

Integrating Animated Video to Cause Effect Essay Writing Learning Material

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ABSTRACT

Many students continue to struggle with writing, particularly in producing clear and coherent cause-effect essays, due to limited and less engaging learning resources. Therefore, this study aimed to develop writing learning material integrated with an animated video to support students' understanding of cause-effect essays. Using the Design and Development Research (DDR) approach by Richey and Klein (2007) and applying the ADDIE model, data were collected through questionnaires and interviews during the analysis stage. The final product of this study is one chapter of writing learning material specifically designed for cause-effect essays. It consists of reading texts, definitions, essay structure, writing tips, grammar corner, and graded exercises, while the animated video explains key aspects of cause-effect essays and the grammar needed to write them.

Keywords: *Animated Video, Learning Materials, Essay Writing, Cause-Effect Essay*

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INTRODUCTION

Writing is a fundamental academic skill in English as a Foreign Language (EFL) because it enables learners to express ideas, to construct meaning, and to demonstrate their linguistic and cognitive abilities. Strong essay writing skill is also linked to academic success, as they foster students' critical thinking and communication abilities (Stapleton, 2001; Ahmed, 2022). Among various essay types, a cause effect essay is important because it trains students to analyze relationships between ideas and construct arguments. Yet, many EFL learners continue to struggle with essay writing due to limited practice, low motivation, and traditional teaching methods that rely heavily on textbooks (Toba et al., 2019; Muflihun & Tohamba, 2021). These challenges are also evident among students at the State Polytechnic of Malang, who experience difficulties in organizing and expressing their ideas in writing.

Digital multimedia has been increasingly used to address such challenges, as it can enhance learning engagement and comprehension (Mayer & Fiorella, 2021; Jadid et al., 2024). In particular, animated videos are effective because they capture attention, visualize abstract concepts, and motivate students to participate actively (Putri et al., 2024; Rochsantiningsih et al., 2019). Prior studies have shown that animated media can improve students' writing performance, attitudes, and classroom engagement (Silvani, 2020; Berutu, 2020; Id & Adiningtyas, 2022; Rusni, 2024). However, most of this research has focused on narrative and recount texts at the primary or secondary level, often relying on existing animations rather than developing tailored materials.

Despite these promising findings, gaps remain regarding the use of animated videos for university students and for more complex essay types, such as cause effect essay.

Furthermore, few studies have integrated animated media into structured modules that guide learners systematically through the writing process.

To address these gaps, this study develops a learning module supported by custom animated videos to teach cause effect essay to EFL students at the State Polytechnic of Malang. By combining textual explanations with animated media, the module aims to enhance students' engagement, motivation, and writing performance, contributing both theoretically and practically to English writing instruction.

METHOD

This study used the Design and Development Research (DDR) approach, which aims to develop and integrate animated video to cause effect essay writing learning material. To guide the development of the products, the ADDIE model was used. The ADDIE model consisted of five development stages: analysis, development or production, implementation, and evaluation.

Analysis

In the analysis stage, the researcher identified students' needs, challenges, and learning preferences related to cause-effect essay writing. Participants were second-year students from the English for Business and Professional Communication and English for Tourism Industry programs at the State Polytechnic of Malang. Data were collected through first, an online questionnaire that was distributed through WhatsApp to the respondents. The questionnaire consists of some questions to identify their needs and challenges in learning cause effect essays. After that, the researcher conducted an interview with English lecturers. The interview was recorded using a smartphone, and the questions asked were prepared following the interview guidelines.

Design

In the design stage, the researcher planned the structure and content of the materials based on the findings from the analysis stage. In this stage, the researcher created the framework. For the writing materials, each chapter had reading texts and images. There were pre-task, during-task, and post-task. The design for writing materials also referred to the essay writing lesson plan. On the other hand, for the animated videos, the researcher created a storyboard. The duration of the video was approximately two minutes, consisting of animations, engaging visuals, and subtitles for the narration.

Development

This stage involved creating animated videos and writing materials. Several development steps included: (a) Developing cause-effect and opinion essay writing materials with exercises. (b) Developing animated videos with clear explanations and relevant examples. (c) The writing materials and animated videos should be integrated.

Implementation

At this stage, the products were presented to experts in education and technology for validation. The products were then introduced to a small group of students to evaluate their effectiveness.

Evaluation

In this last stage, the researcher focused on assessing the overall quality and effectiveness of the products. It was conducted by giving a questionnaire to the participants to gather feedback. Based on the findings, revisions were made to enhance the effectiveness of the writing materials and animated videos.

FINDINGS AND DISCUSSION

In this research, five steps were implemented in developing a module and animated videos for writing cause effect essay, including analysis, design, development, implementation, and evaluation. Each stage contributed to the development of a writing module and animated videos.

Student Needs

Integrating Animated Video to Cause Effect Essay Writing Learning Material

Data were collected through an online questionnaire and interviews. A total of 57 second-year students from the English for Business and Professional Communication and English for Tourism Industry programs participated. The questionnaire revealed that 71.9% of students found grammar to be the most challenging aspect of essay writing, followed by difficulties in generating ideas and organizing content. In addition, students expressed a strong preference for materials that provided grammar explanations, structured exercises, and engaging media such as visuals and animated videos. Interviews with English lecturers further supported these findings, indicating that students required more interactive and attractive materials to maintain motivation in writing classes.

Product Design

Based on these needs, the researcher designed two products: a writing module and animated videos. The module was structured to include learning objectives, explanations of cause effect essays, examples, and step-by-step exercises. To enhance accessibility, QR codes were inserted to link students directly to the videos. The animated videos were storyboarded and planned to include narration, subtitles, and visual supports that aligned with the module content, ensuring consistency between text and multimedia.

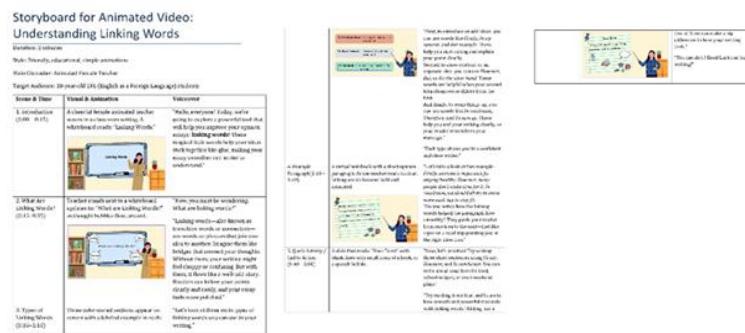


Figure 1. Storyboard

The researcher organized the content using Microsoft Word and created visuals with the Canva application. The storyboard included the sequence of scenes, narration text, visual elements, and on-screen text to ensure the information flows smoothly and aligns with the learning objectives. The videos were approximately two minutes long and divided into five scenes. Each video was designed to support the writing module. The format was consistent to support learners' comprehension.

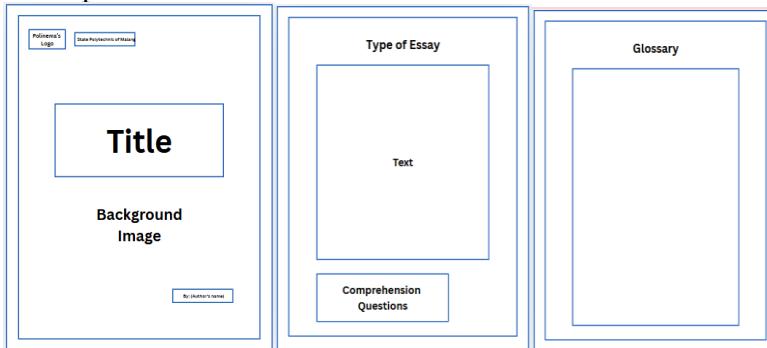


Figure 2. Module's Layout

The layout included clear headings, consistent font styles, font size, and spacing to enhance the quality and readability. The layout was designed to allow students to read the content in a logical, engaging, and accessible manner. The content also included reading text, a glossary, grammar, sample essays, and a variety of exercises. Moreover, the researcher also chose several specifications, such as the size of the module being A4 in portrait form and coloured, using the latest trends or topics, and incorporating graded exercises that started from outlining, drafting, editing, and completing the essay. The font size was also consistent, following the recommendation from Saunders & Wong (2020).

Product Development

Integrating Animated Video to Cause Effect Essay Writing Learning Material

The products were developed using Microsoft Word for the module, while the videos were developed using Canva, CapCut, and EdPuzzle.

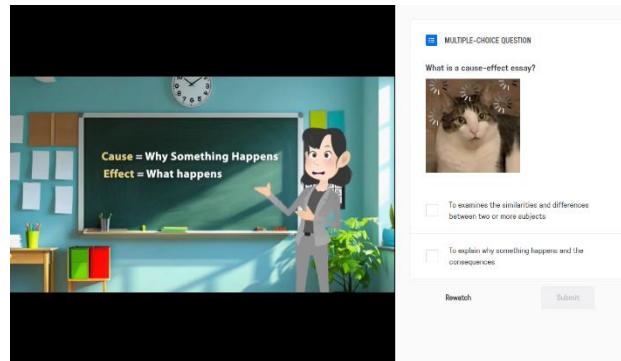


Figure 3. Display of The Videos on EdPuzzle

The videos were created with narration and subtitles to aid comprehension, and interactive quizzes were embedded in EdPuzzle to promote active engagement. These features aimed to address the main student difficulties while creating a more attractive learning experience.

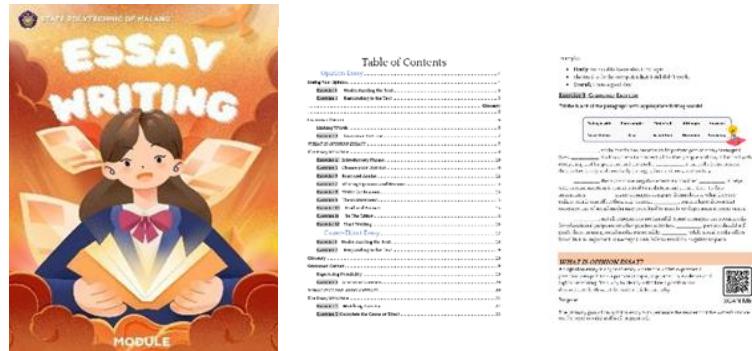


Figure 4. Storyboard

The writing module included explanations, sample essays, and exercises designed to strengthen both content and language accuracy. The material was written in language suitable for second-year students and adjusted based on the analysis results. Canva was used to create the visuals, making the module both appealing and readable. Then, the researcher finalized the module by including QR codes for the animated videos within it, which students can scan.

Expert Validation Results

The prototype products were validated by two experts in writing instruction and IT/media. The writing module obtained a score of 94/100 (very good), with comments emphasizing its clarity, systematic organization, and relevance to students' needs. The animated videos obtained a score of 92/100 (very good), with feedback highlighting their engaging design and technical functionality. Both validators suggested minor revisions, such as simplifying some vocabulary and refining the timing of animations. In addition, field testing was also conducted with a small group of students, who reported that the products were engaging, accessible, and helpful in understanding cause effect essay writing, though some noted that unfamiliar vocabulary slowed comprehension.

User Responses

After revisions, the products were evaluated through a follow-up questionnaire distributed to 37 students. The majority of respondents rated the module and videos positively across aspects of language, visuals, exercises, and media design. Students agreed that the materials supported their learning and increased motivation in essay writing. However, some suggested simplifying vocabulary and adding more videos to cover additional examples. These inputs were used to refine the final products, ensuring both usability and relevance.

Discussion

Overall, the results indicate that the integration of animated videos with a writing module is an effective approach to supporting students' essay writing skills. The needs

analysis confirmed that grammar was the primary challenge, and the developed products addressed this by combining explanations, examples, and interactive exercises. Validation results from experts (both scoring above 90) confirmed the quality of the products, while student feedback during field testing and evaluation demonstrated their practicality and appeal. The use of multimedia, particularly animated videos, helped increase student engagement, aligning with previous studies that emphasize the role of technology-enhanced learning in improving writing outcomes.

CONCLUSIONS

In developing the products, the theory of Design and Development Research (DDR) from Richey and Klein (2007) was used. This research also adopted ADDIE Model that comprises of analysis, design, development, implementation, and evaluation to develop a writing module integrated with animated videos for teaching cause-effect essays.

During the analysis stage, questionnaires and interviews revealed that students struggled most with grammar and organization, and preferred learning materials supported by engaging visuals and multimedia. Interviews with lecturers confirmed the need for more interactive and motivating resources. These findings guided the design stage, in which the structure, content, storyboard, and graded exercises were planned.

In the development stage, the writing module and animated videos were produced according to the design plan. The videos included narration, subtitles, and interactive questions through EdPuzzle, while the module incorporated QR codes for easy access. The implementation stage involved expert validation, where both the module and videos received very good scores, indicating strong pedagogical and technical quality. Field testing with students further demonstrated the practicality and clarity of the materials. In the evaluation stage, student responses were largely positive, suggesting that the integration of multimedia improved motivation, understanding, and engagement. Minor suggestions such as simplifying vocabulary were addressed in the final revision.

Overall, the findings confirmed that the combination of a structured writing module and animated videos effectively supports students' learning of cause-effect essays. The use of visual and interactive elements not only enhances comprehension but also increases students' interest and motivation in writing. The final products are expected to serve as meaningful and practical instructional resources for EFL writing classes.

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