

## Learning Media of Animation in Elementary School: How to Improve Student's Narrative Writing Skills

**Melinda Pratiwi\***

Universitas Majalengka, Indonesia

**Agus Rofii**

Universitas Majalengka, Indonesia

\*Corresponding Author: melindapratiwi@gmail.com

### Keywords

narrative writing skills  
animation media  
learning media

### Article History

Received 2023-03-24  
Accepted 2023-06-18

**Copyright** © 2023 by Author(s).  
This is an open access article  
under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

### Abstract

Writing skill is one of the four language proficiency aspects that students need to possess. However, some previous studies have revealed that students' narrative writing ability is still low. One of the efforts that can be made to address this issue is by using animation as a learning medium. This research aims to examine the extent of the influence of using animation as a learning medium on the narrative writing skill of elementary school students. This study employs a quantitative research method with a quasi-experimental design using the non-equivalent control group design. The research was conducted at SDN Cijati 1 Majalengka. The sample of the study consists of 50 respondents from Grade V students. The research instrument used is a written test through a post-test, and the data analysis technique used is quantitative descriptive analysis. The results of this research show that the narrative writing skill of students in the class that used animation as a learning medium is better than the class that did not use animation as a learning medium. Therefore, animation as a learning medium has a significant effect on developing students' narrative writing skill.

## INTRODUCTION

Indonesian language is one of the subjects taught in elementary schools, aiming to enhance students' language and communication skills, both orally and in writing, as well as fostering an appreciation for Indonesian literature (Deviyani & Darwis, 2022). Among the four language proficiency aspects, one of them is narrative writing. Narrative writing is a process that involves the participation of both teachers and students, where students use motivation to express themselves through writing as the main tool, and teachers provide the necessary knowledge to achieve writing goals (Pérez-Gómez & Daza, 2019; Vitalaki et al., 2018).

There are factors influencing the narrative writing ability of students, and one of them is reading interest. The higher the reading interest of students, the better their writing ability (Maryana & Sukmawati, 2021). However, unfortunately, the reading interest in Indonesian society is relatively low, as revealed in UNESCO's research in 2012, ranking Indonesia 60th out of 61 countries studied (Hastuti & Lestari, 2018).

The importance of the Indonesian language subject in schools demands attention to students' success in language and communication within the school environment. This learning success is highly expected in the education process in schools (Magdalena et al., 2021). However, in reality, there are still several issues in students' narrative writing skills. Previous research conducted by other researchers has found some problems, such as students' low talent in narrative writing, which impacts their ability to write narratives (Sulaiman et al., 2022). Additionally, students tend to find Indonesian language learning boring, and writing narratives is considered a challenging task (Deminda, 2022). There is also a lack of imagination, memory, and word arrangement abilities in students' narrative writing skills (Wahyuningtiyas & Rukmi, 2018).

Previous research conducted by Pammu (2019) indicates that the majority of students (60%) obtained scores below 6.5 in narrative writing ability, while only a small portion of students (40%) scored above 6.5. This shows that the use of conventional learning media negatively affects students' narrative writing ability. Similar findings were conveyed by Pranata et al. (2021), stating that students' writing skills do not develop well due to teachers giving assignments without adequate explanations to help students write correctly and effectively.

The issues revealed in previous research have strong relevance to the research we conducted. Based on initial interviews with one of the Grade V teachers at SDN Cijati 1 Majalengka, it was found that the narrative writing skill of Grade V students at that school is still not optimal. Students face difficulties in expressing their ideas in narrative form, and writing narratives is considered a challenging task for them. Additionally, teachers still use conventional teaching approaches, which may be less engaging and fail to support students' interest in narrative writing learning.

To address these issues, innovations in the learning process are needed, such as using aids in teaching by utilizing learning media (Deminda, 2022). Learning media plays a key role in students' learning success, especially in narrative writing skills at the elementary school level. The use of learning media can help teachers deliver learning materials to students (Putu & Arimbawa, 2021). Learning media also play a role in stimulating students' interest and understanding in learning (Halimah et al., 2019). Creating interesting and innovative learning media also has benefits in enhancing students' motivation and focus in learning (Nurrita, 2018).

In choosing learning media, consideration should be given to the characteristics of elementary school students, and audio-visual media is an appropriate choice by combining visual and auditory senses in the teaching-learning process in school with technological assistance (Sukmadewi & Suniasih, 2022). Video animation learning media is one suitable example. Animation is a form of media that combines visual and auditory senses by presenting moving images or videos to capture students' interest in learning (Awalia et al., 2019). The use of animation learning media in audio-visual form can enhance students' narrative writing skills, as students are stimulated to learn through engaging and non-boring videos, aligning with the findings from Wahyuningtiyas & Rukmi (2018) research.

Safitri et al.'s (2021) research focuses more on reading interest, while in our study, the object of research is the use of animation learning media. The research model in the previous study used a correlation model, while we used a quasi-experimental design. Moreover, our research location differs from the previous research location, which is at SDN Cijati 1 Majalengka. A similar study has also been conducted by Arta (2016), but the object of their research is a picture series media, while in our study, the object of research is animation learning media. Furthermore, the research location is also different, which is at SDN Cijati 1 Majalengka. The focus of the previous research was the narrative writing ability of Grade V students, while our study focused on the narrative writing skill of elementary school students.

To address the issues of narrative writing skill in elementary school students, our research is interested in analyzing the extent of the influence of using animation learning media on students' narrative writing skill. In the effort to enhance motivation, ability, and narrative writing skill of elementary school students.

## METHODS

This research applies a quantitative method using a quasi-experimental design, specifically the posttest-only non-equivalent control group design, aligned with the positivism philosophy (Shim et al., 2018). The study was conducted at SDN Cijati 1 Majalengka. The research sample consists of two classes: the control group and the experimental group, each consisting of 25 students in Grade V.

In the experimental group, the learning media used was animation, while in the control group, a book was used as a replacement learning medium. The research instruments utilized were questionnaires and post-test questions, based on the previous instrument's blueprint and adapted to

the narrative writing learning material in the Indonesian Language subject for Grade V. The instrument's validity was tested by distributing the questions to Grade V students outside of the control and experimental groups. The validation test resulted in 5 valid questions and 2 invalid questions. Furthermore, the instrument's reliability was measured, and a high reliability level of 0.747 was obtained. This indicates the instrument's consistency and dependability.

Before conducting the hypothesis test, the normality and homogeneity of data were examined to ensure the assumption criteria were met. The hypothesis test was performed using an independent sample t-test with a significance level of less than 0.05. The purpose of the hypothesis test is to analyze the data and draw conclusions in this research. All processes in this research were conducted carefully and followed scientific procedures to achieve reliable and valid results.

## RESULTS AND DISCUSSION

The data in this study consist of the results of a narrative writing ability test collected through questionnaires and a post-test with 5 items, which have undergone validation and reliability testing to ensure the suitability and reliability of the instruments in measuring students' narrative writing ability.

The data collection process was carried out by providing learning activities to students in the classroom, with different approaches between the control group and the experimental group. The control group received conventional learning using only books as a learning tool. Meanwhile, the experimental group received learning using animation as a learning medium to develop their narrative writing ability in the Indonesian language subject.

After the learning process was conducted in the control and experimental groups, the post-test questions were distributed to the students as the final stage of the research, conducted within the school. The purpose of using the post-test was to examine whether the use of animation as a learning medium had a significant effect on students' writing ability.

To obtain the final research findings, the researcher conducted a series of statistical tests, including normality test, homogeneity test, and hypothesis test before drawing conclusions from the research. Based on the results of the normality and homogeneity tests, it was found that the data had a normal distribution and both sample groups had homogenous variances. Therefore, the hypothesis test used was the independent sample t-test. The results of the hypothesis test are presented in Table 1.

**Tabel 1.** Result of Independent Sample T-Test

$t_{count}$	N	$t_{table}$	Result
4,027	25	2,010	There is Influence

The research findings indicate a significant influence of using animation as a teaching tool on the narrative writing ability of elementary school students. The use of animation in the experimental group resulted in improved narrative writing skills compared to the conventional teaching method used in the control group. This improvement is evident from the difference in average scores between the experimental group (80.00) and the control group (70.00), demonstrating the positive impact of animation in enhancing students' narrative writing skills. The use of animation in the learning process made students more enthusiastic and focused, leading to a noticeable improvement in their writing abilities.

These research findings are consistent with other studies conducted by Rahman (2022), Deminda & Ahmad (2022), Duangsamorn (2004), and Muangkaew (2005). These studies also found that animation or visual aids in teaching positively affected students' writing skills compared to conventional teaching methods. The use of media that aligns with the characteristics of elementary school students is crucial in creating quality human resources for future generations. Nurrita (2018) emphasized the importance of adapting teaching media that students like, as it facilitates the delivery of information and enhances students' enthusiasm for learning and developing narrative writing skills.

The use of animated video as a learning media plays a significant role in the teaching process as it facilitates the delivery of information or messages to students through moving cartoons or videos. Several studies, such as those conducted by Priyanti & Erawati (2017), Silmi & Rachmadyanti (2018), and Trisiana (2020), have also emphasized that animation media has the ability to capture students' attention and motivate them in the learning process. The presentation of the story aspect in animated learning media is one of its strengths. By creatively presenting the learning material in line with children's characteristics, animated media can enhance students' attention in learning. Studies by Knoop-van Campen et al. (2020) and Wuryanti (2016) indicate that the development of animation media tailored to children's characteristics can help increase students' interest and motivation in learning.

Through animation, learning materials can be presented in an engaging and enjoyable manner (Efendi, 2018; Nailiah & Saputra, 2022). The use of moving images and visual storytelling in animated videos can attract students' attention and make them more engaged in the learning process (Widiyasanti & Ayriza, 2018). This helps students to understand and retain the taught material more easily. Additionally, animated video learning media can create a pleasant and positive learning environment (Ju & Mei, 2020). Students tend to be more enthusiastic and excited when presented with engaging animation media. As a result, they are more motivated to participate in the learning process and improve their narrative writing skills.

Animation is known for its attractiveness and entertainment value, which can increase students' interest in learning (Dzebeq & Gunawan, 2020; Moreno & Flowerday, 2006; Sunarya et al., 2015). When students are engaged and interested, their motivation to learn increases, leading to a more enthusiastic approach to narrative writing. Animation also provides rich and captivating visual displays, stimulating students' imagination and creativity (Lin et al., 2022; Wang & Hao, 2021; Zhen, 2016). Students can draw inspiration from animations to create their own stories, further honing their narrative ideas and plot development.

The assessment of students' writing skills is based on the coherence of their narratives, the use of appropriate language, spelling, and punctuation (Mahmur et al., 2021). Hence, the use of animation in the teaching-learning process can enhance students' narrative writing skills. This approach makes learning more interesting and enjoyable, motivating students and improving their focus in the learning process. Additionally, learning with animation aids better comprehension of the subject matter (Nurrita, 2018).

In conclusion, the research findings support the integration of animation as an effective tool in teaching narrative writing to elementary school students. The visual appeal and engagement of animation play a pivotal role in capturing students' interest and motivation, stimulating their imagination, and improving their narrative writing skills. The study emphasizes the significance of using appropriate and engaging media to enhance the learning experience and encourage students to excel in their writing abilities. Therefore, the findings suggest that incorporating animation as a teaching tool can positively impact students' narrative writing skills and enhance their overall learning experience.

## **CONCLUSION**

The research concludes that the use of animation as a teaching tool has a significant impact on the narrative writing skills of elementary school students. The results indicate that animation-based learning can enhance the narrative writing abilities of fifth-grade students in the subject of Bahasa Indonesia. The statistical data from the t-test supports this conclusion. Therefore, animation-based learning can be considered an effective tool in the teaching process, particularly for developing students' narrative writing skills. The use of animation in education has been shown to provide positive benefits and increase students' interest and enthusiasm for learning. As a result, animation-based learning can be a suitable choice for teachers to deliver instructional materials and improve students' narrative writing skills in elementary schools.

The research findings indicate a significant impact of using animation on students' narrative writing abilities. However, it is essential to understand that correlation does not necessarily imply causation. While the experimental group achieved higher average scores, it's possible that other factors contributed to this improvement. Factors like the teaching approach, teacher effectiveness, or students' prior writing experiences might have played a role as well. To establish a stronger causal link between animation and narrative writing improvement, more research is needed, such as a longitudinal study or controlled experiments. It's important to note that the research was conducted in a specific school setting, SDN Cijati 1 Majalengka, which could have unique characteristics that influenced the results. Therefore, considering the generalizability of the findings to other elementary schools with different demographics, curriculum, and resources is crucial. Conducting further research in various school settings would provide a broader understanding of the effectiveness of animation in teaching narrative writing across diverse contexts. While the study focused on short-term improvements in narrative writing skills, exploring the long-term impact of using animation in the learning process would be valuable. Does the positive influence of animation on narrative writing persist over time, or does it fade away after a while? Evaluating students' writing progress over a more extended period can offer insights into the lasting effects of animation on their writing abilities. In summary, while the research highlights the positive influence of animation on narrative writing skills, it's essential to approach the findings with caution and consider other contributing factors. Expanding research to different school settings and exploring the long-term effects of animation will enhance our understanding of its effectiveness as a teaching tool for narrative writing.

## REFERENCES

Arparachita, D. (2004). *The study of achievement through learning to read English books with a cartoon for Mattayomsuksa 1 students*. Thesis of M. Ed. On Educational Technology. Graduate School. Sillapakorn University.

Arta, MZ, A. S. A. (2021). Pengaruh Penggunaan Media Gambar Seri terhadap Kemampuan Menulis Karangan Narasi Siswa Kelas V MI Muhammadiyah 1 Payaman. *Bintang*, 3(1), 142-152.

Awalia, I., Pamungkas, A. S., & Alamsyah, T. P. (2019). Pengembangan Media Pembelajaran Animasi Powtoon pada Mata Pelajaran Matematika di Kelas IV SD. *Izomi Awalia Aan S. Pamungkas Tian P. Alamsyah*, 10(1), 49–56. <https://doi.org/10.15294/kreano.v10i1.18534>

Darmawan, R., Hariyatmi, & Supriyanto. (2021). Penerapan Media Audio Visual Untuk Meningkatkan Hasil Belajar Kognitif Muatan Pelajaran Ppkn Peserta Didik Kelas VIB di SDNegeri 01 Tawangmangu. *Educatif:Journal of Education Research*, 4(1), 19–26.

Deviyani, D., & Darwis, U. (2022). Pengaruh Penggunaan Media Audiovisual Terhadap Keterampilan Menyimak Cerpen pada Siswa Kelas V SD Negeri 105420 Tebing Tinggi. *AFoSJ-LAS (All Fields of Science J...)*, 2(1), 295–308.

Deminda, D. V., & Ahmad, M. (2022). Pengaruh Metode Demonstrasi Melalui Film Animasi Pada Kecakapan Menulis Narasi Siswa Sekolah Dasar. *Jurnal Teknologi Pendidikan: Jurnal Penelitian dan Pengembangan Pembelajaran*, 7(2), 218-223.. <https://doi.org/10.24114/jtp.v8i2.3329>

Dzebeq, S. A., & Gunawan, A. (2020). The use of animation video on tenth-grade students' vocabulary achievement. *TRANS-KATA: Journal of Language, Literature, Culture and Education*, 1(1), 7-13.

Efendi, N. M. (2018). Revolusi pembelajaran berbasis digital (Penggunaan animasi digital pada start up sebagai metode pembelajaran siswa belajar aktif). *Habitus: Jurnal Pendidikan, Sosiologi, & Antropologi*, 2(2), 173-182.

Febrita, Y., & Ulfah, M. (2019). Peranan Media Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa. *Prosiding DPNPM Unindra 2019, 0812(2019)*, 181–188.

Hastuti, S., & Lestari, N. A. (2018). Gerakan Literasi Sekolah: Implementasi Tahap Pembiasaan Dan Pengembangan Literasi Di Sd Sukorejo Kediri. *Jurnal Basataka (JBT)*, 1(2), 29–34. <https://doi.org/10.36277/basataka.v1i2.34>

Ju, S. Y., & Mei, S. Y. (2020). Students Attitudes And Perceptions Of Learning Mandarin Chinese Via Animated Video. *International Journal of Academic Research in Business and Social Sciences*.

Knoop-van Campen, C. A. N., Segers, E., & Verhoeven, L. (2020). Effects of audio support on multimedia learning processes and outcomes in students with dyslexia. *Computers and Education*, 150(February), 103858. <https://doi.org/10.1016/j.compedu.2020.103858>.

Lin, S. N., Chen, M. Y., Chen, N., & Shao, M. Z. (2022). Interactive Cartoon Animation through Collaborative Storytelling: A Field Study. In *Proceedings of the 14th Conference on Creativity and Cognition* (pp. 505-509).

Magdalena, I., Hanifah, H., Agustin, J. T., & Fitriani, M. A. (2021). Evaluasi Pembelajaran Bahasa Indonesia secara Daring Materi Menulis Karangan Narasi Kelas V SDN Karangharja 1. *Bintang*, 3(1), 164–176.

Mahmur, M., Hasbullah, H., & Masrin, M. (2021). Pengaruh Minat Baca dan Penguasaan Kalimat terhadap Kemampuan Menulis Narasi. *Diskursus: Jurnal Pendidikan Bahasa Indonesia*, 3(02), 169. <https://doi.org/10.30998/diskursus.v3i02.7408>

Maryana, S., & Sukmawati, W. (2021). Meningkatkan Keterampilan Menulis Karangan Sederhana melalui Pendekatan Contextual Teaching And Learning (CTL). *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 7(4), 205. <https://doi.org/10.32884/ideas.v7i4.428>

Moreno, R., & Flowerday, T. (2006). Students' choice of animated pedagogical agents in science learning: A test of the similarity-attraction hypothesis on gender and ethnicity. *Contemporary educational psychology*, 31(2), 186-207.

Muangkaew. D. (2005). *The lessons taught by computer-assisted cartoon animation on music subject for Prathomysuksa 1 students*. Thesis of M.Ed. on Educational Technology, Chulalongkorn University.

Nailiah, I. M., & Saputra, E. R. (2022). Pengembangan Media ICT Berbasis Video Animasi Pada Pembelajaran Bahasa Indonesia Di SD. *JIPD (Jurnal Inovasi Pendidikan Dasar)*, 6(1), 8-15.

Nurrita, T. (2018). Pengembangan media pembelajaran untuk meningkatkan hasil belajar siswa. *Jurnal misykat*, 3(1), 171-187.

Pammu, K. (2019). Perbandingan Penggunaan Media Gambar dan Kartu Kata Terhadap Kemampuan Menulis Kalimat Sederhana Siswa Kelas II Kabupaten Barru. *Jurnal Profesi Keguruan*, 7(1), 15–22.

Pérez-Gómez, F. A., & Daza, C. V. (2019). Shaping Narrative Writing Skills through Creating Picture Books. *GIST Education and Learning Research Journal*, 19, 148-171.

Pranata, K., Kartika, Y. W., & Zulherman, Z. (2021). Efektivitas Penggunaan Media Film Animasi Terhadap Peningkatan Keterampilan Menulis Cerita. *Jurnal Basicedu*, 5(3), 1271-1276. <https://jbasic.org/index.php/basicedu/article/view/867>

Priyanti, E., & Erawati, W. (2017). Perancangan Animasi Interaktif Belajar Mengenal Planet Dalam Sistem Tata Surya. *Konferensi Nasional Ilmu Sosial & Teknologi (KNiST)*, 1(1), 401–405.

Rahman, N. (2022). Peningkatan Keterampilan Menulis Paragraf Narasi Melalui Media Animasi Kartun Pada Siswa Sma. *Aufklarung: Jurnal Kajian Bahasa, Sastra Indonesia, dan Pembelajarannya*, 1(3), 175-182.

Safitri, T. M., Susiani, T. S., & Suhartono, S. (2021). Hubungan antara Minat Membaca dan Keterampilan Menulis Narasi Siswa di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 2985-2992.

Silmi, M. ., & Rachmadyanti, P. (2018). Pengembangan Media Pembelajaran Video Animasi Berbasis Sparkol Videoscribe Tentang Persiapan Kemerdekaan RI SD Kelas V. *Jurnal Pendidikan Guru Sekolah Dasar*, 6(4)

Sukmadewi, L. P. M., & Suniasih, N. W. (2022). Media Audia Visual Berbasis Kontekstual Pada Muatan Ipa Meningkatkan Hasil Belajar Siswa. *Jurnal Pedagogi Dan Pembelajaran*, 5(1), 138–149. <https://ejournal.undiksha.ac.id/index.php/JP2/article/download/45898/22336/128641>

Sulaiman, S., Agus, M., & Indramini, I. (2022). Pengaruh Penggunaan Media Film Animasi Terhadap Kemampuan Menulis Teks Narasi Siswa Kelas VII Smp Negeri 2 Galesong Selatan Kabupaten Takalar. *Kode: Jurnal Bahasa*, 11. <https://jurnal.unimed.ac.id/2012/index.php/kjb/article/download/38827/19337>

Trisiana, A. (2020). Penguatan Pembelajaran Pendidikan Kewarganegaraan Melalui Digitalisasi Media Pembelajaran. *Jurnal Pendidikan Kewarganegaraan*, 10(2), 31. <https://doi.org/10.20527/kewarganegaraan.v10i2.9304>.

Vitalaki, E., Kourkoutas, E., & Hart, A. (2018). Building inclusion and resilience in students with and without SEN through the implementation of narrative speech, role play and creative writing in the mainstream classroom of primary education. *International Journal of Inclusive Education*, 22(12), 1306-1319.

Wahyuningtiyas, E. D., & Rukmi, A. S. (2018). Pengaruh Penggunaan Media Audio Visual Animasi Terhadap Keterampilan Menulis Narasi Siswa Kelas IV SDN Kecamatan Prambon Sidoarjo. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 6(12). Retrieved from <https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/2550>

Wang, C., & Hao, X. (2021). Application Of Cognitive Psychology In Creative Thinking Ability In 3-Dimensional Animation Teaching Reform. *Psychiatria Danubina*, 33(suppl 8), 96-97.

Widiyasanti, M., & Ayriza, Y. (2018). Pengembangan media video animasi untuk meningkatkan motivasi belajar dan karakter tanggung jawab siswa kelas V. *Jurnal Pendidikan Karakter*, 9(1).

Wuryanti, U., & Kartowagiran, B. (2016). Pengembangan Media Video Animasi Untuk Meningkatkan Motivasi Belajar Dan Karakter Kerja Keras Siswa Sekolah Dasar. *Jurnal Pendidikan Karakter*, 6(2), 232–245. <https://doi.org/10.21831/jpk.v6i2.12055>.

Yue, C., Kim, J., Ogawa, R., Stark, E., & Kim, S. (2013). Applying the cognitive theory of multimedia learning: an analysis of medical animations. *Medical education*, 47(4), 375-387.

Zhen, Z. (2016). The use of multimedia in English teaching. *US-China Foreign Language*, 14(3), 182-189.