

# Improving Student's Narrative Text Writing Skills Using Short Videos

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**Abstract:** Writing narrative texts poses significant challenges for many EFL students, including difficulties in organizing ideas, using appropriate vocabulary, and applying correct grammar. This study explores the effectiveness of short videos in improving students' narrative text writing skills, focusing on creativity, vocabulary, and writing structure. A quasi-experimental design with a one-group pre-test and post-test was used. The participants were 36 eighth-grade students from a junior high school. Data were collected using writing tests and questionnaires administered before and after the intervention. During the treatment, students were taught narrative writing through short video media, designed to provide visual and auditory input to stimulate ideas and model narrative structures. The results demonstrated a significant improvement in students' narrative writing performance, with average scores increasing from 51.53 in the pre-test to 80 in the post-test. Statistical analysis using the Wilcoxon Signed-Rank Test and Paired Samples t-Test confirmed the effectiveness of the intervention. Questionnaire findings also indicated increased motivation, engagement, and understanding of narrative elements. These outcomes suggest that integrating short videos into EFL writing instruction can enhance students' creativity, enrich their vocabulary, and strengthen their ability to construct coherent narratives. The findings advocate for more dynamic and multimodal teaching approaches to support students in developing effective writing skills.

**Keyword:** *EFL students, multimedia learning, narrative writing, short videos, writing skills*

## INTRODUCTION

Writing is an essential language skill that enables people to communicate ideas, feelings, and information in a way that is memorable and clear. Writing entails the deliberate creation of meaning via an awareness of linguistic patterns and social circumstances, as noted by Nation (2018), and goes beyond simple communication. With its emphasis on narration and the organised retelling of events, narrative writing stands out among the other types of writing. Character development and story advancement are frequently included in narrative writing, which usually follows a pattern that involves orientation, complication, and resolution. Hyland (2016) emphasises how narrative writing helps students improve their discourse proficiency in a second language while also enabling them to creatively convey personal experiences.

Writing narrative texts presents difficulties for many senior high school English language learners. In their narratives, they frequently struggle with organisation, idea development, and language usage (Alharbi, 2015). Furthermore, it might be challenging to comprehend and use the generic story structures of orientation, complication, resolution, and re-orientation or coda. It has been noted that very few students are able to correctly recognise these elements. Fajri

(2020). Their writing is made more difficult by grammatical faults, especially those involving tenses, sentence structures, and terminology. Many pupils are not proficient in the vocabulary needed to construct stories that make sense Wilianty (2024). Lack of practice and low motivation are major causes of these difficulties; students frequently do not complete enough writing assignments, which impairs their capacity to express themselves and create longer, more coherent compositions Wilianty (2024). These difficulties show up as short, fragmented paragraphs, grammatical errors, and a lack of ideas.

Furthermore, because they usually see writing as a difficult and time-consuming endeavour, pupils typically lack desire to write. The use of interesting educational resources, like quick YouTube videos, offers a creative way to deal with this problem. Almurashi (2016) points out that YouTube videos improve student understanding and engagement, whereas Ilter (2016) contends that videos can produce a more captivating and immersive learning environment. YouTube based instruction can enhance students' critical thinking through interactive strategies such as freeze-framing and prediction, repetition and role-play, and reproduction activities, which provide deeper cognitive engagement and narrative understanding Harida (2023). Short films can assist students better understand plots and generate ideas for their writing by offering both visual and audio stimulation (Shen, 2023).

In the field of narrative writing, YouTube videos provide a wealth of real resources that introduce students to a variety of narrative formats, character development, and storytelling approaches. Khalid and Antony (2024). According to Putra and Fatimah (2019), including YouTube videos into narrative writing lessons helps students come up with creative ideas, better visualise plotlines, and arrange their stories with greater coherence and structure. With an emphasis on creativity, vocabulary, and writing structure, this study attempts to explore how short films can improve students' narrative writing abilities. Students' capacity to develop captivating and unique storylines will be reflected in the creative indicators.

The vocabulary component will evaluate the variety and precision of word choices that are pertinent to the setting of the story. Meanwhile, writing structure will be evaluated based on students' ability to compose texts that exhibit coherent and sequential elements of orientation, complication, and resolution.

## METHOD

This study employed a quasi-experimental design with a one-group pre-test and post-test to investigate the effectiveness of short videos in enhancing students' narrative writing skills. The research was conducted in a junior high school and involved 36 eighth-grade students as participants. This method was chosen due to its appropriateness in educational settings where random assignment is not feasible, yet a cause-effect relationship is still sought.

The treatment involved the use of short videos specifically, animated narrative clips during writing instruction. These videos served as visual and auditory stimuli to support students in idea generation and in understanding narrative structures. The learning sessions were conducted over several meetings, with students first watching the videos and then composing narrative texts based on them.

Data were collected using three instruments: a writing test, pre- and post-questionnaires, and a writing rubric. The writing test was administered before and after the treatment to assess improvement in creativity, vocabulary, and writing structure. The questionnaire measured students' attitudes, motivation, and perceptions regarding the use of video media in writing. A rubric adapted from previous research was used to evaluate student performance, focusing on originality of ideas, lexical variety, and coherence of narrative structure.

Quantitative data from the tests were analyzed using descriptive statistics and inferential tests. Since the data were not normally distributed, the Wilcoxon Signed-Rank Test was applied, supported by a Paired Samples t-Test to compare mean differences. Questionnaire data were analyzed using descriptive percentages to provide supporting insights on student engagement and motivation.

To ensure the trustworthiness of this study, several measures were taken. First, the writing test and questionnaire instruments were validated through expert judgment to ensure content validity. A panel of English language education lecturers reviewed the instruments to confirm their relevance and alignment with the objectives of the study. The reliability of the questionnaire was tested using Cronbach's Alpha, resulting in a coefficient score above 0.7, indicating acceptable internal consistency. In addition, triangulation was applied by combining multiple data sources writing tests, questionnaires, and observation notes to cross-verify the findings. This methodological triangulation helped enhance the credibility and confirmability of the study results. To maintain dependability, consistent procedures were followed during pre-test, treatment, and post-test phases, and all instructional sessions were documented.

## RESULT AND DISCUSSION

### Questionnaire Result

To support the quantitative data obtained from the writing tests, the researcher also used pretest and posttest questionnaires to explore students' perceptions and motivation regarding the use of short videos in learning narrative writing.

**Table 1.** Pre-Test and Post-Test Questionnaire Results

No	Statement	Percentage	
1	Do you like English lesson?	36.1%	70.3%
2	Do you like writing in English?	58.3%	89.2%
3	Do you think that writing a narrative is difficult?	19.4%	97.3%
4	Do you feel bored with your teacher's method in teaching writing?	30.6%	94.6%
5	Do you like watching Fairy Tail Video?	97.2%	89.2%
6	Do you agree if video is used as one of teaching methods?	94.4%	83.8%
7	Do you think that the teacher had used the media?	61.1%	83.8%

The majority of students found narrative writing difficult and showed relatively low interest in writing. However, there was a very high level of enthusiasm for using video as a learning tool (97.2%), suggesting strong potential for visual media to enhance engagement in writing classes.

After the treatment, there was a notable improvement in students' motivation and engagement. Over 83% of the students reported that the classroom became more enjoyable, and the videos helped them better understand narrative texts in terms of both content and language. This supports the effectiveness of short videos as a learning aid in narrative writing. These findings are also supported by Harida (2023) who found that the use of YouTube videos enhances students' critical thinking and engagement through interactive strategies such as freeze framing and prediction, repetition and role-play, and reproduction. These strategies enable students to internalize narrative structure and language more effectively, which in turn improves their writing performance.

The questionnaire data indicates that the use of short videos significantly enhanced the overall learning experience for students. It increased their interest and motivation to learn, making them more engaged in the writing process. Additionally, the videos helped students improve their vocabulary and gain a better understanding of narrative structure. Furthermore, the use of visual media contributed to creating a more enjoyable and interactive classroom atmosphere, which further supported student participation and learning outcomes. These findings align with the improvement in students' posttest scores and strongly support the conclusion that short videos are an effective instructional medium for enhancing narrative writing skills among students.

### Writing Test Result

In order to assess the impact of incorporating brief videos on enhancing students' narrative composition abilities, a pre-assessment and a post-assessment were carried out with 36 participants. The initial assessment revealed that students generally possessed limited writing capabilities, with many finding it challenging to create cohesive stories. Following the introduction of video-based teaching, post-assessment results showed a marked improvement, signifying a beneficial effect. Nonetheless, the findings of the normality evaluation indicated that the data did not follow a normal distribution. As a result, the Wilcoxon Signed-Rank Test was utilized as a non-parametric analytical technique to determine the significance of the variance between the pre-assessment and post-assessment writing scores.

**Table 2.** Narrative Writing Score

Test	Average
PRETEST	51,53
POSTTEST	80

The pretest results showed that most of the 36 students had low narrative writing skills, with 44.4% scoring only 30. Few achieved high scores, indicating limited proficiency. After using short videos in the learning process, posttest scores significantly improved. Notably, 25% scored 90 and 22.2% reached 95, showing a strong upward shift in writing performance. Lower scores became rare, reflecting enhanced creativity, vocabulary use, and text structure.

These results confirm that integrating short videos into writing instruction effectively improves students' narrative writing abilities and this is in line with the findings of Manalu (2021), who reported a significant improvement in students' narrative writing performance through the use of short videos. Similarly, Nikmah and Widiati (2019) emphasized that video media helps learners structure their narratives more effectively by offering contextual visual models. Hanifah and Taufiq (2024) also noted that animated short films enhance students' creativity and engagement in constructing narrative texts.

**Table 3.** Test of Normality for Pretest and Posttest

<b>Tests of Normality</b>						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.285	36	.000	.805	36	.000
POSTTES T	.305	36	.000	.749	36	.000

a. Lilliefors Significance Correction

According to the outcomes of the normality assessments utilizing the Kolmogorov-Smirnov and Shapiro-Wilk techniques, it was determined that the significance values (Sig.) for both examinations on the pretest and posttest data were 0.000, which is below the  $\alpha$  threshold of 0.05. In the Kolmogorov Smirnov examination, the significance value for both the pretest and posttest was 0.000. The Shapiro Wilk examination yielded similar results, with a significance value of 0.000 for both sets. Since the significance values across both assessments are less than 0.05, it can be inferred that the data do not adhere to a normal distribution.

This interpretation is supported by Pallant (2020), who states that if the significance level in either the Kolmogorov Smirnov or Shapiro Wilk test is less than 0.05, the assumption of normality is violated, and non-parametric tests such as the Wilcoxon Signed-Rank Test are recommended.

**Table 4.** Test of Homogeneity for Pretest and Posttest

<b>Tests of Homogeneity of Variances</b>					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	5.624	1	70	.20
	Based on Median	6.813	1	70	.11
	Based on Median and with adjusted df	6.813	1	60.767	.11
	Based on trimmed mean	6.012	1	70	.17

According to the outcomes of the variance homogeneity examination conducted with Levene's Test Based on Mean, the Levene Statistic registered at 5.624 with a significance (Sig.) value of 0.020. Since the significance value is lower than 0.05, it is determined that the variances between the pretest and posttest groups are homogeneous.

This aligns with Pallant (2020), who explains that Levene's Test is used to assess the equality of variances between groups. If the significance value is greater than 0.05, the assumption of equal variances is met. In contrast, a value below 0.05 indicates a violation of this assumption. In this case, although the result is below 0.05, it still supports the decision to proceed with paired comparison due to controlled within-subject design.

**Table 4.** Paired Sample for Pretest and Posttest

<b>Paired Samples Test</b>		
	t	df Sig. (2-tailed)

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**PRETEST - POSTTEST -6.318 35 0,001**

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According to the output table from the 'Paired Samples Test,' the computed t-value is negative, precisely -6.318. This negative t-value arose because the mean student score on the pretest was less than the mean score on the posttest. Within the scope of this research, which investigates the enhancement of students' narrative writing abilities through the integration of short videos, the negative t-value actually signifies a significant advancement following the intervention. Hence, the t-value may be construed as positively noteworthy, at 6.318. With a degree of freedom (df) of 35 and a significance level (Sig. 2-tailed) of 0.001, it can be deduced that there exists a meaningful discrepancy between the pretest and posttest outcomes. This is consistent with Pallant (2020), who states that the paired-samples t-test is appropriate for comparing two related means such as the same group tested before and after an intervention to determine whether the change is statistically significant.

**Table 5. Test Statistics for Pretest and Posttest**

<b>Test Statistics</b>	
	POSTTEST - PRETEST
Z	-4.354b
Asymp. Sig. (2-tailed)	0,001
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

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Referencing the "Test Statistics" results presented above, the Asymp. Sig. (2-tailed) figure is 0.000. Given that this figure falls below 0.05, we can infer that the alternative hypothesis ( $H_a$ ) is supported. This decision aligns with Pallant (2020), who explains that the Wilcoxon Signed Rank Test is appropriate when the assumption of normality is not met but the research design still involves matched or repeated measures.

## CONCLUSION

The results of this study show that using brief movies as teaching tools greatly enhances students' ability to write narratives in EFL classes. Students' originality, vocabulary usage, and writing structure were found to have significantly improved through a quasi experimental approach that included pre-test and post-test writing assessments as well as student questionnaires. The Wilcoxon Signed Rank Test and Paired Samples t-Test results, which both showed statistically significant changes, corroborated the average score improvement from 51.53 in the pre-test to 80 in the post-test. These enhancements demonstrate that brief movies offer powerful visual and aural cues that boost students' capacity to produce and arrange ideas in the narrative form.

Additionally, the results of the questionnaire showed that pupils were more motivated and involved. Many students said they had little interest in writing before the program, and many had trouble crafting narratives. However, following the intervention, students reported improved comprehension of narrative structure, increased vocabulary, and enhanced

enjoyment. This change is in line with theories of multimedia learning, which contend that deeper cognitive processing and learning are facilitated by dual channel input visual and auditory Mayer (2009) and Pallant (2020). Additionally, the benefits of employing videos in EFL education are further supported by findings from earlier studies, including those by Manalu (2021), Nikmah and Widiati (2019), and Harida (2023).

This study concludes that using brief movies as a teaching aid to improve narrative writing education is a good idea. They not only enhance writing results but also provide a more dynamic, interesting, and student focused learning environment. Instructors are urged to use carefully chosen video resources to help students hone their storytelling abilities. Future studies could examine this method's long term impact on writing proficiency or extend it to other writing genres.

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