CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, The researcher discussed the Video animation created and developed as a medium for learning English. In addition, the researcher examines the use of media as a learning resource, the technique for the development of English videos animation, and the research outcome.

A. Animation Video Product Development

This research was conducted on VIII grade students at SMPN 3 Pandeglang. This development research produces animated video learning media in English subjects that explain the Asking for and Giving Opinion material starting from its understanding, definition of Asking and Giving Opinion types of expressions of Asking and giving opinions, examples of sentences, and dialogues in expressions of asking and giving opinions. This research is a type of research and development Research and Development and the use of the Borg & Gall development model with seven steps, namely: Need Analysis, Product Development, Expert Validation, Revision I, Limited Field Trial Assesment, Revision II, Final Product.

1. Need Analysis

Needs analysis in this research is carried out for development requirements by user needs and the selection of Research and Development (R&D) models that are suitable for use in product development. The results at this stage were obtained by conducting observations at school and interviewing directly with English teachers and several students. Based on the results of observational analysis and interviews, it can be seen that the curriculum used at SMPN 3

Pandeglang is "Covid Emergency K13", in learning English, teachers use PowerPoint, Zoom, Flash Card, Whatsapps Group, Google Classroom and Google meet as teaching media.

Regarding the learning media used, students find it difficult to understand the material and are less interested in the learning media. This is an essential consideration because students have different characters, personalities, attitudes and motivations when the learning process takes place. With the limitations of learning media, the learning process is less than optimal, so it is necessary to develop learning media in the form of animated videos in English subjects which are expected to help teachers deliver the material. Based on the results of observations, it is known that students' economic and social background is said to be sufficient because almost all students have smartphones that they use efficiently to access the developed media.

2. Product Development

Product development is making animated video learning media in English class VIII at SMPN 3 Pandeglang which is expected to attract students' attention, make it easier for students to understand the material, add and develop students' speaking skill. The steps used in developing this product are as follows:

a. Arrange Concepts

The concepts in the development of animated video learning media used by class VIII students at SMPN 3 Pandeglang are:

1) The developed media aims to facilitate students learning speaking, help students understand Asking for and Giving Opinion material so that they can express in everyday life, and help teachers convey material.

2) The development of animated video learning media using moving animations downloaded from YouTube, designing and editing videos using the Kinemaster application, then uploading them to YouTube makes it easier for students to learn anywhere and anytime.

3) Attention to the words or language used such as language that is easy to understand, usefulness, appearance, media/aesthetics, shapes and colors, effectiveness in overall image layout and design, attractive backgrounds, shapes, using neutral colors or preferred colors Interesting students and animated characters.
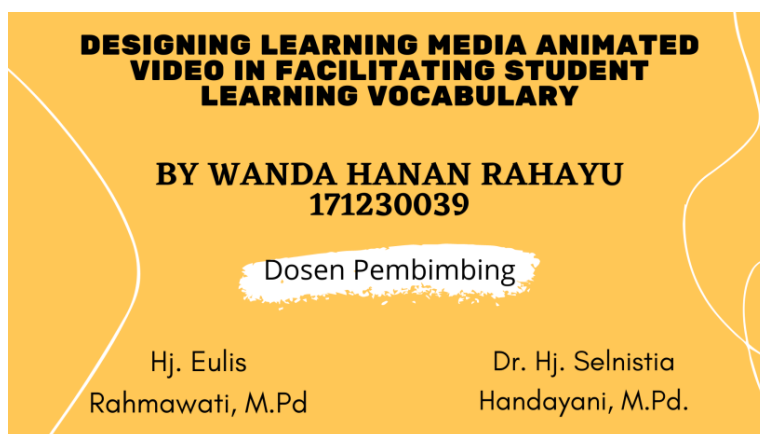
b. Design

The design in animated video learning media uses the icons in the kinemaster application. The images and descriptions in this design contain learning objectives, learning materials including the notion of Asking for and Giving Opinion, functions, types, examples, and how to express Asking for and Giving an opinion is equipped with dialogue in the form of photos and videos.

1. Thumbnails and Title Pages

An animated video media thumbnail is a front image of an animated video that states that the animated video is about the material "Asking for and Giving Opinion" for grade VIII, SMPN 3 Pandeglang. At the same time, the title page contains the title of the video media, namely "Designing Learning Media Animation Video In Facilitating Student Learning Vocabulary" and the name of the person who designed the animation video.
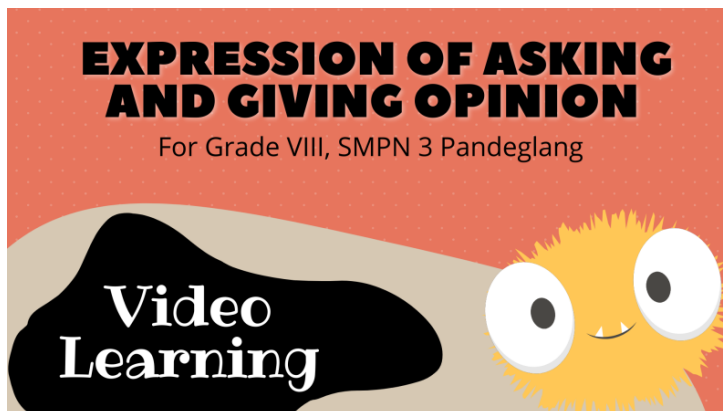
Picture 1 - Video Thumbnail

Picture 2 - Title Page, Advisor, and The Name of The Video Designer

2. Material

The teaching materials explained using animated videos are about Asking for and Giving Opinions explained from the definition of functions, types, examples, and expression dialogues in asking and giving opinions with moving animations, animated pictures accompanied by backsound and accompaniment music.

Picture 3 - Definition of Asking and Giving Opinion

Picture 4 - Functions and Types of Asking and Giving Opinion (1)

Picture 5 - Examples of expressions asking for an informal opinion

Picture 6 - Functions and Types of Asking and Giving Opinion (2)

Picture 7 - Examples of expressions asking for an informal opinion

Picture 8 - Functions and Types of Asking and Giving Opinion (3)

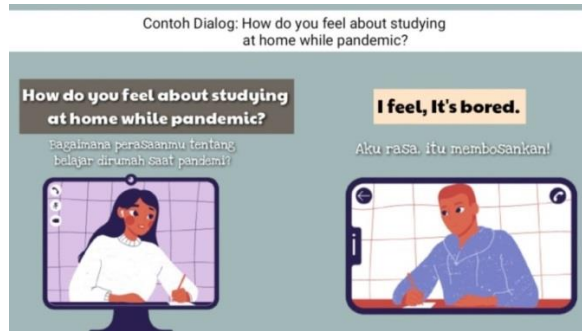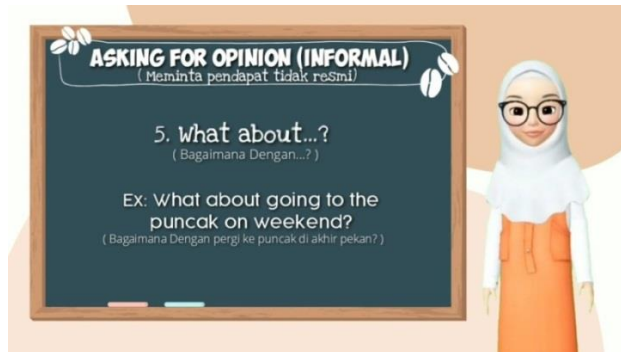**Picture 9 - Examples of expressions asking for an informal opinion**

Picture 10 - Functions and Types of Asking and Giving Opinion (4)

Picture 11 - Examples of Expressions Asking for an Informal Opinion

Picture 12 - Functions and Types of Asking and Giving Opinion (5)

Picture 13 - Examples of Expressions Asking for an Informal Apinion

Picture 14 - Functions and types of formally Asking Opinions (1)

Picture 15 - Examples of Expressions for Formally Asking for Opinions

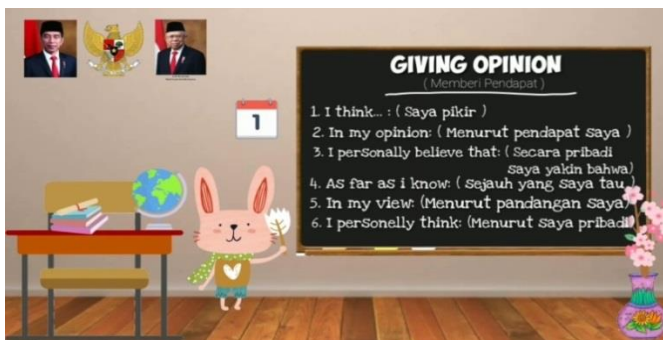**Picture 16 - Functions and types of formally Asking Opinions (2)**

Picture 17 - Examples of Expressions for Formally Asking for Opinions

Picture 18 - Functions and types of formally Asking Opinions (3)

Picture 19 - Examples of expressions for formally Asking for Opinion

Picture 20 - Types of Giving Opinion

3. Conversation in The Expression of Asking and Giving Opinion

Conversation in the animated video is given voice, text, and translation to understand what is being said. Background where the situation is being classed to make it look real and use accompaniment music.

Picture 21 - Conversiation Topic

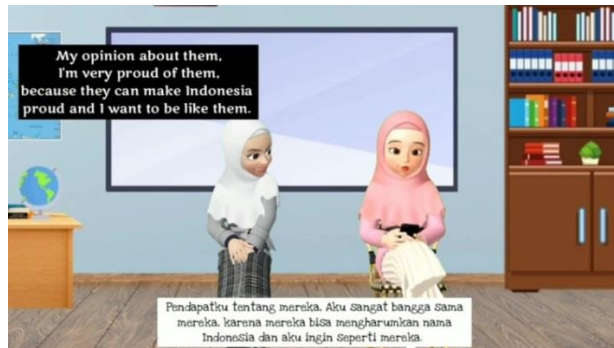**Picture 22 - Greeting Words**

Picture 23 - Ask The Current Topic

Picture 24 - Give an Explanation of The Current Topic

Picture 25 - Expression Asking Opinion

Picture 26 - Expression Giving Opinion

Picture 27 - Respond to a Friend's Opinion

Picture 28 - Conversiation Topic "2"

Picture 29 - Asking and Giving Opinions Through The Comments Column

4. Closing

Contains conclusions and closing sentences in the form of moving animations filled with back sound.


Picture 30 – Closing

5. Animation, graphics, transitions, and sound effects

By providing animation effects, graphics, transitions and sounds so that the learning media becomes more attractive and looks real, supporting effects are given in the video. This effect is in the form of moving animations, transitions, and sounds.

a. Animation

Moving animations can be downloaded via YouTube "Green screen animations", on YouTube there are many animation options such as characters, gender, and desired movements.
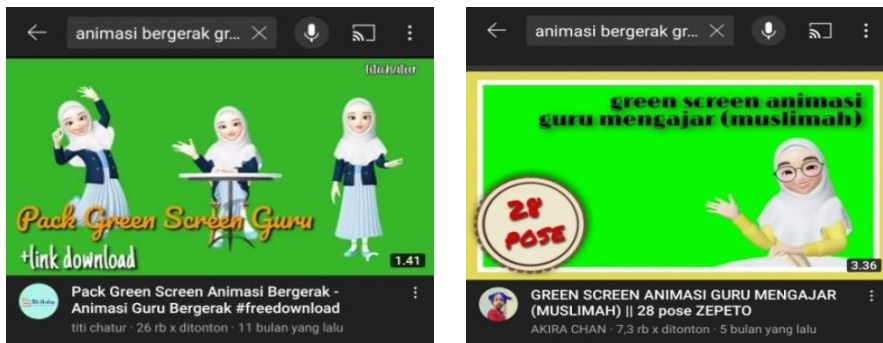
Picture 31 - Animation Download from Youtube

b. Video Design and Editing

Design or edit animated video learning media using the kinemaster application. Video editing use graphics, transitions, sound, and additional images and media to videos.
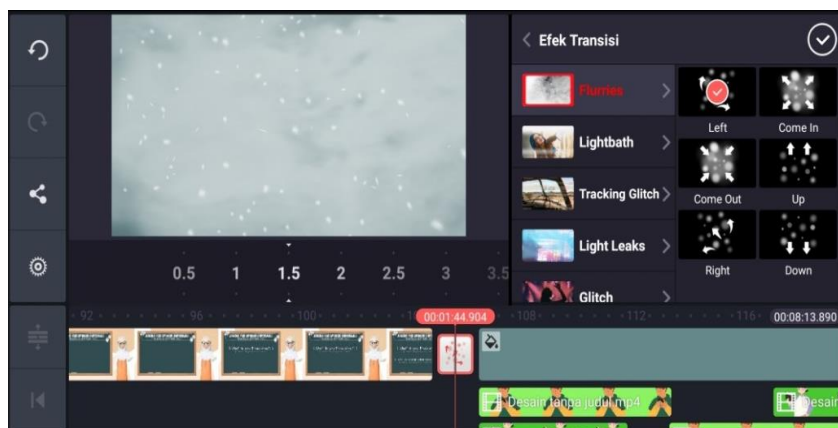
Picture 32 - Transition Effect
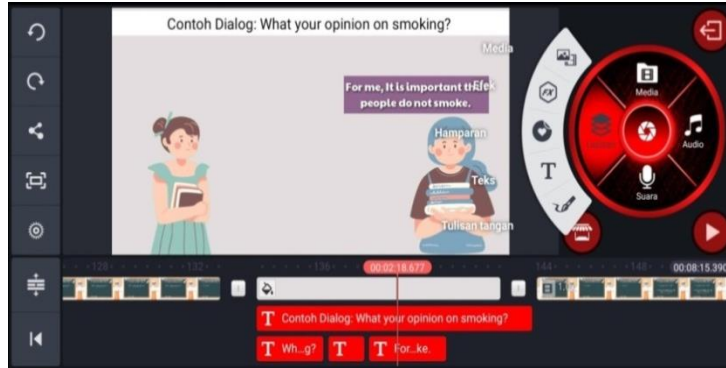
Picture 33 - Add Text to Video
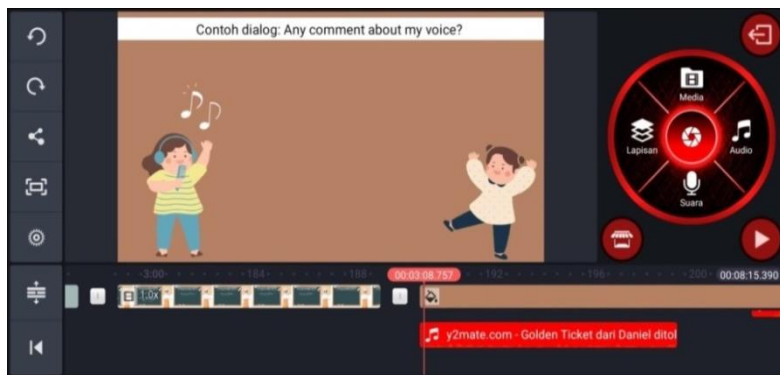
Picture 34 - Add The Sound To Video

Picture 35 - Set The Speed of The Video Duration

Picture 36 - Adjust Volume on Video

Picture 37 - Add Graphic Effects to Videos

Picture 38 - Trim Video

c.   Material Collection

The collection of materials used to make animated video learning media in English subjects is carried out at this stage. These ingredients are:

1.   Asking for and Giving Opinion learning materials, some materials are taken from the manual used by students and the syllabus used by teachers. This material contains the definition, function, types, and example along with the dialogues equipped with photos and videos.
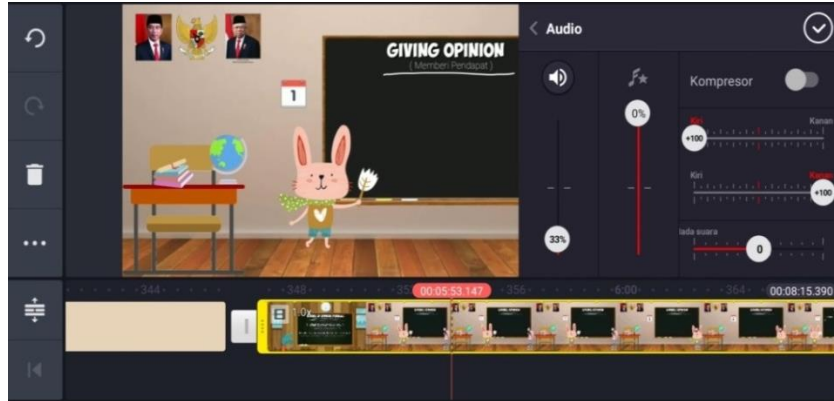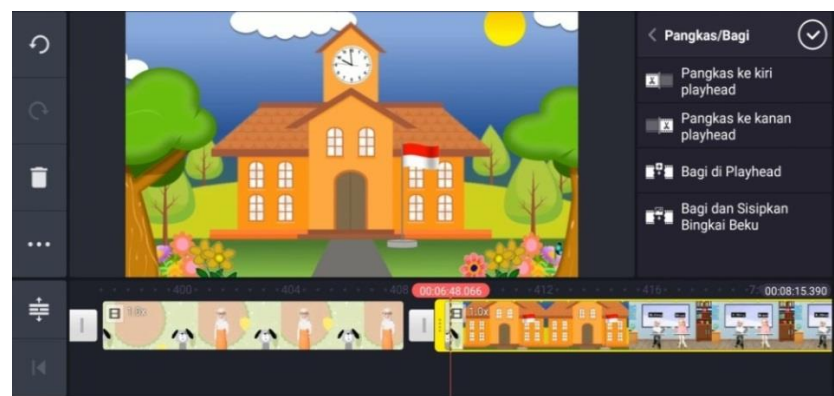
2.   Animated images collect images to clarify the content of the material and also to attract students' attention. The animated images are contained in the function, type, use of the Asking for and Giving Opinion expression, and the dialogue.

3.   Video, the video includes animated videos that move to serve as examples of real situations so that students can imagine.

4.   Audio, this audio is in the form of background music or sound effects when the video is displayed.

d.   Making Process

At this stage, the animation video learning media is developed based on the icons in the kinemaster application from the design stage. Making that combines all materials, namely, animation, text, images, video, and audio. Each scene is made into one unit. Media created using the Kinemaster application. Finishing the media is done by re-checking the media as a whole and the video duration is 8 minutes and media storage with 720p HD resolution, Video

quality is around 526 MB. So that the video quality is not broken and remains accessible on SmartPhone, Laptop, and other devices.

3.Expert Validation

The animated video developed before being tested on students is first tested for the feasibility of the media as a learning medium by experts. After the experts gave an assessment of the animated video learning media, the next step was to analyze the data from the validation results of the experts. The data from the validation results are used to determine the level of product feasibility as a learning medium. The following are the results of validation by experts:

a. Material Expert Validation Data

The validation of the animated video learning media by material experts is carried out to test the validity/feasibility of the video media in terms of material aspects, which include: the relevance of the material to the handbook, syllabus, material quality, language, and typography used in the animated video being developed. The material expert who became the validator in this study was 1 lecturer from UIN SMH Banten yaitu Dr. H. Abdul Mu'in, S.Ag., M.M.

Validation data from material experts was obtained by providing animated videos and a grid of instruments and assessment instruments. The material expert then provides assessments, suggestions and comments on the feasibility of the media from the aspect of the Asking for and Giving Opinion material by filling out the structured interview that has been provided. After the material expert makes an assessment, they will be known the shortcomings contained in the animation video for later revision.

The instrument used is a structured interview instrument using a Likert scale. The assessment instruments in this interview are " (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree.

Table 1 - Material Expert Validation Data

NO		RATED INDICATORS	Assesment				
			1	2	3	4	5
A		**MATERIAL RELEVANT TO THE SYLLABUS**					
	1	Asking and Giving Opinion teaching materials include learning activities for observing, asking, exploring, and communicating skills, which is by the Competency Standards (SK) and Basic Competence (KD). In the form of Animated Video.				√	
	2	Teaching materials about Asking and Giving Opinion include learning activities that are in accordance with the contents of the syllabus. Learning activities are observing teaching materials about Asking and Giving Opinion, delivered in the form of Animated Videos.					√
B		**MATERIAL QUALITY**					
	3	The images presented are appropriate to explain the material about Asking and Giving Opinion.					√
	4	The techniques for understanding and how to apply the material about Asking and Giving opinions in daily life have been explained properly.					√
	5	The level of difficulty is appropriate for class VIII				√	

		students.					
	6	The systematic presentation of the material is presented coherently.					√
	7	The general quality of this video is suitable for student learning.					√
C		**ASPECTS OF LANGUAGE AND TYPOGRAPHY**					
	8	The language is easily accessible to students.					√
	9	The write is easy for students to read.					√
TOTAL			0	0	0	8	35
TOTAL SCORE			43				
PERCENTAGE			95,56%				

The material expert validation structured interview consisted of 9 statement items with one respondent. Based on the results of material expert validation, the total score was 43 and the maximum score was 45. The formula used to manage the data is:

$$P = X / Xi \times 100\%$$

Description:

P = Percentage of the trial resul

X = The amount of the answers from the subjects

Xi = The amount of maximum answer scorses from the aspect of assessment during the trials

100% = Constant

$$P = 43 / 45 \times 100\%$$

P = 95,56%

Table 2 - Interpretation of the score (percentage) Interview

No	Criteria of Validity	Description
1	80%-100%	Valid/ Used
2	60%-79%	Valid enough/ used
3.	55%-59%	Less valid/ changed
4.	<50%	Not valid/ changed

Source: Sudjana, (1990)

Based on the feasibility of the material expert, an overall score of 100% was obtained, and the score obtained was 95,56% (96%), so it can be seen in the interpretation table for the animated video learning media included in the **"Valid"** category. So it can be concluded that the animated video media for English subjects has met the criteria for the content of the material, so it can be used as a learning medium.

b. Media Expert Validation Data

The animation video validation was carried out by one media expert who assessed the aspects of the function and benefits of the media, the visual aspects of the animated videos, the audio aspects of the media, the typographical aspects, the language aspects, and the programming aspects of animated videos as learning media. The media expert who became the validator in this study was 1 lecturer from UIN SMH Banten, namely Hilman, M.Pd.

Validation data from media experts was obtained by providing animated videos and a grid of instruments and assessment instruments. The media expert then provides assessments, suggestions, and comments on the feasibility of the media, by filling out the structured interview that has been provided. After the material expert makes an assessment, they will be known the shortcomings contained in the animation video for later revision.

The instrument used is a structured interview instrument using a Likert scale. The assessment instruments in this interview are " (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree.

Table 3 - Media Expert Validation Data

NO		RATED INDICATORS	Assesment				
			1	2	3	4	5
A		**FUNCTION AND BENEFITS**					
	1	Able to clarify and facilitate the delivery of messages about Asking and Giving Opinion for class VIII student learning and students can practice speaking easy.				√	
	2	Can generate interest and motivation in student learning, especially motivation to develop student speaking by using animated videos			√		
	3	Can improve student creativity				√	
B		**VISUAL ASPECT OF MEDIA**					
	4	Selection of colors, backgrounds, text, images, and interesting animations.					√

	5	Image size is suitable for class VIII students.					√
	6	The picture of the material is clearly visible					√
	7	Image lighting is correct				√	
	8	Image movement speed is appropriate for students				√	
C		**AUDIO MEDIA ASPECT**					
	9	The rhythm of the voice presented by the narrator is according to the needs of students (Not too slow and not too fast)				√	
	10	The narrator's voice is clear and informative.				√	
	11	The sound of the music matches the mood and the image display.				√	
D		**TYPOGRAPHY ASPECT**					
	12	Easy-to-read text.					√
	13	The text size is appropriate (not too small and not too big)				√	
E		**LANGUAGE ASPECT**					
	14	Easy to reach language				√	
F		**ASPECTS OF MEDIA PROGRAMMING**					
	15	The duration setting is suitable for students			√		
		TOTAL	0	0	6	36	20
		TOTAL SCORE	62				
		PRECENTAGE	82,67%				

The media validation structured interview consisted of 15 statement items with one respondent. Based on the results of media expert validation, the total score was 62 and the maximum score was

75. Calculation of the persantage of eligibility from media expert data using the following formula;

$$P = X / Xi \times 100\%$$

Description:

P = Percentage of the trial resul

X = The amount of the answers from the subjects

Xi = The amount of maximum answer scorses from the aspect of assessment during the trials

100% = Constant

$$P = 62 / 75 \times 100\%$$

P = 82,67%

Table 4 - Interpretation of the score (percentage) Interview

No	Criteria of Validity	Description
1	80%-100%	Valid/ Used
2	60%-79%	Valid enough/ used
3.	55%-59%	Less valid/ changed
4.	<50%	Not valid/ changed

Source: Sudjana, (1990)

Based on the feasibility of the media expert, an overall score of 100% was obtained, and the score obtained was 82,67% (83%), so it can be seen in the interpretation table for the animated video learning media included in the **"Valid"** category. So it can be concluded that

the animated video media for English subjects has met the criteria for the content of the material, so it can be used as a learning medium.

4. Revision I

Revision is a stage carried out by researchers to improve learning media in accordance with comments and suggestions from experts. The comments and suggestions given aim to minimize errors in making animated video learning media so that the product can be declared suitable for use.

In the results of the first video, there are some comments and suggestions from material experts as follows:

Table 5 - Revision from Material Expert

No	Before Revision	After Revision
1	The voice actor for the dialogue only uses 1 person	Preferably when the voice actor dialogue is more than 1 person
2	Too fast in communication	Not very fast in communication
3	Flat Intonation	The intonation is made more natural
4	The voice actor translates each sentence or phrase	Just translate in the text on the video
5	Each expression only provides an example sentence.	After giving the expressions and examples, the dialogue of the expressions is also given

5.Limited Field Trial Assessment (users)

Limited Field Trial is a test of the feasibility of the media to the actual target in the learning process. This trial aims to determine the feasibility of the product in terms of material presentation, media display, animation, vocabulary, language, and content feasibility. This limited field trial was conducted for 29 students of class VIII G and VIII H of SMPN 3 Pandeglang. Implementation is carried out in the learning process according to the stages of learning in the lesson plan. Students are given an explanation of the animated video that is being developed before students use the media. The assessment is carried out after the animated video is finished watching. The assesment was carried out using a questionnaire with the Gutman scale. Alternative answers to this questionnaire are "Yes" and "No" with the following interpretation.

Table 6 - The Result of the product success percentage of users

Number	Statement	Yes	No
1	The material about Asking for and Giving Opinion, presented in the form of Animated Videos is very interesting.	29	0
2	Teaching materials about Asking for and Giving Opinion are in accordance with the handbook (English Book of the Ministry of Education and Culture of the Republic of Indonesia Revised 2017) provided by the school so that students have no difficulty in learning in class and looking for book references.	29	0
3	Teaching materials about Asking and Giving Opinion using animated videos can facilitate students to build student knowledge and carry out active learning activities.	27	2
4	Teaching materials about Asking and Giving Opinion using animated videos invites students to build knowledge of English by exploring learning through animated videos and making connections between experiences or knowledge they already have.	28	1

5	The Asking for and Giving Opinion is attractively designed using animated videos to improve students' understanding of English learning materials and significantly develop speaking skill.	27	2
6	Teaching materials about Asking for and Giving Opinion can facilitate students to carry out viewing and listening activities that are displayed in the form of Animated Videos which become learning media.	27	2
7	Teaching materials about Asking for Giving opinion are delivered interactively using animated videos to improve English achievement and increase speaking skill.	29	0
8	The material on Asking for and Giving Opinion invites students to ask questions that can lead students to build interesting concept questions and statements to make the learning process fun.	29	0
9	By using animated videos, teaching materials about Asking for and Giving Opinion are easy to understand and make it easier for students to learn anywhere and anytime.	28	1
10	Animated Video Design is good enough to be applied to the teaching and learning process at school..	29	0
TOTAL		**282**	**8**
TOTAL SCORE		**282**	
PERCENTAGE		**97,24%**	

The validation questionnaire from users or students consists of 10 questions with 29 respondents. The minimum score is $0 \times 290 = 0$ and the maximum score is $1 \times 290 = 290$. Based on the assessment results, the score obtained is 282 and the maximum score is 290. The formula used to manage the data is:

$$P = X / Xi \times 100\%$$

Description:

P = Percentage of the trial resul

X = The amount of the answers from the subjects

Xi = The amount of maximum answer scorses from the aspect of assessment during the trials.

100% = Constant.

$$P = 282 / 290 \times 100\%$$

P = 97,24%

Table 7 - Interpretation of the score (percentage) Questionnaire

No	Criteria of Validity	Description
1	80%-100%	Valid/ Used
2	60%-79%	Valid enough/ used
3.	55%-59%	Less valid/ changed
4.	<50%	Not valid/ changed

Source: Sudjana, (1990)

The total score of success from user data is 97,24% (97%). Based on the results of these data it can be concluded that the product learning media in material about Asking for and Giving Opinion using animation video to achieve the success of students learning. Interpretation of the score (percentage) Questionnaire is included in the "**Valid".**

6. Revision II

After the limited field trial assessment, there is input from the user. The input given aims to minimize the shortcomings in making animated video learning media, so that the product is said to be feasible for the

final product. In the animation video, there are corrections for media improvement as follows:

Table 8 - Media Revisions by Users

No	Before revision	After revision
1	The example dialogue does not use Indonesian translation so that students do not understand the content of the dialogue.	Example of dialogue using Indonesian translation so that students understand the content of the dialogue.

7.Final Product

The assessment stage used 1 material expert, 1 media expert and the real target produced a final product that could be used for classroom learning. The instruments used were interviews and non-test questionnaires with a *Likert* scale of 1-5 (expert assessment) and *Gutman* scale (real target). The results of the assessment can be seen in the following table.

Table 9 - Media Assessment Recapitulation Results

Appraisal stage	Score Total	Persentage (%)	Category
Material Expert	43	95,56%	Valid
Media Expert	62	82,67%	Valid
Field Trial	282	97,24%	Valid

(Source: Processed Research Data)

Based on the results of the table. The animation video in the Asking for and Giving Opinion material for class VIII at SMPN 3 Pandeglang in this study was declared "Valid" to be implemented in the learning process at school. It could be used as a learning medium.

Link video on youtube : https://youtu.be/f0FEbChZVC4

B. Discussion

This part present the discussion of the research findings. There are two research question proposed in this study. The discussion focuses on the finding of the two proposed research questions. The first discussion is How to develop animated videos in facilitating student learning speaking and the second is How is the impact of animated videos is on students' speaking development. In this study, the researcher tried to design learning media products developed in animation videos to facilitating student learning speaking with guidelines, theories, suggestions, and criticisms from supervisors and validators as experts of the products being developed.

The stage of the development of learning media animated video in facilitating students learning speaking with a research design using the Borg and Gall model, with 7 Stages namely Need Analysis, Product Development, Expert Validation, Revision I, Limited Field Trial Assessment, Revision II and Final Product. At this stage, the researcher also determines the place of research according to the phenomenon for doing the learning process using multimedia-based learning, namely SMPN 3 Pandeglang.

Based on the data at the input stage, the researcher determines the learning media be developed to specify the product being developed. The material chosen is Asking for and Giving Opinion because it is light and suitable for making the development product itself. Namely facilitating student learning speaking. Next, the researcher designs an animated video whose material is in accordance with the syllabus, a handbook from the

Indonesian Ministry of Education and Culture. In order that the teaching-learning process is in accordance with the 2013 curriculum.

In the third stage, which is the process we see based on data validation by linguists stating the results that the learning media products about asking for and giving opinion that developed using animation video in facilitating students learning speaking, namely Valid category with the results of statistical validation using a Likert Scale, 95,56% from material expert and 82,67% from media expert. The product development of this learning media has previously undergone many revisions according to guidance from the validator or expert so that this product is included in the Valid category.

The last stage, a product which is the stage of testing the success of product development made based on the responses of students as users have found results that are 97,24% included in the Valid category scale. It can be concluded that the development of learning media products has a good perception on students, especially in developing speaking student.