

Enhancing Middle School Students' Narrative Writing through Video-Based Instruction

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Abstract

This study investigated the use of video as a medium to improve eighth-grade students' narrative writing ability and interest. Using a quasi-experimental design with pre-tests and post-tests, two classes (experimental and control), each consisting of 30 students, were selected through cluster random sampling at SMP Negeri 2 Parepare. Writing tests and questionnaires were employed for data collection. Results showed that the experimental class outperformed the control class, with post-test mean scores of 74.30 and 69.80, respectively. Questionnaire results also indicated a high level of student interest (82.30). A t-test confirmed a significant difference between the classes ($t\text{-test} = 2.18 > t\text{-table} = 2.00$), supporting the hypothesis. The findings suggest that video effectively enhances students' narrative writing ability and interest.

INTRODUCTION

Writing constitutes a vital form of communication intricately intertwined with the life of humans. Writing serves as a tool for both conveying messages and expressing oneself. The significance of writing manifests when a writer aims to transmit a specific communication with a reader. Through written communication, the writer can elucidate concepts, allowing readers to acquire knowledge through the text (van Driel et al., 2022). Writing is instructed as one of the four language proficiencies in the English language, and it is a predominant task undertaken by students in their academic pursuits. By engaging in writing tasks, students have the opportunity to articulate their thoughts, engage with alternative perspectives, and storytelling, disseminate information, and demonstrate proficiency in crafting coherent written discourse (Wallbank, 2022). Writing is a proficiency that enables individuals to convey their thoughts, emotions, and concepts by employing words, phrases, and passages. The act of writing provides an avenue for articulating one's ideas and emotions in a written format. Proficiency in English writing among students necessitates comprehension of structuring thoughts effectively, as well as employing accurate grammar, vocabulary, and content (Kitajroonchai et al., 2022).

Writing skills have the potential to enhance college grades and foster academic success. Conversely, a significant number of students encounter challenges in initiating the writing process due to uncertainties regarding the selection of topics. Moreover, students' enthusiasm for writing in

English may be dampened by unappealing subjects and ineffective instructional methods. Addressing this issue requires educators to adopt a more innovative approach to selecting engaging materials and methodologies for writing classes (Pionera et al., 2020). This can be achieved by carefully selecting materials and techniques that resonate with students' interests, taking into account their proficiency levels and prior knowledge. Teachers endeavor to enhance the appeal of their classroom through a variety of methods, strategies, and resources to facilitate effective language skill acquisition (Zimmerman, 2020). Educators need to establish conducive environments that not only present learning opportunities but also interest of the student pique in writing through the use of video as media (Nafilah & Sakti, 2022). Educational materials are commonly categorized into visual and non-visual formats, both of which play a role of vital in the teaching of writing by permitting instructors to integrate a diverse range of resources. Utilizing video for instructional purposes can be implemented with students as media for writing, which proves highly beneficial for students in formulating and structuring their ideas in written form via media of video (Lestari, 2020). Because referring to the observation of the school, the researcher discovered that the skill of writing needs to be enhanced. The issues pertaining to the student's writing abilities were a lack of vocabulary and language use. Therefore the researcher tries to overcome this problem through teaching writing. The researcher demonstrates a keen interest in undertaking a study focused on using video as media to enhance the student's ability and interest in writing narratives.

Considering the previously provided explanation, the research has delineated the research objectives as follows: (1) Investigating the impact of using video on students' writing proficiency; and (2) Examining the influence of video usage on the interest of students in English writing. The outcome of this research is anticipated to offer valuable information and reference in English language teaching, especially about enhancing the students' writing ability and interest in using video. It is also expected to be a motivator for teachers to select the proper method that is suitable and can stimulate the student's ability and interest in the writing process.

REVIEW RELATED LITERATURE

Various studies have been conducted and discovered regarding using video as media to enhance students' writing ability and interest in writing. Several studies have indicated that: instructing writing through brief videos can boost students' writing abilities, facilitating the generation and organization of ideas during the writing process. The topics explored in the videos students viewed were found to influence their writing focus. They could write scene by scene on the videos so that they would produce systematic writing from the beginning until the end (Ranabumi et al., 2017); The students' reactions to the implementation of video in teaching the procedural text writing process are positive. They concur that using video in teaching writing is highly beneficial for generating writing ideas. Thus, the students agree that video is an effective media used in writing (Aminah, 2018); The use of a strategy for video reviews has the potential to enhance the writing abilities of students. The video review strategy represents a pedagogical approach aimed at involving students actively in the learning process. Stated differently, when students are exposed to video content, they have the opportunity to extract insights or concepts from the material, which can subsequently lead to discussions and reflections. Through viewing videos featuring authentic English being applied in real-life situations, students were able to enhance their writing skills. A visual stimulation might also encourage their ideas and motivation (Nur, 2023); Using video-animated stories as an instructional tool in teaching narrative text writing has proven to be highly effective. It can be seen on the chart of students using animated stories as a teaching media graphic that the students who learn writing text by using visual media as a teaching media are more understanding and interesting than using textbook (printed media) as teaching media (Siahaan et al., 2022); and videos can enhance students' ability to

learn English, particularly when it comes to narrative texts. Writing narrative texts in English can be challenging because students often struggle with knowing what to write. Using videos can introduce a fresh and engaging atmosphere for students who have not experienced learning with video before (Arsita, 2022).

The preceding research indicates that employing video as audio-visual media gives benefits in the instruction and comprehension of English, specifically in writing narrative text. Using video proves highly compatible to be applied to the students and it also serves as a valuable strategy for enhancing comprehension of students writing ability. Moreover, integrating video into English education fosters student engagement, particularly when expressing narrative concepts through video. In the instruction of the English language, the utilizing videos as media in teaching writing could enhance students' narrative writing (Siregar, 2021). The video provided to the students is intended to enhance the ability to write narrative text of the students. The students' ability achievement the students' and interest in using video are same relatively in writing. The interest exhibited by students signifies their disposition, perspective, or emotional response regarding the preference or aversion towards the utilization of video.

METHOD

The researcher employed a design of quasi-experimental to assess the writing abilities of the students. Within this study, two distinct classes were subjected to experimentation, specifically experimental class and control class. Experimental class was exposed to a treatment involving videos, whereas control class used the conventional or standard method. The presence of control class is essential for comparative purposes, determining the efficacy of the treatment. Both classes were given evaluations of pre-test and post-test, with the former gauging the initial stage of competence in writing and the latter measuring the impact of the treatment. The design is outlined as follows:

Table 1: The Design of the Research

Class	Pre-test	Treatment	Post-test
E	O ₁	X ₁	O ₂
C	O ₁	X ₂	O ₂

Where:

E : Class of Experimental

C : Class of control

O₁ : Pre-test

O₂ : Post-test

X₁ : The treatment by using video

X₂ : The treatment without using video (Conventional methods)

(Mills & Gay, 2016)

The research populations are SMP Negeri 2 Parepare Eighth-grade students. With a size of 30 students per class, the total population amounts to 270 students. The study's sample comprises two eighth-grade classes from SMP Negeri 2 Parepare, selected through cluster random sampling. For the nine classes in the total population, two were chosen for the research are experimental class is class VIII.1 and control class is class VIII.2, each consisting of 30 students. Consequently, the number of samples is 60 students.

There were two variables within this research explicitly specified the symbol for the variable of independent is X, and the symbol for the variable of dependent is Y. The variable of independent pertained to the using of video as media for the purpose of instructing writing, whereas the dependent variable encompassed the students' ability and interest in writing (Y). Students' interest is the aspect that enables students to be lively in writing English by using the application of the Likert scale.

The researcher employed two data collection tools: a test of writing and a questionnaire. The research used the writing test as its primary instrument. This test comprised a pre-test and a post-test. The pre-test writing assessment aimed to evaluate the student's prior writing ability, while the post-test aimed to assess their writing ability following the treatment. This endeavor also sought to determine whether the students retained the knowledge acquired after the treatment. Data collection in this research involved providing the data collection tools to the students for quantitative analysis. The researcher assigned scores by utilizing a scoring scale that assessed elements such as content, organization, vocabulary, language use, and mechanics in the student's written work. The data was referring the writing classification rubric system as follows:

Table 2: Writing Classification Rubric

No.	Classification	Score
1.	Exelent	86-100
2.	Favorable	71-85
3.	Average	56-70
4.	Low	41-55
5.	Very low	0-40

(Afika et al., 2020)

The Questionnaire was given to the students in which the students had to answer honestly what they felt about the questions or statements. Each item was utilized to assess the student's inclination towards composing narrative text based on their perceptions of incorporating videos in the survey (questionnaire). The questionnaire employed a Likert Scale which was given to the students after the post-assessment. The questionnaire consisted of positive and negative items. The questionnaire data analysis involved the utilization of the Likert Scale, which was then interpreted in terms of percentages to gauge the student's level of interest. The Likert Scale items were categorized into positive and negative statements as follows:

Table 3: Likert Scale

Statement of Positive		Statement of Negative		Interval Score
Score	Categories	Score	Categories	
5	Completely agree	1	Completely agree	85-100
4	Agree	2	Agree	69-84
3	Neutral	3	Neutral	52-68
2	Disagree	4	Disagree	36-51
1	Completely disagree	5	Completely disagree	20-35

(Sari et al., 2020)

In this research, the researcher formulated the hypothesis as follows: Null hypothesis (H0): Using video cannot significantly enhance the student's ability and interest in writing narratives; and Alternative hypothesis (H1): Using video can significantly enhance the student's ability and interest in writing narratives. The subsequent criteria were employed to evaluate a research hypothesis involving the utilization of specific criteria, where H0 is accepted and H1 is rejected if the significance (2-tailed) of the t-test exceeds the predetermined level of significance or probability > 0.05, this indicates that the students taught using video as media does not give a significant enhance students' ability in writing narratives. Conversely, if the significance (2-tailed) of the t-test is below the level of significance or probability > 0.05, H1 is accepted while H0 is rejected, this indicates that the students taught using video as media can significantly enhance the students' ability in writing narratives.

FINDINGS

1. The Ability of Students' to Writing Narratives

The classification data illustrating the students' scores in experimental class are shown in the following table:

Table 4: Experimental class's Frequency and Percentage Score

No.	Classification	Score	Pre-Test		Post-Test	
			Fq	%	Fq	%
1.	Exelent	86-100	0	0	2	6.67
2.	Favorable	71-85	6	20	17	56.67
3.	Average	56-70	15	50	11	36.67
4.	Low	41-55	7	23.33	0	0
5.	Very Low	0-40	2	6.67	0	0
Total			30	100	30	100

Table 4 above illustrates that the categorization of students based on their writing performance before and after receiving treatment. Before the treatment, students were classified as average, whereas after treatment, their performance was favorable categorize. This suggests a significant enhancement in students' writing abilities through video as media resource. The breakdown of scores for experimental class can be observed in table 4. Initially of 30 students, 6 (20%) were classified as favorable, 15 (50%) as average, 7 (23.33%) as low, and 2 (6.67%) as very low. After giving treatment to 30 students, 2 (6.67%) were classified as exelent, 17 (56.67%) as favorable, and 11 (36.67%) as average, with none falling under the categories of low or very low.

The classification data illustrating the students' scores in control class are shown in the following table:

Table 5: Control class's Frequency and Percentage Score

No.	Classification	Score	Pre-Test		Post-Test	
			Fq	%	Fq	%

1.	Exelent	86-100	0	0	0	0
2.	Favorable	71-85	6	20	18	60
3.	Average	56-70	16	53	12	40
4.	Low	41-55	8	26.67	0	0
5.	Very Low	0-40	0	0	0	0
Total			30	100	30	100

Based on the data presented in table 5, it is evident that the student's writing achievement was at an average level before receiving instruction without the use of video materials. The table illustrates that before teaching writing without video materials out of 30 students, 6 (20%) of the students fell into the favorable classification category, while 16 (53%) were classified as average, and 8 (26.67%) were considered low, with none of the students falling into the very low classification. After teaching writing without video materials out of 30 students, where no students achieved a classification of Exelent, 18 (60%) of the students were classified as favorable, 12 (40%) as average, and there were no students in the low or very low classification categories.

Table 6: The students' Pre-test Mean Score and Standard Deviation

Class	Mean score	Standard Deviation
Experimental	59.40	11.05
Control	58.60	7.08

Upon the analysis of the pre-test outcomes of the students, the mean score and standard deviation for each class are illustrated in Table 6. The findings presented in the table reveal that the mean score attained by students in the experimental class (59.40) exceeds that of the control class (58.60), thereby indicating a variance in the pre-test scores between the two classes. To ascertain the statistical significance of the mean difference between the experimental and control classes at a significance threshold of 0.05, the degrees of freedom ($n_1 + n_2 - 2$) are computed to be 58, with the results delineated as follows:

Table 7: The Students' Pre-test in the t-test

Variable	Value of the t-test	Value of the t-table
Pre-test	0.53	2.00

The table presented above illustrates that the computed t-test statistic (0.53) is inferior to the critical value of the t-table for the students' pre-test (2.00). In light of the previously mentioned results, a significant difference was identified between the mean scores of the two classes.

Following the evaluation of the students' pre-test outcomes, the ensuing analysis concentrated on the post-test performance. The table below provides pertinent information regarding the mean score and standard deviation of the students' post-test across both classes.

Table 8: The students' Post-test Mean Score and Standard Deviation

Class	Mean score	Standard Deviation
Experimental	74.30	9.28
Control	69.80	6.15

Table 8 explains that the average score achieved by the students in experimental class (74.30) exceeded that of control class (69.80). There exists a disparity in the mean scores of the post-test results between the two classes. To determine the statistical significance of this mean difference at a significance level of 0.05, the degrees of freedom (n_1+n_2-2) equates to 58. The subsequent calculation results are presented in the table below:

Table 9: The Students' Post-test in the t-test

Variable	Value of the t-test	Value of the t-table
Post-test	2.18	2.00

The table illustrates that the value of the t-test is 2.18 exceeds the value of the t-table is 2.00. As a result of this finding, it can be inferred that the disparity between the two means is statistically significant.

2. The Students' Interest

The primary objective of disseminating the questionnaire to the student participants in this study is to ascertain their level of interest in engaging with writing through the use of video-based methods. After the administration of the treatment, a questionnaire was dispensed to the students comprising experimental class. The resulting data has been tabulated in Table 10.

Table 10: The Percentage of Students' Interest Rate.

Categories	Interval Score	Frequency (fq)	Percentage
Completely agree	85-100	10	33.33%
Agree	69-84	20	66.67%
Neutral	52-68	0	0%
Disagree	36-51	0	0%
Completely disagree	20-35	0	0%
Total (N)		30	100%

About the students' interest data presented in the percentage analysis table above, it is noteworthy that none of the students expressed negative views in questionnaire one regarding the use of videos. A total of 10 students, equivalent to 33.33%, exhibited interest and achieved scores within the 85 to 100 range. Furthermore, 20 students, accounting for 66.67%, demonstrated strong interest with scores falling between 69 and 84. Upon evaluating the questionnaire scores, the analysis revealed that the highest score recorded was 96, indicating a strong level of interest, while the lowest score obtained was 70, placing the student within the interested category. The majority of students conveyed positive perceptions, particularly a strong interest and interest, towards using videos for

teaching writing. Consequently, it can be inferred that using videos as media is an interest for students in the learning writing process.

The researcher provided through these findings that using video materials in the teaching writing to Eighth-grade Students at SMP Negeri 2 Parepare has a noteworthy impact on enhancing their writing ability, even though the conventional teaching method (devoid of video) has influenced their writing accomplishments. Nonetheless, the score of the average student's writing achievements in the post-test within control class was inferior to that of experimental class, with the score of control class being 69.80 while experimental class achieved 74.30. Moreover, the students exhibited a considerable interest in using videos to advance their writing skills. It was observed by the researcher that a majority of students expressed interest in the positive statements presented in the questionnaire. The average score of students' responses falls under the category of being interested, amounting to 82.30.

DISCUSSION

1. The Ability of Students' to Writing Narratives

Founded on the aforementioned data, it was revealed that the writing ability of the Eighth-grade Students of SMP Negeri 2 Parepare notably enhanced, particularly within the experimental class. This was corroborated by the frequency and percentage rate of students' scores in both the pre-test and post-test assessments. The use of media videos in teaching writing resulted in enhanced scores for the experimental class, surpassing both their before-treatment scores and the narrative writing scores of control class. Upon examining the data description obtained from the tests, it was evident that the writing abilities of students in experimental class and control were comparable during the pre-test phase. The majority of students in both classes were identified as falling within the "average" category. Conversely, the data analysis indicated a significant disparity in the writing abilities of students from both class during the post-test phase. This was evidenced by the higher mean scores achieved by experimental class in comparison to control class, most students in experimental class were classified as "favorable," whereas the majority of students in control class remained within the "average" category.

In teaching writing, particularly within the experimental class, the researcher provided the students with instructional videos to view. After viewing the videos, the students engaged in further discourse regarding the content. This process facilitated the students in structuring their thoughts for written expression, as it bolstered their comprehension of the video content. Consequently, there was a discernible impact on the writing ability of the students, with particular emphasis on the enhancement of the most enhancements, out of the five main components of writing (Effatpanah & Baghaei, 2021). Therefore, with videos to teach and learn can help students write narrative texts more readily (Valen & De Vega, 2023). Accordingly, it can be inferred that utilizing video as a medium has the potential to guide students in structuring and enhancing their thoughts into coherent sentences.

In the overarching analysis of student achievement within both cohorts, as determined by the mean scores, the investigator observed that the scores of mean pre-test of students in experimental class (59.40) and class of control (58.60) fell within the same classification under the scoring framework, specifically labeled as the "average" category. However, in the post-test results, experimental class (74.30) achieved a classification of "favorable" while control class (69.80) remained in the "average" category. This indicates a discrepancy in the student's performance between the two classes following the treatment, with experimental class demonstrating a greater level of ability compared to control class.

Following the previously described rationale, the researcher determines that the t-test value (2.18) surpasses the value of the t-table (2.00) at $\alpha = 0.05$, as illustrated in Table 9. This indicates the acceptance of H1 and the rejection of H0. The deduction is drawn that a notable disparity existed between the test before and after results, signifying an increase in students' writing ability after undergoing the treatment. In essence, there was a noticeable enhancement in the writing ability of

students in both experimental and class of controls following the treatment. The enhancements can be shown at each indicator which is content, organization, vocabulary, grammar, and mechanics (Umutlu & Akpinar, 2020). So the researcher asserts that using video as media is more effective in students' enhanced writing ability compared to conventional methods. Therefore, it can be posited that the utilization of Video contributed to the advancement of students' writing abilities. This enhancement in writing ability is in line with the findings of Ranabumi et al. (2017), who noted that students can produce more structured and coherent writing by describing scenes from videos sequentially. Likewise, Aminah (2018) found that students responded positively to the use of video in writing classes, as it helped them generate writing ideas more effectively. The instructional videos provided in the experimental class served not only as language input but also as cognitive and affective stimuli that encouraged students to process visual information, reflect on the content, and then transform it into written expression. This approach aligns with Nur (2023), who highlighted the pedagogical value of video review strategies in actively engaging students and fostering idea development through visual stimuli.

Lastly, this study corroborates Arsita (2022), who emphasized that videos introduce a fresh and engaging learning atmosphere, particularly in narrative text writing, which many students initially find difficult due to a lack of ideas. By offering visual contexts and relatable content, videos help students overcome this barrier, leading to improved narrative structures in their writing. Thus, the consistent increase in students' writing performance—both statistically and qualitatively—demonstrates the effectiveness of using video as a pedagogical tool in enhancing narrative writing skills.

2. The Students' Interest

The research outcomes indicated that a significant proportion of Eighth-grade Students at SMP Negeri 2 Parepare exhibited a strong interest in the process of learning to write through using video media. This inclination was substantiated by the average score of 82.30 on the questionnaire, placing them within the 'interested' classification. Furthermore, the students' favorable reactions towards the various aspects highlighted in the questionnaires further supported this statement.

The analysis results revealed that the use of video as media had a significant impact on the students' interest in English writing. This indicated the presence of a valuable instructional resource for enhancing students' writing ability (Wale & Bogale, 2021). Within this research, student interest was regarded as an outcome, given that a positive attitude towards video implementation in writing instruction was anticipated. A majority of students expressed their approval of incorporating video materials, citing their ability to stimulate their interest in the process of learning, especially in the writing of English. Therefore, the teachers are encouraged to tailor the learning experience to align with students' preferences.

Moreover, when comparing the outcomes of writing accomplishment and enthusiasm for writing education through video use, the findings indicated that using video for writing instruction proved to be more efficient and beneficial in enhancing both the academic performance and interest of the students. This was demonstrated by the average score of experimental class during the post-test, which stood at 74.30, falling under the "favorable" classification, while the average interest score was 82.30, categorized as "interest". This assertion is corroborated by Dwifadjrin & Pamungkas (2020), who articulated that the utilization of video as a medium in the pedagogical process of writing text is classified into favorable categories.

This finding resonates with Wale & Bogale (2021), who highlighted that video serves as an effective instructional resource that can increase students' engagement and participation. Students in this study not only found the videos entertaining but also helpful in understanding content and expressing ideas. Moreover, the integration of video into the classroom context aligns with the conclusion of Dwifadjrin & Pamungkas (2020), who stated that video use in writing instruction falls into the "favorable" category in both effectiveness and student response. The visually rich and contextualized content of videos makes abstract writing concepts more concrete and relatable. When

comparing both students' writing performance and interest levels, it is evident that video serves as a dual-function tool-enhancing both cognitive learning outcomes and affective engagement. As Valen & De Vega (2023) assert, using videos enables students to write more readily and confidently. Consequently, this study not only confirms previous research but also adds further evidence that video is a powerful medium to support student-centered, engaging, and effective writing instruction.

CONCLUSION

Based on the findings and discussion presented, this study concludes that the use of video as an instructional medium significantly enhances students' ability and interest in writing narrative texts. The data revealed a clear distinction in writing performance between students taught using video-based instruction and those taught through conventional methods. Specifically, eighth-grade students at SMP Negeri 2 Parepare demonstrated higher writing proficiency when videos were integrated into the learning process. Notable improvements were observed in the five key components of writing: content, organization, vocabulary, language use, and mechanics.

Moreover, the results indicate a positive correlation between students' writing achievement and their level of interest and motivation. Therefore, it can be inferred that incorporating video into writing instruction not only improves students' narrative writing skills but also fosters greater enthusiasm and engagement in learning English.

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