

Animated Video Story as Innovative To Improve Grade 3 Learners' Story Writing Skills

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Abstract: This study aimed to investigate the development of the learners' story writing skills under the implementation of animated video story as innovation. This study provided various evidence on how the said innovation can help develop the learners' story writing skills. The grade three learners as well as the subject teachers and master teacher in the Gumaok elementary school were purposively selected in this study. Various test and data gathering procedures showed promising data on the success of the implementation of the said innovation where thirty learners' assessed and determine their level of story writing skills in terms of the domain of focus, content, organization, style, and convention under the supervision of the chosen master teachers and subject teachers. The use of animated video story as innovation were evaluated by the subject teachers and master teachers using the LRDMS tool. The utilization of animated video stories resulted that there is significant difference between the pretest and posttest mean scores. Hence, it can be concluded that the animated video stories as innovation had a positive effect on the learners' achievement. The data that this study generated in terms of the success shown over the development of the learners were significant in terms of their level of story writing skills. Furthermore, the information gained from this study will benefit in the education world, particularly for the teachers, the students, parents and the future researchers. By yielding information about the effectiveness of utilizing animated video stories as innovation to improve the learners' story writing skills.

Keywords: animated video stories, story writing skills

CONTEXT & RATIONALE

Introduction

Writing skills are crucial for students especially at grade level because it develops the students' critical thinking skills and improves their academic performance. Writing skills also help to cultivate the emotional growth of a child. Reading comprehension, analytical skills, and writing skills are the skills involved in writing which some students may lack or partially mastered. When a student lacks these skills, they may experience difficulty in writing.

According to Muhammad Fareed et al. (2016), many students find it very challenging to get enough and significant source information. Lack of extensive reading will not help the students to write good sentences or paragraphs. If the students are not reading books or other reading materials, they are going to have a lack of ideas and vocabulary to write.

In the Philippines' K-12 curriculum, the teaching and learning of English as well as reading and writing is a priority. It is presented as one of the learning areas in basic education across all grade levels, and it is legally recognized as the

country's second language. As a result, it is taught and learnt via macro language skills, which include reading, writing, listening, and speaking. However, it is really difficult to improve a student's writing skills because students have struggled to develop writing skills due to a lack of vocabulary. Vocabulary is the most important component in forming sentences, and it is at the heart of good writing skills. Students virtually always use spoken and written words to convey their thoughts, opinions, and feelings with those around them on a daily basis. A strong vocabulary base can aid learners in communicating their ideas verbally or in writing. Students with little vocabulary can benefit from using an electronic dictionary and engaging in more reading activities.

According to Ling (2016), writing activities need to be conducted among students since elementary school so that the students can generate good pieces of writing in the future. Even though there are many subjects in elementary schools.

A considerable number of studies relative to effective writing skill scaffolds exist. Villasor (2018) and Acuin, Petallana, & Esperas (2018) reported that students became more creative writers after having been exposed to visual thinking strategies such as the use of pictures, paintings, and videos and to Team Pair Solo, a cooperative-

collaborative learning strategy for developing language proficiency such as writing, as reported by respectively.

A case study conducted by Nassim (2018) proved that digitally produced stories are an effective tool in enhancing the learners' engagement in the learning process, which, in turn, aids in improving their macro language skills especially in reading and writing as well as in the development of creative skills. It was then suggested that digital stories be implemented for blended learning purposes as it fosters the learner's ability to organize, cooperate and collaborate as necessary towards goal attainment.

Writing difficulties should be addressed seriously because if a student has problems in writing, he or she will also have difficulty in communicating and expressing themselves. They may also lose or reduce their self-confidence as a result of doubting their writing or comparing themselves to other students. Having writing issues is a serious problem because it will affect a student's academic life as well as their life outside of school.

Since digital cameras, personal computers, scanners, and easy-to-use software have become available to educators to harness the digital world, the use of new technology in educational systems has risen significantly in recent years. The impact of new technologies in educational settings has been mainly good, as they have allowed educators to improve their knowledge.

When language is experienced in a creative manner through television and movies, children and adults become more interested. Students will find it easier to express their narrative text about the animated film they viewed using this strategy. The animated video can help learners in quickly grasping the language. It is also an enjoyable film because students enjoy watching cartoons or animated films. This film is not particularly long; it last between 10 and 15 minutes. It will assist the teacher in managing time when teaching in the classroom because the movie does not require much time to watch.

The world has now become increasingly text-oriented, writing has been considered as one of the most important skills. As a result of this change, teachers are in high demand for effective strategies that can help learners enhance their writing skills. One of the new innovative pedagogical tools that can engage students in deep and meaningful learning is Animated Video Stories.

The purpose of this study is to provide research-based techniques successful in improving the writing skills of the students. The findings suggest that through the use of animated video stories, technology, pre-taught vocabulary, various teacher influences and the implementation of positive diverse literacy practices, this goal can be attained.

Action Research Questions

This study aims to evaluate the effectiveness of animated video stories as innovation to improve learners' story writing skills in Grade 3 in Gumaok Elementary School SY 2021-2022

Specifically, it sought answers to the following specific questions

1. What is the level of acceptability of the developed animated video story as learning instructional materials as assessed by master teachers and subject teachers based on the LRMDS evaluation tools in printed materials in terms of:
 - 1.1. Content,
 - 1.2. Format,
 - 1.3. Presentation and Organization, and
 - 1.4. Accuracy and Up-to-dateness?
2. Is there a significant difference in the assessment of the two groups of respondents on the level of acceptability of the developed animated video story as learning instructional materials?
3. What is the Learners level of Story Writing Skills as exposed to the animated video story in terms of the following domains?
 - 3.1 Focus
 - 3.2 Content
 - 3.3 Organization
 - 3.4 Style
 - 3.5 Convention.
4. How effective is the developed animated video story as learning instructional materials in improving the story writing skills of Grade 3 learners as revealed by their pretest and posttest mean scores?
5. Is there a significant difference between the pretest and posttest mean scores?
6. What lesson exemplar in English 3 may be developed based on the findings of the study?

Hypothesis

This study tested the following null hypothesis, which will be subject to a statistical test at α 0.05 level of significance.

Ho₁: There is no significant benefit in using animated video stories for the writing skills of the grade 3 learners.

Ho₂: There is no significant difference between animated video stories and traditional written stories in enhancing the grade 3 Learners' writing skills.

Significance of the Study

This study aims to determine the effectiveness of using animated video stories in enhancing the writing skills of the learners. The researchers also hope that this study can be useful in the education world, particularly for the teachers, the students, parents and the future researchers.

The study will benefit of the following:

Teachers. The teacher can be more creative and have more possibilities to teach writing skills as a result of this study. When they study in the writing class, the students are not bored, do not feel difficult, and have no idea what they are doing. This study could be used to design an effective approach and technique for teaching writing.

Students. The researcher expects that the animated film would help students enhance their writing skills. As a result, they will not be bored or find it difficult to learn English, but rather will find it interesting. This research will assist learners in overcoming their lack of writing ability and mastering it.

Parents. From this study, the parents must be aware that watching animated videos stories help their child to enhance their writing and learning skills

Future Researchers. The researchers hope that this study will be beneficial and useful to the future researchers it can provide input. The future researchers can use this study as a model and conduct a similar study using alternative methods, responses, and locations.

Scope and Delimitation

This study aims to enhance the writing skills of the Grade 3 learners through animated video stories. This study will be conducted in Gumaok Elementary School. In particular, Grade 3 Learners will be the respondents of the study. Specifically, thirty (30) grade 3 learners, subject teachers, and master teachers will be purposely selected as the respondents of the study.

More so, the researchers evaluate the level of acceptability of the developed animated video story as learning instructional materials as assessed by master teachers and subject teachers based on the LRMDs evaluation tools in printed materials in terms of content, format, presentation and organization, accuracy and up-to-dateness. In addition, the researchers will also find the significant difference in the assessment of the two groups of respondents in terms of the level of acceptability of the learners developed using animated video story as learning instructional materials. Relatively, the researchers will evaluate the learners' level of Story Writing Skills as exposed to the animated video story in terms of focus, content, organization, style, and convention. Moreover, the researchers will determine how effective is the developed animated video story as learning instructional materials in improving the story writing skills of Grade 3 learners as revealed by their pretest and posttest mean scores. Also, the researchers will find the significant difference between the pretest and posttest mean scores. and in correlation, the researchers will prepare a redefined lesson exemplar in English 3 based on the findings of the study.

LITERATURE REVIEW

This chapter presents the different literature and studies that the researcher finds relevant in strengthening the framework of the present study. It includes articles from books, journals, theses, dissertation, the internet, and other reliable sources from local and foreign authors.

Multimedia Writing Skills

Students are increasingly demanding in engaging multimedia information in the modern era of education. Combining auditory messages with personalized visual cues and images, animation is a potent instructional tool that serves the dual tasks of teaching complicated topics and engaging student attention in the learning process. The purpose of this study is to employ and explore the utilization of a series of animated movies to help grade 3 students in Gumaok Elementary School SY 2021-2022 to enhance their story writing skills.

In the study of Beiler & Dewilde (2020) it revealed that writing is one of the four most productive language skills, said to be productive because the components in writing activities require multi-skills that involve other language skills such as listening, speaking, and reading. Besides, the metacognitive process and the experience results obtained are part of the composition that must be present in writing activities because this is the essence of a series of experiences, both from reading and interacting with the environment.

Short story writing skills

In the study of Dewi, 2016; Linda, 2017; Feeney & Gajaseni, 2020, writing short stories is one of the creative writing skills and one of the literary products that are included in the form of narrative or fantasy essays. Therefore, the process of making it is not easy because writing a short story involves a process of imagination and experience to process intrinsic and extrinsic elements. The use of word/diction and sentence composition must be able to convey the purpose and message to the readers; this is often used as part of the students' difficulties in compiling a fiction/non-fiction essay in the short story-making process. It means that even though it is not easy to create short stories, writers can learn from readers, in terms of their feedback.

The study of Rezaei & Naghibian (2018) revealed that writing a short story is a literary product that can convey knowledge or a cultural background image seen from the author's point of view, with this, the important element in the short story is extrinsic so that each writer can convey ideas in line with their distinctive thoughts and cultural background.

Writing skills

(Göçen, 2019; Purba, 2018). Based on these assumptions, writing skills can be developed independently by students at every level at school. However, the efforts to develop writing skills should be supported by adequate literature and media. Hence, the students can observe and analyze the organization of ideas, content, or diction that are written well, through the stages of knowing, understanding, analyzing, synthesizing, and evaluating a series of activities that students do. This means that the students should have prior knowledge in writing.

However, according to Gbollie & Keamu (2017), lack of motivation is one of the challenges faced by the students. If the students are not motivated, they might not be interested to proceed with their learning process. Motivation is important in improving students' learning results. In reality, parents are also important to support their children develop rich relational framing skills as well as the ability to use language flexibly through interaction.

(Ezza et al., 2019). Study revealed that, in another aspect, writing is said to be a medium of communication between writers and readers in conveying messages both from an event, as well as the result of imagination (fiction), so that readers get information or understanding even invitations from written messages. Thus, writing is said to be a fairly complicated process because it involves various cognitive and metacognitive aspects.

According to Patrick (2019), the metacognitive process and the experience results obtained are part of the composition that must be present in writing activities because this is the essence of a series of experiences, both from

reading and interacting with the environment. It means that nothing can compare to real life experience.

(Kartika et al., 2018). In addition to a complex series of activities, writing is a series of skill processes for expressing new ideas, expressing feelings, connecting people to the culture of creation, space, time, and the writer's imagination, so it can be assumed that writing skills are communication activities.

Rodríguez (2017) explained in the results of his research at the University of Santo Tomas Columbia that the implications of written learning are able to hone literary skills and understand cultural elements and moral messages in it, so that every reader and writer will not be swept away in the flowing world.

However, According to Winarso (2016) in order to complete a task successfully, readiness is very important. The readiness can either be physical readiness and mental preparedness. If this is not occurring, students will be having challenges in writing. Students will not be mentally prepared to learn in the classroom if they are not ready. It is very important for the students to be ready before they enter the classroom. Also each student may face different challenges in learning writing. All the students are special and unique in their own ways. These challenges will somehow pull back the students from moving forward to produce a good piece of writing. The following paragraphs are about challenges faced by students in writing.

Perry (2018) also states that lack of vocabulary has caused the students to face challenges in acquiring writing skills. In improving writing skills, students can also improve their empathy for 21st century skills, one of their decision making attitudes, problems, being able to speak in public, and become a holistic and transformative assessment.

According to Afrin (2016), having good ability in spelling will lead to positive learning of writing skill. If the students are struggling with spellings, it will hold them back to move forward. The students have the habit of spelling according to their pronunciation and this will lead to wrong spelling. The students will either add or leave letters of the words. For example "ballon" instead of "balloon."

A series of literature that explains short story writing skills always explain a complexity, considering writing short stories is an activity that requires multi-skill in a writer, ranging from connecting between experience and theory, analyzing, synthesis, to conclude what has been studied (Csizér & Kontra, 2020; Lam, 2020). However, that does not mean writing short stories is difficult to do. Writing is a process that requires a long process in line with experience, the more stages of writing experience are carried out the better the quality of the writing made (Rodríguez, 2017).

Animated video stories

A study of Abidin (2015) revealed that technological developments should be able to change the paradigm of student learning activities, hence, the development of student literacy can be dynamic in line with technological developments. Likely, the cultural transformation of reading and writing is closely aligned with the acceleration of technological development, so the cultural transformation of reading and writing is not inevitable, gradually changing its presentation into a virtual form that is more easily accessed and understood by readers.

Also, other research results from Simanungkalit and Sembiring (2019), the aspect develop was how students were not only be able to make short stories assisted by audio visual media in the form of short movies but also to make two products at once namely making short stories as well as making short movies.

According to Sajana (2018), animated video stories create a realistic target language world for the learner that assures learners' involvement. Since the learners are exposed to a realistic use of language, they become a participant of the target language world. This unconscious involvement of learners in the language interaction process helps to acquire the language.

In conclusion, writing helps the learners in engaging in an activity that allows them to fully develop their own voice and perspective without being constrained. They have a better chance to investigate and express their feelings about various issues, opinions, ideas, and characters. This will also help them feel more at ease and confident when expressing their thoughts and perspectives in other parts of their writing. Animated video stories also help the learners to understand more about the topic. Or the story they are writing because the animated video story contains graphics and pictures that can arouse the interest of the learner. They are more active when it comes to learning rather than just reading alone. And animated videos encouraged the learners to do or to perform what they have watched in order for them to learn more. And they are also intrigued in the writing process.

Theoretical Framework

The success of animated video story as innovation to improve the story writing skills of Grade 3 learners is dependent upon subject teachers and master teachers' level of acceptability based on the LRMDS evaluation tools in printed materials in terms of content, format, presentation and organization, and accuracy and up-to-dateness.

Based on the current situation nowadays, students' motivation to read and write using mainstream devices is decreasing. This is despite the fact that information media and

technology are in high demand among students as a means of obtaining literature as a medium to read and write, and even to translate written forms into audio-visuals (movies) to be better understood by them. Therefore, the availability of digital media should be a means to develop students' language skills, especially in written form, so they will be more interested in making short story writing as an effort to improve the literacy culture (Eng et al., 2020).

Animated video stories are distinguished from live action ones by unusual kinds of work that are done at an animated company. The animated video stories do not continuously film outdoor action in the real time, but they create a series of images by drawing one frame at a time. Animated video stories are the illusion of motion created by consecutive display of images or static elements.

The theory of Mayer's cognitive, identifies some strategies for extending the memory for learning by using instructional multimedia principles and explains how visual and verbal memories can interact. Mayer builds his theory based on Atkinson and Shiffrin's information processing theory and identifies three cognitive processes of selection, organization and integration to increase retention of information and enhance learning. While the information learning theory focuses on the structure of these same three principles in enhancing the information processing and storage in the memory, Mayer's cognitive multimedia theory focuses on the facilitation of these principles in retaining the information in which it can be utilized in a meaningful way. Mayer's theory emphasizes that the retention of the information starts at the organization stage in which significant information needs to be organized and visualized in order to be moved from the short-term memory to the long-term memory where it can be stored. Lohr (2008) offers an interpretation to Mayer's organization principle of the multimedia theory. She states, for the instructional designers, that: "learners are more likely to think about your visuals the way you want them to if you organize or present information, in a way that the mind is predisposed to grasp (Lohr, p.62). shows how pictures get processed in the memory based on Mayer's cognitive theory of multimedia.

The Theory of multiple intelligence is also closely related to learning through animated movies because they incorporate multiple aspects of intelligence, such as visual/spatial, linguistic/verbal, logical and musical and offer greater room to address a broader range of learners' need (Zhou & Brown, 2015)

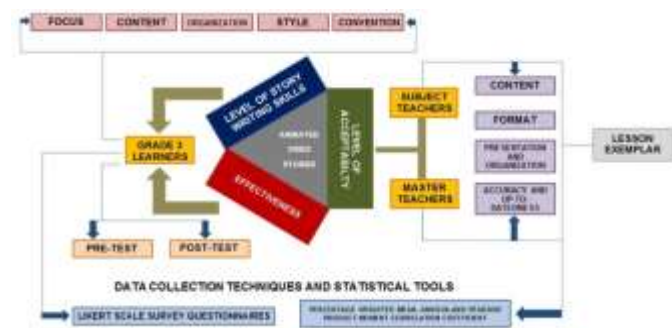
The theory of cognitive learning development by Jean Piaget, also explains how a child constructs a mental model of the world. He also said that Schemas are the basic building blocks of such cognitive models, and enable us to form a mental representation of the world. Piaget called the schema the basic building block of intelligent behavior, a way of organizing knowledge. It is useful to think of schemas as units

of knowledge, each relating to one aspect of the world, including objects, actions, and abstract, and theoretical concepts.

Animated video stories are an audio-visual medium that may successfully communicate information, describe a process/storyline, explain hard topics, and teach skills such as information sensitivity. In reality, the effectiveness of movies in learning activities act as a medium that is able to deliver students' knowledge and skills on contextual matters and hone students' imagination skills (Köroğlu, 2020). A similar idea was expressed by Rahman (2018) that the nature of learning media, both audio and visual, is able to become a transformative medium in conveying knowledge to students in every learning process.

The implementation of innovative animated video stories in this research is one of the keys to improving students' writing competence, one of which is through watching the animated video stories process followed by students' short story writing. In addition to improving writing skills, students can also improve their empathy for 21st century skills, one of their decision-making attitudes, problems, being able to speak in public, and become a holistic and transformative assessment (Perry, 2018).

Conceptual Framework



The Input-Process-Output (IPO) model presented a simplistic yet practical framework for the research design. The Input frame comprises the level of acceptability of the learners developed by using animated video story as learning instructional materials as assessed by master teachers and subject teachers based on the LRMSD evaluation tools in printed materials in terms of Content, Format, Presentation and Organization, and Accuracy and Up-to-datedness.

Part II includes the level of learners' writing skills as assessed by the following aspects: focus, content, organization, style, and convention.

Part III deals with the effectiveness of video animated stories as an innovative strategy for improving the learners

story writing skills as assessed by the two evaluations: pre-test mean scores and post-test mean scores.

The Process frame consists of the data collection techniques, specifically the Likert Scale Survey Questionnaire and the statistical tools in data analysis such as Pre/Post Assessment Analysis Based On Weighted Mean Scores.

The Output frame shows the proposed applicability and effectiveness of using video animated story as an innovation to improve the story writing skills of the grade 3 learners.

Definition of Terms

Acceptability. It is the quality of being accepted, tolerated or allowed.

Accuracy. It is the result of a measurement, calculation, or specification conforms to the correct value or a standard.

Animated video stories. It is a series of pictures, original designs, drawings, illustrations or computer-generated effects that have been made to move in an eye-catching way using any number of artistic styles.

Content. It describes the essence, the main theme of the paper. It includes the research question posed, its significance, the methodology, and the main results or findings.

Convention. It is used to make a writing more readable, it includes grammar, spelling, punctuation etc.

Effectiveness. It is the degree to which something is successful in producing a desired result

Focus. It is the center of interest or activity.

Format. It is the way in which something is arranged or set out.

Organization. It is the action of organizing something.

Presentation. It is a demonstration or presentation of new ideas.

Pre-test. It is a questionnaire that is tested on a (statistically) small sample of respondents before a full-scale study.

Post-test. It is a test given to training participants after the instruction is presented or completed.

Style. It is the way of doing something in its own unique way.

Up-to-datedness. It is the appropriateness to the current time, period, or circumstances.

RESEARCH METHODOLOGY

METHODS

This study examines the effectiveness of animated video stories that will be utilized to grade III learners for the enhancement of their story writing skills with the use of one-group pretest-posttest design. The study determines how this innovation helps the students to improve their story writing skills. More specifically, this study aims to investigate if there will be a significant difference between the pretest and posttest on the implementation of Animated Video Stories (AVS) in improving the story writing skills of the grade III learners in English III. This research is conducted on thirty (30) Grade III learners, subject teachers and master teachers in Gumaok Elementary School City of San Jose del Monte, Bulacan during the school year 2021-2022.

Type of Research

This study utilized one-group pretest-posttest design in order to determine the effectiveness of Animated Video Stories (AVS) in improving the story writing skills of the grade III learners in English III. The selected teachers will utilize the animated video stories since the group needs to be measured before and after the utilization of the Animated Video Stories among the grade III students.

In this study, the teachers will use the provided Animated Video Stories from the researchers in order to measure its effectiveness for the improvement of the story writing skills of grade III learners in English III. This may also determine the learners and teachers' difficulties under the utilization of the provided Animated Video Stories. Teachers may assess the learners to determine their level of development on story writing skills.

The pretest is to be conducted in order to determine the effectiveness of the animated video stories to further enhance the current story writing skills of the learners. Furthermore, the researchers will test the hypothesis to determine if there will be a significant difference between the pre-test and post-test of the member's chosen to participate in the experimental group in order to determine their story writing skills.

Respondents of the Study

The study involved two (2) master teachers, two (2) subject teachers and thirty (30) Grade III learners who enrolled in K to 12 Curriculum in the online class session of the Gumaok Elementary School in the City of San Jose del Monte, Bulacan were purposely selected as members of this research study.

Sample and Sampling Technique

The researchers had utilized the purposive sampling technique. This sampling technique is where the researchers determine if there are similar traits or characteristics among the participants while engaging on the proposed animated video stories. This technique will determine the willingness of the participants to participate in the research. The study will involve two (2) master teachers, two (2) subject teachers, and thirty (30) Grade 3 students which have not experienced in conducting action research and will be the participants of the proposed experiment for the improvement of the learner's story writing skills.

Proposed Innovation, Intervention and Strategy

In this study, the researchers had conducted a new way in developing the grade III learners' story writing skills by the use of animated video story as innovation. This material was designed for the enhancement of the story writing skills of the grade III learners. This said material can be an alternative way to teach learners especially now during the COVID-19 pandemic. It is ideally designed to learners which could feel their involvement in attaining more meaningful learning experiences. The said strategy will help develop the critical thinking skills and creativity of the learners. It also engages them with more complex themes, and facilitates further engagement with the content. The animated video stories will consist of enough creativity to catch the attention of the learners in order to boost their motivation and engagement in writing. Also, the grade III learners are easily taught with the help of animated pictures and videos since this stage of development where their understanding and perception is being developed.

Instruments

In this study, the researchers will utilize the use of animated video stories to assess the learners writing skills as a pretest and posttest. The rubrics will be used in measuring the learners' level of story writing skills. The teachers may evaluate the learners' story writing skills by conducting various activities during and after the utilization of the animated video stories.

The researchers will utilize the survey type questionnaires for the teachers and master teachers after the utilization of the animated video stories regarding the improvement of the learners' story writing skills. The question is to address whether the learners did improve and develop their story writing skills. The survey questionnaire is answered through a four-point Likert scale, 1 – Not Satisfactory, 2 – Poor, 3 – Satisfactory, 4 – Very Satisfactory. The answer will be the necessary data needed in order to determine the effectiveness of the utilization of the animated video stories.

Data Collection Procedure

In gathering the data, the request letter of the researchers in conducting the study noted by the School Principal and researcher coordinator was sent to the Schools Division Superintendent for approval and permits her to undertake the said study in Gumaok Elementary School in the City Schools Division of San Jose del Monte City, Bulacan.

After the approval of the conducted research, the researchers sent the Informed Consent Form to all of the learners' parents or guardians for the conduct of the study. They were informed about the main objective and the main role of the researchers for their children through the implementation of Animated Video Stories (AVS) in improving the story writing skills of the grade III learners in English III. After the retrieval of Informed Consent Form, the researchers personally administered the achievement test through pretest to the respondents of the study.

Another letter of request personally hand carried by the researcher to the school principal of the said school to officially execute the study. To ensure the confidentiality of the results, the researchers adhered to the ethical guidelines and issues related to gathering data procedure. Upon the completion of the relevant data, the researchers manually checked the achievement test in the form of pretest and posttest answered by the respondents.

Ethical Consideration

Data privacy and proper consent will be considered in order to secure the welfare of the respondents. The data will be treated with utmost confidentiality and solely for the validity of the conduct of this study. The proper communication to the authorized person will be made possible and secure the transparency of the documents.

Data Analysis

In terms of analyzing, the achievement of the learners in improving their story writing skills will be based on the assessment and evaluation of the teachers on the experimental group using paired t-test of the independence means. After the given intervention, a posttest was administered to see if there is a significant difference between the pretest and posttest results of the experimental group.

Weighted Mean was utilized. Critical value and computed value, as well as p-value and an alpha level of 0.05, were statistically considered to determine the academic achievement of the learner respondents.

Plan for Dissemination and Utilization

To ensure that the outputs of this research will be used, the animated video stories could be disseminated through the use of different applications such as google meet, messenger, facebook, etc. It could be uploaded online in order for other researchers to see it and test its effectiveness.

In addition, through proper dissemination of animated video stories (AVS), it can be utilized and could be helpful to the teachers and learners especially those who lack in story writing skills in English III.

This present study also ensures that the research findings will be used for decision making and policy formulation on instructional leadership. It will also be utilized in the School Improvement Plan of Gumaok Elementary School that encourage the teachers to use this kind of innovation in order to ensure the learnings of the learners.

Results and Discussions

This part discusses the result and the data obtained based on the research instruments employed in the study. Furthermore, this part interprets and analyzes the data gathered to describe the effectiveness of animated video stories as innovation to improve the grade III learners story writing skills. In the Gumaok Elementary School. Moreover, the findings of the study were:

Table 1: Level of acceptability of animated video stories as assessed by master teachers and subject teachers.

Level of acceptability in terms of:	TEACHERS	
	WM	Verbal Interpretation
Content	3.64	SATISFACTORY
Format	3.67	VERY SATISFACTORY
Presentation and Organization	3.65	SATISFACTORY
Accuracy and Up-to-dateness	4	VERY SATISFACTORY
OVERALL	3.74	VERY SATISFACTORY

(scale: very satisfactory 3.66 – 4.00, satisfactory 2.60 – 3.65, poor 1.80 – 2.59, not satisfactory 1.00 – 1.79)

The table 1 shows the level of acceptability of the animated video stories as assessed by master teachers and subject teachers. In finding the result for the level of acceptability of the said innovation assessed by master teachers and subject teachers, the researchers used the likert scale. The weighted mean of content is 3.64. This indicates that the level of acceptability of animated video stories as assessed by master teachers and subject teachers is satisfactory. The weighted mean of format is 3.67. This indicates that the level of acceptability of animated video stories as assessed by master teachers and subject teachers is very satisfactory. The weighted mean of presentation and organization is 3.65. This indicates that the level of acceptability of animated video stories as assessed by master teachers and subject teachers is satisfactory. The weighted mean of accuracy and up-to-dateness is 4. This indicates that the level of acceptability of animated video stories as assessed by master teachers and subject teachers is very satisfactory.

Table 2: Level of learners' story writing skills as exposed to the animated video story in terms of the following domains.

FOCUS	Level	Pretest		Level	Posttest	
		Frequency	Percentage		Frequency	Percentage
	FRUSTRATION	16	53.33	FRUSTRATION	4	13.33
	INSTRUCTIONAL	14	46.67	INSTRUCTIONAL	16	53.33
	INDEPENDENT	0	0	INDEPENDENT	10	33.33
	TOTAL	30	100%	TOTAL	30	100%

The table 2.1 shows the level of learners' story writing skills as exposed to the animated video story in the domain of focus. The data revealed that 53.33% (16) of the learners before the implementation of the innovation are having frustration or difficulty in their story writing skills. More so, 46.67% (14) learners have watched some of the instructional before the innovation of animated video stories. Thus, when the learners are exposed to the animated video story as innovation, the learners exhibit 53.33% (16) are instructional and 13.33% (4) are having frustration. From this, 33.33% (10) learners are independent which means learners improved their story writing skills in the domain of focus by the use of animated video story as innovation.

Table 2.2

CONTENT	Level	Pretest		Level	Posttest	
		Frequency	Percentage		Frequency	Percentage
	FRUSTRATION	24	80	FRUSTRATION	5	16.67
	INSTRUCTIONAL	6	20	INSTRUCTIONAL	15	50
	INDEPENDENT	0	0	INDEPENDENT	10	33.33
	TOTAL	30	100%	TOTAL	30	100%

The table 2.2 shows the level of learners' story writing skills as exposed to the animated video story in the domain of content . The data revealed that 80% (24) of the learners before the implementation of the innovation are having difficulty in their story writing skills. Thus, 20% (6) learners have watched some of the instructional before the innovation, the learners exhibit 80% (24) are instructional and 16.67% (5) are having a frustration. From this, 33.33% (10) learners are independent which means learners improved their story writing skills in the domain of focus by the use of animated video story as innovation.

Table 2.3

In table 2.3, it shows the level of learners' story writing skills as exposed to the animated video story in the domain of organization. The data revealed that 76.67% (23) of the learners before the implementation of the innovation are having frustration or difficulty in their story writing skills. More so, 23.33% (7) learners have watched some of the instructional before the innovation of animated video stories.

ORGANIZATION	Level	Pretest		Level	Posttest	
		Frequency	Percentage		Frequency	Percentage
	FRUSTRATION	23	76.67	FRUSTRATION	9	30
	INSTRUCTIONAL	7	23.33	INSTRUCTIONAL	12	40
	INDEPENDENT	0	0	INDEPENDENT	9	30
	TOTAL	30	100%	TOTAL	30	100%

Thus, when the learners are exposed to the animated video story as innovation, the learners exhibit 76.67% (23) are instructional and 23.33% (7) are having frustration. From this, 30% (9) learners are independent which means learners improved their story writing skills in the domain of organization by the use of animated video story as innovation.

Table 2.4

STYLE	Level	Pretest		Level	Posttest	
		Frequency	Percentage		Frequency	Percentage
	FRUSTRATION	18	60	FRUSTRATION	4	13.33
	INSTRUCTIONAL	12	40	INSTRUCTIONAL	10	33.33
	INDEPENDENT	0	0	INDEPENDENT	16	53.33
	TOTAL	30	100%	TOTAL	30	100%

The table 2.4 shows the level of learners' story writing skills as exposed to the animated video story in the domain of focus. The data revealed that 60% (18) of the learners before the implementation of the innovation are having frustration or difficulty in their story writing skills. More so, 40% (12) learners have watched some of the instructional before the innovation of animated video stories. Thus, when the learners are exposed to the animated video story as innovation, the learners exhibit 33.33 (10) are instructional and 13.33 (4) are having frustration. From this, 53.33% (16) learners are independent which means learners improved their story writing skills in the domain of focus by the use of animated video story as innovation.

Table 2.5

	Level	Pretest		Level	Posttest	
		Frequency	Percentage		Frequency	Percentage
CONVENTION	FRUSTRATION	23	76.67	FRUSTRATION	5	16.67
	INSTRUCTIONAL	7	23.33	INSTRUCTIONAL	17	56.67
	INDEPENDENT	0	0	INDEPENDENT	8	26.67
	TOTAL	30	100%	TOTAL	30	100%

The table 2.5 shows the level of learners' story writing skills as exposed to the animated video story in the domain of convention. The data revealed that 76.67% (23) of the learners before the implementation of the innovation are having frustration or difficulty in their story writing skills. More so, 23.33% (7) learners have watched some of the instructional before the innovation of animated video stories. Thus, when the learners are exposed to the animated video story as innovation, the learners exhibit 56.67% (17) are instructional and 16.67% (5) are having frustration. From this, 26.67% (8) learners are independent which means learners improved their story writing skills in the domain of focus by the use of animated video story as innovation.

Table 3: Pre-test and Post-test of grade 3 learners using animated video story.

	Pretest	Post test	Gain Score
MEAN	52	88	75

The table 3 shows the pre-test and post test of the Grade 3 learners before and after the utilization of animated video stories as innovation to improve the learners' story writing skills in teaching English 3. As gleaned on the tabulated data, it indicates that before the utilization of animated video stories, learners' achievement in pretest were 52. It also indicates that learners' achievement in posttest were 88 after the utilization of the said innovation. Hence, the learners' gain mean score is 75%. In addition, it can be concluded that the animated video stories as innovation had a positive effect on the learners' achievement, as evidenced by the significantly greater mean in the posttest than in the pretest.

Table 4: Test of significant difference between the pretest and posttest on grade 3 learners' story writing skills with the utilization of animated video stories as innovation.

df	t-test	t-test critical value	Probability Level	Decision	Interpretation
30	16.55	2.04	P>0.05	Ho is rejected	Highly Significant

The table 4 shows the significant difference of the pretest and posttest of the Grade 3 learners. Upon computing the data, it appeared that the calculated t value is 16.5572 and the critical t value is 2.0452. Since the calculated t value is greater than the critical t value, the null hypothesis is rejected. Thus, there is a significant difference between the pretest and posttest of grade 3 learners in improving their story writing skills using the animated video stories as innovation.

Conclusion

The research results and discussion on the Animated video story as innovation to improve grade 3 learners' story writing skills of Gumaok Elementary School draw several conclusions.

1. As shown by the significantly higher mean in the posttest than in the pretest. The animated video stories as innovation had a positive impact in improving the grade 3 learners' story writing skills.
2. The learners' have a high positive attitude towards the utilization of animated video stories as innovation in improving their story writing skills.
3. The learners exposed to the animated video stories as innovation significantly differ in pretest and posttest results.

Therefore, the researchers conclude that animated video stories can be useful in teaching the learners to write their own story. Not only with their rich text structures, but also with the visual and aural stimuli they present, pieces of language in natural and meaningful ways. Finally, using the animated video stories may also contribute to a more comfortable and enjoyable learning atmosphere.

Recommendation

Based on the findings of the study and the conclusion drawn, the following are recommended:

- A. Implementing animated videos can be used to effectively communicate with your students. Also multimedia presentations can help students to visualize the concepts and understand them in an easy manner. The imagination of young minds can be broadened using animation. It can be said that applying Animated Videos is successful and satisfying.
- B. The teacher should choose interesting and appropriate media which is able to make students practice their writing skill in a better way, like watching animated video stories in order to make the students express their writing skill in a meaningful context.
- C. For most students, writing is a challenge. Therefore, for those who are struggling with reading and writing, watching animated video stories is more convenient in order for them to learn more.
- D. Students should be at the centre of the learning process and take an active role in their education especially when it comes to reading and writing. Making learning an enjoyable experience for even poorly performing students.

E. It is suggested that teachers should provide student's writing tasks involving animated video stories in which they can write their own ideas.

F. Students should be given more opportunities to use modern learning technology in order to improve their skills and knowledge.

G. Animations allow topics to be stored in memory easily for a long period of time. Using narratives, sound and nerve-calming music adds more power to learning. Every learner can connect to the topic and the brain will respond with much ease to learning complex topics. Animated material will stimulate the senses.

H. The students should eliminate their fear of making mistakes due to the fact that making mistakes is a part of the learning process and it is normal and natural for everyone to do so in their learning. They should practice writing English text, discussing with their friends if they have difficulty in writing the text, and enjoy the writing class. The imagination element will make the teaching fun.

Plan for Dissemination and Utilization

The outputs of this research shall be published in order to help further researchers in the future, which they focus on the learners reading skills. The results shall be uploaded online for better access and see its effectiveness. Furthermore, proper dissemination of the study through various programs and seminars will help this research study be utilized by grade 3 teachers in developing their learner's reading fluency and comprehension. For the future researchers to use this study will have no issue upon revision of the research study. Revision is necessary to further develop and improve this study for the future of the learners continues development in reading fluency and comprehension.

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