



The Impact of Animation Video Media on the Ability to Write Explanatory Texts of Class VIII MTs Rahmat Sa'id Bongkot Students

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Abstract

This research is motivated by the lack of students' ability to write explanatory texts. Application of YouTube animated video learning media to reduce students' weak writing abilities. The purpose of this study was to determine the effect of YouTube animated video media on the skills of writing explanatory texts for class VIII MTs Rahmat Sa'id Bongkot in terms of structure and linguistic rules. This study used a Quasi-Experimental Design quantitative research method with a Nonequivalent Control Group design. This study used a sample of class VIII A as the control class and VIII B as the experimental class. Data collection techniques used are tests, questionnaires, and observation sheets. Prerequisite tests in this study used the normality test, homogeneity test, and T test. In calculating the normality test data, the experimental class pretest $0.12 < 0.294$ and the experimental class posttest $0.138 < 0.294$ were categorized as normally distributed. The results of the data calculation pretest control class $0.19 < 0.287$ and posttest control class $0.115 < 0.294$ are categorized as normally distributed. Homogeneity test pretest $1.466 < 2.137$ and posttest $1.565 < 2.137$ categorized as homogeneous. T test $2.512 > 2.093$ then H_0 is rejected and H_a is accepted. Based on the results of the prerequisite test calculations, there is an influence of YouTube animated video media on the ability to write explanatory text.

Keywords: explanatory text, writing skills, YouTube animation video media

Abstrak

Penelitian ini dilatarbelakangi oleh kurangnya kemampuan siswa dalam menulis teks eksplanasi. Penerapan media pembelajaran media video animasi YouTube untuk mengurangi lemahnya kemampuan siswa dalam menulis. Tujuan penelitian ini yaitu mengetahui pengaruh media video animasi YouTube terhadap keterampilan menulis teks eksplanasi siswa kelas VIII MTs Rahmat Sa'id Bongkot dari segi struktur dan kaidah kebahasaan. Penelitian ini menggunakan metode penelitian kuantitatif Quasi Eksperimental Design dengan desain Nonequivalent Control Group. Penelitian ini menggunakan sampel kelas VIII A sebagai kelas kontrol dan VIII B sebagai kelas eksperimen. Teknik pengumpulan data yang digunakan adalah tes, angket, dan lembar observasi. Uji prasyarat pada penelitian menggunakan uji normalitas, uji homogenitas, dan uji T. Dalam perhitungan data uji normalitas pretest kelas eksperimen $0,12 < 0,294$ dan posttest kelas eksperimen $0,138 < 0,294$ dikategorikan berdistribusi normal. Hasil perhitungan data pretest kelas kontrol $0,19 < 0,287$ dan posttest kelas kontrol $0,115 < 0,294$ dikategorikan berdistribusi normal. Uji homogenitas pretest $1,466 < 2,137$ dan posttest $1,565 < 2,137$ dikategorikan homogen. Uji T $2,512 > 2,093$ maka H_0 ditolak dan H_a diterima. Berdasarkan hasil perhitungan uji prasyarat adanya pengaruh media video animasi YouTube pada kemampuan menulis teks eksplanasi.

Kata Kunci: keterampilan menulis, media video animasi YouTube, teks eksplanasi

Introduction

Learning is an interactive process that occurs between students and educators in a particular learning environment with structure and feedback occurring between the two. Learning includes process activities and is the basis for its implementation at all types and levels of education (Syah, 2016: 87). Learning components are very important, such as learning objectives, the role of the teacher, and other things that must be prepared in the learning process. This means that the position of educators in learning is very necessary to achieve the set goals. This opinion is supported by Harun and Mujtahidin (in Sholehah, 2019: 1) learning is a design of educational activities in the form of general actions carried out by all humans.

In the world of teaching and learning, not a few problems arise. Therefore, media that makes it easier for students to receive the learning delivered is really needed. The student learning process carried out in class is aimed at memorizing knowledge skills only (Sanjaya in Anggraini, 2017:2). This results in when they graduate they are only good at theory but bad at application. This fact has often been found, including in writing skills. Writing skills are very important skills when supporting the learning process in the classroom. Thus, the skill of writing explanatory text is one of the most important skills that students must master.

Explanatory text is text that explains the process of natural or social events regarding the background of the events that occur appropriately and correctly (Devika, 2018:10). Students are asked to convey their ideas concisely with a story of facts arranged chronologically from observations. Therefore, broad insight is needed for students to be able to write explanatory texts based on linguistic structures and rules with specified provisions. According to the results of observations and interviews that have been carried out, various problems are still found

in the skill of writing explanatory text. Some students still have difficulty expressing ideas into written work and determining what they want to write, have difficulty distinguishing explanatory text from procedural text, and cannot write even though they have obtained material on the steps for writing explanatory text. Another reason for the problems above is that students also do not understand the structure and linguistic rules of explanatory text writing skills.

The difficulty in writing explanatory texts is not only caused by the low interest of MTs Rahmat Sa'id students. This difficulty also occurs due to the lack of effective learning media used by educators when teaching. The media used when writing explanatory texts is currently still conventional, namely textbook media. This causes student learning outcomes to still appear low and less than optimal, so teachers have to improve their grades so that the grades obtained are balanced with the Minimum Completeness Criteria (KKM). The way to overcome problems that arise is by changing the learning media according to learning characteristics, namely YouTube animated video media.

YouTube animated video media is one of the most interesting audiovisual-based learning media when applied during learning (Jannah, 2017:3). This learning media can not only be experienced using the senses of the eye, but can also be heard and seen together as learning. In line with the development of the digital world, YouTube animated video media is a media that is of interest to all groups, including parents, teenagers and children. This learning media is used as a way to overcome students' problems when conveying ideas, determining what they want to use as writing material, as well as other difficulties in writing activities, especially writing explanatory texts.

The application of YouTube animated video media in writing explanatory texts can make it easier for students to directly imagine the process of

an event and what influences and factors can bring about an event. This opinion is supported by Mausarah (2020:4) that images and animations in videos attract students during learning. The YouTube animation video that is shown embodies the process precisely and can be observed many times, so it can be used to encourage and develop students' motivation to always watch it. Apart from that, the condition of the images and the variety of colors included in the video will make students happier when following the learning process. Based on the problem explained, this research was carried out with the title "The Influence of YouTube Animation Video Media on the Ability to Write Explanatory Text of Class VIII Students at MTs Rahmat Sa'id Bongkot for the 2022/2023 Academic Year".

Method

This research uses quantitative research in the form of Quasi Experimental research. Quantitative research is research that has results in the form of numerical data. Quantitative research is used to research predetermined populations or samples, collect data using research instruments, and analyze quantitative data to test hypotheses that have been determined together. In this research, the Quasi Experimental design form applied was Nonequivalent Control Group. In the Nonequivalent group design, the experimental class and control class are not determined randomly. Apart from that, pretest and posttest were applied to the control class and experimental class. However, only the experimental class received YouTube animated video media treatment. Sugiyono (in Jasamalinda, 2021:2) said that population is the area in which quality objects that have been determined by researchers are used to study and draw conclusions. The population in this study was class VIII students at MTs Rahmat Sa'id Bongkot with a total of 41 students. Determining the sample using saturated sampling means that the entire

population is sampled. The sample in this study was class VIII-A students in the control class and class VIII-B students in the experimental class.

Data collection techniques are methods or forms used by researchers to group data in a study (Imron, 2019:20). The data collection techniques used are performance tests, questionnaires, observation and documentation. says a test is a measuring tool used to determine or measure whether something is present or not and a high level of understanding of the sample to be studied using predetermined techniques and regulations. This research uses a writing test instrument based on a particular theme or topic in the form of an assignment. This research used pretest and posttest scores. The pretest questions were used to measure explanatory text writing skills before being given action with YouTube animation media, while the posttest was used to see the effect of using YouTube animation media. Observation is the observation of events with tools for recording scientific or other purposes. In this observation, the researcher used an observation sheet to assess student activities during ongoing learning. This questionnaire consists of a list of questions that will be given to students so that they can respond. The questionnaire was measured using the Guttman "Yes-No" scale which contains 10 statements. The aim of distributing the questionnaire is to understand students' opinions about interest, feelings of enjoyment, and deepen the learning components used. Questionnaires were given to the experimental class after taking part in learning using YouTube animated video media. Documentation is a description of events that have occurred. Documentation in this research is in the form of photos regarding ongoing learning process activities, student assignments, and so on.

The data analysis used in this research is instrument testing and prerequisite analysis. Instrument testing is a test carried out to determine whether the

instrument used is appropriate or not. Instrument testing consists of validity tests and reliability tests. Prerequisite test analysis consists of normality test, homogeneity test, and significance test. The data used for the prerequisite test is pretest and posttest data for the control class and experimental class.

Results and Discussion

The results of this research will explain the data collection process and the results of the data analysis carried out. This research began by validating the research instrument with expert validators. The validator for this research used two validators, namely an expert lecturer and an Indonesian language subject teacher at MTs Rahmat Sa'id Bongkot. The first validator was Mr. Albitar Septian Syarifudin, S.Pd., M.Pd. as a lecturer in Indonesian Language and Literature Education and the second validator, namely Mr. Endra Dwi Siswantoro, S.Pd. as the Indonesian language subject teacher at MTs Rahmat Sa'id Bongkot. The following are five instruments that have been validated by both validators.

Table 1 Results of Validation of Research Instruments

Research Instrumen	Percentage of Validator Value 1	Percentage of Validator Value 2	Average	Category
Instructional Media	95%	95%	95%	Suitable for use in the field
Lesson plan	94%	94%	94%	Suitable for use in the field
Performance Test	95%	95%	95%	Suitable for use in the field
Observasi	95%	90%	92,5%	Suitable for use in the field
Kuesioner	95%	90%	92,5%	Suitable for use in the field

The next step is to test the instrument in different schools. Data from instrument trials are tested to determine the level of validity and reliability of the media. If the media used is valid and reliable then the research instrument can be used to collect further research data. The instrument trial was carried out in a different school, namely class VIII Al-Karamah Middle School. Analysis of the data used in instrument testing was from the results of research in the form of writing explanatory text using rain-themed YouTube animation videos as the instrument being tested. The results from instrument testing used manual calculation techniques with Microsoft Excel.

The validity test in this research uses the product moment correlation formula. The question is a test for writing explanatory text using a rain-themed YouTube animated video. The instruments tested were eight aspects of assessment, namely paragraph development, identification of phenomena, series of events, interpretation, chronological conjunctions, causal conjunctions, nouns and terms, as well as spelling and punctuation. The criteria used in making valid decisions are $r_{count} > r_{table}$. It is said to be invalid if $r_{count} < r_{table}$ with a significance level of 0.05. In the research validity test, the first aspect was $r_{count} 0.926 > r_{table} 0.4438$. The second aspect is $r_{count} 0.593 > r_{table} 0.4438$. The third aspect is $r_{count} 0.813 > r_{table} 0.4438$. The fourth aspect is $r_{count} 0.785 > r_{table} 0.4438$. The fifth aspect is $r_{count} 0.726 > r_{table} 0.4438$. The sixth aspect is $r_{count} 0.638 > r_{table} 0.4438$. The seventh aspect is $r_{count} 0.633 > r_{table} 0.4438$. The eighth aspect is $r_{count} 0.463 > r_{table} 0.4438$.

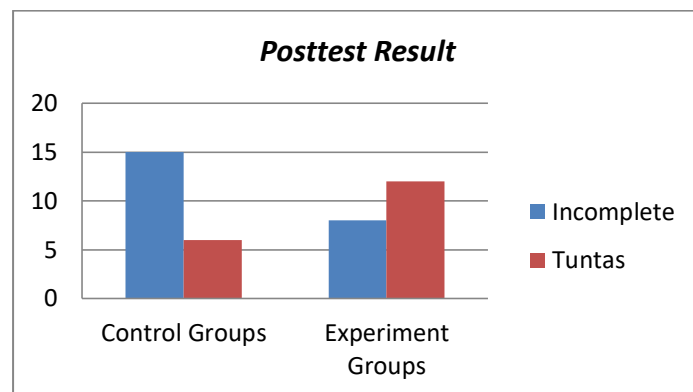
The next step is to carry out a reliability test. The formula used in the reliability test is Alpha Cronbach. The calculation results in this reliability test were carried out using Microsoft Excel. The reliability value obtained was 0.832, including the very high reliability category.

Results of Explanatory Text Writing Skills for Class VIII MTs Rahmat Sa'id Bongkot Students

The results of the students' written test are performance in writing explanatory texts. The results obtained by students are based on the scores from the pretest and posttest. The students' pretest results were obtained before receiving treatment or applying rain-themed YouTube animated video media to write explanatory text. The purpose of holding a pretest is to find out the students' initial abilities when writing explanatory texts. In the control class pretest, an average score of 49 was obtained, all students were classified as incomplete. Meanwhile, in the experimental class pretest, an average score of 42 was obtained, all students were classified as incomplete. The following is a bar diagram of the pretest results of control and experimental class students.

Figure 1 Results of Pretest Scores for Control and Experimental Classes

The posttest results were also the same as the pretest results, but there were differences in the two results. Posttest results were obtained based on students' performance in writing explanatory texts after receiving treatment. The purpose of the posttest is to find out the comparison with the pretest results. In the posttest, the control class obtained an average score of 63 with the number of students who completed it being 6 students, while the other 15 students were classified as incomplete. In the experimental class posttest, an average score of 72 was obtained with 12 students completing the test, while the other 8 students were classified as incomplete. The following is a bar diagram of the posttest results of control and experimental class students.



Graph 1 Posttest Score Results for Control and Experimental Groups

Explanatory text writing skills are assessed from eight aspects, namely paragraph development, identification of phenomena, series of events, interpretation, chronological conjunctions, causal conjunctions, nouns and terms, as well as spelling and punctuation. Students are expected to be able to develop paragraphs well based on the structure of explanatory text. Apart from that, students can use linguistic rules and write according to spelling and punctuation according to their function. Using rain-themed YouTube animated video media in this research, students were shown rain animated videos downloaded from YouTube. The video is an animation of the process of rain which is displayed on the projector's LCD screen. The influence of rain-themed YouTube animated video media on the explanatory text writing skills of class VIII MTs Rahmat Sa'id Bongkot students in this research can be determined through hypothesis testing. However, before testing the hypothesis, there are prerequisite tests that must be carried out, namely the normality test and homogeneity test.

The normality test uses the Cronbach's Alpha formula in the pretest and posttest of the control and experimental classes. The normality test on the experimental class pretest data is $D_{count} (0.12) < D_{table} (0.294)$, so it is stated that the data is normally distributed. The results of calculating the posttest data for the experimental class were $D_{count} (0.138) <$

Dtabel (0.294) so it was declared normally distributed. The results of the control class pretest data calculation were $D_{count} (0.192) < D_{tabel} (0.287)$ so it was declared normally distributed. The results of the control class posttest calculation were $D_{count} (0.115) < D_{tabel} (0.294)$ so it was declared normally distributed. It can be concluded that the pretest and posttest results of the normality test can be said to be normally distributed.

The next stage of testing carried out is the homogeneity test. The aim of the homogeneity test is to see whether the object being studied has a uniform shape or not. Homogeneity test on pretest data $F_{count} (1.466) < F_{table} (2.137)$. Meanwhile, the homogeneity test on the posttest data $F_{count} (1.565) < F_{table} (2.137)$. It can be concluded that the homogeneity test in the pretest and posttest in terms of the structure of the experimental and control classes is declared to have the same variance or is homogeneous.

The final testing stage is the significance test (t-test) using Paired Samples T-Test with a significance level of 0.05. The results of the t-test calculation produce the value that $T_{count} (2.512) > T_{table} (2.093)$, so H_0 is rejected. Based on the results of these data, it can be concluded that there is an influence of YouTube animated video media on the ability to write explanatory text for class VIII students at MTs Rahmat Sa'id Bongkot. The following is a table of t-test results.

Table 2 Results of Significance Test Analysis (t-test)

Groups	Tresult
Experiment groups	2,512

The influence of YouTube animated video media on the explanatory text writing skills of class VIII MTs Rahmat Sa'id Bongkot students can be seen from the performance test results. From the results of the student's work, it appears that they were able to develop four paragraphs in accordance with the assessment guidelines.

The suitability of the explanatory text structure such as identification of phenomena, series of events, and interpretation is very good. Students have also used several chronological conjunctions, causal conjunctions, nouns and terms that refer to phenomena.

However, students are still unable to apply spelling and punctuation properly and correctly. Capital letters and punctuation cannot be used according to their function. Thus, the existence of YouTube animated video media makes it easier for students to express their ideas into written explanatory text. It can be seen that experimental class students can compose sentences sequentially and continuously according to the stages of the events shown in the video. Apart from calculating the prerequisite tests, this research is also supported by the results of response questionnaires and the results of student observation sheets. The student response questionnaire sheet was used to see students' responses when receiving learning material for writing explanatory texts using YouTube animated video media, obtaining an average of 89% in the very good category. Thus, the questionnaire sheet supports research that students provide an active response to learning with YouTube animated video media. Apart from that, this research was also supported by student observation sheets showing a comparison of the activity of experimental and control class students during the pretest and posttest. In the control class, during the pretest, student activity was 80%, while during the posttest, student activity was 95%. From the comparison, control class students experienced progress during the pretest and posttest. Meanwhile, during the experimental class, during the pretest, student activity was 80%, while during the posttest, student activity was 93%. From the comparison, experimental class students experienced progress during the pretest and posttest. The improvement between the experimental and control classes experienced the development of students'

enthusiasm and positive responses during learning to write explanatory texts.

The results of this research are of interest to previous research conducted by Novitasari (2020). The ability of class The influence of YouTube animated video media is proven by the enthusiasm and activeness of students when learning takes place. The application of YouTube animated video media is better able to help students imagine expressing their ideas or thoughts in written form in the form of explanatory text. Moreover, in writing there is a sequential series of events that occur in an event. Images and animations in videos can attract students during learning. The YouTube animation video that is shown embodies a process precisely and can be observed many times, so it can be used to encourage and develop students' motivation to always watch it. Apart from that, the condition of the images and the variety of colors included in the video will make students happier when following the learning process.

Conclusion

Based on the results of research and research discussion entitled "The Influence of YouTube Animation Video Media on the Ability to Write Explanatory Texts of Class VIII Students at MTs Rahmat Sa'id Bongkot for the 2022/2023 Academic Year" that the use of YouTube animation video media helps students write explanatory texts. The recapitulation results of the hypothesis test are $T_{count} (2.512) > T_{table} (2.093)$. Therefore, the results show that H_0 is rejected and H_a is accepted. This states that YouTube animation video media has a significant influence on the ability to write explanatory text for class VIII MTs Rahmat Sa'id Bongkot. Not only in terms of calculating student learning outcomes and prerequisite analysis tests, but this research is supported by questionnaires and observations. The results of the questionnaire showed that students responded positively to learning to write explanatory texts. Meanwhile, the results of

the student observation sheets during the pretest and posttest showed an increase in assessments.

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