CHAPTER I
INTRODUCTION

1.1 Background of the research

The quality of education is declining in Indonesia. It's going to happen for a variety of reasons. Low academic achievement, lack of equitable distribution of education to all or any corners of the village, lack of connectivity between education and the needs of working people, low teacher value, low teacher supplementary benefits, low physical infrastructures, and low suitability of learning with needs are all factors in Indonesia's low educational quality (Zulkarnaen & Handoyo, 2019). Since many professors are unsure of how to manage computers, online media, and other technologies, there is also a lack of leadership and guidance for educators as a result of the development in technology.

Studying a second language is more difficult than learning one's native tongue since various languages have wholly different structures and components that students or learners must understand, such as pronunciation, spelling, and cultural history. Many students show signs of being uninterested in English courses, such as avoiding eye contact, stroking their hair, shaking their heads, talking to friends, being tired, and, worse still, refusing to respond when asked. Since it may create a pleasant, humorous, and laid-back mood while still paying attention to the fabric parts, which are the most crucial qualities, animation video is another learning tool necessary for learning foreign languages that will not tire learners out (Naylor & Keogh, 2010). The use of animation films in the classroom can contribute to a positive atmosphere by stimulating students' creativity. Thanks to their creativity and resourcefulness, students were able to develop their own knowledge and understand the complexities being offered.

The goal of teaching is to spread knowledge and create a productive learning environment. In the meantime, good instruction through employment media is crucial. After watching an animated movie, students are more inclined to interact with one another and understand topics (Berney, 2016). Students should find it easier to acquire English abilities, such as listening, speaking, reading, and writing, as a consequence of using animation movies.

Today, the term "learning media" refers to a group of resources that support the carrying out of the teaching and learning process. Disseminating educational material and messages through learning media may be a viable option. When it comes to achieving their learning objectives, learners will benefit greatly from well-designed learning content (Ramdhani & Muhammadiyah, 2015, p. 175). Anything that may be utilized to channel messages from the sender to the recipient in order to pique students' concepts, emotions, and learning preferences in such a manner that the learning process takes place and the learning goal is met is referred to as learning media (Dewi, et al 2018).

Furthermore, as the importance of media in learning and teaching English, the researcher shows interesting media to check. Teaching English are interesting when using video animation. The researchers shows areas of interest to explore. Research in the area of animation video include some cluster. for example, Animation video model (Ramdhani & Muhammadiyah, 2015; Sumantri & Rachmadtullah 2016; Aryuntini, Astuti, & Yuliana 2018). Animation video preparation and implementation (Susanty, Hartati, Sholihin, Syahid, & Liriwati 2021; Buckingham 2007; Sakat, Muhamad, Anzaruddin, Ahmad, & Kasmo 2012; Baidawi 2016). The effect of animation video on teaching learning (Ismail, Othman, Amiruddin, & Ariffin 2017; Islam, Ahmed, Islam, & Shamsuddin 2014; Silfia, Rusli, & Nasrullah 2018; Devi 2012; Xiao 2013; Nurizmawati, Apriliaswati, & Arifin 2013; Sari, Sindu, & Agustini, 2021; Amin & Sundari 2020; Rosdiana & Ulya 2021; Masitah, Pamungkasari, & Suminah, 2020; Mustikanthi, 2014; Hanif 2020).

Animated videos have a favorable effect on learning and teaching, according to past study. However, earlier study contains a lot of flaws as well. First, prior study was unable to precisely define the type of animated video model that is most effective for teaching. The creation of educational media models should be done in a way that helps instructors plan and carry out effective teaching strategies and helps students with autonomous learning, which includes obtaining, revising, reflecting, evaluating, and applying information (Mazgon & Stefanc, 2012). Implementation is the second factor. When a teacher only provides a few boring video animations, the students get bored. It will be helpful with interactive teaching, though. In order for interactive education to be effective, there must be built-in interactions, namely communication between students and teachers during the teaching process (Anggeraini, 2018). A good teacher will engage their students. The last critique of earlier studies is that there are no rules for how to teach speech using

video animation as a medium of instruction. To facilitate both instructors' and students' learning, guidelines are crucial.

1.2 Identification of the issues

In light of the points above, the researcher uses animation videos for instruction. Because English is dull and hard to grasp, the majority of pupils aren't interested in studying it. As a result, the researcher uses entertaining and humorous animated animations to communicate his lessons. An audio-visual tool called a video combines images so that students may simultaneously see and hear everything.

Video may be a more conventional teaching method that gives students the chance to learn about their surroundings. By using cartoon movies or animation videos, it is said that kids may learn English more effectively, understand it better, conserve the teacher's energy, be motivated to revise, and enjoy it more. As a result of the teacher's inability to create an engaging learning environment, kids have trouble understanding English. The solution to getting pupils more enthusiastic about studying English is to use animated movies. Below the problems process learning teaching in our country:

1) Teacher less mastering technology such us the way to use media technology and develop media in 21st century
2) Low teacher value and lack knowledge of media

This is the reason why the researcher intends to carry out a novel method of teaching English using animation video, dubbed Creating animation video for teaching speaking to senior high school students. Use animated video to emphasize how involved students are in the process and how it may lighten the mood of the teaching and learning environment. It can also be used as a basic tool for vocabulary building or to defend incorrect English pronunciation without intimidating pupils. By watching films in class, students may increase their word awareness, their pronunciation, and their intonation, as well as their understanding of the fabric (Webb, 2010). The above-mentioned strategy increases students' understanding of what they are learning, makes training more interesting, and encourages them to actively participate in both watching and performing it.

1.3 Delimitation of the research

The goal of this study is to create animated movies that may be used to teach speaking techniques such as asking and answering questions. Only animated videos are discussed as instructional material in this study. Foreign language learners can boost their capacity to comprehend input by watching animation videos since they give more detail on the facial expression, intonation, and physical movements of the material (Yulianti, 2017).

1.4 Research questions

Regarding the identified problems stated previously, the researcher formulated the problem as follows:

1) What are students need learning in the 21st century?
2) What are characteristics of good animation video for senior high school in the 21st century?
3) How to designing and developing animation video for senior high school in the 21st century?

1.5 Aims of the research

The goal of the research is to create an animated movie to teach speaking skills to senior high school students based on the aforementioned research concerns. This study focuses on creating animated videos with engaging material to wow pupils. The following are the research's goals:

1) To find out students need in 21st century
2) To find out characteristics of good animation video for senior high school in the 21st century
3) To find out how to designing and develop animation video product for senior high school in the 21st century

1.6 Research significance

The impact of achieving the research objectives is what makes the research significant. In general, research interests include practical significance, which involves assisting in problem solving and predicting problems related to the research subject, as well as scientific relevance focused on scientific progress or theoretical use. The significance of research is the impact of achieving research objectives.

1.6.1 Theoretically Significance

In general, research importance includes practical significance, which involves assisting in problem-solving and foreseeing issues related to the subject of the study, as well as focused scientific relevance on scientific advancement or theoretical usage. Theoretical importance, such as:

1) This research is expected to provide useful information about animated video media for learning English speaking.
2) The results of this study are expected to be a reading reference for the development of animated videos as learning media.

1.6.2 Practically Significance

In general, research importance includes practical significance, which involves assisting in problem-solving and foreseeing issues related to the subject of the study, as well as focused scientific relevance on scientific advancement or theoretical usage. Practically speaking, consider:

1) This result research is expected to be used by teachers as a medium for learning English.
2) This research is expected to be used by students so that students can be impressed in learning and facilitate students' understanding in learning English

1.7 Literature review

This research presents the theoretical foundation. The theoretical foundation they are; developing learning media, animation video, teaching and speaking.

1.7.1 Developing learning media

Technology has grown in the twenty-first century, and education must be able to keep up with it, including the use of media in the classroom. Researchers will create video animation learning materials for English since using contemporary media would benefit students' learning and convey an impression while they are studying.

1.7.1.1 Definition media

The availability of learning material is one of the amenities and infrastructure in education. One of the key elements that helps students receive the course information in class is learning media. The word media is derived from Latin and is a plural form of the word "medium," which means intermediary or introduction. It is used to describe a

variety of activities or businesses, including media that convey messages. The term media is also applied to the teaching or educational fields, where it is known as educational media or learning media.

Instrument used to transfer messages or information from the message's sender to its recipient is media (Mutmainnah, et al 2021). Learning something that may convey messages in the form of information and knowledge through continuing interactions between educators and students is one of the goals of media learning activities. When utilized and programmed for educational purposes, media such as books, magazines, newspapers, television, and others are instruments that may be used to attain educational goals. These media are thus considered to be learning mediums.

When media is regarded in its broadest sense, it refers to human, tangible, or productive events circumstances that allow pupils to gain information, skills, or attitudes. In this way, the educational setting, textbooks, and teachers all serve as a media. More specifically, media are often understood as instruments used in the teaching and learning process to record, process, and reconstruct spoken or visual information. These tools can be graphic, photographic, or electronic.

1.7.1.2 Types of learning media

Depending on the perspective, learning media may be categorized into a number of categories. Based on technology advancements, learning media can be divided into four areas (Ramdhani, & Muhammadiyah, 2015).

1.7.1.2.1 Print media

The most popular media format for learning. This sort of media comes in a wide range of formats, including books, brochures, journals, and scientific periodicals, as well as methods for producing or delivering content, such books and static visual content, mostly through mechanical printing and photography. This sort of media creates content in the form of copies and printed materials. The spoken textual content and the visual content, both designed based on theories linked to visual perception, reading, information processing, and learning theory, are the two fundamental components of this media.

1.7.1.2.2 Visual Media

Visual media are those that employ the sense of sight to communicate a certain message. One of the media that instructors frequently employ in the educational process in classroom settings is visual media. Media that can be projected and other media make up visual media. That is impossible to project. Media that can be projected, allowing for text or pictures. Both motion and silent projection media are included in this projection material. While photographic pictures and graphic media are not displayed as visual media

1.7.1.2.3 Audio Visual Media

A mix of audio and visual media, or audiovisual media viewing-listening media, is known as audio-visual media. The presentation of educational information to pupils will be enhanced and optimized by the use of audio-visual media. In this instance, the media generate or communicate the information utilizing mechanical devices and electronics to provide audio-visual communications, therefore the instructor does not serve as the material's delivery person. Hardware used in the learning process, such as film projectors, tape recorders, and visual projectors, is clearly classified as teaching through audiovisuals.

1.7.1.2.4 Computer based media

The advancement of contemporary technology has led to the production of things like computers. Nowadays, computers may be employed to simplify the necessary student learning processes. This computer has the capacity to integrate and manage several devices, including CD players, video tape recorders, and audio tape recorders.

1.7.1.3 Media selection principles

The efficiency of learning media in attaining goals and in aiding students in comprehending the information being delivered is the major guiding concept when choosing educational media. Following are some guidelines for choosing the media that will be utilized in learning activities:

1) The media must be in line with the intended learning outcomes.

2) Media must support simple ideas that are in line with learning.

3) Media must be customized to the personalities of the pupils.

4) Media usage needs to be adjusted to the learning styles of the students, the teachers, and the teacher's technical proficiency.

5) The media must be appropriate for the learning environments, timing, and availability.

1.7.1.4 Media function

Actually, a learning resource is the primary purpose of learning media. While the other functions are the outcome of taking into account research on its general features. Learning media serve four purposes (Puspitarini & Hanif 2019).

1.7.1.4.1 Attention function

Which is to draw and focus students' attention on the classes' material that is connected to the visual meaning presented or included with the subject matter's text.

1.7.1.4.2 Affective function

May be shown from how much pupils love studying from or reading illustrated material. Students' emotions and views might be influenced by visual pictures or symbols, such as knowledge on social or racial issues.

1.7.1.4.3 Cognitive function

The effectiveness of visual symbols or pictures in helping people grasp and recall the data or message they carry may be seen in visual media according to research findings.

1.7.1.4.4 The compensatory function

According to study findings, visual media that give context for understanding the text aid pupils who struggle to read in organizing and remembering the information in the text.

1.7.1.5 Media benefits

Utilizing media in the teaching and learning process may spark new interests and wants, motivate students and stimulate their learning activities, and even have a psychological impact on them. According to Naylor & Keogh (2010),

defined media benefits consist of four benefits. Media benefits as follow:

1) More pupils will pay attention when being taught, which will help to improve comprehension while they are learning.
2) He will be able to master and accomplish learning objectives since the learning materials will have a clearer meaning and be easier to understand.
3) In order to prevent students from becoming bored and teachers from losing their motivation, there will be a greater variety in the teaching techniques used, rather than merely verbal communication through the teacher's utterances.
4) Students may engage in additional learning activities since they can see, do, demonstrate, act, and so forth in addition to listening to the teacher's explanation.

1.7.2 Animation video

Instructional video with cartoon illustrations is called a video animation. The audio-visual aspect of animated movies will increase pupils' comprehension and enthusiasm in studying.

1.7.2.1 Definition Animation Video

A tried-and-true teaching strategy that gives pupils the opportunity to learn about their environment is video. Animation is the practice of animating or moving inanimate things so that they appear to be alive. Animation explains ideas or procedures that are challenging to convey through other forms of media, which encourages users (students) to participate actively in the learning process. Students should be able to appreciate and enjoy studying English, clarify subject, conserve the teacher's energy, be inspired to study, and learn more by employing cartoon movies or animation videos. Meanwhile, children are having difficulty understanding English since the instructor is unable to make the teaching setting interesting. If students see animated movies, they will be more motivated to study English. Students' hallucinations are reduced using video animations, enabling them to visualize the material being taught right away (Silfia, et al 2018).

Developing animated video for teaching senior high school speaking is an innovative approach to English instruction that the researcher plans to try. Use animated film to show how much the students are involved in the process and how they can change the environment of the teaching and learning process. You can also use it as a simple tool for vocabulary building or to defend wrong terminology without making the students feel threatened. Students may improve their word awareness, pronunciation, and intonation as well as get a deeper comprehension of the subject matter by viewing movies in class (Webb, 2010). As a result of the above-mentioned strategy, students are more likely to comprehend what they are learning, the learning process is more fascinating, and students may be inspired to actively observe and try to perform it.

1.7.2.2 Benefit Animation Video

Videos with animations serve as a soundless means of communication. Graphic design combined with visual communication can occasionally be a more engaging communication medium than utilizing only music or audio. If audio and visual elements of graphic design known as audio visual are merged, the result will be even more engaging. The defined benefit video, according to Hanif (2020), has 10 advantages. The following benefit animation video:

1) Especially in the majority of subject areas, very useful for teaching staff in attaining effectiveness learning.
2) Increase the likelihood that short-term learning objectives will be met.
3) Encourages kids to pursue autonomous study.
4) Students have the option to debate or seek an explanation from a teacher's peer.
5) Students can improve their ability to focus.
6) Intelligence Learners are more competitive and attentive
7) Students feel engaged and inspired to perform the tasks.
8) Because the content is already available in film or VCD format, students may watch it at home.
9) Meet the needs of the evolving educational period, especially with regards to the use of technology and media.
10) Offers a deeper comprehension of organized skills.

1.7.2.3 Characteristics Animation Video

Cheppy Riyana (2007) asserts that in order to create instructional films that will boost students' enthusiasm to study, certain traits and standards must be taken into consideration. The following traits apply to educational videos:

1.7.2.3.1 Clarity of Massage (clarity of message)

With video media, children may comprehend more profound educational messages and can take in material in its totality, resulting in automatic storage of the knowledge in long-term memory and retention.

1.7.2.3.2 Stand Alone (Stand Alone).

The films that have been created can be utilized alone or in conjunction with other educational resources.

1.7.2.3.3 User Friendly (friendly / familiar with the user).

The vocabulary used in video media is straightforward, simple to grasp, and common English. Information that is exposed to users is polite and helpful, making it simple for users to reply and get information as needed.

1.7.2.3.4 Content Representation

The content, which may include simulation or demonstration material, must be accurately representative. Basically, the topic is appropriate for media videos since it is social and scientific.

1.7.2.3.5 Visualization with media

According to the needs of the content, the information is presented in a variety of media, including text, animation, sound, and video. Materials utilized have a high degree of precision and are practical, complex, expensive, and harmful if handled directly.

1.7.2.4 Advantages & Weakness Animation Video

A computer-based learning tool called animation tries to optimize visual impacts and offer constant engagement so that students' comprehension of the information they are studying might improve. Animation videos have both strengths and weaknesses.

1.7.2.4.1 Advantages of video media

In this point, adventages of video media have five advantages, consist of:

1) Communicate with kids in a way that will be more equitably accepted.
2) Excellent for delineating a procedure.
3) Get past time and space constraints.
4) More realistic; repeatable and reversible as necessary.
5) Leaves a lasting impression and has an impact on students' views.

1.7.2.4.2 Weaknesses of videos

In this point, the weakness of video have four weaknesses, consist of:

1) The scope is constrained.
2) The communication is one-way in nature.
3) The image is modestly sized.
4) Damage or damage magnetic interference can occasionally cause a picture and color distortion (Rusman, et al 2012)

1.7.2.5 Function Animation Video

According to the definition of video media, which states that the most complete form of this type of media is one that includes sound, movement, and the ability to see the shape of an object, the goal of video media is to present information in a way that is entertaining, appealing, understandable, and clear. By using as many senses as possible, particularly the hearing and sight, to take in the information, it will be simple to interpret. Cheppy Riyana (2007) states that instructional video content should:

1) To avoid becoming overly verbose, communications should be made clearer and simpler to understand.

2) Overcoming the constraints of time, place, and senses for both students and teachers.

3) Has the ability to draw and focus pupils' attention on the lesson's subject.

4) The students' emotional engagement and attitudes while listening to the perceptions of the subject matter accompanied by imagery might be used to determine this.

5) Assist reading-strengthening pupils with understanding and retention of the subject.

1.7.3 Teaching

Transferring knowledge to pupils so they become knowledgeable is the process of teaching. Because teachers engage with a variety of pupils, which is what makes teaching memorable, teaching may also serve as a stress-relieving activity.

1.7.3.1 Definition of Teaching

Engaging with students to help them comprehend and apply ideas, concepts, and processes is the activity of teaching. This process includes design, content selection, delivery, assessment, and reflection. Engaging students in the active growth of knowledge is a requirement of teaching. A teacher has to be knowledgeable about the subject matter as well as how students learn and how to engage them in the learning process. As a result, a commitment to a methodical approach to learning is necessary for effective teaching. The purpose of education is to transform students from being passive consumers of information into active producers of both their own and that of others. Of course, the instructor cannot change if the pupils are not actively involved. Creating the pedagogical, social, and ethical conditions for students to take ownership of their own learning both individually and collectively is at the core of teaching.

1.7.3.2 Types of Teaching/Method of Teaching

Teaching is the process of sending knowledge to students so that students know from not knowing. There are some teaching method:

1.7.3.2.1 Lecture method

Due to the teacher's oral delivery of the content to the pupils, the lecture technique is one of the traditional teaching approaches. This approach has long been regarded as the most sensible and cost-effective. To avoid pupils becoming rapidly bored, a teacher must be able to employ the lecture approach in an engaging way.

1.7.3.2.2 Discussion Method

As the name suggests, this approach always gives priority to discussion activities that engage students in problem-solving. The discussion approach is often used by forming a discussion group that is tasked with debating a subject.

1.7.3.2.3 Demonstration Method

The demonstration method is a practical teaching technique that allows students to immediately observe and apply the subject they are learning. The pupils are more attentive to the material and find the demonstration technique to be more engaging.

1.7.3.2.4 Lecture Method Plus

This approach truly resembles the lecture technique in general, but the lecture plus approach typically includes additional methods as well, such debates, questions and answers, demonstrations, and exercises, in addition to lectures. Or comments made by students and teachers.

1.7.3.2.5 Recitation Method

Students who use the recitation approach are typically required to write a summary of the content that has been presented by the teacher. Wherein the CV is printed out and authored by the students themselves.

1.7.3.2.6 Experimental Method

The experimental approach is used in the laboratory through practical or experimental activities so that students may observe how the material is presented firsthand. Typically, it might take the shape of natural science (science), for example.

1.7.3.2.7 Field Trip Method

This approach makes use of a specific setting or setting where students may access learning resources. However, this approach has to be used under the teacher's close supervision. Nature or a museum, for instance.

1.7.3.2.8 Exercise Method

This approach to learning involves stimulating, using, or creating something to develop pupils' skills. The student will often be put to the exam with multiple questions after the explanation.

1.7.3.2.9 Design Method

Students will be inspired to create a project using this strategy, which will then be analyzed. It could take the shape of data, visuals, or a schema design. This approach is frequently employed in programs, particularly majors.

1.7.3.2.10 Debate Method

With this approach, pupils are encouraged to debate one another in pairs or groups. However, the discussion is conducted properly, and there are guidelines for talking about issues and coming up with solutions.

1.7.3.2.11 Mind Map Method

This teaching strategy employs a logical framework for thinking about an issue, how it arises, and how to fix it. Students may develop their analytical skills and critical thinking using this strategy so that they can comprehend the issue from start to finish.

1.7.3.3 Purposes of Teaching

The purpose of teaching is everything that is expected to be owned by students or students from the results of their learning activities. The teaching objectives are as follows:

1.7.3.3.1 Institutional goals

Specifically achieving the objectives of the educational institution. Curriculum objectives, or the objectives for each educational resource. The purpose of instruction is for students to demonstrate their mastery of each topic.

1.7.3.3.2 Cognitive goals

Which have to do with improving pupils' cognitive talents, including their knowledge, memory, thinking, reasoning, analytical skills, and so forth.

1.7.3.3.3 Affective goals

Which are related to aspects of values, attitudes, feelings, interests, and student behavior.

1.7.4 Speaking

The term "speaking" describes the capacity to utter words. Children must develop the talent of speaking. We may evaluate a student's ability to produce the target language, in this case English, by speaking.

1.7.4.1 Definition of Speaking

Speaking in terms of language practice refers to the capacity to utter words. Children must develop the talent of speaking. We may evaluate a student's ability to produce the target language, in this case English, by speaking. Speaking is the act of verbally or vocally expressing one's thoughts out loud. It follows that when someone engages in contact with others by utilizing language as a medium, they are almost certainly attempting to convey something significant.

Speaking is a linguistic ability that develops in a child's life and is learnt at that age thanks to listening skills (Tarigan, 1990). Speaking is the productive talent, as was already said. It was inextricably linked to listening. Watch a young child's speech development, advised Stern (2001). He always listens first before speaking since speaking always results from comprehending. Therefore, providing the abilities in a foreign language in this order must be correct. Speaking is one of the language learning activities that must have an impact on the speaker's or learner's desires, as well as on how they communicate their feelings and attitudes through speaking.

The capacity to utilize language appropriately in social relationships, which entail not just verbal communication but also paralinguistic components of speech including pitch, stress, and intonation, is necessary for effective oral communication (Richard and Renandya, 2002). Additionally, nonlinguistic components like gestures, body language, and emotion are required for direct message delivery in the absence of supplementary speech. Social interaction is crucial to interactive language function, and in this context, it's not what you say that matters as much as how you say it through your body language,

gestures, eye contact, physical proximity, and other nonverbal cues (Brown, 2007).

1.7.4.2 Principle teaching speaking

Nunan (2019) defined teaching speaking must be have principle. Outlines four concepts for teaching speech, including:

1) Take into account the environment for learning a second or foreign language. Since the target language is spoken virtually daily, it is important to make clear that it is the language of communication in the setting of a second language. When learning a foreign language, the target language is not the common means of communication in the community. As a result, it is really challenging to learn how to communicate in this circumstance.
2) Give pupils the chance to enhance their accuracy and fluency. Fluency is the use of a language quickly and confidently, without many forced pauses or hesitations. Accuracy is the degree to which a student's speech matches what other speakers really say in the target language. Give pupils the chance to interact through pair and group activities. These exercises were used to increase the amount of speaking practice time for the students and decrease the amount of speaking time for the teacher.
3) Take into account the idea of meaning negotiation. Its goal is to make things clearer and make sure that everyone has understood one another. You can ask for clarification, a repetition, or an explanation while listening to the dialogue in order to get the information.
4) In the classroom exercises, provide students tips and practice both transactional and interactive speaking. Communication that is utilized to achieve a specific objective, such the exchange of products and services, is referred to as transactional speaking. Interactional speaking is conversing with someone with a purposeful purpose. Both the creation and interpretation of social interactions are involved.

1.7.4.4 Principles for designing speaking techniques

According to Brown (2021), there are seven guidelines to follow while creating speaking skills.

1) Employ methods that address a range of learners' requirements, from language-based

approaches that emphasize correctness to message-based ones that emphasize engagement, meaning, and fluency.

2) Offer strategies that are naturally compelling.

3) Promote the use of real language in pertinent contexts.

4) Offer suitable criticism and correction

5) Make the most of the innate connection between speaking and listening.

6) Give students the chance to start conversations in person.

7) Support the growth of speaking activities.

1.7.4.5 Aspect of Speaking/Assessment

According to Brown (2001), learning certain speaking skills is necessary for efficient communication. These skills include pronunciation, vocabulary, fluency, accent, and grammar. Speaking is a difficult task that includes three main components:

1.7.4.5.1 Accuracy

The use of appropriate language, vocabulary, and pronunciation is referred to as accuracy. Together, those three elements enable correct speech to be produced. An important component of learning a language is how to pronounce words correctly, especially when it comes to speaking. The way we pronounce, enunciate, assimilate, intonate, and emphasize words all play a role in this. Poor pronunciation can hinder meaningful speech and make it harder to communicate.

Harmer (2007) asserts that pronunciation education greatly enhances a student's ability to differentiate sounds and sound components as well as their speaking skills, including their capacity to focus on sounds and be aware of using stress when producing sound.

The cornerstone of a language is its vocabulary. It must use appropriate language to convey ideas in order to form coherent sentences or utterances. In other words, for students to become proficient speakers, they need to comprehend terminology. Furthermore, Harmer (2007) asserts that children who have bigger vocabulary sizes, or at least 1000 words, may communicate fluently. Because they are comfortable with the words that define their views, they don't waste time trying to articulate themselves. Grammar is essential for communicating with correctness. Nunan (2003:154) defines grammar as a set of rules that provide the appropriate word order at the sentence level.

1.7.4.5.2 Fluency

Fluency is described as speaking at a regular rate without pausing, repeating yourself, or using related speech smoothly, according to Mary Spratt and colleagues (2005:34). It looks at how comfortable students are speaking, how easily the words come out, and whether there are any noticeable pauses or gaps in the student's speech. It serves as a standard for judging a student's speaking prowess. It has to do with how fluidly they speak.

1.7.4.5.3 Accent

The accents of the two speakers are not the same. This is due to the fact that each speaker has their unique pronunciation style based on their respective cultures. No speaker in the world may be considered to reflect a particular accent or dialect, claims Roach (2009).

1.7.4.6 Problem in Teaching and Learning Speaking English

Students may encounter certain difficulties when they want to speak up in class. They are fearful of making mistakes because they are terrified of the hearer judging them. Ur (1996: 121) lists a few potential speaking obstacles as follows:

1.7.4.6.1 Restraint

In a foreign language classroom, students are frequently reluctant to attempt new things out of fear of failing or being criticised as well as because of fear of speaking.

1.7.4.6.2 I don't have anything to say

Sometimes students complain that they have nothing to say. Or, to put it another way, they lack the ability to express themselves.

1.7.4.6.3 Inconsistent or low participation

Either one participant talks because certain pupils dominate and others speak only briefly or not at all.

1.7.4.6.4 The usage of one's mother tongue

Speaking in the foreign language seems awkward because everyone in the class speaks the same mother tongue.

1.7.4.6.5 Cultural considerations

These are connected to students' perceptions of teaching and learning activities, including (1) that they are used to being quiet and listening to their teacher explain things (Teacher-centered), (2) that they are likely to think that language learning is predicated on reading and writing from a workbook, and (3) that they are unaware with interactional and learner-centered methods of learning and teacher and learner expectations.

1.7.4.6.6 Linguistic considerations

Language-related variables have an impact on the pupils' language skills, making it difficult for them to speak English. They include: (1) issues with transferring language from the learner's native tongue; (2) issues with the pronunciation of the instructor; (3) issues with comprehending grammar; and (4) a lack of grasp of the cultural or social context required to acquire meaning.

1.7.4.6.7 Affective or psychological factors

It is the most important qualities that can have a big influence on learning a language, especially speaking. Among the factors include culture shock, prior adverse political or social experiences, a lack of passion, fear or shyness in the classroom, and views. Feelings, identity, empathy, anxiety, attitude, and motivation are affective factors associated with foreign language acquisition, according to Richard & Renandya (2002: 206).

The ideas mentioned above contend that throughout the teaching-learning process, speaking difficulties may prevent pupils from developing their language skills. Because of this, while teaching students to talk, teachers should constantly encourage them rather than allowing them to lose heart when they make mistakes. They must understand that making errors is a necessary component of learning. The students should next participate in some interactive classroom speaking exercises that the professors provide.

1.8 Previous studies

In this section, the researcher describes several previous studies related to this research as a comparison material. The relationship between this research and other research will be explained in this chapter with analysis from previous research. To find out

the similarities and differences in this study, the researcher will explain clearly in the next chapter.

There are many studies conducted on animated videos or English media using video. The first research is from siti musafiroh (2019). Develop an animated video media containing the Koran for learning. It is said that the use of media in the form of animation when teaching is very important. The use of the target language shown in the video is very helpful for students to encourage students' understanding abilities. the use of animation media will help students in understanding the learning material.

Furthermore, other researchers fitriani dwi cahyani (2021). Develop animated videos for learning. It is said that the use of appropriate media when teaching is very successful. They can watch and listen to some of the expressions shown in the animated videos. In addition, the use of animated videos can improve students' abilities in learning. In addition, by watching animated videos and making the class more fun and excited while teaching and learning.

Then another researcher, Dina Fitriana (2014). Developing animated videos in learning is very necessary to create a fun atmosphere. Giving the appearance of the video is made visually attractive. Added easy-to-understand language. Those are all reasons for fun learning that students will understand when using animation media.

The relationship between this research and previous research is that they both make interesting learning video products, but each has its own differences and characteristics. It is these differences that distinguish this study from the previous one to find out the difference will be discussed in chapters 3 and 4.

1.9 Frame of thought

An essential component of education is the use of suitable media. This project aims to create a speaking skill-learning video animation that may be used in senior high school. Some experts claim that the most engaging and effective kind of media for learning is video animation. Since it may offer a pleasant, humorous, and laid-back atmosphere while still focusing on the material parts, which are the most crucial qualities, animation video is a learning tool that is crucial for learning foreign languages and won't tire learners out (Naylor & Keogh, 2010).

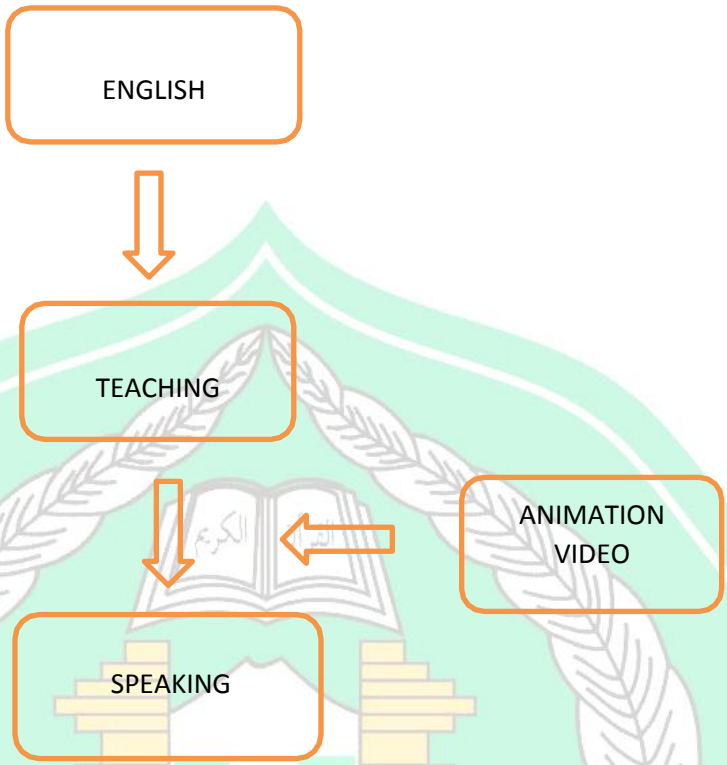

Figure 1.1: Frame of thought

1.10 Research method

This point presents the research method. This point include research design and steps of the research, development procedures, sources and types of data, data analysis techniques, research timeline.

1.10.1 Research design and steps of the research

This part presents the research design and steps of the research for conducting the research.

1.10.1.1 Research design

In this study, the researcher used R&D (research and development) design. Sugiyono (2013, P. 297) claims that research and development is a method for evaluating an item's usefulness prior to production. The steps of this process are referred to as the R&D cycle and include reviewing research findings pertinent to the product to be evolved, creating the product derived from the findings, ground testing it in the

eventual environment in which it will be used, and revising it to address any flaws found. The researcher employed R&D (research and development) design in this study.

The Borg and Gall method was used in this investigation. Research findings are utilized to generate new products and methods that are painstakingly field-tested, evaluated, and altered until they meet required performance, quality, or other standards in educational R&D, a manufacturing development process (Gall, Borg, et al.). As a consequence, the researcher modified the Borg and Gall technique and used a research-based design in this study. The goal of R&D design is to produce novel products.

1.10.1.2 Steps of the research

The 10 steps of the Borg and Gall paradigm are as follows: 1. Research and information collecting. 2. Planning. 3. Develop preliminary form of product. 4. Preliminary field testing. 5. Main product revision. 6. Main field testing. 7. Operational product revision. 8. Operational field testing. 9. Final product revision. 10. Dissemination and implementation. This step in research and development refers to the step as stated by Borg & Gall (1983: 775) as follows:

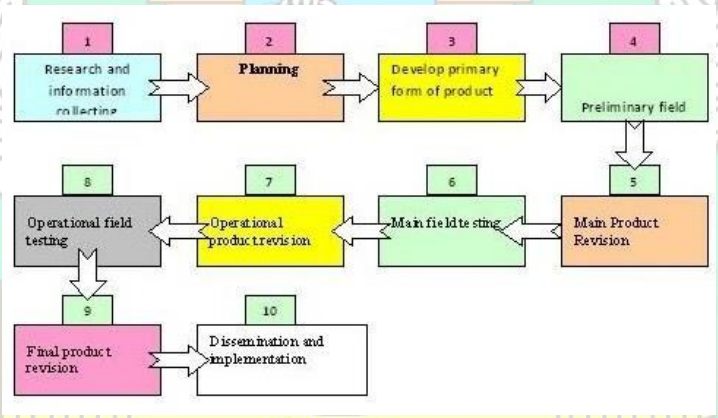

Figure 1.2: R&D steps Borg & Gall

1.10.1.2.1 Research and Information collecting.

Gathering data on the product being made and the method used to develop it is the first thing that must be done. Class observation, learning activity observation, literature reading, and expert consultation are all methods for gathering information.

1.10.1.2.2 Planning

The primary factors to take into account during the planning stage are the product's intended use and the initial design of the product in accordance with its design components.

1.10.1.2.3 Develop Preliminary Form of Product products

The first product is created in accordance with the development objectives, plans, and design strategies. The product is approved by pertinent authorities in its field prior to testing. Once the validity test has been passed, the product is improved with the help of specialists, and trials may begin.

1.10.1.2.4 Preliminary Field Testing

The product is evaluated individually after passing the validity test and expert review.

1.10.1.2.5 Main Product Revision

Student-targeted product testing will yield some ideas and impressions that may be applied to product repair.

1.10.1.2.6 Main Field Testing

The next test subject after the product is revised is a trial small group.

1.10.1.2.7 Operational Product Revision

Trials of the product in small groups allow for revision remarks. Before being evaluated in large groups, the object must be updated if necessary to make it more flawless.

1.10.1.2.8 Operational Field Testing

The next trial is a test on a large group that involving a mass trial subject.

1.10.1.2.9 Final Product Revision

The final product revision must be carried out before the stage dissemination.

1.10.1.2.10Dissemination and Implementation

Dissemination is carried out in order to introduce the product to community so that it can be used according to the purpose of product development.

1.10.2 Development procedures

Meanwhile the researcher modified he R&D Borg and gall to be steps most simple, they are include 5 steps; preliminary research, design product, validation product, revision product and implementation

1.10.2.1 Preliminary research

Before creating educational materials in the form of animated movies, researchers first observed and spoke with English instructors to understand more about the issues and demands of the students at SMA N 1 SUSUKAN. The dearth of English learning media, the instructors' constraints in presenting learning materials, and the varying degrees of students' comprehension of the learning material are all concerns. To address these issues, researchers created an animated video learning medium.

In order to get different data on new learning medium, researchers utilize the issues identified in the preliminary research as a possibility. Journals, books, and the internet are used by researchers to find information on studies that support the use of learning material in these ways. A new learning medium, namely animated English learning videos, is created from the knowledge gathered during study.

1.10.2.2 Design product

Includes setting up the necessary production tools, such as a computer system and auxiliary software in this example, blender, video editor to create the animation. Pinnacle Studio, Format Factory, and audacity which functions as video processing software, graphic design software, and sound preparation software are other programs that must be ready.

Animated video learning medium were created as a result of the research and development. Despite the fact that all of the components are completely constructed, researchers create the first design using their own research design. From this point on, future product development might be altered, added to, or removed from once again to account for expert validation and field testing findings. Products produced in this.

1.10.2.3 Validation product

Because validation is an evaluation based on logical thinking rather than actual facts, it is a procedure to determine how product design in the shape of reasonable media will be even more effective. Video is used to validate design. Three specialists are involved in learning English, namely:

1.10.2.3.1 Material Expert Validation

The objective of material expert validation was to learn the validator's perceptions on each aspect of the supplied material, including its quality, substance, language, and implementation.

1.10.2.3.2 Media Expert Validation

Finding the opinions of a validator of each part of the created media, such as the presentation of learning media and the usability of the media, is the goal of media expert validation.

1.10.2.3.3 Learning expert validation

The validation of learning experts strives to ascertain the validators' opinions from every part of the media generated, including the content of relevant learning media with the nature of the content, and the objectives to be measured, made plain and easy to understand, and appealing to the user. Are concepts easily understood and may be clarified by the organization or presentation of learning material (displays, photos, colors, videos, animation).

1.10.2.4 Revisions product

Researchers make adjustments or alterations in line with the reviews that have been collected from experts after obtaining surveys from participation students and experts regarding product development.

1.10.2.4.1 Main product revision

Product Revision main In order to create teaching aids that can be utilized in field tests, the researcher made significant adjustments to the product at this point based on the outcomes of small group trials.

1.10.2.4.2 Operational product revision

At this stage, the researcher revises the final product based on suggestions from the questionnaire during field trials.

1.10.2.5 Implementation

Product trials are a crucial step in the research and development process that follows the design revision. The goal of testing the product is to gather data that may be used to estimate how much efficacy, efficiency, and power the final device will draw. After the product design has been approved by media experts, religious authorities, and material experts, the learning media's flaws can be detected. Then, these flaws are fixed to create a successful product. After completion, completed products are assessed in learning activities. The purpose of this study is to assess whether the learning resources created to present business and energy contents do so more successfully and meaningfully, as well as to learn how students react to the topics covered by their prior teachers. Small group testing and field trials are used in product trials.

1.10.2.5.1 Small group trials

Eight students from SMA N 1 SUSUKAN will participate in small group trials, with each responder receiving a questionnaire with a number of statements. Field experiments will be conducted when the researcher has reviewed the findings of the viable options that have been provided and rectified to the supervisor. Before receiving the finished product, this trial is the final trial.

1.10.2.5.2 Field trials

There will be field tests at SMA N 1 SUSUKAN. A total of 11 pupils will be studied in the trials, which will be conducted for students in science class XI, grade 4. Each participant in this research receives a questionnaire including a number of statements.

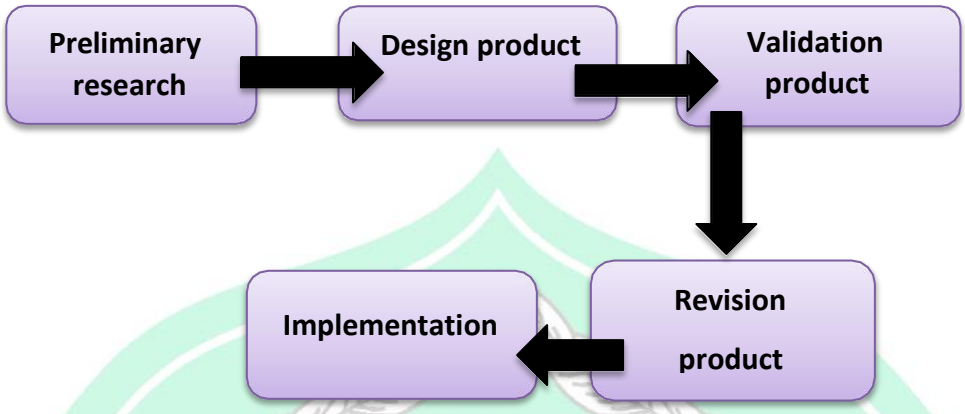

Figure 1.3: R&D simple 5 steps

1.10.3 Sources and types of data

The source of qualitative studies include presentation in the type of whether spoken written form seen by researchers and objects examined in detail to capture the assumed meaning of the item or document (Bengtsson, 2016). The raw data must be original, although copy or replication is acceptable if getting the original is great so long as enough support for his claim can be found.

The sort of information that is gathered is tailored to the needs of the product being created and the goals of the learning process. The information serves as the foundation for judging the final product's efficacy, efficiency, and appeal. In order to make analysis easier based on the type of data given above, the researchers divided the data into two categories: qualitative data and quantitative data.

1.10.3.1 Quantitative data

Collected through questionnaires for teachers and students, as well as expert assessment sheets.

1.10.3.2 Qualitative data

In the form of teacher interviews, open-ended questionnaires given to students, and comments and advice from media, learning, and material experts.

Resources		Web Addresses
Search engine	Google	http://www.google.com
	Google Scholar	http://www.scholar.google.com
	Microsoft Bing	http://www.bing.com
International electronic source of data base	SAGE Knowledge	https://sk.sagepup.com
	Academia	https://www.academia.edu
	Science Direct	https://www.sciencedirect.com
	Libgen	https://Libgen.nl
	Research Gate	https://www.researchgate.com
	Taylor & Francis	https://www.tandonline.com
	ERIC	https://www.eric.ed.gov
Indonesia electronic source of data base	Science and Technology Index	http://sinta.ristekbrin.go.id
	Perpustakaan Nasional (Perpusnas)	http://e-resources.perpusnas.go.id
	Indonesian Publication Index (IPI)	http://id.portalgaruda.org/

Table 1.1: Source of data

1.10.4 Data Collection Techniques and Instruments

The researcher used Poquet, et al (2018) theory about the different sorts of videos as well as Beheshti, et al theory about the qualities of instructional films while gathering data (2018, p. 66). The strategies or procedures that researchers use to gather

the data they require for their studies are known as data collection techniques. The purpose of data collecting is to gather accurate information, facts, and materials. The researcher employed semi-structured interviews and open-ended questionnaires to gather information from English teachers and students, while using instrument assessment validation to gather information from experts and students.

1.10.4.1 Semi-structured interviews

A conversation with the English teacher was conducted. The interviewer asks oral questions, and the interviewee responds verbally. The interviewer asks verbal questions, and the interviewee receives spoken responses from the subjects. Typically, questions are directed to specific responders, while interview process are gaining popularity. Frequently, the interviewer takes notes while the respondent speaks in their own words. Borg, Gall, and Gall (Gall, Borg, & Gall, 2003).

1.10.4.2 Open ended questionnaire

Students were asked to fill out a questionnaire. Documents known as questionnaires ask the same question of every member of a group. The responder must send a detailed or typed answer for each question on the questionnaire. Additionally, the method of gathering data is frequently controlled by the responder, who can complete a questionnaire whenever they want, answer the questions in any order, do so in more than one session, make brief comments, or skip questions (Gal, Borg, & Gall, 2003, p. 222). The study's questionnaire was designed to gather information regarding the students' use of media, including animated video lessons.

1.10.4.3 Validation assessment questionnaire

Researchers require confirmation from professionals in the fields of media, materials, and education in order to evaluate the outcomes of animation products. Validation is therefore required to ascertain if the produced product is legitimate or not.

1.10.4.3.1 The media expert validation

To ascertain opinions on interactive animation-based media, the media expert validation evaluation sheet was developed and compiled. And product changes might take this media evaluation sheet into account.

1.10.4.3.2 The material expert validation

The purpose of the material expert time sheets is to evaluate the relevance of the topics and questions in the means that have been utilized, as well as the efficacy and efficiency of the medium as a learning tool for English.

1.10.4.3.3 Learning expert validation

The training expert survey site is created to evaluate the concept of the training resources and issues in the media that have been utilized, as well as to analyze the efficacy and efficiency of the medium as a means of English learning.

1.10.5 Data analysis techniques

After then, the data were examined. In this study, the validator replies from the critique and suggestion sheet were used as the basis for all views, suggestions, and data analysis. Data from the questionnaire is qualitative data that is quantified using the % of the Linkert scale with 4 levels of criteria. The percentages of item scores on each response from each questionnaire question is then calculated to do an analysis.

$$p = \frac{x}{\sum xi} \times 100\%$$

Description:

P = Finding score

X = Audients responses total

$\sum xi$ = Ideal audients responses total

100% = Constant number

The proportion of eligibility/validity requirements can then be found. The table below shows the validation criteria that were applied:

Value scale	Validity
85,01 – 100,00	Very valid, not require revision
70,01 – 85,00	Valid, but need little bit revision
50,01 – 70,00	less valid, usable but major revision
01,00 – 50,00	Invalid, can't be used

Table 1.2: Percentage of validity

According to the aforementioned table, the evaluation is deemed to be genuine if all aspects from the material expert assessment questionnaire, media expert, learning experts, and students fulfill the accomplishment standards, which range from >50.01 to 100.00. Valid criteria must be met by assessments. The criteria are revised until they meet the legitimate requirements if they are not. There are four options for each response on the designed questionnaire for student reactions to media goods. Each response option has a unique score that indicates the degree of the product's attraction. The following table shows the result:

Score	Meaning
1	Sangat tidak setuju
2	Tidak setuju
3	Setuju
4	Sangat setuju

Table 1.3: Criteria assessment