

**THE EFFECT OF USING ANIMATED SHORT FILM ON TENTH GRADE SENIOR
HIGH SCHOOL STUDENTS' NARRATIVE WRITING ABILITY**

SARJANA'S THESIS

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2026

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SARJANA'S THESIS

**Presented to Faculty of Teaching Training and Education as a Partial
Fulfilment of the Requirements for Completing the *Sarjana Pendidikan*
Program in English Language Education Department**

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2026

LETTER OF APPROVAL

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This is to certify the Sarjana's Thesis of Jonathan Tigor Siregar, Reg. Number 2210117310018 entitled **"The Effect of Using Animated Short Film on Tenth Grade Senior High School Students' Narrative Writing Ability"** has been approved by the advisor for oral examination.

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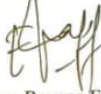
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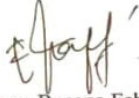
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ABSTRACT

Siregar, Jonathan Tigor. 2026. The Effect of Using Animated Short Film on Tenth Grade Senior High School Students' Narrative Writing Ability. *SARJANA'S THESIS*, English Language Education Department, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Emma Rosana Febriyanti, M.Pd., the second advisor: Inayati Fitriyah Asrimawati, M.Pd.

Keywords: Animated Short Film, Narrative Video, Narrative Writing Ability, Students

Digital learning media in English Language Teaching (ELT) is increasingly applied to create a more effective and engaging learning process. However, in many schools, including SMA Negeri 1 Banjarmasin, the teaching of writing, especially narrative text, is still dominated by conventional methods or limited media support. These traditional approaches tend to limit students' interest and creativity in learning. This condition also contradicts the principles of Kurikulum Merdeka, which encourages student-centred learning, the integration of technology, and creative expression in written communication. This research aims to measure whether there is a difference in students' narrative writing ability between those who are taught using the Animated Short Film and those who are taught using the Narrative Video at the 10th grade of SMA Negeri 1 Banjarmasin. The gap found in this study is the lack of research that specifically investigates the effect of Animated Short Film on students' writing ability, particularly in comparison to Narrative Video. Therefore, this study aims to examine whether the use of Animated Short Film can enhance students' narrative writing ability, in line with the principles of Kurikulum Merdeka which promote creative, student-centred, and technology-integrated learning.

This research used a quantitative approach with a quasi-experimental design involving 70 tenth-grade students of SMA Negeri 1 Banjarmasin who were selected through cluster random sampling. The samples in this research were divided into two groups: thirty-five students from the experimental group, who were taught using the Animated Short Film, and thirty-five students from the control group, who were taught using the Narrative Video. To collect data, a writing test was administered in the form of a pre-test and a post-test to measure students' narrative writing ability across five aspects: content, organization, vocabulary, language use, and mechanics. The test results were analysed using the parametric Independent Samples T-Test on SPSS 32 computer program.

Based on the findings of the Independent Samples T-Test, the significance value (p -value) obtained was < 0.001 , which is lower than the significance level of 0.05, with a mean difference of 3.071 and a large effect size (Cohen's $d = 0.858$). This result confirms that there is a statistically significant difference in students' narrative writing ability between those who were taught using the Animated Short Film and those who were taught using the Narrative Video among tenth grade students at SMA Negeri 1 Banjarmasin, where the experimental group significantly outperformed the control group. Therefore, it is suggested that teachers take advantage of dynamic digital learning media such as Animated Short Film to support writing instruction, as it can help enhance students' learning outcomes and support the implementation of *Kurikulum Merdeka* in the classroom.

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This research is perceived to have certain deficiencies. Constructive feedback and suggestions for improvement are therefore welcomed. It is further anticipated that the findings of this study will contribute positively to the advancement of English Language Teaching.

Banjarmasin, June 2026

The Researcher

TABLE OF CONTENT

LETTER OF APPROVAL	i
ABSTRACT	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	viii
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	4
1.3 Objective of the Study	4
1.4 Scope of the Study	4
1.5 Significance of the Study	5
1.6 Hypotheses	6
1.7 Definition of Key Terms	6
CHAPTER II REVIEW OF LITERATURE.....	8
2.1 Animated Short Film.....	8
2.1.1 Definition of Animated Short Film	8
2.1.2 Characteristics of Animated Short Film.....	9
2.1.3 The use of Animated Short Film on Language Teaching.....	9
2.1.4 Advantages and Limitations of Animated Short Film on EFL Class.....	10
2.2 Narrative Video	12
2.2.1 Definition of Narrative Video	12
2.2.2 Characteristics of Narrative Video	13
2.2.3 The Use of Narrative Video in Language Teaching.....	13
2.2.4 Advantages and Limitations of Narrative Video on EFL Class.....	14
2.3 Teaching Media in English Language Learning	15
2.3.1 Definition of Teaching Media	15
2.3.2 Role of Media	16
2.3.3 Types of Media in EFL Class.....	16
2.3.4 The Role of Audio-Visual Media in Language Learning.....	18
2.4 Writing Ability	18
2.4.1 Definition of Writing Ability	18
2.4.2 The Importance of Writing in EFL Context.....	19
2.4.3 The Process of Writing.....	19

2.4.4	Common Problems Faced by Students in Writing.....	20
2.5	Narrative Text	20
2.5.1	Definition of Narrative Text.....	20
2.5.2	Generic Structures.....	21
2.5.3	Language Features	22
2.5.4	Example of Narrative Text.....	23
2.6	Fractured Story.....	24
2.6.1	Definition of Fractured Story.....	24
2.6.2	Characteristics of Fractured Story	25
2.6.3	The Use of Fractured Story in Language Teaching	25
2.7	The Relationship between Animated Short Film and Narrative Writing Ability	26
2.8	Previous Studies.....	27
CHAPTER III METHOD OF THE RESEARCH.....		31
3.1	Approach and Type of Research.....	31
3.2	Subject of the Research.....	33
3.2.1	Research Population.....	33
3.2.2	Research Sample	34
3.3	Instrumentation.....	35
3.3.1	Test.....	35
3.3.2	Validity of Instrument	40
3.3.3	Reliability of Instrument	42
3.3.4	Inter-Rater Reliability	42
3.4	Data Collection	43
3.4.1	Procedures of Data Collection	43
3.4.2	Technique of Data Collection	45
3.5	Teaching and Learning Process	46
3.5.1	Experimental Group (Animated Short Film)	46
3.5.2	Control Group (Narrative Video).....	49
3.6	Data Analysis	53
3.6.1	Descriptive Statistics.....	54
3.6.2	Inferential Statistics	54
3.6.3	Normality Test.....	54
3.6.4	Homogeneity Test	55
3.6.5	Hypothesis Testing.....	55
CHAPTER IV FINDINGS AND DISCUSSIONS.....		57
4.1	Description Data	57
4.1.1	Student's Score in the Experimental Group.....	57

4.1.2	Student's Score in the Control Group	61
4.1.3	Inter-Rater Reliability Test.....	65
4.2	Findings.....	67
4.2.1	Test.....	67
4.3	Discussions of the Research Findings.....	76
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....		81
5.1	Conclusions.....	81
5.2	Suggestions	82
5.2.1	For the Teachers	82
5.2.2	For the Students	82
5.2.3	For the Researchers.....	83
REFERENCES.....		84
STATEMENT OF ORIGINALITY		87
APPENDICES		88
CURRICULUM VITAE		160

LIST OF TABLES

TABLE 3. 1	Quasi-Experimental Research Design.....	32
TABLE 3. 2	Research Population	33
TABLE 3. 3	Adapted Writing Rubric for Narrative Text.....	37
TABLE 3. 4	The result of Reliability Testing	42
TABLE 4. 1	The Research Schedule for Experimental Group	59
TABLE 4. 2	Succeed Students' Score in Experimental Group	60
TABLE 4. 3	Students' Achievement in Minimum Criteria of Mastery Learning.....	61
TABLE 4. 4	The Research Schedule for Control Group	62
TABLE 4. 5	Succeed Students' Score in Control Group	63
TABLE 4. 6	Students' Achievement in Minimum Criteria of Mastery Learning.....	64
TABLE 4. 7	The Result of Inter-Rater Reliability for Pre-Test (Experimental Class)	65
TABLE 4. 8	The Result of Inter-Rater Reliability for Post-Test (Experimental Class).....	66
TABLE 4. 9	The Result of Inter-Rater Reliability for Pre-Test (Control Class)	66
TABLE 4. 10	The Result of Inter-Rater Reliability for Post-Test (Control Class).....	66
TABLE 4. 11	Descriptive Statistics	67
TABLE 4. 12	The Result of Normality Testing	69
TABLE 4. 13	The Result of Homogeneity Testing for Pre-Test.....	70
TABLE 4. 14	The Result of Homogeneity Testing for Post-Test	71
TABLE 4. 15	The Results of Paired Sample T-Test on the Experimental Class	73
TABLE 4. 16	The Results of Paired Sample T-Test on the Control Class.....	74
TABLE 4. 17	The Results of Independent Sample T-Test	75

LIST OF APPENDICES

Appendix 1 Learning outcomes of Merdeka Curriculum	88
Appendix 2 Expert Validation Sheet for Instrument.....	89
Appendix 3 The Result of Validity Testing in SPSS 32.....	95
Appendix 4 The Result of Paired and Independent samples T-Test in SPSS 32	96
Appendix 5 Writing Ability Test (Pre-Test)	97
Appendix 6 Writing Ability Test (Post-Test)	99
Appendix 7 Lesson Plan of Experimental Group (Animated Short Film).....	101
Appendix 8 Lesson Plan of Control Group (Narrative Video)	121
Appendix 9 Sample Test of Experimental Group	141
Appendix 10 Sample Test of Control Group	142
Appendix 11 Pre-Test Scoring of Experimental Group (Animated Short Film)	143
Appendix 12 Post-Test Scoring of Experimental Group (Animated Short Film).....	144
Appendix 13 Pre-Test Scoring of Control Group (Narrative Video)	145
Appendix 14 Post-Test Scoring of Control Group (Narrative Video)	146
Appendix 15 Documentation in the Experimental Group (Animated Short Film).....	147
Appendix 16 Documentation in the Control Group (Narrative Video)	147
Appendix 17 Letter of Research Approval	148
Appendix 18 Letter of Advisors Appointment.....	150
Appendix 19 Oral Examination Report	151
Appendix 20 Seminar Result Report	152
Appendix 21 Sarjana's Thesis Examination Result Report	153
Appendix 22 Certificate of Originality	154
Appendix 23 Sarjana's Thesis Consultation Report	155