Development Animated Dubbing Video as Learning Media in English Speaking at Senior High School

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Abstract

This research was motivated by the results of the needs analysis at MAN 1 Blitar with the research subjects of grade 10 students, especially grade 10 science 1. Researcher found several problems faced by students in the process of learning English. One of them is the lack of student confidence in learning and the lack of variety of learning media used, this has an impact on student learning outcomes that are still not satisfactory. This study aims to determine the opinion of the validators, the response of teacher and students to the learning media that has been developed in the form of Video Dubbing Animation. The research method used is Research and Development (R&D) using the ADDIE model by Dick and Carry. The media that has been developed consists of two videos, one video to explain the material and one dubbing video as a student assignment. The material presented in this product is a narrative text focused on speaking skills. Data collection techniques were carried out using interviews and surveys. The instruments used are interview guidelines and questionnaires using a Likert scale. Based on the results of validation carried out by material experts and media expert, then the results of teacher and student responses, the percentage of results obtained were 80%, 94%, 86% and 66.7% with a total score of 81.7% where the score reached the criteria of "Very Good or Very Valid or Very Usable". So, it can be concluded that the animation video dubbing learning media is very well used in the English learning process.

Keywords: Learning Media, Animated Dubbing Video, Teaching Speaking

Introduction

The language that is often used by humans to communicate is English. In the era of globalization and technology, humans are required to have good English skills (Saifudin & Mubarok, 2020). English is an international language which someone must learn if they want to communicate with foreigners. In fact, for some Indonesian people English is used as a second language and no longer a foreign language. English needs to be studied due to its wide usage as an international language of communication. Furthermore English lessons are still applied at the elementary to high school levels from year to year, this indicates that English lessons are needed to support education in schools. Learning English is directed to improve the ability of students to communicate in English properly and correctly, both orally and in writing. When someone learns English, they inevitably have to master the aspects of proficiency in English, namely writing comprehension, reading comprehension, listening comprehension, and speaking comprehension (Arena, 2013). One of the proficiency in English that will be discussed in more depth is speaking proficiency.

Risnanedi (2001) Stated that speaking ability more complex and difficult than people assume. One way to communicate is through speaking activities, so that information in communicating can occur smoothly and with purpose can be conveyed properly. Diversity of speech is influenced by some things in

paralinguistic elements such as tone, stress and intonation (Richards & Renandya, 2002). The ability to speak is an ability obtained by humans from the learning process (Gillon & Brendan, 2004). The level of speaking ability varies, ranging from good, moderate or less depending on the stimulus provided by the environment. Speaking English is not an easy thing for most Indonesians. One of the problems encountered is due to differences in language families. This difference often makes different learners difficult when speaking because they are not familiar with intonation, pronunciation, and accents in English. So learning to speak English is very important, because with speaking English humans can share information with all humans as a global language (Crystal & David, 2003).

Teaching is an activity to try to help, guide someone to gain, change or develop skills, aspirations, rewards, and knowledge (Daryanto, 2010). Hamalik (2011) defined teaching is conveying knowledge to students, efforts to organize an environment so as to create learning conditions for students, providing learning guidance to students, passing on culture to the younger generation, activities that aim to prepare students to become good citizens, a process of helping students face life in everyday community environment. Teaching as the process whereby a teacher imparts knowledge, skills, attitudes and values to a learner or group of learners in a way that respects the intellectual integrity and capacity of the learners with the aim of changing the behaviour of the learner. From several opinion above the researcher conclude teaching is a process of regulating, organizing the environment around students so that it can foster & encourage students to carry out the learning and teaching process.

Mastery of English at school is not only determined by the method learning, but also supported by good textbooks and according to needs (Suharto et al., 2020). On the other hand, the media that supports the learning process are not only fixed on textbooks but can be in the form of other media such as audio, video, audio video or other forms of media that support learning. Learning media is everything something that can be used to transmit a message from the sender to the message recipient. Teacher must have sufficient knowledge and understanding about learning media, namely: (1) Media as a means of communication for more streamline the teaching and learning process, (2) The function of the media in order achieve educational goals, (3) the ins and outs of the learning process, (4) Relationships between teaching methods and educational media, (5) Value or benefit of media learning in education, (6) Selection and use of media education, (7) Various types of educational media tools and techniques, (8) Media education in every subject, (9) Innovation efforts in media education. The use of instructional media in the teaching and learning process can generate new desires and interests, arouse motivation and learning stimuli, and even carry psychological effects towards students (Arsyad, 2013).

Animation comes from the Latin "anima" which means soul, life, spirit. Animated video is a process of recording and playing back a series of static images to get an illusion of movement able to animate an image (Buchari et al., 2015). Meanwhile, characters are people, animals and real objects others are outlined in the form of 2D and 3D images. Up to characters animation can be interpreted as an image that contains an object that seems to be alive, caused by a collection of images that change regularly and alternately displayed. Objects in images can be in the form of writing, in the form of objects, colors and special effects. Based on the literal meaning, animation is animating. It is an attempt to move something that cannot move on its own. The principle of animation is to create the illusion of movement with exposes or displays a sequence of images that change gradually little bit at a high speed or it can be concluded that the animation is the projected still object becomes moving so that it looks alive.

The meaning of dubbing in the Oxford dictionary is provide (a film) with a soundtrack in a different language from the original. Dubbing can be defined as the process of recording other people's voices to fill in or replace the voices of certain characters in a performance. Dubbing is the process of replacing the sound in a "soundtrack" to correct any mistakes and re-record the dialogue (Bordwell & Thompson, 1990). Dubbing simply means diversion of sound. Examples of dubbing in videos in Indonesia include cartoons, foreign dramas, telenovelas, etc. Dubbing function is usually done to adjust the conversation in the film with a language that can be more easily accepted by the audience who witnessed it. The purpose of dubbing is to make the sound in such a way that

it seems as if the recorded sound is very much like the original mouth movements of the characters. However, not all of the dubbing results are perfect, this is usually a significant difference in language or speech.

In this case, the researcher has collected some data from the results of surveys and interviews with teacher and students in MAN 1 Blitar. In teaching English, students are usually asked to practice what they see and hear in class (repeating the words or sentences that the teacher says). The weakness of this method is the less active role of students in teaching and learning activities. Meanwhile, to improve speaking skills, it would be better if students are given a bigger role in learning. One of them is the difficulty in speaking English experienced by students. In other factors that make students difficult to speak English are the lack of vocabulary and the low level of student confidence when speaking in front of a crowd. Students are more confident in speaking English when their surroundings are quiet. This is usually influenced by nervousness and embarrassment which ultimately causes students to lose words to say. This causes low English speaking skills.

According to Fatimah as an English teacher, students' speaking ability varies, some are good and some are lacking. It all depends on the willingness of students, whether they want to learn or not. It is inversely proportional to several statements of students who argue that the learning process carried out by the teacher is monotonous and makes them bored with the learning system. In addition the teaching and learning process during the pandemic the intensity of face-to-face between teacher and students is very limited. The constraints of limited learning time can actually overcome students by researching anywhere if students have the motivation and alternative media for independent learning. Animated dubbing video is an animated video which is presented without audio. It is learning medium using dialogue or narration, then the narrative is pronounced by the students as voice actor substitute. Thus, students practice being a dubber, so that it can train students to speak using correct English because they are more confident. The animated video in this research create using several software such as Powtoon used to explain the material about narrative text, then using Ibis Paint X, and Kine Master to create the animated dubbing video.

Based on data that has been obtained at MAN 1 Blitar in the 2020/2021 school year, it can be said that the media is needed to overcome the problems that have been stated above, especially the media in learning speaking ability. Given the importance of learning media as an intermediary in delivering information, media development can be used as an alternative to solve the problems. For this reason, animated dubbing video media was chosen as learning media in English speaking ability.

Material and Method

This research used research and development methods. Research and development are a research method used to produce specific products, and testing the effectiveness of these products. In this research the researcher develops animated dubbing video for learning media using ADDIE model (Dick and Carry, 1996). Destination the use of this research method is to create a product that is able to provide effectiveness in learning by using video as a medium of learning in learning. Video made by several software that loads steps or tutorials in understanding learning, in this case videos produced by Powtoon, Ibis Paint X and Kine Master contain material regarding Narrative text. Development research is defined as a systematic research to design, develop, and evaluate programs, process and learning outcomes that must meet the criteria of consistency and effectiveness internally. The learning media has been developed by the validator to assess its validity and effectiveness when it used. In this research, the researcher refers to the ADDIE research model, this procedure described in detail the technical details of conducting the research from the initial stage to the final stage, namely the production of learning media worthy to use. (1) Analysis, at this stage researcher takes several steps, namely starting by: (a) Determine the material to be selected and at the same time analyze the class syllabus in which the material is taught. (b) Conducting structured interview to educators who teach the material about learning outcomes students, then evaluate and conclude the problem for followed up. (c) Give a questionnaire for students to analysis of its characteristics, learning needs, as well do questions on material that is deemed difficult and necessary to be used as development material. (2) Design, at this stage the researcher designs the media that will be used in learning, so that the learning media can attract students' interest in learning by adjusting the ma-

terial that has been selected. (3) Development, at this stage the researcher has to prepare all our needs which will be development material and then the researcher begins to create learning media according to a predetermined design. After the media is finished made the next thing to do is validation by the expert and provide an assessment of the media that has been made. (4) Implementation, at this stage the development results are tested to determine attractiveness and effectiveness in learning. This trial was conducted to obtain information from students regarding the media presented; the test will be tested in a sample class. (5) Evaluation, at this stage an evaluation is carried out at each stage; evaluation is carried out when there must be improvements to the media learning that is being developed. The evaluation was carried out by the expert, evaluation of validation results, and product trials. At this stage the media which is evaluated will yield better media than previous. Researcher obtained data from interviews and surveys using questionnaires and interview guidelines. The conclusion from the data that has been obtained is the need for instructional media to train students' speaking skills in class 10 of MAN 1 Blitar.

The researcher uses a purposive sampling technique, where the sample is determined because there are certain considerations (Sugiyono, 2001). In this research the researcher just trial in sample class that is 10th science 1 consist of 29 students. The researcher chose grade 10 as the research object because the material in the form of narrative text was taught in class 10 while in class 11 this material did not exist. In addition, the university and school do not recommend grade 12 as an object of research. Then the researcher used two collection techniques and two instruments. The first is a survey technique with a questionnaire instrument and the second uses an interview technique with an interview guideline instrument.

Product validation was carried out to assess whether the learning media in the form of animated video dubbing developed was appropriate. In addition, it is also to determine whether or not there are discrepancies in the product made both from its appearance and content. The product validity test is carried out by material expert and media expert. The material expert test aims to test the completeness of the material, material truth, material systematics and various related matters with the material. The media expert test aims to determine the opinion of the validators from each aspect of the media developed including the quality aspect media, display of instructional media, and ease of use.

After all the activities carried out were complete, then the next process was analyzing data. Data analysis is an activity after data from all over respondents or other data sources were collected. Activities in data analysis are grouping data based on variables and types of respondents, presenting data each variable studied, performs calculations to answer the problem formulation. Data analysis in this research used descriptive data analysis techniques. The non-test instrument in the form of a questionnaire used Likert scale. Likert scale was used to measure attitudes, opinions, and perceptions a person or group about a social phenomenon. In this research using a scale of 1 to 5, with the highest score being 5 and the lowest score being 1, according to the provisions in Table 1.

In this research, the validators, teacher and students were be given a questionnaire where each questionnaire has a different statement. The first questionnaire for the media validator to find out whether the media is suitable for use or not. The second questionnaire for the material validator to find out whether the material is in accordance with the basic competencies and main competence of English in grade 10. Then the third questionnaire for teacher to find out whether the media offered can be used in the learning process in class, especially in class 10 MAN 1 Blitar. The last questionnaire was given to students to determine the level of satisfaction in using learning media to practice their English speaking ability. The formula for determining the score interpretation criteria for validators, teacher, and students is by using the formula below:

$$P = \frac{\sum x}{n} \times 100\%$$

P = Percentage
$\sum x$ = Total score obtained
n = Maximum score

Table 1. Evaluation Score to Response Options (Sugiyono, 2017)

Category	Score
Very agree / Always / Very Positive	5
Agree / Often / Positive	4
Almost Agree / Sometimes / Neutral	3
Disagree / Almost Never / Negative	2
Strongly Disagree / Never / Very Negative	1

Table 2. Qualification Criteria for Percentage Analysis for Need analysis, Expert Validation, Teacher and Students Response (Sugiyono, 2017)

Category	Average score in percentage
Very Problematic / Very Good / Very Usable / Very Valid	81% - 100%
Problem / Good / Can Be Used / Valid	61% - 80%
Quite Problematic / Enough / Quite Usable / Quite Valid	41% - 60%
No Problem / Poor / Can Not Be Used / Invalid	21% - 40%
Very No Problem / Very Poor / Totally Unusable / Very Invalid	0% - 20%

Moreover, the percentage of qualification obtained then interpreted into the qualification category based on the following Table 2.

Results and Discussion

The media development process based on the results of need analysis. The initial stage is to analyze the curriculum that is being used in MAN 1 Blitar, it is the 2013 curriculum. Then the researcher chooses the grade level that will be the target of the research object. After determining the object of research, the researcher analyzes the syllabus to determine indicators and material. Researcher determine learning indicators based on basic competence 3.8 and core competence 4.8 with narrative text material.

Learning media in this research is divided into two parts. The first is an animated video to explain material about narrative text and the second is an animated dubbing video as the main media developed to be used as an alternative media in teaching English, especially for speaking skill. In making these animated video, three applications are needed, they are Powtoon, Ibis Paint X and Kinemaster.

Validation

Material expert's validation The results of the material expert validation obtained data such as the following Table 3. Validation is carried out by material expert lecturers by assessing three aspects, namely content feasibility, presentation feasibility and language feasibility. These three aspects get the same value 80% and automatically get an average score of 80%. It is can be said to be good or suitable for use. Just like material validation, in media validation there are three aspects that are assessed, namely size, design and usability. Based on the table 4, the following data were

Table 3. Material Expert Validation Results

No	Aspects	Assessment Criteria	Material Expert	Amount for each Aspect	Percent
1.	Content eligibility aspect	1	4	40	80%
		2	4		
		3	4		
		4	4		
		5	4		
		6	4		
		7	4		
		8	4		
		9	4		
		10	4		
2.	Presentation feasibility aspects	11	4	20	80%
		12	4		
		13	4		
		14	4		
		15	4		
3.	Language eligibility aspects	16	4	28	80%
		17	4		
		18	4		
		19	4		
		20	4		
		21	4		
		22	4		
Total		22	88	88	80%
Category					Good

obtained: regarding the suitability of the video size used as online teaching material, a score of 100% was obtained. Then the instructional video design obtained a score of 91.4%. The last one is the aspect of media use with a score of 100%. The average score obtained from media experts was 94% with category very good.

Revision

Every expert gives suggestions to add or improve these animated video. Data for improvements and suggestions can be seen in the Table 5. Any revisions were made on the advice of experts who have validated this product.

Table 4. Media Expert Validation Results

No	Aspects	Assessment Criteria	Media Expert	Amount for each Aspect	Percent
1.	Size	1	5	10	100%
		2	5		
2.	Design	3	4	32	91.4%
		4	5		
		5	5		
		6	5		
		7	4		
		8	4		
		9	5		
3.	Use	10	5	5	100%
Total		10	47	47	94%
Category					Very Good

Material experts provide suggestions for correcting misspellings. Although the spelling is not much wrong but it still affects students in gaining knowledge. Besides that, media experts provide suggestions that the animated video uploaded to YouTube for video resolution can be customized manually by the audience. Due to tight time constraints with product trials and the researcher feel that 360p resolution is a good enough resolution to watch. However, this is understandable because the default resolution when uploaded on YouTube is in the middle, which is 360p, not good and not bad. Good enough to be used as an online learning medium.

Tryout

The trial conducted by researcher was an online trial caused by the Covid-19 pandemic. Before conducting the trial, the researcher also involved a teacher who taught English class 10 IPA 1 in MAN 1 Blitar, namely Ms. Fatimah to assess the products developed from the aspects of material, practicality and appearance. The researcher involved teaching teacher in assessing products because teacher is potential users and implementers of learning.

Responses

Based on the table 6 the assessment by the teacher at MAN 1 Blitar, it can be seen that in the material aspect, the percentage of eligibility is 92% in the second aspect of learning to get an eli-

Table 5. Revisions from Material and Media Experts

Revision	Repair
There are some spelling of the word wrong The video resolution when uploaded on YouTube should be adjusted from the smallest to the largest	Spelling has been corrected There is no improvement for video resolution when uploaded on YouTube.

Figure 1. Sample Sketch for Animation Video

Table 6. Results of English Teacher Response

No	Aspects	Assessment Criteria	Teacher' Response	Total for each Aspect	Precent
1	Material	1	5	23	92%
		2	5		
		3	5		
		4	4		
		5	4		
2	Learning	6	4	22	88%
		7	5		
		8	4		
		9	4		
		10	5		
3	Practicality	11	4	16	80%
		12	5		
		13	4		
		14	3		
4	Display	15	4	25	83.3%
		16	5		
		17	5		
		18	3		
		19	4		
		20	4		
Total		20	86	86	86%
Category					Very Usable

Table 7 Results of the Students Questionnaire

No	Criteria	Total for each Criteria	Percent
1.	The use of animated videos as a learning medium helps me when studying	94	64,8%
2.	Through animated videos, I can more easily understand the learning material	95	65,5%
3.	Animated learning videos interest me more than learning videos without animation	98	67,6%
4.	Through animated video illustrations I can understand more clearly the material or story than just listening	91	62,8%
5.	Narrative text material that has been given in the form of animated videos is easy to understand	97	66,9%
6.	Dubbing animated videos is a lot of fun.	94	64,8%
7.	Dubbing animated videos is easy	87	60%
8.	Dubbing animated videos can increase vocabulary in English	106	73,1%
9.	Dubbing of animated videos can practice English speaking skills	112	77,2%
10.	The story (The Legend of Blitar) that is presented for dubbing the animated video is very interesting	96	66,2%
11.	Dubbing animated videos was the solution to my level of distrust when speaking English in public	98	67,6%
12.	I will try dubbing animation videos or other videos to practice speaking	96	66,2%
14.	Learning media (dubbing animated videos) can be an alternative media for developing speaking	105	72,4%
15.	I am interested and want to learn to make animated videos	93	64,1%
	Total	1457	66,7%
	Statement	Good/Valid	

gibility percentage of 88% in the third aspect of practicality, getting a percentage of 80% in the fourth aspect of the display gets an eligibility percentage of 83.3%. The total score obtained got a percentage of 86% with category very usable.

Based on the table 7, the animated dubbing video trial reached Good / Valid category. This can be seen in the total score obtained in the table above which reaches 66.7% which is included in the Good / Valid category

Conclusion

The conclusion that can be drawn from this development research is Opinion of the validators regarding learning media in the form of animated videos based on the results of the validation material experts and media experts obtained a percentage of 80% for material validation with good categories and 94% for validating media with very good categories. While the teacher's interpretation of the response 86% in the category of strongly agree. Moreover, the response of students to this learning media is "agree" with the average percentage is 66.7%. If an average score is taken from the four data above, a score of 81.7% will be obtained and it can be said that the product made is very valid or very suitable for use. Likewise with Siti Musarafah's research, if the average score is taken from the validation of material experts (85.28%), media experts (86.25%), teacher responses (85.48%) and student responses (82.08%), it will be obtained 84.77% with category very valid..

Suggestion

From the results of research, analysis, discussion and conclusions can put forward some suggestions as follows:
1. Suggestions for researcher
   Besides that, self-development is needed in order to create media that is better than the existing media in this study.
2. Suggestions for students
   Students need to add a variety of learning media specifically to practice speaking English skills. In addition, students must increase the level of confidence to speak English in public.
3. Suggestions for teacher
   Teacher need to optimize the use of learning support media so that competencies are high determined can be achieved through more learning interesting so it doesn't seem monotonous. Learning using animated video media can be developed on an ongoing basis for different

subjects and materials. Besides this media can also be trial at different grade levels.

4. Suggestions for other researcher
   With this learning media is expected there is more and more interest from other researcher to develop other learning media with different subjects, more attractive appearance, and more creative thinking.

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