



The Influence of Using the Animated Film Media *Boboiboy Galaksi Gentar* on Fantasy Story Writing Skills

Isnaini Aminatuz Zahra^{1*}, Trinil Dwi Turistiani²

¹²Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Negeri Surabaya, Jawa Timur, Indonesia

*E-mail: isnaini.22118@mhs.unesa.ac.id

ABSTRACT

Digital transformation in the world of education has encouraged changes in learning strategies, including the use of audiovisual media in the form of animated films as a more engaging and interactive learning tool. This research is motivated by the importance of learning innovation to improve students' attention, motivation, and writing skills. The purpose of this study was to determine the effect of using the animated film *Boboiboy Galaksi Gentar* on participants' fantasy story writing skills. This study used a quantitative descriptive method. The study took place in the odd semester of the 2025/2026 academic year at SMPN 19 Surabaya. The study used a quantitative approach with an experimental method based on a true experimental design. The study population was grade VII students who took the pre-test, took part in fantasy story writing skills learning, and took the post-test. They numbered 29 students in grade VI-A as the treatment group and 22 students in grade VII-J as the control group. The sample was determined to be 26 students in the treatment group and 20 students in the control group. Data collection techniques were carried out through observation, pre-test, and post-test to measure the improvement in students' writing skills before and after the treatment was given. The results showed that the average pretest score in the experimental class was 65.75, increasing to 83.75 in the posttest. Meanwhile, the control class experienced an increase from 68.30 to 79.38. The increase in the experimental class was higher than the control class with a difference of 18 points. Based on these results, it can be concluded that the use of the animated film *Boboiboy Galaksi Gentar* has a significant effect on improving the fantasy narrative writing ability of seventh grade students at SMPN 19 Surabaya.

Keywords: animated film media, writing skills, fantasy story, writing skills

Pengaruh Penggunaan Media Film Animasi *Boboiboy Galaksi Gentar* terhadap Keterampilan Menulis Cerita Fantasi

ABSTRAK

Transformasi digital dalam dunia pendidikan mendorong terjadinya perubahan strategi pembelajaran, termasuk penggunaan media audiovisual berupa film animasi sebagai sarana pembelajaran yang lebih menarik dan interaktif. Penelitian ini dilatarbelakangi oleh pentingnya inovasi pembelajaran untuk meningkatkan perhatian, motivasi, dan kemampuan menulis peserta didik. Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan film animasi *Boboiboy Galaksi Gentar* terhadap keterampilan menulis cerita fantasi peserta. Penelitian ini menggunakan metode deskriptif kuantitatif. Penelitian berlangsung pada semester ganjil tahun ajaran 2025/2026 di SMPN 19 Surabaya. Penelitian menggunakan pendekatan kuantitatif dengan metode eksperimen berbasis desain true experimental. Populasi penelitian adalah siswa kelas VII yang mengikuti prates, mengikuti pembelajaran keterampilan menulis cerita fantasi, dan mengikuti postes. Mereka berjumlah 29 siswa kelas VI-A sebagai kelompok perlakuan dan 22 siswa kelas VII-J sebagai kelompok kontrol. Sampel ditetapkan sebanyak 26 kelompok perlakuan dan 20 siswa kelompok kontrol. Teknik pengumpulan data dilakukan melalui observasi, pretest, dan posttest untuk mengukur peningkatan kemampuan menulis peserta didik sebelum dan sesudah perlakuan diberikan. Hasil penelitian menunjukkan bahwa nilai rata-rata pretest pada kelas eksperimen sebesar 65,75 meningkat menjadi 83,75 pada posttest. Sementara itu, kelas kontrol mengalami peningkatan dari 68,30 menjadi 79,38. Peningkatan pada kelas eksperimen lebih tinggi dibandingkan kelas kontrol dengan selisih peningkatan sebesar 18 poin. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penggunaan film animasi *Boboiboy Galaksi Gentar* berpengaruh signifikan terhadap peningkatan kemampuan menulis narasi fantasi peserta didik kelas VII SMPN 19 Surabaya.

Keywords: media film animasi, keterampilan menulis, cerita fantasi

Submitted
30/04/2026

Accepted
20/05/2026

Published
30/05/2026

Citation	Zahra, I. A., & Turianti, T. D. (2026). The Influence of Using the Animated Film Media <i>Boboiboy Galaksi Gentar</i> on Fantasy Story Writing Skills. Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 3, Mei 2026, 2465-2480. DOI: https://doi.org/10.55909/jpbs.v5i3.1515
----------	--

Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

The transformation of learning in the digital era encourages the integration of technology as a crucial part of the educational process, including in Indonesian language learning. Educators are required to possess technological literacy to utilize various digital media effectively and relevantly in learning activities (Sadriani et al., 2023). The use of digital media not only increases the effectiveness of material delivery but also helps educators adapt learning to the diverse needs and characteristics of students. In the context of Indonesian language learning, writing skills are a crucial competency that students must master because they function as a means of conveying ideas, information, and self-expression in writing (Rohana & Syamsuddin, 2021). Therefore, teaching writing requires strategies and media that can foster students' creativity and imagination.

The fantasy story writing skills of junior high school students still face various challenges. Observations at SMPN 19 Surabaya indicate that students experience difficulty in generating ideas, developing imagination, and composing engaging fantasy stories. The learning process, still dominated by conventional methods and the use of a lack of varied media, leads to students feeling bored and lacking motivation to write. These conditions impact low achievement in fantasy story writing skills. This finding aligns with research by Rahmawati (2025), which shows that students often experience obstacles due to a lack of inspiration and understanding of story structure. Furthermore, Sari et al. (2021) emphasize that the use of engaging learning media can increase students' motivation and understanding in writing activities.

One medium considered potential for improving fantasy story writing skills is animated film. Audiovisual media such as animated films combine sound, image, and movement, providing a more comprehensive learning stimulus than static visual media. Animated films can help students

explore their imagination, understand the storyline, and develop character and conflict in their writing.

One relevant animated film for use as a learning medium is "Boboiboy Galaksi Gentar," which presents elements of adventure, fantasy, and engaging visualizations for junior high school-aged students. However, research on the use of animated films in teaching fantasy story writing is still limited. Hidayati & Widyaningsih (2022) do indeed show that film media influences writing skills, but this research has not specifically examined the fantasy story genre and the use of specific animated films as learning media.

This topic is important to study because poor fantasy writing skills not only impact students' academic achievement but also influence the development of their creativity, imaginative thinking skills, and literacy competencies. The use of innovative learning media is necessary to create a more attractive, interactive, and effective learning environment. Animated films have the potential to be an alternative learning medium that can increase learning motivation while helping students understand the elements of fantasy stories more concretely. Therefore, research on the influence of animated film media in writing learning has both theoretical and practical relevance for developing Indonesian language learning at the junior high school level.

Based on this background, this study aims to analyze the effect of the animated film "Boboiboy Galaksi Gentar" on the fantasy story writing skills of seventh-grade students at SMPN 19 Surabaya. This research is expected to provide a scientific contribution by enriching studies on the use of audiovisual media in writing lessons, particularly in the fantasy story genre. Furthermore, the research findings are expected to serve as a reference for educators in developing more innovative, effective, and appropriate animated film-based learning strategies tailored to the characteristics of students in the digital age.



Learning media is an instrument that functions as an intermediary in the process of conveying information and learning. Fadilah et al. (2023:3) explain that media comes from the word "medium," meaning a connector or communicator, while Landong et al. (2024) define it as a tool for transmitting information from a communicator to a recipient. In the context of learning, media plays a crucial role in increasing the effectiveness of material delivery and helping students understand information more easily. Levie & Lentz (in Sapriyah, 2019) suggest that learning media has attentional, affective, cognitive, and compensatory functions that can support students' learning processes. One form of learning media that has developed in the digital era is audiovisual media in the form of animated films, which simultaneously combine sound, images, and movement.

Animated films as a learning medium are seen as capable of creating a more engaging and interactive learning experience. Fathurohman et al. (in Rosada, 2022) explain that animated films are a combination of sound and moving images that create the illusion of movement through two-dimensional or three-dimensional animation techniques. Kasih (2017) states that animated films are more effective than static visual media because they can simplify complex concepts through engaging visualizations. Furthermore, Arsyad (2020) and Olliem (2024) emphasize that strong visualizations and engaging narratives in animated films can increase students' attention, understanding, and learning motivation. However, Bardi et al. (2025) warns that excessive use of audiovisual media has the potential to reduce students' critical thinking skills and creativity if not balanced with in-depth reflection and analysis. Writing skills are productive and expressive abilities for conveying ideas in writing. Tarigan (2021) defines writing as a language skill that allows someone to express ideas, thoughts, and feelings through written language. Dalman (2018)

adds that writing involves a relationship between the writer, the content, the media, and the reader, thus requiring critical thinking skills and a good mastery of language structure. In Indonesian language learning, the skill of writing fantasy stories is an important competency for junior high school students. According to Sadikin et al. (2016:58), fantasy stories are literary works built on imaginative and imaginary elements with characters, settings, and events that transcend reality. Muhammad et al. (2020) explain that fantasy stories are characterized by elements of magic, unique characters, settings that transcend space and time, and are fictional. The structure of a fantasy story includes orientation, complication, resolution, and reorientation (Salwa, 2024).

Several previous studies have shown that audiovisual media has a positive influence on students' writing skills. Maraya et al.'s (2022) research used an experimental method on seventh-grade students at Rajawali Catholic Middle School in Makassar and found that the use of animated media significantly improved fantasy story writing skills because it stimulated students' imagination and creativity. Salwa (2024) conducted an experimental study at SMP Negeri 87 South Jakarta and demonstrated that legendary films effectively increased students' attention and comprehension in learning to write fantasy stories. Muawanah et al.'s (2025) research used a comparative approach at MIN 1 and MIN 2 Nganjuk and found that audiovisual media effectively supported the Indonesian language learning process through systematic planning, implementation, and evaluation. Hidayati & Widyaningsih (2022) also found that film media contributed to improving students' writing skills, although it did not focus on the fantasy story genre. Furthermore, Sari et al. (2021) demonstrated that the use of engaging learning media can increase students' motivation and understanding in learning to write. However, there remains a gap in research regarding the specific use of animated films in teaching fantasy

story writing to junior high school students. Most previous studies have focused only on audiovisual media in general and have not specifically examined the effect of the animated film "Boboiboy Galaksi Gentar" on fantasy story writing skills. Furthermore, previous research tends to emphasize learning motivation without elaborating on the relationship between animated film visualization and students' ability to construct intrinsic elements of fantasy stories. Therefore, this study aims to address this gap by analyzing the effect of the animated film "Boboiboy Galaksi Gentar" on the fantasy story writing skills of seventh-grade students at SMPN 19 Surabaya. This research is expected to provide conceptual and empirical contributions to the development of more innovative and effective audiovisual-based Indonesian language learning media.

METHOD

This study used a quantitative approach with an experimental design to test the effect of the animated film "Boboiboy Galaksi Gentar" on the fantasy story writing skills of seventh-grade students at SMPN 19 Surabaya. The quantitative approach was chosen because the study focused on collecting and analyzing numerical data through statistical procedures based on the positivism (Sugiyono, 2023; Abubakar, 2021; Razak, 2017). The research design used was a true experimental design with a pretest-posttest control group design modified from Sugiyono (2023). This design involved two groups: an experimental class receiving treatment using the animated film and a control class using conventional media in the form of a textbook. Both groups were given pretests and posttests to measure changes in fantasy story writing skills before and after the treatment.

The study was conducted at SMPN 19 Surabaya, located at Jalan Arief Rachman Hakim 103B, Klampis Ngasem, Sukolilo District, Surabaya City. The location was selected based

on the suitability of the learning conditions to the research focus and the lack of similar research at the school. The research was conducted over two weeks during the odd semester of the 2025/2026 academic year, encompassing observation, pretest administration, treatment, posttest, and data analysis. The study population consisted of all 355 seventh-grade students at SMPN 19 Surabaya. The sampling technique used was simple random sampling because the population was considered homogeneous (Sugiyono, 2020). Based on the results of the lottery, class VII-A was designated as the experimental class and class VII-J as the control class, with a total sample of 58 students.

The research procedure began with initial observations to identify the learning conditions for fantasy story writing at the school. Next, both groups were given a pretest to determine students' initial abilities in fantasy story writing. During the treatment phase, the experimental class received instruction using the animated film "Boboiboy Galaksi Gentar," while the control class used conventional media in the form of a textbook. After the treatment phase, both groups were given a posttest using the same instrument to measure changes in students' fantasy story writing abilities. The independent variable in this study was the animated film "Boboiboy Galaksi Gentar," while the dependent variable was students' fantasy story writing skills.

The development of the fantasy story writing skills test instrument was carried out in several stages. First, the competency to be measured was determined, namely the fantasy story writing skills of seventh-grade junior high school students. Second, the indicators for fantasy story writing skills were determined, including the appropriateness of content to the theme, the structure of the fantasy story, intrinsic elements of the story, the power of imagination, and linguistic rules. Third, the test outline was developed based on the fantasy story writing skills indicators. Fourth, the pretest and posttest



instruments consisted of fantasy story writing assignments. Fifth, the scoring rubric was developed to guide the assessment of students' writing. Sixth, the students' writing was scored according to the established assessment rubric:

- 1) Content Conformity to Theme: score 5 if the student is highly skilled at writing stories according to the theme; score 4 if the student is able to write stories according to the theme; score 3 if the student is skilled at writing stories according to the theme; score 2 if the student is not skilled at writing stories according to the theme; score 1 if the student is very unskilled at writing stories according to the theme;
- 2) Fantasy Story Structure: score 5 if the student is highly skilled at composing orientation, complication, resolution, and reorientation; Score 4 if the student is skilled at composing orientation, complication, resolution, and reorientation; score 3 if the student is between skilled and unskilled at composing orientation, complication, resolution, and reorientation; Score 2 if the student is not skilled at composing orientation, complication, resolution, and reorientation; score 1 if the student is very unskilled at composing orientation, complication, resolution, and reorientation;
- 3) Intrinsic Story Elements: score 5 if the student is highly skilled at using characters, plot, setting, point of view, and moral; Score 4 if the student is skilled at using characters, plot, setting, point of view, and moral; Score 3 if the student is between skilled and unskilled in using characters, plot, setting, point of view, and moral message; Score 2 if the student is not highly skilled at using characters, plot, setting, point of view, and moral; Score 1 if the student is not very highly skilled at using

characters, plot, setting, point of view, and moral;

- 4) Strength of imagination: score 5 if the student is very skilled in creatively presenting fantasy elements; score 4 if the student is skilled in creatively presenting fantasy elements; Score 3 if the student is between skilled and unskilled in creatively presenting fantasy elements; score 2 if the student is not skilled in creatively presenting fantasy elements; score 1 if the student is very unskilled in creatively presenting fantasy elements;
- 5) Language rules: score 5 if the student is very capable of using spelling, punctuation, diction, and conjunctions correctly; Score 4 if the student is skilled in using spelling, punctuation, diction, and conjunctions correctly; score 3 if the student is between able and unable to use spelling, punctuation, diction, and conjunctions correctly; score 2 if the student is unable to use spelling, punctuation, diction, and conjunctions correctly; score 1 if the student is very unable to use spelling, punctuation, diction, and conjunctions correctly.

Data analysis was conducted using descriptive and inferential statistics with the help of IBM SPSS Statistics 21. Descriptive analysis was used to determine the average student ability through the calculation of the mean (Sudijono, 2018). Observational data were analyzed using a percentage formula to determine the categories of teacher and student activities based on the qualifications of very good, good, fairly good, poor, and poor (Sudijono, 2018). Meanwhile, inferential analysis was conducted using an independent sample t-test to determine significant differences between the posttest results of the experimental and control classes. Prior to hypothesis testing, the data were first tested for normality using the Shapiro-Wilk test and homogeneity using Levene's

test. Data were declared normally distributed if the significance value was >0.05 and homogeneous if the significance value was >0.05 . Hypothesis testing using an independent sample t-test was carried out with the provision that a significance value <0.05 indicates a significant influence of the use of animated film media on students' fantasy story writing skills, while a significance value >0.05 indicates no significant influence

RESULTS

The results of this study are presented based on the research problem formulation, namely the learning process using the animated film "Boboiboy Galaksi Gentar" and the effect of this media use on the fantasy story writing skills of seventh-grade students at SMPN 19 Surabaya.

1. Learning Implementation Using Animated Film Media

The learning implementation was carried out in the experimental class using the animated film "Boboiboy Galaksi Gentar" in the fantasy story writing lesson. Learning activities included an introduction, core, and closing stages.

The introduction activity involved four activities with a very good implementation model. These activities were:

1. The teacher examined the learning media, the classroom, and the students before the teaching and learning activity began.
2. The teacher explored students' prior knowledge of fantasy stories.
3. The teacher articulated the instructional objectives to be achieved.
4. The teacher instructed students to construct a fantasy story with the theme "Adventure."

The core activity involved six activities with a very good implementation model. The activities in question are:

1. The teacher provides students with examples of fantasy stories.
2. The teacher creates an interactive space for students to ask questions.
3. The teacher delivers the material explicitly and in a structured manner.
4. The teacher uses animated films as a learning medium.
5. The teacher guides students in composing fantasy stories according to the correct structure and language rules.
6. The teacher assesses the students' work.

The closing activity involves three activities with an implementation model categorized as very good. The activities are:

1. The teacher provides verbal appreciation to students.
2. The teacher invites students to reflect on their learning.
3. The teacher closes the learning activity.

2. Fantasy Story Writing Skills

Fantasy story writing skills were assessed through pretests and posttests in the control and experimental classes. Data show an increase in scores in both classes. However, the increase in the experimental class was higher than in the control class after using animated films.

Table 1
Pretest Results Data for the Control Class

Code	Indicator-1	Indicator-2	Indicator-3	Indicator-4	Indicator-5	Total	Percent
114	4	5	5	3	3	20	80
107	3	5	4	4	3	19	76
116	4	4	4	4	3	19	76
125	4	5	5	3	2	19	76
105	3	4	4	4	3	18	72
106	4	4	4	3	3	18	72
112	3	4	5	3	3	18	72
115	3	5	4	3	3	18	72
120	3	5	3	4	3	18	72
121	4	4	4	3	3	18	72
122	3	3	4	4	4	18	72
103	5	3	4	3	2	17	68
104	5	3	4	3	2	17	68
110	2	5	5	3	2	17	68
113	4	5	3	3	2	17	68
119	4	4	4	3	2	17	68
123	3	4	4	3	3	17	68
124	4	3	4	3	3	17	68
126	3	3	4	3	4	17	68
102	4	4	4	2	2	16	64
101	1	5	3	3	3	15	60
108	3	3	3	2	4	15	60
109	3	4	3	3	2	15	60
111	3	3	4	2	3	15	60
118	4	3	3	3	2	15	60
117	3	3	3	2	3	14	56
Total							1776
Mean							68,31

Based on the results of the total pretest score for the control class, it was 1776 with a total of 26 students with an average pretest score for the control class of 68.30%.

Table 2
 Post-test Results Data for the Control Class

Code	Indicator-1	Indicator-2	Indicator-3	Indicator-4	Indicator-5	Total	Percent
107	4	4	5	5	4	22	88
109	5	4	5	4	4	22	88
116	5	5	5	4	3	22	88
118	4	4	4	5	5	22	88
104	4	5	4	4	4	21	84
110	4	3	4	5	5	21	84
113	4	3	5	5	4	21	84
120	5	5	4	3	4	21	84
101	5	3	4	4	4	20	80
103	4	3	4	4	5	20	80
119	5	4	4	3	4	20	80
121	3	5	4	3	5	20	80
122	4	2	5	4	5	20	80
123	5	5	2	4	4	20	80
125	4	4	3	4	5	20	80
106	3	3	5	4	4	19	76
108	3	5	4	4	3	19	76
111	4	4	4	3	4	19	76
112	4	5	3	3	4	19	76
115	4	3	4	3	5	19	76
117	4	3	5	3	4	19	76
124	4	3	4	4	4	19	76
102	3	4	4	4	3	18	72
105	4	4	4	3	3	18	72
126	3	4	3	5	3	18	72
114	2	4	4	3	4	17	68
Total							2064
Percent							79,38

Based on the calculation results, the total number of posttest scores for the control class was 2064 with 26 students, the average posttest score for the control class was 79.38.

Table 3
Pretest Results Data for the Experiment Class

Code	Indicator-1	Indicator-2	Indicator-3	Indicator-4	Indicator-5	Total	Percent
2103	4	5	4	3	4	20	80
2121	3	3	5	4	4	19	76
2101	4	4	4	3	3	18	72
2104	4	4	3	4	3	18	72
2110	3	4	4	4	3	18	72
2123	3	4	4	4	3	18	72
2102	3	4	4	3	3	17	68
2105	3	3	4	3	4	17	68
2106	4	3	3	4	3	17	68
2108	4	3	4	3	3	17	68
2111	3	3	4	3	4	17	68
2112	3	3	4	4	3	17	68
2120	4	3	3	4	3	17	68
2125	3	3	2	5	4	17	68
2127	4	2	3	5	3	17	68
2130	4	4	3	3	3	17	68
2114	3	3	4	3	3	16	64
2115	5	3	3	3	2	16	64
2118	4	2	3	3	4	16	64
2122	4	3	3	3	3	16	64
2126	3	3	4	3	3	16	64
2128	3	3	3	3	4	16	64
2129	3	2	4	4	3	16	64
2131	3	3	3	4	3	16	64
2132	3	4	2	3	4	16	64
2113	4	2	2	5	2	15	60
2116	3	3	4	2	3	15	60
2117	3	3	3	3	3	15	60
2119	3	4	2	3	3	15	60
2109	2	3	3	2	4	14	56
2124	2	4	3	3	2	14	56
2107	2	3	3	2	3	13	52
Total							2104
Mean							65,75

Based on the results of the calculation of the total pretest value of the experimental class of 2104 with a total of 32 students with an average pretest value of the experimental class of 65.75%.

Table 4
Post-test Results Data for the Experiment Class

Code	Indicator-1	Indicator-2	Indicator-3	Indicator-4	Indicator-5	Total	Percent
202	5	5	4	5	5	24	96
215	4	5	5	5	5	24	96
216	5	5	5	4	5	24	96
203	5	4	5	4	5	23	92
204	5	5	3	5	5	23	92
209	5	4	5	4	5	23	92
220	4	4	5	5	5	23	92
201	4	4	5	5	4	22	88
205	4	5	5	3	5	22	88
206	4	5	5	4	4	22	88
225	4	5	4	5	4	22	88
232	4	5	5	3	5	22	88
213	4	5	4	4	4	21	84
217	5	4	5	3	4	21	84
221	3	5	3	5	5	21	84
222	3	5	4	4	5	21	84
226	3	4	5	4	5	21	84
228	3	4	5	4	5	21	84
231	4	5	3	4	5	21	84
210	4	5	3	4	4	20	80
214	4	5	2	4	5	20	80
218	3	5	4	5	3	20	80
224	3	5	3	4	5	20	80
227	4	3	4	5	4	20	80
208	5	3	5	2	4	19	76
212	3	4	4	5	3	19	76
219	4	4	5	3	3	19	76
223	3	4	4	3	5	19	76
230	3	4	5	3	4	19	76
207	3	4	3	4	4	18	72
211	3	5	4	3	3	18	72
229	4	4	3	5	2	18	72
Total							2680
Mean							83,75

Based on the total posttest score of the experimental class of 2680 with a total of 32 students with an average posttest score of the experimental class of 83.75%.

3. Normality and Homogeneity Test Results

The Shapiro-Wilk Test was used to test for normality to determine data distribution. The analysis showed that all pretest and posttest data in both the control and experimental classes had a significance value >0.05 , indicating a normal distribution.

Table 5
Shapiro-Wilk Normality Test Results

Class	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Control	.211	26	.004	.929	26	.073
Post-test Control	.154	26	.117	.937	26	.112
Pretest Treatment	.170	26	.052	.965	26	.506
Post-test Treatment	.116	26	.200*	.944	26	.167

The homogeneity test using Levene's Test showed a significance value of 0.162 (>0.05). This indicates that the data variance between the control and experimental classes is homogeneous, thus meeting the requirements for hypothesis testing using the independent sample t-test.

Table 6
Results of the Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Test Result	Based on Mean	2.011	1	56	.162
	Based on Median	2.019	1	56	.161
	Based on Median and with adjusted df	2.019	1	53.764	.161
	Based on trimmed mean	2.066	1	56	.156

4. Hypothesis Test Results

The hypothesis testing was conducted using an independent sample t-test using SPSS. The analysis showed a significance value of 0.014 (<0.05), indicating a significant difference between the learning outcomes of the control and experimental classes.

The experimental class' average score of 83.75 was higher than the control class' average score of 79.38. This finding indicates that the use of the animated film "Boboiboy Galaksi Gentar" has an impact on the fantasy story writing skills of seventh-grade students at SMPN 19 Surabaya.

Table 7
Independent Sample T-Test Result

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	2.011	.162	-2.549	56	.014	-4.365	1.713	-7.796	-.935
	Equal variances not assumed			-2.619	55.842	.011	-4.365	1.667	-7.704	-1.027

Table-8
Group Statistics Hypothesis Test Results

	N	Minimum	Maximum	Mean	Std. Deviation
Control Class Posttest	26	68	88	79.38	5.507
Experimental Class Posttest	32	72	96	83.75	7.180

The average score for the experimental class was 83.75, higher than the average for the control class, which achieved 79.38. This finding indicates that the use of the animated film "Boboiboy Galaksi Gentar" (Boboiboy Galaksi Gentar) has an impact on the fantasy story writing skills of seventh-grade students at SMPN 19.

DISCUSSION

Using the Animated Film "Boboiboy Galaksi Gentar"

The use of the animated film "Boboiboy Galaksi Gentar" as a learning medium for fantasy story writing skills was conducted in the experimental class (VII-A), while in the control class (VII-J), fantasy story writing skills learning was conducted as usual without any treatment. Data collection in the experimental and control classes took place at different times. Learning in the experimental class took place on February 2 and 9, 2026, while learning in the control class took place on February 2 and 12, 2026.

The pretest was administered at the first meeting in both the experimental and control classes. The pretest in both classes was conducted without the animated film "Boboiboy Galaksi Gentar" as a medium. During the pretest, students were instructed to create a fantasy story, with the following assessment aspects: the appropriateness of the title to the content; the structure of the fantasy story; the intrinsic elements of the fantasy story; the power of imagination; and linguistic rules.

The posttest was administered in the second meeting. The posttest in the control class was conducted without the use of the animated film "Boboiboy Galaksi Gentar." Students were instructed to create a fantasy story after the teacher presented the fantasy story learning material. Meanwhile, the posttest in



the experimental class was conducted with a treatment, namely the use of the animated film "Boboiboy Galaksi Gentar" as a learning medium for fantasy story writing skills. Before the posttest, students were given time to watch the film "Boboiboy Galaksi Gentar" for approximately one lesson hour. Students provided responses related to the animated film and related them to their previous understanding of fantasy stories.

The fantasy story writing skills learning process using the animated film "Boboiboy Galaksi Gentar" was conducted in class VII-A of SMP Negeri 19 Surabaya with 32 students. The process was carried out over two 30-minute sessions. In the first session, a pretest was administered to the treatment class. Students were instructed to complete the pretest questions according to their initial abilities before receiving the treatment. The pretest questions were instructions to create a fantasy story, taking into account assessment aspects. In the second session, the skills learning process was carried out. writing a fantasy story using the animated film "Boboiboy Galaksi Gentar" as a learning medium. The teacher delivered the material and discussed the fantasy story with the students. Then, the teacher provided instructions for completing the posttest and re-explained the assessment aspects included in the posttest questions.

In addition to the pretest and posttest, observations of the teacher and student activities were also conducted during the learning process using the animated film "Boboiboy Galaksi Gentar." Two observers completed the teacher and student observation sheets. An Indonesian language teacher from SMP Negeri 19 Surabaya served as observer 1, and a colleague (an Indonesian Language and Literature Education student) served as observer 2. Completing the observation sheets with two observers aimed to avoid subjective answers or assessments.

The data shows that nine student activities received a score of 4 from observer 1, and ten teacher activities received a score of 4 from

observer 2. Furthermore, four teacher activities received a score of 3 from observer 1, and three teacher activities received a score of 3 from observer 2. This demonstrates that the teacher activities fall into the very good category. This is evident from the average observation score of teacher activities in using the animated film "Boboiboy Galaksi Gentar" as a learning medium for fantasy story writing skills for students in the experimental class, which was 90.65%.

Based on the data, four student activities received a score of 4 from both observers 1 and 2. Furthermore, four student activities received a score of 3 from both observer 1 and observer 2. This demonstrates that the teacher activities fall into the good category. This is evident from the results of observations of student activity using the animated film "Boboiboy Galaksi Gentar" as a learning medium for fantasy story writing skills in the experimental class, which achieved a score of 85.7%.

This discussion addresses the first research question regarding the animated film-based learning process "Boboiboy Galaksi Gentar" in the fantasy story writing skills of seventh-grade students at SMP Negeri 19 Surabaya. The observation results confirm the concept of Landong et al. (2024:04) that learning media function as cognitive and affective stimuli. The use of animated films has been shown to increase student attention and enthusiasm, aligning with the findings of Maraya et al. (2022) entitled "The Influence of Animation and Video Media in Learning Fantasy Story Writing for Seventh-Grade Students of Rajawali Catholic Middle School Makassar," which demonstrates that animation and video media have a significant impact on learning outcomes, given their effectiveness as innovative media.

Student Learning Outcomes

This study aims to examine the effect of the animated film "Boboiboy Galaksi Gentar" on the fantasy story writing skills of seventh-grade

students at SMP Negeri 19 Surabaya. Data were obtained from 32 students in grades VII-A (experimental) and 26 students in VII-J (control) through pretests and posttests.

In the experimental class, the pretest average was 65.75, with only two students exceeding the Minimum Competency (KKM) of 75. The majority failed due to limited mastery of writing rules and the dominance of regional languages. After the treatment, the average increased to 83.75, with 29 students completing the test, representing an 18-point increase. In the control class, the pretest average of 68.30 increased to 79.38, representing an 11.7-point increase, with 22 students achieving the Minimum Competency (KKM).

Although both groups improved, the experimental class demonstrated higher achievement due to the use of animated films, which facilitated the exploration of ideas and creativity. Hypothesis testing using an independent sample t-test yielded a calculated t-value of 2.549, greater than the t-table of 2.003, confirming a significant difference. Thus, the use of animated films significantly improved students' fantasy story writing skills. The discussion above answers the second problem formulation regarding the influence of the animated film media "Boboiboy Galaksi Gentar" on the fantasy story writing skills of seventh grade students of SMP Negeri 19 Surabaya. The increase in posttest scores after being given treatment in the form of using the animated film "Boboiboy Galaksi Gentar" as a learning medium for fantasy story writing skills indirectly proves the theory of Landong, et al. (2024: 04) that learning media as a means of transmitting information that stimulates cognition and interest in learning is proven valid. Animated film media not only increases attention, but also activates the thinking process in fantasy story writing skills, as indicated by a significant increase in pretest results. This finding is consistent with Salwa's (2024) research in the UIN Syarif Hidayatullah Jakarta Institutional Repository Journal entitled "The Influence of Legendary Film Media on Fantasy Story Text Writing Skills of State

Junior High School Students in South Jakarta in the 2023/2024 Academic Year", that using film as a learning medium for fantasy story writing skills can be an appropriate alternative. The use of film as a medium can be an alternative in teaching writing skills because it provides audiovisual elements that can stimulate students' creativity in the writing process.

CONCLUSION

Based on the research results and data analysis conducted, as well as the discussion presented, the following conclusions can be drawn. The use of the animated film "Boboiboy Galaksi Gentar" as a learning medium for fantasy story writing skills went well and according to plan. Students were enthusiastic in participating in the learning activities and demonstrated high levels of engagement and responsiveness. This was reflected in the results of the student activity percentage, which reached 87.5%, categorized as good, and the teacher percentage of 90.65%, categorized as very good. The use of the animated film "Boboiboy Galaksi Gentar" significantly influenced the fantasy story writing skills of seventh-grade students at SMP Negeri 19 Surabaya, as confirmed by a t-test. The mean score for the experimental class increased from 65.75 to 83.75, while the mean score for the control class increased from 68.30 to 79.38. The significance value of 0.014 with a calculated t of 2.549 is greater than the t table of 2.003, indicating a significant increase.

REFERENCES

- Abubakar, R. (2021). *Pengantar Metode Penelitian*. Yogyakarta: Suka-Press UIN Sunan Kalijaga.
- Arsyad, A. (2020). *Media Pembelajaran Edisi Revisi Cetakan 22*. Jakarta: Rajawali Pers
- Bardi, Y., Evarista Theresia Astita Bura, A., Cetrih Angelsa Nati, M., Kartika Weka, W., & Swasti Sue, Y. (2025). *Penerapan Metode Literasi dalam Pembelajaran Bahasa*



- Indonesia di SMA Negeri Restorasi Doreng. *Jurnal Ilmuan Bahasa dan Sastra Inggris*, 3(1), 270–287. <https://doi.org/10.61132/fonologi.v3i1.1483>
- Dalman. (2018). *Keterampilan Menulis*. Jakarta: Raja Grafindo Persada.
- Fadilah, A., Nurzakiyah, K. R., Kanya, N. A., Hidayat, S. P., & Setiawan, U. (2023). Pengertian Media, Tujuan, Fungsi, Manfaat dan Urgensi Media Pembelajaran. *Journal of Student Research (JSR)*, 1(2), 01–17.
- Ghozali, Imam. (2021). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 26*. Semarang: Badan Pernebit Universitas Diponegoro.
- Hidayati, I., & Widyaningsih, N. (2022). Efektivitas Penggunaan Media Film Animasi “Raya And The Last Drgaon” dalam Pembelajaran Menulis Cerita Fantasi Pada Siswa Kelas VII SMP N 1 Seyegan, Sleman, Yogyakarta.
- Ilham, M., dkk. (2023). *Media Pembelajaran: Teori, Implementasi, dan Evaluasi*. D. I. Yogyakarta: Jejak Pustaka.
- Kasih, F. R. (2017). Pengembangan Film Animasi dalam Pembelajaran Fisika pada Materi Keseimbangan Benda Tegar di SMA. *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, 2(1), 41–47. <https://doi.org/10.24042/tadris.v2i1.1737>
- Kosim, A., Nurwidhia, R., Achmad Fahrezi Saputra, A., Anwari, C., Aini, F., Fitriana, R., & Abdatillah Ad-Afah, D. (2024). Media Pembelajaran sebagai Alat Bantu dalam Keberhasilan Proses Belajar Mengajar. *Jurnal Hasil Kegiatan Pengabdian Masyarakat*, 2(1), 48–54.
- Kurnia Sari, D., Masfi, S., Damayani, R. T., & Al Huda Kota Malang Jl Kendalsari, T. (2021). Efektivitas Media Film Animasi Nussa dan Rara untuk Mengenalkan Ketauhidan pada Anak Usia 5-6 Tahun. *Jurnal Pendidikan Anak Usia Dini*, 4(1), 1–10.
- Landong, A., Rangkuti, R., Moliq, Y., Sujarwo, S., Fadlan, F., Noer, M., Sukmawartii, S., & Dwi, D. F. (2024). *Media Pembelajaran*. Penyunting: Safrida Napitupulu. D. I. Yogyakarta: Jejak Pustaka.
- Magdalena, I., Fatakhatus Shodikoh, A., Pebrianti, A. R., Jannah, A. W., & Susilawati, I. (2021). Pentingnya Media Pembelajaran Untuk Meningkatkan Minat Belajar Siswa SDN Meruya Selatan 06 Pagi. In *Edisi/ : Jurnal Edukasi dan Sains* (Vol. 3, Issue 2). <https://ejournal.stitpn.ac.id/index.php/edisi>
- Maraya, P. R., Ramly, R., & Djumingin, S. (2022). Pengaruh Media Animasi dan Video dalam Pembelajaran Menulis Cerita Fantasi Pada Siswa Kelas VII SMP Katolik Rajawali Makassar. *Fon: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 18(2), 331–346. <https://doi.org/10.25134/fon.v18i2.5838>
- Muawanah, Ahmad Jauhar Fuad, & Diana Nur Sholihah. (2025). Penggunaan Media Audiovisual dalam Pembelajaran Bahasa Indonesia Studi Komparatif di MIN 1 dan MIN 2 Nganjuk. *Populer: Jurnal Penelitian Mahasiswa*, 4(1), 215–229. <https://doi.org/10.58192/populer.v4i1.3007>
- Muhammad, M. (2020). *Teks Cerita Fantasi*. Bogor: Guepedia.
- Mulyaningtyas, R. (2020). *Media Pembelajaran Bahasa Indonesia*. www.alimspublishing.com
- Munirah. (2019). *Pengembangan Keterampilan Menulis Paragraf*. Yogyakarta: Deepublish.
- Nurhayati, S. (2022). *Cerita Pendek dan Cerita Fantasi (Untuk Guru dan Siswa Sekolah Menengah Pertama)*. Lombok: Pusat Pengembangan Pendidikan dan Penelitian Indonesia.

- Olliem, G. F. (2024). *Efektivitas Penggunaan Media Animasi Kartun Edukasi terhadap Minat Belajar Anak SD* (Vol. 14, Issue 2).
- Rahmawati, S. D. (2025). *Pengaruh Metode Story Telling Terhadap Hasil Belajar di MTs Matholiul Fallah Tulang Bawang Barat*.
- Razak, A. (2017). *Menggapai Mixed Methods Bidang Pembelajaran Bahasa Indonesia*. Pekanbaru: Ababil Press.
- Rohana, & Syamsuddin. (2021). *Belajar Menulis Karangan*. <https://www.researchgate.net/publication/352130833>
- Rosada. B. (2022). *Media Pembelajaran Bahasa. Tasikmalaya: Perkumpulan Rumah Cemerlang Indonesia*.
- Sadikin, S., Ganda, A., Amalia, R., Mulyati., M., & Helawati, . (2019). *Bahasa Indonesia 1 untuk SMP/MTs Kelas VII*. Bandung: Grafindo Media Pratama.
- Sadriani, A., Ahmad, M. R. S., & Arifin, I. (2023). *Prosiding Seminar Nasional Peran Guru dalam Perkembangan Teknologi Pendidikan di Era Digital*.
- Salwa, S. (2024). *Pengaruh Media Film Legenda terhadap Keterampilan Menulis Teks Cerita Fantasi Siswa SMP Negeri di Jakarta Selatan Tahun Pelajaran 2023/2024*.
- Sapriyah, S. (2019). *Media Pembelajaran dalam Proses Belajar Mengajar*. 2(1), 470–477.
- Sudaryana, B.,(2022). *Metodologi Penelitian Kuantitatif*. Yogyakarta: Deepublish.
- Sudijono, A. (2018). *Pengantar Statistik Pendidikan*. Depok: Raja Grafindo.
- Sugiyono, S. (2023). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Tarigan, H. G. (2021). *Menulis sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.