



Animated Learning Video as a Supplementary Media in Teaching Recount Text

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ABSTRAK

Teknologi merupakan factor penting yang memiliki dampak yang signifikan terhadap peningkatan aspek kehidupan manusia, khususnya di bidang Pendidikan. Penerapan Technological Pedagogical Content Knowledge (TPACK) merupakan hal yang wajib dilakukan oleh guru di era ini untuk menciptakan proses belajar mengajar yang bermakna. Namun, tidak semua guru dapat mengintegrasikan pengetahuan tentang teknologi ke dalam kegiatan pembelajaran. Hal praktis yang dapat dilakukan untuk menerapkan pengetahuan teknologi yang dimiliki oleh seorang guru untuk menciptakan pembelajaran yang efektif dengan menggunakan teknologi adalah dengan mengembangkan media pembelajaran khususnya dalam bentuk video pembelajaran animasi. Penelitian ini bertujuan untuk mengembangkan video pembelajaran animasi sebagai media pelengkap dalam pembelajaran teks recount untuk siswa kelas 8 SMP dan menganalisis kualitas produk. Studi desain dan pengembangan ini menggunakan model ADDIE yang telah dimodifikasi, yang meliputi tahapan analisis, desain, pengembangan, dan evaluasi. Metode observasi, wawancara, dan angket digunakan sebagai metode pengumpulan data penelitian. Teknik analisis data yang digunakan adalah analisis deskriptif kualitatif dan analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa berdasarkan uji ahli isi pembelajaran diperoleh persentase validasi sebesar 87,5% yang merupakan kualifikasi baik. Sedangkan berdasarkan uji ahli media pembelajaran diperoleh hasil persentase validasi 95%, suatu kualifikasi sangat baik. Oleh karena itu, video pembelajaran animasi layak untuk digunakan dalam proses pembelajaran. Implikasi penelitian adalah video pembelajaran animasi dapat membantu siswa dalam memahami materi dalam proses pembelajaran.

ABSTRACT

Technology is an essential factor that has a significant impact on improving aspects of human life, especially in education. Applying the Technological Pedagogical Content Knowledge (TPACK) is a must done by the teacher in this era to create a meaningful teaching and learning process. However, not all teachers can integrate their technical knowledge into the learning activity. The practical thing that can be done to apply the technological knowledge possessed by a teacher to create effective learning using technology is developing a learning media, especially in the form of an animated learning video. This study aimed to develop an animated learning video as a supplementary media in teaching recount text for grade 8 junior high school students and analyse the quality of the product. This design and development study used the modified ADDIE model, which included the analysis, design, development, and evaluation stages. The observation, interview, and questionnaire methods were used as the data collection methods of the study. The data analysis techniques used were qualitative descriptive analysis and quantitative descriptive analysis. The study indicated that based on the learning content expert test, the validation percentage result was 87,5% which was a good qualification. Meanwhile, based on the learning media expert test, the validation percentage result was 95%, an outstanding qualification. Therefore, the animated learning video is feasible to be used in the learning process. The research implication is that the animated learning video can help students grasp the material in the learning process.

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1. INTRODUCTION

Education is a basic necessity in human life. With education, someone can improve the quality of the human resources to provide good benefits not only for themselves but also for other people around them (Mishra et al., 2020; Nasrah & Elihami, 2021; Zuhdi et al., 2021). Education can be said to be a necessity that every human being must obtain because it can increase knowledge, potential, and skills that can compete in the era of the industrial revolution 4.0. Developed countries have proven that education has a considerable contribution and influence in improving the quality of their nation (Chen, 2022; Davies & Chong, 2016; Goczek

et al., 2021; Wang et al., 2021). Therefore, the Indonesian government always strives to improve the quality of education by integrating technology into the teaching and learning process (Christianto, 2019; Latipah et al., 2020; Yue, 2019; Zaenab et al., 2020). The excellent quality of human resources is the main asset in building the nation (Hornat, 2019; Zurqoni et al., 2018). Integrating technology creates an effective and efficient learning process. Education can run well if it is integrated with technology to create innovative learning media following the development of science and technology (AIAjmi, 2022; Almusawi et al., 2021; Burik, 2021).

However, there are still many teachers who are not skilled in using technology for learning activities. It is supported by findings stating that many teachers still have difficulty using technology (Pramana et al., 2020; Pratiwi et al., 2018; Wulandari et al., 2020). Other research states that teachers have difficulty using technology to develop learning media that can help and facilitate student learning (Jabar & Ahmad, 2018; Riwu et al., 2018; Rofiq et al., 2019). Based on the observation and interview results done with an English teacher in SMP Negeri 2 Denpasar, it was shown that only a few teachers could apply their knowledge in technology to create innovative learning media to support the teaching and learning process, especially in accordance with students' learning styles. It was in contrast with the purpose of having the Technological Pedagogical Content Knowledge (TPACK) for the teacher. The teacher should be able to integrate technological knowledge, pedagogical knowledge, and content knowledge to create creative and innovative teaching and learning activities (Absari et al., 2020; Ilmi et al., 2020; Rohmitawati, 2018; Santos & Castro, 2021). Furthermore, based on the needs analysis of the students, it was found that the students quickly got bored with conventional learning. The questionnaire about the learning styles of the grade 8 students in SMP Negeri 2 Denpasar showed that 57.1% of students preferred a learning activity using an audio-visual media, such as video, and 39.3% of students chose a learning activity using a visual media, such as books, and the rest, which was 3.6% of students voted for a learning activity using audio-based learning, such as radio. Therefore, an effective solution is needed to overcome the problem faced by the teacher and students during the teaching and learning process.

A solution that can be provided refers to the problems faced by the teacher and students is by developing a learning media. Learning media is a means that can help the teacher and students during the teaching and learning process (Ariesta & Olifia, 2019; Puspitarini & Hanif, 2019). The teacher can efficiently deliver the material, and students can also grasp the material quickly by using learning media in the classroom (Batubara et al., 2021; Munari et al., 2018; Ompi et al., 2020; Widiyasanti & Ayriza, 2018). The animated learning video becomes the best-suited learning media that can be developed by considering the needs of the teacher and students. The animated learning video can improve students' understanding of the material and boost their motivation to be more focused on the learning process (Batubara et al., 2021; Laksmi et al., 2021). The animated learning video provides visuals and audio, which are presented interestingly so that students will pay more attention to the material being delivered in the learning video (Melda et al., 2021; Suprianti, 2020; Widiyasanti & Ayriza, 2018). It can increase students' sense of pleasure and reduce boredom in the learning process (Astuti et al., 2021; Rahayu et al., 2021; A. L. Sari et al., 2019). The animated learning video is developed for the grade 8 junior high school students in SMP Negeri 2 Denpasar considering their learning styles, mostly audio-visual media. It is hoped that the animated learning video can be a great help for students to understand the material delivered during the learning process.

The findings from the previous studies showed that the animated learning video could motivate students in learning (Izomi Awalia et al., 2019; Siddiq et al., 2020). The animated learning video provided attractive visuals and audio so that students were eager to learn (Antika et al., 2019; I. Awalia et al., 2019; Sari, 2021). The animated learning video could also help the teacher deliver the material simply and effortlessly (Armansyah et al., 2019; Suryani & Drajadi, 2021). It could also improve students' learning outcomes by making them pay more attention to the material being delivered (Ayuningsih, 2017; Kasih, 2017; Megawati & Utami, 2020). However, based on the findings from previous studies related to the animated learning video as a media in the teaching and learning process, there has been no study that developed an animated learning video, especially in the English course on the recount text material. The strength of the animated learning video is that the material will be explained briefly but clearly and thoroughly so that students will quickly understand the material. The study aims to develop a learning media, an animated learning video on the recount text material for grade 8 students in SMP Negeri 2 Denpasar. The animated learning video can help students understand the material about the recount text topic during the learning process. The animated learning video that will be developed is hoped to assist and motivate students to learn to improve students learning outcomes.

2. METHOD

The type of this study was the development research. This study used the modified ADDIE model, consisting of the Analysis, Design, Development, and Evaluation stages (Wulandari et al., 2020). The implementation stage was not conducted as this study only focused on quantifying the validation of the product done by the judges, not implementing or using the product in the classroom. This model was chosen because it

has a systematic flow that is straightforward to understand. The subjects in this study were one learning media expert and one learning content expert. The technique used in collecting the study data was the observation, interview, and questionnaire methods. The observation and interview methods were done to know the problems faced by the teacher and students during the teaching and learning process. Meanwhile, the questionnaire method was done using instruments with the Likert scale. The instrument grids used to determine the validity of the learning media developed are shown in [Tables 1 and Table 2](#).

Table 1. The Instrument Validation Grid by the Learning Content Expert

No	Aspect	Indicator	Number of Items	Item Number
1	Learning Aspect	The material conformity with the basic competencies	1	1
		The material suitability with learning indicators	1	2
		The material conformity with the learning objectives	1	3
2	Content Aspect	The clarity of the material presented in the animated learning video	1	4
		The animated learning video can help complete the learning material that has a broad scope	1	5
		The animated learning video can be used to help master the material	1	6
		The attractiveness of the material presentment to increase students' learning motivation	1	7
		The clarity of the language used in the animated learning video	1	8

Modified by (Ponza et al., 2018)

Table 2. The Instrument Validation Grid by the Learning Media Expert

No	Aspect	Indicator	Number of Items	Item Number
1	Visual Aspect	The animation presentment in accordance with the video systematic (opening, content and closure)	1	1
		The attractiveness of the images	1	2
		The image clarity	1	3
		The image layout according to the effectiveness of message delivery	1	4
2	Audio Aspect	The accuracy of writing	1	5
		The narrator's voice quality	1	6
		The accuracy of animation with the narrator's voice	1	7
		The back sound quality	1	8

Modified by (Ponza et al., 2018)

Base on [Table 1](#) and [Table 2](#), the instrument can be considered a good instrument if it fulfils the content validity requirements. The experts did the validity test to determine that the instrument is feasible enough to be used to assess the product. The instrument validity test was done by using the Gregory formula. Based on the content validity criteria, it was shown that the validity of the two instruments was a high validity criterion. This study's data analysis method and technique were the qualitative descriptive analysis and the quantitative descriptive analysis. The qualitative descriptive analysis technique was done to process the data, such as input, criticism, and suggestions given by the judges on the animated learning video. Meanwhile, the quantitative descriptive analysis was done to process the data in numbers obtained from the product score given by the judges by assessing the product using the learning media and the learning content instrument. The five-scale conversion reference was used to make decisions regarding learning media development.

3. RESULT AND DISCUSSION

Result

The development design of the learning media in the form of the animated learning video for the recount text topic was done using the ADDIE model, which consisted of the analysis, design, development, implementation, and evaluation stages. However, the ADDIE model was modified, eliminating one stage, the

implementation stage, due to the covid-19. The analysis stage was the first stage in conducting this study. In this stage, the needs, curriculum, and facilities were analysed to know the problems faced by the teacher and students. Based on the observation and interview results, it was shown that the use of the learning media was rarely found, especially in the English course, as the teacher mostly used the lecturing method to teach the students. Therefore, the learning process did not run optimally. The English teacher had difficulty integrating technology to create a learning media that suits students' learning styles.

The lack of learning media to support the learning process and the monotone learning atmosphere made students unmotivated to learn. Based on the questionnaire that was distributed to the grade 8 junior high school students in SMP Negeri 2 Denpasar to decisive students' learning characteristics, it was found that most of the students who were around 57.1% students wanted a learning media in the form of audio-visual media. The remaining 39.3% of students chose the visual-based learning media, and 3.6% voted for an audio-based learning media. The curriculum analysis was done to determine the basic competencies, indicators, learning objectives, and the material in the book that would be used as a reference to develop the animated learning video. The basic competencies and indicator analysis results will be presented in [Table 3](#).

Table 3. Basic Competencies and Indicators

No	Basic Competency	Indicator
1	3.11 Capturing the contextual meaning related to social functions, text structure, and language features of the spoken or written recount text, very short and simple, related to personal experiences in the past (personal recount text).	3.11.1 Describing the definition of the recount text 3.11.2 Describing the generic structure of the recount text 3.11.3 Describing the language features of the recount text
2	4.11 Composing the spoken or written recount texts, concise and simple, related to personal experiences in the past (personal recount text), taking into account the social function, text structure, and language features correctly and in context	4.11.1 Giving an example, a short and simple recount text

The second stage was the design stage. The media would be developed as an animated learning video discussing the recount text topic. The learning media was for grade 8 junior high school students. This stage was done by designing the lesson plan, the instrument and the storyboard of the animated learning video that would be developed. The lesson plan was designed to design the teaching and learning activities conducted in the classroom using the animated learning video. The instrument was designed to assess the validity of the learning media by the expert judges. The storyboard was a concept draft of how the animated learning video would be developed. The storyboard consisted of some aspects such as the opening visual of the animated learning video, the learning topic as the video's title, the video creator's name, learning objectives, and the storyline of the animated learning video. The storyboard was made to visualise the animated learning video about the recount text material. The results of the development of animation media are presented in [Figure 1](#).



Figure 1. The Animated Learning Video Design

The next stage was the development stage. The development stage was done by developing the actual product, an animated learning video. The recount text material for the animated learning video was gained from the English course book. The learning material consisted of the definition, the generic structure, the language

features, and the recount text example, which was delivered clearly and concisely. The learning material was visualised in the form of an adorable animated learning video with the help of the Animaker website to develop the product. There were some processes in developing the product, starting from creating the characters, adding the appropriate backgrounds for every scene, adding dubbed voice in the animated learning video, and editing process to make an appealing media.

The last stage was the evaluation stage, as the implementation stage was not conducted due to the covid-19 pandemic. In this stage, the product was assessed to find out its validity by the expert judges and to gain some inputs, which were used as a reference to make revisions to improve the quality of the animated learning video so that it was worth being used in the teaching and learning process. Based on the average validation result by the learning content expert, it was shown that the percentage result gained was 87,5%. The percentage result was 75-89 on the conservation level achievement scale 5 with the good qualification and needed to be slightly revised. Based on the average result of the validation test, it was shown that the percentage result obtained in terms of the learning media was 95%. It was 90-100 on the conservation level achievement scale 5 with outstanding qualifications and did not need to be revised. Based on these results, the animated learning video in the recount text material was declared valid with good qualifications. Based on the validation result from the learning content expert and the learning media expert, the animated learning video about the recount text material on the English course was valid with a good qualification.

Discussion

Based on the analysis result that had been done, it was shown that the animated learning video about the recount text topic on the English course gained a good qualification so that it is feasible to be applied in the teaching and learning process. The animated learning video can help students understand the material quickly and clearly in an exciting way. On the other hand, the learning media can help students be more focused on the learning process. It will significantly affect students' learning outcomes, making students more eager to learn. The animated learning video about the recount text topic got a good qualification and is feasible to be applied because of some factors explained as follows.

Animated learning video had been developed assisted students in fully comprehending the material. It could be seen from the material presentation aspect as it could attract students' attention and motivate students to learn. The innovative animated learning video was developed with creativity and adapted to the student's learning styles to increase students' enthusiasm for learning (Amrullah et al., 2021; Prehanto et al., 2021; Puspita & Raida, 2021; Wisada et al., 2019). The material delivered in the animated learning video was evident and easy to understand, affecting students' understanding (Patriani & Kusumaningrum, 2020; M. S. Pratiwi et al., 2021; Wisada et al., 2019). The learning media is an excellent means to help the teacher deliver the material efficiently (Khairunnisa, 2021; Purwanti, 2015; Sanjaya et al., 2021; Yusnia, 2019). It stimulates students to learn and pay attention to the lesson. The student's learning outcomes can be improved because of some factors; one of them is the use of the learning media in the teaching and learning activities.

On the other hand, the animated learning video can create an exciting learning experience. Using the learning media, especially an animated learning video, can boost students' interest in learning as it provides exciting and efficient learning activity (Akmalia et al., 2021; I. Awalia et al., 2019; Fauziah et al., 2021). Students will be more eager to learn if the learning activity involves learning media with exciting colours, images, motions, and audio (Alannasir, 2016; Antika et al., 2019; Soeod et al., 2018; Walangadi & Pratama, 2020). In consideration of such aspects in the learning media, the learning media was developed by combining colours, images and motions, which created an animated learning video to attract students to learning and enhance students' learning experience to be more meaningful. The previous study stated that the animated learning video is viable in the teaching and learning process as it provides some benefits, one of which was boosting students' motivation to learn (Apriansyah, 2020; Sumarni et al., 2020; Y. Wulandari et al., 2020). The animated learning video is a good medium for junior high school students.

The animated learning video has moving images in the form of cartoon animations, back sound, dubbing voice, and explanation in the form of words that was designed creatively so that students will be interested in focusing on the material explained in the learning video (Munawaroh, 2019; Rachmavita, 2020). Animated videos can also improve students' understanding and increase learning motivation (Astika et al., 2019; Mertasari & Ganing, 2021). It can be concluded that the animated learning video assists students in learning, especially understanding the material being taught to enhance students' learning outcomes. The animated learning video's strengths are it has an appealing visual and was developed based on the students' learning styles and characteristics (I. Awalia et al., 2019; I. G. A. A. M. Wulandari et al., 2020). Animated learning video can create an exciting learning atmosphere to decrease students' boredom. The animated learning video is flexible to be used so that students can easily access it everywhere and anywhere. However, the animated learning video only focuses on one topic: the recount text of the English lesson. On the other hand, the implementation stage of developing the animated learning video was not conducted due to the covid-19 pandemic. Therefore, it is hoped

that the upcoming study can conduct the implementation stage of the animated learning video. The animated learning video can assist the teacher in delivering the material efficiently and assist students in quickly understanding the material being delivered, especially in the recount text topic. The study's implication is hoped to help improve students' learning outcomes in the English lesson

4. CONCLUSION

The animated learning video about the recount text topic in the English lesson is feasible to be applied in the English learning process for grade 8 junior high school students. The animated learning video assists students in understanding the recount text material. It is hoped that the animated learning video can create an effective and efficient learning atmosphere to achieve the learning objectives.

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