

THE USE OF ANIMATION VIDEO AS LEARNING MEDIA FOR YOUNG LEARNER TO IMPROVE EFL STUDENTS' MOTIVATION IN LEARNING ENGLISH

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Abstract

Currently, the use of learning media has an essential role in the educational field. Students and teachers have used the implementation of media in the classroom. The students' motivation in learning English is significant due to English language mastery. In the education world, motivation is needed by students and teachers to be enthusiastic about learning and teaching in the classroom. The performance of media in the academic field is limited to adult learners and young learners. One of the media commonly used in the learning process is the Animation Video, such as the Pow Toon Animation Video. The implementation of Animation Video in the classroom brings several perceptions toward students. This study was designed using the library research method to gather information related to the topic through journals, articles, and books. Therefore, this paper aims to share some theoretical concepts and pedagogical practices using Animation video towards the young learners' perceptions.

Keywords: animation video, young learners, students' motivation

Introduction

At the end of 2019, the world is horrendous, with a virus found in China. WHO has confirmed that this virus is called Covid-19 which SARS-COV-2 opposes. The Covid-19 virus is spreading very quickly in contrast with other viruses. In 2020, specifically at the beginning of March, Indonesia had confirmed the case of Covid-19. From this case, new regulations like other countries have implemented, this regulation requires society to do social distancing and self-quarantine. This regulation is the purpose of preventing the spread of Covid-19 in Indonesia. These phenomena lead to work systems and education changes. In Indonesia, School from Home (SFH) started at the end of March 2020. In this case, teachers and students need to increase their quality even though they study online. School From Home (SFH) is challenging for both students, also the Teacher. The Teacher should consider the media that will be implemented in the online class and suitable for their students.

Nowadays, the Teacher is guiding their students differently. In the learning process, the Teacher should consider the protocol towards the Covid-19. Learning media will be

implemented in the online classes should suitable and effective. Furthermore, the Teacher needs to know the students' needs and the students' characteristics during the School From Home (SFH) and the government's learning media to bolster the learning process. The Teacher also speculates that the learning media will increase students' motivation in learning. Media teaching is an essential thing while doing the learning process in an online way. One example of media offered should relate to the material in the syllabus also contains audio and video, which bolsters the students' interest in learning. Furthermore, especially students who are young learners, learners need more attention and more straightforward to get bored. The Teacher should more criticize in considering media learning, which will help in the learning process.

Theoretical Underpinning

Moreover, students' motivation is a part of students' learning. The term students' motivation can be defined as a thing that can encourage the learners to do something and guide them (Dornyei, 1998, p. 17). Besides, the students' motivation can effectively encourage the students' English learning process (Bahaous et al., 2011). Also, the students' motivation affected the students' manner through their social point of view, which will affect their self-confidence. The improvement of students' motivation needs to be adequate to get a better result in English learning. The way the Teacher improves student's motivation will also affect students' confidence during the learning process. In other words, the student's motivation in learning is essential to be improved to get a better understanding during the learning process. According to Long, Ming, Chen (2013) Important role when learning a foreign language is motivation. Students who have motivation in the learning process have robust learning motivation and have a positive attitude while learning. (Hariani, Rositasari, & Saraswati, 2018)

On the other hand, towards the Young learner, According to Gardner (1983), nine multiple intelligences refer to the Young learners are Linguistics Intelligence, Logical/mathematical intelligence, Visual/Spatial Intelligence, Musical Intelligence, Interpersonal Intelligence, Intrapersonal intelligence, naturalist intelligence, and spiritual intelligence. Each of the intelligence has by young learners, in the learning process, has different interests, characteristics, and learning has different ways to achieve their goals.

Research conducted by Sukarno (2008) well explained that Young learners are in 5 years until 12 years or students in primary and secondary school. In addition, according to Octaviana (2017), Young learners is learners who are learning from story, song, and experience. From the researcher's statement, students in primary and secondary school are learned from stories, songs, and experience.

The learning process in primary school must be done straightforwardly. This leads to the ability and features of the students. Primary school students are classified as young learners. According to (Wahyuni & Tantri, 2020), the young learner has several features. Young students aged between five and twelve years show that young students have a short span of attention. You will also be quickly dull if the lesson is not sufficiently attractive. Most of them also learn indirectly rather than directly from the teachers. In this golden age,

young students will learn and absorb new things more efficiently, just like English, which is also one of the new primary school languages.

As an international language, English is the most important language that everyone should master. English is one language that can communicate with foreigners. Especially when seeing Bali's potential as one of Indonesia's destinations visited by many foreigners. That makes English important enough for all groups to learn. Specifically for students, English should be learned and practiced from the elementary school level, even inside or outside the class. Students must learn English early. No exception for young learners should start learning English as an international language as early as possible. Teaching English to young learners, however, is challenging, especially in online learning. It requires teachers to be careful in choosing appropriate learning media for young learners. By considering a young learner's characteristics, teachers are expected to apply and adapt relevant learning media with the need for young learners in online learning

Video is one of several types of instructional media that can be used to supplement the learning process. According to (Isiaka 2007), video can be defined as a powerful educational medium that incorporates elements such as images, audio, and other videos. Inline, (Yükselir & Kömür, 2017) clarify that video can also be defined as an excellent tool for delivering information in an appealing audiovisual manner. Additionally, it confirmed that video provides a realistic learning model, allowing students to learn in a real-world setting and avoiding abstract learning. Incorporating technological innovations such as video enables teachers and students to quickly implement the learning process via an engaging virtual environment (Yükselir & Kömür, 2017).

According to Setyosari, Punaji & Sihkabuden (2005), audio and visual media contain audio and visuals. This kind of media has well beneficial because it has both of those elements. On the other hand, audiovisual can be means material or tools used in learning activity to help write and speak, providing knowledge, attitudes, and ideas. There are four functions in audiovisual media; (1) Education, (2) Social, (3) Economy, (4) Culture.

PowToon is one application that can use to develop learning media. According to Adnyani, Mahayanti, and Suprianti (2019), PowToon can create an animated presentation like PowerPoint in PowToon. Ilya Spitalnik and Daniel Zaturansky found PowToon in January 2012. In this condition, where students have to follow the rule while pandemic, PowToon is applying for the Teacher to develop the learning media. The video developed by PowToon may contain animation and sound, which increases students' interest in the learning process. The Teacher has to make media learning that is suitable for the material in the syllabus. PowToon can be one of the applications that can use for the Teacher. Because PowToon is a free application and many animations insist on the application, teachers can easily design themselves. The Teacher can design an inappropriate way to make media learning for the learning process.

According to Semaan and Ismail (2018), PowToon stated that they had gained good benefits while implementing the learning process, especially in English as a foreign language. In Indonesia, PowToon will be beneficial, especially taking into account the current conditions of this pandemic. To make the learning process while School From Home (SFH), PowToon can be chosen to make learning media looking at the result of the previous study gained good result. Besides, Purnamasari & Maolida (2017) PowToon was

implemented in the learning process and showed that PowToon helpful in the learning process and can optimize students' skills in designing presentations. The result of the previous study can be concluded. PowToon is an application that can develop easier by the Teacher to make learning media suitable for their students.

Media is something that is used to deliver or transfer information and material of teaching (Wahyuni, 2013). It also can be used to conduct teaching learning activities and support students to reach instructional objectives of the lesson (Scanlan in Aini, 2013). Because of that reason, media is important in learning process because it is one component of teaching that can help the teacher to deliver the lesson and conduct learning activities interestingly. Media is a human, material, or event that leads situation and conditions in creating students to get the knowledge or character. If the media contains the message or information that has instructional purpose or learning purpose, the media called as learning media. Learning media is an instrument in learning process that could be implemented in or out of the classroom to support and help student's learning experience. Media also could improve learning result. (Lonka,2015). There are some benefits of using media in the learning process : (1) studying would be interested that could give students a motivation to learn. (2) learning material would be easy to understand and enable the students to control and get the purpose of the learning. (3) the learning method would be more variation through verbal communication from teacher's explanation.

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Learners always look for flexibility in time, space, place, content selection and delivery of instructions (Majumdar, 2009). It was quite impossible to satisfy such requirements in earlier times due to the non-availability of proper tools. It is now feasible and possible to implement open & flexible learning strategies using ICT as tools. With the availability of online tools, it is now possible to create content websites, online education to support and assist face to face instruction in an innovative way. Learning media especially ICT-based media should consider seven things (Degeng, 1993 in Sungkono, 2008). First is instructional purpose, the learning media should be appropriate with the purpose of the lesson. Second is effectiveness, means that the learning media should be effective to be used in order to achieve the purpose of the learning. Third one is student; this is about the appropriateness of the media with the characteristics of students. Whether the media is appropriate with the level of students' knowledge or not, interesting or not and how the media is appropriately used for students. Fourth is the availability, means that how the media can be gotten. Fifth is the cost, it is about the appropriateness and relevance between the cost and how effective learning media is. Last is the quality of technical quality, this is about how qualified the media can be used. There are some requirements that need to be

prepared in using the technology based media. In which most of the technology is already provided in the school while the rest is should be provided by the teacher or students. Those technology are computer, LCD & projector, connection, hard disk, gadget, etc. They are really supported the way of using the ICT-based media.

According to Pais, Nogués, & Muñoz (2017), PowToon is slides that can insert image, text, animations, sound and music, available in the same application or through an external source. The final result is animation video which categorize as audio visual, can be exported into YouTube. Accordance with Mathew & Alidmat (2013), the use of visual aids empowers teacher to make the teaching learning process more interactive and interesting. Animation video through PowToon also easily attract the students' attention if the presentation is well designed (Pais et al., 2017). In this case, it keeps the learners close to the authentic situations where learning simultaneously involves listening, watching, reflecting, doing and participating. In this way, the animation from PowToon would address the 5 sense of the students and thus attract their attention to keep involved in teaching and learning process for longer period (Syafitri et al., 2018).

Semaan (2018) also conducted a research about The Effect of Using PowToon on Learning English as a Foreign Language. The study was aimed to test the effectiveness of using PowToon in the classroom where the students learn English as foreign language (EFL). The result shown that the use of PowToon in language teaching has a good impact for students. In this case, the students were happy in attending the class and enjoyed their learning. They also less disruptive behavior since students were highly engaged and concentrating on the animation video. The formal assessment at the end of the session depicted better overall performance. For the first exercise, the formative assessment showed that 23% students scored "A", 64% scored "B", and 13% scored "C". The class showed improvement since they learnt by using PowToon. The animation video provided by PowToon help them in constructing and made meaning about the material. In the other hand, the interview conducted also resulted positive respond from the students. The majority of the students said that they were better able to recall main ideas and detail by the end of the session. The logical sequence followed.

Then, based on the phenomena towards Covid-19, PowToon can be an option to help the Teacher make learning media for Teaching while School From Home (SFH). Besides, Teachers in making learning media using PowToon can be more creative in engaging students' motivation regarding how the situation while in the learning process, students' needs while School from Home and Young learners need more extra attention, and media can make them focuses on the learning process. Considering the previous study by using PowToon gained good beneficial will be suitable for first-grade students in elementary school.

Method

The study was designed using the library research method. It is known as collecting data from various sources like articles, journals, and books to write a paper. The data collected from several related literature reviews and described qualitatively. It purposes to conduct the data from relatable studies which support the validity of this current study. The data collected to support Animation Video's statement provides several advantages to provide

other opportunities for EFL students' motivation to learn English while online classes. The theories used collected from various relatable article journals to get the appropriate data and information. The article journals are used to strengthen the data about the advantages of using Animation Video in teaching English during SFH. It is started by reading various sources, classifying the data, and analyzing the data to answer the research problems' aims in the form of descriptions on finding and discussion.

Finding and Discussion

Animation video is one of the learning media that can teach Young Learners to improve students' motivation in Learning English and look at the situation because of this pandemic. All schools in Indonesia do School from Home by following the government's health protocols. One of the Animations that can be used is the Pow Toon Animation video. Several related studies investigating Animation Video's use by using Pow Toon in the learning context show that Pow Toon brings positive feedback to students' English learning. Adnyayani et al. (2019) state that the participants' experience toward Animation video shows a positive learning activity attitude. Besides that, the students also explained that Animation Video easily to understand while learning English. According to Semaan and Ismail (2018), PowToon stated that they had gained good benefits while implementing the learning process, especially in English as a foreign language.

Pais, Nogues, and Munoz (2017) who have conducted research on the use of powtoon, shown the positive results in using POWTOON. It is not only in the motivation aspect, but also in its contribution in learning new content and developing ICT-related abilities. In this case, POWTOON give the motivation to the students. In this pre-test, students did not enjoy the atmosphere of teaching and learning process. They felt sleepy and not interested with teacher explanation. They also kept silent even when teacher ask a question to them. Since the researcher introduced POWTOON to them, they shown positive result. Students are very active and enjoy the classroom. Their curiosity with the material given had shown. Accordance with Ashaver (2013), the use of visual aids in language learning is important. In his research about The Use of Audio-Visual Materials in the Teaching and Learning Process, he stated that there are several advantages of the use of visual aids. The audio-visual materials help the teacher to overcome physical difficulties of presenting subject matter. In this case, the teacher can give a real example of particular condition to the students through visualization. Thus, the students have a real example of the subject matter to learn and make meaning by themselves. Unconsciously, they will focus at the visual aid, which means the 20 audio-visual has stimulating their interest. In addition, audio-visual materials are rich of opportunities for students to develop communication skills while actively engaged in solving meaningful problems. In the other words, students certainly like it more and learn better if they are engaged in important and appealing activities. For example, involving students in bulletin board display will enhance their choice of color and aid their understanding of the concept in question, or when they join the teacher in dramatization of an even or process. Another advantage of audio visual is, it serves a source of information. The audio-visual sources can bring a lot of information if it well designed. According to Mcnaught (2007) as cited in Ashaver (2013), audio-visual is very useful teaching instructional as well as promotional aids. He also stressed that where consistency

of presentation is desirable, audio-visual material are useful. In Indonesia, PowToon will be beneficial, especially taking into account the current conditions of this pandemic. Then, that all-statement support by previous related studies.

Mathew & Alidmat (2013) also conducted a study about the usefulness of Audio-Visual Aids in EFL Classroom. It found that the use of audio-visual in the classroom enhances students' receptive skills. The integration of audio-visual with the prescribed course content has a positive impact on the teaching-learning process in EFL classroom. Students find these resources useful in understanding difficult concepts given in the course books. They feel that use of these aids can increase retention. Thus, it is suggested that using audio-visuals as a teaching method stimulates thinking and improves learning environment in a classroom. Effective use of audio-visual aids substitutes monotonous learning environments. Students develop and increase personal understanding of the areas of learning when they experience a successful and pleasant learning in the EFL classroom. That is why teacher should have deeper understanding in the selection and use of 21 technology, because it has the potential to support education across the curriculum (Dawes, 2001 in Mathew & Alidmat, 2013). In relation with this paper which is about developing learning media, there is previous research about digital media which was already conducted by Mahayanti. Mahayanti (2017) conducted a research about Teach Reading for Young Learners through e-CALF media. This study aims at developing media for group work activity in teaching reading for elementary school students. It was conducted in SD 4 Kaliuntu located in Buleleng. Observation sheets, teacher questionnaires, students' questionnaires, and rubric were used to gain the data. Sugiyono's R&D model was employed as the research procedures. The data obtained were quantitatively and qualitatively analyzed. From the result, it was found that the media could be developed by conducting several procedures, such as preliminary observation, syllabus analysis, library research, media development, experts' judgment, and field test. PowToon-based videos in the learning process have become an interesting topic for researchers in the education field. Therefore, some researchers have already studied using PowToon-based videos to learn English for EFL students. First of all, Oktaviani and Mandasari (2020) carried out the study with PowToon: A Digital Medium to Optimize Students' Cultural Presentation in ELT Classroom. This study is aimed at web-based media as a medium in learning English in the Classroom, especially PowToon can encourage students at the Indonesian Teknokrat University (UTI). This research used a qualitative method to show how UTI students use PowToon and their opinion toward PowToon for learning English. The implementation of this study in the ELT Classroom was held after the midterm test. On the other hand, the topic was used a learning contract of essential reading in the English Literature Study Program, 2017/2018 was taken for this study. The web-based medium was used in learning English to increase students' ability to language and technology due to this study.

Besides, a study conducted by Dharmika, Piscayanti, & Astiti (2019) entitled "Developing ICT-Based Learning Media Using PowToon For 4th Grade Elementary School in SD 3 Banjar Jawa" was aimed at learning media is a PowToon-based video to learning English in 4th-grade students who are EFL students. In this research, were used 4th-grade students as the sample. This study employed analysis, design, development, application, and evaluation (ADDIE) as models for research methodology development. The researcher also used design and development (D&D) from this research to develop learning media. The

researcher has produced a product that has been developed, its product in the form of PowToon-based Video which the product improved in students' English skills. PowToon-based videos made by researchers adjusted material with the syllabus at that time. The result stated PowToon-based video scores of judgments were excellent, and the content can be assessed well, but it has need improvement. This judgment judged by one lecturer of educational technology, and another two are lecturers of English Education. Besides from student's questionnaire, the use of Video was found that students' enthusiasm and motivation in the learning activities. Then, a concluded learning video named PowToon structured in this study was a decent model learning video for fourth-grade elementary school students.

Also, Hari, Mahayanti, and Suprianti (2019) also studied Developing PowToon animation-based-video as media to teach second-grade students. This study was intended to develop media for teaching English second-grade students in elementary school. This research was used the ADDIE model from Romiszowski in Tegeh, Jampel, & Pudjawan (2015) in developing media, but (IE) Implementation and Evaluation is more focused on this study. The researcher also compared the material with the syllabus, which is consisted of the PowToon based-video. There are six materials which are consisted of the Video. It is a fruit, school uniform, birthday celebration, facial parts, animals, and three sections. Sample of this research are students in SD 3 Banjar Jawa in Second grade, they are 29 students, but just 21 students are attended at that time. This study found that using PowToon based-video in second-grade elementary schools can attract the students' attention and motivate them.

Moreover, Adnyani, Mahayanti, & Suprianti (2019) conducted a study entitled "PowToon-Based Video Media for Teaching English for Young Learners: An Example of Design and Development Research" was aimed at Integration of ICT in Young Learner classroom is helped by developed a digital teaching media is used PowToon. This study is used for the design and development research method (DDR). Also this study, the researchers used model development analysis, design, development, implementation, and Evaluation (ADDIE). The instructor was interviewed, the Classroom observed, and the questionnaire was presented to the kids. Researchers have employed phases to gather data for the study. In the analytical phase, children from first to sixth grade were the main objectives of this study. During the design phase, the researcher generated the contents of the medium.

In the produced PowToon-based video medium, the blueprint was employed. Implementation is a step in which PowToon-based movies were deployed in school. Last, the evaluation phase by questionnaire and interview showed by watching the Video made students happy and enjoyed the lesson. Also, the teacher stated that using PowToon-based Video in teaching material helped the teacher as well. Then, positive responses showed that PowToon-based video students enjoyed the learning process while the teacher was facilitated.

In addition, a research done by Yuniari (2018) on PowToon audiovisual medium in students' writing from its third-semester students in the English Department of Education. This research intends to evaluate the critical influence of PowToon Audio-visual media or not on students of the Faculty of Teacher Training and Pedagogy, who are students of the English Education Department. In this investigation, a random selection of clusters was

performed. In this experiment, two groups serve as samples. They are the experimental group and the control group. Each group comprises 15 kids, and each group has a distinct duty. The Control group used a conventional PowerPoint, and the experiment group used PowToon audiovisual as media. Then, the investigated result is a group taught using PowToon audiovisual as media can write better than a group taught using conventional PowerPoint. This study revealed that the audiovisual medium employed by PowToon had a substantial influence on the writing of the learners.

Another research has been carried out by Syafitri, Asib, & Sumardi (2018) with the title *An Application of PowToon as a digital Medium: Enhancing Students' Pronunciation in Speaking*. This study aimed to enhance the pronunciation of pupils by using PowToon as a digital medium. This research applied mixed methods that are qualitative and quantitative as data for this research, test, observation, questionnaire, interviews, and diary were obtained. The findings assess the study results in two categories: pronunciation of students in speech and desire for students to study. In this research, PowToon was used in songs and video dialogues to impact the pronunciation of students and the desire to study. This research revealed that implementation of songs and videos using PowToon showed high learning motivation of students. Their activeness, desire, interest, and attitude during a learning activity concluded that students learning English used PowToon as a learning medium to motivate students in learning.

Besides, Semaan and Ismail (2018) conducted research entitled "The Effect of Using PowToon on Learning English as a Foreign Language" was aimed at tested students in the classroom who are learning English as a foreign language (EFL) by using PowToon. In this research first secondary class, who are nine candidates of different achieved levels in English (three high-achievers, four average students, and two low-achievers), was chosen by the researcher. There are some steps in this research: students' interviews, teacher's post-interview, and student's observation during the lesson to track engagement and comprehension. PowToon is a tool for EFL Learners that gained positive results upon the learners' engagement, comprehension, and language acquisition. Other than that, while PowToon was used, students were able to stay focused for the entire session. PowToon applied in the form of Video. This research concluded that PowToon was used in the classroom and suggested emphasizing use in the learning process, showing students' dedication and enthusiasm.

Besides, Ayub, Mohamed, Malek, and Kamarudin (2018) researched Contextual Clues PowToon fo Flipped Classroom. This study aims to deliver reading skills materials by the provided method of teaching and learning. From this method are delivered, it can evaluate students' points of view about PowToon, and intention in used mobile phones for the flipped Classroom was assessed. Also, increased students' engagement in reading and improving outcomes of the learning process is aimed at this learning strategy. Researchers to evaluate the objectives of this study were used descriptive analysis. Researchers' analyzed used questionnaires were filled 5-point Likert scales. Two hundred seventeen students completed the questionnaire with a response rate of 71.38 percent were used in this study. This study fulfilled students' needs toward attention-grabbing learning material using PowToon animation more focused on students' learning material. Then, PowToon as a learning medium is better used to improve students' engagement in reading and outcomes in the learning process.

On the other hand, Purnamasari & Maolida (2017) conducted a study with the topic Students' Voices on the Use of Powtoon as a Tool to Optimize Their Skills in Designing Presentation. This research focuses on the voices of students who utilize PowToon as a tool to enhance their abilities in presentation creation. As the topic of this research, lecturers and students attending two ESP courses have been selected. There are three sources used collected data: observation, students' interviews, and questionnaires. Students who entered PowToon gave some clear answers to the application. PowToon, in this study, offered advanced design various animation, music, and stop motion. This study was designed to consist of three weeks, divided by a one-week introduction and two weeks observation. Then, this study found out that PowToon positive media optimize students' skills in designing presentations.

The Last one, Pais, Nogués, & Muñoz (2017), carried out a study entitled "Incorporating PowToon as a Learning Activity into a Course on Technological Innovation as Didactic Resources for Pedagogy Programs" the PowToon software was designated as an activity in the Technological Innovations course under Didactic Resources. This study was used as a mixed-method. They are qualitative and quantitative. Researchers were used 47 students out of 61 who participated. All undergraduate students who took the TIDR from primary pedagogy were also requested to complete the survey. It also gathered students' thoughts on the PowToon. This experiment recognized mixed results. It is available in both qualitative and quantitative formats. From the quantitative, PowToon learning media have proven that the results may drive learning. Also, the qualitative method has shown that PowToon in the educational field is helpful for the teaching-learning process.

Conclusion

This study investigates the advantages of utilizing Animation Video features in the learning process, significantly improving EFL students' motivation to learn English during School From Home, especially for Young Learners. Since the pandemic, the learning system in Indonesia changes into fully online learning. To anticipate the lack of opportunities for students to learn English, the teachers must select appropriate media to increase EFL students' chance of learning English even though in online classes. Therefore, it becomes the most necessary that need to be improved. Using Animation Video in conducting online classes for teaching English for Young Learners becomes a great choice. It presents several features suitable for young learners. It provides audio and visuals. Besides that, it can help Teachers also to teach English while online. Some of these advantages can support online classes, especially in teaching EFL students to improve students' motivation in learning English for Young learners during the pandemic.

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