Analysis of Students' Writing Ability with Problem-Based Learning Model Assisted by Animated Videos Reviewed from Curiosity in Elementary Schools

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Abstrak

Penerapan teknologi informasi meningkatkan keingintahuan siswa tentang berbagai hal melalui media sosial. Studi ini bertujuan untuk mengevaluasi keingintahuan siswa terhadap kemampuan menulis melalui model pembelajaran Problem-based Learning (PBL) dengan bantuan video animasi, serta menganalisis hasil kemampuan menulis karangan siswa di Sekolah Dasar Kecamatan Slawi, Kabupaten Tegal. Subjek penelitian terdiri dari peserta didik kelas IV SD Negeri di Gugus Wahidin Sudirohusodo Kecamatan Slawi, dengan total 10 sekolah yang masing-masing memiliki satu kelas IV. Desain penelitian menggunakan metode campuran dengan tipe "The Exploratory Sequential Design". Tahap pertama adalah eksplorasi, di mana peneliti mengumpulkan data kualitatif melalui wawancara, angket, dan dokumentasi untuk memperoleh pemahaman dan kerangka teoritis. Tahap kedua adalah sekuen, di mana peneliti mengumpulkan data kuantitatif melalui tes kemampuan menulis untuk menguji hipotesis yang dihasilkan dari tahap sebelumnya. Analisis data kualitatif melibatkan uji keabsahan data, reduksi data, penyajian data, dan penarikan kesimpulan. Sementara itu, analisis data kuantitatif dan interpretasi menggunakan analisis awal, analisis akhir, uji prasyarat data akhir, dan uji hipotesis. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran PBL berbantuan video animasi memiliki pengaruh yang signifikan terhadap keingintahuan siswa terhadap kemampuan menulis, ditunjukkan oleh hasil uji t dengan nilai signifikansi 0,000, serta nilai Effect Size sebesar 4,61, menandakan pengaruh yang kuat. Selain itu, kemampuan menulis karangan siswa juga meningkat secara efektif melalui model PBL berbantuan video animasi, di mana siswa dapat menyelesaikan permasalahan yang diberikan, didiskusikan, dan dipresentasikan di depan kelas pada setiap pertemuan.

Kata kunci: Kemampuan Menulis, Curiosity, Pembelajaran Berbasis Masalah (PBL)

Abstract

This study aims to evaluate students' curiosity regarding writing skills through the Problem-based Learning (PBL) model with the assistance of animated videos, and to analyze the results of students' writing abilities in this learning context at the Elementary Schools in Slawi District, Tegal Regency. The research subjects consist of fourth-grade students at State Elementary Schools in Gugus Wahidin Sudirohusodo, Slawi District, totaling 10 schools, each with one fourth-grade class. The research design employs a mixed-method approach with "The Exploratory Sequential Design" type. The first stage involves exploration, where qualitative data is collected through interviews, questionnaires, and documentation to gain insights and develop theoretical frameworks. The second stage is sequential, where quantitative data is collected through writing proficiency tests to test hypotheses generated from the previous stage. Qualitative data analysis involves testing data validity, data reduction, data presentation, and drawing conclusions. Meanwhile, quantitative data analysis and interpretation utilize initial data analysis, final data analysis, testing of final data prerequisites, and hypothesis testing. The research findings indicate that the implementation of the PBL model with animated video assistance significantly influences students' curiosity about writing skills, as evidenced by the t-test results with a significance value of 0.000 and an Effect Size value of 4.61, indicating a strong influence . Additionally, students' essay writing abilities also improve effectively through the PBL model with animated video assistance, where students can solve given problems, discuss them, and present them in front of the class at each meeting.

Keywords: Writing Abilities, Curiosity, Problem-Based Learning (PBL)

Introduction

Education plays a key role in developing students' potential as a generation to face the challenges of globalization and technological progress. The policy of compulsory elementary and junior high school education and universal secondary education and support for the Smart Indonesia Card for students are policies in improving the quality of human resources. Maryanto in Slameto stated that education is an individual's effort to change behavior through interaction with the environment. To support learning, the curriculum as an education program is prepared, with the 2013 curriculum at the elementary level emphasizing the subject matter, especially Indonesian. This lesson is strategic to ensure that students have good language and communication skills, including writing skills, which affect the mastery of other subject matter. Therefore, the expectation that students master Indonesian is also in line with the goal of mastering other materials.

The purpose of teaching Indonesian in general is for students to be able to listen, read, watch, speak, and write. The reading and writing competencies obtained by students from learning Indonesian are not only useful in the scope of language lessons, but are also needed to master various information contained in the subject of lzin (Hindun & Karmila, 2019). Likewise, when the teacher asks them to prove their mastery of a number of pieces of information in written form, students must have adequate writing skills. Writing is a communication activity in the form of conveying messages in writing to other parties. In writing, the writer acts as the recipient of the message. According to Tarigan (2013:22) "Writing is a representation of part of the unity of language expression". Writing is the process of conveying thoughts, dreams, feelings in the form of meaningful symbols / signs / writing.

According to Abbas (2006), writing skills are the ability to express ideas, opinions, and feelings to others through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammar and the use of spelling.

In a study related to the writing ability of fourth grade students of Pakembaran 02 Elementary School, Slawi, Tegal, it was revealed that in the material "writing compositions," the evaluation showed that 85% of students were not yet able to create a composition outline, organize, and use correct spelling. The majority of students had difficulty finding ideas and organizing the composition outline. High-achieving students managed to complete the test well, while students with average abilities could only complete part of it, and students with low academic abilities could not complete the test. These findings are the basis for research to overcome obstacles in students' writing abilities.

This certainly raises concerns and needs to be solved immediately. Therefore, the researcher tried to find a solution by looking at several previous studies that discussed the influence of the Problem-based Learning model assisted by animation media on learning. The first study that the author read was entitled "The Influence of the Problem-based Learning Model Assisted by Animation Audio Visual Media on Science Learning Outcomes" compiled by Ni Made Juwita Dewi et al (2017). The conclusion of this study is that the PBL learning model assisted by animation audio visual media has an effect on the science learning outcomes of fifth grade students of SD Gugus I Tegallalang in the 2016/2017 Academic Year.

Research on "Application of Animation Video Media with PBL Model to Improve Elementary School Students' Writing Skills" by Ratriadi Ari and Nurseta Haryadi (2021), concluded that Animation Video media can be applied to the PBL (Problem-based Learning) learning model for writing skills on theme 5 in grade V students of SDN Mranggen 01 Magelang Regency. Furthermore, animation video learning media with the PBL (Problem-based Learning) learning model can be applied to improve the writing skills of grade V students of SDN Mranggen 1 Magelang Regency.

Research on "Implementation of Problem Based Learning (PBL) Model with Concrete Media to Improve Critical Thinking Skills about Spatial Figures in Grade V

Students of Geger Elementary School in the 2022/2023 Academic Year" by Eliya Dwi Rahmasari, Wahyudi, Kartika Chrysti Suryandari (2023), also concluded that (1) the steps for implementing the PBL model with concrete media to improve critical thinking skills about spatial figures in grade V students of Geger Elementary School in the 2022/2023 academic year are: (a) problem orientation with concrete media, (b) organizing students to learn with concrete media, (c) guiding student investigations with concrete media, (d) presenting work results or discussions with concrete media, (e) analyzing and evaluating the process with concrete media; (2) the application of the PBL model with concrete media can improve critical thinking skills about spatial figures in grade V students of Geger Elementary School in the 2022/2023 academic year.

In addition, there is also a study by Muhamad Yasin and Novaliyosi (2023) entitled "Systematic Literature Literature Review: Integration of Problem-based Learning Models with Learning Media in Improving Problem-Solving Skills" which concluded that learning that aims to improve problem-solving skills requires a learning model that is also based on solving problems in its learning activities, one of which is problem-based learning. This study found that problem-based learning is very capable of improving students' problem-solving skills and there are several articles that are assisted by media in implementing PBL in line with Rahmatulloh (2022) problem-based learning integrated with learning media has a positive effect on students.

Based on the research study above, the use of the Problem-based Learning learning model assisted by animated videos has an effect on improving learning outcomes. Therefore, the researcher decided to use the Problem-based Learning learning model assisted by animated videos in the study, to see its effect on students' writing skills. As a form of novelty from the two studies, the researcher added the curiosity aspect as a variable in this study. The Problem-based Learning learning model emphasizes how to teach or introduce a new concept to students. To answer this question, the results of initial observations,

learning theories that explain how students learn a concept and various research results are used as references.

The Problem-based Learning (PBL) Learning Model has advantages in improving students' ability to find ideas and organize essay frameworks. This method encourages active student involvement by asking them to find problem solutions, organize information, and write essays in a structured manner. PBL also increases students' interest in practical learning that is relevant to everyday life. Collaboration in groups strengthens students' skills and helps them understand each other's experiences. This model is chosen because it motivates students' curiosity, makes learning more meaningful, and provides encouragement to master the subject matter, stimulates cognitive development, and strengthens the relationship between ideas and concepts.

Curiosity plays an important role in the learning process, which needs to be instilled in every teaching and learning activity. The existence of a great sense of curiosity in students can stimulate active participation in various learning activities. Curiosity is not only a part of human character that needs to be developed, but can also be used to understand surrounding phenomena and increase criticality in finding concepts. Berlyne's curiosity theory in 1954 illustrates that curiosity is a response to uncertainty, which arises when humans face new or complex situations. Curiosity, as a basic human trait, plays a role in various activities such as reading, listening to the news, or watching movies, and is a reliable motivator in the learning process and decision making.

Effective learning achieves goals with results that match indicators, emphasizing the importance of variations in learning methods and media use. The right methods and media can attract students' attention, generate motivation, improve understanding, and facilitate interpretation of information. The function of concrete teaching media on students' ability to be interested and understand the material effectively, making it a crucial element in an efficient learning process. One of the learning media that can help students understand the material given well in online and offline learning is using animated videos.

Animated videos are moving images that are used to understand learning materials. Animated videos are very influential in learning because they can attract attention, increase retention and allow visualization of the concept of imagination, objects and their relationships. Researchers believe that the "Animated Video" media is a suitable and appropriate media to support the achievement of these goals. Animated Video is one of the digital media that is useful for making presentations in video form. The use of this animated video media is also based on the paradigm that learning to write an essay will arouse learning motivation, provide stimulation, activate student responses and increase students' imagination in creating ideas for an essay.

Based on the description above, the researcher attempted to analyze students' writing ability with the Problem-based Learning learning model assisted by Animation Videos reviewed from the Curiosity of grade IV students of Pakembaran 02 Elementary School, Slawi District, Tegal Regency, on the material "writing essays" with the research title "Analysis of Students' Writing Ability with the Problem-based Learning Learning Model Assisted by Animation Videos Reviewed from Curiosity.

Writing ability is one type of language skill that must be mastered by students. Many experts have put forward the definition of writing. According to Saleh Abbas (2006:125), writing ability is the ability to express ideas, opinions, and feelings to others through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammar and the use of spelling.

According to Byrne (Haryadi and Zamzani, 1996: 77), the ability to write or compose is to pour out thoughts into written language through sentences that are arranged completely and clearly so that they can be communicated to the reader successfully. According to Burhan Nurgiyantoro (2001: 273), writing is an activity of expressing ideas through language media. Writing is a productive and expressive activity so that the writer must have the ability to use vocabulary, writing style, and language structure.

Writing skills, like other language skills, need to be mastered by students. Writing skills have been trained since elementary school. Morsey (in Alfiah and Santosa, 2009:321) stated that writing/composing is a complex language skill, therefore it needs to be trained regularly and carefully since the early grades of elementary school. Writing is a productive and expressive language skill because the writer must be skilled in using grammar, language structure and have adequate language knowledge (Santosa, 2009:3.21).

In the competency standards for elementary school graduates in the Indonesian language subject in the aspect of writing, it is expected that students have the competence to carry out various types of writing activities to express thoughts, feelings, and information in the form of simple compositions, instructions, letters, announcements, dialogues, forms, speech texts, reports, summaries, paraphrases, and various literary works for children in the form of stories, poems, and pantuns.

Curiosity is an attitude to know and continue to find out about a problem. Curiosity is a way of thinking, attitude and behavior that reflects curiosity and curiosity about everything that is seen, heard, and studied in more depth (Diana et al. 2020).

Understanding Curiosity Curiosity is the desire to investigate and seek understanding of the secrets of nature (Samani, et al., 2012:104). Curiosity will always motivate oneself to continue to seek and learn new things so that it will increase knowledge and experience in learning activities. Curiosity (Mustari, 2011:103) is an attitude and action that always tries to know more deeply and broadly from what is learned, seen and heard.

One of the learning models that is often applied by teachers is Problem-based Learning. This model was first popularized by Barrows and Tamblyn in the late 20th century. Problem-centered learning strategies are not just a transfer of knowledge from teachers to students, but rather a collaboration between teachers and students, or students with other students to solve problems that are discussed openly (Suyadi, 2013: 129-130).

Problem-based in Indonesian means problem-based learning. PBL is one of the innovative learning models that directs students to practice problem-solving skills. In learning activities. According to Permendikbud 57 (Attachment 3: 256) the

problem-based learning model is a learning approach that uses problems as a first step to gain new knowledge. In addition, according to Dikti (2008: 30). Problem-based Learning is learning by utilizing problems and students must search/excavate information (inquiry) to be able to solve the problem. So Problem-based Learning is a learning model that prioritizes problems in order to make students solve problems in order to gain new knowledge.

In addition to the learning model, an element that must be present in learning is media. In the world of education, the word media is also called learning media. Learning media can be used to receive and convey messages and information in the education and learning process to attract students' attention and interest in learning. According to Heinich and Friends (1983) in Arsyad (2013: 3) describes the meaning of media as a contact to convey information from a source to a recipient. This definition can be emphasized in the term learning media as an intermediary. Media helps connect information from one party to another.

The use of media in learning can arouse new desires and interests, increase motivation and stimulation of learning activities, and even have a psychological effect on students (Hamalik, 1986). Sudjana and Rivai (1992) put forward several benefits of media in the student learning process, namely: (1) it can foster student learning motivation because teaching will attract their attention more, (2) the meaning of the teaching material will be clearer so that it can be understood by students and allows for mastery and achievement of teaching objectives, (3) teaching methods will be more varied, not solely based on verbal communication through words, and (4) students do more activities during learning activities, not only listening but also observing, demonstrating, doing directly, and acting.

The use of animated videos in education acts as an interesting learning medium. Animated videos are a form of moving visuals that can be used to explain material that is difficult to convey conventionally. Animated videos can be integrated into other media such as videos or presentations so that they are suitable for explaining lesson materials that are difficult to convey directly through books. Animated videos in education provide various benefits for educators and students.

For students, animation can increase interest in learning and understanding of a particular field of science. For educators, animated videos can facilitate the learning and teaching process in delivering material to students. The purpose of using animation is to stimulate the five senses that humans have, which is why the selection of images and sounds in animation must be very important.

Method

The research design used is Mix Method Design (mixed research) type "The Exploratory Sequential Design". In this type there is a sequence in the research stages, starting from qualitative research and continuing with quantitative. The first stage is the exploration stage, where researchers collect qualitative data to gain insight and develop a theoretical framework. The second stage is the sequence stage, where researchers collect quantitative data to test the hypothesis generated in the exploration stage. The priority of qualitative data collection and analysis is carried out in the early stages. Building on the results of the exploratory analysis in the first stage, researchers continue the next stage with quantitative methods to test or generalize based on initial findings. Researchers then interpret how the results of qualitative research are built by initial findings (qualitative data).

The population/subjects in this study were 10 grade IV students of Public Elementary Schools in Gugus Wahidin Sudirohusodo, Slawi District, Tegal Regency, in the 2022/2023 academic year, consisting of 10 elementary schools consisting of one class per school, so that the total number is 10 classes. The research sample was Class IV of Pakembaran 02 Public Elementary School as the experimental class (a class that uses the Problem-based Learning learning model assisted by animated videos) and Class IV of Pakembaran 03 Public Elementary School as the control class (a regular class that uses the conventional learning model). The reason for choosing the sample of Pakembaran 02 Public Elementary School as the experimental class and Pakembaran 03 Public Elementary School

as the control class, is because the location of the two schools is in the same yard complex, and the two schools have balanced student abilities.

The instruments in this study consisted of a writing ability test, a curiosity aspect questionnaire, and learning tools. The observation sheet was used to determine whether the implementation of learning using the Problem-based Learning (PBL) learning model assisted by animated videos was in accordance with the previously created learning tools. The observation sheet was filled in by an observer by giving a checklist mark on one of the answers that was considered most appropriate for its implementation. The observers in this study were teachers at the school where the research was conducted. Observers consisted of one teacher in the experimental class and the control class.

The qualitative data collection procedure was carried out by means of interviews, questionnaires and documentation. While the quantitative data collection technique was carried out by conducting a writing ability test. The form of questions used to measure writing ability is descriptive questions. The writing ability test was carried out twice, namely before and after the application of the Problem-based Learning learning model assisted by animated videos.

Qualitative data analysis was conducted using four steps, namely (1) Data validity test consisting of credibility test, transferability test, dependability test, and confirmability test, (2) Data reduction, (3) Data presentation, and (4) Conclusion drawing. While the quantitative data analysis technique uses (1) Initial Data Analysis consisting of normality test, homogeneity test and initial average similarity test. (2) Final data analysis, and (3) Final data prerequisite test consisting of normality test and homogeneity test. Meanwhile, the Hypothesis Test in this study uses the average completeness test of students' writing ability (hypothesis test 1), classical completeness test (hypothesis test 2), average difference test of students' writing ability (hypothesis test 3), and simple regression test of the influence of curiosity aspects on students' literacy abilities (hypothesis test 4).

Results and Discussion

Research result

In both the control class (grade IV SDN Pakembaran 03) and the experimental class (grade IV SDN Pakembaran 03), students were given the same questions, namely questions in essay format to create a framework for a composition with the title maintaining school cleanliness.

There are five questions given, with the aspects assessed being the ability to find ideas for writing, the ability to organize the contents of writing, the ability to use vocabulary choices, the ability to use language, and the ability to use spelling and grammar.

Table 1 Criteria for Students' Writing Ability

Skor	Mean		Kategori	Keterangan
4	3,25	4	SL	Seluruh Lengkap
3	2,5	3,24	SBL	Sebagian Besar Lengkap
2	1,75	2,49	SKL	Sebagian Kecil Lengkap
1	1	1,74	TL	Tidak Lengkap

Table 2 results of differences between pretest and posttest

No.	Sampel Penelitian	Perbedaan Pre-test dan Post-test					
		Kelas Eksperimen		Selisih	Kelas Kontrol		Selisih
		Pre-Test	Post-Test		Pre-Test	Post-Test	
	Total	222,00	538	316,00	225	374	149
	Mean	1,48	3,59	2,11	1,50	2,49	0,99

Table 2 is the result of pre-test and post-test in SD Negeri Pakembaran 02 and SD Negeri Pakembaran 03 in semester 1 of 2023/2024 academic year. Based on the recapitulation result of pre-test and post-test essay score of students in experimental class which is used to measure students' writing ability, it can be seen that the percentage of students in SD Negeri Pakembaran 02 has mean/average of 1.48 in pre-test and 3.59 in post-test and has difference of 2.11.

Based on the recapitulation results of the pre-test and post-test essay scores of students in the control class used to measure students' writing skills, it can be seen that the percentage of students at SD Negeri Pakembaran 02 has an average percentage of 1.50 in the pre-test and 2.49 in the post-test and has a difference of 0.99.

Discussion

Students' writing ability was obtained from observation sheets observed by 3

observers. Gazali et al. (2015), explained that writing ability is a way of learning as a process. This statement is in accordance with the constructivist paradigm, namely emphasizing the importance of students building their own knowledge through active involvement in the teaching and learning process. The importance of applying students' writing ability in learning has an impact on students' understanding of concepts and learning achievements.

Meanwhile, according to Byrne (Haryadi and Zamzani, 1996: 77), the ability to write essays or compose is to pour out thoughts into written language through sentences that are arranged completely and clearly so that they can be communicated to the reader successfully. This is in line with the results of the study, where the aspects assessed include the ability to use language and the ability to use spelling and grammar.

In terms of language use ability, the post-test results of grade IV students of SDN Pakembaran 02 showed 115 out of a maximum score of 120. In other words, as many as 96% of grade IV students of SDN Pakembaran 02 can use effective language in writing essays.

As for the aspect of the ability to use spelling and writing, the post-test results of grade IV students of SDN Pakembaran 02 showed 116 out of a maximum score of 120. In other words, as many as 97% of grade IV students of SDN Pakembaran 02 can use good spelling and writing in writing an essay.

So, if we use Byrne's approach (Haryadi and Zamzani, 1996: 77) above, the fourth grade students of SDN Pakembaran 02 succeeded in expressing their thoughts into written language through sentences that were arranged completely and clearly so that they could be communicated to the reader.

Based on the recapitulation results of the post-test scores used to measure the writing ability of students at SDN Pakembaran 03, it can be seen that the lowest score is 5 and the highest score is 12, while the maximum score is 20. A total of 1 child got 10 points, 5 children got 11 points, 12 children got 12 points, 7 children got 13 points, 1 child got 14 points, and 2 children got 15 points.

Meanwhile, based on the recapitulation results of the students' post-test essay scores used to measure students' writing skills, it can be seen that the percentage of students at Pakembaran 03 Elementary School has an average percentage of 2.49, which is in the SKL (Very Small Complete) category.

Based on the recapitulation results of the post-test scores used to measure the writing ability of students at SDN Pakembaran 02, it can be seen that the lowest score is 15 and the highest score is 20, while the maximum score is 20. A total of 1 child got 15 points, 1 child got 16 points, 6 children got 17 points, 14 children got 18 points, 7 children got 19 points, and 1 child got a maximum score of 20.

Meanwhile, based on the recapitulation results of the students' post-test essay scores used to measure students' writing abilities, it can be seen that the percentage of students at Pakembaran 02 Elementary School has an average percentage of 3.59, which is in the SL (All Complete) category.

For more details regarding the differences in the post-test results of SDN Pakembaran 03 and SDN Pakembaran 02, please see the table below.

Table 3 results of differences between pretest and posttest

No.	Sampel Penelitian	Perbedaan Pre-test dan Post-test					
		Kelas Eksperimen		Selisih	Kelas Kontrol		Selisih
		Pre-Test	Post-Test		Pre-Test	Post-Test	
	Total	222,00	538	316,00	225	374	149
	Mean	1,48	3,59	2,11	1,50	2,49	0,99

Table 3 shows the results of the differences in pretest and posttest at SD Negeri Pakembaran 02 and SD Negeri Pakembaran 03 in the 1st semester of 2023/2024. Based on the recapitulation results of the pre-test and post-test essay scores of students in the experimental class used to measure students' writing abilities, it can be seen that the percentage of students at SD Negeri Pakembaran 02 has a mean of 1.48 in the pre-test and 3.59 in the post-test and has a difference of 2.11.

Based on the recapitulation results of the pre-test and post-test essay scores of students in the control class used to measure students' writing skills, it can be seen that the percentage of students at SD Negeri Pakembaran 02 has an average percentage of 1.50 in the pre-test and 2.49 in the post-test and has a difference of 0.99.

The implication of this study is that the use of the Problem-based Learning learning

model supported by animated videos has a significant influence on the level of student curiosity about writing skills. This is indicated by the significant t-test value and the high effect size value, indicating a strong influence from the use of the learning model. This shows that the PBL learning model with the help of animated videos can stimulate students' interest and curiosity about writing skills.

In addition, the study also showed that the PBL learning model with the help of animated videos was effective in improving students' writing skills. Students successfully solved the problems given by the teacher during the learning process, and then they discussed them and presented them in front of the class. In addition, there was an increase in students' writing skills every time the learning meeting was held. This shows that this approach not only teaches students how to write, but also helps them to apply their knowledge in solving problems and presenting them effectively.

Thus, the results of this study indicate that the use of the Problem-based Learning learning model with the help of animated videos can be an effective strategy in increasing students' curiosity levels towards writing skills and also in improving students' overall writing skills.

Conclusion

Based on the results of the Analysis of Students' Writing Ability Research with the Problem-Based Learning Model Assisted by Animated Videos reviewed from Curiosity in Elementary Schools, it can be concluded that the level of students' curiosity about writing ability if delivered through the Problem-based Learning model assisted by animated videos. Students' writing ability in the Problem-based Learning (PBL) learning model assisted by animated videos is carried out effectively, students solve problems given by the teacher during the learning process and are discussed and presented in front of the class and experience improvements at each meeting. The steps of the Problem-Based Learning learning model should be introduced to students before conducting research so that students are accustomed to following the stages of the model, so that the results obtained are as expected. The next suggestion, it is important for teachers to continue to improve the availability and quality of animated videos used in learning, while ensuring that the content is relevant, clear, and supports learning objectives. Furthermore, teachers can use essay themes that are in line with current issues faced by students, so that students can be more involved in efforts to improve their writing skills

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