

Developing Learning Material for Writing Descriptive Essays Assisted by an Animated Video

Mariana Ulfah Hoesny, Erico Peruzi, Aris Budianto

Politeknik Negeri Malang

ABSTRACT

This study developed writing materials and animated videos to improve students' essay writing at the State Polytechnic of Malang. Following Richey and Klein's five-phase Design and Development Research model, analysis through questionnaires and interviews identified grammar difficulties and low motivation as major writing challenges. To address these, the researcher created a module with reading passages, grammar sections, and QR-linked animated videos. The final product was field-tested with students, yielding positive feedback (some noted video pacing issues). The final product scored 72.43% in the evaluation, confirming its effectiveness in supporting essay writing. Students appreciated the engaging visuals, clear explanations, and bilingual format. Integrating animation into traditional writing materials enhanced student understanding and motivation. This module and video series serve as a practical, innovative instructional tool. Future work should improve video pacing and add interactive learning features.

Keywords: *Writing materials, Animated videos, Module*

Corresponding author

Name: *Erico Peruzzi*

Email: *ericoperuzzi041002@gmail.com*

INTRODUCTION

Writing skills are a diverse skill that encompasses several components important for effective communication. This refers to the ability to convey ideas in written form. Writing skills do not only cover the mechanical aspects of writing, such as grammar and punctuation, but also the ability to structure ideas, build arguments, and involve the reader. In the academic and professional environment, writing is used as a way of communicating ideas, knowledge sharing, and professional communication. This proficiency enables people to think and convey their ideas effectively through writing. Due to advancements in technology, writing now extends beyond pen and paper, with new tools and media emerging to enhance writing in academic and professional contexts. As stated by (Ur Rahim, Hasan Emon, and Haque 2023) Technology has become an integral part of student's academic journey.

In the university, writing can be used as an assessment to evaluate student's comprehension. Besides, writing can also be a way of enhancing critical thinking, creativity,

and analytical skills as it involves academic scholarly literacy and the contribution of original thought (Rachmawati and Fadhilawati 2024). Essay writing, in particular, plays a crucial role, as it teaches students how to organise ideas, argue logically, and express their perspectives in a formal academic style. Strong essay writing skills also prepare students for professional tasks, since many workplace assignments such as reports, proposals, and technical documents share the same foundation of clarity, coherence, and argumentation. According to Isella et al. (2021) there are five aspects of writing that students need to be concerned about, which are Content, organisation, vocabulary, language use, and mechanics. Mastering this aspect is important in academic writing.

Despite its importance, mastering essay writing is difficult for many students since it requires such skills as reading, understanding, and organising information. In addition, several students also struggle with lower-level skills such as grammar, punctuation, and vocabulary (Raudatul J. A. B. 2021). This problem resulted in poor writing that failed to achieve its intended purpose. Several factors contribute to influencing student's difficulties, including a lack of practice that exercises creativity in writing and a lack of prior knowledge. This factor results in confusion on how to start writing and finding topic. Another significant issue is the lack of motivation to learn,

To address these challenges, suitable learning material can be a solution as a reference and a guide to enhance student's writing competence. By presenting the material in a sequential way, students will be able to structure their thoughts and write coherent essays. In the era of technology, it is best to integrate the material with multimedia tools such as videos. By using instructional videos, students could engage with the content dynamically. Herdi, (2015) stated that the use of media like video can also influence students to understand the material, as it provides them with visuals instead of just textual explanations. Furthermore, the media could also help a teacher to explain difficult material clearly and more enjoyably.

As the world of education evolves, the use of technology is inevitable. Integrating technology into learning activities can bring a different experience for the student and increase comprehension. (Fadlia et al. 2022) suggest that language learning expert can collaborate with English teachers to develop digital learning materials, as it can help teachers save time and rather focus on how to deliver the material in the best way. It shows how technology can bring efficiency to the teaching process.

This study was conducted to develop learning materials for writing descriptive essays in the form of modules equipped with animated videos. By incorporating animated videos, students can deepen their understanding of essay writing and tackle difficulties. This research is essential as it brings innovation to educational settings and shortens the gap between traditional and modern learning. This integration ultimately helps students in the academic and professional landscape.

METHOD

The research design for this study uses the Design and Development Research (DDR). This method combines theoretical and practical applications in its steps. Richey &

Klein, (2014) stated that there are five steps in the DDR research method: Analysis, Design, Development, Implementation, and Evaluation. This method was chosen because in this study, the researchers are creating an educational product, and this method allows planning, testing, and designing learning material as a teaching tool. Additionally, this method is easy to follow because the steps are simple. This research was conducted at the Polytechnic State of Malang, and the data collection will be done through an online survey and interview.

1. Analysis

In this stage, the researcher is conducting an analysis at the State Polytechnic of Malang regarding the student's writing ability. The analysis includes the learner's performance, challenges, and needs. To support the data collection, a questionnaire is distributed to students to determine the writing challenge and needs of the students. To create material that effectively improves a learner's writing ability, the researcher also conducted a survey and interview with the teacher and students.

2. Design

In this phase, the researcher creates a structured plan for developing learning materials and animated videos based on the data from the analysis phase. The researcher outlined appropriate content, Instruction framework, and elements that could support student's learning. There are four key aspects of this phase: first, defining clear goals in writing, teaching a descriptive essay. Making sure that the goals align with the student's needs. Second, outline the visuals and text of the written material and the animated videos. Third, determining the best teaching method, such as instructional explanation and example. Fourth, planning the integration of the animated video, make sure that it is engaging and easy to access.

3. Development

In the development phase, the researcher developed the learning materials and animated videos based on the design plan. This stage consisted of transforming from the structured framework to the actual instructional content that students could use to improve their essay writing skills through the materials developed. There are four key aspects of this phase. First, developing the written material of a descriptive essay. in a clear and structured manner. Second, producing animated videos, including creating engaging visuals, narration, and text. Fourth, Initial testing to make sure the materials are ready to implement.

4. Implementation

In the implementation phase, the developed learning materials and animated videos were used by students to use in practice. This stage was about using the instructional resources in a real learning environment. Meanwhile, the researcher monitors how the student interacts with the material and collects feedback. The researcher is also consulting with experts in education to ensure the accuracy, clarity, and applicability of the materials.

5. Evaluation

The evaluation phase aims at identifying what students and teachers think about the developed material. This phase includes collecting feedback from students and teachers through surveys, interviews, or observations to find out their perceptions, engagement, and

difficulties they encountered during the implementation. The teachers' views are useful in establishing whether the material is appropriate for achieving the learning goals or not, while the student's views give important feedback on the clarity and understandability of the material. The feedback obtained is then analysed to determine the good and bad aspects of the material to ensure that it achieves the desired educational objectives. This phase is very important in modifying the material to make it more applicable for the teaching and learning process.

FINDING AND DISCUSSION

FINDING

1. Analysis

During the analysis phase, the researcher performed initial research to determine and validate the necessity to create educational resources for composing a Descriptive essay, integrated by animated videos. The researcher employed various techniques and tools for gathering the information, such as online surveys with Google Forms via WhatsApp and interviews. Initially, the researcher sent out online questionnaires via Google Forms to second-year learners from English for Business and Professional Communication and English for Travel.

results showed grammar as the most difficult aspect of writing (71.9%), while mechanics was least challenging (1.8%), idea generation 12.3%, and vocabulary 14%. Questionnaire items indicated a preference for materials supported by reading texts (42.1% agree; 24.6% somewhat agree; 22.8% strongly agree; 10.5% disagree), strong positive responses to attractive visuals (42.1% strongly agree; 40.4% agree; 17.5% somewhat agree), and broad support for animated-video-supported materials (35.1% strongly agree; 24.6% agree; 31.6% somewhat agree; 8.8% disagree).

To enrich and contextualize these findings, the researcher interviewed lecturers Garindra Muhammad (April 29, 2025) and Tri Astuti Handayani (April 30, 2025); both noted that students commonly struggle with grammar, that current materials lack engaging activities, and that well-designed exercises must match varied student abilities, while agreeing that audio-visual media—such as animated videos—can boost engagement and motivation. Based on the survey and interview data, the researcher decided to develop descriptive-essay writing materials integrated with animated videos.

2. Design

The second phase was to design the layout. The booklet was made in the form of a printed version with A4 size (210 mm x 297 mm). A4 is considered suitable because of its balance and practicality. In this phase, the researcher also made a plan for designing the module. The researcher thought about the layout and the content draft of the Module.

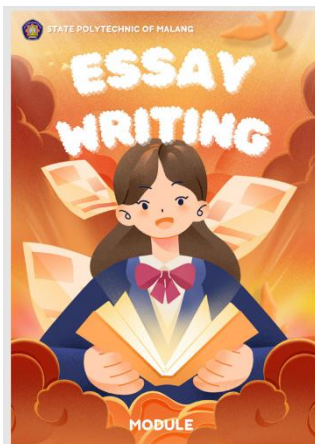
In this phase, the researcher also creates a storyboard for animated videos that would be integrated with the module. The video consists of a Descriptive essay video and an Adjective video. The storyboard is kept between 4-5 scenes with a duration of a maximum of 2 minutes.

3. Development

In this development phase, the researcher applied the layout based on the previous phase, and then the researcher created the draft content for the module and developed the material, and lastly created an animated video.

a. Content draft

After creating all of the layouts, the researcher made drafts for the content, which consisted of two chapters with a total of 5253 words on 31 pages. The researcher used Microsoft Word to write the contents. The researcher also used Grammarly to point out writing errors. The draft will contain of reading passage, reading comprehension, glossary, topic in detail and lastly a final project. Each section is completed with exercises arranged from easy to challenging. Lastly the researcher added a QR code linked to the animated video.



SCAN ME

Adjective

What is an Adjective?

An adjective is a word that describes or modifies a noun in person, place, thing, or time. It gives more information about the noun, such as what kind, how many, or which one. Adjectives also help create sensory detail. Sensory detail involves appealing to the five senses, which are sight, sound, smell, taste, and touch, to help the reader experience what the writer sees or feels. In this way, adjectives can make the scene more engaging and bring writing to life.

Senses	Example
Sight	<ul style="list-style-type: none"> Bright Colorful Shiny
Sound	<ul style="list-style-type: none"> Loud Silence Melodic
Smell	<ul style="list-style-type: none"> Fragrant Misty Fresh
Taste	<ul style="list-style-type: none"> Bitter Sweet Salty
Touch	<ul style="list-style-type: none"> Rough Smooth Sticky

An adjective can be divided by its function. Here are 6 types of it:

Adjective	Example
Absolute adjectives are adjectives that have no comparisons.	<ul style="list-style-type: none"> Kevin is starving. The water is boiling. This movie is dead.
Attributive and Predicative adjectives are for describing.	<ul style="list-style-type: none"> I love my fat dog. She has a cute cat. The soup tastes delicious.
An appositive adjective is a series of adjectives that follow a noun.	<ul style="list-style-type: none"> Vicky is a short, slim, strong and tall girl. My brother is smart and kind, helped me...

19

SCAN ME

Descriptive Essay

What is a Descriptive Essay?

A descriptive essay is a type of essay that vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience. A descriptive essay demonstrates the writer's skill through vivid language and imagery, which enables readers to see and feel the subject. Through this type of writing, readers gain better imagination and comprehension because abstract or unfamiliar subjects become understandable and relatable.

Notice the Structure

To understand the structure better, study each part one by one using the example paragraph about Summer Vacation below.

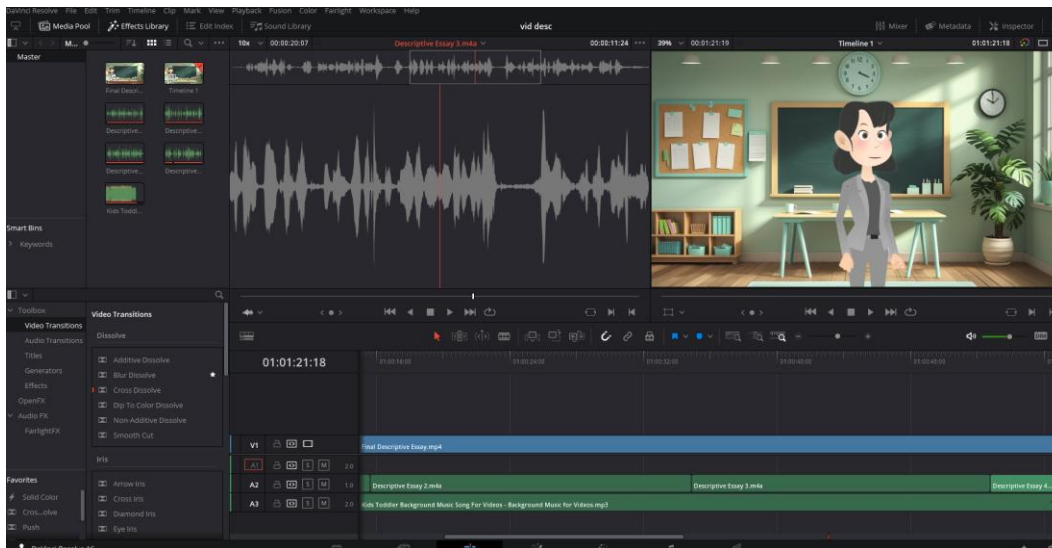
1. Introduction

My family has always looked forward to leaving Florida during the second summer months. It is a tremendous relief to get out of the humid heat and hassle of summer living in Florida. Each summer, we follow the yellow brick road to our

21

B. Animated Video

The animated video was made using the software Davinci Resolve. Next, the final animation was then enhanced with dubbing and subtitles by the researcher using the DaVinci Resolve software. The final product was uploaded to Edpuzzle, which can be accessed by scanning the QR code available in the module. Edpuzzle was chosen because the platform is interactive.



4. Implementation

The researcher implemented field testing for the students by conducting a Zoom meeting with a small group of students from BIKBP and BIIP from the 3rd and 5th semesters. The meeting is attended by 6 students, with the purpose of introducing them to the module and listening to their opinions. The researcher introduced them to the reading text, video animation and invited them to do some of the exercises. At the end of the meeting, the researcher asked the students for their opinions and suggestions, and the results showed that most of them found the module helpful and the exercise doable yet challenging.

5. Evaluation

The evaluation was conducted with 32 English students at the State Polytechnic of Malang via an online Google Forms questionnaire distributed through WhatsApp from 21 June to 8 July 2025; the form contained 10 mandatory items and aimed to collect feedback on the learning material's quality.

Table 1: Evaluation Table

Questionnaire	Score				
1: Strongly Disagree	1	2	3	4	5
2: Disagree					
3: Undecided					
4: Agree					
5: Strongly Agree					
The language used in this learning material is easy to understand.	0(0%)	9(28.1%)	6(18.8%)	10(31.3%)	7(21.9%)
The punctuation marks used in this learning material are in accordance with the rules.	0 (0%)	1 (3,1%)	10(31.3%)	14(43.8%)	7(21.9%)

The topics presented helped me understand the types of essays covered.	0(0%)	7(21.9%)	6(18.8%)	14(43.8%)	5(15.6%)
The discussion on grammar is easy to understand.	0(0%)	4(12.5%)	9(28.1%)	13(40.6%)	6(18.8%)
The exercises provided in the learning materials are graded from easy to difficult.	1(3.1%)	4(12.5%)	9(28.1%)	12(37.5%)	6(18.8%)
The images used in this learning material are interesting and appropriate to the topic.	0(0%)	3(9.4%)	8(25%)	12(37.5%)	9(28.1%)
The layout in this learning material is neat and attractive.	1(3.1%)	5(15.6%)	8(25%)	14(43.8%)	4(12.5%)
The animated videos contained in the learning materials help me to better understand the topic.	0(0%)	4(12.5%)	10(31.3%)	13(40.6%)	5(15.6%)
The animated videos in this learning material are of good quality.	0(0%)	4(12.5%)	11(34.4%)	10(31.3%)	7(21.9%)
Total Average				32.9%	
Percentage				(32.59 ÷ 45) X 100 = 72.43%	

The overall total score was 32.59, which converts to 72.43% and falls into the “Good” category. Respondents rated the visual elements highest (images averaged 4.59, with 28.1% strongly agreeing they were interesting and appropriate), while the animated videos were also seen as helpful (average 4.47; most respondents agreed the videos improved understanding). Punctuation appropriateness received an average of 4.41 (with 43.8% agreeing), indicating generally correct use. Items about exercise sequencing and grammar explanation scored lower (both averaged 3.78), showing there is room for improvement in task scaffolding and clarity of grammar instruction. Overall, participants found the module attractive and useful, especially its visuals and multimedia but suggested strengthening the grading of exercises and the presentation of grammar explanations.

DISCUSSION

The evaluation results, with an overall score of 72.43% categorised as “Good,” indicate that the developed descriptive essay learning materials supported by animated videos were effective in enhancing students’ learning experiences. The high scores in visual

attractiveness (4.59) and usefulness of animated videos (4.47) suggest that integrating multimedia elements significantly increased student engagement and comprehension.

Research conducted before this study supports the methodology implemented in this investigation. According to (Setiyawan, Rochsantiningih, and Setyaningsih 2019), animated video implementation led to better student performance in writing descriptive texts through improved idea organisation and appropriate vocabulary selection and accurate grammar application. Rapada et al. (2021), which facilitated better comprehension of writing structures and mechanics. The research findings support the use of animated videos as an activation tool for prior knowledge and essay composition understanding development.

The product development process revealed multiple hurdles throughout the process. The main obstacle during development involved synchronising animated videos with essay material while maintaining simple and understandable explanations throughout brief time periods. Students reported that some of the videos had brief durations that made them feel rushed during the content delivery. The challenge matches the findings presented by (Akingbemisilu 2017). Those who studied video-based flipped classrooms found that students faced issues with understanding video content because the videos were too brief. Students experienced visual distractions because of animation effects, such as confetti, that interrupted their focus during learning. According to Klefodimos (2024) educational animation should avoid decorative visuals to maintain clear communication. The researcher made subtitle corrections for precision and simplified animations by removing unnecessary elements. The process of finding suitable resources to explain grammar and vocabulary related to the essay topics proved to be difficult.

This study brings significant value to digital-assisted writing instruction by developing a new method to teach essays that incorporates research-based multimedia components. The research findings support the use of animated videos as a tool to activate prior knowledge while developing a deeper understanding of essay composition. Other than that, further research and development are needed to refine the animation techniques and ensure the content is accessible and engaging for a wider range of students.

CONCLUSION

The research created descriptive essays, writing materials, and animated video content for students to enhance their writing abilities. The educational product was made to support the teaching and learning of English for the Business and Professional Communication Study Program at the State Polytechnic of Malang. This research employed Design and Development Research (DDR) proposed by Richey and Klein as the framework.

Field testing with English for Business and Professional Communication and English for Travel students showed positive responses, though some noted the video pacing was too fast. In the final evaluation, the product scored 72.43%, confirming its effectiveness and highlighting the need for improved animation clarity and pacing.

The research achieved its objective by creating an integrated educational tool that employs animated videos to help students master descriptive essay writing. It is expected

that students receive enhanced motivation, together with improved comprehension and writing results, when they receive writing instruction through multimedia materials.

REFERENCES

- Akingbemisilu, Abiola Afolabi. 2017. "EFFECTS OF ANIMATION AND VIDEO-BASED FLIPPED CLASSROOM STRATEGIES ON PRE-DEGREE STUDENTS' LEARNING OUTCOMES IN PRACTICAL BIOLOGY IN SOUTHWESTERN NIGERIA."
- Fadlia, Fadlia, Surya Asra, Evi Zulida, and Made Hery Santosa. 2022. "Developing ESP Based-Digital Learning Materials Support Students' Needs at Indonesian Vocational Schools: Perceived Quality." *Englisia: Journal of Language, Education, and Humanities* 10(1):40. doi:10.22373/ej.v10i1.12166.
- Herdi, Herdi. 2015. "AN ANALYSIS ON FACTORS INFLUENCING THE STUDENTS' WRITING SKILL." *ELT-Lectura* 2(2). doi:10.31849/elt-lectura.v2i2.465.
- Isella, Galih Aisha Oktiasi Isella, Ari Nurweni, Universitas Lampung, Lilis Sholihah, and Universitas Lampung. 2021. "Aspects of Writing and Its Correlation with Students' Reading Habit of the Eleventh Grade in SMAN 1 Natar." *U-Jet: Unila Journal of English Language Teaching* 10(4). doi:10.23960/UJET.v10.i4.202102.
- Kleftodimos, Alexandros. 2024. "Computer-Animated Videos in Education: A Comprehensive Review and Teacher Experiences from Animation Creation." *Digital* 4(3):613–47. doi:10.3390/digital4030031.
- Rachmawati, Dwita Laksmita, and Dian Fadhilawati. 2024. "Exploring the Challenges Faced by ESP Students in Writing Academic Essay." *JETLEE : Journal of English Language Teaching, Linguistics, and Literature* 4(2):190–206. doi:10.47766/jetlee.v4i2.2962.
- Rapada, Regine M., Rachelle U. Javier, Lorraine M. Lansangan, Resty Samosa, and Pia Lorraine E. Vicente. 2021. "Animated Video Story as Innovative To Improve Grade 3 Learners' Story Writing Skills." doi:10.13140/RG.2.2.31217.20325.
- Raudatul J. A. B., Syafira. 2021. "Identifying The Vocational School Students' Difficulties In Writing Descriptive Text." *MIMBAR PENDIDIKAN* 5(2).
- Setiyawan, Hendri, Dewi Rochsantiningasih, and Endang Setyaningsih. 2019. "IMPROVING STUDENTS' WRITING SKILL USING ANIMATED VIDEO."
- Ur Rahim, Wakil, Md Mehedi Hasan Emon, and Tausif Al Haque. 2023. "TECHNOLOGICAL ADVANCEMENTS IN TERTIARY-LEVEL WRITING: INSIGHTS FROM BANGLADESHI STUDENTS AND THEIR EVOLVING WRITING PRACTICES." *World Languages, Literature and Cultural Studies* 2(2):26–32. doi:10.26480/wllcs.02.2023.26.32.