

# CHAPTER I

## INTRODUCTION

This chapter gives the introduction of the research. This chapter includes the following sections: research background; identification of the issue; research delimitation; research questions; research aims; research significance; theoretical foundation; previous study; research methods; and research timeline.

### **1.1 Background of the research**

A language is a way of communicating and sharing information. In an international setting, people from various countries must have their own language as a unifying tool for communication. Language is one of the most important tools that humans use to communicate with one another (Hamdan, 2019). English is a worldwide language, which means that it is studied in many nations throughout the world. Many people have utilized English for international discussion and as a key to knowledge, technological know-how, and technology. As a result, English is the most significant communication tool in the world for people from all over the world to use to transmit ideas, thoughts, goals, sentiments, and opinions to others.

In learning English, there are four language skills that the teacher has to teach to the students, namely listening, speaking, reading, and writing. Speaking is one of the four language skills to master. Speaking is a really important aspect in language learning because it is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they are not in accordance with our opinions and the ability to ask and answer questions (Muzammil, 2015). Although it is important that not a few students find it difficult when learning to speak, this is due to several factors, such as a lack of confidence and an anxiety factor. New methods related to increasing the quality of education have started to be used by the quantity and complexity of the knowledge learned (Kahraman, 2015). A new method is needed in learning speaking that is fun and makes students feel less anxious when learning speaking.

Science and technology have progressed in lockstep with the times. The use of technology has the great potential to change the existing language teaching methods (Gilakjani, 2013). The development of science and technology, which is becoming more and more sophisticated from day to day, directly or indirectly, has a considerable influence on several aspects of human life. One aspect of human life that is affected by the development of science and technology is the aspect of education. Various kinds of reforms in the area of education are being carried out in order to improve the quality and quantity of education. Education has an important role in improving the quality of human resources. Nowadays, the role of technology as a learning standard has thrived in mastering the field of education. Modernization of technology has made education more effective and efficient for both teachers and students (Siregar, Tobing, & Fitri, 2021).

Animation in the classroom is becoming more and more popular in education (Xiao, 2013, p. 286). But some teachers typically use the lecture method to deliver the material, in which students simply sit, take notes, and listen to what the teacher says, leaving no more space for students to learn. The teacher only focused on memorizing concepts rather than understanding the content in order to meet the curriculum's objectives (Hamid, 2020). Traditional education methods usually lacked effective approaches to illustrating intuitive and clear content, while animation can compensate through the use of new software and hardware techniques (Xiao, 2013, p. 286). The purpose and importance of teaching is to make lessons interesting, learning easy to absorb, and to make a student comfortable while in the learning process. With the development of animated videos in the world of teacher education, it will be easy to facilitate students' learning and can provide more space for students to learn with interesting learning. Furthermore, Hamid added in his scientific article that in order to make learning fun, the teacher must be able to package the material so that it is easier for students to understand, use learning methods that can attract students' attention in participating in teaching and learning

activities, and use learning media that are in accordance with the material to attract students' attention.

Creating animation that is effectively used for learning requires more than just creativity and skill. Creating animations for learning purposes is not the same as making animations for entertainment purposes. It requires knowledge of how the information presented through dynamic illustrations is actually processed by the human brain's cognitive. The animation video in this research is a medium for teaching speaking at a senior high school. Everything that can be used to channel messages from the sender to the recipient in order to stimulate the thoughts, feelings, attention, and interests of students in such a way that the learning process occurs is referred to as media (Sari, 2018).

Teachers should pay attention when developing animation videos as a medium for teaching speaking, especially focusing on making the animation videos more attractive and on the content of the material that is easy for students to understand. As a facilitator, the teacher plays a role in providing services, including the availability of facilities to provide convenience in learning activities for students (Farih, 2020, p. 3). Animation will be developed as attractive as possible using teaching materials that are in accordance with the materials for eleventh grade and senior high school students. The use of language that is easy for students to understand and the role of the teacher in the classroom will help students understand the material from animation videos.

There is some previous research that is related to this research. The researcher takes some previous research to be compared with this research. Especially the studies about the development of teaching materials using animation media video (Siregar, Tobing, & Fitri, 2021; Fitri, Darmawan, & Siagian, 2022); designing an animation video for teaching speaking (Rosideh, Putri, 2021; Syuhendra, 2020); the effect of using animation video on students' speaking skills (Hardianti, 2020; Kurniati, 2016); using animation videos to improve students' speaking skills (Ramadhani, Gani, & Erdiana, 2020; Sappe, 2020).



From previous research, the researcher found animation videos have a positive impact on teaching speaking. But the previous research did not explain in detail, especially the criteria of an interesting animation video. This research will cover the criteria for an interesting animation video for teaching speaking. Technology has always been an important part of the teaching and learning environment (Haydarova, 2019). p. 34. The animation video is important because it can make the students interested in learning English. The use of animation videos in teaching speaking was suggested as an alternative method for English teachers (Kurniati, 2016). So, this study will use new technology methods to support English teachers using animation video as a medium for teaching speaking.

Many studies have been conducted on developing animation videos as a medium for teaching. However, the topic of developing animated videos has not been packaged attractively. In the research that has been started, the results of several studies have shown a positive effect of developing animation videos as a teaching medium. This study will produce an interesting animation video for teaching speaking. The development of animation video will help teachers to teach speaking more attractively than using verbal learning.

## **1.2 Identification of the Issues/Phenomena**

From the discussion in the previous chapter, the researcher found some issues that will be discussed in this paper. Problem identification requires the use of an appropriate measure or assessment tool to determine whether a problem (i.e., discrepancy) exists (Kember, 2018). The identification of the issue of the research entitled "Developing animation video for teaching speaking at senior high school" is as follows:

- 1.2.1 The development of animation videos can make it easier for teachers to teach speaking.
- 1.2.2 The criteria of interesting animation videos can develop the development of animation video to teach speaking.

### **1.3 Delimitations and Focus of the Study**

This study focuses on developing an animation video for teaching speaking at a senior high school. The researcher used software in developing the animation video. **Animiz** and **VN** are two animation software programs. The researcher also used **YouTube** for searching for any sound effects and **Narrator Voice** for audio dubbing. The animated video learning media contains speaking learning material which discusses the expression of asking and giving opinion. Then it is designed as attractively as possible to attract students' interest in learning. In addition, animated videos are equipped with material explanations and examples of dialogue. Learning materials are adjusted to lesson plans sourced from books and the internet.

### **1.4 Research Questions**

The researcher reveals two questions in developing learning materials. The challenges in this study are as follows, based on the foregoing context:

- 1.4.1 What are the criteria of interesting animation videos for teaching speaking?
- 1.4.2 How is the development of animation videos for teaching speaking for the eleventh graders of senior high school?

### **1.5 Aims of the Research**

Based on the research question identified above, the researcher focuses on developing animation video to teach speaking. So, therefore, the aim of the research is:

- 1.5.1 To explain the criteria of an interesting animation video for teaching speaking.
- 1.5.2 To explain the development of animation video for teaching speaking to the eleventh graders of senior high school.

### **1.6 Significances of the Research**

There are some expected advantages of this research:

### 1.6.1 Theoretical significant

The theoretical significance of this research is expected to provide knowledge and information about the criteria for selecting an interesting animation video for teaching speaking at a senior high school.

### 1.6.2 Practical significant

The practical significance of this research is expected to give information to the teacher, students, school, and the readers or further researchers. For the teacher, this research animation video can make it easier for teachers to teach speaking and can also make the teacher know the criteria for selecting an interesting animation video for teaching speaking. For students, this research can make students interested in learning English by using animation videos. In addition, this research helps the school to facilitate students' learning of speaking using learning media, especially the animation video. However, for the readers and further researchers, this research can provide an understanding related to the criteria of an interesting animation video and also the development of an animation video for teaching speaking.

## 1.7 Theoretical Foundation

This section explores the principles underlying current research. The discussion topics will be matched to the study title and the space between topics. Researchers have offered ideas based on references cited in other studies. The research topic in this study is to develop animation video for teaching speaking. There are four topics that researchers will discuss as follows:

### 1.7.1 Animation video

The importance of animation in education cannot be overstated. Students and teachers benefit from animation in education in a variety of ways. Animation can boost students' enthusiasm in learning and



comprehension of a specific topic of research. Teachers can use animation to help in the learning and teaching process by delivering material to pupils. So far, animation has been used in educational media for two reasons.

First, to capture pupils' attention and boost motivation. This sort of animation is typically in the form of text or moving images, resulting in amusing or bizarre animations that capture students' attention. This animation is frequently unrelated to the subject that pupils will be given. The second function is to give students with information.

### 1.7.2 Teaching

The second topic is teaching. The interaction between the educator and the learners is at the basis of teaching. There are several definitions from some experts. Those are from Sequira (2012, p.3), which states that teaching is a set of events outside the learners that are designed to support the internal process of learning. In the other study, it is defined as the process of training an individual through the formation of habits, the acquisition of knowledge, the inculcation of ideals, and the fixing of permanent interests (Benion, 2015). Based on the definitions above, it can be concluded that teaching is the process of facilitating learners to obtain or collect information through the use of a learning activity that is directed by a teacher.

Teaching is a method of disseminating information about a subject that pupils will study. The goal of the teaching and learning process is for pupils to acquire knowledge and be able to comprehend it. Teachers are the key to achieving teaching goals because they must be creative in selecting instructional materials and procedures so that students may readily grasp information (Fanshuri, 2019). Furthermore, the teacher's function is critical to the smooth operation of the learning process.

Furthermore, the educator is the most important component in teaching and learning (as quoted by Kunandar, 2017, in Fanshuri, 2019, p. 1). Teachers are trained professionals who are responsible for educating, instructing, supervising, directing, training, assessing, and evaluating students. As a result, teachers must be able to establish a welcoming and conducive classroom environment in which students can enjoy class while still learning the topic. As a result, the learning objectives can be met. There are many strategies that a teacher can use when teaching, not only in-class strategies but also outside-class strategies that make learning more interesting for students, so teachers must be active and creative in selecting better and more efficient teaching strategies for students so that they can maintain effective class control.

A new approach to education is required. Teachers in today's technological age must at the very least have engaging new classroom learning strategies. To attain certain goals in teaching and learning, teachers require specific tactics (Fanshuri, 2019). Although using animated video as a medium for learning skills in the classroom is not new, few teachers use it as a learning medium in the classroom. Animation is a novel approach for teaching. This single-media animation can help pupils feel at ease and motivated to learn.

The characteristics of teaching must be upgraded in the system of education in the world. The researcher has the specified characteristics of teaching. First, the characteristics of teaching nowadays must be upgraded, and focusing makes the method interesting for students. In education, new media technologies and forms provide more options and opportunities to improve the productivity of learning (Xiao, 2013, p. 287). Next, learning material packages must be interesting, for example, teaching using animation video. With the packaging of learning materials with today's technology for teaching, namely animation, the



animated video will assist teachers in teaching public speaking. The speaking portion of the class will be interesting for students.

There are various types of teaching styles as cited by Thornton (2013), which can be categorized as:

1. Direct - Tell students what to do
2. Discuss - Ask questions and listen
3. Delegate - Empower students

### 1.7.3 Speaking

Humans are social beings who require interaction in their daily lives. Humans require language to convey information effectively and informatively during the communication process. As a result, using appropriate and correct English is a crucial factor to consider. Aside from language, speaking is another crucial element that might promote communication efforts. With the advent of globalization, it is critical to master English speaking abilities. This is influenced by the role of English as an international language, which is used as an introduction to global communication. As a result, English is one of the required topics taught in schools.

Speaking is an important part of our lives. There are several definitions from some experts; those are from Parmawati (2018), which states that speaking skills are a productive skill which is part of our daily life and it is difficult to assess reliably. Next, a study performed by Leong & Ahmadi (2017) defines speaking as the way of communicating ideas and messages orally. The last study conducted by Rahmat, Pammu, and Jubhari (2021) demonstrates that speaking skills are a cognitive process that is integrated with other skills: listening, reading, and writing. From the definitions of speaking skills above, it can be concluded that speaking skills are the means of human communication in daily life.

According to Leong & Ahmadi (2017), there are two characteristics of speaking; that is, speaking performance is fluency, and it is the main aim of teachers in teaching speaking skills. The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. When speaking, learners should pay close attention to the accuracy and completeness of language form, such as focusing on grammatical structures, vocabulary, and pronunciation (as cited by Mazouzi, 2013 in Leong, Ahmadi, 2017).

There are five types of speaking performance that students are expected to carry out in the classroom (as cited in Brown, 2003, p. 141 in Hardianti, 2020, p. 18). They are presented as follows:

#### 1.7.3.1 Imitative

One example of this type of speaking performance is the ability to repeat words (imitate) a word or phrase or perhaps a sentence. While this is a purely phonetic level of spoken production, the number of prosodic, lexical, and grammatical properties of language can be applied to the criteria. The sentence or word comes from a conversation or it can come from the teacher during class learning. Of course, before imitating, students will listen first. The only role of listening here is to store in the student's memory what to say. After feeling that they already know what to say, spontaneously, students will practice the imitated word.

#### 1.7.3.2 Intensive

The second type of speaking which is often used in assessment contexts is the production of short-spoken language designed to show relationships (such as prosodic elements:

intonation, stress, rhythm, and period). Most of the speakers must have good semantic properties in order to respond, for introduction to the interlocutor or test administrator, at least a test.

#### 1.7.3.3 Responsive

Responsive assessment tasks include test introduction and comprehension, but also, to a lesser extent, brief conversations, standard greetings and small talk, simple requests and comments, and the like. Stimulus is almost always delivered quickly (to preserve authenticity). With perhaps a follow-up question or two.

#### 1.7.3.4 Interactive

The duration and complexity of the interactions, which can occasionally involve many exchanges and/or multiple participants, is the distinction between responsive and interactive speaking. Transactional language, which attempts to convey specific information, and interpersonal exchange, which aims to sustain social relationships, are two types of interaction. (A and B are transactional, while C is interpersonal, in the three interactions stated above.) With the requirement to talk in a relaxed style and use colloquialism, ellipsis, and slang in interpersonal engagements, spoken production can become pragmatically difficult. Other sociolinguistic conventions, such as humor.

#### 1.7.3.5 Extensive

Speeches, oral presentations, and storytelling are examples of extensive oral production jobs in which the potential for oral participation from the audience is either severely limited (possibly to nonverbal answers) or completely eliminated. For lengthy tasks, language style is often more deliberate (planning is involved) and formal, but we cannot rule out certain informal



monologues, such as casually delivered speech (for example, my vacation in the mountains; a recipe for outstanding pasta primavera; recounting the plot of a novel or movie, etc.).

The term "speaking" will be used to refer to a skill related to language teaching and learning. There are several components of speaking (as cited in Liao, 2009, in Sappe, 2020, p. 11).

#### 1.7.3.6 Accuracy

Accuracy is one of the most important criteria for measuring a person's linguistic ability and protecting language users from communication disorders. Accuracy concerns the ability to produce grammatically correct sentences (as quoted by Ricards and Ayu, 2007, in Rahayu, 2015, p. 27). In other words, accuracy in language means only grammatical accuracy. Speaking English correctly, in particular, implies avoiding or making minimal mistakes in grammar, vocabulary, and pronunciation.

#### 1.7.3.7 Grammar

Students use the right word order, tenses, tense agreement, and so on. (Rahayu, 2015). Grammar is needed for students to compose sentences that are acceptable in communication, both spoken and written. Grammar is defined as a systematic method for calculating and predicting the ideal speaker's or listener's knowledge of language. In learning to use animation as a medium, students can learn to pronounce words in English by listening to and seeing the writing on the animated video. Students will learn to pronounce the correct meaning of sentences based on the context. The animated video will make it easier for students to see the context of the conversation or discussion of speaking material.

#### 1.7.3.8 Vocabulary

Without a large vocabulary, we will be unable to apply the structure and function we have learned in order to communicate in an understandable manner. It can be said that one key to success in communication is the power of words. Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught (Rahayu, 2015). Furthermore, knowing many vocabulary means knowing the appropriate diction or the most important thing in a language, especially in speaking. Furthermore, knowing many vocabulary means we will be able to express our ideas, feelings, and thoughts both in oral or written form. It indicates that in order to grasp the spoken discourse, the vocabulary used in spoken language or speaking must be very familiar and used in everyday speech.

Students need to know words, their meanings, how they are spelled and how they are pronounced. As a result, when teaching vocabulary, teachers must make careful to convey both the meaning and the spelling and pronunciation. In this study, the researcher uses some application to gets best spelling and pronounce like a native in animation video.

#### 1.7.3.9 Pronunciation

Pronunciation is the process by which pupils produce clearer language when speaking. It suggests that the student can communicate successfully with minimal vocabulary and grammar if they have strong pronunciation and intonation. The traditional or usual recitation of words is referred to as pronunciation. The ability to utilize accurate forms in which utterances do not contain faults that affect phonological, syntactic, semantic, and discourse characteristics of the language (Liao, 2009, in Rahayu 2015, p. 27). That remark implies that

pronunciation is the method through which students produce speech words clearly when speaking. Mastery of a set of sounds or isolated words in English is not sufficient. Instead, it is a matter of learning and practicing.

Furthermore, pronunciation encompasses all components of speech that contribute to a readily understandable flow of speech, such as segmental articulation, rhythm, intonation, and phrasing, as well as, more peripherally, gesture, body language, and eye contact (Warchol, 2020). According to the statement above, pronunciation comprises several factors such as articulation, rhythm, intonation, and phrasing, as well as gesture, body language, and eye contact.

#### 1.7.3.10 Fluency

The ability to talk communicatively, fluently, and accurately is defined as fluency. A teacher wants to examine students' fluency during the teaching and learning process, the instructor should enable pupils to speak freely without interruption. The goal is to assist pupils in speaking clearly and naturally. Fluency is a criterion used by Rahayu (2015) to assess a person's speaking ability (Rahayu 2015). Speaking fluently entails being able to articulate one's thoughts without having to pause and consider what one is saying.

According to Akhmad & Amiri (2018), there are two types of speaking: formal and informal. Books, official documents, news reports, business letters, and official speeches, for example, use formal expression. Formal expression is used when writing essays for school, cover letters for job applications, or letters at work. Then, in everyday conversation and personal emails, informal expression is used. In informal writing, sentences are longer and more complex, whereas in



informal writing they are shorter and simpler (Akhmad & Amiri, 2018). Furthermore, there are some examples of formal and informal expression according to Akhmad & Amiri (2018), which are presented in the table below:

*Table 1. 1 Formal Informal Expression*

<b>FORMAL EXPRESSION</b>	<b>INFORMAL EXPRESSION</b>
May I speak with John Smith?	Is John there?
One moment, please.	Hang on a sec.
Should you have any queries	If you've got any questions

Referring to the above aspects, it increasingly emphasizes the importance of speaking in everyday life. By learning and mastering English speaking skills, students will have no difficulty in carrying out the communication process. Moreover, communication is carried out globally. Students can face all kinds of competition that exist in the learning process through mastering speaking skills in English.

Finally, the researcher can identify that all the topics have certain relationships in this research field. The findings revealed that all topics are related to the studies on developing animation videos for teaching speaking in senior high school. According to the researcher, animation video can be used as both a product and a medium to teach speaking. As Sequira said, teaching is a set of events that occur outside the learners that are designed to support the internal process of learning. When a product (animation video) has developed to be more attractive, it will certainly attract the attention of students. Thus, the product will also help teachers teach speaking.

## 1.8 Previous Study

In this section, some studies pertinent to developing animation video to teaching speaking. There are seventh areas of study that the researcher has discussed per cluster.

The first study conducted by Fitri, Darmawan, and Siagiyanto (2022) conducted research entitled "Developing Animation Videos as Learning Media for Students' Speaking Ability in Description Text on Junior High School 2 Metro". This study adapts Gustafson and Branch's (in Brinkerhoff, 2001) research and development (R & D) steps, known as the ADDIE model. The material used is description text, which explains things about animals and humans. The results showed that the developed media had met the eligibility requirements to be used as animated video media. It can be seen from the product that the animation video gets good results from validation recapitulation by media experts and material experts. So, it can be concluded that this learning animation video medium is effectively used in learning speaking. There is no mention of the software used to create animated videos in this study.

The second study, conducted by Amalia, Zees, and Suhada (2022), conducted research entitled "Motion Graphic Animation Video as Alternative Learning Media". This study is based on the research and development (R & D) method developed by Borg and Gall (2007). The material used is about the Indonesian history subject. In designing and developing animation videos, this research uses some software, that is, to make the still images move dynamically by using Adobe After Effects software, to insert the audio effects by using Adobe Premiere Pro, to make the profile page created using Adobe Illustrator, and to make the design materials entry page display using Adobe Director 11.0. The results showed that the developed media had met the eligibility requirements to be used as animated video media. It can be seen from the product that the animation video gets good results from validation recapitulation by media experts and material experts. So, it can be concluded

that this learning animation video medium is effectively used in learning speaking.

Satriani Sappe (2020) conducted the third study, "The Use of Animation Video to Improve the Students' Speaking Skill (Pre-Experimental Study at the Seventh Grade Students of SMPN 1 Sungguminasa, Gowa)". This research applied pre-experimental design to improve the student's speaking ability through animation video. This research focuses on improving students' speaking skills. This study found that students could quickly recognize and interpret some of the video's expressions, and they could use those expressions in real life. So, it can be concluded that this learning animation video medium is effectively used in learning speaking.

The fourth study conducted by Khildan Syuhendra (2020) conducted research entitled "Designing Video as A Medium to Teach Speaking for The Eleventh Grade Students of Man Model Jambi". This research used the Research and Development (R & D) method and adopted the ADDIE model as a model of design and development. Syuhendra edited the video by using Wondershare Filmora 8.27 version and adopted the material from the book and internet browser for the speaking material. The result of this test is that video could be used in teaching and learning speaking skills to encourage the eleventh-grade students. In addition, Syuhendra suggested to the English teacher using video as an alternative technique for teaching speaking.

The fifth study looked into improving speaking skills and was conducted by Bahrani and Soltani, (2012); Leong and Ahmadi, (2017); Rahmat, Pammu, and Jubhari, (2021); and Parmawati, (2018). At least five studies are in the same areas that the researcher can explore and discuss. The results showed that the teacher should be using various methods or techniques for teaching speaking. As cited by Parmwati (2018), the educators' offering of the learning material is monotonous. That can affect the students' speaking skills. According to Bahadorfar and Omidvar (2014), modern technical methods should be used for effective speaking skill learning and teaching.



The sixth study, conducted by Yusuf, Amin, and Nugrahaningsih (2022), conducted research entitled "Developing of Instructional Media-Based Animation Video on Enzyme and Metabolism Material in Senior High School". This study adapts the ADDIE research and development model with a quantitative and qualitative data analysis method. The product of this research is a learning material related to animation video on enzyme and metabolism material for high school students that is validated by media and material experts, educational partition, and student legibility. The results show that instructional media-based animation video meets the criteria and is practical to use. Using animation videos, students become more interested in studying enzyme and cell metabolism.

The last studies are from Amalia, Zees, & Suhada (2020), Rahayu & Riska. (2017), Kusuma (2018), and Nurwahida (2017), who conducted the research using research and development methods (R & D). At least four studies in the same areas can be explored and discussed by researchers. The results presented in all studies explain that the research and development method will produce a product. This research will produce a product that is an animation video.

In general, all studies use three to four research and development steps, with the exception of the study by Kusuma (2018), which uses seven research steps. According to the researcher, the research steps should be fewer and simpler but cover all aspects to be studied. As stated by Rahayu & Riska (2017), Borg & Gall simplify it into four main stages, namely: need analysis as an information collecting activity, developing the product, validating it with the experts, and trying it out in the field. In this study, researchers will combine research steps from Rahayu & Riska (2017), Amalia, Zees, & Suhada (2020) into four research steps, namely, need analysis, media design, product development, and expert validation.

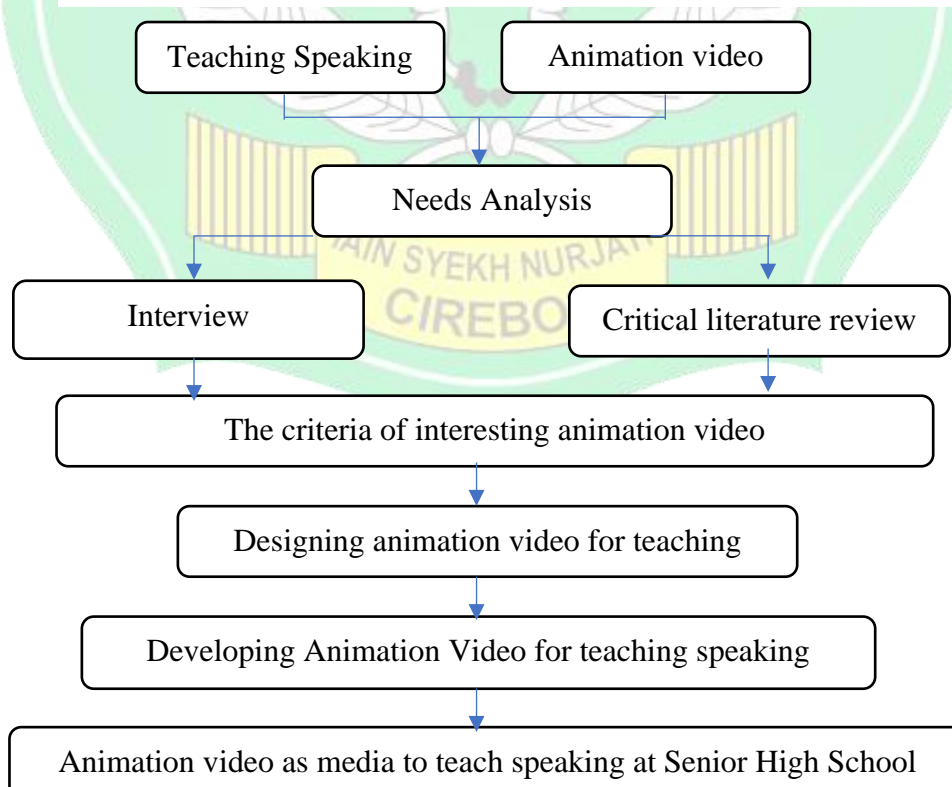
Finally, the researcher can locate these studies within each cluster. In general, this research is made to develop animation videos for teaching speaking. Students will lose interest if the learning media is delivered in a

mediocre manner. In this case, the researcher makes an attractive animation video to help the teacher in teaching speaking and also attract the attention of students. The animation videos are the products of this research, which were produced for teaching speaking. From the previous research, it was found that the product animation video gets good results in validation recapitulation by media experts and material experts. However, it is not stated what criteria make the animation video interesting. Relate to the criteria for interesting animation videos, as discussed in the development of animation videos for teaching speaking. This research will produce animation video products that are more interesting for teaching speaking, and to make the animation more fascinating, some supporting characters should be added.

### 1.9 Frame of Thought

Regarding to the background and the question of the research, this research framing some topics start from media development as the primary topic. See figure 1.1 on the next page.

Figure 1. 1 Frame of Thought



Technology and science have been developed a long time ago. The use of technology has the great potential to change the existing language teaching methods (Gilakjani, 2013). The implementation of teaching speaking and the animation video make for an interesting speaking material. Animation can increase students' interest in learning and comprehension of a given research topic. Teachers can use animation to help students learn and educate them by conveying information to them. However, to make students interested in learning English, animation videos as the learning medium need to be developed with the criteria of an interesting animation video.

## **1.10 Research Method**

In this section, the researcher explains the research design and steps of the research; sources and types of data; data collection techniques and instruments; and data analysis techniques. Those were discussed below:

### **1.10.1 Research design and steps of the research**

A qualitative research and development (R & D) method was applied in this research. Qualitative research is defined as research that uses ideas to analyze the condition of common phenomena, with the researcher functioning as the key instrument (Sugiyono, 2014, p. 15). This qualitative research will focus on the development of animation videos for teaching speaking. As a result, in this research, the type of qualitative research used to conduct the research is known as

The researcher uses the Research and Development (R & D) method based on the model developed by Gall, Gall, & Borg (2003). The objective of R&D design is to create new or improved interventions or products that will help students accomplish well-defined learning objectives and goals. According to Amali, Zees, & Suhada as cited in Mukminan (2004), there are several things to be taken into consideration before this model is selected, such as: the model is simple;

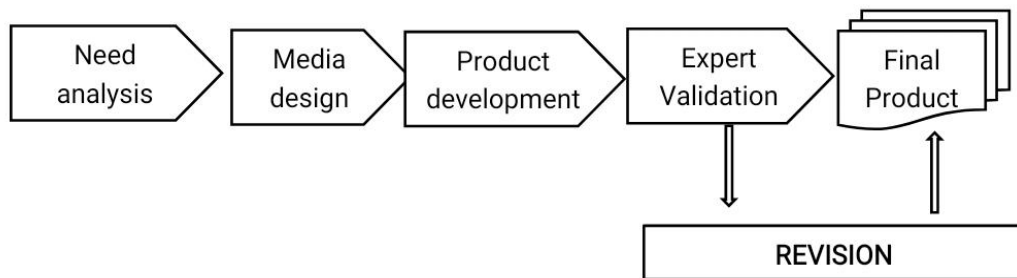


it has identification, development, and evaluation elements; it is applicable; it is affordable in general learning; and it has been tested.

Those R & D steps can be minimized and just the steps that are relevant to this present study can be adapted. Due to the limited time, this research only adapts five of the ten R&D steps mentioned by Gall, Gall, & Borg (2003). The researcher has modified the R & D model into a simple, practical, and applicable model based on studies by Amali, Zees, & Suhada (2020), and Riska & Rahayu (2017). Therefore, this model can be described through the steps provided in Figure 1:

*Figure 1. 2 Rnd Steps*

(Adopted from Amalia, Zees, & Shada, 2020, p. 25)



#### 1.10.1.1 Need Analysis (*Research and Information Collection*)

In the need analysis, an observation process is carried out to determine the learning situation by giving interviews to the teacher and students. Stage It aims to collect detailed information and data related to the development of animated videos for teaching speaking. Result data needs analysis and will be used on the next stage, which is the media design and product development stage.

#### 1.10.1.2 Media design & Product development

Media design (*Planning*) & Product development (*Developing the Preliminary*). The product produced in this research and development is in the form of animated video

learning media. Animiz is software for designing and developing animation in terms of animated characters, text, scenes, and visual design.

#### 1.10.1.3 Expert Validation (*Preliminary Field Testing*)

In this case, the teacher will provide suggestions and opinions about animation videos and picture handouts as learning material packages. The assessment data from the teacher will be used as an improvement in the development of this learning material. Teacher assessment will be carried out by filling out questionnaires in the form of assessment aspects and indicators consisting of 3 qualification scales, namely Excellent with a score of 3, Fair to good with a score of 2, and Poor with a score of 1.

#### 1.10.1.4 Final Product (*Revising the Final Product*)

The product is totally revised and released as the final instructional product.

#### 1.10.2 Sources and types of data

The source of data is the data that researchers could obtain to gain the necessary information about the research. Senior High School will conduct the research. In compliance with the rule of ethics for qualitative research, the researcher covers the original name of the senior high school in order to safeguard the institution's privacy. Wiles (2013, p. 42) carried out the studies that showed in qualitative research, maintaining the confidentiality of an individual's identity is seen as a principle of privacy, autonomy, and preserving individual personal data, and information given to others will not be shared with others without their consent.

There are two types of data, which are primary data and secondary data. The researcher's primary data is information obtained from the results of interviews with students and teachers, which are related to developing animation videos for teaching speaking skills. Meanwhile, the researcher's secondary data is information obtained from other resources such as journals, books, and theses, which can be used to support the information that is obtained in the findings of this research.

### 1.10.3 Data Collection Techniques and Instruments

The use of the right technique in collecting data is important to take the objective data. Technique of data collection is all of ways that are used by researcher to get data in research.

#### 1.10.3.1 Interview Teacher

As part of the data collection process, the researcher will conduct an interview. Oral questions are asked by the interviewer, and oral replies are given. The interviewer asks oral questions, and the subjects respond with oral replies. Individual respondents are typically questioned, while group interviews are becoming more popular. Respondents often speak in their own words, with the interviewer taking notes. (Gall, Borg, & Gall, 2003). The researcher will ask five questions for teacher. The following question are presented in Appendix 2.

#### 1.10.3.2 Interview Students

As part of the data collection process, the researcher will conduct an interview. Students as respondents typically answer the questions. Most students briefly answer each question. Respondents often speak in their own words, with



the interviewer taking notes. (Gall, Borg, & Gall, 2003). The researcher will ask six questions for students. The following questions are presented in Appendix 2.

#### 1.10.4 Data Analysis techniques

The data analysis techniques in this research adjusted to data collection techniques. The researcher is the primary instrument in this study. This study's data analysis procedures are based on Nashruddin and Mustaqimah's critical literature evaluation (2020, pp. 83-85). Nonetheless, the following four processes were used to undertake the data analysis process:

##### 1.10.4.1 Choosing a review topic and formulating research question

The method of selecting a review topic and generating research questions begins with "identifying the research subject, narrowing it down by sharpening its attention, and then the issue of formulation research for a literature review to be undertaken" (Nashruddin & Mustaqimah, 2020, p. 83). In this research, the topic of the development of an animation video for teaching speaking at senior high school is Based on the topic of the research, the research questions that were formulated are: what are the criteria of an interesting animation video for teaching speaking and how is the development of an animation video for teaching speaking for the eleventh graders of senior high school.

##### 1.10.4.2 Selecting, organizing and analyzing research sources

This research utilizes an interview with a teacher, students, and an online platform to find information, theory, and literature to answer the research question. The research

sources involve books, journals, theses, articles, and other sources.

#### 1.10.4.3 Synthesizing and interpreting the literature

The process of synthesizing and interpreting the literature involves “the process of combining disparate study elements into logical points in order to arrive at a coherent argument, theory, and conclusion “(Nashruddin & Mustaqimah, 2020, p. 84). The method of synthesizing and evaluating the literature in this study starts by organizing the sources by topic and aim. The researcher groups the sources together in a grid or table to discover a pattern or topic in the literature to make the grouping procedure easier. Following the grouping procedure, the researcher divides the material into paragraphs and draws conclusions from each one, as seen in Chapter 2.

#### 1.10.4.4 Putting it all together

Those three steps should be crucial in generating a comprehensive and accurate literature review to answer the research questions. Throughout the text, all arguments are wrapped up and rechecked for consistency.

### 1.11 Research Timeline

The researcher will show the table of research TimeLine. The table show step of the research depend on the target time for each step.

*Table 1. 2 Research Timeline*

<b>Activity</b>	<b>Target</b>
Proposal seminar and consultation	January 2022
Collecting the data	February-May 2022
Data Analysis	
Finishing Thesis Writing	
Thesis Examination	June 2022
Thesis Revision	

