CHAPTER II

A. Theoritical Famework

1. Learning Media
a. Definition of Learning Media

The plural form of the word medium is media, which means middle, intermediate, or introduction in Latin. While in Arabic, it means intermediary, send a message from the sender to the message's recipient. Meanwhile, the term "media" refers to everything that may be utilized to channel a message from the sender to the recipient in order to stimulate students' thoughts, feelings, attention, and interests in such a way that a good learning process occurs.[1]

In the English teaching-learning process, teachers' preparation of teaching devices can assist students in the implementation of teaching and learning. In addition, the method of teaching, which is used by teachers to deliver lessons and draw the attention of students so that the learning process occurs, which is also a component that strongly supports the learning process.

Process learning can be implemented by utilizing the technological advances either through a computer or internet media. Moreover, the computer and the internet as an audiovisual tool has advantages over other media. Therefore, so that learning activities are meaningful for students, educators need to develop learning media varied and interesting for students.

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[1] Ahmad Rohani, *Media Instruksional Edukatif* (Jakarta: Rineka Cipta, 2014), 27.

Learning media according to experts:

1. Learning media is a means of communication in the form of print and view-hearing, including hardware technology from NEA (National Education Associaton.

2. learning media is technology messenger that can use for learning purposes (scrhamm:1977).

From the definition above, it can conclude that learning media is a device collection used to reach the aim of learning. It can help students to get an understanding of a subject and also can be used to conveying messages or information in the teaching and learning process so that can focus the attention and interest of students in learning.

According to Anderson that was cited on Litiyaning's book, teaching media can be classified into three categories. They are:[2]

a. Visual Media

Visual media is that can be seen. It can be in the form of pictures, moving pictures, animation, or flashcard.

b. Audio Media

Audio media Is means that media has a sound that it can listen.

c. Audio-Visual Media

This media that have sounded and pictures. An animation video is an example of audio visual in teaching. The media capabilities are considered better and more interesting because it contains elements of audio and visual media types.

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[2] Listiyaning Sumardiyani and Zulfa Sakhiyya, *Speaking for Instructional apaurpose a Handbook* (Semarang: IKIP PGRI Press, 2007), 48-59.

From the definition above, it can be concluded that learning media audiovisual that can be seen and listened to and it is used for sending the message for the students and shown in the form of display of movement picture. Media can also be defined as tools, materials, or events that are utilized by a teacher to aid the acquiring of knowledge, skill, and attitudes, as well as to engage students in a topic or as the foundation of an entire activity.

b. Function of Learning Media

Learning media is media used in the classroom to improve communication between teachers and students throughout the teaching-learning process that is more effective.[3] There are 7 main functions of learning media in the process of teaching and learning, namely:

1. Learning media can overcome the limitation of experience processed by students.
2. Learning media can go beyond classroom boundaries.
3. Learning media allow for direct interaction between audents and their environment.
4. Media produces uniformity of observations.[4]
5. The media can instill basic concepts that are true, concrete, and realistic.
6. Media arouse motivation, and stimulate childen to learn.
7. Media provides an integral / comprehensive experience from concrete to abstract.[5]

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[3] Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT. Raja Grafindo Persada, 2003), 15.

[4] Sadiman A, *Media Pendidikan* (Jakarta: Raja Gafindo Persada, 1993), 16.

[5] Hujair Ah Sanaky, *Media Pembelajaran* (Yogyakarta: Safiria Insania Press, 2009), 6-7.

c. The Benefits of Learning Media

The benefits of learning media in the students learning process, that are:

1. Teaching will draw in more students' attention, resulting in increased learning motivation.

2. The meaning of the teaching material will be clearer, making it easier for pupils to understand and master the goal of learning well.

3. Students will be exposed to a wider range of teaching approaches and master the goal of learning well.

4. Students will learn more because they will be able to do more than just listen to the description; they will also be able to observe, perform, and demonstrate.[6]

From the above opinion, it can be concluded that the learning media will bring a positive impact on the learning process in class. Learning media have many benefits: clarify messages and information, overcoming the limitations of energy, space, time, and sense power. learning media can improve students attention so as to enable students to learn independently.

2. Animation Video
a. Definition of Animation Video

1. Definition of video

Video is a medium that connecting audio signals that can be combined with images move sequentially.[7] Video as a medium is very effective in teaching and learning, good for

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[6] Azhar Arsyad, *Media Pembelajaran,* 25.

[7] Daryanto, *Media Pembelajaran* (Yogyakarta: Gava Media, 2013), 88.

individual or group learning. videos can give a relaxing situation for students in learning English. It also can make students more active and easy to understand the material since the video contains pictures and audio that causes students to see the material directly. Video has a strong ability to help pupils learn a subject by encouraging them to use their imagination. Students can broaden their understanding of something displayed on the screen by seeing the visualization.

From the several definitions above, Video is a type of electronic media that combines audio and visual technology to create an appealing presentation. The role of the video is very important, because it can provide more information sophisticated and fast. Videos are also in addition to providing information and entertainment, videos can be used as learning media.

2. Elements of Video

 a. Text

  The text consists of language units or grammatical units such as

clause or sentence but not defined by length the sentence. Thus the text is in the realization is related to the clause that is language unit consisting of subject and the predicate and when given intonation will be a sentence. In addition a text is considered as a semantic unit i.e linguistic units related to form the meaning.[8] So the text is an arrangement of words

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[8] M.A.K Halliday and Ruqayah Hasan, *Cohesion In English* (London : Routledge, 2013) 1.

both spoken and written that are used to provide information, explain the meaning, and so on.

b. Image

The picture is a sort of visual communication that can depict places, things, and events. The picture is already well-known as a teaching tool. The visual aid, often known as a picture, is useful in teaching and learning activities.

c. Audio

Audio is a tool that can be heard because it has an element of sound, audio is useful for communicating more effectively. Audio consists of several types, namely waveform Audio, DAT Format, MIDI Format, Audio CDs, MP3.

d. Animation

Animation is a series of images that make up a movement.

3. Definition of Animation

The term "animation" refers to images that emerge and move. An animated film is one in which puppets or drawings appear to move.[9] The role of animation in learning is To attract children's attention and strengthen motivation learning, animation is usually in the form of text or images that moving, funny, weird animations, which would be attract students' attention and As a means to provide understanding to children on the material to be given.

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[9] Hanifah Khalidiyah, "The Use of Animated Video in Improving Students' Reading Skill (A Quasi-Experimentasi Study of Seventh Grade Student at A Junior High School in Jalancagak, Subang)", *Journal of English and Education,* Vol. 3, No. 1, (2015), 61.

The use of animation in learning activities according to Brown, Lewis, and Harcleroad (1997, p. 224) has some special advantages such as:

    a. Assisting the students in overcoming some physical challenges or difficulties when process learning.

    b. Using a range of manners or approaches to create a unique visual experience to obtain a better understanding.

    c. Enables pupils to produce a realistic movement or representation of a process or event.

    d. Useful to evaluate students' knowledge or their analytical skills in the learning activities.

4. Definition of Animation Video

Animation video is a modern entertainment media, and it consists of moving pictures, texts, and graphics which integrated with sound and voice.[10] The use of animation video can motivate students to follow the class actively because a movie provides interesting pictures and sounds. It can also help the students retain information, introduces new vocabulary, grammar messages, develop speaking and entertainment at the same time. The use of multimedia like video animation can increase the motivation of students to master learning outcomes and enhance their understanding. With the use of this animation video, students can master the learning outcomes easier and more effectively. as you know, animated videos have 4 types: 2D animation (2D), 3D

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[10] Valentinus Yoga Styawan and Yuyun Yulia, "The Use of Animation Video to Teach English at Junior High School Students", *Journal of English Language and Language Teaching,* Vol. 2, No. 2, (2018), 91.

animation (3D), Animation Clay (Clay Animation), Japanese Animation (Anime).

In conclusion, video animation is moving pictures like cartoons, films, and images, which are photographed and shown to make them move and appear to be alive. It can help the students in learning s new language and vocabulary.

e. Advantages of Using Animation Video

In making an animated video, what must be considered is the relationship and achievement of a learning indicator, several things that must design in such a way, including not too long story duration, can be made about 3-5 minutes in one video, compiling the story concept as interesting as possible.

List the advantages of using animation video in facilitating student learning speaking:

1. Provides a simpler and practical learning experience.
2. Able to attract students' attention easily. Animation can convey a message better than the use of other media. Students also provide a longer memory to dynamic media
3. Able to attract attention, increase motivation, stimulate more memorable student thinking, and help reduce students' cognitive load in receiving something of the subject matter or message that the educators want to convey.
4. Visual and dynamic offerings provided by video technology
5. Animation can facilitate the process of applying concepts or demonstrations.

f. The Benefits of Animation Video

From the animated video, the benefits are:

1. For student

   a. Animated videos can increase students' learning motivation.

   b. Can improve children's knowledge.

   c. Students can imagine through the shows on inside it.

   d. Helping students overcome difficulties when studying and when understanding the material.

2. For teacher

   a. It can be an effective and practical learning media making it easier teacher to deliver material to students so that students easily understand the material presented by teacher.

   b. Can make the implementation of learning interesting and increase learning motivation so that students are enthusiastic about learning. It can also be one alternative or an effort to increase students' speaking.

3. Kinemaster

Kinemaster is a mobile application specifically designed to help Android and iOS users modify videos from ordinary videos to more interesting videos. Kinemaster itself was launched by a large company called NextStreaming, Headquartered in Seoul, Korea, and has several branches worldwide, such as in the United States, Spain, China, and Taiwan[11]

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[11] Putu Budi Adnyana, Desak Made Citrawathi and Ni Putu Sri Ratna Dewi, "Efektivitas Pelatihan Pembuatan Flipped Classroom Video dengan Smarthphone dan Aplikasi Kinemaster", *Proceeding Senadinas Undiksha*, (2020), 1763.

Kinemaster is a video editing app for iOS and Android that is both free and subscription-based. The Kinemaster app has surprised many people and has been included in some list blog posts depicting "the best mobile video editors for 2019".[12]

From this explanation, the writer concludes that Kinemaster is an application that can be used for editing a video. With this application, we can edit the video using a gadget based on the Android system. This application provides so many features that will make us edit a video just like a pro.

4. Speaking
a. Definition of Speaking

Speaking is a productive language skill.[13] It means that speaking is a person's skills to produce sounds that exist at the meaning and be understood by other people, so that able to creat of good communication. Furthermore, speaking is the use of language to communicate with other,[14] So the activity involves two or more people in whom the participants are both hearers and speaker having to react to whatever they hear and make their contribution a high speed, so each participant has the intention or a set of intention that he wants. So, the English teacher should active the student speaking ability by providing communicative language activities and exciting media in the classroom and then giving

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[12] Orana Veralde, "Kinemaster Mobile Video Editor: An Overview and Review", Elegant Themes ,12 November 2019, https://www.elegantthemes.com/blog/business/kinemaster-mobile-video-editor-an-overview-and-review.

[13] Sanggman Siahaan, *The English Pharagraph* (Yogyakarta: Graha ilmu, 2008), 95.

[14] Glen Fulcher, *Testing Second Language Speaking* (London: Longman, 2001), 23.

them the opportunities to practice their speaking skill as much as possible.

According to bailey, Speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information.[15] Then speaking needs other people to communicate needed good understanding of the English language because Speaking is a crucial part of language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech express meanings to the other people[16]. Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, Speaking is more than it. Actually, speakers of English have to be able to speak in different genres and situation.[17]

From the definition above, we can conclude that speaking is an essential aspect of language learning. speaking is a skill to use language to express ideas, feeling in order or give information and knowledge to other people.

b. The Aim of Speaking

The main purpose of speaking is to communicate. Speaking most be important as tool for communicate or conveying thoughts about what speakers will be said with their community. That's why, speaking most be important, basically,

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[15] Kathleen Bailey and David Nunan, *Practical English Language Teaching Speaking* (London: Longman, 2005), 25.
[16] Mary Spratt, Alan Pulverness and Melanie williams, *The TKT Course* (New york: Cambridge university press, 2005), 145.
[17] Jeremy Harmer, *How to Teach English* (Essex, Pearson Education Ltd, 2001), 125.

there are four as important goals to speaking ;[18] To inform, The speaker want to inform and share ideas, information, process felling and opinion to the hearer and give knowledge as well in particular purpose. There are four important aims of speaking, namely:

1. To Inform

   To inform means the speaker want to inform and share ideas, information, feeling or opinion to the hearer and give knowledge as well.[19] in this case, the speaker intends to inform or disclosed about a fact the speaker know.

2. To Entertain

   To entertain means that the speaker wants to make the hearer entertain or feel happier with the materials are selected primarily based on their entertainment value.[20] In this case, speaking will be more interesting to be heard by listeners. if the speaker choose the material that entertains.

3. To Persuade

   To persuade means that the speaker tries to confirm the hearer to do something in certain activity.[21] In the case, the listener's attitude can be changed, for example from refusing to accepting. Through a skilled and convincing speaker accompanied by compelling evidence, facts, examples, and illustrations, eventually his attitude can be changed from disagreeing to agreeing.

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[18] Tarigan and Henry Guntur, *Menulis Sebagai Suatu Keterampilan Bahasa* (Bandung: Angkasa Bandung, 2008), 30-36.

[19] Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa,* 30.

[20] Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa,* 32.

[21] Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa,* 35.

4. To Discuss

To discuss means that the speaker want to discuss something.[22] In the case in discussion activities, it is believed to get the attention of listeners in order to solve existing problems.

From the statement before, it can be concluded that through speaking, somebody can inform, entertain, persuade and discuss. with the speaking can knows somebody's felling from ask him their communication and make some decisions.

c. **Aspect of Speaking**

Aspects of the speaking skill need to be closely scrutinized and put into consideration. these aspects pose some challenges and identify some guidelines for understanding the skill. aspects that must be considered are fluency, comprehension, grammar, vocabulary and pronounciation.[23] The description is as follows:

1. Pronounciation

Pronounciation as how a language is a spoken way in which a word is pronounced.[24] It means that pronunciation it is important component of language. Therefore, it is necessary if the student have good Pronunciation because they have good Pronunciation so their speaking will be understand able.

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[22] Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa,* 36.

[23] H Douglas Brown, *Teaching by Principles, an Interactive Approach to Langugae Pedagogy* (2nd Ed.), (New York: Pearson Education, 2001), 406-407.

[24] Hornby, *Definition of Speaking Skill* , (New York: publisher, 1995), 669.

2. Grammar

Grammer is a the way to organize the words into the correct sentence. This is important thatif the speaker master grammer to organize the word so the speaker also easily to speak English well.

3. Fluency

Fluency as the quality of someone conveying his ideas easily and without obstacles. Students can speak without hesitation even though he makes mistakes in the pronunciation of grammar.[25]

4. Comprehension

Comprehension is a student competence to comprehend all of the speaker says to them.

5. Vocabulary

Vocabulary it is basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary is about choice of word is use appropriately based on the content speaking. Vocabulary is a range of word known or used by a person in trade, profession, etc. If students have many vocabulary, it will be easier for him to express his idea.[26]

5. Teaching Speaking by Using Animated Videos

The purpose of English teaching and learning in Indonesia is to build communication skills, which comprise listening, speaking, reading, and writing in proportion. A variety of function based activities and tasks can be used to

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[25] Hornby, *Definition of Speaking Skill* , 330.
[26] Hornby, *Definition of Speaking Skill* , 330.

develop speaking. Similarly, animation videos also have approaches, steps, and procedures. The Steps and procedures of implementing Animation videos technique which are:

1. Watch Animated Video

   The teachers can present the video to the students by playing it for a 8 minutes. Those activities should be repeated until the end of the video. Then, the researcher ask the students to share what information they got from the video.

2. Preview

   Getting students to have discussed the material in the video, giving students the opportunity to do the speech repetition exercises in the video, dialogue with their classmates to find out how their speaking skills can improve. If there are sentences that are difficult to pronounce, students can play the learning video again.

3. Engagement

   Good speaking activities can be highly motivating. If all students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback. The researcher explained about the expression of asking for and giving the opinion that it is one of the material English in the eighth grade.
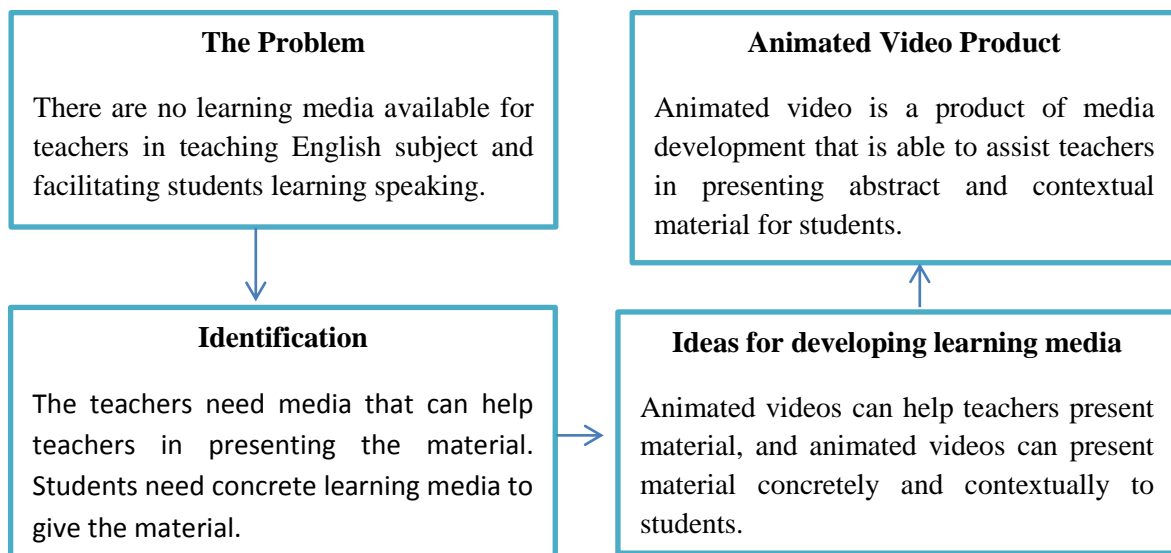
B. Conceptual Famework

The problem faced by the students in learning English is the difficulties the speaking because the teaching is less attractive when delivering material, so it is boring, and there is a lack of media in implementing English learning. Especially with Pandemic conditions

like this, the teaching and learning system also uses online learning as well as other additional obstacles, the difficulty in learning English, such as not focusing when learning online so that they are not enthusiastic when learning English and have difficulty understanding the pronunciation of the teacher's vocabulary. Teachers also feel it difficult how the implementation of learning material for students is minimal with the Covid-19 facilities.

Based on the problem, it is necessary and designed a learning media that is expected to overcome both the problem. one of the media that can be designed is animation video by design using kinemaster. The animation video by using kinemaster is expected to be an alternative for students to learn and develop speaking. this is expected to grow motivation, enthusiasm, and learning participation and improve student learning outcomes.

Figure 1. Researcher Conceptual Famework

The Problem

There are no learning media available for teachers in teaching English subject and facilitating students learning speaking.

Animated Video Product

Animated video is a product of media development that is able to assist teachers in presenting abstract and contextual material for students.

Identification

The teachers need media that can help teachers in presenting the material. Students need concrete learning media to give the material.

Ideas for developing learning media

Animated videos can help teachers present material, and animated videos can present material concretely and contextually to students.

C. Hypothesis Product

Borg & Gall has modified the theory namely exploration and developing stage, Reviewing the literature, undertaking a field study, and conducting a need analysis are all part of the discovery stage. Developing a concept, validating with experts, and performing a try-out are all stages in the development stage.[27]

Figure 01. The Development Stage of Learning Media (adapted from Borg & Gall)
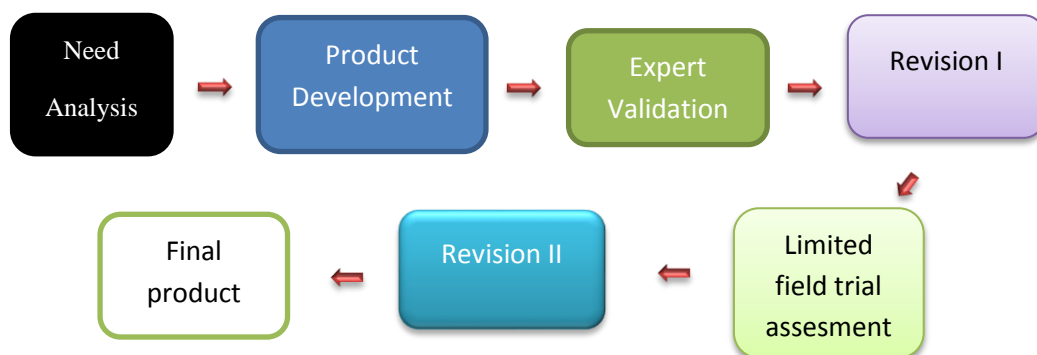
1. Need analysis

Identification of the need is conducted by reviewing learning materials available in the English learning syllabus in Junior High School and is consulted with the expert of English such as English teachers and students' conditions. To have qualifies internet-based interactive learning, there is a need to plan and develop existing procedures begun by doing need analysis.

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[27] Meredith Gall and Walter R. Borg, *Eucational Research and Development, Seventh Edition* (USA: Pearson Education, 2003), 569.

2. **Develop initial product**

The analysis results are used to develop learning media based on e-learning for English Material in Speaking learning. In this stage, some activities involved are designing products, finding the sources for material, and making the product.

3. **Expert Validation**

Expert validation aims to gather data to decide whether the media is valid for learning activities and achieve the objective of the learning itself.

4. **Product revision I**

Product revision 1 is conducted whenever the learning multimedia product that has been developed based on the need analysis is found to be not appropriate in terms of media performance, expert validation, and material expert.

5. **Limited field trial assessment (users)**

The assessment ask 29 SMP students (class VIII) to learn speaking by using animation video. First, the learning is conducted online. The researcher informs the students how to use or watch the animation video using the kinemaster application available on youtube. Students are given questionnaires to be filed in to evaluate the media finally.

6. **Product Revision II**

The result of the product evaluation by the users becomes the basis for revising the previous study product. The reference is used to find out whether there is weakness and a revision based on the data from the questionnaires.

7. Final product

Then, after revision, the last product is the animation video for facilitating student learning speaking. this animation video upload and available on youtube so that it can be accessed anytime and anywhere.