



The Implementation of Animated Learning Videos to Enhance Students' Writing Skills in Recount Text at Junior High School

Husniyati Mahfudhoh^{1*}, Luthfiyatul Kamaliyah², Happy Kusuma Wardani³

^{1,2,3}Pendidikan Bahasa Inggris, Universitas Qomaruddin, Gresik, Indonesia, 61152

*Corresponding author: niamahfudho6@gmail.com

Received: 2026-05-15

Revised: 2026-05-29

Accepted: 2026-06-29

Abstrak

Keterampilan menulis merupakan salah satu keterampilan produktif yang paling menantang dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL), khususnya dalam penulisan teks recount. Penelitian ini bertujuan untuk mendeskripsikan implementasi video animasi pembelajaran dalam meningkatkan keterampilan menulis teks recount siswa kelas IX MTs Hasyimiyah Gresik. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan subjek penelitian sebanyak 26 siswa yang dipilih melalui purposive sampling. Data dikumpulkan melalui observasi kelas terstruktur, catatan lapangan, dan analisis dokumen selama satu sesi pembelajaran dengan menggunakan model Presentation–Practice–Production (PPP). Hasil penelitian menunjukkan bahwa penggunaan video animasi secara signifikan meningkatkan perhatian siswa, dengan 100% siswa fokus penuh selama penayangan video. Sebanyak 85% siswa berpartisipasi aktif dalam diskusi kelompok untuk mengidentifikasi struktur teks recount. Dalam hal kinerja menulis, 42% siswa mampu menghasilkan teks recount yang terstruktur secara mandiri, sementara 58% siswa masih membutuhkan bimbingan guru. Disimpulkan bahwa video animasi efektif dalam meningkatkan keterlibatan dan pemahaman siswa terhadap struktur teks recount, meskipun praktik menulis yang berkelanjutan dan scaffolding dari guru tetap diperlukan untuk mencapai penguasaan keterampilan menulis secara menyeluruh.

Kata Kunci: video animasi, keterampilan menulis, teks recount, model PPP, EFL.

Abstract

Writing skill is considered one of the most challenging productive skills in EFL learning, particularly in writing a recount text. This study aims to describe the implementation of animated learning videos in improving the recount text writing skills of ninth-grade students at MTs Hasyimiyah Gresik. A descriptive qualitative approach was employed with 26 students selected through purposive sampling. Data were collected through structured classroom observations, field notes, and document analysis during a single 90-minute learning session using the Presentation–Practice–Production (PPP) model. The results show that animated videos significantly improved students' attention, with 100% of students fully focused while watching the videos. A total of 85% of students actively participated in group discussions to identify the structure of the recount text. In terms of writing performance, 42% of students produced well-structured recount texts independently, while 58% still required teacher guidance. It is concluded that animated videos are effective in improving students' engagement

How to Cites: Mahfudhoh et al., 2026 The Implementation of Animated Learning Videos to Enhance Students' Writing Skills in Recount Text at Junior High School. *Eduloka: Jurnal Penelitian Pendidikan Nusantara*, 1(2)80–95. .
<https://doi.org/xx.xxxx/eduloka>

This is an open access article under the CC–BY–SA license: <https://creativecommons.org/licenses/by-sa/4.0/> | 80

and comprehension of the structure of recount texts; however, continuous writing practice and teacher scaffolding remain necessary to achieve full writing proficiency.

Keywords: *Animated videos, writing skills, recount text, PPP model, EFL.*

INTRODUCTION

English is widely recognized as the most widely used international language and serves as a global medium of communication across cultures, education, and professional fields (Masruroh et al., 2023). In Indonesia, English is classified as a foreign language and is taught as a compulsory subject from elementary school to university level (Arianda et al., 2023). The implementation of the national education policy has strengthened the position of English instruction in schools, including writing instruction as an essential component of language learning (Widiati & Cahyono, 2006). Consequently, students are expected to develop adequate English proficiency to meet academic and professional demands.

Learning English involves four essential skills, namely listening, speaking, reading, and writing. Among these skills, writing is considered one of the most complex productive skills because it requires students to organize ideas logically while applying appropriate grammar and vocabulary. Humola & Talib (2016) state that writing is an essential productive skill that should be continuously practiced in language learning. Sugiyono (2021) explains that writing is a form of written communication used to convey ideas clearly and effectively. Similarly, Pratama & Astuti (2021) emphasize that writing enables students to express ideas systematically and supports the learning process, while Nugraha (2020) highlights the importance of accuracy and clear sentence structure to ensure comprehensibility.

Writing is widely acknowledged as a fundamental competency in English as a Foreign Language (EFL) learning. Brown (1994) argues that effective writing should fulfill standards of organization, content quality, grammar, vocabulary, and technical accuracy. For EFL learners, writing development is equally important as other language skills because it strengthens critical thinking and academic achievement (Sari et al., 2024). Teaching English as a foreign language, therefore, plays a crucial role in helping students achieve effective communication in both educational and professional contexts (Bram & Angelina, 2022). In today's globalized era, English writing competence has become increasingly important for academic success (Nurdianingsih et al., 2022). Furthermore, systematic writing practice and self-assessment have been proven to improve students' writing proficiency by helping learners identify and correct errors independently (Taufik & Cahyono, 2020).

Despite its importance, writing remains a challenging skill for many EFL learners. Setyowati et al. (2017) identify writing as one of the most difficult language skills to master, given its linguistic, cognitive, and psychological demands. Harmer (2004) notes

that effective writing instruction should focus not only on the final product but also on the writing process itself. Many students experience difficulties in generating ideas, organizing content logically, and maintaining coherence throughout their compositions (Setyowati & Sukmawan, 2016). In addition, limited vocabulary, grammatical inaccuracies, and difficulties with punctuation and spelling often reduce the quality of students' writing (Ariyanti & Fitriana, 2017).

Psychological factors also contribute significantly to students' writing difficulties. Writing anxiety and low motivation frequently hinder learners' performance and confidence in completing writing tasks (Bolourchi & Soleimani, 2021). Asnas & Hidayanti (2024) further explain that EFL students often struggle with organizing ideas, grammatical correctness, and low self-confidence in academic writing. Teachers play an important role in enhancing students' motivation through engaging and meaningful instructional strategies (Nofridayani & Handayani, 2026). However, ineffective teaching approaches and limited exposure to authentic English writing practice often intensify these challenges. As a result, students often produce poorly organized texts and struggle to apply appropriate language conventions.

Various instructional media, such as learning videos, visual media, and practice-based activities, can support a more interactive and meaningful learning process (Siki & Amrulloh, 2026). To address these challenges, innovative and engaging instructional media are needed to support students' writing development. Animated video is a learning medium that integrates moving visuals and audio to create an engaging learning experience (Hapsari & Zulherman, 2021). Nuraeni et al. (2023) explain that animated videos can facilitate teachers' presentations while increasing students' motivation and active participation. In addition, animated videos can be replayed repeatedly and adapted to different learning contexts, making them practical and flexible instructional tools.

Animated videos are particularly suitable for teaching recount text writing, which is commonly taught at the junior high school level (Istiqomah, 2021). Recount texts require students to retell past events chronologically using three main structures: orientation, series of events, and reorientation (Hapsari & Zulherman, 2021). Animated videos naturally present events in sequential order, making abstract text structures more concrete and easier for students to understand (Nisa, 2024). This visual support can help students organize ideas and improve their ability to construct recount texts effectively.

Previous studies have shown positive effects of implementing animated videos in English learning. Meisa et al. (2024) found that animated motion graphic videos significantly improved English learning outcomes, while Hamdiyah & Puspitasari (2023) reported that animated videos increased students' interest in learning English. Hapsari & Zulherman (2021) also demonstrated that short animated videos effectively supported

students' writing development in EFL contexts. These findings indicate that animated videos have strong potential to improve instruction in writing recount texts.

However, studies specifically on the classroom implementation of animated videos for recount text writing in Indonesian junior high schools remain limited, particularly in qualitative, classroom-based contexts. Therefore, this study aims to investigate how animated learning videos are used to teach ninth-grade students at MTs Hasyimiyah to write recount texts. Specifically, this study describes the instructional procedures, teaching strategies, and classroom practices used to enhance students' writing skills in recount texts through animated videos.

RESEARCH METHOD

This research employed a descriptive qualitative design to describe the implementation of animated videos in teaching recount text writing to ninth-grade students at MTs Hasyimiyah. A qualitative approach was used because the study focused on the learning process, classroom interaction, and students' responses during the use of animated videos in writing activities. According to Creswell & Poth (2018), qualitative research aims to understand social phenomena in natural settings without manipulating the variables under study. Therefore, this study aimed to provide a detailed description of how animated videos were implemented in recount text writing instruction and of students' responses during the learning process.

The research was conducted at MTs Hasyimiyah, Gresik, East Java. The subjects of the research were 26 students of class IX B selected through purposive sampling. This technique was applied because the class exhibited characteristics relevant to the study's focus, particularly students' difficulties in developing ideas, organizing events chronologically, and applying the recount text structure appropriately. Patton (2015) states that purposive sampling is used to select participants who can provide relevant information related to the research objectives. The research was conducted during a single learning session lasting approximately 90 minutes.

The researcher acted as a non-participant observer during the learning process. Data were collected through classroom observations using a structured observation sheet that focused on three main aspects: attention, participation, and retention. Attention referred to students' focus during the lesson; participation referred to students' involvement in classroom activities and discussions; and retention referred to students' ability to understand and apply the material from the recount text in writing tasks.

To support the observation data, field notes were also used to record classroom situations, students' responses, interactions, and learning dynamics that could not be fully captured in the observation sheet. In addition, document analysis was employed to strengthen the research findings. The documents analyzed included the lesson plan,

animated video materials, and students' recount-text writing results. These documents were used to examine the consistency between lesson planning, classroom implementation, and students' writing performance after the use of animated videos.

The teaching and learning process was conducted using the Presentation–Practice–Production (PPP) model. According to Harmer (2007), the PPP model is a widely used instructional framework in language teaching that guides learners through three sequential stages: presentation of new language input, controlled practice, and freer production of the target language. In the presentation stage, the teacher explained the recount text material, the learning objectives, and the generic structure, which consists of orientation, a series of events, and reorientation. In the practice stage, students watched the animated video and discussed the content with the teacher to identify the structure of the recount text. In the production stage, students independently wrote a recount text based on their personal experiences by applying the text structure they had learned.

The data were analyzed using inductive qualitative analysis. Strauss & Corbin (1998) explain that inductive analysis involves identifying patterns in the collected data. In this research, the observation results, field notes, and documentation were classified, organized, and interpreted to identify patterns related to the implementation of animated videos in teaching recount text writing. The findings were then presented descriptively in narrative form to provide a systematic explanation of the learning process.

To ensure the trustworthiness of the data, triangulation was employed using observations, field notes, and documentation. Lincoln & Guba (1985) state that triangulation can improve the credibility of qualitative research by obtaining data from multiple sources. In addition, all data collected in this research were used only for academic purposes, and the participants' identities were kept confidential throughout the research process.

Data Collection Procedures for Each Research Aspect

- **Students' Learning Attention**

To obtain data on students' learning attention, the researcher used a structured observation sheet to record students' level of focus during each stage of the learning session: pre-teaching, explanation, script distribution, and animated video viewing. Field notes were also used to record additional contextual information that could not be fully captured in the observation sheet.

- **Students' Classroom Interaction**

Data on students' classroom interactions were collected through classroom observations and field notes, with a focus on students' participation in group discussions and peer collaboration activities.

- **Students' Writing Performance**

Data on students' writing performance were obtained through document analysis of students' individual writing tasks. The writing products were analyzed for recount text structure, grammatical accuracy, vocabulary choice, and sentence coherence.

- **Implementation of the PPP Model**

Data on the implementation of the PPP model were collected through observations, field notes, and analysis of lesson plans to ensure consistency between instructional planning and classroom implementation.

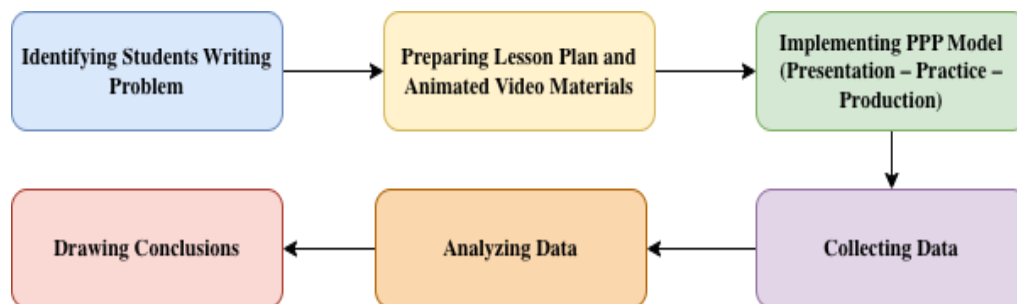


Figure 1. Research flow the study

RESEARCH DOCUMENTATION

The following documentation presents several classroom activities conducted during the implementation of animated learning videos and the PPP model as part of the research process.



Figure 2. The Researcher Explained Learning Materials During the Presentation Stage



Figure 3. Students Watched Animated Learning Video During the Practice Stage



Figure 4. Students participated in group discussion activities



Figure 5. Students presented the discussion results

RESEARCH FINDINGS

This section presents findings from classroom observations, field notes, and students' writing tasks during the implementation of animated videos to teach recount text writing to ninth-grade students at MTs Hasyimiyah. The findings are classified into three main aspects: students' classroom focus, classroom interaction, and writing performance during the learning process, as guided by the Presentation–Practice–Production (PPP) model.

1. Students' Learning Attention

The observation showed that students' attention in class gradually increased over the course of the learning process. In the pre-teaching stage, 20 out of 26 students (77%) paid attention to the teacher's explanation. At this stage, some students were still hesitant and less confident in responding to the teacher's questions about the recount text. During the explanation stage of recount text material, students' attention remained at a similar level, with 20 students (77%) actively following the explanation of the definition, generic structure, and language features. Although some students demonstrated a good understanding, others were still adjusting to the material. Students' attention increased further when the learning script was distributed. A total of 21 students (80%) showed curiosity by carefully reading the script and discussing unfamiliar vocabulary with their classmates. This stage encouraged more interaction among students, especially to clarify meanings and understand new terms.

The highest level of attention was observed during the animated video viewing session. All 26 students (100%) were fully focused on the screen and showed enthusiastic reactions. Some students smiled, laughed, and responded spontaneously to certain scenes in the video. No distractions or off-task behavior were observed during this stage, indicating that the animated video successfully attracted and maintained students' attention.

Table 1. Students' Learning Attention during Instruction.

Stage	Observation Result	Number of Students	Field Notes
Pre-teaching	Moderate attention	20 (77%)	Students still hesitant and less confident
Explanation stage	Moderate–good understanding	20 (77%)	Some students understood structure, others still adjusting
Script distribution	Increased curiosity	21 (80%)	Students discussed vocabulary actively
Video viewing	Full attention	26 (100%)	High engagement, no distraction observed

2. Students' Classroom Interaction

Students' classroom interactions improved after the implementation of animated video-based learning. At the beginning of the lesson, classroom interaction was still limited because several students were shy and reluctant to express their opinions. Only around half of the students actively responded during the initial questioning stage.

However, after watching the animated video, students became more active in classroom discussion. A total of 22 students (85%) participated in identifying the orientation, events, and reorientation of the recount text. They also responded to the teacher's questions and exchanged ideas with their peers during group discussions. Meanwhile, 4 students (15%) did not actively speak but still participated by taking notes, carefully observing the discussion, and following classroom instructions. This indicates that although not all students were verbally active, they were still engaged in the learning process.

Table 2. Students' Classroom Interaction

Interaction Level	Number of Students	Description
Active	22 (85%)	Actively contributed in discussion
Passive	4 (15%)	Participated through listening and note-taking

3. Students' Writing Performance

Students' writing performance was assessed using an individual writing task administered during the production stage of the PPP model. Students were instructed to write a recount text entitled "My Unforgettable Experience" based on their personal experiences.

The results showed variation in students' writing ability. A total of 11 students (42%) independently produced well-structured recount texts. These students successfully included orientation, chronological events, and reorientation in a clear, organized manner. Their writing also showed better coherence and sequencing of ideas. On the other hand, 15 students (58%) were still in the developing stage. These students experienced difficulties in grammar accuracy, vocabulary selection, and sentence coherence. Some students were not yet able to arrange events in proper chronological order and still required teacher guidance to complete their writing tasks.

Table 3. Students' Writing Performance

Achievement Level	Number of Students	Description
Good performance	11 (42%)	Able to write complete recount structure independently
Developing	15 (58%)	Still need guidance in grammar and organization

4. Implementation of the PPP Model

The implementation of the Presentation–Practice–Production (PPP) model showed a gradual progression of students' engagement throughout the lesson. In the presentation stage, students showed moderate attention while the teacher introduced and explained the recount text. Although some students remained passive, others began to show an initial understanding.

In the practice stage, students' engagement increased significantly. The learning script's distribution encouraged curiosity, while the animated video proved the most effective tool for capturing students' full attention. Students were highly engaged, both emotionally and cognitively, during this stage.

In the group discussion stage, most students were able to actively identify the structure of the recount text and share their ideas with classmates. This shows that the video helped students understand the material more clearly. In the production stage, students applied their understanding in writing tasks. However, their performance varied with their individual abilities.

Table 4. PPP Model Implementation

Stage	Main Activity	Result (26 Students)	Field Notes
Presentation	Explanation & questioning	20 students (77%) attention	Students still adapting to lesson
Practice	Script distribution	21 students (80%) attention	Students showed curiosity
Practice	Video viewing	26 students (100%) attention	Full engagement, very enthusiastic
Practice	Group discussion	22 students (85%) participation	Active identification of text structure
Production	Writing task	11 good (42%), 15 developing	Some students needed guidance

RESEARCH DISCUSSION

The results of this study show that the use of animated videos positively influenced students' engagement and their performance in writing recount texts. The findings address the research questions regarding students' classroom attention,

interaction, and writing performance during the implementation of the Presentation–Practice–Production (PPP) model.

1. Students' Classroom Attention

The first research question concerns how students' attention develops during animated video-based instruction. The findings reveal a gradual increase in students' attention throughout the learning process. During the pre-teaching and explanation phases, 20 of 26 students (77%) demonstrated a moderate level of attention, suggesting that some learners were still adjusting to the learning process. Attention then improved during the script distribution stage, where 21 students (80%) became more engaged and showed curiosity by discussing vocabulary with their peers. The highest level of attention was observed during the animated video presentation, in which all 26 students (100%) were fully focused and responded positively to the audiovisual content. This suggests that audiovisual learning media are highly effective in capturing and sustaining learners' attention in EFL classrooms.

This finding is supported by Dale (1969), who emphasizes that learning is more effective when students are exposed to direct and audiovisual experiences rather than abstract verbal explanations. In this study, animated videos helped transform abstract concepts in recount texts into more concrete and meaningful learning experiences. In addition, Mayer (2009) states that learning becomes more effective when information is delivered through both visual and auditory channels. The integration of narration, images, and text in the animated video helped reduce cognitive load and strengthen students' comprehension.

2. Students' Classroom Interaction

The second research question focuses on students' interaction during classroom activities. The findings indicate that students' participation improved after the implementation of animated videos. Initially, students tended to be passive and less confident when responding to the teacher's questions. However, after watching the animated video, 22 students (85%) actively participated in group discussions by identifying the orientation, events, and reorientation of the recount text. In comparison, the remaining 4 students (15%) participated indirectly through note-taking and observation.

This shows that the learning process shifted from passive engagement to more active and collaborative participation. Students appeared more confident in expressing ideas after being exposed to contextual learning through video. This result indicates that collaborative learning activities, such as group discussions, encouraged students to engage more actively with the learning material. Through

peer interaction, students constructed a shared understanding of the recount text structure based on the animated video content (Creswell & Poth, 2018)

3. Students' Writing Performance

The third research question examines students' ability to write recount texts. The results show varied levels of achievement among students. Based on the writing task, 11 students (42%) successfully produced well-organized recount texts that included an orientation, a sequence of events, and a reorientation. Meanwhile, 15 students (58%) were still in the developing stage and experienced difficulties in grammar accuracy, vocabulary choice, and coherence.

This indicates that although animated videos helped students understand the structure of recount texts, they were not sufficient to ensure full mastery of writing skills. Students still required teacher guidance, structured practice, and feedback to improve their writing performance. From an analytical perspective, this suggests that animated videos primarily function as a supportive tool for comprehension rather than a complete solution for developing writing proficiency.

4. Integration with Previous Studies

The findings of this study are consistent with several previous studies that have investigated the use of animated videos in English language learning. Hapsari & Zulherman (2021) found that animated videos enhance students' motivation and classroom engagement. Similarly, Nuraeni et al. (2023) explain that animated videos support contextual presentation by facilitating teachers' explanations and increasing students' motivation and active participation in the learning process. In addition, Hamdiyah & Puspitasari (2023) stated that animated videos improve students' interest and participation in English learning activities. These studies collectively support the present research's findings, confirming that animated videos are effective at improving both engagement and comprehension in language learning.

5. Theoretical and Pedagogical Implications

The findings reinforce the idea that animated video-based instruction plays an important role in supporting students' understanding and engagement. Learning becomes more effective when supported by audiovisual materials that combine visual representation and narration.

However, the differences in students' writing performance indicate that understanding does not automatically lead to writing mastery. Therefore, animated videos should be combined with guided practice, scaffolding, and teacher feedback to achieve better learning outcomes.

6. Overall Interpretation

Overall, the use of animated videos created a more interactive and engaging classroom environment in teaching recount text writing. The media successfully enhanced students' attention (reaching 100% during video viewing), improved classroom interaction (22 active participants), and supported students' understanding of text structure.

Nevertheless, students' writing outcomes show that only 42% performed well, while 58% were still developing. This demonstrates that although animated videos are highly effective at increasing engagement and comprehension, skill development in writing still requires continuous practice and instructional support.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the use of animated videos in teaching recount text writing to ninth-grade students at MTs Hasyimiyah had a positive impact on the learning process, particularly in students' attention, classroom interaction, and writing performance. First, animated videos effectively improved students' attention in the classroom. This is shown by the peak level of attention in the video viewing stage, where all students (100%) were fully focused and showed positive engagement toward the learning material. It indicates that audiovisual media are effective in attracting and maintaining students' attention in English language learning. Second, animated videos also enhanced students' classroom interaction. After watching the video, most students (85%) actively participated in group discussions to identify the orientation, events, and reorientation in the recount text. In contrast, the rest participated passively by listening and taking notes. This demonstrates that animated videos encourage more active and collaborative learning in the classroom. Third, in terms of writing performance, 11 students (42%) produced well-structured recount texts independently, while 15 students (58%) were still in the developing stage and required teacher assistance. Although not all students achieved full mastery of writing, animated videos helped them better understand the structure of recount texts. Overall, it can be concluded that animated videos are effective in improving students' engagement and supporting their understanding of the structure of recount texts. However, they are insufficient on their own to fully develop students' writing skills, as continuous practice and teacher guidance are still needed to improve writing performance.

ACKNOWLEDGMENTS

First of all, I would like to thank Allah SWT for His blessings and guidance, which have enabled me to complete this research assignment properly. I want to express my sincere gratitude to my lecturer for the guidance, feedback, and support during the

process of completing this assignment. Their suggestions were very helpful in improving the quality of this work. I would also like to thank MTs Hasyimiyah, especially the English teacher and the ninth-grade students, for their cooperation and participation during the research process. Their involvement made this study possible.

In addition, I am grateful to my institution, the English Education Department, for providing learning support and academic resources. Finally, I would like to thank my friends and family for their encouragement and motivation throughout the completion of this assignment.

REFERENCES

- Arianda, S. M., Jaya, A., & Theriana, A. (2023). *Efl (English As A Foreign Language) Students' Perception About The Effectiveness Of Learning Reading By Using Electronic Books*. <https://doi.org/10.31851/esteem.v6i2.12322>
- Ariyanti, A., & Fitriana, R. (2017). EFL Students' Difficulties and Needs in Essay Writing. *Proceedings of the International Conference on Teacher Training and Education 2017 (ICTTE 2017)*. <https://doi.org/10.2991/ictte-17.2017.4>
- Asnas, S. A. M., & Hidayanti, I. (2024). Uncovering EFL students' frequent difficulties in academic writing and the coping strategies: The case of a college in Indonesia. *Journal on English as a Foreign Language*, 14(1), 124–151. <https://doi.org/10.23971/jefl.v14i1.7472>
- Bolourchi, A., & Soleimani, M. (2021). The Impact of Peer Feedback on EFL Learners' Writing Performance and Writing Anxiety. *International Journal of Research in English Education*, 6(1), 1–15. <https://doi.org/10.52547/ijree.6.1.1>
- Bram, B., & Angelina, P. (2022). Indonesian Tertiary Education Students' Academic Writing Setbacks and Solutions. *International Journal of Language Education*, 6(3), 267. <https://doi.org/10.26858/ijole.v6i3.22043>
- Brown, H. D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed.). Prentice Hall Regents.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Dale, E. (1969). *Audio-visual methods in teaching*. (3rd ed.). Holt, Rinehart and Winston.
- Hamdiyah, L., & Puspitasari, N. A. (2023). Media Pembelajaran Animasi Dalam Meningkatkan Keterampilan Menulis Narasi Siswa Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 9(1), 79–85. <https://doi.org/10.31949/educatio.v9i1.4330>
- Hapsari, G. P. P., & Zulherman, Z. (2021). Pengembangan Media Video Animasi Berbasis Aplikasi Canva untuk Meningkatkan Motivasi dan Prestasi Belajar Siswa. *Jurnal Basicedu*, 5(4), 2384–2394. <https://doi.org/10.31004/basicedu.v5i4.1237>

- Harmer, J. (2004). *How to teach writing*. Pearson Education Limited.
- Harmer, J. (2007). *The practice of English language teaching* (3rd). Pearson Longman.
- Humola, Y., & Talib, R. (2016). *Prosiding Ictte Fkip Uns 2015 Enhancing The Students' Writing Ability By Using Comic Strips (An action research conducted at the tenth grade of SMA NEGERI I TAPA)*.
<http://media.neliti.com/media/publications/170702-EN-enhancing-the-students-writing-ability-b.pdf>
- Istiqomah, E. N. A. (2021). The Effect of Using an Animation Video in Writing Recount Text at SMK Antartika 1 Sidoarjo. *Proceedings of The ICECRS*, 9.
<https://doi.org/10.21070/icecrs2021884>
- Lincoln, Y. S. , & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.
- Masruroh, L., Arinal, Haqq, & Mazidah, E. N. (2023). Improving Writing Ability of The Tenth Graders Through Guided Question Technique. *International Journal of English Language and Pedagogy*, 1(2), 174–180.
<https://doi.org/10.33830/ijelp.v1i2.6453>
- Mayer, R. E. (2009). *Multimedia learning*. (2nd ed.). Cambridge University Press.
- Meisa, Z. A., Yeni J, F., Novrianti, N., & Kurnia, R. (2024). Efektivitas Media Video Animasi Motion Graphic pada Mata Pelajaran Bahasa Inggris Terhadap Hasil Belajar Siswa Kelas VII SMP Negeri 39 Padang. *Indo-MathEdu Intellectuals Journal*, 5(4), 5304–5309. <https://doi.org/10.54373/imeij.v5i4.1764>
- Nisa, N. K. (2024). *The Effectiveness Of Using Animated Video In Teaching Recount Writing Skill For The Eighth Grade Students of MTSN 5 Kediri*. (2024)<https://etheses.iainkediri.ac.id/view/divisions/JTBI/2024.default.html>
- Nofridayani, E., & Handayani, R. (2026). *Pengaruh motivasi belajar terhadap hasil belajar matematika siswa SDN 013827 Pulau Rakyat*. (Vol. 1 No. 1 (2026): Eduloka: Jurnal Penelitian Pendidikan Nusantara-Maret 2026).
<https://jurnal.lokantara.com/index.php/eduloka/article/view/2>
- Nugraha, D. (2020). *Menulis akademik: teori dan praktik*. Remaja Rosdakarya.
- Nuraeni, W., Kurnianti, E., & Hasanah, U. (2023). Analisis Penggunaan Video Animasi Sebagai Media Pembelajaran Terpadu Terhadap Motivasi Belajar Siswa Sekolah Dasar. *Jurnal Genta Mulia*, 14(2). <https://doi.org/10.61290/gm.v14i2.415>
- Nurdianingsih, F., Fitriati, S. W., Astuti, P., & Rozi, F. (2022). *Writing Difficulties Faced By EFL Writing Learners Of English Education Study Program Paper Subtitle As Needed*. <https://proceeding.unnes.ac.id/icoella/article/view/3710>.

- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE Publications.
- Pratama, S. D., & Astuti, U. P. (2021). Efl Students' Writing Apprehension and How It Is Related to Student's Writing Performance. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 6(8), 1246. <https://doi.org/10.17977/jptpp.v6i8.14956>
- Sari, D. A. P., Wardani, H. K., & Alimin. (2024). *Developing Instructional Video In Teaching Writing For The Tenth Graders*. <https://doi.org/10.32682/jeell.v10i2.3496>
- Setyowati, L., & Sukmawan, S. (2016). EFL_ Indonesian Students' Attitude toward Writing in English. *Arab World English Journal*, 7(4), 365-378. <https://doi.org/10.24093/awej/vol7no4.24>
- Setyowati, L., Sukmawan, S., & Latief, M. A. (2017). *Solving the Students' Problems in Writing Argumentative Essay through the Provision of Planning*. <https://doi.org/10.24167/celt.v17i1>
- Siki, M. E., & Amrulloh, M. F. F. (2026). *Analisis Preferensi Gaya Belajar Siswa dalam Pembelajaran Biologi Materi Sel di SMPK Maubesi*. (Vol. 1 No. 1 (2026): Eduloka: Jurnal Penelitian Pendidikan Nusantara-Maret 2026). <https://jurnal.lokantara.com/index.php/eduloka/article/view/1>
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research* (2nd ed.). Sage Publications.
- Sugiyono. (2021). *Metode penelitian pendidikan*. Alfabeta.
- Taufik, Moh., & Cahyono, B. Y. (2020). Developing EFL Students' Writing Skill Through Self-Assessment Integrated With E-Portfolio. *IJEE (INDONESIAN JOURNAL OF ENGLISH EDUCATION)*, 171-186. <https://doi.org/10.15408/ijee.v6i2.12019>
- Widiati, U., & Cahyono, B. Y. (2006). *The Teaching Of Efl Writing In The Indonesian Context: The State Of The Art*. <https://doi.org/http://dx.doi.org/10.17977/jip.v13i3.40>