

## The evaluation of enhancing instructional media for writing ability on students' descriptive text: An experimental study

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### ABSTRACT

The purpose of this research was to investigate the impact of animated cartoons as instructional material on students' descriptive text writing abilities. This study used the descriptive text to assess writing skills of 7th – grade students at one of Jambi City's junior high schools. In this study utilized the T-test and a posttest and only control group design with samples of 32 participants in either the experimental or control groups. Then, calculating the greatest and lowest scores, the data range, separating the group, determining the gap, computing the deviation standard, and determining the standard deviation either cartoon or non-cartoon material versus the pupils' proficiency level. Confirming to this study,  $T_{obtained} = 4.98$  is significantly higher than  $T_{tabel} (2, 00 < 4, 98 > 2, 65)$ . It revealed a significant achievement when participants created words making use of detailed narration and animated cartoon material. Further research suggests that researchers examine descriptive text writing skills using pre- and post-test experiment designs or other designs involving a digitally animated cartoon.

## 1. Introduction

The instructor need instructional materials to assist learners learn more effectively. Media serves as a means of communication, but instructional media that incorporates tangible events assist students in integrating past experience and so aid comprehension of complex principles. According to Dwijayani (2019) instructional media are classified as follows: (1) common application; (2) involves learning that guide students to reflect and creatively; (3) practise and serious concerns that allow students to consider alternative solutions to problems; and (4) focus on providing variations in learning, which instructional form of treatment generated better academic achievement (Paul & Jefferson, 2019).

Naturally, other than the teacher, blackboard, and textbook, instructional media are the actual means through which students get instruction. Although instructional material is created every year, there is a lot of anticipation about how it will affect instructional activity. Nevertheless, Time passes, and excitement and interest diminish, and research shows that the media has a minimal impact on such behaviors. In regarding to the statement of (Reiser, 2001), the application of media in classrooms, as well as the context in which the utilization teaching materials has received the greatest attention, has received the greatest attention. In other terms, the capacity of student to use media influences the teacher's capacity to use learning media (Churiyah et al., 2020).

The notion is that teachers exclusively employ textbooks for instructional mmaterial, despite the fact that schools have a variety of media, such as an in-focus cameras, computers, and Disc players, that is not used. Furthermore, because students

as early learners lack vocabulary and do not yet understand English grammar, they open their dictionaries frequently, wasting time while studying. According to the researcher's observations, students find it challenging to study descriptive text. Some of the students' difficulties in comprehending descriptive literature include the following: 1) The instructional medium employed could not persuade pupils to improve Their drive to learn English 2) The pupil has difficulty comprehending anything they study to a lack of language. 3) Instructional materials are not appropriate for the student's environment, thus they appear weird and difficult to grasp. 4) As beginning learners of English, students lack grammatical proficiency.

Writing, on the other hand, is the genre and one of four languages abilities in English that performs an important function in the instruction and having to learn of English. Writing is one of four language abilities that children must expertise in order to communicate a variety of messages and exchange thoughts and data with anyone else. According to (Harmer, 2007), Literacy is defined as the ability to read and write in specified circumstances and also for particular reasons, some of which are more prominent than others. Writing is thus an essential ability for "speakers" of a different tongue in addition to anyone who uses their speech.. Language teachers must take care and attention while encouraging children to write. The practise of communicating information or ideas from one environment to another is known as writing. Writing is a four-step process that includes preparation, drafting, editing (trying to reflect and revising), and ultimate revising (Harmer, 2007). Moreover, the writing techniques necessitate more time to finish the learning activities. As a result, sufficient writing time is essential to complete the full writing process. Writing, in contrary to other abilities like reading, speaking, and having to listen, has a limited length of hour to be spent in school.

Today, contemporary technology contributes to some innovation in the development of cartoons, in addition to prospective instructors' positive and negative attitudes about the suggested curriculum (Anisimova, 2020). When something pertains to educate youngsters, cartoon animations is one of the options for teachers to incorporate into the classroom environment. The inclusion of imagination and colour in cartoon animation helps pique a teenage learner's interest and motivate the acquisition of abstract concepts in second language training. As a result, teachers are becoming interested in using cartoon animations to teach pupils in various language classrooms (Faloye, 2013).

Since the cartoon can include amusing drawings, It is classified into politics or administrative cartoons that use caricature, humour, and satire to comment on recent issues and affect public opinion, reflect on social functions, point and laugh at ordinary routine and its difficulties, or simply represent a humorous. A cartoon is regarded as "a pathway by which the reader may absorb funny notions with poor delivery" (Mushohwe, 2011). Khalid, et al. (2010) Nasir carried out a study on teachers' attitudes about the usage of cartoons in the classroom. According to the research, using cartoons has a beneficial effect on learning, desire, and interests. In addition to humor, the majority of teachers believe that the applicability is encouraging in addressing the issues that students typically face in their studying. The implementation of cartoons in instructing and acquiring knowledge may be done in a variety of ways, including generating a conversation setting and encouraging active engagement from students. As a result, students are developing their understanding (Khalid, Hamidon, Meerah, T. Subahan, & Halim, 2010).

There is no doubt that There will be issues during school-based learning and instruction due to the difficulties and limited time for teaching writing. Due to the lack of time to write English, students are less exposed to and practiced with writing assignments. As a result, students will be less inspired to write because it is considered difficult. Consequently, strategies for coping with these scenarios are necessary to design successful classroom activities that enforce beneficial learning outcomes. As a result, teachers have to be innovative in the classroom by developing teaching materials and activities that are interesting for the teaching and learning process. Moreover, this research study will focus on evaluating the enhancement of instructional media using animated cartoons through experimental studies in enhancing learners' descriptive writing abilities, and research questions that need to be answered include how much results are achieved when using animated cartoons compared to using other media..

## 2. Literature review

### *Educational Material*

A media is a means of interaction (plural, media). The term is a combination of the Latin words for "between" and "medium," which meaning "in the midst." (Junaidi, 2019); (Henrico, 2008) and it relates to any process that trends affecting between

an origin and a destination (Heinich et al., 1993). generally, media refers to forms of communication such as radio/television, newspapers, magazines, and so on that extend out to or impact a large number of individuals. Kaplan and Haenlein (2017) articulated that in order to construct such a categorization strategy in a methodical manner, they categorized the two essential characteristics of Social Networks in the concepts of cultural media research (user - generated content, content sharing) and societal factors (self-presentation, self-disclosure). Muslim scholars have acknowledged importance of media networks in worldwide da'wah efforts. (Hureri, Muhammad Akram et al., 2019). The term "instructional medium" has been described as the physical method via which pupils are taught (Reiser, 2001). So instructional media is media that is utilized in the classroom to stimulate students' ideas, emotions, capabilities, and concentration throughout the process of education and learning (Afidah et al., 2021). Under such a concept, an instructional medium is any tangible method of classroom instruction, from a human instructor to a textbook to a computer, and so on, is referred to as a medium. A teacher can deliver the instruction using a variety of means. The medium of instruction could include the instructional material or the tools used to substantially facilitate the process of learning and instruction. According to (Susilana et al., 2022) Susilana et al. (2009), in addition to the definitions above, provide the following description of instructional media: 1) Using technology to convey a message that is used in a learning activity, 2) Physical tools for conveying learning content, such as books, films, videos, presentations, and so on. 3) Platform for interaction in printed or audiovisual media, incorporating related technologies.

Instructional media includes two major components: equipment (hardware) and content (applications). As a result, educational material require a device or instrument to show the message, but the most essential aspect is the communication or knowledge conveyed by that media. Some educational material, however, may be more suited than others, depending on their capabilities in enabling either a synchronous or asynchronous environment for learning (Holden et al., 2008). It is essential to remember, as stated in their study's conclusions, that educational media are essentially distributing systems, and the most important consideration in picking a media is the maintenance of educational efficacy (Holden et al., 2008).

Given the definitions previously provided, it is possible to infer that a) instructional media is a device for conveying a message, b) the content is the message of learning, and c) the aim that is desired is the learning process. As a result, the usage of innovative instructional media will affect learners' motivation to study more and improve their performance in school, which is the aim of instruction.

### *The Value of Educational Media*

Susilana et al. (2009); Susilana et al. (2022) articulated that the benefits of media include: clearing the notification; overcoming limited capacity, time, and energy; increasing academic achievement, direct interaction between learners and education sources; enabling learners to comprehend completely separately depending on their visual, auditory, or kinesthetic abilities; and offering the same stimulus. According to Latif et al. (2019) The use of social media into traditional classroom instruction in medical education has obvious benefits. However, this media still has advantages and disadvantages for teachers (Ayu & Pratiwi, 2021), and there are some advantages in designing math adventure educational game as a media (Kartika, 2019). Utilize various instructional media well, and then the learner can share roles with the media. Trust the part of our role to the media learning (Junaidi, 2019).

### *Classifications of Media*

Susilana et al. (2009); Susilana et al. (2022) mentioned five different types of media. Quiet visual media, animation visual media, audible media, silently audiovisual media, and animation visual and audio media are all examples of visual and audio media. These forms of media vary in the technique of transferring information or a message, how the voice or image is captured, and how it is transmitted (straight gazing, visual projection, electronically projected image, or telecommunication). Printed, infographics, animation, audio files, and audio - visual materials are all examples of educational media and technology (O.D, Omodara & Adu E.I, 2020). Considering there are several educational media alternatives, Heinich et al. (1993) described the option to employ a specific aspect of instructional media is influenced by various aspects. He went on to say that recent study has confirmed that some factors are crucial in content evaluation.

### *Cartoon Animation as Instructional Media*

Cartoon animation is one type of instructional medium that may be utilised in the process of writing. Formerly, cartoons were employed as a visual medium with interpretive drawings that used symbols to generate a concise messaging and instantly shift perspective about people, situations, or particular occurrences (Dahlan, 2015). Heinich et al. (1993) described that Cartoons (line illustrations that are crude caricatures of real people and events) are possibly the most widely used and known visual genre. Humor and sarcasm are staples of the cartoonist's craft. The greatest of them are wise as well as witty. They are frequently used to emphasize or reaffirm a point of training. Nevertheless, perception and understanding may be affected by the viewer's level of knowledge and intelligence. Make ensure that the cartoons employed for teaching purposes are within the students' experience and intellectual capacity.

Cartoons have evolved and are now able to modified through animation. This is a method in which the developer uses visual consistency to add motion to otherwise lifeless things. Cartoon animation is composed of a sequence of pictures or drawings depicting minor deformations of objects or images Heinich et al. (1993).

### *The Benefits of animated Cartoon as Learning Media*

Referring to the statement of Heinich et al. (1993), cartoons are one of the various sorts of Visual material that is not projected typically encountered in the class. The following are some of the benefits of cartoons as non-projected motion pictures. 1) It is simple to operate because no special devices are required. 2) It is reasonably priced. Many are available for little or no cost. 3) It can be applied in a variety of methods whatsoever educational levels and across all disciplines. 4) It may be utilised to encourage artistic phrases like storytelling or composing poems. 5) It might be utilised for testing and assessment. 6) It is especially useful for purposes that require the recognition of individuals, locations, or objects (Heinich, et, al., 1993).

According to Su (2015), several experts have determined the benefits of using digitally animated cartoons throughout education during the previous two decades, along with:

- They give students with real language: Just as textbooks integrate restaurant menus or train or bus schedules into training, movies may do the same. Because the majority of the narratives in the films (DVDs) are taken from true stories, the conversations are all in everyday English.
- They increase students' listening abilities: Flower drew and Miller (2005), utilizing films (DVDs) may be a leisure process that benefits the receivers.
- They allow students to become acquainted with the social milieu of the target language: Leung and Jenks (2005) also said that colloquial expressions is component of culture and customs. Incorporating the culture notion into language education by utilising the target language's way of living, behaviour, and values may convey a feeling of authenticity.

### *Writing Ability*

Writing has been defined in a variety of terms. According to Harmer (2004), Composition represents one of the four language talents that learners must learn, and improving one's ability to compose properly is seen as a critical aim for pupils. Students' mental health suffers as a result of the pressure to write correctly, processes differ dramatically from how they engage dialogue or other types of verbal language.

Writing may serve as both a tool of communication and a way of inquiry. Writing is also important because It is a way of discovery for children as they discover fresh concepts and linguistic patterns to express those thoughts, and it is seen as a growing period while pupils pick their personal terms for their writing. Students frequently have greater time to think when writing than when speaking, so they may explain virtually anything while simultaneously studying dictionary, grammatical structures, or any additional sources to better their writing Harmer (2004). As a result, writing exercise and study remain important components of the academic program.

### *Components of Writing*

To be able to compose well, students must understand and take into account (1) grammar relationships, or grammar cohesion, which including pronoun, possessive reference, tense arrangement, article reference, connectors, and replacement and ellipsis, (2) lexical items, like rehearsal of utterance, and (3) text cohesiveness, including such connection of thought

sequence and composing function (Harmer, 2004). The students must practice some details of their writing skills to become accustomed to composing a piece. They must follow the processes in writing activities to improve their writings successful in teaching composition, such as grammar, sentence organisation, vocabulary, and mechanics. These characteristics form classifications for the instructor to use when assessing students' compositions, which enables the teacher to determine whether or not the students' writing is good.

Brown (2001) postulated the following components of writing: a) Contents, b) It featured a synopsis, connected concepts, the creation of concepts via individual perspective, illustrations, data, views, the use of descriptions, causation, compared, and continuous emphasis. c) Organization, d) It determined the efficacy of the opening, rational concept sequencing, ending, and acceptable length, e) Discussion, e) It brought thesis statement to a close, paragraphs unity, transitional, sentence structures, coherence, dramatic convention, referencing, fluency, economy, and variety, f) Syntax, g) Vocabulary, and h) Mechanic. It covers wording, style, and reference of references (if appropriate), neatness, and appearance. Based on the prior beliefs, it is apparent that pupils need process enough English vocabulary and structure to assist their writing ability. Consequently, across the essay, an author must be able to pick appropriate phrases and structures in to prevent misinterpretation and communications failure. Writing activities will immediately help pupils to improve their other abilities, expand their vocabulary, and build their grammatical understanding.

### *The method of writing instruction*

An instructor might concentrate on the finished result or on the process of writing up alone while teaching writing. When focusing on the product, as Harmer (2007) observed, we are solely concerned with the task's goal and the ultimate result. Those who promote a process method of writing, on the alternative hand, are concerned with the many stages that each piece of writing must go through. The process method seeks to get to the heart of the exceptional abilities that should be engaged while writing by using quality time engaging students in re-writing phases, editing, redrafting, and actually finalising their work in terms of outcome. The process method, which requires students to explore assembly practises, is an excellent work of art.

Even though the procedural method has gained popularity over the structural approach, selecting the best one for second language writing education is not always straightforward. The most current technique, the genre-based approach, has been incorporated into the Indonesian curriculum. According to (Hyland, 2003) writing training begins with a genre-based approach with the goal of communication, and afterwards progresses to the phases of a text that may communicate these goals. Teachers can assist students in distinguishing between genres and writing them more successfully by carefully studying their structures. The teaching-learning cycle in a genre-based method involves three phases: modelling, collaborative text building by learners and the instructor, and autonomous textual creation by students.

### *Descriptive Text*

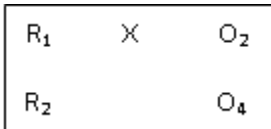
There are several varieties of writing forms, including description, argumentation, narration, reporting, and recounting, among others. The writer narrates and describes distinct locations, things, or people in descriptive language. According to Wiyanto as cited in Dahlan (2015)) demonstrated that narrative text is a text that presents a oral portrait of a person, a location, and an object. An excellent description contains three key characteristics. They are as follows: a) Strong first sight: The initial one is phrase or perhaps the initial descriptive phrases, which acts as the paragraph's topic sentence. a) Mood: A mood that extends beyond observable physical characteristics; c) Logic progression: A mental image or image of a people, location, or thing.

In attempt to keep the audience interested in the writer's views in descriptive writings, the concepts must first be developed in such a way that they are easily understood. Providing explicit facts, instances, or arguments is always required. Selecting a development technique that fits well with the topic is frequently required. Several good development approaches are included in the following lists: a) Duration: expressing occurrences or activities in chronological order in which they occur b) Space: portraying a civilization out from boundaries to the core, or a mural from left to right. c) Rapidly evolving:: start with the simple or familiar and work your way up to the more complicated or unknown. d) contrast and comparison: starting with an examination of the characteristics of two concepts and concluding with a summary regarding them, e) Support: begin with a broad assertion and build on it with particular instances, facts, and arguments. g) Climax: starting

with a single fact or circumstance, moving on to further information about the issue, and concluding with the greatest exciting occasion or consequence.

### 3. Methods

The study used a group of posttest group design, which requires researchers to modify and control more self sufficient factors and examined dependent variables to determine if there is a difference. Simple random sampling was used to split the sample into two groups in this study. The first class was an experiment, and it is being treated. The second group was command. Following that, the researcher sought a posttest to determine mean changes based on therapy. Applying animated cartoon as the independent variable and descriptive text as the dependent variable. The explanations above can be used to illustrate the study posttest alone control design (Creswell, 2014).



Descriptions:

- X = Treatments with the use of animated cartoon as educational medium
- R1 = participants on experimental group
- R2 = Participant of control group
- O2 = Outcomes of having to write narrative text via animated cartoon
- O4 = Outcomest of having to writie narrative text via conventional

Participants in this study are all 7th -grade students at one of senior high schools in Jambi. The populations in this study total 126 people. 126 participants were separated into three groups: experiment, control, and validity, for a sum of 94 participants.

**Table. 1** The Population of The seven grade Participant at one of senior high schools in Jambi.

No	Classes	Males	Females	Total
1	A	15	17	32
2	B	14	18	32
3	C	15	17	32
4	D	13	17	30
Total		57	69	126

After determining the amount of samples, the researcher separated them into two groups: experimental (X) and control (Y), with a total of 64 participants. The researcher employed Thirty participants from populations that were not included in the group of experiment and control for the validation items. The lists are displayed on this table below:

**Table.2** Experiment and Control Group Classes

Class		Total
Experiment group	Control group	
<b>32</b>	<b>32</b>	<b>64</b>

### 4. Findings and Discussion

There are various different explanations for these study findings, such as teaching English writing descriptive text employing cartoon animation through experiment design. Based to (Nair et al., 2014; Tosun, 2016), one of the finest ways for assisting learners in accomplishing the primary aspects that determine language acquisition is to correctly teach the new language by using PowerPoint, presentations, exercises, and production, such as animation cartoons incorporating instruction. The following the result values of participants’ composition skills either experimental or control analysis.

**Table.3** the scores of the writing skills on the group of experimental and Control

No	Names	Experiment Scores	Control Scores	No	Name	Experiment Scores	Control Scores
1	Participant A	79	60	17	Participant Q	96	65
2	Participant B	70	55	18	Participant R	93	58
3	Participant C	64	75	19	Participant S	90	55
4	Participant D	81	79	20	Participant T	87	70
5	Participant E	64	53	21	Participant U	93	65
6	Participant F	88	73	22	Participant V	85	73
7	Participant G	81	55	23	Participant W	91	65
8	Participant H	57	50	24	Participant X	82	67
9	Participant I	72	80	25	Participant Y	79	58
10	Participant J	52	60	26	Participant Z	70	73
11	Participant K	85	54	27	Participant Aa	88	35
12	Participant L	63	70	28	Participant Bb	84	59
13	Participant M	90	45	29	Participant Cc	79	63
14	Participant N	72	78	30	Participant Dd	91	65
15	Participant O	78	63	31	Participant Ee	78	64
16	Participant P	82	68	32	Participant Ff	87	79

There are thirty two participants each of group, the score ranked (52-96) for experiment, and for the control groups ranked (35 to 80). For the lowest score span seventeen and the highest one is sixteen.

**Table 4.** Frequency Distribution of Participant' Writing Ability in Experiment

No	Interval	F	X <sub>1</sub>	X <sub>1</sub> '	X <sub>1</sub> ' <sup>2</sup>	F X <sub>1</sub> '	F X <sub>1</sub> ' <sup>2</sup>
1	92-99	3	95,5	3	9	9	27
2	84-91	11	87,5	2	4	22	44
3	76-83	9	79,5	1	1	9	9
4	68-75	4	<b>71,5</b>	0	0	0	0
5	60-67	3	63,5	-1	1	-3	3
6	52-59	2	55,5	-2	4	-4	8
		N=32	-	-	-	∑F X <sub>1</sub> '= 33	∑ F X <sub>1</sub> ' <sup>2</sup> = 91

Table 5 indicated that the frequency distribution of scores (92–99) has three with X<sub>1</sub> = 95.5, (84–91) is eleven with X<sub>1</sub> = 87.5, (76–83) shows nine with X<sub>1</sub> = 79.5, (68–75) refers to four with X<sub>1</sub> = four, (60–67) belongs to three with X<sub>1</sub> = three, and (52–59) values two with X<sub>1</sub> = two.

**Table 5.** Frequency Distribution of Participant' Writing Ability in Control

No	Interval	F	X <sub>1</sub>	X <sub>1</sub> '	X <sub>2</sub> ' <sup>2</sup>	F X <sub>2</sub> '	F X <sub>2</sub> ' <sup>2</sup>
1	75-82	4	78,5	3	9	12	36
2	67-74	8	70,5	2	4	16	32
3	59-66	10	62,5	1	1	10	10
4	51-58	7	<b>54,5</b>	0	0	0	0
5	43-50	2	46,5	-1	1	-2	2
6	35-42	1	38,5	-2	4	-2	4
		N=32	-	-	-	∑ f x <sup>1</sup> = 34	∑ f x <sup>2</sup> = 84

Table 6 reveals that the frequency distribution of scores (75–82) equals four with X<sub>1</sub> = 78.5, (67–74) stands at four with X<sub>1</sub> = 70.5, (59–66) seems to be ten with X<sub>1</sub> = 62.5, (51–58) gets seven with X<sub>1</sub> = 54.5, (43–50) represents two with X<sub>1</sub> =

46.5, and (35–42) seems to be one with  $X1 = 38.5$ . Figure out the impact of exploiting cartoon animation and conventional methods on participants' descriptive text writing abilities. The data might be presented as follows to determine the influence of applying animated cartoons and instructors on participants' performance in composing descriptive content.

**Table 6.** Final Result of Experiment and Control

Results	Animated Cartoon	Conventional	Total
The greatest Score	96	80	32
The smallest Score	52	35	32
Total	32	32	64

Consequently, based on the calculations given,  $T_{obtained} = 4,98$ . Then, using the equation:

$$\begin{aligned} df \text{ or } db &= N - 2 \\ &= 64 - 2 \\ &= 62 \end{aligned}$$

Considering  $T_{table}$  with a significance level of 5% is (2, 00) and with a statistical significance of 1% is (2, 65), and  $T_{obtained}$  is 4, 98, it may be claimed that ( $T_{obtained}$ ) is greater than or equal to (2, 00 < 4, 98 > 2, 65). It may be concluded that introducing cartoon animation prior to the learning process has a substantial impact on the accomplishment of participants in producing descriptive prose. As a result,  $H_a$  represents acceptance while  $H_0$  represents refusal. It is consistent with the findings of Arienintya's (2011) results, who found that using cartoon animation clips and image series in writing activities matched the success criterion, but the difference is in the technique. It is also suggested that English teachers use cartoon animation clips and image series to help learners enhance their writing skills. Tosun (2016) investigated forty participants representing two groups that learn the rigorous English language, with the control group of the experiment studied in vocabulary. Almustaflikhah and Pujiani (2022) study of the media included not just vocabulary but also listening, reading, speaking, and writing. The kids' linguistic competence was improved by creating ADDIE designs and employing video animation. As a result, throughout the teaching and learning process, instructional media may boost student accomplishment while also assisting teachers in practice.

## 5. Conclusions

This study revealed that employing animated media to improve participant literary skills in the narrative text at one of the 7th-grade students of state junior high schools in Jambi City is effective. So, the researcher can conclude that the findings in writing proficiency in narrative text employing an animated cartoon are higher than the conventional one. The findings show there is a considerable influence of cartoon animation on participants' descriptive text writing abilities.

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