

Nursing Students' Narrative Text Writing Improvement with Animation Video



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Abstract:

This study aimed to determine if the animation video can enhance students' narrative writing skills at Universitas Borneo Tarakan. This research employed Classroom Action Research as its methodology (CAR). In this study, there were 21 of the sample. An observation checklist, an interview, and a writing test were used in this study. In this study, there were two success criteria. First, students should get at least a 75.0 on their writing assignments. Second, class participation and instructor engagement must both total 80. In this study, the researcher analyzed the data using a combination of different methods. Quantitative data analysis was used to evaluate the results of the written tests, while qualitative data analysis was used to evaluate the results of the observation checklist and interviews. This study found that using animated videos increased students' writing scores between the first and second cycles of instruction. Attendance at the first meeting was 33%, and at the second, it was 57%. The attendance rates for the first and second meetings of the second cycle were 52% and 76%, respectively. The outcome of the observation checklist demonstrates the improvement, which can also be seen for itself. Based on the checklist of observable behaviors, it was clear that the training had been effective. From what we can gather from the interviews, using animation videos in the classroom is beneficial and makes both teachers and students happy. The results of this study suggest that having students practice their writing skills with the aid of animated videos can help them achieve better results.

Keywords:

Animation Video
Narrative Text
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INTRODUCTION

English is taught as a foreign language in Indonesia because it is not our native language and has different words and structures than ours. In addition, English serves as a global language that is utilized to transmit information across international boundaries. Teaching and learning English in Indonesia is based on a desire to improve

students' oral and written communication skills so that they can become fully functional readers and writers. It focuses on producing spoken and written texts that convey information using four interconnected skills: listening, speaking, reading, and writing. According to [Andriani & Wennyta \(2020\)](#); [Khoja et al. \(2018\)](#); [D Pope \(2019\)](#); and [Tridinanti et al. \(2020\)](#), four fundamental abilities must be developed and refined throughout the process of learning a new language. They're actively engaging in all four linguistic modes of communication. Writing practice is an important part of teaching and learning any language, especially in English at the university level. Writing is an important skill to teach because it allows students to express themselves through writing. [Celik \(2019\)](#); [Hayati et al. \(2021\)](#); [Kurniawan et al. \(2020\)](#); and [Omar \(2019\)](#) cite writing as a skill that allows us to communicate thoughts, feelings, and ideas through the use of words, sentences, and paragraphs. Writing allows us to express our thoughts and feelings in written form. For students to write well in English, they need to know how to organize their thoughts and use correct grammar, vocabulary, and content/ideas ([Kitajroonchai et al. \(2022\)](#); [Deborah Pope, 2019](#)).

The researcher found out about students' problems, especially with writing, by watching them and talking to them and their English teacher at Universitas Borneo Tarakan. There are many factors to blame for why mastering writing is such a challenge, especially when it comes to composing narrative texts. First, the students didn't know a lot of English words. The students then write in English infrequently, and the instructor does not facilitate the development of their writing skills through classroom activities. The students learn to write without a good method or tools. Students' lack of motivation and interest is also a contributing factor to the problem. In their opinion, learning how to write in English is challenging, and they struggle with finding the right structure for their essays. In order to help students become better writers, instructors may need to employ the right techniques in class. Students' infrequent use of English as a writing language and the lecturer's ineffective facilitation of the development of students' writing skills during classroom activities contributed to the students' low writing skills. Students are taught to write without a solid methodology or appropriate medium. Simply, they were given the assignment to compose an essay based on the subject matter that was presented in the textbook. Students sometimes fail to grasp a text's more fundamental instructional aspects, such as its overarching purpose, language, or generic structure. Students struggle with text organization, idea generation, language use, writing content, and vocabulary.

As a result, the lecturer might need to develop a plan and use the right teaching techniques to help students improve their writing abilities. The researcher employs audiovisual aids in writing instruction to address the issues mentioned above. Audiovisual aids are tools that both make sounds and display images (can be seen). Video is one type of media that can assist lecturers in teaching writing text. Videos in the classroom can help

students learn, lecturers teach more effectively, and students stay motivated ([Jill et al. \(2019\)](#); [Puspitarini & Hanif \(2019\)](#); [Widahyu \(2021\)](#)). Students should get better at writing stories if they use animation videos. The researcher used animation videos to teach writing in the narrative, as they were interested in improving the students' writing achievements, and the researcher did say that they did this.

LITERATURE REVIEW

Writing

Various experts have stated many different definitions of writing. According to [Walter \(2016\)](#), the eyes, brain, and hands are used to express ideas, emotions, and thoughts that are organized into words, sentences, and paragraphs. [Harmer \(2015\)](#) argues that writing is a means of expressing thought, emotion, and opinion. As a result, writing is one of the ways that people communicate with one another by expressing their thoughts and feelings in writing form. To put it another way, writing is a means by which information can be transmitted from one person to another. [Nunan \(2013\)](#) says that writing is coming up with new concepts, determining the best way to convey those concepts, and arranging those concepts into coherent sentences and paragraphs. It means the writer has the ability to articulate her thoughts in clear and concise language that any reader can grasp. Writing is a skill that can help you get things done, but it takes practice to get better at it. According to [Harmer \(2015\)](#) There are many ways to write, such as:

a. Planning

Writing instruction in the classroom can take the form of any planned activity. Before beginning to write, the writer must plan what will be expressed on the paper. Planning is a method of gathering ideas and determining a topic before beginning to write.

b. Drafting

A draft is the name for a piece of writing's initial version. At the drafting stage, the author must use the concept he developed during the planning phase as a guide. This stage requires editing to ensure that the text is correct.

c. Proofreading (reflecting and revising)

Once a writer has completed a draft, he or she will typically reread it to determine what works and does not. The information might not be in the right order, or something might not be clear or make sense. They proofread and edit their work, paying attention to grammar, spelling, punctuation, and diction.

d. The final version

It is the final step in the writing process. Writers produce their definitive version once they have edited their draft and made the adjustments they believe to be essential. The

researcher infers that writing cannot be produced quickly or easily; rather, it must go through a process of development and requires a great deal of practice to master.

In addition, according to [Harralson & Miller \(2017\)](#), in writing, you should take into account the following five factors:

a. Organizing Concept

This aspect involves thinking about how you express yourself and structure paragraphs in a written text.

b. Grammar

Structures, pronouns, and prepositions in a writing are all important factors to consider here.

c. Vocabulary

Vocabulary is crucial in writing because a writer with a wide range of vocabulary invites readers to delve deeper into the subject. The use of words/idiom selection, as well as the vocabulary itself, should be considered in this aspect.

d. Mechanics

Punctuation, capitalization, and spelling in a written text are all important aspects to check for here.

e. Content

The content of a piece is the writer's thought process as it relates to the subject at hand. Subjects and ideas or arguments in writing text should be considered in this aspect.

Narrative Text

[Fludernik & Ryan \(2019\)](#), a narrative text is a piece of writing that tells a story, fictional or otherwise, through a sequence of events that is constructed partly through the story's narrator and the story's setting. In addition, [Clandinin \(2019\)](#); [Munslow \(2018\)](#); [Willoughby & Liu \(2018\)](#) Describe narrative as a piece of writing that engages and amuses its readers through the telling of a story. It has a character, a setting, and an action scene. Typically, a story's beginning is where we learn about the protagonist, antagonist, and the story's setting and problem. The issue reaches a climax in the middle. [Coffin et al., \(2013\)](#) state, "four main organizations, orientation, complication, resolution, and re-orientation." [Coffin et al. \(2013\)](#) Also describe five steps in creating a narrative text. They are as follows: orientation, complication, event sequence, resolution, and coda. The narrator provides the audience with background information about the story's setting, time period, main characters, and events during the orientation phase of the story. In addition, the narrator describes the onset of the issue that results in the main participants' crisis. The narrator then details the events that transpire due to the characters' reactions to the new obstacle. There is usually a happy ending

or a sad ending associated with the resolution of the story's complications. A coda is an optional epilogue to the narrative. If there is supposed to be some kind of lesson or takeaway from the story, the narrator will usually include it in this section as a coda. Grammatical features are textual characteristics. Grammatical characteristics vary according to genre.

[Flowerdew & Costley \(2016\)](#) state in their brief description that narrative typically contains the following grammatical elements:

- a. Nouns that refer to specific characters and locations in the story.
- b. Adjectives that accurately describe the characters and setting.
- c. Time words that link activities to establish a timeline.
- d. Verbs that describe the events of the story.

Animation Video

The researchers selected animation video as a form of visual media to aid students in writing. It is anticipated that using animation videos as a teaching tool will encourage and motivate students to comprehend and memorize the material and improve their writing skills. Teaching narrative text, in particular, is a perfect use for animated videos. The following quotes support the notion [Hayn et al. \(2016\)](#); [Tarchi et al. \(2021\)](#), that cartoons are praised as a fantastic medium that can captivate viewers with mighty characters from a made-up world. Moreover, [Kwon \(2020\)](#) says, "An animated movie or video is like a book." This work employs a narrative strategy, plot, and a shifting chronology/location. The video, which uses animation to show real images and the progression of a story, will help students grasp the conventions of storytelling. [Souzane & Soumia \(2019\)](#) say that students can learn about a story's structure by watching an animation video or film as part of a pre-writing activity (plotlines, character development, setting, and theme). Therefore, it will be easier for students to comprehend narrative texts, and they will attempt to compose their own. There are several ways to improve one's writing ability. Students' interest and engagement in writing can be boosted through animation videos. In many subjects, animation video can provide various worthwhile learning opportunities ([Laksmi et al., 2021](#)). Additionally, they claim that using videos to teach and learn has many benefits, such as raising student interest, facilitating more learning, improving long-term memory, and stimulating interest in reading.

Teaching Writing using Animation Video

When it comes to writing, a few considerations must be made. [Mahmood et al. \(2021\)](#) have distilled all those aspects into two main writing skills: micro and macro skills. These abilities are outlined below:

1. Micro-skills

- a. Create graphemes and orthographic patterns in English.

- b. Write at a fast enough rate to suit the purpose.
- c. Come up with a good word core and put it in the right order.
- d. Employ acceptable grammatical systems (e.g., tense, agreement, pluralization), e. patterns, and rules.
- e. Use different grammatical forms to express a specific meaning.
- f. Use linking words and phrases when writing.

2. *General knowledge*

- a. Employ the rhetorical structures and practices of written discourse.
- b. Carry out the communicative functions of written texts in accordance with form and purpose.
- c. Express the relationships between ideas and events, including the main idea, supporting ideas, new information, given information, generalization, and illustrative examples.
- d. Learn to write with an awareness of both explicit and implicit meaning.
- e. Use culturally specific references in a way that makes sense in the context of the written text.
- f. Learn and use a variety of writing strategies, such as figuring out how the audience will understand what you're saying, using pre-writing tools, writing fluently in the first draft, using paraphrases and synonyms, asking for feedback from peers and the instructor, and using that feedback to revise and edit.

In conclusion, micro-skills are better for imitative and intensive writing performance because they describe word-level writing mechanics like past verbs. In contrast, macro skills focus on the larger context of a text, including its communicative function, main and supporting ideas, and implied meaning.

METHOD

The researcher did action research in the classroom and used mixed methods. The research was conducted as a team effort between the researcher and the English professor. Kemmis conceived and designed the classroom action research (CAR) procedure implemented in this study. It comprises four parts: planning, acting, observing, and reflecting. At Universitas Borneo Tarakan, the researcher carried out the study during the first semester of the students who were enrolled in the academic year 2021/2022. Class A1 was the focus of the study. There were 21 students in total. This study's research instruments included an observation checklist, an interview, and a writing test. Both qualitative and

quantitative data were gathered in the course of this study's collection of data. The qualitative data analysis was used to measure data from the observation checklist and interviews, while the quantitative data analysis was used to measure data from the written test.

FINDINGS

Cycle 1 Writing Test Results

The results of the writing test given to students during cycle 1 demonstrated that:

	Frequency	Percentage	Frequency	Percentage
Succeed	7	33 %	12	57%
Failed	14	67 %	9	42%

In the first meeting, there were only 7 students or 33%, on the succeeding level and 14 students or 67%, on the failed level, the researcher concluded that students' writing achievement in cycle one did not meet the criteria for success based on the data presented in the table that was just above it. At the second gathering, 12 students (42% of the total) were at the success level, while 9 students (42% of the total) were at the failure level. The success criteria of having at least 75% of students pass the course were not met, as 75% of students passed the course. From what was said above, the percentage can be seen in the chart below.

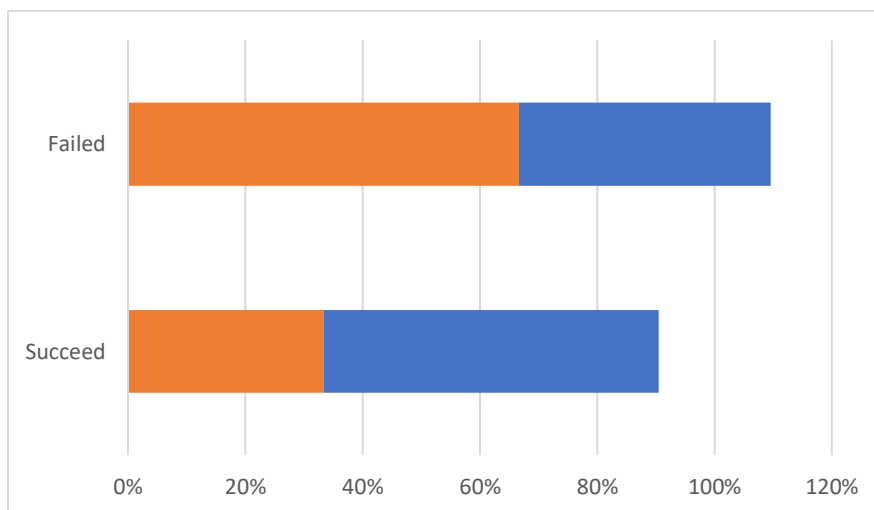


FIGURE 1. Writing Test Results in First Cycle

The data from the preceding diagram indicated that out of the twenty students who attended the first meeting of the first cycle, 7 (33%) passed the writing test, and 14 (67%) did not. In the meantime, during the second meeting of the first cycle, 12 students passed the writing test, accounting for 57% of the total, and 9 students failed the writing test, accounting

for 42% of the total. The above diagram demonstrated that the first cycle was unsuccessful; the researchers decided to move on to the second cycle.

Cycle 2 Writing Test Results

The results of the writing assignments given to students in cycle 2 demonstrated that

	Frequency	Percentage	Frequency	Percentage
Succeed	11	52%	16	76%
Failed	10	48%	5	24%

The study's author inferred that the students' second-cycle writing performance met the success criteria from the foregoing description. From the numbers, we can deduce that 11 out of 20 students (52%) passed the exam during the first meeting of the second cycle, while 10 out of 20 students (48%) did not. During the second meeting, 16 students (76% passed the test) and 5 students (24% failed the test). In the second cycle, 76% of students received scores of 75 or higher. Students' writing skills improved over the course of the second cycle. From what was said above, the percentage can be seen in the chart below.

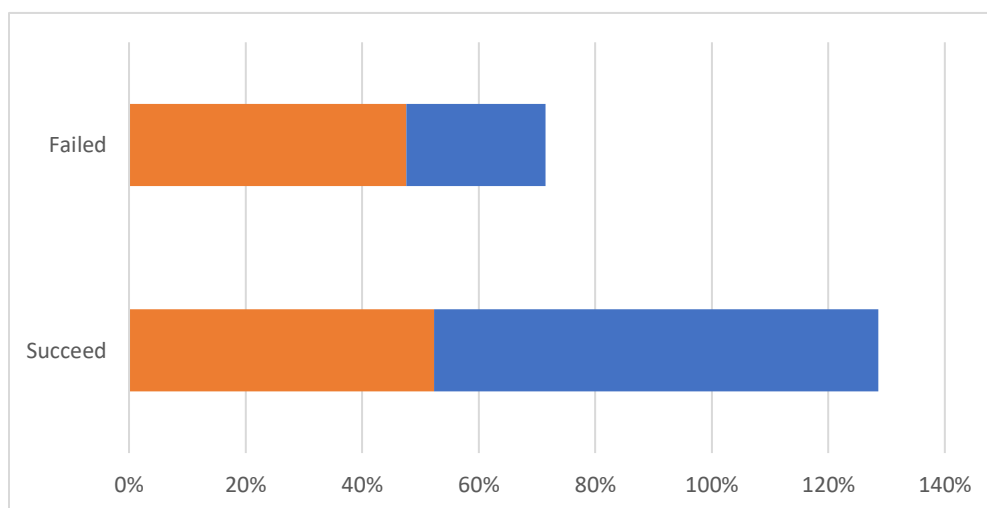


FIGURE 2. Writing Test Results in Second Cycle

The Result of the Observation Checklist

The instructor and the students can use a checklist as they take notes during class. The collaborator and co-observer took notes as the class was in session.

1) *Lecturer's Activities*

A coworker of the lecturer has assumed the lecturer's responsibilities. Three items on the checklist were used to keep tabs on the lecturers' activities. There was an introductory exercise, a meaty lesson, and a wrap-up to complete the set. With 24 points in pre-learning,

37 in the main activity, and 18 in post-learning, the researcher did quite well in the first meeting of the first cycle. The total number of observations made by lecturers during the first meeting of the first cycle was 79.

The instructors rated this feedback as "Good." During the first cycle's second meeting, the pre-learning portion score was 25, the researcher received 38 points during the main activity, and the score for the post-activity portion was 15. The total number of observations made by lecturers during the second meeting of the first cycle was 78. The observation made by the lecturer was rated as "Good." The pre-learning activity received a score of 28 in the second cycle of the first meeting. The main activity received a score of 40, and the post-activity received a score of 15. The lecturers' observation checklist for the first meeting of the second cycle yielded a total score of 83 points across all categories. The evaluation of this lecturer's observation was given a score of "Very Good." A total of 25 was achieved in the pre-learning activity during the second meeting of the second cycle. The main activity received a 44, and the post-activity received a 17. 86 was the total score that was given for everything that was discussed during the second meeting of the second cycle. The evaluation of this lecturer's observation was given a score of "Very Good."

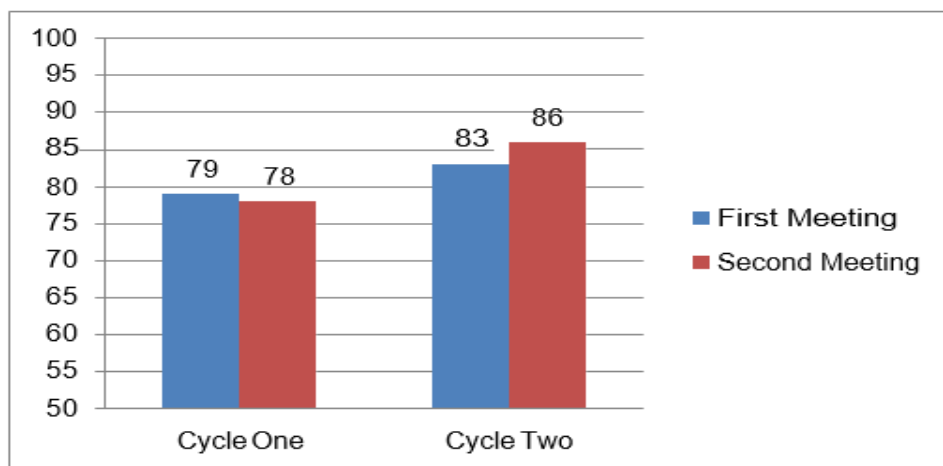


FIGURE 3. Lecturer's Observation Score Checklist

Figure 3 shows that the lecturers scored 79 in the first meeting of cycle one but only 78 in the second meeting of cycle two. According to the above score, the lecturer was taught adequately, despite some shortcomings. The lecturer was not actively discussing and answering students' questions during the first cycle. The class was poorly concluded, and the instructor offered little direction for the students' continued development as learners. The researcher and his or her partner decided to change and improve the way they teach based on the lecturers' observation checklist results. The activities of lecturers in the teaching and learning process improved in cycle two. It was possible to see in the observation score. In the

first meeting, the lecturer received a score of 83, while in the second meeting, the lecturer received a score of 86. It demonstrated that the lecturer's teaching skills had improved. The instructor was competent and attentive to the students. The lecturer also actively discussed the lesson with the students and answered their questions about it.

2) *Students' activities*

The co-collaborator recorded the observation checklist for the students. Students' demeanor and class participation are included on the checklist of things to watch for as teachers evaluate their work. At the beginning of the second cycle's first meeting, the students' pre-learning score was 18, their score for the main activity was 17, and their score for the post-learning activity was 12. In the first meeting of cycle two, a total score of 85 was obtained across all categories. In the first meeting, the students' observation checklist scored "Very Good." There was a pre-learning score of 18 at the second meeting of the second cycle. Students received a score of 17 in the main activity and an 11 in the post-activity. As a whole, 83 observations were recorded on the second meeting's observation checklist. It was graded as "Very Good".

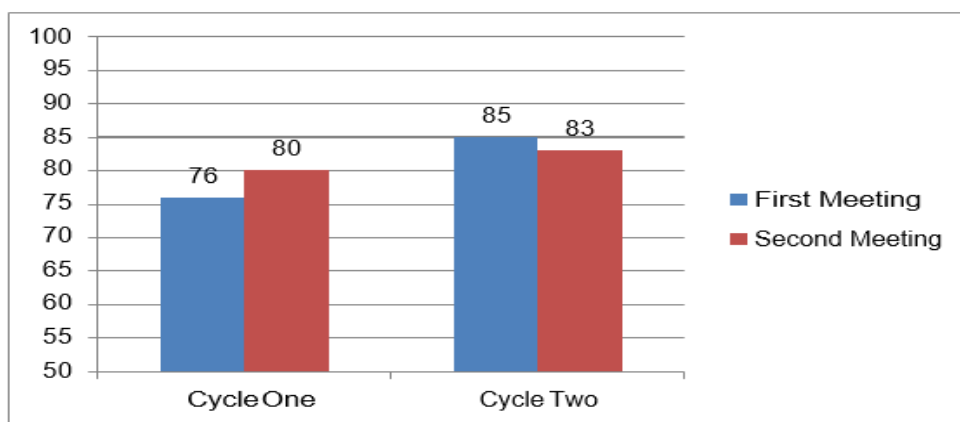


FIGURE 4. Students' Observation Score Checklist

The data in Figure 4 demonstrated that the student's overall performance in the class increased due to the teaching and learning process. Students scored 76 in the first meeting of cycle one. The students showed interest in learning by watching an animation video at the first meeting. The observation checklist shows that they were involved in teaching and learning. Even though some students didn't pay attention to what the teacher said, the teacher handled it. Students scored 80 in the second meeting of cycle one. The overall attitude of the students during the teaching and learning process was noticeably more positive. When the students watched the animation, they had a favorable reaction. During the instructor's explanation, the students listened intently. The students' observation checklist score was 85

in cycle two of the first meeting. It demonstrated that students were more active during the teaching and learning process, with students and lecturers actively discussing the animation video or the lesson. The score was 83 during the second meeting during cycle two. The fact that the students did not present their conclusions at the end of the learning process was the shortcoming of this gathering.

DISCUSSION

The use of this media could assist students in overcoming their difficulties in learning English. The students had a good time writing the text. In this study, students improved their narrative text writing skills from the first to the second cycle. Each cycle, students' achievement in writing narrative text improved. 7 students, or 33%, passed the success criteria at the first meeting. The second meeting increased to 12 students, or 57%, who met the success criteria. Each meeting in the second cycle improves the percentage score. At the first meeting, 11 students (52% passed the success criteria). Meanwhile, the second meeting increased to 16 students, or 76%, who met the success criteria.

The results of the lecturers' interviews revealed that using animation videos for learning and teaching can assist students in developing their writing skills and improving their writing achievement. Students can easily organize their ideas by watching animation videos. [Souzane & Soumia \(2019\)](#) students can explore the structural device of the story by using animation video or film in prewriting activities (plotlines, character development, setting, and theme). As a result, students will find it easier to learn narrative text. The results of the student interviews revealed that the students enjoyed and were happy during the learning process by using animation videos. They also stated that animation videos can help them improve their English vocabulary.

Based on the findings of this study, there is an improvement in students' writing achievement in the classroom. The students' writing ability has improved as a result of the use of animation videos. [Jill et al. \(2019\)](#) the animation video can improve students' skills and abilities while increasing their motivation to learn. Students can improve their writing skills and become more involved in the classroom. The study's findings also demonstrated that animation videos can improve students' writing abilities. Students can organize the story and write the text based on the animation video. It also employs subtitles to help students expand their vocabulary.

CONCLUSION

The findings showed that students had improved in their ability to write narrative texts, which is in line with the findings and discussion in the preceding chapter. The use of

animated videos may improve students' writing abilities. In the first cycle, the percentage of students who met the mastery criterion increased from 33% (7 students) in the first meeting to 57% (12 students) in the second meeting. It occurred during the first cycle. Meanwhile, in the second cycle, 52% (11 students) passed the test in the first meeting, and 76% (16 students) passed the mastery criterion in the second meeting. In this research, the criterion of mastery was 75.0. The enhancement in the students' writing abilities, such as the students' enhanced ability to better organize their thoughts into a narrative format. The students improved their previous sentences by paying closer attention to detail while constructing the past tense. Teaching and learning with animation videos can assist students in writing narrative text more easily. As a result of the incorporation of animation video into narrative text, the student's level of motivation throughout the teaching and learning process is significantly increased. The animation videos so inspired them that they actively engaged in learning. Actively discussing the animation video with the instructor was another activity that the students participated in. Using animation video to teach and learn narrative text is an effective medium for improving students' writing abilities. An investigation by an English lecturer found that using animated videos in the classroom helped students not only grasp the material more thoroughly but also better organize their thoughts and write more coherently. Students enjoyed and felt happy while learning and teaching with animation videos. It also increases the motivation of students to learn. Students also stated that animation videos can help them expand their vocabulary.

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