, researcher want to examine students'

responses to English language learning using animation short video for writing skills of EFL students at SMAN 1 Bulukumba.

The place that will be used for this research is at SMA Negeri 1 Bulukumba, Bulukumba Regency, South Sulawesi Province. The reason why the researcher chose SMA Negeri 1 Bulukumba as the subject of the research is because SMA Negeri 1 Bulukumba uses animated short videos for learning United Kingdom and is made a Technical Implementation Unit (UPT) by the Ministry of Education, Culture, Research, and Technology for Ujung Bulu Regency which has the following tasks: collecting data related to education in the district, as input material in the preparation of the work program of the Education Office in accordance with regulations applicable laws. Indirectly, SMA 1 Negeri Bulukumba is suitable for use as a research subject.

On the basis of the above, the research is interested in conducting research “Animated Short Videos for Writing Skills EFL Student at SMAN 1 Bulukumba”.

B. Problem Statement

Based on background above, the problem statement of the research is:

1. How does the teacher use animated short videos for students in writing teaching?
2. What are the students response to the use of animated short videos in learning writing?

C. Objectives of The Research

Based on the results of the discussion on the background, the objectives of this study are to:

1. To explore how the teacher using the animated short video in English teaching.
2. To analyse the student responses in animated short video for teaching writing in SMA Negeri 1 Bulukumba.

D. Significance of Research

1. Theoretical Significance

Theoretically, the research given information about in animated short videos for writing skills of EFL students at SMAN 1 Bulukumba.

2. Practical Significance

There are two practical significances expected by Researcher as:

a. For teachers,

The result of this researches is expected to the teacher about interesting and effective learning media for students, namely animated short videos for writing skills of EFL students.

b. For students:

- 1) Assist students in understanding animated short videos for writing skills of EFL.
- 2) Students become more interested in understanding animated short videos in writing skills of EFL.
- 3) Improve English learning outcomes.

c. For Research,

Increase knowledge and insight in the use of interesting and effective learning media.

E. Scope of The Research

Based on the background and problem identification, this study focuses on teachers in using animated short videos in learning English on writing skills material and knowing students' responses in learning animated short videos by looking at three aspects, namely student understanding, multimedia quality (audio-visual) and students' interest in using animated short video media to write EFL students at SMAN 1 Bulukumba.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Finding

There are several previous findings related of this research:

1. Munawaroh (2019) claimed his result, the student reading comprehension using animation, this helps students to understand language features, know factual or detailed information and also draw moral values from narrative texts. In this research, use of animated videos can improve students' reading comprehension. Student reading competence increases from the first cycle to the third cycle. It is shown by the increase in student grades and the learning process carried out by teachers and collaborators fulfilling all aspects of the teaching objectives.
2. Siregar (2021) presented his research result, that students felt some positive perceptions towards the use of animated videos in writing narrative texts which included, enthusiasm in the use of animated videos as a skewed medium, better understanding of stories and Students felt motivated to write narrative stories correctly.
3. Setiyawan, Rochsantiningasih, & Setyaningsih (2019) claimed that their results showed that Animated Videos were able to improve students' writing skills which can be seen from the following points. (1) students explore their ideas easily; (2) students organize their ideas coherently using appropriate generic description structures; (3) students write their

descriptives in grammatically correct sentences; (4) students use more appropriate tenses of words; (5) Students use capital letters and punctuation correctly in their compositions.

4. Rahmah, Fausan, Nasir, & Hawaida (2023) stated the final results of the research on the use of animation media on class XII English learning outcomes at SMA Negeri 3 Pangkep can improve the English learning outcomes of grade XII students and the use of animation media in class XII English subjects of SMA Negeri 3 Pangkep has a positive effect on student learning outcomes.

From previous studies, the similarity is about how research proves that using animated short videos can improve students' English language skills. The difference between this study and previous research is focus on teacher and student responses in the use of animated short video for writing skills using qualitative research methods.

B. Some Basic Concept

To avoid misunderstanding the concepts used in this study, some definitions are given as follows:

1. Concept of Animation Media

a) Definition of Animation Videos Media

In carrying out teaching and learning activities between teachers and students, a support is needed for the implementation of the learning process in accordance with the learning objectives that have been set. One of the supporters is learning media. Learning media is important to

use, because learning media can help the teaching and learning process become more active, creative, interesting, and provide a new learning atmosphere. There are so many learning media that can be used to support the learning process, but here researchers will discuss animated video-based learning media.

Animated video media is a learning media that uses elements of moving images accompanied by complementary sounds such as a video or film. According to Husni (2021) suggests that "Animated video is the movement of one frame with another frame that differs from each other in a predetermined duration of time, thus creating a sense of movement and there are also sounds that support the movement of the image, such as the sound of speech or dialogue and other sounds".

Meanwhile, according to Nuswantoro and Vicky Dwi Wicaksono (2019) explained that "Powtoon-based learning animation videos are cartoon animation videos that can be filled with learning materials and can be used as learning media for elementary schools because of their interesting and funny nature, and suitable for elementary schools".

Furthermore, Lenggogeni and Siti Roqoyyah, (2021) stated that "Scratch-assisted animated video media is a means in the form of images that impress life (moving) equipped with audio made using simple programming applications on a computer so that they can store learning messages".

Meanwhile, the characteristics of animation videos media, according to Widyawardani (2021) stated that the characteristics of animation videos media are "Media made adjusted to a balanced display composition to appeal to visually the students, the use of images, audio and animation videos to facilitate visualization and delivery of material, the explanation of the material is presented in the form of stories in which there are animation characters in accordance with the characteristics of elementary school children. The characteristics of animation videos media are "Animation media learning results of development in such a way as to be able to display writing (text), color images, audio (sound), and animation in one unit so as to be able to give its own attraction to student to learn through the presentation of audio-visual materials". According by Jerry (2018). In addition, Husni (2021) stated that the characteristics of animation videos are: Animation videos media can be displayed with the help of a projector LCD screen in front of the classroom and can be seen throughout the class, movement of one frame with another.

In addition, Daryanto in cited Ftiana (2014), explained that the characteristics of animation videos media are having more than one convergent media for example combining audio-visual elements, being interactive in the sense of having the ability to accommodate user responses, being independent in the sense of providing convenience and completeness of content in such a way that users can use without the

guidance of others. As according to Sharon in cited Saputra (2017) explained that the characteristics of animation videos media are, authentic that is, the image must show the actual situation as people see it, Simple that the composition of the image must clearly show the main points in animation videos, the image should be good in terms of art and in accordance with the learning objectives, have a message that is conveyed quickly and easily remembered.

b) Advantages of Media Animation Videos

The advantages of animation video are as explained Sobron in cited Safitri (2023) stating that "The use of more than one communication media can facilitate teachers in giving material directly to student through videos or recording. So that if there is material that is difficult for a student to understand, then he can reopen the videos recording that has been shared by his teacher".

According to Widiyasanti in cited Margareta (2018) explained that "From the appearance of videos hero figures, can be used as by student. So that animation videos also serves as a media in the formation of student characters. This is because when watching the animation videos, student will understand the message contained in the videos, and indirectly student has played an active role in the teaching and learning process". As explained by Nuswantoro & Vicky Dwi Wicaksono (2019) stated that "advantages of Animated Video Media is a file in the form of

.mp4. So that this can make it easier for users because it can be watched on laptops and computers. For the deployment process itself, it is even easier, namely using a smartphone. Of course, this is very easy for users because it can be easily carried anywhere and the download is also facilitated because the youtube link has been provided".

In line with that, so that the animation video media is very supportive to be used in classroom learning to increase students' motivation to learn as stated by Azhar in Kurniawan (2015) stated that "video animation is the latest in the process of learning foreign languages in the classroom. From this animation videos, the spirit of student in the learning process becomes more increased because of the display presented. The term used to describe learning is edutainment (learning in a fun way)".

Based on the opinions of some experts above, the conclusions obtained from animation videos learning have advantages, the advantages of this include: 1) Can attract the attention of students when learning, 2) Teachers can save energy because the explanation is poured on video impressions, 3) Students easily understand subject matter that is difficult to understand, there are 2 media, namely media video and media audio 4) Its use can be on cellphones.

c) Disadvantages of Animation Videos Media

The disadvantages of learning media animation media based Nuswantoro and and Vicky Dwi Wicaksono (2019) explained that

"animation videos media also has disadvantages, namely users must have laptops, computers and projectors". In addition, making animation video takes a long time because the work is quite complicated so it consumes a lot of time. In the manufacturing process, it usually requires help from adobe premiere pro and audacity applications to get perfect dubbing results. So that in the end, the final result of disadvantages would be much more maximal". Then Alannasir (2016) stated that conducted at the time of his research suggested that one of the shortcomings of media animation video is "in the operation of animation media, there are still many teachers who do not understand so they have difficulty in operating".

According to Kurniawan (2015) suggests that the shortcomings of animation videos media, namely: Requires quite expensive costs in the process of procuring films and videos, During the learning process using videos, the state of the image certainly continues to move quickly, so that it can make students less focused on the information conveyed, the availability of videos is not always in line with the learning needs of videos, except if the video is indeed made specifically for the learning process.

In addition, Husni (2021) found that the shortcomings possessed by animation videos learning as follows: 1) Interactive, which means it has the ability to accommodate responses from users, 2) It is independent,

which means that the material provided can be complete so that in the next learning process it does not require anyone's guidance.

Another opinion about the shortcomings of animation videos media is according to Husni (2021) explains that: 1) Requires special software to open it 2) Requires creativity and sufficient skills to design animation that can be effectively used as a learning.

Based on some of the opinions above, it can be concluded that by using learning animation videos has disadvantages, including: 1) Animation videos media requires a long time to create a video. 2) Not all teachers can use this animation videos media. 3) Requires software to make videos so that the results are good and laptop 4) Making videos meid requires expensive costs. 5) Animation videos needs the help of other media to add good results so that the motivation of learning student increases.

2. Concept of Writing Skills

Writing is one of the four language skills that must be empowered by students, namely speaking, writing, reading, and listening. By writing, students can express ideas, express thoughts and ideas and feelings. The ability to write effectively is indispensable for students. To realize writing skills, there needs to be a systematic effort starting from basic education. This writing skill is very important in supporting life activities at this time and when entering the world of work. Sadiku (2015) stated that someone

who has good writing skills can always express themselves so as to support the ability and competitiveness in the world of work.

Al-Mukdad (2019) claimed that learning any language needs mastering its different skills, and writing is the most significant skills among other, because it is the clear evidence of being in control of the foreign language. As defined by Lira (2013), writing is the process of using symbols to communicate thoughts and ideas in a readable form. To write clearly, it is essential to know the fundamental system of a language. In English, writing consists of grammar, punctuation and sentence structure.

Javed, Juan, & Nazli (2013) their claimed, writing skill helps the students to become independent, logical, fluent and creative, which forms the basis for their abilities to put their thoughts in a meaningful form and to tackle the message in an appropriate way. Writing skill plays a pivotal role to improve students' exposure and competency for the purpose of communication and interaction.

3. Concept of English Foreign Language (EFL)

English Foreign Language (EFL) which means English as a foreign language. The teaching of English Foreign Language is applicable in countries where the majority do not use English to communicate daily but still learn English as preparation for career prospects such as continuing studies to foreign universities or those who have good English language

skills qualifications, work requirements, scholarship requirements, requirements for joining the international community, etc.

Nordquist (2020) stated that English as a Foreign Language (EFL) is a term used to describe the learning of English by non-native speakers in countries where English is not the dominant language. This is different from English as a Second Language, also referred to as English as an Additional Language which is the practice of learning English in a country where the majority of the population speaks English. English must be introduced well for the students.

In schools, often widely, but it does not play an essential role in national or Indonesia, our country, uses English as Foreign Language. Thus, the existence of English only limited in the classroom or institution. English as Foreign Language (EFL) classroom means a set of classrooms in a school that study English and taught English but English itself does not have any role nationally and daily. In foreign language situations of this kind, therefore, the hundreds of thousands of learners of English tend to have an instrumental motivation for learning the foreign language. When English become a world language, while the daily social life does not ask to master and use it, thus only high-motivated learner study hard. English as a Foreign Language (EFL) can be optimal and maximal to be taught in the class if the process of teaching itself is effective.

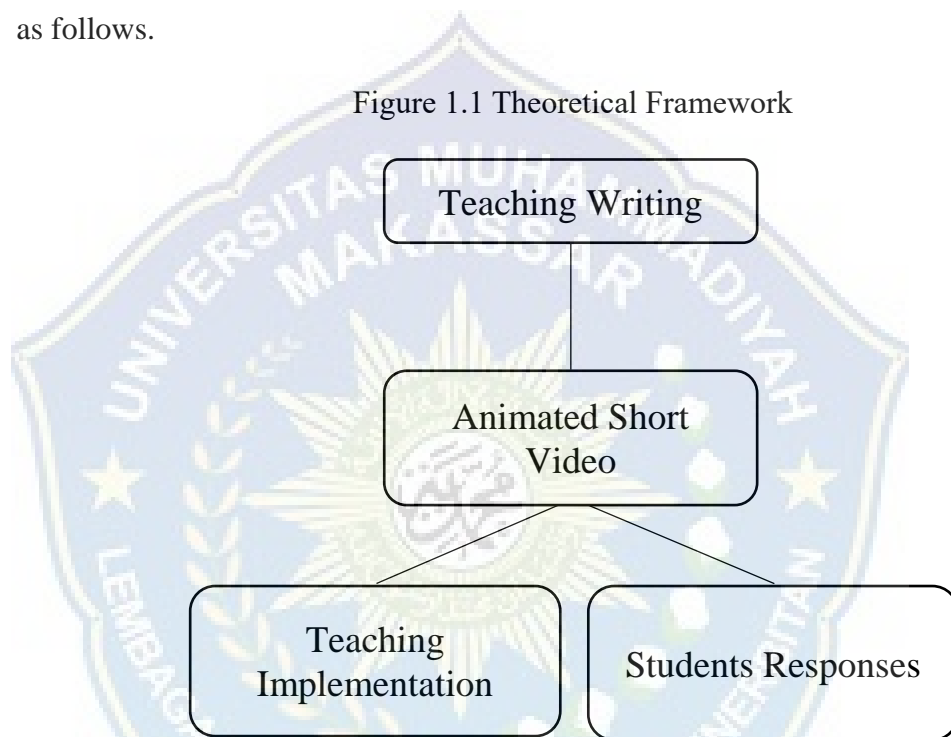
Therefore, it can be concluded that an effective teaching is a teacher best performance of transferring knowledge process that proven by students

learning achievement. The essence of effective teaching lies in the ability of the teacher to set up a learning experience that brings about the desired education.

C. Theoretical Framework

Based on the description, the frame of mind in this study can be formulated as follows.

Figure 1.1 Theoretical Framework



The theoretical framework above describes the research conducted by researcher. This study is a descriptive study that describes about: first, researcher observed English learning. Second, researcher observed students while receiving learning materials using Animated Short Video. Third, researchers observe how the course of English learning carried out by teachers and students using animated short videos using field notes and finally found out student responses through semi-structure interviews after learning English.

After collecting interview data, researcher analyzing to find out how teachers run animated short video for writing skills learning and grade X.10 students' responses to the use of animated short video for writing skills.



CHAPTER III

RESEARCH AND METHODOLOGY

A. Research Design

This research uses qualitative descriptive techniques. The research method used in study is qualitative descriptive. According to Gay & Mills (2012), to better understand certain phenomena of interest, qualitative research involves the collection, analyze, and interpretation of broad (i.e., nonnumeric) narrative and visual data. Where this method is to find data from several forms of interview activities. This research requires researchers to understand, pay attention, analyze, interpret, and then develop it into a theory so that later it can be used as a basis.

This study aims to analyze how teacher implementation of using animated short video for writing skills & student responses to the use of animated short videos for writing skills of EFL students in English learning at SMA Negeri 1 Bulukumba. After carrying out direct observation, the researcher founded student response to animated short videos used by teachers to students in class.

B. Research Subjects

The subjects of this study are English teacher and grade X.10 students of SMA Negeri 1 Bulukumba. The number of students in class X.10 of SMA Negeri 1 Bulukumba is 24 students. And from 24 students in class X.10, the researcher selected 6 students based on observations to be the subject of research.

The reason the researcher selects teachers and students of grade X.10, namely in the process of teaching and learning English, teachers and students of grade X.10 using animated short videos for writing skills.

So that the data would be more complete in getting teacher implementation and student responses about animations short videos for writing skills. At the same time, the research can get data to analysing through direct interviews.

C. Research Instruments

1. Field Notes

The researcher choosed Field Notes for the observation. According to Noviani (2018) stated that field notes are a very important tool in qualitative research. This suggests that in addition to observing and interviewing, the third source of field notes came from written material. Yin (2011) in addition to observing and interviewing, the third common source of field notes comes from written materials. So, every time you finish making observations or interviews, field notes should not be neglected because they mixed with other information and a person's memory is limited.

Based on the opinions of the researcher above, the studies rely on observations in collecting data through field notes. Field notes conducted when observing the English learning process using short video animations for writings skills. By collecting data using field notes, it is easier to analyze

to how teacher implementation of using animation short videos for writing skills in EFL.

When observations were made using field notes, the researcher recorded the things that happened to the research subjects by making a table using the learning procedure points: initial activity, core activity, and final activity. This is to make it easier for researchers to observe the subject during the implementation of learning and obtain detailed data.

Rusman & Ruhmat (2010) stated, the learning stages are divided into three stages as follows: pre-learning activities or initial activities, core learning activities and final activities. Each of these stages is taken systematically, effectively and efficiently.

2. Semi-structured Interviews

The type of interview used in this study is Semi-structured interview. According to George (2022), semi-structured interviews are a data collection method that relies on asking questions within a predetermined thematic framework. However, the questions are not arranged sequentially or in expressions. In research, semi-structured interviews are often used in qualitative research. Semi-structured interviews are commonly used as exploratory tools in marketing, social sciences, survey methodology, and other research fields. Semi-structured interviews are also common in field research with multiple interviewees, giving everyone the same theoretical framework, but allowing them to investigate different aspects of the research question.

George (2022) stated that semi-structured interviews are a mix of structured and unstructured interview types. Unlike in an unstructured interview, interviewers have an idea of what questions they asking. Unlike in a structured interview, the phrase and order of questions are not established.

Semi-structured interviews would be conducted after the English learning process using animated short videos for writing skills of EFL students. During the interview session, the researcher would refer questions to the problem statement and field notes obtained earlier. So that the questions that would be used during the interview should not widen and refer more to the results of the research according to the results of the field even though using a semi-structure interview.

D. Data Collection Procedure

In this study, the research would play a passive participation role. According to Sugiyono (2013) stated, passive particularity is research that exists at the place of activity, but does not participate or interact.

During the observation in the classroom with field notes, the researcher also used media devices such as digital cameras to record videos during English learning activities using animated short videos. This also helps researchers get additional observational data in observations with field notes. The camera will be installed in the corner of the classroom and the digital camera will start recording when the teacher starts learning English at the beginning until the learning process is complete.

After camera was set, the researcher observed from the back side of the students during the lesson. This is to make it easier for researchers to take field notes and observe research subjects and also not interfere with learning activities taking place.

1. In collecting data using field note researcher perform several steps:

- a) The researcher walked into the classroom and sit on the back site.
- b) The researcher prepared a field note.
- c) The researcher filled out the types the teacher and students who happened into a field nose.
- d) The researcher put code on certain types of teachers to get the expected data.
- e) After the data on the field note was complete, the researcher conducted interviews on students.
- f) The researcher asked several questions to support the results of the observations.

After observing the class, the researcher prepared to continue collected data from the students with interview. In interviews with students, the researcher proposed three related aspects, student understanding, the quality of video and audio-visual and students' interest in learning animated short videos.

2. In collecting data semi-structure interview perform several:

The researcher selected 6 out of 24 students and one session for one student. The duration of the interview in each session takes 5-10 minutes, and

the number of questions asked in the interview is 10 questions and the questions will develop because the interview method uses a semi-structured interview.

E. Data Analysis Techniques

According to Miles & Huberman as cited in Mardianti (2018) revealed, in analysis the data that has been collected, the researcher uses data collection techniques combine with the following steps:

1. Step I: Data Reduction

Data reduction, that is, the selection of relevant data, then the data is simplified, then classified by substance, the data obtained must be factual and write objective records.

- a) Select relevant data that has been collected from observations, field note and semi-structure interviews
- b) Code the data to make it easier for research to classify the data.
- c) Make objective records and classify data that has been collected from observations, field notes and semi-structure interviews
- d) Create reflective notes that research spontaneously think are relevant to the data collected
- e) Making memos, namely developing opinions or theories and concepts from the results of the data.
- f) Analysing subjects with different results. The results of the first informant are adjusted to the results of the second informant.

2. Step II: Data Display

Miles & Huberman in Mardianti (2018) stated, Data display is the model of qualitative data analysis. This phase provides an organized and assembly of data information that permits for conclusion drawing. Data Display presents more data with a focus on words or actions that occur in a specific context.

Data Display creates detailed and extensive descriptions of the participants, environment, and phenomena under investigation to illustrate the rich complexity of the study. The purpose of this step is to build a narrative image of the scenes and events that took place there so that you can understand the research setting.

3. Step III: Conclusion

The final stage is to draw conclusions from the data that has been collected. The conclusion of these findings is expected to be new findings that can be used as a theoretical basis for future research. The results obtained make the data previously unclear and will become clear after the research is conducted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Finding

To gather comprehensive data, the research utilized three instruments: observation field notes, interviews, and questionnaires. Prior to data collection, permission was obtained from the school principal. Additionally, a discussion was held with the target class teacher to understand student challenges in writing. The teacher identified difficulties with vocabulary and expressed a desire to explore new techniques to enhance writing skills. While the teacher had previously used animated short videos, their implementation ceased due to curriculum changes under Kurikulum Merdeka and time constraints. However, the teacher reintroduced this method during the current semester.

Based on the teacher's insights, the research adopted a three-step data collection process. First, field notes were used to monitor student and teacher interactions during class activities involving animated short videos for recount writing instruction. The collected data was then analysis to assess its alignment with the lesson plan. The second step involved administering questionnaires to all EFL students in the tenth grade at SMAN 1 Bulukumba. These aimed to analyze student responses towards the implementation of animated short videos in writing recount texts. Following the questionnaires, the third step entailed conducting interviews with both students and the teacher.

The interview questions focused on students' experiences and responses on using animated short videos to write recount text. Interviews with six of the twenty-

four selected students in the tenth grade EFL class, provided in-depth information about their responses to the method. In addition, it also observes teachers to find out the learning process using animation short video in gaining insight into student interests and challenges faced when learning to write in recount text material.

1. The Implementation of Animated Short Video for Writing Skills of EFL Students

The researcher in terms for the implementation of animated short video of EFL students to facilitate findings at the time of observation, as follows:

a. Preparation

On Tuesday, January 16th, 2024, the researcher observed the first implementation of short animated videos in teaching recount writing at SMAN 1 Bulukumba. The session began with the teacher greeting the students, checking attendance, and reviewing key concepts related to recount texts, including their definition, generic structure (orientation, complication, resolution), and moral values. This foundation was crucial for understanding the animated short video that followed.

“At 06.50 the teacher was in the school teacher's room to prepare teaching materials that were used in class X.10. such as lesson plans, laptops, projectors, and speakers to be used during English learning in class. Meanwhile, students of grade X.10 perform hygiene tasks outside and inside the classroom. After 10 minutes have passed, the teacher has arrived at the classroom and prepared the projector and speakers assisted by X.10 students so that when

the lesson starts the teacher is not difficult and takes learning time.

(Field Note, 16 January 2024)

The chosen video, "The Battle of Surabaya," depicted the Indonesian people's struggle against British forces during the 1945 Surabaya Revolution. The video, rich in narration and visuals, captivated the students, immersing them in the historical event. The researcher noted the students' engagement and their awe at the bravery displayed in the video.

In the preparation section, the teacher arrives early to class before the start of the lesson. They took the initiative to prepare all the required teaching materials, such as projectors and speakers, to ensure a smooth learning experience for the students. The teacher meticulously arranges the arrangements, making sure that everything is ready for the day's instructions.

“The teacher was in the school teacher's room to prepare teaching materials that were used in class X.10. such as lesson plans, laptops, projectors, and speakers to be used during English learning in class.” (Field Notes, 16 January 2024).

Their careful planning hit a snag when they ran into problems with the Bluetooth speaker, which didn't work properly. Despite these setbacks, the teacher remained calm and quickly began to act. Recognizing the need for help, teachers turn to students, effectively involving them in the problem-solving process. With a collaborative spirit, teachers and students work together to solve problems. Through effective communication and joint efforts, they managed to correct technical errors, allowing lessons to proceed as planned. This impromptu teamwork not only solves immediate

challenges but also showcases teachers' resources and abilities to encourage student engagement in problem-solving tasks. It also sets a positive tone for collaborative learning in the classroom, emphasizing the importance of teamwork and cooperation in overcoming obstacles.

“At the same time when the Bluetooth speaker is tried before learning begins, it does not make a sound or is damaged so that the preparation process has problems. To solve the problem, the teacher asked the X.10 class leader to bring the broken speaker to the teacher's room and take the other speaker. 5 minutes later, the X.10 class leader came back and helped the teacher to prepare for the study.” (Field Notes, 16 January 2024).

The second observation took place on Tuesday, January 23rd, 2024.

The teacher began the lesson with greetings and attendance checks, followed by questions about recount texts to assess prior knowledge. The students demonstrated retention of the concepts learned in the previous session.

“At 7:00 a.m. School lessons have begun. Students pay homage to the teacher followed by prayer before learning begins. After the Common Prayer has been performed, the teacher first absents student X.10. and all of them come with the number 24. After that, Master asked for the schoolwork that had been given yesterday's meeting to be collected. After students submit schoolwork in the teacher, the teacher then randomly distributes schoolwork to students.” (Field Notes, 23 January, 2024).

This session differed slightly in that students were first asked to write a recount text based on what they remembered from the previous video's content. This activity aimed to assess their retention and ability to recall details without immediate visual aid. After completing their initial drafts, the teacher played another animated video on the Battle of Surabaya, but with different animation styles. This approach provided a fresh perspective while maintaining the familiar theme.

b. Initial Activity

The teacher then introduced a different animated video on the same theme of the Battle of Surabaya. The new video was selected for its clarity and simplicity, making it an appropriate source for writing recount texts. Students were instructed to pay close attention to details in the video. After watching the video, students were asked to write a recount text. The researcher observed their engagement and noted their ability to apply the recount text structure and language features learned previously. The students worked diligently, and the teacher provided assistance as needed. The session concluded with the teacher collecting the students' writing assignments for further evaluation.

“At 7:00 a.m. School lessons have begun. Students pay homage to the teacher followed by prayer before learning begins. After the Common Prayer has been performed, the teacher first absents student X.10. and all of them come with the number 24. After that, the teacher explained the Recount text material to X.10 students. Then the teacher does intimation with students such as asking the meaning of recount text, what are the characteristics of recount text and what are the steps when writing recount text. It can be seen that there are still students who have not understood, but there are also some who have understood. (Field Notes, 16 January 2024)

The lesson begins with students saluting the teacher and praying, setting a tone of respect and focus for the learning session. After this,

attendance is taken to ensure all students are present and engaged in the lesson.

“School lessons have begun. Students pay homage to the teacher followed by prayer before learning begins. After the Common Prayer has been performed, the teacher first absents student X.10. Of the 24 presented, there were 22.” (Field note, 23 January 2024)

Following the second video viewing, students were asked to review and refine their recount texts. They compared their initial drafts with the new video content, adjusting and adding details they might have missed. The teacher provided guidance and assistance throughout this process.

The teacher then seamlessly moves on to introducing the topic of Recount Text, providing context for the upcoming lesson. In particular, teachers highlight the use of animated short videos as an additional tool for learning, piquing students' interest and demonstrating the interactive nature of the lesson ahead.

“The teacher gives an explanation of the material that students will learn which about Recount text. Then, the teacher also explained that as long as the recount text material is studied, in the future it will use teaching aids, namely through animated short videos.” (Field Note, 16 January 2024)

The teacher then introduced a different animated video on the same theme of the Battle of Surabaya. The new video was selected for its clarity and simplicity, making it an appropriate source for writing recount texts. Students were instructed to pay close attention to details in the video. After watching the video, students were asked to write a recount text. The researcher observed their engagement and noted their ability to apply the recount text structure and language features learned previously. The

students worked diligently, and the teacher provided assistance as needed. The session concluded with the teacher collecting the students' writing assignments for further evaluation.

“At 7:20 a.m. after the students got the results of the schoolwork distributed by the teacher, the teacher explained again about the recount text material. After that, the teacher tells how to assess/check the results of his friend's schoolwork by listening to the animated short video "The Battle of Surabaya" will be aired and checking whether the writing of the school assignment results that have been shared is in accordance with the characteristics of the recount text such as in terms of the story, writing other important aspects. Animated short video "The Battle of Surabaya" was shown by teachers and students listening while checking the results of their friends' schoolwork. The teacher repeats the animated short video 2-3 times because some students ask for the animated short video to be repeated.” (Field Notes, 30 January 2024)

The teacher proceeded to explain the concept of Recount text to the students. While some students demonstrated a clear understanding of the topic, others encountered challenges in grasping the material. This variation in comprehension levels underscored the importance of differentiated instruction and individualized support to cater to the diverse learning needs of the students.

“The teacher does interaction with students such as asking the meaning of recount text, what are the characteristics of recount text

and what are the steps when writing recount text. It can be seen that there are still students who have not understood, but there are also some who have understood.” (Field Notes, 23 January 2024).

The researcher noted the students' engagement and their ability to incorporate feedback and new observations into their writing. The session concluded with the teacher collecting the revised assignments for further evaluation. After the session, the researcher conducted individual interviews with the students to gather their opinions on using animated videos for writing practice. The interviews lasted about 30-40 minutes and revealed positive feedback. The teacher also returned corrected assignments, highlighting errors, and providing suggestions for improvement

The teacher transitioned into the administrative task of collecting previous homework assignments from the students. The homework was then randomly distributed among the students, fostering a sense of anticipation and engagement as they awaited their assigned tasks. This organized approach to homework distribution ensured equitable participation and reinforced accountability among the students, setting a productive tone for the remainder of the lesson.

“The teacher asked for the schoolwork that had been given yesterday's meeting to be collected. After students submit schoolwork in the teacher, the teacher then randomly distributes schoolwork to students”. (Field Note, 30 January 2024)

c. Core Activity

The chosen video, "The Battle of Surabaya," depicted the Indonesian people's struggle against British forces during the 1945 Surabaya Revolution. The video, rich in narration and visuals, captivated the students,

immersing them in the historical event. The researcher noted the students' engagement and their awe at the bravery displayed in the video.

At 7:20. The teacher began to show an animated short video about "The Battle of Surabaya" which lasted 2-4 minutes to the students. During the screening, some X.10 students focused on listening to the animated short video. At that time, it was seen that there were students who were confused about the animated short video that was aired so that the animated short video was repeated up to 3-4 times. This helps the students to be able to understand and know the story of "The Battle of Surabaya". (Field note, 16 January 2024).

Following the introduction of the topic of Recount Text, the teacher seamlessly integrated the use of animated short videos as an instructional tool. The teacher showed an animated short video titled "The Battle of Surabaya" to vividly illustrate the topic being discussed. However, it became apparent that some students required multiple viewings of the video to fully comprehend its content.

"The teacher began to show an animated short video about "The Battle of Surabaya" which lasted 2-4 minutes to the students. During the screening, some X.10 students focused on listening to the animated short video." (Field Note, 16 January 2024)

Recognizing this, the teacher patiently facilitated interaction with the students, encouraging questions and discussions to deepen their understanding. This interactive approach not only enhanced comprehension but also fostered active engagement and critical thinking skills among the students.

After the video, the students were tasked with writing a recount text based on what they had seen. The researcher closely observed their writing processes, focusing on how they used the video as inspiration and applied

the recount text structure. The students' writing reflected their engagement, with vivid descriptions of the Battle of Surabaya and the courage of Indonesian fighters. The researcher was impressed by their ability to convey the video's essence in their own words (See Appendix). The session concluded with the teacher providing feedback on the students' writing. Analysis of their work showed that all students achieved scores above the minimum passing criterion. However, it was noted that a single observation is insufficient to establish a definitive causal relationship between the animated video and improved writing performance.

“The teacher interacted with X.10 students about the animated short video they were watching. 5 of the 22 students present in class responded to the interaction and explained verbally as far as they understood from the animated short video. After the interaction between the teacher and students, then the teacher tells the type of grammar for writing Recount Text.” (Field Note, 16 January 2024)

The teacher then introduced a different animated video on the same theme of the Battle of Surabaya. The new video was selected for its clarity and simplicity, making it an appropriate source for writing recount texts. Students were instructed to pay close attention to details in the video. After watching the video, students were asked to write a recount text. The researcher observed their engagement and noted their ability to apply the recount text structure and language features learned previously. The students worked diligently, and the teacher provided assistance as needed. The session concluded with the teacher collecting the students' writing assignments for further evaluation.

Students were initially directed to create sentences in the simple past tense, a fundamental aspect essential for recount text writing. Subsequently, the teacher utilized the animated short video, "The Battle of Surabaya," as a visual aid to complement the lesson. Similar to the previous observation, some students required multiple viewings of the video to grasp its content fully. Once again, the teacher leveraged this opportunity to promote active participation by directing students to articulate their understanding by writing about the video on the board. This dual approach not only catered to different learning styles but also encouraged students to synthesize their comprehension and express their thoughts effectively.

"The teacher directs his students to make 5 sentences with simple past tense grammar to the students, which is important for the recount text material. After students create and collect 5 simple past tense sentences, The teacher began to show an animated short video about "The Battle of Surabaya" which lasted 2-4 minutes to the students." (Field Notes, 23 January 2024)

The teacher showed the animated short video again, this time for students to check their classmates' work against the characteristics of Recount text. Building upon the foundational understanding of Recount text, the teacher revisited the use of animated short videos as a pedagogical tool. This time, the focus shifted towards application and evaluation as the teacher demonstrated how the animated short video could be utilized to assess classmates' work. After giving a comprehensive explanation of the text of Recount, the teacher once again showed off an animated short video. However, the goal now is for students to critically analyze the work of their classmates given the characteristics of the Recount text. By engaging in this

evaluative process, students are not only able to strengthen their understanding of the genre but also develop their analytical and evaluative skills. These activities underscore teachers' commitment to promoting active learning and providing opportunities for students to engage in meaningful peer assessment.

“The teacher explains again about the recalculation text material. After that, the teacher told how to assess/check the results of his friend's schoolwork by watching to the animated short video "The Battle of Surabaya" that will be aired and checking whether the writing of the schoolwork results that have been distributed is in accordance with the characteristics of the recount text such as in terms of story, writing other important aspects.” (Field Notes, 30 January 2024).

After the video, the students were tasked with writing a recount text based on what they had seen. The researcher closely observed their writing processes, focusing on how they used the video as inspiration and applied the recount text structure. The students' writing reflected their engagement, with vivid descriptions of the Battle of Surabaya and the courage of Indonesian fighters. The researcher was impressed by their ability to convey the video's essence in their own words (See Appendix). The session concluded with the teacher providing feedback on the students' writing. Analysis of their work showed that all students achieved scores above the minimum passing criterion. However, it was noted that a single observation

is insufficient to establish a definitive causal relationship between the animated video and improved writing performance.

“After the interaction between the teacher and students, then the teacher tells the type of grammar for writing Recount Text”. (Field Note, 16 January 2024)

The researcher noted the students' engagement and their ability to incorporate feedback and new observations into their writing. The session concluded with the teacher collecting the revised assignments for further evaluation. After the session, the researcher conducted individual interviews with the students to gather their opinions on using animated videos for writing practice. The interviews lasted about 30-40 minutes and revealed positive feedback. The teacher also returned corrected assignments, highlighting errors, and providing suggestions for improvement.

d. Final Activity/Reflection

As the lesson draws to a close, the teacher begins by tidying up the projector, LCD and Bluetooth Speaker to ensure that the learning environment remains organized and conducive to later lessons. After that, the teacher assigns tasks to students, the teacher asks students to practice the skills learned during the lesson, focusing mainly on writing the Recount text.

“After the animated short video is aired, the teacher interacts with student X.10 and asks students to collect the results of schoolwork that has been checked by students. While the teacher checks the results of the schoolwork, the teacher then interacts with student X.10 and corrects the results of the student's schoolwork. 08.20 The teacher examines what has been explained and learned by his

students. Starting from the presence of students, enthusiasm for learning, learning materials which are recount text and the characteristics of recount text. 08.30 English subjects are over and closed with a joint prayer and students pay homage to the teacher. (Field Notes, 16 January 2024)

The class concludes with a comprehensive review of the key concepts and learning objectives covered throughout the session. This reflective review allows students to consolidate their understanding and provide closure to the lesson, ensuring that they leave with a clear understanding of the material covered.

“While the students are still being allowed to write on the blackboard, the teacher begins to tidy up the teaching aids that have been used. After that, check the students' writing on the board and explain the story from the animated short video with the title "The battle of Surabaya". Then, the teacher assigns homework to students to write the story of "The Battle of Surabaya" into the recount text. (Field note, 16 January 2024)

The teacher facilitated a review of the students' writing assignments, providing constructive feedback and guidance to support their learning progress. Additionally, the teacher took the opportunity to further elucidate the content of the animated short video, addressing any lingering questions or uncertainties raised by the students. After reviewing the assignments and clarifying any doubts, the teacher assigned homework tasks to reinforce the day's lessons. The lesson concluded with a reflective review of the learning outcomes, allowing students to assess their understanding and providing closure to the instructional session.

“The teacher begins to tidy up the teaching aids that have been used. After that, check the students' writing on the board and explain the story from the animated short video with the title "The battle of Surabaya". Then, the teacher assigns homework to students to write

the story of "The Battle of Surabaya" into the recount text." (Field Note, 23 January 2024)

The teacher engaged in individual interactions with students to check and correct their schoolwork, providing personalized feedback to support their learning journey. This one-on-one interaction allowed the teacher to address any lingering misconceptions or errors, ensuring that students received targeted support tailored to their needs.

"07.50 After the animated short video is aired, the teacher interacts with student X.10 and asks students to collect the results of schoolwork that has been checked by students. While the teacher checks the results of the schoolwork, the teacher then interacts with student X.10 and corrects the results of the student's schoolwork. 08.20 The teacher examines what has been explained and learned by his students. Starting from the presence of students, enthusiasm for learning, learning materials which are recount text and the characteristics of recount text. 08.30 English subjects are over and closed with a joint prayer and students pay homage to the teacher (Field Notes, 30 January 2024)

The teacher examines what has been explained and learned by his students. Starting from the presence of students, enthusiasm for learning, learning materials which are recount text and the characteristics of recount text.

Following the completion of the correction process, the class collectively reviewed the learning outcomes, reflecting on the key concepts and skills acquired during the lesson. This reflective review provided closure to the instructional session, allowing students to consolidate their learning and set the stage for future learning endeavors.

"While the students are still being allowed to write on the blackboard, the teacher begins to tidy up the teaching aids that have been used. After that, check the students' writing on the board and

explain the story from the animated short video with the title "The battle of Surabaya". Then, the teacher assigns homework to students to write the story of "The Battle of Surabaya" into the recount text. 08.20 Teachers discuss what their students have explained and learned. Starting from the presence of students, enthusiasm for learning, learning materials which are recount text and the characteristics of recount text. 08.30 English subjects are over and closed with a joint prayer and students pay homage to the teacher" (Field Notes, 30 January 2024)

2. The Students' Responses in Writing Skills Toward the Implementation of Animated Short Video

To assess the effectiveness of animated short videos in enhancing writing skills among EFL students at SMAN 1 Bulukumba, a detailed interview was conducted with six students out of twenty-four. Their responses provided valuable insights into three main aspects: understanding, multimedia (audio-visual), and student interest.

a. Student Understanding

As part of the research methodology, it is imperative to gauge the depth of understanding among students concerning the content delivered through short animated videos. This evaluation provides invaluable insights into the effectiveness of the instructional approach in facilitating comprehension and learning outcomes. Here, we delve into the responses provided by several students, offering a nuanced perspective on their comprehension of the material presented in these animated videos. These insights are crucial for assessing the efficacy of animated videos as a pedagogical tool in enhancing students' understanding and retention of the subject matter.

The first aspect evaluated was the students' understanding of the content presented in the animated short videos. One student expressed that the videos were clear and informative

Sila responses shows that animation short videos effectively convey the narrative, making it easier for students to follow along.

"I understood the storyline well."(Interview with Sila, 30/04/2024)

Then, from Salsa's responses, even though she has limited vocabulary, she can still understand the content of the story from the animation short video.

"I understand from the story of the animated short video that has been aired, it's just that I still don't know much about vocabulary so when I watch there are still some that makes me confused" (Interview with Salsa, 30/04/2024)

In addition to Sila and Salsa's response, Nola own same responses, he stated,

"There were words or sentences I didn't understand, but I got the main story." (Interview with Nola, 30/04/2024).

This feedback indicates that the videos effectively conveyed the narrative, making it easier for students to follow along, even if they encountered some unfamiliar vocabulary. The visual and auditory elements combined to provide a comprehensive understanding of the material.

However, not all students found the videos equally comprehensible. This student focused more on the visuals to grasp the basic premise, highlighting that while the videos were engaging, additional language support might be necessary for some learners From Ica's responses, learning

by using animation short video, there are still students who find it difficult to understand the material taught by the teacher using animation short video.

"I still don't understand the message of the animated short video viewing." (Interview with Ica, 30 January 2024)

Another student shared, "I couldn't understand what was conveyed by the animated short video," indicating that both the audio and visual elements were challenging. This suggests that supplementary aids, such as subtitles or vocabulary previews, could significantly improve comprehension for students who struggle with the language.

b. The Quality of Multimedia (Audio-visual)

The multimedia aspect of animated short videos is vital in engaging students and facilitating comprehension. Here are the responses from students regarding their experiences with the audio and visual elements of the videos.

For the first, Sila's responses not only highlights their comprehension of the storyline but also underscores the effectiveness of the multimedia approach utilized in the instructional materials. The clarity of the audio, coupled with engaging visuals, contributed to Sila's seamless understanding of the content.

"For now, I didn't face any issues because I personally prefer watching while learning, and the audio was clear since it was played through speakers." (Interview with Sila, 30/04/2024)

These responses highlight that clear and visual audio can aid in comprehension in the learning process.

However, Ica had a different response,

“In my opinion, it's still normal or you could say I still haven't found out what using animated short video media can make it easier for me to learn English, especially in recount text material.” (Interview with Faiz, 30/04/2024)

In terms of multimedia engagement, the feedback was generally positive. One student appreciated the clarity of the audio, noting, "The audio was clear because the teacher used speakers." This clarity helped them understand the video's content, even though they struggled with some unfamiliar words. The use of speakers ensured that the audio was loud and clear, making it easier for students to follow along. Another student found the combination of audio and visuals engaging, saying, "We, as students, watched and listened to the animated short video." The integration of visual and auditory stimuli kept the students' attention and made the learning process more dynamic and interactive. For students who had difficulties with the language, the high-quality visuals were crucial. One student mentioned, "I mostly watched the images/video during the screening," emphasizing the importance of the visual component in supporting students with varying levels of language proficiency. The visual cues helped them infer the storyline and key concepts, even if they didn't fully understand the audio.

This suggests that visual aids can be helpful in understanding but may not be sufficient for all students. In terms of multimedia engagement, feedback is generally positive. This clarity helps them understand the content of the video. The integration of visual and auditory stimuli keeps

students' attention and makes the learning process more dynamic and interactive, emphasizing the importance of the visual component in supporting students with different levels of language proficiency.

c. Student Interest

Regarding student interest, the animated videos were highly effective in maintaining engagement. One student enjoyed the lessons more than traditional methods, stating, "It feels like watching while learning." This approach made the learning process more enjoyable and engaging, increasing their motivation and participation. The novelty and entertainment value of the animated videos contrasted sharply with more conventional teaching methods, keeping students interested and involved.

Student interest plays a pivotal role in sustaining engagement and fostering a conducive learning environment. Here are the responses from students regarding their level of interest and engagement with the animated videos.

This clarity helped them understand the video's content. The integration of visual and auditory stimuli kept the students' attention and made the learning process more dynamic and interactive, emphasizing the importance of the visual component in supporting students with varying levels of language proficiency. Regarding student interest, the animated videos were highly effective in maintaining engagement.

"We watched and listened to the animated short video, and it was about a battle in Surabaya, which was interesting." (Interview with Nola, 30/04/2024)

In line with Nols's response, Faiz stated that,

"I focus on the pictures that are shown. And the animated short video about the war is interesting for me to watch," (Interview with Faiz, 30/04/2024)

Sila enjoyed the lessons more, stating,

"It's better and more interesting because it feels like watching while learning." (Interview with Sila, 30/04/2024).

Another student echoed this sentiment, finding the lessons interesting and not boring, saying, "Good and not boring." The dynamic nature of the animated videos, which combined storytelling with visual and auditory elements, provided a refreshing change from traditional lectures. The historical context of the videos, particularly the depiction of events like the Battle of Surabaya, resonated with the students. One student remarked, "The animated short video about the war was interesting to watch." This connection to real historical events made the content more relatable and engaging, enhancing their interest and curiosity about the subject matter.

This approach made the learning process more enjoyable and engaging, increasing their motivation and participation. Nola echoed this sentiment, saying,

"It's good and not boring." (Interview with Nola, 30/04/2024).

The dynamic nature of the animated short videos provided a refreshing change from traditional lectures. The historical context of the videos, particularly the depiction of events like the Battle of Surabaya, resonated with the students.

This connection to real historical events made the content more relatable and engaging, enhancing their interest and curiosity about the subject matter. This indicates that incorporating animated short videos into the curriculum can significantly enhance student interest and motivation, ultimately contributing to a more dynamic and engaging learning experience.

B. Discussion

In this study, researcher used observation by using field notes to carefully document the implementation of animated short videos in teaching recount text. Observations were conducted over three sessions, providing a comprehensive view of teacher teaching methods and student engagement.

The lesson commenced with the teacher creating a conducive learning environment by greeting the students and ensuring their attendance. The teacher then provided a thorough review of key concepts related to recount texts, including their definition, generic structure (orientation, complication, resolution), and moral value. This comprehensive review laid the foundation for the subsequent introduction of an animated short video carefully selected for its relevance to recount writing. The chosen video, titled "The Battle of Surabaya," vividly depicted the heroic struggle of the Indonesian people against British forces during the 1945 Surabaya Revolution. The powerful narration, accompanied by captivating visuals, brought the historical event to life, immersing students in the heart of the battle. The researcher observed students' faces filled with awe and admiration as they witnessed the bravery and resilience of their fellow Indonesians.

Following the video presentation, the teacher seamlessly transitioned into a writing activity where students were tasked with composing a recount text based on the animated video they had just viewed. The researcher meticulously observed students' writing processes, paying close attention to their ability to utilize the animated video as a source of inspiration and to effectively apply the recount text structure. The students' recount texts reflected their deep engagement with the animated video, vividly describing the events of the Battle of Surabaya and highlighting the courage and sacrifices of the Indonesian fighters.

In the second and final observation, the researcher observed that the students were engaged in the writing activity and seemed to enjoy the process. They applied the concepts of recount text structure and language features that they had learned in the previous lesson. The teacher facilitated this by circulating around the classroom, providing assistance as needed. The researcher noted that the students demonstrated enthusiasm by actively seeking clarification from the teacher when faced with uncertainties. The students' writing showed their ability to recount the video effectively, using the correct structure and appropriate vocabulary. During this session, the researcher also conducted individual interviews with students to explore their experiences and opinions regarding their writing skills through animated short movies. These interviews provided deeper insights into the students' engagement and learning processes. Additionally, the teacher provided feedback on previously completed student work, highlighting errors and grammatical mistakes to improve future writing.

Based on the observations, in the class, students actively participated during the teacher's explanations and responded well to questions, suggesting that the interactive approach aided information retention. The use of animated short videos appeared to be an engaging teaching tool, as evidenced by the students' focused attention throughout the presentations. An analysis of student writing scores provided by the teacher revealed that all students achieved scores exceeding the minimum passing criterion. Although this outcome is positive, it is important to note that a single observation cannot definitively establish a causal relationship between the animated video and improved writing performance. The observed teaching activities aligned well with the lesson plan. The pre-instructional activities included greetings, attendance checks, leading questions, and the introduction of learning objectives. The main activities consisted of clear explanations of the material and student participation exercises. Finally, the post-instructional activities incorporated student evaluation and feedback.

Additionally, to gain a deeper understanding of students' perspectives on the effectiveness of animated short movies in enhancing their writing skills, the researcher conducted interviews with 6 carefully selected students, representing the diverse opinions of the entire class of 24 students.

The first aspect explored was the audio quality of the animated short videos and its impact on comprehension. Many students appreciated the clear and engaging narration, which they found helpful for following the storyline and understanding the content. The audio narration was praised for being clear and effectively conveying the story. However, some students noted that the background music

occasionally distracted them, suggesting that adjusting the background music volume could help them focus better on the narration.

The second aspect examined was the image quality of the animated short videos and its contribution to comprehension. Students generally praised the high quality of the visuals, emphasizing their ability to enhance understanding and engagement. The vivid and detailed animations captured the students' attention and helped them better understand the historical context and events depicted in the videos. However, some students mentioned instances of blurry images or overly complex scenes that made it difficult to keep up with the story. Overall, the visual elements of the videos were seen as a significant aid in comprehension, though some adjustments in pacing and clarity could further enhance their effectiveness.

The final aspect focused on the overall impact of the animated short videos on students' comprehension and writing skills. Students expressed that the videos effectively conveyed the key events and messages of the stories, helping them identify main characters, settings, plots, and conflicts. This clarity in storytelling supported their ability to organize their thoughts and ideas more effectively when writing their own recount texts.

The implementation of animated short videos in teaching writing skills to EFL students, particularly with the use of "The Battle of Surabaya" videos, has shown several noteworthy impacts on the learning process. Firstly, the preparation phase highlighted the teacher's proactive approach and resourcefulness. Despite technical difficulties with the Bluetooth speaker, the teacher effectively involved students in problem-solving, fostering a collaborative classroom environment. This

involvement likely boosted student engagement and set a cooperative tone for the lesson.

The findings from this study align with previous research on the effectiveness of multimedia in language learning. Sobron (2019) stated that "The use of more than one communication media can facilitate teachers in giving material directly to students through video or recording. So that if there is material that is difficult for a student to understand, then he can reopen the video recording that has been shared by his teacher." This supports the observation that animated videos can serve as valuable resources for reinforcing learning.

According to Widiyasanti as cited in Margareta (2018), from the appearance of videos hero figures, can be used as by student. So that this video animation also serves as a media in the formation of student characters. This is because when watching the video animation, student will understand the message contained in the video, and indirectly student has played an active role in the teaching and learning process." This aligns with the findings of the current study, where the use of animated videos not only enhanced comprehension but also actively engaged students in the learning process.

One student highlighted, "The videos made it easier to understand the sequence of events and the main ideas, which helped me write my own story more clearly." This sentiment was echoed by others who felt that the animated videos provided rich and engaging examples of storytelling that they could draw upon in their writing. However, some students also pointed out challenges in understanding the underlying themes and messages, suggesting that incorporating more explicit

explanations or discussions into the videos could improve comprehension. One student suggested, "It would be helpful if the videos had pauses where the teacher could explain some parts in more detail." Despite these challenges, the overall feedback was positive, with students recognizing the value of animated short videos as engaging and effective learning tools. They appreciated how the videos sparked their imagination and made the learning process more enjoyable and memorable.

The findings of this study align with previous research, demonstrating the efficacy of animated videos in improving students' writing skills and overall learning outcomes. Setiyawan, Rochsantiningsih, and Setyaningsih (2019) found that animated videos significantly enhanced students' writing abilities by helping them explore and organize their ideas coherently, use appropriate grammatical structures, and correctly apply punctuation and capitalization. Similarly, Rahmah, Fausan, Nasir, and Hawaida (2023) reported that the use of Animation media positively influenced English learning outcomes among high school students, improving their performance and engagement.

In conclusion, the interviews with the six students revealed a generally positive response to the implementation of animated short videos in enhancing writing skills. While some students faced challenges with the pace and complexity of the videos, the majority recognized their value as engaging and effective learning tools. The findings suggest that animated short videos can be a valuable addition to the teaching of writing skills, particularly when used with careful consideration for individual student needs and learning styles.

This aligns with previous research, such as Munawaroh (2019), who found that animated videos improved students' reading comprehension by helping them understand language features, information, and moral values. Similarly, Siregar (2021) reported that students had positive perceptions of animated videos for writing narrative texts, citing increased enthusiasm, better understanding, and motivation to write correctly. These studies support the current findings, highlighting that animated videos are an effective tool in enhancing both reading and writing skills.

These studies support the current findings, emphasizing that animated videos can serve as powerful tools in the educational process, fostering a more interactive and effective learning environment. The alignment with prior research underscores the potential of multimedia resources to enhance traditional teaching methods and improve student outcomes in language learning. Despite the promising findings, this study has several limitations. The small sample size and focus on a single school may limit the generalizability of the results. Additionally, the study did not assess the long-term impact of animated video use on writing skills development. Future research should include larger, more diverse samples and longitudinal studies to explore the sustained effects of multimedia tools on language learning outcomes. Future research should investigate the optimal use of animated videos in various educational contexts, considering different learning styles and proficiency levels. Providing ongoing assessment and evaluation of animated video usage will help refine instructional practices and maximize their benefits. Educators should receive continuous support and training to effectively integrate multimedia

resources into their teaching, ensuring a comprehensive and inclusive approach to language education.



BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. The teacher integrates animated short videos into writing lessons by using them to illustrate recount texts' key concepts, such as structure and moral value. After reviewing these concepts, the teacher presents the videos, ensuring active student engagement. Students then write recount texts based on the videos, with the teacher providing guidance and support to help them apply the appropriate structure and language features.
2. Students responded positively to the use of animated short videos in learning writing. They found the videos engaging and helpful for understanding and structuring their recount texts. The visual and audio elements of the videos enhanced their comprehension and made the learning process more enjoyable. However, some students noted that background music could be distracting and suggested adjusting the audio balance for better focus. Overall, students recognized the videos as effective tools for improving their writing skills

B. Suggetions

Based on the findings, it is recommended that the use of animated short videos be further integrated into the curriculum to enhance the writing skills of EFL students. Teachers should be provided with professional development opportunities to learn effective strategies for incorporating multimedia tools in their lessons.

Additionally, it is essential to ensure the availability and functionality of technical equipment to prevent disruptions during instruction. To address the diverse learning needs of students, multiple exposures to video content and differentiated instruction should be employed. Encouraging collaborative problem-solving and interactive discussions can also enhance student engagement and critical thinking skills.

Lastly, assessment mechanism and feedback mechanisms should be established to monitor student progress and adapt teaching strategies accordingly. By implementing these recommendations, educators can create a more dynamic and effective learning environment that supports the development of writing skills in EFL students.



BIBLIOGRAPHY

- Aminah, Siti. (2019). *Pengembangan Video Animasi Sebagai Media Pembelajaran Untuk Meningkatkan Kosakata Pada Anak Usia 5-5 Tahun*. Jurusan: Pendidikan Islam Anak Usia Dini. Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Raden Intan. Lampung.
- Alannasir, W. 2016. *Pengaruh penggunaan media animasi dalam pembelajaran IPS terhadap motivasi belajar siswa kelas iv sd negeri mannuruki*. Journal of Educational Science and Technology
- Al-Mukdad, S. (2019). *Investigating English academic writing problems encountered by Arab International University students*. Theory and Practice in Language Studies, 9(3), 300-306.
- Arsyad, Azhar. (2014). *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persada.
- Daryanto. (2013). *Media Pembelajaran Peranannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran*. Yogyakarta: Gava Media.
- Dr. Rusman, M.Pd. & Dr. Toto Ruhimat, M.Pd. (2010). *Layanan Pembelajaran Berbasis E-Learning Untuk Pemerataan Akses Dan Peningkatan Mutu*. Pendidikan.
- Fitriana, Dina. (2014). *Pengembangan media pembelajaran berbasis animasi interaktif pada materi sistem peredaran darah manusia di MI Raudlatul Ulum Ngijo Karangploso Malang*. Undergraduate thesis, Universitas Islam Negeri Maulana Malik Ibrahim.
- Hamzah. (2011). *Teknologi Komunikasi dan Informasi Pembelajaran*. Jakarta: Bumi Aksara.
- Handayani. (2020). *Improving Students Writing Skills of Stating Intention Using Audio Visual of The First Grade Students of X IPA 6 at SMA 3 Cikarang Utara*. Program Studi Pendidikan Bahasa Inggris PPG PT-Universitas Muhammadiyah Prof DR. Hamka.
- Husni, Padilatul. (2021). *Pengaruh Penggunaan Media Video Animasi Terhadap Motivasi Belajar Siswa Madrasah Tsanawiyah Negeri 5 Kota Jambi*. Universitas Islam Negeri Sultan Thaha Saifuddin Jambi.
- Indriana, Dina. (2011). *Ragam Alat Bantu Media Pengajaran*. Yogyakarta: Diva Press. Jakarta: PT. Gramedia Pustaka Utama.
- Javed, M., Juan, W. X., & Nazli, S. (2013). *A study of students' assessment in writing skills of the English language*. International Journal of Instruction.

- Kayaoğlu, M., N., D. A., & Öztürk, Z. (2011). *A small scale experimental study: Using animations to learn vocabulary*. Turkish Online Journal of Educational Technology.
- Kurniawan, Alek. (2015). *KEEFEKTIFAN PENGGUNAAN MEDIA VIDEO ANIMASI DALAM PEMBELAJARAN KETERAMPILAN MENYIMAK BAHASA JERMAN PESERTA DIDIK KELAS X MIA SMA NEGERI 1 SEDAYU BANTUL*. Universitas Negeri Yogyakarta.
- Kustandi, Cecep. (2013). *Media Pembelajaran Manual dan Digital Edisi Kedua*. Bogor: Ghalia Indonesia.
- Kyriacou, C. (2009). *Effective Teaching in Schools: Theory and Practice*, Delta Place: Nelson Thornes Ltd.
- Lenggogeni, Lenny. Ruqoyyah, Siti. (2021). *Penggunaan Media Video Animasi Berbantuan Scratch Melalui Model Pembelajaran Picture and Picture Terhadap Kemampuan Berfikir Kreatif Siswa Pada Mata Pelajaran IPA Materi Daur Hidup Hewan Kelas IV*. Institut Keguruan dan Ilmu Pendidikan Siliwangi. COLLASE (Creative of Learning Students Elementary Education).
- Lira, M. (2013). *The language portfolio as a strategy to improve ESL writing in students of first grade of secondary at Sagrados Corazones School*. Tesis de Maestría en Educación con Mención en Enseñanza de Inglés como Lengua extranjera. Universidad de Piura. Facultad de Ciencias de la Educación. Lima, Perú.
- L.R. Gay, Geoffrey E. Mills; Peter Airasian. (2012) *Educational research: competencies for analysis and applications (10t ed)*. y Pearson Education, Inc. United States of America.
- Jerry, Putu Radita Ponza. (2018). *Pengembangan Media Video Animasi Pada Pembelajaran Siswa kelas IV Di Sekolah Dasar*. Jurnal Edutech Undiksha.
- Mardianti, Chyntia Rahayu. (2018). *Students' Perception of Using Animation Video in Teaching Listening of Narrative Text*. Faculty of Education Sciences. Syarif Hidayatullah State Islamic University. Jakarta
- Margareta, Widiyasanti. (2018). *Pengembangan Media Video Animasi Untuk Meningkatkan Motivasi Belajar dan Karakteristik Tanggung Jawab Siswa Kelas V*. Universitas Negeri Yogyakarta.
- Marpaung, S. (2017). *Penggunaan Media Dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas*. In Seminar Nasional Multidiplin Ilmu.

- Moleong, Lexy. J. (2014). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya
- Munawaroh, Siti. (2019). *Teaching the Narrative Texts Using Animation Video: Raising Students' Skills on Reading Comprehension*. Universitas Lancang Kuning, Pekanbaru, Indonesia. *Journal of Ultimate Research and Trends in Education*
- Muttoharoh, Siti & Agustina, Ria Kamilah. (2022). *The Effectiveness of Using Picture-Guessing Game in Writing Skill*. Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia.
- Nana & Rivai. (2011). *Media Pengajaran*. Bandung: Sinar Baru.
- Noviani, Windi. (2018). *THE RELATIONSHIP BETWEEN STRESS LEVEL AND SELF-EFFICACY IN PULMONARY TUBERCULOSIS PATIENTS IN THE WORKING AREA OF THE PATRANG HEALTH CENTER, JEMBER REGENCY*
- Nurizmawati, Apriliawati, Arifin. (2015). *The Use of Animation Video as a Media in Teaching Narrative Text*. Universitas Tanjungpura. *Jurnal Pendidikan dan Pembelajaran Untan*.
- Nuswantoro, Dimas. Wicaksono, Vicky Dwi. (2019). *Pengembangan media video animasi powtoon "hakan" pada mata pelajaran PPKn materi hak dan kewajiban siswa kelas IV SDN Lidah Kulon IV Surabaya*. Universitas Negeri Surabaya. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*.
- Nordquist, Richard. (2020). *Bahasa Inggris sebagai Bahasa Asing (EFL)*. ThoughtCo.
- Rahmah, Maulidiyah Azizah. Fausan, Muh Dede. Nasir & Hawaida (2023). *The Effect of Using Animaker-Based Learning Media on Student Learning Outcomes in Class XII English Subject at SMA Negeri 3 Pangkep*. Universitas Muhammadiyah Makassar. *Jurnal Guru Pencerah Semesta*.
- Rohman, Arif. (2013). *Memahami Pendidikan & Ilmu Pendidikan*. Yogyakarta: LaksBang Mediatama Yogyakarta.
- Rusman. (2012). *Model – Model Pembelajaran: Belajar dan Pembelajaran Berbasis Komputer Mengembangkan*. Depok: PT. Rajagrafindo Persada
- Sadiku, L. M. (2015). *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour*. *European Journal of Language and Literature*
- Safitri, Riska. Prastowo, Andi. (2023). *Implementation of Science Learning Based on Animated Videos in Elementary School*. Universitas

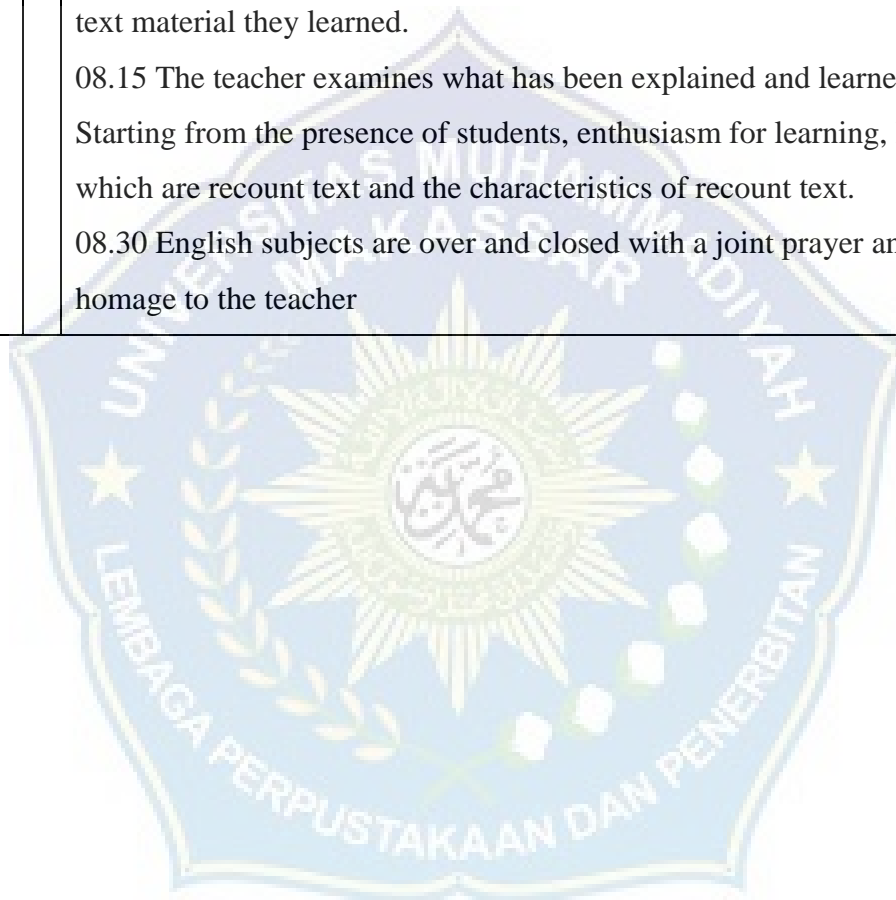
- Saputra, Hendra Eka. (2017). *Analisis Persepsi Mahasiswa Universitas Islam Riau Terhadap Kelayakan Konversi BANK Perkreditan Rakyat Unisritama menjadi BANK Pembiayaan rakyat Syariah*. Universitas Islam Riau.
- Setiyawan, Hendri. Rochsantiningsih, Dewi. Setyaningsih, Endang. (2019). *Improving Students' Writing Skills Using Animated Video*. Sebelas Maret University. English Education Journal.
- Siregar, Misbah Hayati. (2021). *The Utilization of Animation Video in Narrative Text Writing Class: An Exploration of Students' Perceptions*. Universitas Islam Negeri Sumatera Utara. Vision Journal.
- Sobron. (2019). *Persepsi Siswa dalam Studi Pengaruh Daring Learning terhadap Minat Belajar IPA. Pendidikan Islam dan Multikulturalisme*
- Sugiyono. (2013). *Metodelogi Penelitian Kuantitatif, Kualitatif Dan R&D*. Bandung: ALFABETA.
- George. Tegan. (2023) *Semi-Structured Interview*. Scribbr.
- Thomas. (2015). *Pengaruh Penggunaan media Video pembelajaran terhadap keterampilan proses IPA dikelas v SD Negeri Rejowinaangun 1 Yogyakarta*. Jurnal Pendidikan.
- Toba, Noor, & Sanu. (2019). *The current issues of Indonesian EFL students' writing skills: Ability, problem, and reason in writing comparison and contrast essay*.
- Widyawardani, Riski. (2021). *Pengembangan Media Video Animasi Pembelajaran Untuk Materi Pokok Keberagaman Budaya Bangsa pada Mata Pelajaran Tematik Ilmu Pengetahuan Sosial Kelas IV*. Teknologi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Surabaya, Indonesia
- Wuri, Fathurrohman. (2012). *Pembelajaran Pendidikan Kewarganegaraan di Sekolah Dasar*. Yogyakarta: Penerbit Ombak.
- Yin, Robert K. (2011). *Qualitative Research from Strat to Finish*. New York: The Guilford Press

APPENDIX 1

Field Notes	
Observer	: Muhammad Alfian Rusni
Theme of Observation	: Animated Short Videos for Writing Skills of EFL Students
Located of Observation	: SMAN 1 Bulukumba
Date/Time of Observation	: Tuesday, 16 January 2024

Preparation	:	At 06.40 the teacher was in the school teacher's room to prepare teaching materials that were used in class X.10. such as lesson plans, laptops, projectors, and speakers to be used during English learning in class. Meanwhile, students of grade X.10 perform hygiene tasks outside and inside the classroom. After 10 minutes passed, the teacher had arrived in the classroom and then prepared the projector and Bluetooth speakers. But when the Bluetooth speaker is tried before learning begins, it does not make a sound or is damaged so that the preparation process has problems. To solve the problem, the teacher asked the X.10 class leader to bring the broken speaker to the teacher's room and take the other speaker. 5 minutes later, the X.10 class leader came back and helped the teacher to prepare for the study.
Initial Activities	:	At 7:15 The school lesson has begun. Students pay their respects to the teacher followed by prayer before the lesson begins. After the Common Prayer is performed, the teacher first performs attendance. The number of X.10 students who attended was 22 students out of 24 students. After that, the teacher gives an explanation of which material students will learn about the Late text. Then, the teacher also explained that as long as the recount text material is studied, in the future, it will use props, which is through animated short videos.
Core Activities	:	At 7:20. The teacher began to show an animated short video about "The Battle of Surabaya" which lasted 2-4 minutes to the students. During the screening, some X.10 students focused on listening to the animated short video. At that time, it was seen that there were students who were confused about the animated short video that was aired so that the animated short video was repeated up to 3-4 times. This helps the students to be able to understand and know the story of "The Battle of Surabaya".

	<p>After that, the teacher interacted with X.10 students about the animated short video they were watching. 5 of the 22 students present in class responded to the interaction and explained verbally as far as they understood from the animated short video. After the interaction between the teacher and students, then the teacher tells the type of grammar for writing Recount Text.</p>
<p>Final Activities /Refleksi</p>	<p>: 08.05 The teacher tidied up the teaching aids that had been used and gave homework to the students, namely to learn more about Recount Text at home, at the next meeting the teacher will ask his students to find out whether or not the recount text material they learned.</p> <p>08.15 The teacher examines what has been explained and learned by his students. Starting from the presence of students, enthusiasm for learning, learning materials which are recount text and the characteristics of recount text.</p> <p>08.30 English subjects are over and closed with a joint prayer and students pay homage to the teacher</p>



APPENDIX 11

Field Notes		
Observer	:	Muhammad Alfian Rusni
Theme of Observation	:	Animated Short Videos for Writing Skills of EFL Students
Located of Observation	:	SMAN 1 Bulukumba
Date/Time of Observation	:	Tuesday, 23 January 2024

Preparation	:	At 06.50 the teacher was in the school teacher's room to prepare teaching materials that were used in class X.10. such as lesson plans, laptops, projectors, and speakers to be used during English learning in class. Meanwhile, students of grade X.10 perform hygiene tasks outside and inside the classroom. After 10 minutes have passed, the teacher has arrived at the classroom and prepared the projector and speakers assisted by X.10 students so that when the lesson starts the teacher is not difficult and takes learning time
Initial Activities	:	At 7:00 a.m. School lessons have begun. Students pay homage to the teacher followed by prayer before learning begins. After the Common Prayer has been performed, the teacher first absents student X.10. and all of them come with the number 24. After that, the teacher explained the Recount text material to X.10 students. Then the teacher does intimation with students such as asking the meaning of recount text, what are the characteristics of recount text and what are the steps when writing recount text. It can be seen that there are still students who have not understood, but there are also some who have understood.
Core Activities	:	After that, the teacher directs his students to make 5 sentences with simple past tense grammar to the students, which is important for the recount text material. After students create and collect 5 simple past tense sentences, at 7:30 a.m. The teacher began to show an animated short video about "The Battle of Surabaya" which lasted 2-4 minutes to the students. During the screening, X.10 students focused on listening to the animated short video. At that time, it was seen that there were still students who were confused about the animated short video that was aired so that the animated short video was repeated up to 2-3 times. This helps students better understand and know the story of the animated short video

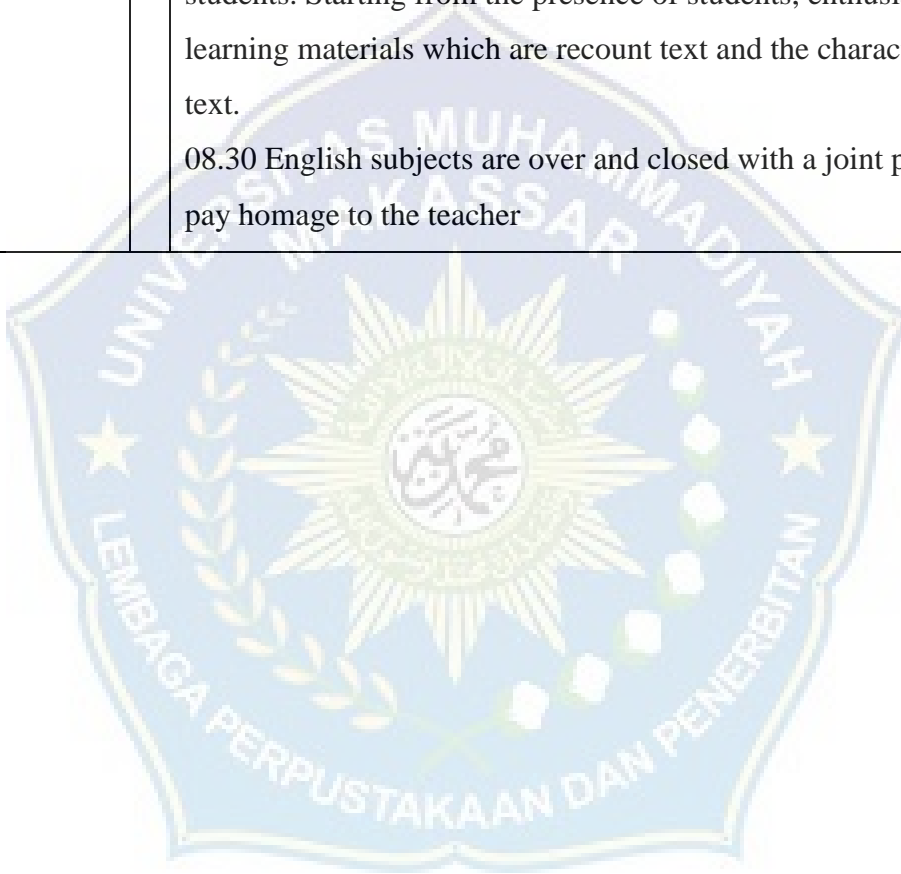
	<p>entitled The Battle of Surabaya. After that, the teacher again interacted and directed the students to write on the board about what was witnessed from the story "The Battle of Surabaya". Of the 24 students present, 10 of them wrote on the board and wrote friends/messages conveyed from an animated short video entitled "The Battle of Surabaya".</p>
<p>Final Activity/Reflection</p>	<p>: 8:15 a.m. While the students are still being allowed to write on the blackboard, the teacher begins to tidy up the teaching aids that have been used. After that, check the students' writing on the board and explain the story from the animated short video with the title "The battle of Surabaya". Then, the teacher assigns homework to students to write the story of "The Battle of Surabaya" into the recount text.</p> <p>08.20 Teachers discuss what their students have explained and learned. Starting from the presence of students, enthusiasm for learning, learning materials which are recount text and the characteristics of recount text.</p> <p>08.30 English subjects are over and closed with a joint prayer and students pay homage to the teacher</p>

APPENDIX III

Field Notes		
Observer	:	Muhammad Alfian Rusni
Theme of Observation	:	Animated Short Videos for Writing Skills of EFL Students
Located of Observation	:	SMAN 1 Bulukumba
Date/Time of Observation	:	Tuesday, 30 January 2024

Preparation	:	At 06.50 the teacher was in the school teacher's room to prepare teaching materials that were used in class X.10. such as lesson plans, laptops, projectors, and speakers to be used during English learning in class. Meanwhile, students of grade X.10 perform hygiene tasks outside and inside the classroom. after 10 minutes have passed, the teacher has arrived at the classroom and prepared the projector and speakers assisted by X.10 students so that when the lesson starts the teacher is not difficult and takes learning time
Initial Activities	:	At 7:00 a.m. School lessons have begun. Students pay homage to the teacher followed by prayer before learning begins. After the Common Prayer has been performed, the teacher first absents student X.10. and all of them come with the number 24. After that, Master asked for the schoolwork that had been given yesterday's meeting to be collected. After students submit schoolwork in the teacher, the teacher then randomly distributes schoolwork to students.
Core Activities	:	At 7:20 a.m. after the students got the results of the schoolwork distributed by the teacher, the teacher explained again about the recount text material. After that, the teacher tells how to assess/check the results of his friend's schoolwork by listening to the animated short video "The Battle of Surabaya" will be aired and checking whether the writing of the school assignment results that have been shared is in accordance with the characteristics of the recount text such as in terms of the story, writing other important aspects. Animated short video "The Battle of Surabaya" was shown by teachers and students listening while checking the results of their

		friends' schoolwork. The teacher repeats the animated short video 2-3 times because some students ask for the animated short video to be repeated.
Final Activities/Reflectio	:	<p>07.50 After the animated short video is aired, the teacher interacts with student X.10 and asks students to collect the results of schoolwork that has been checked by students. While the teacher checks the results of the schoolwork, the teacher then interacts with student X.10 and corrects the results of the student's schoolwork.</p> <p>08.20 The teacher examines what has been explained and learned by his students. Starting from the presence of students, enthusiasm for learning, learning materials which are recount text and the characteristics of recount text.</p> <p>08.30 English subjects are over and closed with a joint prayer and students pay homage to the teacher</p>



APPENDIX IV

Interview of Subject 1	
Biodata	
The Research	: Muhammad Alfian Rusni
Theme of Interview	: Animated Short Videos for Writing Skills of EFL Students
Located of Interview	: SMAN 1 Bulukumba
Date/Time of Interview	: Tuesday, 30 January 2024
Name of Subject Interview	: Sila

Ompi	:	Bagaimana Tanggapan tentang pembelajaran Bahasa Inggris menggunakan media video animasi pendek? (<i>What do you think about learning English using short animated video media?</i>)
Sila	:	Menurutku kak, lebih baik dan menarik untuk saya kak. (<i>In my opinion, sis, it is better and interesting for me, sir</i>)
Ompi	:	Mengapa kamu bilang itu menarik? (<i>Why do you say it's interesting?</i>)
Sila	:	Karena beda kak dengan cara belajar biasanya, kesannya itu kita seperti menonton sambil belajar. (<i>Because it is different from the usual way of learning, the impression is that we are like watching while learning.</i>)
Ompi	:	Ini baru pertama kali Sila belajar menggunakan media video animasi pendek atau sebelumnya pernah? (<i>This is the first time you have learned to use short animated video media or before?</i>)
Sila	:	Sebelumnya pernah kak belajara menggunakan media video animasi pendek, di semester sebelumnya. (<i>Previously, I had studied using short animated video media, in the previous semester.</i>)
Ompi	:	lalu, terkait video animasi pendek yang Sila baru saja nonton, apakah ada masalah yang kamu alami? Entahkah itu dari segi animasi atau audionya. (<i>lalu, terkait video animasi pendek yang Sila baru saja nonton, apakah ada masalah yang kamu alami? Entahkah itu dari segi animasi atau audionya.</i>)

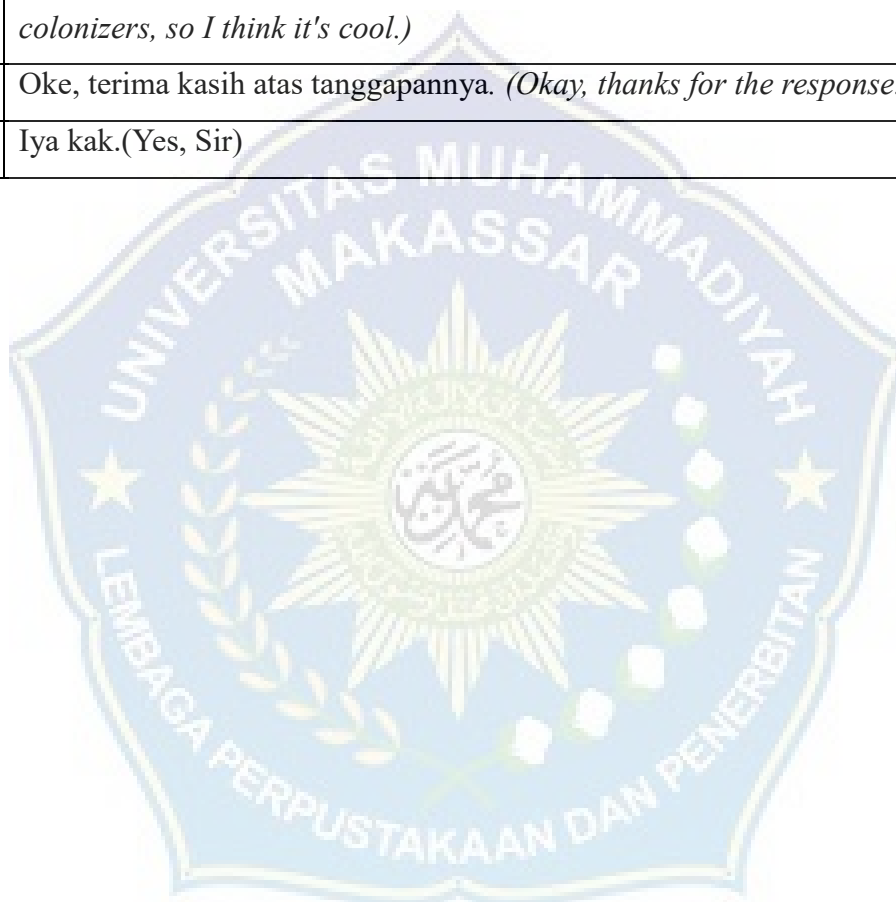
Sila	:	untuk sejauh ini kak, tidak ada kak. Karena secara pribadi saya lebih suka memang menonton sambil belajar kak dibandingkan guru menerangkan saja. Dan lebih semangat belajarnya. Dari sisi animasinya menurutku bagus kak dan dari segi audionya juga jelas karena suara yang dihasilkan dari video animasi pendeknya menggunakan speaker jadi pesan dan jalan ceritanya cukup jelas meskipun masih ada kata yang belum saya tahu tapi secara alur ceritanya saya mengerti kak. <i>(For so far, sis, no sis. Because personally, I prefer to watch while studying, sis, rather than the teacher just explaining. And more enthusiasm for learning. In terms of animation, I think it's good, sis, and in terms of audio, it's also clear because the sound produced from the animated short video uses speakers, so the message and storyline are quite clear, although there are still words that I don't know, but in terms of the storyline, I understand, sir)</i>
Ompi	:	Dari tanggapanmu, berarti penggunaan animated short video untuk belajarmu ini tidak menghambatmu dan ini bisa membuat semangatmu dalam belajar khususnya belajar Bahasa Inggris. <i>(From your response, it means that the use of animated short videos for your learning does not hinder you and this can make your enthusiasm in learning, especially learning English.)</i>
Sila	:	Iya, kak. <i>(Yes, sir.)</i>
Ompi	:	Baiklah, kalau begitu terima kasih atas waktu dan kesempatannya untuk bisa saya mewawancari kamu perihal responmu terhadap penggunaan animated short video. <i>(Well, then thank you for the time and opportunity to be able to interview you about your response to the use of animated short video)</i>
Sila	:	Iya, kak, sama-sama <i>(yes, sir, you are welcome)</i>

APPENDIX V

Interview of Subject 2	
Biodata	
The Research	: Muhammad Alfian Rusni
Theme of Interview	: Animated Short Videos for Writing Skills of EFL Students
Located of Interview	: SMAN 1 Bulukumba
Date/Time of Interview	: Tuesday, 30 January 2024
Name of Subject Interview	: Nola

Ompi	:	Nola, bagaimana menurutmu pembelajaran menggunakan media animasi pendek dalam 3 pertemuan terakhir? <i>(Nola, what do you think of learning to use short animation media in the last 3 meetings?)</i>
Nola	:	Menurut saya, bagus dan tidak membosankan kak. <i>(In my opinion, nice and not boring Sir.)</i>
Ompi	:	Kenapa begitu? <i>(Why is that?)</i>
Nola	:	Pertama itu kak, cara belajarnya beda seperti biasanya kak, apalagi kan ceritanya itu menonton sambil belajar jadi tidak bosan kak. Meskipun itu audionya menggunakan Bahasa Inggris, agak sulit kak untuk saya dengar kak karena ada kata atau kalimat yang belum saya tahu kak tapi secara inti ceritanya saya paham kak. <i>(For the first, Sir, the way of learning is different as usual, especially the story is watching while studying so you don't get bored, brother. Even though the audio is in English, it's a bit difficult for me to hear because there are words or sentences that I don't know yet but in essence I understand the story.)</i>
Ompi	:	Selain audio dari animasi short videonya tadi yang sempat adik singgung, apa lagi tantangan yang kamu dapat? <i>(Apart from the audio from the animated short video that I mentioned earlier, what other challenges did you get?)</i>
Nola	:	kalau audionya kak, jelas kak, karena kan pakai speaker guru tadi selama pemutaran animasi short videonya. Hanya saja ada memang kata atau kalimat yang belum familiar saya dengar kak. Selebihnya bagus kak. <i>(for the audio is clear, Sir,, because you used the</i>

		<i>teacher's speaker during the playback of the short video animation. It's just that there are indeed words or sentences that I am not familiar with, brother. The rest is good, Sir.)</i>
Ompi	:	Bagaimana pendapatmu mengenai animasinya? <i>(What do you think of the animation?)</i>
Nola	:	Menarik kak, karena kan tentang peperangan apalagi peperangannya bangsa Indonesia yang terjadi Surabaya. Yang mana pejuang dulu membela mati-matian untuk memerdekakan Indonesia dari penjajah jadi keren menurut saya kak. <i>(Interesting, because it's about war, especially the war of the Indonesian nation that occurred in Surabaya. Which fighters used to defend desperately to liberate Indonesia from the colonizers, so I think it's cool.)</i>
Ompi	:	Oke, terima kasih atas tanggapannya. <i>(Okay, thanks for the response.)</i>
Nola	:	Iya kak. <i>(Yes, Sir)</i>



APPENDIX VI

Interview of Subject 3	
Biodata	
The Research	: Muhammad Alfian Rusni
Theme of Interview	: Animated Short Videos for Writing Skills of EFL Students
Located of Interview	: SMAN 1 Bulukumba
Date/Time of Interview	: Tuesday, 30 January 2024
Name of Subject Interview	: Salsa

Ompi	:	Halo, dek. Ini kakak mau bertanya perihal pembelajaran Bahasa Inggris selama kurang lebih 3 minggu menggunakan media khusus animated short videos. Bagaimana menurutmu tentang itu? <i>(Hello, I want to ask you about learning English for approximately 3 weeks using special media animated short videos. What do you think about that?)</i>
Salsa	:	Menurut saya, yang pertama beda tidak seperti biasanya dan lebih bersemangat saya rasa kak. <i>(In my opinion, the first one is different from usual and more excited.)</i>
Ompi	:	kenapa hal itu bisa membuatmu semangat? Apa yang membuatmu tertarik hingga kamu bilang semangat? <i>(Why can it make you excited? What makes you interested in what makes you say excited?)</i>
Salsa	:	karena terasa beda saja cara belajarnya. Yang mana itu kami sebagai siswa menonton dan menyimak animated short video yang di bawakan oleh guru. <i>(Because it feels different in the way of learning. Which is us as students watching and listening to the animated short video presented by the teacher.)</i>
Ompi	:	memangnya ini pertama kalinya kamu belajar Bahasa Inggris menggunakan media animated short video? <i>(Is this the first time you have learned English using animated short video media?)</i>
Salsa	:	kalau tentang itu, di semester kemarin saya dan teman-teman kelas sempat belajar menggunakan media animated short video. Dan untuk di semester ini, baru lagi saya dan teman-teman kelas belajar menggunakan animated short video. <i>(Talking about that, in the</i>

		<i>last semester my classmates and I had time to learn to use animated short video media. And for this semester, my classmates and I will use animated short videos again.)</i>
Ompi	:	<i>Bagaimana menurut tentang animasi dan audio dari animated short videonya? (What do you think about the animation and audio of the animated short video?)</i>
Salsa	:	<i>Kalau dari segi animasinya, menurut saya itu bagus. Karena sesuai dengan materi pembelajaran yang saat ini pelajari yaitu recount text. Dan untuk dari segi audionya itu cukup jelas karena guru menggunakan speaker. Jadi meskipun tempat saya ada di belakang, audionya jelas sampai tempat saya berada. (In terms of animation, I think it's good. Because it is in accordance with the learning material that is currently being studied, namely recount text. And in terms of audio, it is quite clear because the teacher uses speakers. So even though my place is in the back, the audio is clear up to where I am.)</i>
Ompi	:	<i>Lalu, Bagaimana dari pemahamanmu setelah menyaksikan animated short video? Apakah pesan/cerita dari animated short video itu membuatmu lebih mudah untuk kamu pahami atau kamu ada kesulitan akan hal itu? (Then, what about your understanding after watching the animated short video? Does the message/story of the animated short video make it easier for you to understand or do you have trouble with it?)</i>
Salsa	:	<i>Untuk sejauh ini, saya memahami dari cerita dari animated short video yang telah di tayangkan, hanya saja saya masih belum banyak mengetahui kosa kata akan bahasa inggris sehingga saat saya menonton masih ada beberapa kosa kata yang membuat saya bingung. Tapi dengan adanya guru, saya bisa menanyakan langsung akan hal itu. (For now, I understand from the story from the animated short video that has been aired, it's just that I still don't know much about English vocabulary so when I watch there are still some vocabulary that makes me confused. But with the teacher, I can ask directly about it.)</i>
Ompi	:	<i>Baiklah kalau begitu. Terima kasih banyak atas waktunya untuk bisa mewawancarai kamu di kesempatan ini. Dan jangan bosan belajar (Okay then. Thank you very much for taking the time to be able to interview you on this occasion. And don't get bored of studying)</i>
Salsa	:	<i>Iya kak, saya juga terima kasih atas sarannya (Yes, Sir, I also thank you for the suggestion)</i>

APPENDIX VII

Interview of Subject 4	
Biodata	
The Research	: Muhammad Alfian Rusni
Theme of Interview	: Animated Short Videos for Writing Skills of EFL Students
Located of Interview	: SMAN 1 Bulukumba
Date/Time of Interview	: Tuesday, 30 January 2024
Name of Subject Interview	: Faiz

Ompi	:	Halo faiz, bagaimana menurutmu mata pelajaran bahasa inggris setelah tiga kali pertemuan? (<i>Hello Faiz, what do you think of the English subject after three meetings?</i>)
Faiz	:	Iya, Kak. Menurut saya bagus (<i>Yes, Sir. I think it's good</i>)
Ompi	:	Maksudnya? Bagus karena apa? (<i>What do you mean? Good for what?</i>)
Faiz	:	Karena sudah 3 pertemuan sudah berlalu dan cara belajarnya beda seperti biasa, karena menonton sambil belajar kak. (<i>Because, in three meetings have passed and the way of learning is different as usual, because watching while studying.</i>)
Ompi	:	memangnya tadi menonton tentang apa? (<i>what was he watching earlier?</i>)
Faiz	:	Pertempuran Surabaya (<i>The Battle of Surabaya</i>)
Ompi	:	Berarti, apa kamu paham isi animated short video yang kamu nonton? (<i>Meaning, do you understand the content of the animated short video you watched?</i>)
Faiz	:	Saya kurang paham, kak. Karena saya kurang begitu paham Bahasa inggris Jadi tadi saya hanya menonton jalan cerita dari animated short videonya kak. (<i>I don't understand, sis. Because I don't really understand English, so I just watched the storyline of the animated short video.</i>)
Ompi	:	Apa kamu ada kesulitan tentang Bahasa Inggris. Tapi kenapa kamu bisa tahu kalau animated short videonya tentang The Battle of Surabaya? (<i>Do you have any difficulties with English. But how do you know that the animated short video is about The Battle of Surabaya?</i>)
Faiz	:	Awalnya saya tidak paham dari suara yang dihasilkan dari animated short videonya karena saya kurang mengerti berbahasa inggris. Jadi saya focus di gambar-gambar yang

		di tayangkan. Dan animated short videonya tentang peperangan jadinya menarik saya tonton, kak. <i>(At first, I didn't understand the sound produced from the animated short video because I didn't understand English. So, I focus on the pictures that are shown. And the animated short video about the war is interesting for me to watch, sis)</i>
Ompi	:	Apa dari gambar saja kamu bisa mengerti tanpa tahu apa yang di sampaikan dari animated short videonya? <i>(What can you understand from the picture without knowing what is conveyed from the animated short video?)</i>
Faiz	:	Iya, Kak. Karena setelah dinonton baik-baik karena guru mengulang-ulangnya sampai 4 kali dan tidak membosankan juga. <i>(Yes, Sir. Because after watching it carefully because the teacher repeated it up to 4 times and it was not boring either.)</i>
Ompi	:	apa suara yang dihasilkan dari animated short videonya tidak jelas sehingga itu tidak membantumu memahami lebih jauh ketimbang gambar dari videonya? <i>(Is the sound produced by the animated short so blurry that it doesn't help you understand any further than the image from the video?)</i>
Faiz	:	kalau tentang jelas atau tidaknya dari animated short yang ditayangkan itu cukup jelas kak. Hanya saja saya tida begitu paham berbahasa inggris kak. <i>(If it's clear or not about the animated short that aired, it's pretty clear. It's just that I don't really understand English.)</i>
Ompi	:	Baiklah, kalau begitu terima kasih atas waktunya sudah menyempatkan waktunya untuk bisa saya wawancarai. <i>(Well, then, thank you for taking the time to interview me.)</i>
Faiz	:	Iya kak, terima kasih Kembali juga. <i>(Yes, Sir. You are welcome)</i>

APPENDIX VIII

Interview of Subject 5	
Biodata	
The Research	: Muhammad Alfian Rusni
Theme of Interview	: Animated Short Videos for Writing Skills of EFL Students
Located of Interview	: SMAN 1 Bulukumba
Date/Time of Interview	: Tuesday, 30 January 2024
Name of Subject Interview	: Ipul

Ompi	:	Haii, Ipul, terima kasih sudah menyempatkan waktunya untuk saya wawancarai. Jadi bagaimana menurutmu tentang belajar Bahasa Inggris menggunakan media animated short videos yang di bawakan oleh guru nya setelah 3 pertemuan? <i>(Hii, Ipul, thank you for taking the time for me to interview. So, what do you think about learning English using animated short videos presented by the teacher after 3 meetings?)</i>
Ipul	:	Menurut saya, saya belum paham animated short video yang sudah ditayangkan. <i>(In my opinion, I don't understand the animated short video that has been aired.)</i>
Ompi	:	Apa kendala yang kamu alami sehingga kamu belum bias mengerti? <i>(What are the obstacles you are experiencing so that you are not biased to understand?)</i>
Ipul	:	Saya kurang mengerti tentang Bahasa Inggris, Begitu juga dengan suara dari Animated Short videonya jadinya saya lebih tonton gambar/video selama penayangan, kak. <i>(I don't understand English, as well as the sound from the Animated Short video, so I watch more pictures/videos during the showing, Sir.)</i>
Ompi	:	tapi, apa kamu bisa mengerti animated short videonya hanya dengan fokus ke gambar/videonya? Dan tentang apa itu animated short videonya? <i>(But, can you understand the animated short video just by focusing on the image/video? And what is the animated short video about?)</i>
Ipul	:	Hanya sedikit, kak. Yang saya pahami dari videonya itu tentang peperangan yang terjadi di Indonesia oleh tentara dahulu supaya Indonesia dapat Merdeka. <i>(Just a little, Sir. What I understand from the video is about the war that occurred in Indonesia by the army in the past so that Indonesia can be independent.)</i>

Ompi	:	Jadi, apa dengan melalui animated short video bisa membantumu belajar Bahasa inggris? Seperti yang kamu katakan tadi, kamu bisa agak mengerti hanya dengan melihat gambar/video dari animated short video yang diberikan oleh guru Bahasa inggrisnya. <i>(So, how can animated short videos help you learn English? As you said earlier, you can understand it somewhat just by looking at the pictures/videos of the animated short videos given by the English teacher.)</i>
Ipul	:	sepertinya begitu, tapi saya masih terkendala di Bahasa inggrisnya, baik itu dari suara dari videonya ataupun menulis kak. <i>(I think so, but I'm still constrained in English, whether it's from the sound of the video or writing)</i>
Ompi	:	Setidaknya itu bisa membantu belajar Bahasa inggris. Cobalah cari referensi seperti itu untuk memudahkanmu belajar Bahasa inggris meskipun hanya beberapa kosa kata. Baiklah, terima kasih banyak atas waktunya untuk bisa saya wawacarai <i>(At least it can help learn English. Try to find such references to make it easier for you to learn English even if it is only a few vocabulary. Alright, thank you very much for the time I can interview)</i>
Ipul	:	Iya kak. Terima kasih atas masukannya. <i>(Yes, Sir. Thanks for the input)</i>

APPENDIX X

Interview of Subject 6	
Biodata	
The Research	: Muhammad Alfian Rusni
Theme of Interview	: Animated Short Videos for Writing Skills of EFL Students
Located of Interview	: SMAN 1 Bulukumba
Date/Time of Interview	: Tuesday, 30 January 2024
Name of Subject Interview	: Ica

Ompi	:	Hallo, Ica. saya berterima kasih atas kesempatannya untuk bisa mewancaraimu. <i>(Hello, Ica. I thank you for the opportunity to interview you.)</i>
Ica	:	Iya, Kak. <i>(Yes, Sir)</i>
Ompi	:	kamu kan sudah belajar Bahasa Inggris menggunakan media animated short videos, dan bagaimana menurutmu tentang itu? <i>(You've already learned English using animated short videos, and what do you think about it?)</i>
Ica	:	menurut saya, saya masih belum mengerti pesan dari penayangan animated short video. <i>(I don't think I understand the message of the animated short video)</i>
Ompi	:	kenapa? Apa ada masalah dari gambar atau audio dari animated short videonya yang membuatmu ada kesulitan? Seperti kurang jelasnya audio videonya. <i>(Why? Are there any problems with the image or audio of the animated short video that are causing you any difficulties? Like the lack of clarity of the audio video.)</i>
Ica	:	untuk dua hal itu, menurut saya, suara dan jelas tidaknya gambar animated short videonya itu baik-baik saja, cuman saya tidak dapat mengerti apa yang di sampaikan dari animated short videonya. Baik dari gambar animasinya maupun dari audionya. Saya kurang mengerti. Yang saya tahu cuman kalau animated short videonya tentang peperangan tapi saya tidak tahu peperangan tentang apa. <i>(For those two things, in my opinion, the sound and the clarity of the animated short video are fine, it's just that I can't understand what is conveyed from the animated short video. Both from the animated images and from the audio. I don't understand. All I know is that the animated short video is about the war but I don't know what the war is about)</i>

Ompi	:	apakah menggunakan media animated short video bisa membantumu belajar khususnya Bahasa inggris? <i>(Can using animated short videos help you learn, especially English?)</i>
Ica	:	Sejauh 3 kali pertemuan ini, menurut saya masih biasa saja atau bisa dibilang saya masih belum menemukan apa dengan menggunakan media animated short video bisa membuat saya lebih mudah untuk belajar Bahasa inggris khususnya di writing skills. <i>(So far as these 3 meetings, I think it's still ordinary or you can say that I still haven't found anything by using animated short video media can make it easier for me to learn English, especially in writing skills)</i>
Ompi	:	oke lah kalau begitu, terima kasih banyak atas waktunya untuk bias mewawancaraimu. <i>(Okay then, thank you so much for taking the time to bias your interview.)</i>
Ica	:	Iya. Sama-sama. <i>(You are welcome)</i>



DOCUMENTATION

1. Classroom observation using Field Notes



2. Class observations during the screening of Animated Short Video



3. Interviews with students



4. Link video observation

- <https://drive.google.com/drive/folders/1GHIfIMR2IpEdYbuqfOIpXivXDG-aDyMr>



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Muhammad Alfian Rusni

Nim : 105351115218

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	24 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	3 %	10 %
5	Bab 5	5 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 10 Juni 2024

Mengetahui,

Kepala UPT Perpustakaan dan Penerbitan,



Nersulathus Hum.,M.I.P
NBM: 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

BAB I Muhanmad Alfian Rusni

105351115218

by Tahap Tutup



Submission date: 10-Jun-2024 05:29PM (UTC+0700)

Submission ID: 2399519463

File name: CHAPTER_I-Muh_Alfian_Rusni.docx (19.52K)

Word count: 1225

Character count: 6778

BAB I Muhanmad Alfian Rusni 105351115218

ORIGINALITY REPORT

10 %	10 %	7 %	3 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.atlantis-press.com Internet Source	4 %
2	repository.unja.ac.id Internet Source	2 %
3	core.ac.uk Internet Source	2 %
4	repository.uindatokarama.ac.id Internet Source	2 %

Exclude quotes On Exclude matches < 2%
Exclude bibliography On



BAB II Muhanmad Alfian Rusni

105351115218

by Tahap Tutup



Submission date: 10-Jun-2024 05:29PM (UTC+0700)

Submission ID: 2399519728

File name: CHAPTER_II-Muh._Alfian_Rusni.docx (48.02K)

Word count: 2435

Character count: 13097

BAB II Muhanmad Alfian Rusni 105351115218

ORIGINALITY REPORT

24%	23%	2%	11%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.iainbengkulu.ac.id Internet Source	8%
2	rsuir-library.rsu.ac.th Internet Source	5%
3	journal.unilak.ac.id Internet Source	3%
4	www.psppjournals.org Internet Source	3%
5	Submitted to University of Makati Student Paper	2%
6	digilib.iainkendari.ac.id Internet Source	2%
7	www.igi-global.com Internet Source	2%

Exclude quotes On Exclude matches < 2%
Exclude bibliography On

BAB III Muhanmad Alfian Rusni

105351115218

by Tahap Tutup



Submission date: 10-Jun-2024 05:30PM (UTC+0700)

Submission ID: 2399520068

File name: CHAPTER_III-Muh._Alfian_Rusni.docx (31.76K)

Word count: 1166

Character count: 6373

BAB III Muhanmad Alfian Rusni 105351115218

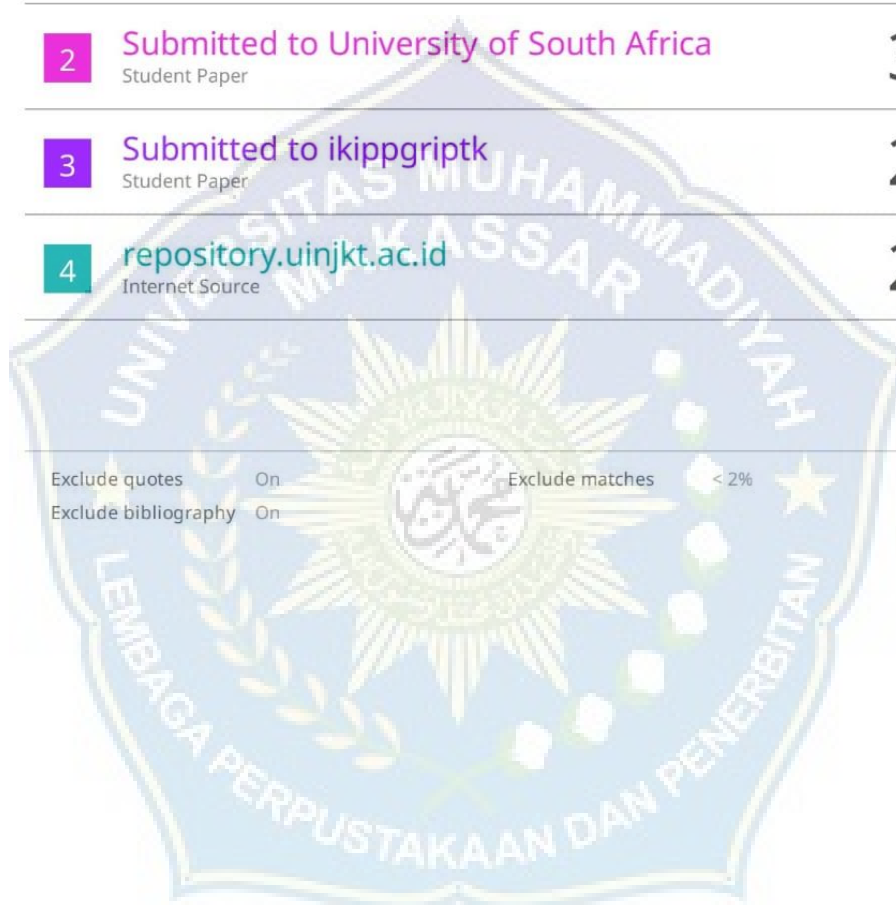
ORIGINALITY REPORT

10% SIMILARITY INDEX	7% INTERNET SOURCES	2% PUBLICATIONS	8% STUDENT PAPERS
--------------------------------	-------------------------------	---------------------------	-----------------------------

PRIMARY SOURCES

1	Submitted to Staffordshire University Student Paper	3%
2	Submitted to University of South Africa Student Paper	3%
3	Submitted to ikippgriptk Student Paper	2%
4	repository.uinjkt.ac.id Internet Source	2%

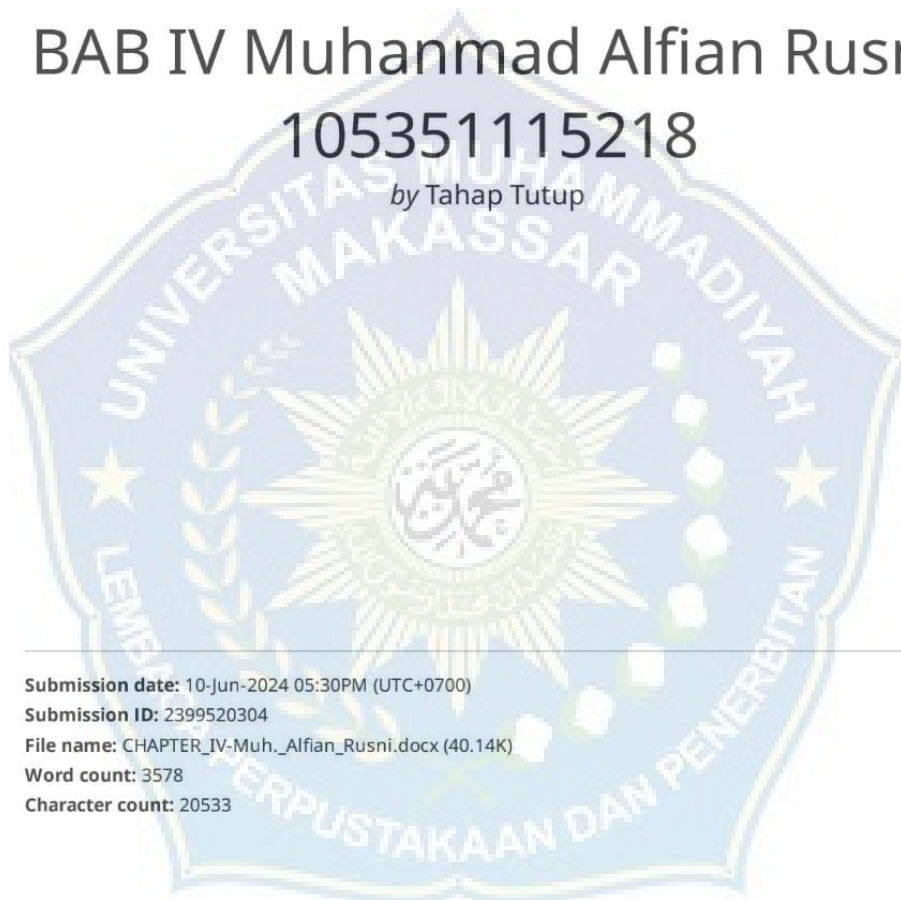
Exclude quotes On Exclude matches < 2%
Exclude bibliography On



BAB IV Muhanmad Alfian Rusni

105351115218

by Tahap Tutup



Submission date: 10-Jun-2024 05:30PM (UTC+0700)

Submission ID: 2399520304

File name: CHAPTER_IV-Muh._Alfian_Rusni.docx (40.14K)

Word count: 3578

Character count: 20533

BAB IV Muhamad Alfian Rusni 105351115218

ORIGINALITY REPORT

3%	1%	1%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

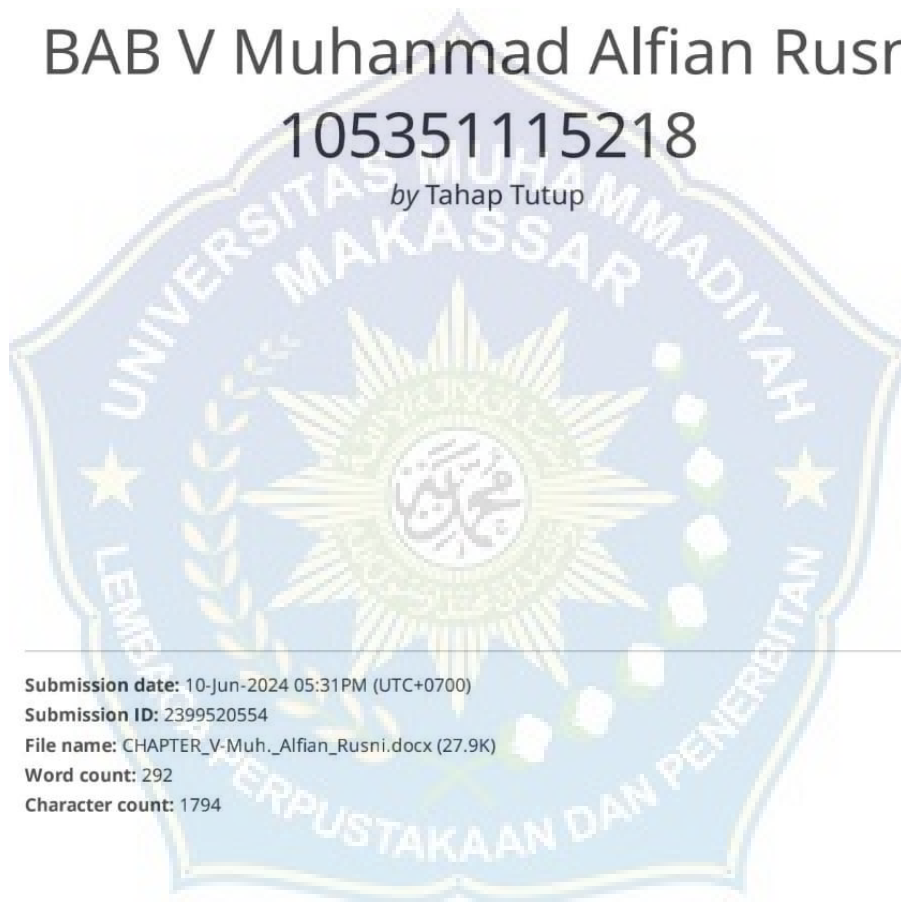
1	Submitted to Canterbury Christ Church University Student Paper	1%
2	www.ncbi.nlm.nih.gov Internet Source	1%
3	Submitted to University of South Australia Student Paper	<1%
4	Submitted to Bournemouth University Student Paper	<1%
5	Submitted to Florida Gulf Coast University Student Paper	<1%
6	Submitted to American College of Education Student Paper	<1%
7	Submitted to Kean University Student Paper	<1%

Exclude quotes Off Exclude matches Off
Exclude bibliography Off

BAB V Muhanmad Alfian Rusni

105351115218

by Tahap Tutup



Submission date: 10-Jun-2024 05:31PM (UTC+0700)

Submission ID: 2399520554

File name: CHAPTER_V-Muh._Alfian_Rusni.docx (27.9K)

Word count: 292

Character count: 1794

BAB V Muhamad Alfian Rusni 105351115218

ORIGINALITY REPORT

5% SIMILARITY INDEX	5% INTERNET SOURCES	4% PUBLICATIONS	5% STUDENT PAPERS
-------------------------------	-------------------------------	---------------------------	-----------------------------

PRIMARY SOURCES

1 quizizz.com Internet Source	5%
--	-----------

Exclude quotes On Exclude matches < 2%
Exclude bibliography On



CURRICULUM VITAE



Muhammad Alfian Rusni was born in Bulukumba on October 15, 1999. He is the third of four children who are the children of H. Muh, Rusli Rahman, S.E and Hj. Nisma. He started his education at SDN 1 Terang-terang and graduated in 2011.

Then continued his junior secondary education at SMPN 2 Bulukumba and graduated in 2014. After that, he continued his senior secondary education at SMAN 1 Bulukumba and graduated in 2017. A year later he enrolled as a student at the University of Muhammadiyah Makassar and majored in English Language Education Class of 2018. At the end of his studies, he was able to complete his thesis entitled "**ANIMATED SHORT VIDEOS FOR WRITING SKILLS OF EFL STUDENTS AT SMAN 1 BULUKUMBA**".