



The Effect Of Using Animated Videos on A2 Level Writing Skills Of Grade Students XII

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Abstract

This research aims to investigate the effect of using animated videos on the A2 level writing skills of Grade XII students at SMA Swasta Nommensen Pematangsiantar Campus. This research applied a quantitative method with a Pre-Experimental design, specifically the One Group Pretest-Posttest Design. The research instrument was an essay test consisting of one item. After conducting data analysis, the mean score of the pretest was 63, while the mean score of the posttest was 83.4. The sample consisted of 23 students from Grade XII. Based on the hypothesis testing using the T-test and N-Gain test, the analysis showed that the t-observed value was 12.972, while the t-table value with a degree of freedom (df) of 22 at a significance level of 0.05 was 1.717. Since $t\text{-observed} > t\text{-table}$ ($12.972 > 1.717$), the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Furthermore, the N-Gain score percentage was 55.4%. Therefore, it can be concluded that the use of animated videos has a significant effect on improving the A2 level writing skills of Grade XII students at SMA Swasta Nommensen Pematangsiantar Campus..

Keywords : Animated, Writing, A2 Level.

INTRODUCTION

Language is a communication tool that must be learned. As time goes by, mastering a foreign language will become a significant asset. Language skills enable people to interact with one another. Foreign languages, such as English, German, Japanese, French, and Mandarin, are also taught in high schools (Syarhoh, Siddik, & Mulawarman, 2022).

In learning German, there are four skills that must be mastered: writing (*Schreibfertigkeit*), reading (*Lesenverstehen*), listening (*Hörverstehen*), and speaking

(*Sprechfertigkeit*). All of these skills are inseparable from grammar and vocabulary (*strukturen und Wortschatz*). Therefore, students must understand grammar and know a lot of vocabulary. To achieve learning objectives properly, all skills must be interconnected. One of the four German language skills that is very important to develop is writing (Gan, Menkhoff, & Smith, 2025).

Writing skills are very complex in terms of application and implementation because writing skills are a means of indirect or written communication and a tool for expressing ideas, thoughts, and concepts in the form of words or sentences. Therefore, this skill is very important to develop (Puspaningtyas & Marchamah Ulfa, 2020). Based on the Independent Curriculum, the basic competencies that must be achieved by students through writing skills are that students are expected to be able to write simple texts in the form of dialogues, forms, emails, and/or other simple texts about everyday life and the surrounding environment, paying attention to grammar and linguistic elements.

German writing skills for high school students have also been adapted to the standards of *the Gemeinsamer Europäischer Referenzrahmen* (GER). GER is a reference framework used to describe and assess language skills internationally based on mutually agreed-upon criteria (Barbara & Bayu, 2022). One of the goals of German language learning in writing skills is for students to be able to write according to the standards set out in the GER. At level A2, students are expected to be able to write short notes, simple messages, and personal texts such as postcards or emails on everyday topics, for example about their personal lives, school, or weekend activities. Students should also be able to construct simple but coherent sentences and use vocabulary appropriate to the context.

Based on the results of observations conducted at the Nommensen Campus Private High School, Pematangsiantar, it shows that students' writing skills are still very low, this occurs because students consider writing skills very difficult, their mastery of vocabulary and grammar is still low, and there is a lack of motivation and interest in practicing writing German (Zahra, Nabila Isma. Harahap, Reni Agustina. Siregar, 2024). This is due to the learning process in the classroom, teachers still use conventional learning media, namely using printed media such as books and whiteboards, projector media and minimal use of dictionaries in the classroom. This has an impact on the summative scores of class XII students of the Nommensen Campus Private High School, Pematangsiantar.

Table 1. List of Summative Grades for German Writing Skills for Grade XII

Class	Minimum Competency Mark (KKM)	Mark	Number of Students	Percentage	Information
XII	75	85-100	3 people	13.04%	Completed
		75 -84	4 people	17.39%	
		60 - 74	7 people	30.43%	No

5 9 <	9	39.13%	Completed
	people		

(Source: Class XII teacher of Nommensen Campus Private High School, Pematangsiantar)

Based on the table, it can be seen that out of 23 students, 7 students scored above the Minimum Completion Criteria (KKM) (30.43%), and 16 students scored below the Minimum Completion Criteria (69.56%). To overcome this problem, creative and innovative solutions are needed. One of them is the use of animated media.

Animation media is a learning tool or information delivery tool that uses moving images (animation) to explain concepts, stories, or processes dynamically and interactively. Animation combines visual elements, sound, and movement to create an engaging and easy-to-understand representation (Tawakkal, Monix, & Watani, 2021a). The use of animation media as a learning medium can make it easier for students to understand the material because animation can simplify complex and abstract material, can increase students' interest and motivation to learn because animation is interesting and interactive. and can make the learning atmosphere more enjoyable and not boring, so that students can focus more on the material (LESTARI & MUSTADI, 2020). Therefore, this media can be used as a solution to overcome problems in the teaching and learning process. Judging from the need for students to be able to write simple texts about life at school, animated videos have an excellent function to raise students' enthusiasm for learning, motivate students to want to learn German, and increase their vocabulary and grammar. Through this animated video media, students can write simple texts about life at school using proper and correct grammar (Tawakkal, Monix, & Watani, 2021b).

This is supported by research findings by Palimbong et al. (Utami, 2021) who stated that animated media can improve students' writing skills. Cahyani et al. (Rahmaniar, Regina, & Husin, 2019) also stated that animated media can be an excellent learning medium. Novitasari (Pangestu, Adiwijaya, & Purnami, 2021) also stated that animated media can improve students' writing skills.

From the results of the research above, it is stated that there is an influence of animated videos on students' writing skills, so the researcher is interested in conducting research with the title "The Influence of Using Animated Videos on the Writing Skills of Private High School Students at the Nommensen Campus, Pematangsiantar".

RESEARCH METHODS

The method used in this research is quantitative research. Quantitative research method is an approach used to examine problems based on numerical data (numbers) processed using statistical methods. The goal is to test hypotheses, determine relationships between variables, or predict a phenomenon. This research is deductive, structured, and prioritizes objectivity (Wahyuni & Pratiwi, 2021) . This method studies a phenomenon systematically by collecting and measuring data, then analyzing it using statistical or

computational techniques. Quantitative data in this study were obtained from students' learning outcomes in writing skills using animated videos. The study used an experimental approach by providing treatment to one experimental class, using a *Pre-Experimental design type*. One form of *Pre-Experimental design* used in this study is the *One-Group Pretest-Posttest Design*. In this design, a *Pretest* (measurement before giving treatment) and a *Posttest* (measurement after giving treatment) were carried out. Thus, the results of the study can be known more clearly because it allows a clear comparison between the conditions before (*Pretest*) and after giving treatment (*Posttest*) (Puspaningtyas & Marchamah Ulfa, 2020).

Based on the previous explanation, this study uses a *Pretest-Posttest Design* in one experimental class to measure the effect of using animated videos. The research stages consist of a *pretest* (0_1) which is carried out before the *treatment is given* and a *posttest* (0_2) after the *treatment* is given. By comparing the results of these two tests, the effect of using animated videos on the writing skills of class A2 of SMA Swasta Kampus Nommensen Pematangsiantar can be seen (Setyowati, Hidayati, & Hermawan, 2020). This design was chosen because of its ability to clearly show changes in student abilities through data before and after treatment.

This research was conducted at SMA Negeri Nommensen Pematangsiantar in class XII in August of the Odd Semester of the 2025 Academic Year. The population is all subjects or objects that have certain characteristics in a research area, which are the source of data and can be people, events, objects, or institutions (Chairiyah, 2021). The population is the entire research subject. Population refers to a group of individuals or entities that are the focus of the study, from which the researcher wants to draw conclusions. The population must be clearly defined based on inclusion and exclusion criteria (Tiwiyanti & Sofiani, 2020). The population in this study were students of class XII of SMA Negeri Nommensen Pematangsiantar, which consists of 1 class. The population data of students of class XII of SMA Negeri Nommensen Pematangsiantar

A sample is a subset of a population that possesses certain characteristics and is considered representative of the entire population. Sampling facilitates research when the population is too large (Friendha Yuanta & Diyas Age Larasati, 2023). In this study, the sampling technique used was total sampling, which means all class members were included as samples without any selection process. The sample in this study was 23 12th-grade students.

RESULTS AND DISCUSSION

Description of Pretest Results

This research was conducted at the Nommensen Campus Private High School in Pematangsiantar, located at Jl. Sangnawaluh No. 4, East Siantar District, Pematangsiantar City, from September 4, 2025 to September 17, 2025. This research was conducted to determine the effect of animation media on students' listening skills (Danis & Pratiwi, 2024).

This research is a *Pre-Experimental Design* research with the type of *One Group Pretest Posttest Design* research conducted in class XII SMA Kampus Nommensen

Pematangsiantar with a total of 23 students. During the research, the Pretest questions were given directly to the students, which aimed to determine the initial state of the students before being given treatment (Fauzia, Salamah, Zulfikar, & Hakim, 2022). Then, treatment was given to the students with animation media and then given a Posttest, the aim was to determine the final state of the students after being given treatment. The maximum score was 75. Based on the table above, it is known that the lowest score in the Pretest was 50, while the highest score reached 83, with an average of 63. This shows that all students obtained scores below the minimum score that had been set.

Posttest Results Description

After the treatment, namely the application of animation media in the learning process of the Mein Schulleben material, the Posttest was given. Based on the table above, it can be seen that the highest score of the Posttest reached 94 and the lowest score was 77, with an average of 83.4. A total of 23 students obtained scores above the minimum standard. These results indicate that the achievement in the Posttest experienced a significant increase compared to the results of the Pretest. Based on the table above, it can be seen that the highest score of the Posttest reached 94 and the lowest score was 77, with an average of 83.4. A total of 23 students obtained scores above the minimum standard. These results indicate that the achievement in the Posttest experienced a significant increase compared to the results of the Pretest (Harisman, 2023).

Instrument Trial Results

Normality Test

The normality test aims to determine whether data from independent and dependent variables are normally distributed or not. This normality test uses SPSS 2.2 with the Kolmogorov-Smirnov program. The decision-making data in this test are (Sihaloho, Sirait, Gusar, S, & Tambunan, 2022):

- If $\text{sig} > 0.05$ then the data is normally distributed.
- If $\text{sig} < 0.05$ then the distribution is not normal.

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		23
Normal Parameters ^{a,b}	Mean	.0000000
	Standard Deviation	3.47410106
Most Differences	Absolute	.165
	Positive	.139
	Negative	-.165
Test Statistics		.165

Asymp. Sig. (2-tailed) .103 c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: SPSS 22 output

Based on the results obtained, it can be concluded that the *pretest* and *posttest data* used were normally distributed because the results were significant, namely 0.103 obtained > 0.05 (Fauziyah & Haryanto, 2024).

Hypothesis Testing

In this study, a paired sample test was used to determine the influence of animated video learning media. regarding writing skills in the German language subject for class XII students, can be seen in the following table:

Table 3. Hypothesis Test Results

Paired Samples Test

	Paired Differences				t	df	Sig. (2-tailed)			
		Mean	Standard Deviation	95% Confidence Interval						
Pair 1	posttest - pretest	-20.43478	7.55481	1.57529	17.16784	23.70173	12,972 22 .000			

Based on table 4.6 above, it is known that $t_{count} = 12.972$ with a significant level (2 tailed) of 0.000, the probability of significant $t_{count} > t_{table} = 12.972 > 1.717$, so H_0 is rejected and H_1 is accepted. This explanation shows that there is an influence of Animation Video learning media on the writing ability of A2 level students of class XII of SMA Swasta Kampus Nommensen Pematangsiantar (Fadhillah, 2019).

Results Test Gain Normalization (N-Gain)

Calculation of the use of animated video media using IBM SPSS 22 for Windows.

Table 4. Descriptive Statistics (Posttest-Pretest)

Descriptive Statistics				
	N	Minimum	Maximum	Mean
Posttest_less_Pretest	23	11.00	33.00	20.4348
Valid N (listwise)	23			7.55481

Source: IBM SPSS 22 for Windows

The table above shows that the average *Posttest score* is minus – *The pretest* was 20.43.

Table 5. Descriptive Statistics (N - Gain score & N - Gain percent)

Descriptive Statistics		Standard			
	N	Minimum	Maximum	Mean	Deviation
Gain_Score	23	.32	.79	.5549	.11148
Gain_Percent	23	32.35	78.57	55.4870	11.14849
Valid (listwise)	N 23				

Source: IBM SPSS 22 for Windows

The table above shows the average N-Gain score of 0.55 and the N-Gain percentage score of 55.48%. Based on the distribution of the N-Gain scores, this shows a significant increase and is in the moderate category.

Discussion

This study aims to determine the effect of the use of animated videos on the writing skills of A2 level students of class XII of SMA Negeri Nommensen Pematangsiantar. The type of research conducted is a *Pre-Experimental design* with a *One Group Pretest-Posttest Design*. The population in this study was class XII of SMA with a sample of only one class, namely class XII of SMA Negeri Nommensen Pematangsiantar consisting of 23 students.

During the implementation of the research, at the first meeting the researcher immediately gave an initial test (*Pretest*) to measure the skills of students before the treatment was carried out. Furthermore, at the second meeting the researcher gave treatment (*Treatment*), namely learning using animated video media. And then the researcher gave a final test (*Posttest*) to measure the effect of using animated videos on students' A2 level writing skills after being given treatment (*Treatment*). The time allocation used was 5×45 minutes, in 5 lesson hours or equivalent to 2 meetings (Turrahmayani, Emidar, & Noveria, 2018).

After the research stage is completed, the researcher then analyzes the data on *the Pretest and Posttest results* (Octavia, Satrijono, Hutama, Haidar, & Rukmana, 2020). The *Pretest table* shows the total of all data divided by the number of data determined as the average value of *the Pretest* is 63. The highest score of the *Pretest question* is 83 and the lowest score is 50. The average value of *the Posttest* is 83.43. The highest score of the *Posttest question* is 94 and the lowest score is 77. It can be concluded that the average value of *the Posttest* is higher than the *Pretest value*.

After *the Pretest and Posttest data* were known, a normality test was conducted. The normality test was used to determine whether the research data were obtained with a normal distribution (Sigit Vebrianto Susilo, Devi Afriyuni Yonanda, & Rieta Pratiwi, 2020). Because the results were significant $0.10 > 0.05$, the data obtained were normally distributed. After the normality test was known, then to determine the statistical hypothesis, the *Paired*

Samples T-Test test was used (Agustina, 2019). The results of the *Paired Samples T-Test* test showed that T_{count} was 12,972 with a significant level (2 tailed) of 0.000, T_{table} was = 1.717. Thus, $t_{count} > t_{table} = 12,972 > 1.717$, it can be concluded that H_0 was rejected and H_1 was accepted, which means there was an effect of the use of animated videos on the writing skills of A2 level students of class XII SMA Swasta Kampus Nommensen Pematangsiantar. Next, the Normalized Gain (*N-Gain*) test was conducted which aimed to determine the effect of the use of animated videos (Arida, Bahri, & Paida, 2024). From the results of the calculation of the average *N-Gain* score, the resulting score is 0.55 and the *N-Gain* percentage score is 55.48%. With the results obtained, it can be concluded that animated video media is very effective for A2 level writing skills.

CONCLUSION

Based on the research results and discussions that have been presented, it can be concluded that the average value of *the Posttest* of students' writing skills after being given treatment (*Treatment*) was 83.43 and the average value of *the Pretest* before being given treatment (*Treatment*) was 63, so it was concluded that there was an influence of the use of animated videos on the writing skills of class XII students of SMA Swasta Kampus Nommensen Pematangsiantar. This was proven by the normality test scores obtained which were normally distributed because the results were significant $0.10 > 0.05$. The Hypothesis Test that had been carried out, obtained statistical results of T_{hitung} of 12,972 with a significance level (2 tailed) of 0.000, T_{tabel} of = 1.717. Thus $t_{hitung} > t_{tabel} = 12,972 > 1.717$ then it can be concluded that H_0 rejected and H_1 accepted. And the Normalized Gain Test (*N-Gain*) with a score of 0.55 and the *N-Gain* percentage score is 55.48%. With the results obtained, it can be concluded that animated video media is very effective for A2 level writing skills.

Suggestion

Based on these conclusions, there are several suggestions, namely:

1. Suggestions for Teachers: Teachers can use animated video learning media for writing skills to accelerate students' thinking processes.
2. Advice for Students. It is important for students to get used to learning with animated video media for every lesson at school.
3. Suggestions for Researchers: It is important for researchers to further examine the influence of animated video learning media to develop research in other fields.

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