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EMPOWERING STUDENTS' WRITING ABILITY THROUGH ANIMATION MOVIES: A CLASSROOM STUDY AT SMK NEGERI 1 BAUBAU

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Abstract

This research explored the use of Animation Movies as a medium to enhance the narrative writing skills of eleventh-grade students in the Accountancy Department at SMK Negeri 1 Baubau. The main aim of this experimental study was to determine whether Animation Movies have a significant impact on improving students' narrative writing abilities.

The study employed a pre-test–post-test control group design. The population consisted of all eleventh-grade Accountancy Department students. A total of 50 students were selected as the sample using cluster random sampling. One group of twenty-five students received instruction through Animation Movies, while the remaining twenty-five students were taught using conventional methods. A writing test served as the instrument for data collection.

The results indicated that Animation Movies had a significant positive effect on students' narrative writing performance. At the 0.05 significance level and with 38 degrees of freedom, the t-count of 1.863 exceeded the t-table value of 1.684. Based on this finding, the researcher concluded that teaching narrative writing through Animation Movies was more effective than using traditional teaching techniques for students at SMK Negeri 1 Baubau.

Keywords: Writing Ability, Animation Movies, Students' Empowerment, Classroom Study, SMKN 1 Baubau

Abstrak

Penelitian ini mengkaji penggunaan Film Animasi sebagai media untuk meningkatkan keterampilan menulis naratif siswa kelas XI Jurusan

Akuntansi di SMK Negeri 1 Baubau. Tujuan utama dari penelitian eksperimen ini adalah untuk mengetahui apakah Film Animasi memberikan pengaruh yang signifikan terhadap peningkatan kemampuan menulis naratif siswa.

Penelitian ini menerapkan desain pre-test–post-test control group. Populasi penelitian terdiri atas seluruh siswa kelas XI Jurusan Akuntansi. Sebanyak 50 siswa dipilih sebagai sampel dengan menggunakan teknik cluster random sampling. Sebanyak dua puluh lima siswa pada kelompok eksperimen menerima pembelajaran dengan menggunakan Film Animasi, sedangkan dua puluh lima siswa lainnya pada kelompok kontrol diajar menggunakan metode konvensional. Tes menulis digunakan sebagai instrumen pengumpulan data.

Hasil penelitian menunjukkan bahwa penggunaan Film Animasi memberikan pengaruh positif yang signifikan terhadap kemampuan menulis naratif siswa. Pada taraf signifikansi 0,05 dengan derajat kebebasan (df) sebesar 38, nilai t-count sebesar 1,863 lebih tinggi daripada nilai t-table yaitu 1,684. Berdasarkan temuan tersebut, peneliti menyimpulkan bahwa pembelajaran menulis naratif melalui Film Animasi lebih efektif dibandingkan teknik pengajaran konvensional bagi siswa di SMK Negeri 1 Baubau.

Kata Kunci: Kemampuan Menulis, Film Animasi, Pemberdayaan Siswa, Pembelajaran di Kelas, SMKN 1 Baubau

1. INTRODUCTION

Writing is a fundamental language ability that students must acquire in the process of learning English. It is essential for facilitating learners' ability to convey ideas, articulate thoughts, and enhance their academic proficiency. Within the realm of English as a Foreign Language (EFL), writing is frequently regarded as the most arduous skill due to the necessity for the amalgamation of vocabulary, grammar, organization, and creativity. Numerous SMKN 1 Baubau students encounter difficulties in generating cohesive and well-structured texts owing to restricted exposure to English and inadequate practice chances. This difficulty is most pronounced at the vocational high school level, where students must possess communicative abilities that facilitate their future employment. (1) Writing is a continuous effort. encompassing phases such as goal establishment, idea generation, information organization, and selection utilizing suitable language, composing a draft, perusing it, evaluating, and subsequently revising and editing.

At SMK Negeri 1 Baubau, students in the Accounting Department are required to develop effective writing abilities as a component of their professional training. Preliminary observations and informal discussions with English teachers suggest that numerous students continue to struggle with idea generation, paragraph organization, and the use of suitable language elements in their writing. Students should follow certain rules to improve the quality of their work. including perfect spelling, capitalization, and punctuation, as well as the right way to use grammar rules, careful word choice, sentence structure, and grammar tools for building style and tone, as well as giving careful thought to what information to include in their text (2); (3); (4). Conventional pedagogical approaches—such as textbook-centered instruction, lectures, and repetitive exercises—frequently do not engage students or foster their creativity. Consequently, writing classes sometimes become monotonous, resulting in decreased desire and restricted enhancement of students' writing abilities.

To deal with these issues, English teachers are urged to implement new and interactive educational technologies that can improve student engagement and learning results. A potential media is the utilization of animated films. Animated films offer many visual and auditory stimuli that facilitate students' comprehension of situations, interpretation of narratives, vocabulary enhancement, and idea generation. The integration of vivid pictures and narrative structure in animation can substantially enhance students' comprehension and stimulate their creativity, which is crucial for developing their writing skills. (5) argues that students' interest is the most important factor in achieving the goal of teaching English.

Animated movies have been extensively acknowledged as valuable tools for learning in various EFL settings. They enable students to perceive behaviors, emotions, and environments in a manner that textbooks cannot facilitate. This multimodal exposure aids learners in constructing meaning and motivates them to convert visual experiences into written language. Numerous studies indicate that animation-based instruction can enhance student enthusiasm, enhance retention of information, and promote originality in

writing assignments. Consequently, including animated movies into writing teaching may serve as an effective alternative for enhancing writing outcomes, particularly for vocational students who excel in practical and engaging learning environments. Integrating animated films into classroom instruction may help address these challenges. Previous research also indicates that the use of animation can play a valuable role in enhancing students' writing skills, (6); (7); (8).

Furthermore, animated movies reinforce the principles of communicative language learning, which emphasizes relevant input and student-centered engagement. By interacting with movies scenes, characters, and narratives, students can engage more actively in classroom discussions, brainstorming sessions, and collaborative writing efforts. These procedures stimulate critical thinking, enhance idea creation, and assist students in writing more logically. Moreover, animated movies can be adapted for several writing genres, including descriptive, narrative, recount, or analytical texts, offering them flexible resources for teachers. Employing movies with animation as a way of instruction may address these problems. Multiple studies indicate that animated movies might positively enhance students' writing skills. Video animation acts as an appropriate media for learning. Animation media integrates visual and auditory stimuli by presenting moving images or videos to enhance student engagement in learning (9). Animated educational media in this audio-visual format can enhance students' narrative writing abilities by fostering motivation through engaging videos, which prevent boredom and sustain enthusiasm for learning, particularly in writing skills. This aligns with the research findings (10).

Regarding the potential benefits of animated movies in language learning, it is essential to examine their effectiveness in enhancing students' writing skills at SMK Negeri 1 Baubau. This study aims to investigate how animated movies can enhance students' writing abilities and establish a more engaging and significant teaching atmosphere. The researcher aims to offer insights and practical consequences for English teachers, especially in vocational schools, to improve their teaching practices and assist students in establishing essential writing abilities.

The researcher makes the conclusion from the previous statements that pictures are a type of visual teaching tool that might be used more successfully to help students develop their ideas for writing about the subject and to help them become more creative.

2. METHOD OF THE RESEARCH

This study applied a quasi-experimental approach, utilizing a non-equivalent control group design (11). The design used in this study was selected because it allows for the greatest possible level of control within real classroom conditions, especially when a true experimental design cannot be fully implemented. This research involved comparing the pre-test and post-test results of two groups: an experimental group and a control group. The experimental group received the innovative or non-traditional treatment, whereas the control group was taught using conventional methods. This approach was intended to examine the outcomes of both groups before and after the intervention, thereby determining the effect of using Animation Movies on students' narrative writing ability.. The outline of the research design is presented in the following table :

EG	= O1	X1	O2
CG	= O1	X2	O2

Where:

EG = Experimental group

CG = Control group

O1 = Pretest

O2 = Posttest

X1 = Treatment by animation movies

X2 = Treatment by convetional

This study involved two variables: an independent variable and a dependent variable. The independent variable was the use of Animation Movies, while the dependent variable was the writing ability of eleventh-grade students in the Accountancy Department at SMK Negeri 1 Baubau.

The population of this study included all second-grade students at SMKN 1 Baubau. According to (11), a population refers to a clearly identified group of individuals, events, or objects. In this research, the total population

consisted of 100 students spread across four different classes.

The sample for this research was obtained by cluster random sampling. Cluster random sampling is a technique in which sampling relates to groups rather than individuals. The eleventh-grade Accounting Department at SMK Negeri 1 Baubau consists of two classes, namely XI Accounting 1 and XI Accounting 2. Class XI Accounting 1, with 25 students, was assigned as the experimental group, while XI Accounting 2, also with 25 students, served as the control group because both classes shared a similar level of background knowledge. In total, 50 students participated in this study, divided evenly into the two groups.

The instrument used in this research is a writing task. The researcher asked the students to produce a narrative text, which was assessed through a pre-test, a post-test, and a questionnaire. These written outputs were collected to obtain data related to Content, Organization, Vocabulary, Language Use, and Mechanics. All students wrote on the same topic, and their work was evaluated using the scoring rubric developed by (11). The allotted time for completing the writing task was approximately 90 minutes.

A pre-test was administered prior to the implementation of the treatment. This initial test measured the students' writing ability before they received instruction through animation movies or traditional methods. After the teaching sessions were completed in both the experimental and control groups, a post-test was given to evaluate their writing performance again. The pre-test was carried out during the meeting before the treatment began.

To analyze the data in this research, the writer employed both descriptive and inferential statistical techniques. The descriptive analysis was used to determine the frequency, mean, median, mode, range, and standard deviation of the students' pre-test and post-test scores. Meanwhile, the inferential analysis was carried out to test the study's hypothesis and decide whether it should be accepted or rejected. Prior to conducting the hypothesis test, the researcher examined the homogeneity of the samples and calculated the effect size of the treatment applied.

3. RESULT AND DISCUSSION

3.1 Result

Students' Performance on the Pretest and Posttest Across All Writing Components.

The table below presents the performance of students from both groups on the pretest and posttest, covering every aspect of the writing components.

a. Students' Pretest Performance in All Writing Components.

Table 1. shows the frequency and percentage of students' scores on the pretest in relation to all writing components.

Classification	Score	Exp		Cont	
		F	%	F	%
Very Good	90 – 100	0	0	0	0
Good	75 – 89	0	0	0	0
Average	60 – 74	6	24	0	0
Poor	45 – 59	17	68	23	92
Very Poor	0 – 44	2	8	2	8
Total		25	100	25	100

The data in the table shows the distribution of students' pretest scores for both the Experimental Group and the Control Group across five classification categories: Very Good, Good, Average, Poor, and Very Poor.

For the Experimental Group, the majority of students fell into the Poor category, with 17 students (68%) scoring between 45–59. This indicates that more than half of the students demonstrated a low level of initial understanding before any treatment was applied. Additionally, 6 students (24%) obtained scores in the Average range (60–74), suggesting that only a small portion of the group showed moderate readiness in the pretest. Meanwhile, 2 students (8%) were categorized as Very Poor (0–44), reflecting very limited initial comprehension. No students achieved scores in the Good (75–89) or Very Good (90–100) categories.

Similarly, the Control Group also showed a concentration of scores in the lower range. A significant majority, 23 students (92%), were classified as Poor, revealing that most students performed at a low level on the pretest. Only 2 students (8%) fell into the Very Poor category,

while none of the students reached the Average, Good, or Very Good categories.

Overall, the pretest results indicate that both groups started with relatively low levels of achievement. However, the Control Group displayed a slightly lower performance than the Experimental Group, as evidenced by a higher percentage of students in the Poor category and the absence of any students scoring within the Average range. These findings confirm that both groups began the study with comparable but generally weak baseline abilities, providing a suitable foundation for evaluating the effectiveness of the treatment in subsequent stages.

b. Students' Posttest Performance in All Writing Components.

Table 2. shows the frequency and percentage of students' scores on the posttest in relation to all writing components.

Classification	Score	Exp		Cont	
		F	%	F	%
Very Good	90 – 100	0	0	0	0
Good	75 – 89	1	4	0	0
Average	60 – 74	23	92	20	80
Poor	45 – 59	1	4	5	20
Very Poor	0 – 44	0	0	0	0
Total		25	100	25	100

The table illustrates the distribution of pretest scores for both the Experimental Group and the Control Group across five performance categories. Overall, the results show that students in both groups generally performed at a moderate level before the treatment, although some differences can be observed between the two groups.

In the Experimental Group, the large majority of students achieved scores in the Average category (60–74), with 23 students (92%) falling into this range. This indicates that most students demonstrated a moderate level of initial ability. Additionally, 1 student (4%) reached the Good category (75–89), suggesting that a small portion of the group entered the study with above-average performance. Another 1 student (4%) was placed in the Poor category (45–59), reflecting minimal initial difficulty. No students scored in the Very Good (90–100) or Very Poor (0–44) categories.

Similarly, in the Control Group, the majority of students also scored within the Average range, with 20 students (80%) classified in this category. However, compared to the Experimental Group, a larger proportion of students in the Control Group performed in the Poor category, with 5 students (20%) scoring between 45–59. Unlike the Experimental Group, none of the students in the Control Group achieved scores in the Good or Very Good categories, and no one fell into the Very Poor category.

Taken together, these results suggest that both groups started the study with generally comparable levels of achievement, as evidenced by the concentration of scores in the Average range. However, the Experimental Group showed slightly stronger initial performance, with fewer students in the Poor category and the presence of one student reaching the Good level. This baseline comparison is important for evaluating the impact of the treatment in the next stages of the research.

c. Students' mean scores and standar deviation on pre test experimental and control group

Table 3 display the students' pretest results, including the mean scores and standard deviations, for both the Experimental Group and the Control Group

Group	Mean Score	Standard Deviation
Pre test Experimental	54.52	6.53
Pre test Control	51.96	4.51

The table presents the mean scores and standard deviations of the pretest results for both the Experimental Group and the Control Group. The findings show that the Experimental Group obtained a higher mean score (M = 54.52) compared to the Control Group (M = 51.96). This indicates that, on average, students in the Experimental Group performed slightly better on the pretest than those in the Control Group.

In terms of score variability, the Experimental Group recorded a standard deviation of 6.53, which suggests a wider spread of scores around the mean. This means that the students' performance in this group was more diverse. On the other hand, the Control Group had a lower standard deviation

(4.51), indicating that the students' scores were more clustered and showed less variation.

Overall, the results reveal that although both groups started with relatively similar levels of achievement, the Experimental Group demonstrated a slightly higher average performance and greater variability in pretest scores. These baseline differences are important to consider when analyzing the impact of the instructional treatment in the subsequent stages of the study.

d. Students' mean scores and standar deviation on post test experimental and control group

Table 4 display the students' posttest results, including the mean scores and standard deviations, for both the Experimental Group and the Control Group.

Group	Mean Score	Standard Deviation
Post test Experimental	67.32	4.86
Post test Control	63.96	4/46

The table summarizes the posttest results for both the Experimental Group and the Control Group by presenting their mean scores and standard deviations. The data show a noticeable improvement in the students' performance after the treatment, with the Experimental Group outperforming the Control Group.

The Experimental Group achieved a mean score of 67.32, which is higher than the Control Group's mean score of 63.96. This difference suggests that the students who received the experimental treatment demonstrated greater learning progress compared to those who received conventional instruction. The higher mean indicates that, overall, the Experimental Group attained stronger posttest achievement.

Regarding score variability, the standard deviation for the Experimental Group is 4.86, while the Control Group's standard deviation is 4.46. Both values indicate relatively low variability, meaning that the students' scores were fairly consistent within each group. However, the slightly higher standard deviation in the Experimental Group suggests a modestly wider range of performance levels among its students.

In general, the posttest results indicate that the Experimental Group not only achieved a higher average score but also maintained reasonably consistent performance. These findings imply that the instructional treatment applied to the Experimental Group may have had a positive effect on students' learning outcomes when compared to the traditional approach used in the Control Group.

e. Inferential Statistics Analysis on Pretest

The pre-test and post-test results were examined using inferential statistics to determine the normality and homogeneity of the data in both groups. The Chi-Square test revealed that the experimental group's pre-test scores produced a χ^2 value of 8.47, which was lower than the χ^2 table value of 11.070 at a significance level of $\alpha = 0.05$ with 5 degrees of freedom (6–1). This indicates that the experimental group's pre-test scores were normally distributed (8.47 < 11.070). Similarly, the control group obtained a χ^2 value of 7.29, also lower than the χ^2 table value of 11.070 under the same significance level and degrees of freedom. Therefore, the control group's pre-test scores were likewise normally distributed (7.29 < 11.070).

Since both groups met the assumption of normality, a homogeneity test was conducted to determine whether the variances of the two groups were equal. Using the Fisher test, the analysis produced an F value of 1.31, which was smaller than the F table value of 2.16 at $\alpha = 0.05$ with 19 degrees of freedom for the numerator (20–1) and 21 degrees of freedom for the denominator (22–1). This result indicates that the variances of the two groups were homogeneous (1.31 < 2.16).

Based on these findings, it can be concluded that the pre-test samples in both the experimental and control groups met the assumptions of normality and homogeneity, confirming that the two groups were comparable and suitable for further statistical analysis.

f. Inferential Statistics Analysis on Posttest

By applying the Chi-Square test, the post-test results of the experimental group produced a χ^2 value of 9.13, which was lower than the χ^2 table value of 11.070 at the 0.05 significance level with 5 degrees of freedom (6–1). This demonstrates that the experimental group's post-test scores were normally distributed

(9.13 < 11.070). Similarly, the control group obtained a χ^2 value of 4.99, which was also below the χ^2 table value of 11.070 under the same significance level and degrees of freedom, indicating that the control group's post-test scores were normally distributed as well (4.99 < 11.070).

Since both groups met the assumption of normality, a homogeneity test was conducted to determine whether the variances of the two groups were equal. Using the Fisher test, the analysis yielded an F value of 1.42, which was smaller than the F table value of 2.16 at α = 0.05 with 24 degrees of freedom for both the numerator (25–1) and the denominator (25–1). This result confirms that the two groups were homogeneous (1.42 < 2.16).

Based on these results, it can be concluded that the samples from both the experimental and control groups in the post-test were homogeneous. Consequently, hypothesis testing could be performed. To compare the difference between the two groups, a t-test for pooled variances was used because both groups had the same sample size (n1 = 25, n2 = 25) and the variances were homogeneous. Therefore, the degree of freedom (df) was calculated using the formula n1 + n2 – 2 (12).

The hypothesis test aimed to determine whether there was a statistically significant difference in students' writing achievement between those taught using animation movies and those taught using conventional methods in the eleventh-grade accountancy department of SMKN 1 Baubau. Based on the statistical summary presented in Table 4.5c, the calculated t-value was 2.459, while the t-table value at α = 0.05 with df = 48 was 2.021. Since the calculated value (2.459) was higher than the t-table value (2.021), the result indicates a significant difference between the two groups.

In this case, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Therefore, it can be concluded that using animation movies significantly improves students' writing ability compared to the use of conventional teaching techniques. The decision to reject H_0 follows the criterion that t-calculated must exceed ±t-critical (tcount > t1–½α).

3.2. Discussion

This research explored the use of animation movies as a teaching aid in writing instruction for eleventh-grade accountancy students at SMKN 1 Baubau. The primary goal was to determine whether students' writing performance could be enhanced through the use of animation movies. Several key findings related to this investigation are presented and discussed below.

The first finding, based on descriptive analysis, showed that the students' writing ability improved after the implementation of the animation movie technique. This improvement is evident from the significant increase in the mean score of the experimental group. The average score rose from 49.27 on the pre-test to 67.45 on the post-test, representing an increase of 23 points. In addition, the maximum score in the experimental group increased notably from 60 on the pre-test to 83 on the post-test, while the minimum score also rose considerably from 34 to 54. This progress may be attributed to the visual support provided by animation movies, which offer shared experiences for the entire class (13). As a result, students were better able to generate and organize ideas for their writing. Furthermore, films, as forms of visual instructional material, are known to enhance motivation and foster positive attitudes toward learning English because they capture students' interest and promote engagement (14).

The normalized gain (N-gain) analysis showed that none of the students reached the high-gain category. However, the use of animation movies proved more effective than conventional methods in improving students' writing abilities. The gain score results revealed that 18 out of 25 students (82%) in the experimental group fell into the medium category, whereas only 11 out of 25 students (55%) in the control group achieved the same level. This indicates that animation movies had a stronger influence on students' writing development compared to traditional instruction.

On the other hand, the control group, which was taught using conventional techniques such as responding to questions, did not show substantial improvement in writing performance. Many students struggled to generate ideas to develop their stories, resulting

in minimal progress from pre-test to post-test. This may be due to the fact that simply answering questions does not sufficiently support students in generating ideas and may even cause anxiety. (15) argued that effective language teaching provides comprehensible input in a low-anxiety environment with messages that learners genuinely want to understand. He further emphasized that the most effective methods do not force premature language production but instead allow learners to respond when they are ready, acknowledging that progress stems from meaningful and comprehensible input rather than from pressure and correction.

Furthermore, based on the descriptive analysis of the post-test results in the experimental group, the study revealed that the students taught through animation movies achieved higher scores than those in the control group. A detailed explanation of the improvements shown in both the experimental and control groups after the post-test is presented below.

In the experimental group, two students were classified in the "Excellent to Very Good" category, whereas none of the students in the control group reached this level. Eleven students in the experimental group were placed in the "Good to Average" category, compared to seven students in the control group. Conversely, twelve students in the experimental group and eleven students in the control group fell into the "Fair to Poor" category. No student in the experimental group was categorized as "Very Poor," while five students in the control group belonged to this lowest category. Based on these classifications, it can be inferred that without the use of animation movies, students struggled to enhance their writing skills because materials delivered without media fail to create an authentic bridge between classroom learning and real-world contexts (16).

Turning to the inferential analysis, the findings showed that the data from both groups—pre-test and post-test—followed a normal distribution. This was determined through the Chi-Square (χ^2) test, which indicated that the χ^2-table value exceeded the χ^2-calculated value (see Table 4.5). This result signifies that the observed data met the criteria for normality because the Chi-Square calculated value was less than or equal to the Chi-Square table value (χ^2count ≤ χ^2table), as explained by Sugiyono (17).

Since the data were normally distributed, the analysis proceeded with a homogeneity test. The results showed that both groups had homogeneous variances. Using the Fisher test, the F-calculated values were lower than the F-table values at the 5% significance level. For the pre-test, Fcount < Ftable (1.31 < 2.16), and for the post-test, Fcount < Ftable (1.41 < 2.16). This indicates that the variances in both groups were homogeneous.

The final inferential finding concerned the significance test using a two-tailed t-test. The result demonstrated that H_0 was rejected and H_a was accepted, as the t-calculated value exceeded the t-table value (t-count = 2.459 > t-table = 2.021). This confirms that the average writing ability of students in the experimental group improved more than that of the students in the control group. The improvement was also evident in the enhancement of the students' writing components.

In this study, the use of animation movies contributed to higher scores in three of the five writing components. The experimental group outperformed the control group in mechanics, content, and vocabulary, each showing more than a 5% difference. Meanwhile, the improvement in organization and language use in the experimental group was slightly lower—only 4% and 3% higher than in the control group. A detailed discussion of each writing component after the post-test is provided below.

Mechanics—covering spelling, punctuation, capitalization, and paragraphing (18)—showed the highest gain in the experimental group compared to the control group (32% vs. 15%). This suggests that animation movies helped students significantly improve their mechanical accuracy. Visuals in the movie offered strong contextual cues and stimuli that supported the teaching of mechanics, as images provide concrete reference points (19).

The improvement in mechanics was also supported by training conducted during the writing lessons. Students engaged in self-editing activities, using checklists tailored to their understanding of mechanics. According to the (19), editing checklists are effective tools for both teacher-student conferences and assessment.

Content was another component that contributed significantly to the difference between the two groups. Content refers to the ideas presented in writing and their relevance to the topic. The experimental group achieved a 14% gain in content, compared to only 5% in the control group. This indicates that animation movies encouraged students to express their ideas more easily because the images helped them translate their experiences into written form.

Motivation also played a role in shaping content quality. Students in the control group often struggled to generate ideas, whereas those in the experimental group found it enjoyable to develop their stories. The animation movie helped stimulate their imagination and maintain their engagement during the lesson. (20) notes that pictures can greatly influence the classroom atmosphere and enhance lesson effectiveness.

Vocabulary also showed a substantial improvement. The experimental group achieved a 20% gain in vocabulary compared to 11% in the control group. Animation movies exposed students to contextualized language, making it easier for them to recognize and recall vocabulary. According to (20), images help clarify meaning and overcome limitations in learners' sensory understanding, promoting active engagement.

Organization and language use showed smaller differences between the two groups. The experimental group achieved only a 4% higher score in organization, and the advantage in language use was 3% (19% vs. 16%). These components require deeper linguistic understanding, and differences in the structure of Indonesian and English may have required more time for students to fully internalize. As (20) explains, students produce comprehensible output only after receiving sufficient comprehensible input.

In summary, animation movies proved effective in enhancing students' writing abilities. However, additional attention is needed to address challenges related to organization and language use to ensure that these components do not limit the overall effectiveness of the technique.

4. CONCLUSION

The researcher became interested in conducting this study based on several considerations regarding the writing performance of students at SMKN 1 Baubau. One of the issues identified was that many students struggled to articulate their ideas in written form and to produce coherent texts. To address this challenge, the use of Animation Movie techniques was viewed as a potential solution. Therefore, the main purpose of this study was to determine whether there is a significant difference between the use of Animation Movies and conventional techniques in improving the writing skills of eleventh-grade students in the Accountancy Department at SMK Negeri 1 Baubau.

This research employed a quasi-experimental design, specifically a randomized control group pre-test–post-test format. It is considered experimental because the participants were selected randomly. The data collection procedures included administering a pre-test, providing treatment, and conducting a post-test. The data were analyzed using the Chi-square (χ^2) test to examine the normality of the distribution, followed by the Fisher test to determine the homogeneity of variance. Finally, a two-tailed t-test with pooled variance was applied to test the research hypothesis.

The results of the analysis showed that the t-count value was 2.459, while the t-table value was 2.021 at the 0.05 significance level with 40 degrees of freedom. Since the t-count exceeded the t-table value, the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. In other words, there was a significant difference between students taught using Animation Movies and those taught through conventional techniques in terms of improving their writing ability.

In conclusion, the use of Animation Movies proved to be effective in enhancing students' writing skills. This effectiveness is evident in the comparison of students' writing scores, which demonstrate that those taught through the Animation Movie technique performed significantly better than those taught using traditional methods.

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