

DEVELOPING ANIMATION VIDEOS AS LEARNING MEDIA FOR STUDENTS SPEAKING
ABILITY IN DESCRIPTION TEXT ON JUNIOR HIGH SCHOOL 2 METRO

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Abstract: Animation has many benefits such as clearer and attractive learning, the learning process is more efficient, effective because students can repeat it as needed, can improve the quality of learning outcomes, and can overcome the limitations of space and time between teachers and student. This study of learning media in the form of animated videos will be very helpful for teachers and students as an attractive learning media and make it easier for students to learn and understand English subjects, especially in speaking skill on descriptive text material. The type of this research are research and development (R&D). The models of this research are ADDIE model. There are five steps in ADDIE model; analysis, design, development, implementation, and evaluation. Assessment on video animation by media experts and material experts gets a percentage 79% and 82%. Students and teachers gave a positive assessment that is 82% and 96%, each assessment was in the very good category.

Key Word: *Developing, Animation Videos, Description Text, Speaking*

INTRODUCTION

The progress of the times must always be accompanied by technological advances. The more technology develops, the more educational patterns required for students are also developed. In this modern era, it cannot be denied that there are

many attachments to education with technology such as the use of computers, projectors, laptops and so on. Like it or not, teachers must be able to use or take advantage of existing technology.

The English teaching and learning process are aimed at developing the students' competence in English that is to acquire a functional literacy level. It also raises students' understanding of the nature and value of English, which can help their nation competitive in the international. Students' knowledge of the interaction between language and culture is also improving as a result of the English teaching and learning process. According to the expert such as Thronbury (2005:1) speaking is part of our daily life that we take it for granted and every person produces tens of thousands of words a day, he also said that we forget how difficult it was to master this skill until we had to learn it all over again in a foreign language.

Furthermore, Grauberg (1997:201) reveals that many students think that the main purpose of learning a foreign language is to be able to speak the language. Therefore, Grauberg continued, language teachers must help students to achieve these student goals by giving their best. As with English language learning, which now uses a lot of technology. reported from Kompasiana.com The use of video is also one way like English Teacher Nida Faizah, S.Pd.I uses video media in English learning activities in MAN 1 on South Kalimantan, whether it is a cut from a film, a learning animation, or an educational video made by the teacher herself. According to (Mughnifar Ilham, 2020) on his web page "Video is a technology for sending electronic signals from a moving image. Common applications of video signals include television, but they can also be used in other applications in engineering, science, production and security. Based on the language, the word for this video comes from the Latin word, I see".

Harrison, H.L., and Hummell (2010) define animation is a quick display of a sequence of static images that create the illusion of motion. Animation are also becoming a big breakthrough in the world of multimedia for a long time. Such as Disney, Pixar, Studio Ghibli and other famous studios. Animation also has many categories such as 2D Animation, 3D Animation, Stop Motion and etc. From there they also get a lot of fans or enthusiasts from the animation they make.

Animation also has many benefits such as clearer and attractive learning, the learning process is more efficient, effective because students can repeat it as needed, can improve the quality of learning outcomes, can overcome the limitations of space and time between teachers and students animation also can give the impression of depth that can affect students' attitudes. Finally, the researcher find out that the animation can be used as media in education, because the animation has

many advantages that can be utilized in the learning process. Therefore, the researchers make an animation video as learning media with the technique of "one way communication". Based on the results of a pre-survey conducted by researchers at SMPn 2 Metro, it was found that there are two difficulties for students in learning English, especially in speaking skills, students still have difficulty speaking English because they do not know how to pronounce it and do not have much money to attend additional class for learning English.

As a foreign language, English requires student to acquire four skills: reading, listening, writing, and speaking. From these skills, speaking is a skill that felt difficult to be mastered, because when they learn to speak foreign language they have to practice all alone and don't know where they wrong or not. So, with this animation video the motivation for student learning speaking can improve and they can learn while playing. Based on the background described, researchers conducted a study entitled "Developing Animation Videos as Learning Media for Students Speaking Ability in Description Text on Junior High School 2 Metro".

After the researcher identifies the problem, the researcher proposed the following research question:

1. How is the process of developing video animation as a learning media for speaking skills?
2. How is the feasibility of video animation as a learning media for speaking skills?
3. How is the attractiveness of video animation as a learning media that were developed?

There are two aim of this study :

1. Knowing the process of developing animated videos as a learning media for speaking skills.
2. Knowing the feasibility of animated videos as a learning media.
3. Knowing the attractiveness of animated video as a learning media developed.

LITERATURE REVIEW

Based on the journal findings, the researcher adapts from those journals about the things related to this research. The first previous research is from Hanifah Khalidiyah (2015 : 1–21) with the title The Use Of Animated Video In Improving Students' Reading Skill (A Quasi-Experimental Study of Seventh Grade Student at A Junior High School in Jalancagak, Subang). Second previous research is from Ahsin Mubarak, Siti Sundari, and Eka Wahjuningsih (2013 : 132–137) with the title The Effect of Using Animation Video on the Eight Grade Students' Vocabulary

Achievement at *SMPN 5 Jember*. This research was intended to know whether or not there is a significant effect of using animation video on students' vocabulary achievement at *SMPN 5 Jember* in the 2016/2017 academic year. The third previous research is from Chalifatun Nurizmawati, Rahayu Apriliaswati, and Zainal Arifin (2015 : 1–13) with the title *The Use Of Animation Video As A Media In Teaching Narrative Text*. This research, the researcher tried to develop a video animation designed by the researcher herself by adjusting the needs of students in school to make it easier to learn speaking skills, especially in the description text material on Junior High School 2 Metro.

Here are some concepts that are used by the researcher; The Definition of Speaking Skill, Learning Media, Definition of Animation, and Definition of Description Text.

1. Speaking Skill

Speaking is one method of communicating thoughts and messages verbally. To enable students to communicate, we must use the language in real-life situations. According to Gert And Strohner (2008:207) "speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions". Wallace, Stariha & Walberg (in Amalia 2010) state that children, adolescents, and adults are sometimes intimidated by the prospect of giving a long, formal speech in front of a large group. Many factors contribute to students' unwillingness to speak. Students lack confidence in their ability to communicate because they are unsure of what to say. Others may claim that they are at a loss for words in conversation or that the conversation's topic is uninteresting.

2. Animation

a. The Definition of Animation

Harrison, H.L., and Hummell (2010) define "it as a quick display of a sequence of static images that create the illusion of motion". Meanwhile, Brown, J., Lewis, R. B (1977) termed it as a collection of films prepared through the pictures that produce the illusion of movement when projected. There are also state the animation video is the rapid display of a sequence of images of 2D or 3D artwork or model positions in order to create an illusion of movement (Taylor 1996). The researcher used software animation video in this study because it produced better results than traditional animation and stop motion animation.

After the researcher find out some of the definitions of the experts above, the researcher can conclude that animation is a quick display of a sequence of static images that produce the illusion of movement when projected.

b. Types of Animation

- 1) Traditional Animation
- 2) Animation 2D
- 3) Animation 3D
- 4) Motion graphic
- 5) Stop Motion

3. Description Text

Description text is a text that aims to explain or describe something. This thing can take the form of anything, that can animals, objects, locations, and so on (Talitha 2020). Usually the description text is characterized by the use of simple tense and focuses on one specific object. Widya in *Studio Belajar*(2020) claim Descriptive Text is a type of text in English that clearly describes the properties inherent in something, be it humans, animals, plants or inanimate objects. The purpose of this text is to provide clear information about the object described to the reader. Finally, the researcher can conclude that the description text is a text that describes an object in detail whether it is an inanimate object or a living object, usually the object described is only one

METHODOLOGY

The researcher conducts a developmental research as the type for the research. It means that the researcher should look for theory to support the research, to compare the media's effect, or search for the relation of the media. This research is carried out to develop Animation as a media to learn Speaking Skill.

The steps of this research are adapting from research and development (R&D) steps by Gustafson and Branch (in Brinkerhoff, 2001) which is well-known as ADDIE model. There are five steps in ADDIE model; analysis, design, development, implementation, and evaluation.

For Instrument of the Research, The data is taken from two instruments, those are student response questionnaire and teacher response questionnaire

In collecting data, Related to the research, the researcher gives student an interview sheet for observations, response questionnaires to the students after

implementing the product, response questionnaire for the teacher and also validation sheet of expert

FINDINGS

The product produced in this research and development is in the form of an animated video about text descriptions on profession materials.

a. Main opening



Picture 1. Main opening section 1



Picture 2. Main opening section 2



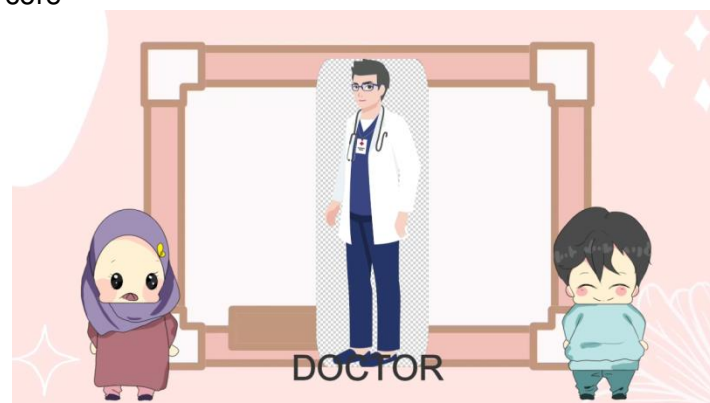
Picture 3. Main opening section 3

b. Opening



Picture 4. Opening

c. The core



Picture 5. Core section

d. Opening "play together"



Picture 6. Opening "play together"

- e. Core part "play together"



Picture 7. Core part "play together"

- f. Closing



Picture 8. Closing part

The results of the validation of the total score from the assessment of each validator are then interpreted and the score is then calculated based on the acquisition score in each aspect. Following are the results of the material and media expert validation recapitulation can be seen in table 2 and table 3.

Table 2. Results of Validation Recapitulation by 3 Media Experts

No	Aspect	%
1.	Material	76
2.	Illustration	83
3.	Media Quality and Appearance	83
4.	Attractiveness	73
Percentage average		79
Category		Good

Table 3. Results of Validation Recapitulation by 3 Material Experts

No	Aspect	%
1.	Suitability of Material with KI and KD	78
2.	Accuracy of Material	80
3.	Material Recency	80
4.	Depth of Material	87
5.	Contextuality of the Material	87
6.	Encourage curiosity	80
7.	Presentation of Material	82
Percentage average		82
Category		Very good

Based on the assessment of media experts that have been carried out on the Material aspect, a percentage value is obtained of 76%, Illustration

aspects obtained a percentage value of 83%, Media Quality and Appearance aspects obtained a percentage value of 83%, Attractiveness aspects obtained a percentage value amounted to 73%, so the average percentage value was 79% for media experts. The assessment of material experts that has been carried out on the Suitability of Material aspect with KI and KD obtained a percentage value of 78%, the Accuracy of Material aspect obtained a percentage value of 80%, the Material Recency aspect obtained a percentage value of 80%, the Depth of Material aspect obtained a value The percentage was 87%, the Contextuality of the Material aspect obtained a percentage value of 87%, the Encourage curiosity aspect obtained a percentage value of 80%, and the Presentation of Material aspect obtained a percentage value of 82% so that the average percentage value was 82% for material experts. From the opinion of material and media experts, it is stated that the video animation text description of the profession in English junior high school learning is declared very suitable for use in learning.

Table 4. Recapitulation of Student Responses

No.	Aspect	%
1	Attractiveness	83
2	Material	80
Percentage average		82
Category		Very Good

Based on table 4, it can be explained that the response of students in the attractiveness aspect obtained a percentage value of 83% and the material aspect obtained a percentage value of 80%. The average value of 2 aspects obtained a percentage value of 82% with the very good category.

Table 5. Recapitulation of Teacher Responses

No.	Aspect	%
1.	Suitability of Material with KI and KD	100
2.	Accuracy of Material	87

3.	Material Recency	100
4.	Depth of Material	100
5.	Contextuality of the Material	100
6.	Encourage curiosity	100
7.	Presentation of Material	100
8.	Illustration	100
9.	Media Quality and Appearance	80
10.	Attractiveness	90
Percentage average		96
Category		Very Good

Based on table 5, it can be explained that the teacher's response to find out the attractiveness of the description text animation video about the profession in learning English junior high school in the Suitability of Material with KI and KD aspect obtained a percentage value of 100%, Accuracy of Material aspects obtained a percentage value of 87%, Material Recency aspects obtained a percentage value of 100%, Depth of Material aspects obtained a value a percentage of 100%, Contextuality of the Material aspects obtained a percentage value of 100%, Encourage curiosity aspects obtained a percentage value of 100%, Presentation of Material aspects obtained a percentage value of 100%, Illustration aspects obtained a percentage value of 100%, Media Quality and Appearance aspects obtained a percentage value of 80% and the Attractiveness aspects obtained a percentage value of 90%. The average value of the 10 aspects obtained a percentage value of 96% with the very good category.

DISCUSSION

The final product of this development is an animation video that can be opened using Android, PC, Mac OS, etc. on various platforms such as WhatsApp, Youtube or Telegram, etc. The animation video that has been developed has been validated consisting of expert validation, student responses, and teacher responses. Expert validation is carried out to determine the feasibility of the animation video. Meanwhile, students' responses and teacher responses were carried out to

determine the attractiveness of the animated video. The results of the assessment of the feasibility and attractiveness of animation videos by experts, student responses, and teacher responses can be seen in table 6.

Table 6. Validation Results Material Experts, Media Experts, Teacher Responses and Student Responses

No.	Validity test	Result	Category
1.	Material Expert	82%	Very good
2.	Media Expert	79%	Good
3.	Student Response	82%	Very good
4.	Teacher Response	96%	Very good

Based on the results of the assessment or validation test animation video text description about profession in learning English junior high school material experts get a percentage value of 85.4% with a very decent category, media experts get a percentage value of 86% with a very decent category, the teacher's response gets a score The percentage is 96% and the response of students gets a percentage value of 82% with the very good category. So it can be concluded that the description text animation video about the profession in junior high school English learning is very feasible and attractiveness to use in learning. Therefore, the researcher gives some suggestions as follows:

a. Utilization

1. Researchers hope that further research can further expand the use of animation videos for learning
2. The researchers must understand more about a better voice recorder so that a clearer sound is obtained.
3. The researchers hopes that in the next research, it can make the animation video smoother in making so that it can be more interesting for students in learning activities.
4. Because the researchers does not implement the product extensively, the

researchers hopes that further research on video animation can be implemented extensively in students.

b. Development

1. Video animation can be developed for other English language materials according to the competencies to be achieved.
2. Adding some supporting characters so that the animation is more interesting

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