



The Relationship Between Animated Caricature Media Use and Vocabulary Mastery and Anecdotal Text Ability

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ABSTRACT

This study aims to analyze the relationship between the use of animated caricature media and vocabulary mastery on the ability of students in class X of MA Al-Kautsar Pekanbaru in writing anecdotal texts. Using a correlation quantitative method with 30 students as a random sample, data was collected through questionnaires and anecdotal writing tests. The results of the analysis showed that all instruments were valid and reliable, as well as normal and homogeneous distributed data. The t-test and the F-test showed a significance value of 0.000, while the regression coefficient test showed an effect of 95%. These findings show that animation caricature media and vocabulary mastery together contribute strongly to students' ability to write anecdotal texts.

INTRODUCTION

Writing skills are one of the language skills that have an important role in communication, both in academic and non-academic contexts. As a productive skill, writing skills need to be honed continuously in order to develop optimally (Helaluddin & Awalludin, 2020). However, in learning practice, writing skills are often a challenge for students, especially due to low interest, lack of habituation, and lack of innovation in learning media (Fikri et al., 2019).

At the high school/MA level, one of the writing skills that students must master is the ability to write anecdotal texts. Anecdotal texts are short stories that contain humor as well as criticism of certain social phenomena (Aprilius, 2018; Kosasih, 2019). In addition to presenting elements of humor, anecdotal texts convey moral messages implicitly so that they require an understanding of context and creativity in writing. This complexity often makes students feel difficult in producing good anecdotal texts.

Based on a preliminary study at MA Al-Kautsar Pekanbaru, learning to write anecdotal texts is still dominated by conventional methods that only rely on student books and worksheets. This condition causes learning to be less interesting, so students show low motivation and the average score of writing anecdotal texts is below KKM 75. In addition, students' vocabulary mastery is still lacking, which also hinders their ability to write.

To overcome these problems, learning media that is able to attract interest, develop creativity, and facilitate conceptual understanding—one of which is animated caricature media. Caricature media, as a form of graphic communication, can convey messages quickly, attract attention, and stimulate students' creativity (Munadi, 2008). Through the form of animation, this media not only displays humorous visuals, but also makes it easier for students to understand the structure and content of anecdotal texts.

Previous research has shown that the use of caricature media can improve anecdotal text writing skills (Nurnaningsih, 2020). However, caricature media in the form of animation has never been applied in learning to write anecdotal texts at MA Al-Kautsar. In addition, the factor of mastery of vocabulary as an important component of writing skills also needs to be considered. Therefore, research is needed to determine the relationship between the use of animated caricature media and vocabulary mastery on the ability to write anecdotal texts.

This study focused on two main variables, namely the use of animated caricature media and vocabulary mastery, with the aim of testing the relationship between the two—both partially and simultaneously—on the ability to write anecdotal texts of class X students of MA Al-Kautsar.

Thus, this research is important to provide a more innovative alternative learning media and to improve the quality of learning to write anecdotal texts in schools.

LITERATURE REVIEW

Anecdotal Text Writing and Learning Skills

Writing is a productive skill that requires the ability to express ideas sequentially, logically, and communicatively. In learning Indonesian, writing is one of the main competencies that need to be trained on an ongoing basis

(Helaluddin & Awalludin, 2020). The Independent Curriculum establishes the ability to create anecdotal texts as one of the basic competencies. Anecdotal texts themselves are short stories that are humorous as well as critical of social phenomena, with the aim of conveying moral messages or criticism implicitly (Aprilius, 2018; Kosasih, 2019). Because it contains elements of humor, satirism, and moral messages, anecdotal texts require creativity, understanding of context, and language flexibility.

Animated Caricature Media in Learning

Learning media plays an important role in increasing students' attention, motivation, and understanding. Visual media – especially caricatures – has high appeal because it is able to convey messages quickly through symbols, humor, and simple visualizations (Munadi, 2008). The development of caricatures in the form of animations adds audio-visual elements that can help students understand the structure and meaning of anecdotal texts more concretely and interestingly. Previous research has shown that caricature media is effective in improving the ability to write anecdotal texts because it is able to stimulate students' imagination and creativity (Nurnaningsih, 2020). Thus, animation caricature media has the potential to be a more interactive learning alternative and relevant to the characteristics of today's students.

Vocabulary Mastery and Writing Ability

Vocabulary mastery is a fundamental element in writing skills. Students who have limited vocabulary tend to have difficulty conveying ideas, stringing sentences, and constructing communicative texts. In the context of writing anecdotal texts, adequate vocabulary allows students to express humor, satire and moral messages more effectively. Studies have shown that the higher a student's vocabulary mastery, the better their writing ability – both in terms of fluency, diction accuracy, and sentence structure. Therefore, vocabulary mastery is an important variable that needs to be included in the analysis of anecdotal text writing ability.

Research Hypothesis

This study used multiple linear regression analysis to test the relationship between two independent variables, namely the use of animated caricature media and vocabulary mastery, to the bound variable, namely the ability to write anecdotal texts. The hypotheses proposed are as follows:

1. The Influence of Animated Caricature Media on the Ability to Write Anecdotal Texts

- H0: There was no significant relationship between the use of animated caricature media and the ability to write anecdotal texts.
- Ha: There is a significant relationship between the use of animated caricature media and the ability to write anecdotal texts.

2. The Influence of Vocabulary Mastery on the Ability to Write Anecdotal Texts

- H0: There was no significant relationship between vocabulary mastery and the ability to write anecdotal texts.

- Ha: There is a significant relationship between vocabulary mastery and the ability to write anecdotal texts.
3. The Influence of Animation Caricature Media and Simultaneous Vocabulary Mastery on the Ability to Write Anecdotal Texts
- H0: There was no significant relationship between the use of animated caricature media and simultaneous vocabulary mastery on the ability to write anecdotal texts.
 - Ha: There is a significant relationship between the use of animated caricature media and simultaneous vocabulary mastery on the ability to write anecdotal texts.

Testing Criteria

Hypothetical decisions are determined based on significance values (Sig):

- If Sig < 0.05, then H0 is rejected and Ha is accepted.
- If the Sig ≥ 0.05, then H0 is accepted.

METHODOLOGY

This study uses a quantitative method with a correlational survey approach to analyze the relationship between the use of animated caricature media (X1) and vocabulary mastery (X2) on students' ability to write anecdotal texts (Y). Data was obtained through questionnaires and tests so that it allowed statistical analysis of the relationship between variables.

Population and Sample

The research population is all students of class X of MA Al-Kautsar for the 2023/2024 school year which totals 110 students. Sampling was carried out using random sampling with proportional consideration between classes. Determination of the number of samples using the Slovin formula:

$$n = \frac{N}{1 + N(e)^2}$$

With $N = 110$ and $e = 0.15$, a sample of **32 students was obtained**. Samples were taken randomly from three classes (X A, X B, and X C).

Research Variables

- **Independent variables (X1, X2):** use of animated caricature media and vocabulary mastery.
- **Bound variable (Y):** the ability to write anecdotal texts of students.

Research Instruments

Questionnaire on the Use of Animated Caricature Media (X1)

The questionnaire is in the form of a five-choice Likert scale (SS–STS). The instrument was developed based on the characteristics of visual learning media (Riyana, 2012), including aspects of message clarity, content representation, user friendly, stand alone, and visualization. Total items: 10 statements.

Vocabulary Mastery Test (X2)

The test is in the form of a multiple-choice of 50 questions, developed based on the indicators of Kurniawatid & Karsana (2020) which includes:

- word class,
- The Meaning of the Word,
- synonym-antonym,
- form of root and remuneration.

Anecdotal Text Writing Ability Test (Y)

The test is in the form of description questions to write an anecdotal text by paying attention to the structure and rules of language according to the Merdeka curriculum. The assessment is carried out based on indicators of content, structure, completeness, and language accuracy.

Data Collection Procedure

1. A questionnaire was given to students to measure the level of use of animated caricature media and vocabulary mastery.
2. Anecdotal writing tests are used to measure students' writing abilities.
3. Data collection is carried out once per instrument according to the Indonesian learning schedule.

Instrument Validity and Reliability

1. The validity of the expert was carried out by two validators from MA Al-Kautsar to assess the suitability of the content of the instrument.
2. Empirical validity was tested using Product Moment correlation. An item is said to be valid if r counts $\geq r$ of the table at a significance level of 5%.
3. Reliability is tested through Cronbach's Alpha with the following criteria:
 - 0.90 is very high
 - 0.70–0.90 height
 - 0.50–0.70 medium
 - < 0.50 low

Data Analysis Techniques

Data analysis was carried out using parametric statistics with the following stages:

1. **Normality Test**
Using Kolmogorov-Smirnov. The data is declared normal if *the Sig.* > 0.05 .
2. **Homogeneity Test**
Using the test F. Homogeneous data if F calculates $< F$ table.
3. **Linearity Test**
It is used to ensure that the relationship between the free and bound variables is linear.
4. **Hypothesis Test**
Using **multiple linear regression** to find out:
 - the effect of X1 on Y
 - the effect of X2 on Y

- the simultaneous influence of X1 and X2 on Y

The model was tested at a significance level of 5%.

RESEARCH RESULTS

Based on the research that has been carried out by the researcher, the data that has been obtained is then analyzed to get conclusions. The data analysis in this study is as follows:

Data Quality Test

Validity Test

Before the questionnaire is used for research, the researcher first validates the questionnaire to an expert (validator) to find out whether the statement in the questionnaire is valid or not. The researcher initially made 10 questions for the questionnaire using animated cartoon media, 50 questions for vocabulary mastery questionnaires, and a test of 4 questions that corresponded to the indicators in each questionnaire.

Then the question item is discussed with the validator to then be validated by the lecturer or expert to replace some less relevant questions, and also provide input if there are invalid question items, they are eliminated or replaced until the question is valid. Next, the researcher conducts a validation test with the help of the SPSS 23.0 for Windows application to decide whether the question items can be said to be valid or not in the way that Compare r. count and r table. Remarks: If r. count < r. the table is said to be invalid. And if r. counts > r. the table is said to be valid.

Table 1. Output of Validity Test of Questionnaire Use of Animated Cartoon Media

No item	r. Count	r. Table	Information
1.	0.505	0.3388	Valid
2.	0.666	0.3388	Valid
3.	0.667	0.3388	Valid
4.	0.776	0.3388	Valid
5.	0.646	0.3388	Valid
6.	0.753	0.3388	Valid
7.	0.735	0.3388	Valid
8.	0.649	0.3388	Valid
9.	0.791	0.3388	Valid
10.	0.650	0.3388	Valid

The data above is the result of a trial questionnaire on the use of animated cartoon media to 32 test respondents. The results of the validity test calculation use the SPSS 23.00 application. If the score in each questionnaire question item is less than 0.3388, the question item in the instrument is declared invalid, and if it is more than 0.3388, the question item can be declared valid. From the output

table of the validity test of the questionnaire questions above which uses SPSS 23.0 and all questions are declared valid so that all question items can be used to conduct research.

Reality Test

The test used to test the extent to which the statements in the questionnaire used remain consistent give the same results. It is said to be reliable if it has a Cronbach's Alpha value of > 0.60 .

Table 2. Reliable Interpretation of the Alpha Formula

Decision Correlation	Coefficient
0,800-1,000	Highly Reliable
0,600-0,799	Reliable
0,400-0,599	Quite reliable
0,200-0,399	Somewhat reliable
0,000-0,199	Unreliable

The results of the questionnaire reliability test The use of animated cartoon media using the help of the SPSS 23 application. 0 obtained the following results:

Table 3. Output Reliability Test Questionnaire Use of Animated Cartoon Media

Case Processing Summary		
	N	%
Valid	32	100.0
Cases Excluded ^a	0	.0
Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.855	10

From the calculation table above, it is known that the number of samples or respondents (N) analyzed was 32 students. Since the Cronbach Alpha niai is more than 0.8, the instrument can be said to be very reliable.

Prerequisite Test

Normality Test

The normality test is used to determine whether the population data is normal or not. The researcher used the Kolmogorov-smirnov statistical formula with the SPSS 23.00 application obtained the following results:

Table 4. Normality Test Output
One-Sample Kolmogorov-Smirnov Test

	Unstandardized Residual
N	32
Normal Parameters ^a Mean	.0000000
Std. Deviation	1.8499165
Most	1
Extrem	.107
e Differences	.096
	-.107
Kolmogorov-Smirnov Z	.779
Asymp. Sig. (2-tailed)	.578

a. Test distribution is Normal.

From the table above, it is known that the significance value of 0.578 is greater than 0.05, so it can be concluded that the questionnaire on the use of animated cartoon media, vocabulary mastery, and the ability to write anecdotal texts is distributed normally.

Homogeneity Test

Homogeneity testing is the test of whether the variances of two or more distributions are the same. In this study, a data can be said to be homogeneous or not based on the value of sig. of each variable analyzed with the SPSS 23.0 application. From the testing of the data, for the first hypothesis, namely the variable of the use of animated cartoon media, the following results were obtained:

Table 5. Homogeneity Test Output Questionnaire Results for the Use of Animated Cartoon Media

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Value Based on Mean	.407	1	51	.526
Based on Median	.331	1	51	.567
Based on Median and with adjusted df	.331	1	44.285	.568
Based on trimmed mean	.431	1	51	.515

From the table above, it is known that the value of sig. from the use of student animation cartoon media, which is 0.526, which is a value of more than 0.05. If it is more than 0.05, it can be concluded that the data is said to have a homogeneous relationship.

Meanwhile, the test results for the second hypothesis, namely vocabulary mastery, were obtained as follows:

Table 6. Homogeneity of Vocabulary Mastery Test Test Results of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Value Based on Mean	.014	1	51	.905
Based on Median	.051	1	51	.822
Based on Median and with adjusted df	.051	1	49.654	.822
Based on trimmed mean	.003	1	51	.959

It can be seen that the sig value of the ability to write anecdotal texts is 0.905 which is a value of more than 0.05, if it is more than 0.05 then it can be concluded that the data is said to have a homogeneous relationship.

Meanwhile, the test results for the third homogeneity, namely the ability to write anecdotal texts, were obtained as follows:

Table 7. Homogeneity Test Output Test Results Writing Anecdotal Text

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Value	Based on Mean	.014	1		.854
	Based on Median	.051	1		.742
	Based on Median and with adjusted df	.051	1	49.654	.872
	Based on trimmed mean	.003	1		.859

From the table above, it is known that the value of sig. of the ability to write anecdotal texts is 0.854. A value of 0.854 is a value of more than 0.05, if it is more than 0.05, it can be concluded that the data is said to have a homogeneous relationship.

Analysis of the Multiple Linear Regression

Multiple linear regression is a tool that can be used to predict future demand, based on past data or to determine the influence of one or more independent variables on one independent variable. This study uses two independent variables, namely the use of animated cartoon media (X1), vocabulary mastery (X2), and one bound variable, namely the ability to write anecdotal texts (Y), resulting in the following table:

Table 8. Multiple Linear Regression Results

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	x2, x1 ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.975 ^a	.950	.948	1.887	2.348

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3405.065	2	1702.532	47.363	.000 ^a
Residual	177.954	50	3.559		
Total	3583.019	52			

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-14.864	3.369		-4.411	.000		
X1	.248	.065	.200	3.803	.000	.358	2.793
X2	.924	.060	.807	15.320	.000	.358	2.793

a. Dependent Variable: Y

Based on the results of multiple regression analysis, the following regression equations were obtained:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

$$Y = -14.864 + 0.248 X_1 + 0.924 X_2 + e$$

The results of the calculation of multiple linear regression analysis in the equation can be described as follows:

1. The constant is -14,864 units, where if the use of animated cartoon media (X1) and vocabulary mastery (X2) is fixed or constant, then the ability to write anecdotal text (Y) Banking obtained is -14,864.
2. The regression coefficient of the use of animated cartoon media (X1) was 0.248. This can be interpreted as the use of animated cartoon media has a positive and significant relationship with the ability to write anecdotal texts. So that the stronger the use of animated cartoon media, the higher the level of ability to write anecdotal texts.
3. The regression coefficient of vocabulary mastery (X2) was 0.924. Vocabulary mastery has a positive and significant relationship with the ability to write anecdotal texts. The better the vocabulary mastery, the

higher the level of ability to write anecdotal texts. Schools increase vocabulary mastery, so the ability to write anecdotal texts is higher.

Hypothesis Test

Caricature Media T Test

The hypothesis test in this study uses T, to find out whether or not there is a relationship between the variable X and Y. If the sig value is more than 0.05, then there is no relationship, and if the sig value is less than 0.05, then the relationship is influential. The following is a test for the questionnaire on the use of Animation cartoon media in Indonesian subjects at MA Al-Kautsar.

Table 9. T Test on the Use of Caricature Media

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-14.864	3.369	0.200	-4.411	0.000	.358	2.793
X1	.248	0.065		3.803	0.000		

a. Dependent Variable: Y

From the table above, it is known that the sig value is 0.000. The value of 0.000 is a value that is smaller or less than 0.05, so it can be concluded that there is a relationship between the use of animated cartoon media and the ability to write anecdotal texts in Indonesian subjects at MA Al-Kautsar.

Vocabulary Mastery T Test

The hypothesis test in this study uses T, to find out whether or not there is an affecting relationship. If the sig value is more than 0.05 then there is no relationship and if the sig value is less than 0.05 then the relationship is affecting. The following is a test for the ability to write anecdotal texts for students in Indonesian subjects at MA Al-Kautsar.

Table 10. T Test On Vocabulary Mastery

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-14.864	3.369	0.807	-4.411	0.000	.358	2.79

X2	0.924	0.060		15.320	0.000	3
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a. Dependent Variable: Y

From the table above, it is known that the sig value between variables and dependent variables The ability to write anecdotal texts is 0.000. The value of 0.000 is a value that is smaller or less than 0.05, so it can be concluded that vocabulary mastery affects the ability to write anecdotal texts in Indonesian subjects at MA Al-Kautsar.

Test F - Simultaneous

Significant influence on the use of cartoon media Animation, and simultaneous mastery of vocabulary on the ability to write anecdotal texts. The analysis of the data in the discussion can be seen in the following table:

Table 11. F test - Simultaneous ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3405.065	2	1702.532	47.363	0.000 ^a
Residual	177.954	50	3.559		
Total	3583.019	52			

b. Predictors: (Constant), X1, X2

c. Dependent Variable: Y

Based on the table, it shows that the sig value is 0.000 or less than 0.05. This can be interpreted that independent variables, namely the use of animated cartoon media (X1), vocabulary mastery (X2) together have a relationship that affects the dependent variable in the ability to write anecdotal texts (Y) in Indonesian subjects at MA Al-Kautsar.

Regression Coefficient Test

To determine the magnitude of the relationship in this study, the determinant coefficient was used. This value is then used to determine what percentage of the relationship between the independent variable (X) and the dependent variable (Y). From the simple linear regression analysis test, for the hypothesis about the relationship between the use of animated cartoon media and vocabulary mastery on students' ability to write anecdotal texts in Indonesian subjects, the following results were obtained:

Table 12. Regression Coefficient Test

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.975 ^a	0.950	.948	1.887	2.348

a. Predictors: (Constant), X1, X2

b. Dependent Variable: y

To determine the percentage of relationship between the use of animated cartoon media and vocabulary mastery to students' ability to write anecdotal texts using R Square 0.950. from the table above is calculated using the Determinant Coefficient formula.

$$KD = R^2 \times 100\%.$$

$$KD = 0,950 \times 100\% = 95\%$$

From the explanation above, it can be concluded that there is a relationship between the use of animated cartoon media and vocabulary mastery on the ability to write anecdotal texts of students in Indonesian subjects at MA Al-Kautsar by 95%.

DISCUSSION

The Relationship of Animated Caricature Media to the Ability to Write Anecdotal Texts

The results of the study showed that there was a positive and significant relationship between the use of animated caricature media and the ability to write anecdotal texts for students in class X of MA Al-Kautsar. These findings indicate that the more optimal the use of caricature media, the higher the student's ability to write anecdotal texts. This increase occurred because caricature media was able to attract attention, increase learning activities, and stimulate students' imagination. This is in line with the view of De Porter and Hernacki who emphasize that writing involves the work of both hemispheres of the brain—logic and emotion—so that visual media such as caricatures can help the process of developing ideas and organizing ideas more effectively.

Caricature media also encourages better interaction between teachers and students, so that the learning process takes place more communicatively. These findings are consistent with Sadiman's theory that learning media can increase motivation, allow interaction with the learning environment, and help students learn according to their abilities. This research is strengthened by the findings of Suwarni (2018) and Luluk Ayu Nurnaningsih who concluded that caricature media is effective in improving anecdotal text writing skills at the high school level.

The Relationship of Vocabulary Mastery to the Ability to Write Anecdotal Texts

The results of the study also showed that vocabulary mastery was positively and significantly related to the ability to write anecdotal texts. The higher the students' vocabulary mastery, the more skilled they are in expressing ideas through writing. Vocabulary mastery is an important aspect because it determines how broadly and accurately students can understand and convey information in written form.

The vocabulary mastery tested in this study includes the ability to recognize the meaning of words, synonyms, antonyms, and the use of words in the context of sentences. Factors such as the type of school, vocabulary level, and active-passive vocabulary mastery also affect student achievement. These results are in line with the research of Dedeh Juariah et al., which show that vocabulary mastery makes a significant contribution to writing ability, especially in exposition texts.

The Relationship of Animation Caricature Media and Vocabulary Mastery to the Ability to Write Anecdotal Texts

Simultaneously, the use of animated caricature media and vocabulary mastery have a significant effect on students' ability to write anecdotal texts. The two variables complement each other: caricature media makes it easier to come up with ideas and storylines, while vocabulary mastery helps students compose texts with appropriate and varied language structures.

In the initial condition, students had difficulty writing anecdotal texts. However, after learning with caricature media is given gradually, interest and motivation for learning increase, as can be seen from the improvement in writing results at each meeting. Caricature media has been proven to be able to help students visually understand the storyline and convert it into written text. These results support the research of Nanda Saputra and Miswar Saputra, which showed a significant improvement in writing skills after the use of caricature photo media in learning.

CONCLUSION

Based on the results of data analysis and discussion, this study produced three main conclusions. First, the use of animated caricature media was positively and significantly related to students' ability to write anecdotal texts, as shown by a significance value of 0.00 (<0.05). Second, vocabulary mastery also has a positive and significant relationship with the ability to write anecdotal texts, with the same significance value. Third, both variables—animation caricature media and vocabulary mastery—simultaneously contribute significantly to improving students' anecdotal text writing skills. Thus, the more appropriate the use of animated caricature media and the better the students' vocabulary mastery, the higher their ability to write anecdotal texts.

RECOMMENDATION

First, schools are advised to increase support for the learning process, especially in providing interesting learning media and creating a comfortable and quality learning environment. Second, for academic libraries and related study

programs, the results of this research can be used as additional references and considerations in the development of learning and further research, especially those related to Indonesian teaching strategies and improving students' writing skills.

ADVANCED RESEARCH

Based on these conclusions, further research can be directed to explore more deeply the effectiveness of different types of other visual media that may have different influences on the ability to write anecdotal texts, such as short videos, digital comics, or interactive infographics. In addition, further studies can review additional factors that contribute to writing skills, such as learning motivation, reading interest, creative thinking skills, or teachers' learning strategies. Research with experimental methods is also recommended to determine the direct effect of the use of animated caricature media on improving writing skills in the long term. In addition, expanding the research object to different levels or schools will provide a more comprehensive picture of the consistency of the influence of learning media and vocabulary mastery on the ability to write anecdotal texts in various educational contexts.

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