

The Influence of Animation Media on the Short Story Writing Ability of Class X Students of MAL UINSU Medan

Elfina Wety✉, Faridah Faridah

Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

Article Info

History Articles
Received:
15 February 2025
Accepted:
25 March 2025
Published:
30 April 2025

Keywords:
Animation Media,
Writing Skills, Short
Stories

Abstract

This study aims to explore the influence of animation media on the ability to write short stories of class X students. In the quantitative method, the researcher used Quasi Experimental research with the type of Nonequivalent Control Group Design. The researcher used two groups consisting of an experimental group that was given treatment using a problem-based learning model and a control group that was not given treatment/conventional. The results of this study were obtained from the results of the pretest and posttest. The purpose of the pretest is to determine the learning outcomes of students before learning using animation media. While the purpose of the posttest is to determine the learning outcomes of students after learning using animation media. Implementation and application of the results of the pretest post test in the experimental and control classes. This study shows that the use of animation media has a significant influence on improving the ability to write short stories in class X students. Based on the results of data analysis, it was found that students who learned using animation media showed a higher increase in learning outcomes compared to students who used conventional methods. This is proven through valid data normality and homogeneity tests, as well as hypothesis tests (t-tests) which showed significant differences between the results of the pretest and posttest, especially in the experimental group.

✉ Correspondence address:
Kampus Sekaran FBS UNNES
E-mail: elfina0314211006@uinsu.ac.id

INTRODUCTION

Education is a means to help humans to be able to live in everyday life in the midst of society Sapriyah (2019) The use of innovative learning media in the era of increasingly developing education is very important to improve students' skills, especially in writing. Writing is a communication activity in the form of conveying messages (information) in writing to others by using written language as a tool or medium to convey a message or news to someone Zulu, et al (2022). However, based on observations in the field, many students, especially at the secondary school level, experience difficulties in writing, especially in composing short story texts. One of the factors that contribute to students' low writing skills is conventional and less interesting learning methods Arsyad (2019:11).

Learning media is one of the learning components that has an important role in teaching and learning activities. Nurdyansyah (2019) According to Sulfiana (2019) Animated media is designed to improve student learning outcomes. This method often does not provide space for students to actively participate and interact with learning materials. Kurnia, E., & Sari, A. D. I. (2023) In addition, the use of traditional learning media, such as blackboards and textbooks, is not able to create an interactive and enjoyable learning experience. This causes students to feel bored and less motivated to learn. Along with technological developments, animated media has emerged as an attractive alternative in learning.

Animated media can present information in a more interesting and interactive way, so it can increase students' attention and motivation. Animation has the ability to explain complex concepts in a simpler and easier to understand way. Sunami, et al., (2021) Thus, the use of animated media in learning is expected to help students understand the material and improve their writing skills. Rachmavita, T. (2020), In addition, animated media has the advantage of presenting information in a more interesting and interactive way. Dhida (2021).

According to Wahyuningtyas & Sulasmono (2020) animated video-based learning media can help students understand the material better, make learning more interactive, and encourage active participation and creativity of students. Animation can help explain complex concepts in a simpler and easier to understand way. In addition, animated media can also increase visual appeal, so that students are more interested in learning and actively participate in the learning process. Rasmitadila (2024) The use of animated media in learning is expected to provide a more enjoyable and interactive learning experience for students. Media that contains images and is equipped with audio, so it gives a lively impression and conveys learning messages more effectively. Wahyuningtyas (2023).

One way to improve students' ability to write and create a text is by developing writing skills. Writing is a skill that can be practiced and developed. Therefore, intensive writing is very necessary for students, because writing is a process. Putri Rika Amanda, and Rina Devianty (2024) Writing skills in the digital era are undergoing a significant transformation along with technological developments and changes in the way we communicate. One of the main trends is the increasing significance of digital content. Sembiring, et al (2024) Writing skills require training, thinking, creativity and mastery of grammar and must know what to write, what background topics to write. Good writing is very necessary, especially for students at the secondary school level, Munirah (2023) language skills that enable indirect communication through written symbols. Munirah (2023) According to Tarigan (2021) allows individuals to express their thoughts and ideas to readers.

Based on initial identification, especially in grade X, students' writing skills are still low, one of which is writing short stories. In Indonesian language subjects, students are less active in participating in learning related to writing. Because writing is considered complicated and not fun, so students are lazy during writing lessons, one of which is writing short stories. Short stories are short compositions in prose. In short stories, a fragment of a character's life is

separated, which is full of conflict, touching or pleasant events, and contains impressions that are not easily forgotten. Tarsinih (2018).

A viable solution is to use animated media to motivate students' enthusiasm for writing short stories. On the other hand, the development of information and communication technology has opened up new opportunities in the world of education. One emerging innovation is the use of animated media in learning. Febriyanti (2024) states that with appropriate media, students can easily grasp the teacher's explanation. Likewise, in learning to write short stories, namely by using animated videos as the medium. With animated video media, it is hoped that learning to write short stories will be more effective and students can easily express their ideas or imaginations into a literary work, namely short stories, and can produce good short story writing.

Previous research conducted by Winda Elfiana (2023) at MAN 1 Dumai identified that the use of animated video media can improve students' short story writing skills. Previously, short story writing was often taught through lectures, which made it difficult for students to express their ideas. By implementing animated video media, students became more motivated and were able to produce better short stories.

Furthermore, research by Ananta Bayu Aji, Andayani, and Kundharu Saddhono (2023) at SMK Satya Karya Karanganyar showed that students taught using animated short films had better short story writing skills than those taught without such media. This confirms the effectiveness of animated short films in teaching short story writing.

Furthermore, a meta-analysis conducted by Tatu Hilaliyah et al. (2021) examined various Indonesian language learning media for short story writing skills. The analysis showed that the use of appropriate learning media, such as animated videos, can increase the effectiveness of short story writing learning, especially at the high school level or equivalent.

According to Dhida (2021), research results showing the effectiveness of short films can also be seen in the learning process. Students in the experimental group were more enthusiastic

and did not feel bored during the learning process. Students became more knowledgeable in understanding the material on the elements of story building.

This study aims to explore the influence of animation media on the short story writing ability of class X students. Through this study, it is hoped that more effective and interesting learning methods can be found, which can, Munirah (2023) improve students' writing skills. Furthermore, this study is expected to provide a positive contribution to the development of Indonesian language learning methods in schools.

Based on this background, the researcher is interested in conducting research entitled "The Influence of Animation Media on the Short Story Writing Ability of Class X".

METHODOLOGY

A research method is a way or procedure used to conduct research so that it can answer the problem formulation and research objectives. A research method is basically also a scientific way to collect data with certain goals and uses. Scientifically, it means that research activities are based on scientific characteristics, namely rational, empirical, and systematic. Sugiyono (2021) In the quantitative method, researchers used Quasi-Experimental research with the Nonequivalent Control Group Design type. Researchers used two groups consisting of an experimental group that was given treatment using a problem-based learning model and a control group that was not given treatment/conventional. The selection of the experimental group and the control group was not selected randomly. Good pre-test results if the experimental group scores do not differ significantly, then this design can be used.

The research subjects used by the researcher were 42 students in class X A and X B. This research was conducted at MAL UINSU MEDAN. This research will involve two groups of students, namely, the experimental group using a problem-based learning model and the control group using conventional learning

methods. This research was conducted in the even semester, academic year 2024/2025. The research instrument used a test instrument, observation. The test used by the researcher in this study was a multiple choice test using a score range of 1 to 5 with the following description: 1 (very good), 2 (good), 3 (sufficient), 4 (less), 5 (fail).

RESULTS AND DISCUSSION

The data analysis technique was tested using statistical tests. Before testing the hypotheses, prerequisite tests were conducted, namely the normality test and the Shapiro-Wilk homogeneity test. Next, the hypothesis was tested using the t-test (independent sample t-test) in SPSS 25.

The results of this study were obtained from the pretest and posttest. The purpose of the pretest was to determine student learning outcomes before learning using animation media. The purpose of the posttest was to determine student learning outcomes after learning using animation media. The implementation and application of the pretest and posttest results in the experimental and control classes are presented in Table 1.

Normality Test

Normality testing aims to ensure that the data or samples taken come from the same population or follow a normal distribution pattern. In this study, the method used to test data normality was the Shapiro-Wilk test.

Table 1. Normality Test

Tests of Normality			
		Shapiro-Wilk	
	Kelas	Statistic	Sig.
Hasil	Pretest X-2 (kONTROL)	.986	.950
	Posttest X-2 (KONTROL)	.932	.056
	Pretest X-3 (EKSPERIMEN)	.976	.714
	Posttest X-3 (EKSPERIMEN)	.937	.074

The results of the Shapiro-Wilk test showed that all significance values of the pretest and posttest data for both the control (X-2) and experimental (X-3) classes were above 0.05. This indicates that the data were normally distributed. Therefore, it can be concluded that the data used in this study met the requirements for normal

distribution and came from a homogeneous population.

Homogeneity Test

The data homogeneity test uses the Levene method, which aims to determine whether the variance between samples is consistent or not. The results can be seen in the following table.

Table 2. Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Kelas	Based on Mean	1.660	20	67	.064
	Based on Median	.624	20	67	.880
	Based on Median and with adjusted df	.624	20	38.253	.869
	Based on trimmed mean	1.405	20	67	.151

Based on the results of the homogeneity test using the Levene test presented in the table above, it shows that the significance value for all approaches (based on the mean, median, adjusted df, and trimmed mean) is also above 0.05. Thus, the data variance of these two groups is homogeneous, which shows that the samples studied are similar. This homogeneity is

important to ensure that comparisons between two groups of data can be made validly.

Hypothesis Test (T-Test)

The T-test is conducted to assess the impact of the independent variables individually on the dependent variable, and to determine whether the influence is significant or not.

Table 3. Hypothesis Test

Paired Samples Test								
		Paired Differences					t	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Pretest Kontrol Posttest Kontrol	-8.83333	20.94012	3.82312	1.01417	16.65250	2.311	.028
Pair 2	Pretest Eksperimen Posttest Eksperimen	-31.90000	14.05494	2.56607	-37.14820	-26.65180	-12.431	.000

Based on the regression data listed above, to test the effect of treatment on learning outcomes, a paired sample t-test (T-test) was used. In the pretest and posttest data pair of the control class, a t-value of 2.311 was obtained with a significance value of 0.028. This indicates that there is a significant difference between the pretest and posttest results in the control class. Meanwhile, in the pretest and posttest pair of the experimental class, a t-value of -12.431 was obtained with a significance value of 0.000. Therefore, it can be concluded that there is a significant influence on the learning outcomes of class X-2 and X-3 students.

The results of the study indicate that animated media has significant potential in

improving students' writing skills, especially in the context of short story writing. The use of animated media has been proven to increase students' motivation and interest in learning to write. Interesting and dynamic visualizations in animation make the learning material more lively and not monotonous. Students tend to be more enthusiastic in following the learning process, which in turn has a positive impact on their active participation in writing activities. This high interest is an important foundation for the development of writing skills, because students become more motivated to explore ideas and express them in written form.

Animation media facilitates students' understanding of the concepts and structure of

short stories. Through visually presented storylines, students can easily identify important elements in short stories, such as characters, settings, plot, conflict, and resolution. Animation helps students see how each element is interconnected and forms a complete narrative. A better understanding of this structure allows students to compose their own short stories in a more organized and coherent manner. One of the most prominent positive impacts is the stimulation of students' idea development and creativity. Animation media often presents a variety of scenarios, characters, and situations that can spark students' imaginations. Exposure to diverse stories and visual styles in animation encourages students to think outside the box and create original ideas for their short stories. This is evident in the variety of themes, characters, and plots produced by students after being exposed to animation media.

While animation doesn't directly teach grammar or spelling, it can indirectly contribute to improving students' language skills and writing style. Dialogue and narration in quality animation can serve as examples of effective and expressive language use. Students can observe how words are used to establish atmosphere, develop characters, and convey messages. Imitating and adapting the language styles they see in animation can help students enrich their vocabulary and improve their ability to construct more engaging and descriptive sentences.

CONCLUSION

This study shows that the use of animation media has a significant influence on improving short story writing skills in grade X students. Based on the results of data analysis, it was found that students who learned using animation media showed a higher increase in learning outcomes compared to students who used conventional methods. This was proven through valid data normality and homogeneity tests, as well as hypothesis tests (t-tests) which showed significant differences between pretest and posttest results, especially in the experimental group. Animation media has been proven to be able to increase

students' motivation, understanding, and involvement in the writing learning process. Therefore, animation media is recommended as an effective alternative learning method in improving short story writing skills at the secondary school level.

Overall, the analysis results indicate that the research data meets the requirements for statistical testing, as they are normal and homogeneous. Hypothesis testing indicates a significant effect on student learning outcomes in both the control and experimental classes, although the effect in the experimental class is significantly greater. This indicates that the use of approaches or media applied in the experimental class can have a greater positive impact on improving student learning abilities.

REFERENCES

- Ahmadi, hamidulloh. (2022). Media Literasi Sekolah. Semarang:CV Pilar Nusantara.
- Dalman. (2016). KETERAMPILAN MENULIS. Depok:PT Rajagrafindo Persada.
- Dhida, T.T. Pengaruh Media Pembelajaran Video Animasi Terhadap Perkembangan Sosial Emosional Anak Usia Dini. *Early Childhood Education and Development Journal*. Volume 3 Nomor 1 Bulan April Tahun 2021.
- Febriyanti, & Palupi (2024). Analisis Kesulitan Menulis Permulaan dalam Pembelajaran Bahasa Indonesia Kelas II. *Jurnal Pendidikan*, 25(2), 166-180
- Fitriani, A., Rasmitadila, & Laeli, S. (2024). Penggunaan Media Pembelajaran Video Animasi Untuk Meningkatkan Hasil Belajar Siswa. *Karimah Tauhid*, 3(5), 6155–6170.
<https://doi.org/10.30997/karimahtauhid.v3i5.13423>
- Hands Move Dengan Konteks Lingkungan Pada Mapel Ips. *Jurnal Pendidikan dan Pembelajaran Dasar*. Volume 6 Nomor 1.
- Kurnia, E., & Sari, A. D. I. (2023). Pembelajaran matematika pada materi konsep dasar

- KPK berbasis permainan tradisional congklak. *Jurnal Al-Hikmah*, 4(2), 71-82
- N. Zulni1, dkk, 2022 maret *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia Vol 11 No 1*,
- Pagarra, Ahmad, dkk. (2022). *MEDIA PEMBELAJARAN*. Gunungsari: Badan Penerbit UNM.
- Permatasari, dkk. (2020). *Pengembangan Media Pembelajaran Video Animasi*
- Rachmavita, T. (2020). *Pemanfaatan Video Animasi Sebagai Sarana Meningkatkan Minat Belajar Siswa Sekolah Dasar*. *Jurnal Pendidikan Tambusai*, 1616.
- Rimawan, dkk. (2022). *Cara Mudah Menulis Cerpen Bahan Ajar untuk Tingkat SMA Pelajaran Bahasa Indonesia*. Medan: Guepedia
- Sulfiana. (2019) *Pengaruh Penggunaan Media Animasi Terhadap Hasil Belajar Murid Sd*
- Sunami, N., & Aslam, M. (2021). *Pemanfaatan Animasi sebagai Media Pembelajaran Berbasis Teknologi*. *Journal on Education*, 3(4), 738.
- Tarigan, 2021. *Keterampilan Berbahasa*. Badanbahasa.kemdikbud.go.id
- Wahyuningtyas, R., & Sulasmono, B. S. (2020). *Pentingnya media dalam pembelajaran guna meningkatkan hasil belajar di Sekolah Dasar*. *Edukatif: Jurnal il mu Pendidikan*, 2(1), 23-27
- Putri Rika Amanda, Rina Devianty. (2024). *Media pembelajaran podcast meningkatkan keterampilan menulis puisi*. *Jurnal of Education Action Research*, 8(3).
- Sugiyono, (2021). *METODE PENELITIAN KUANTITATIF KUALITATIF dan R&D* (M.Dr. Ir. Sutopo, S.Pd (ed); ke2 ed).