

**THE EFFECT OF ANIMATED VIDEO IN TEACHING WRITING FOR
STUDENTS HAVING DIFFERENT LEARNING STYLES AT THE
EIGHTH GRADE OF MTsN 1 KEDIRI**

THESIS

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By

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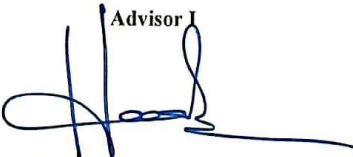
APPROVAL PAGE


This is to certify that the Master Degree Thesis of Hanik Mahmudah has been approved by the thesis advisors for further approval by the board of examiners.

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ABSTRACT

Mahmudah, Hanik. 2022. *The Effect of Animated Video in Teaching Writing for Students Having Different Learning Styles at Eighth Grade of MTsN 1 Kediri*. Department of English Language Education, Faculty of Graduate Degree, State Islamic Institute (IAIN) Kediri. Advisors: Dr. Fathor Rasyid, M. Pd., and Dr. Sri Wahyuni, M.Pd.

Keywords: Animated Video, Teaching Writing, Learning Styles.

Writing is one of the most difficult language skills for students to master for EFL learners. Students takes longer time to start writing. Some students are not able to complete their writing assignments during class time since they are lacking of confidence and vocabulary. Therefore, teachers should be able to use the appropriate technique and media in order to facilitate students in writing. Using audio-visual media in writing can help encourage students. It provides a unique depth to the learning process then motivates to develop their ideas. However, the involvement of students learning style seems influence the effectiveness of the media This research aimed to examine the effectiveness of animated video in teaching writing to students with different learning style (VAK).

The research was quasi-experimental research. The sample of the research was two classes of eight grade students of MTsN 1 Kediri; VIII B as the experimental group, and VIII D as the control group. Both classes consist of 28 students. A set of pretest and posttest, writing test, were used as the instrument of the research. To assess students' learning style, The items of learning style questionnaires were adapted from Quantum Teaching written by DePorter, B., Reardon, M., & Singer-Nourie, S. The treatments were given to experimental group in three meetings. The hypothesis was tested using ANCOVA analysis to know the effectiveness of the method used, and correlated t-test was run to know the difference among learning styles.

The findings revealed that the use of animated video is effective to teach writing for eight grade students of MTsN 1 Kediri (sig. 0000 < .05; f-obtained > f-table, 18.780 > 4.01). The experimental group achieve better result on their writing performance (77.05 > 70.98). About the effectiveness of animated video toward students' writing skills in students who have different learning style (VAK), the use of animated video is effective in teaching writing for visual, auditory, and kinesthetic students (visual = .000 < .05; auditory= .001 < .05; kinesthetic= .005 < .05). The use of animated video is the most effective for visual learners (Mean= 50.44), then followed by auditory learners (Mean= 40.89), and the last is for kinaesthetic learners (Mean= 35.16).

MOTTO

*DON'T STOP LEARNING BECAUSE LIFE DOESN'T STOP
TEACHING*

(Oscar Auliq Ice)

DEDICATION

From my deepest heart, I dedicate this Thesis to:

- *My God (Allah SWT) for giving me His mercies, His bless and His answer for my prayers.*
- *My beloved Mother Ibu Hj. Siti Aisyah for your love and support*
- *My beloved husband Dian Hadi Yuwono amd my children Kenzi and Asyraf for their endless love.*
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