

## THE USE OF ANIMATED VIDEO MEDIA TO IMPROVE EXPOSITORY TEXT WRITING SKILLS AMONG GRADE X STUDENTS AT SMK MUHAMMADIYAH 4 KALISAT

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**Abstract:** This study aims to determine the effectiveness of using animated video-based learning media in improving the expository writing skills of 10th grade students at SMK Muhammadiyah 4 Kalisat. The study used a quantitative approach with a one-group pretest-posttest quasi-experimental design. The research subjects were 10th grade students at SMK Muhammadiyah 4 Kalisat. The research instrument was an expository text writing test administered before and after the experiment. In the pretest stage, students were asked to write expository texts without using animated video media, while in the posttest stage, students wrote expository texts after participating in learning using animated videos that explained the concepts, structure, and linguistic rules of expository texts. Data analysis was performed by comparing the pretest and posttest results. The results showed an increase in students' expository text writing skills after the use of animated video media, especially in terms of grammatical accuracy and text structure completeness. These results indicate that animated video-based learning media are effective as learning media for improving students' expository text writing skills. Thus, the use of animated video media can be an innovative and relevant alternative learning media in Indonesian language learning at the secondary school level.

**Keywords:** animated videos, writing expository texts, Indonesian language learning, tenth grade students

### I. INTRODUCTION

Writing skills are one of the language skills that have an important role in learning Indonesian in high school. Writing skills not only function as a means of written communication, but also as a vehicle for the development of critical, logical, and systematic thinking skills. One type of text taught at the high school level to practice writing skills is exposition texts. Exposition texts aim to convey information, ideas, or opinions objectively and rationally with a clear structure, so that readers can understand the issues conveyed in their entirety. Therefore, grade X students are expected to master the skills of writing exposition texts, as listed in the learning outcomes.

Writing an exposition text is one of the language skills (writing) that aims to convey information, ideas, or opinions objectively and logically to the reader accompanied by facts and supporting data. Exposition text aims to provide an explanation or description of a topic so that the reader can gain a clear understanding without any attempt to influence persuasively. In learning Indonesian, the skill of writing exposition texts requires students to think critically, master the systematic structure of the text, and use appropriate linguistic rules, such as effective sentences and cohesion between paragraphs. According to Kosasih (2021), exposition texts have the main structure in the form of a thesis, a series of arguments, and reaffirmations that are arranged sequentially and logically [1].

In line with this description, research conducted by Sari and Hidayat (2023) shows that students' ability to write exposition texts still needs to be improved because weaknesses are still often found in the aspects of idea development and the accuracy of text structure [2]. Therefore, learning to write exposition texts requires the right strategies and media so that students are able to express ideas systematically, factually, and in accordance with applicable language rules.

Previous research has shown that students' ability to write exposition texts is still relatively low. There are still many students who have difficulty in determining the topic, formulating the main idea, developing paragraphs in a cohesive and coherent manner, and applying the structure and linguistic rules of the exposition text appropriately. This low ability is inseparable from the learning process that still uses conventional lecture-based methods and the minimal use of innovative learning media. Learning to write that is monotonous and teacher-centered tends to make students less motivated and experience obstacles in pouring ideas in writing.

Along with the development of educational technology, the use of digital-based learning media is one of the alternatives that can be used to improve the quality of students' writing learning. Learning media that combines visual and audio elements is considered interesting so that it can motivate students and help understand the material more effectively. One of the relevant media to use in learning to write exposition texts

is animated video media. Animated videos are able to present information visually, dynamically, and contextually so that it can stimulate students' attention and help them understand the flow of information presentation logically and concisely.

Animated video is an audio-visual-based learning medium that presents messages or information through a series of moving images combined with text, sound, and visual effects in a structured manner to clarify the learning material. This media is designed to visualize abstract concepts to be more concrete so that they are easy for students to understand. In the context of education, animated videos act as a means of delivering material that is able to increase students' attention, motivation, and understanding because it involves more than one sense simultaneously. This is in line with multimedia learning theory which asserts that the combination of visual and verbal elements can improve the process of understanding and retaining information [3]. Research conducted by Putri and Setiawan (2022) also shows that the use of animated videos in language learning is considered effective in helping students understand material systematically and improve learning outcomes, especially in productive skills such as writing [4]. Thus, animated videos not only function as a learning support medium, but also as a pedagogical tool that is able to optimize the learning process in a more interactive and meaningful way.

The effectiveness of the use of animated video is relevant to the multimedia learning theory put forward by Mayer, which states that learning becomes more effective when information is presented through a simultaneous combination of visual and verbal means. Presenting material in this way can reduce the cognitive load of students and improve understanding of concepts more deeply [3]. In the context of learning to write exposition texts, animated videos serve as an initial stimulus to build an understanding of the topic, clarify the structure of the text, and trigger the systematic development of ideas.

Based on previous research that has been conducted, it is proven that animated video media has a positive impact on students' writing skills. Dewi (2021) concluded that the use of animation media in learning to write exposition texts is able to increase learning motivation and the quality of students' writing, especially in the aspects of idea development and the accuracy of text structure [5]. In addition, research by Hidayah, Wagiran, and Haryadi (2020) states that learning to write exposition texts with the help of animated videos can significantly improve students' ability to organize ideas and present information logically [6]. These findings are strengthened by Setiyawan, Rochsantiningsih, and Setyaningsih (2019) who stated that animated videos are effective in helping students find writing ideas and improve overall writing skills [7].

Based on this description, it can be concluded that the use of animation video media has great potential to improve the ability to write exposition texts for grade X students. Therefore, this research is focused on the use of animated video media in improving the ability to write exposition texts in grade X students at SMK Muhammadiyah 4 Kalisat as an effort to overcome the problem of learning to write and encourage the creation of more effective and innovative Indonesian learning.

## II. RESEARCH METHODS

This study uses a quantitative approach with a *quasi experimental design* in the form of one group pretest–posttest design. This type of research was chosen to determine the improvement of students' ability to write exposition texts after learning was applied by utilizing animation video media. Through this type of study, the researcher compares the results of students' writing skills before and after the experiment, so that the changes in values that occur can show the effectiveness of animated video media in improving exposition text writing skills.

The subject of this study is a class X student of SMK Muhammadiyah 4 Kalisat. All students in one class were used as research samples with the consideration that they had obtained exposition text material in accordance with the curriculum used, but still experienced obstacles in writing, especially in developing ideas, compiling text structures, and using linguistic rules appropriately. The determination of the subject was carried out purposively to obtain data relevant to the purpose of the research.

The research instrument is in the form of an exposition text writing test which is given in two stages, namely *pretest* and *posttest*. In the *pretest* stage, students are asked to write exposition texts based on predetermined themes without the help of animated video media. This test aims to determine students' initial ability to write exposition texts. Furthermore, at the *posttest stage*, students were again asked to write exposition texts with the same theme after participating in learning using animated video media. The difference in writing results between *the pretest* and *posttest* is used as an indicator of improving students' writing skills.

The research procedure was carried out through several stages that followed. The initial stage begins with the preparation of learning tools, the selection and adjustment of animated video media with exposition text materials, and the preparation of writing assessment rubrics. The next stage is the implementation of a *pretest* to obtain data on students' initial abilities. After that, learning to write exposition texts is carried out by utilizing animated video media as a learning stimulus. The media is used to help students understand the purpose of writing exposition texts, text structure, and how to develop ideas logically and systematically. After the entire learning series is completed, students are given a *posttest* as a final evaluation.

The data collection technique in this study uses test techniques, namely the results of student writing in the *pretest* and *posttest*. The results of students' writing were assessed using an assessment rubric that included several aspects, namely the suitability of the content with the topic, the completeness and accuracy of the structure of the exposition text, the integration between paragraphs, the use of linguistic principles, and the accuracy of language use. The scores of each aspect were added up to obtain the value of each student's exposition writing ability.

The data analysis technique was carried out by comparing the average value of *pretest* and *posttest results*. The increase in student learning outcomes was shown by an increase in the average score of writing ability after the

treatment was given. If the average score of the posttest is higher than the average score of the pretest, then it can be concluded that the use of animation video media is effective in improving the ability to write exposition texts of class X students of SMK Muhammadiyah 4 Kalisat.

### III. RESEARCH RESULT

Animated video is an audio-visual-based learning medium that presents information through a combination of moving images, text, sound, and visual effects in a systematic manner to help students understand the material in a more concrete and interesting way. In the context of learning to write, animated videos function as a visual stimulus that is able to build understanding of concepts, clarify the flow of information presentation, and make it easier for students to organize ideas before they are written in writing. This media is in line with multimedia learning theory which states that the presentation of information through visual and verbal channels simultaneously can improve understanding and reduce the cognitive load of students [3]. A number of recent studies have shown that animated videos are effectively used in writing learning because they can increase learning motivation, help students understand the structure of the text, and significantly improve the quality of writing results compared to conventional learning [8,9]. Thus, animated videos not only serve as a medium for conveying information, but also as a means of supporting the thought process and the development of ideas in writing activities.

In the initial implementation of the research at SMK Muhammadiyah 4 Kalisat, learning to write exposition texts was still carried out conventionally, namely teachers explained the material orally and students wrote in books without supporting visual media. This condition causes limited students' understanding of the structure of the exposition text as well as low motivation to learn to write, as shown by the low pretest scores obtained before the treatment. The reliance on lecture methods and textbooks makes it difficult for students to develop ideas and build coherent writing. To overcome this problem, the application of learning to write exposition texts based on animation video media was held. This medium is used to help students understand the structure of exposition texts through attractive visual representations, provide semantic context, and motivate critical thinking before writing. Posttest results after treatment showed a significant increase in students' ability to write exposition texts compared to pretests, which showed that animated videos were effective in improving writing skills.

The implementation of the research was carried out through two stages of assessment of the ability to write exposition texts. In the initial stage, students are asked to write exposition texts without being preceded by the use of animated video media to get an idea of their initial abilities. The results of the writing at this stage show that most students still have difficulties in applying grammatical rules and structuring the exposition text appropriately, which can be seen from the irregularity in the presentation of ideas, the weak integration between paragraphs, and the incompatibility of the text

structure with the characteristics of the exposition text [11]. Furthermore, students are given treatment in the form of learning by utilizing animated videos that systematically explain the concepts, objectives, structure, and linguistic rules of writing good and correct exposition texts. After the learning took place, students were again asked to write exposition texts with the same theme [12]. The results of writing at this stage show a significant improvement, especially in the aspects of grammatical accuracy and completeness of text structure, so it can be concluded that the use of animated video media contributes positively to improving the quality of students' writing in a more targeted and coherent manner [13].

Animated videos are considered appropriate to be used as a learning medium because they are able to present the material visually, sequentially, and contextually, making it easier for students to understand abstract and procedural concepts. This media integrates elements of moving images, text, and audio that can increase students' attention and engagement during the learning process. Based on multimedia learning theory, the simultaneous presentation of information through visual and verbal channels has been shown to be more effective in improving comprehension and memory than verbal presentation alone [14]. In school learning practices, animated videos are also able to overcome the limitations of conventional methods that tend to be teacher-centered, as they provide a more interactive and meaningful learning experience for students. A number of recent studies have shown that the use of animated videos contributes positively to increasing learning motivation, material understanding, and student learning outcomes in various subjects, including Indonesian [15,16]. Therefore, animated videos deserve to be used as an effective learning medium and relevant to the characteristics of students in the digital era.

This condition of improvement is relevant to previous research that used a one-group pretest-posttest approach with a focus on animated video media. Pretest-posttest in a study that tested the influence of animated video media on explanatory text writing skills showed that the average score increased from 65.7 in the pretest to 85.2 in the posttest, which shows the effectiveness of this media in the context of writing texts at the elementary education level [17]. In the context of writing exposition texts, research by Hidayah, Wagiran, and Haryadi (2024) found that the use of animated videos in the Think Talk Write model significantly improves students' ability to compose and organize exposition text ideas. This confirms that animation media also supports the creative aspect of thinking in writing [18]. In addition, research evaluating the use of video blogs as a learning medium for writing exposition texts shows that video-based media is effective in helping students identify main ideas, compose an essay framework, and develop paragraphs systematically, thereby improving the quality of writing [19].

The results of another study expand the evidence that animated video media can improve the writing skills of different types of text. For example, the use of animated video media showed an improvement in narrative text writing skills and procedures in elementary school students, with posttest scores being higher than pretest scores [20]. In addition, in the context of news texts, the use of YouTube videos increases

students' writing ability scores on the Posttest Test compared to the Pretest [21]. While research at the secondary education level, the positive effect of animation media was also seen on the improvement of the persuasive text writing skills of MTs students, where the learning outcome scores in the experimental class increased higher than in the control class after the experiment [22]. In addition, research using animated video media and serial images showed a significant influence on explanatory text writing skills in vocational school students, which corroborated that animation media provided visual stimulation that helped students' thinking and writing processes [23].

Research at SMK Muhammadiyah 4 Kalisat shows a similar trend, namely, utilizing animated video media to provide visual and cognitive stimulation that helps students detail the structure of the exposition text, organize the main ideas into coherent paragraphs, and use appropriate language. This is relevant to research at SMAN 6 Kediri which shows an improvement in the ability to write exposition texts with the use of animated films as a learning medium [24]. Overall, the results of this study show that learning to write exposition texts with animated video media effectively improves students' writing skills compared to conventional methods [25]. The overall empirical evidence used shows a pattern of increasing *posttest scores* compared to *pretest* in the context of the use of animated video media as a writing learning medium. The results of this study also make a practical contribution that the use of digital visual media can be an effective learning strategy in the contemporary Indonesian curriculum at the middle to upper level.

#### IV. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the use of animated video media in learning to write exposition texts is effective in improving the writing skills of class X students of SMK Muhammadiyah 4 Kalisat. The application of conventional learning without the support of visual media shows that students still have difficulties in applying grammar rules and structuring exposition texts appropriately. After being given treatment in the form of learning using animated videos that explain the concepts, structure, and linguistic rules of exposition texts, students' writing skills experienced a significant improvement, especially in the aspects of grammatical accuracy and completeness of text structure. These findings show that animated video media can help students understand the material more concretely and systematically, increase learning engagement, and support the development of writing skills more effectively. Therefore, animated video media can be used as an innovative and relevant alternative learning media to improve the quality of learning to write exposition texts in high school.

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