

Teacher and Student Perspective of Animation-Based Instructional Videos to Increase Student Learning Motivation in English Writing Skill

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Abstract—The difficulty of English subjects in writing skills makes student motivation to reduce which has an impact on student learning outcomes. This study aims to determine the perspectives of teachers and students towards animation-based learning videos on English subjects in particular writing skills. This research uses a descriptive method. Data was collected from SMA Negeri 9 Purworejo involving English teachers and 25 students of X MIPA I. The data collection techniques were using interviews, observation, and questionnaires techniques. The points analyzed consist of two perspectives, the teacher's perspective, and the student's perspective. From the teacher's perspective, it involves 4 aspects; (1) The learning process in class, (2) Motivation to learn, (3) Learning outcomes, and (4) Product introduction. Whereas student perspectives include; (1) Student learning motivation, (2) characteristics of English material, (3) Assessment of teaching material resources, and (4) Evaluation of animation-based learning videos in learning English.

Keywords: *learning animation video, teacher and student perception, learning motivation, writing skill*

I. INTRODUCTION

English is the most important foreign language [1]. In that position, English is the language of science and technology; therefore, without English language skills, a person will experience difficulties in the world of an increasingly open, fast, and out of control. Armed with this concept, English is very important to be taught to students with appropriate methods or media in their learning.

The rapid development of ICT (Information and Communication Technology) also makes conventional learning methods begin to shift so that it requires teachers to think creatively in creating an effective and efficient learning atmosphere to motivate students to learn and get good learning outcomes. Several factors can affect learning outcomes, namely teacher competence, curriculum systems, students, learning media used in the learning environment and learning strategies and methods [2]. The success on foreign language learning is infused with many factors as intelligence, attitudes, abilities and motivation [3].

One of the factors mentioned is motivation. Low student motivation will affect learning outcomes. Growing student learning motivation is one technique in developing the ability and willingness to learn. Students will be encouraged to learn when they have the motivation to learn. Thus, learning media is one of the factors that can influence to trigger student motivation in achieving learning effectiveness. Therefore, to improve the effectiveness of learning English, a good source or media is needed.

One of the media that can be used in learning is video media. Video media as images in a frame where frame by frame is projected through the projector lens mechanically so that the screen looks alive [4]. Learning video media is a medium that presents audio and visuals that contain learning messages that contain concepts, principles, procedures, theories of application of knowledge to help understanding of learning material [5]. The existence of the learning video is intended to support knowledge in helping the cognitive process of students and facilitate it based on their schemes [6]. As with this, Kleinknecht and Schnider stated that the main advantage of class video; first, the video has the potential to capture in a relevant and authentic way. Second. Video users have the opportunity to analyze the situation from a distance [7].

This video media packaging is combined with animation. The animation is an activity of animating, moving stationary objects. A stationary object is given an impetus of strength, enthusiasm, and emotion to be alive and moving or just a memorable life [8]. So animation is a stationary object that is projected into a moving image that seems to live according to the characters made from several sets of images that change irregularly and alternately according to the design so that the video displayed is more varied with interesting and colorful images that can increase power attraction of student learning.

In its implementation, the use of instructional media has not been used optimally as a means of learning English. Based on the results of preliminary observations obtained information that schools only provide textbooks as the main learning resources and student worksheets as support. The books are in the form of informational texts so that they are less attractive to students in learning English. The results of interviews with teachers obtained information that the school has provided learning media such as LCDs and projectors. But its use is still limited to PowerPoint media, occasional video taken from the internet and once in a semester of film screenings to facilitate the learning process.

Concerning the results of observations and interviews obtained, it is necessary to develop learning media that can increase student attractiveness in learning English. Students' interest in using learning media has also been studied and the results of their qualifications are very interesting in high school students [9]. Likewise, with other research with animation-based learning videos obtained by the product category "Very Good" [10].

II. METHODS

The method used in this research is descriptive research. The subjects of this study were teachers and students of Class X MIPA I in SMA Negeri 9 Purworejo with a total of 25 students consisting of 20 women and 5 men. Data collection techniques carried out through observation, interviews, and questionnaires. There are 2 types of data obtained, namely Qualitative and Quantitative. Qualitative data obtained from interviews with English teachers. As for the Quantitative data obtained from the questionnaire results given to students wherein the survey: (1) Learning Motivation, (2) Analysis of Material, (3) Student Learning Resources, and (4) Animation-based Learning Videos.

III. RESULT

The results of this study were drawn from data collection through observation, interviews, and questionnaires. From the results of the data collection the following explanation:

A. Survey Results from the Teacher's Perspective

In this survey 4 points were asked to teachers regarding the learning process that took place as follows:

1) *The learning process in class*: As obtained in the teacher's interview results that students are not interested in English lessons. There is a factor that students are not interested in due to a lack of student motivation. In this case, the teacher also said that the lack of student learning motivation is influenced by the lack of attention to the importance of learning in the family environment of the students themselves so that it affects the learning process of students in the classroom, especially in English language lessons. The method commonly used in the learning process is the lecture, discussion and presentation methods. In the teaching material itself, the teacher uses books, worksheets, and students are allowed to use a smartphone to find information related to the material discussed on the internet. As for the learning media using LCD, the projector during the presentation or film screening is adjusted to the material being taught.

2) *Learning motivation*: In learning, motivation is a critical factor in academic performance [11]. In this case, teachers often motivate students by providing educational games but by using objects that are around students such as paper, pens, etc. Some materials are liked by students so that even without being motivated students are already motivated by this material as one example is the Introduction material. As the teacher explained that this material is easy and has been learned over and over starting Elementary school. Besides having material that is of interest, of course, some materials are not liked by students such as writing (grammar). In this skill, the teacher has difficulty teaching students. His suggestions and suggestions for researchers will have media that can be used to overcome this difficulty by utilizing existing technology and adjusting to the theory needed.

3) *Learning Outcomes*: Based on this interview, the teacher said that motivation has an impact on student learning outcomes, of course. In this subject, students complete a lot of reading skills but writing skills themselves are very difficult to complete. It takes several times to remedy.

4) *Product introduction*: Previously, the teacher had known and used learning videos taken from the internet. It is not uncommon for teachers to give films as learning media. But for video learning based on animation has never been used in the learning process. A little explanation was given regarding animation-based learning videos, he was interested in this media and he also recommended this media to discuss material related to writing skills.

B. Student motivation survey

Data on student motivation is based on the consideration of students' readiness in learning because one important aspect of learning is the aspect of motivation. The questionnaire distributed consisted of 20 sentence statements. This questionnaire is based on motivation theory according to Keller, through the Instructional Materials Motivation Survey (IMMS) questionnaire.

TABLE I. INSTRUCTIONAL MATERIALS MOTIVATION SURVEY

Aspects	Scores	SD
Attention	3.30	0.39
Relevance	3.76	0.51
Confidence	3.23	0.34
Satisfaction	3.11	0.55

Based on survey results it is known that the scores from all aspects did not reach the number four. In the survey results, the highest aspect is Relevance with a score of 3.76 and the lowest is satisfaction with a score of 3.11. Whereas the highest standard deviation is the relevance aspect which shows the diversity of students' answers with a score of 0.55.

C. Characteristics of English material

This survey aims to find out material that is considered difficult by students so that it can be taken into consideration in future research to determine what material is appropriate for animation-based instructional video media to be developed. This material is at grade X where 25 students took part in the survey.

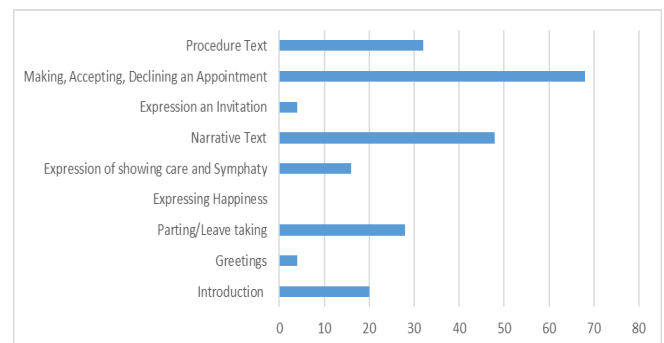


Fig. 1. Character of English material

In this survey, students are allowed to choose 2 materials that are considered difficult to understand. The data above shows that 2 materials that are difficult to understand are "Making, Accepting, and Declining an Appointment and Narrative Text". This is following what has been explained by the teacher that the material that is difficult for students to understand is concerned with writing skills. The two materials concerned are more dominant in their writing skills compared to other skills.

D. Assessment of English learning resources

In this survey, the assessment of learning resources in English aims to find out the perspective of students during the learning process of learning resources that have been used. This learning resource, in particular, is a learning package book.

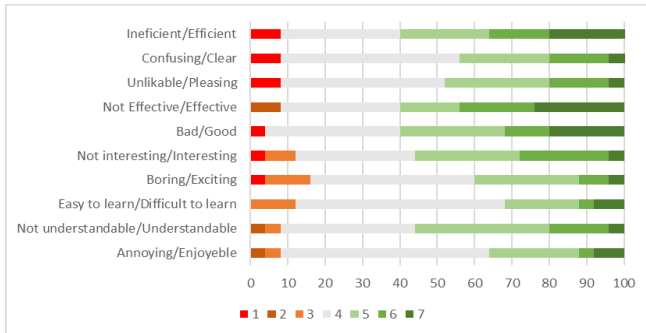


Fig. 2. Assessment of English learning resources

This survey uses seven scales in providing an assessment of the learning resources used in English. On a scale of one to three is the tendency of respondents to give a negative assessment of learning resources. On a scale of four shows, respondents gave a neutral or doubtful assessment. While the scale of five to six is a positive assessment of the learning resources used. Based on the data above shows more than 30% until 50% of students rate positively related to student learning resources used. More than 30% until 40% of students seem hesitant about their learning resources. Whereas for the rest about less than 10% assess negative attitudes towards learning resources used. In a positive attitude, shown in the good aspects of learning resources used. As for negative attitudes, it is indicated in aspects that are difficult to learn and cannot be understood.

E. Assessment of learning videos based on animation on English subject

This survey was conducted to determine students' responses to the existence of animation-based learning videos as a medium in the English learning process.

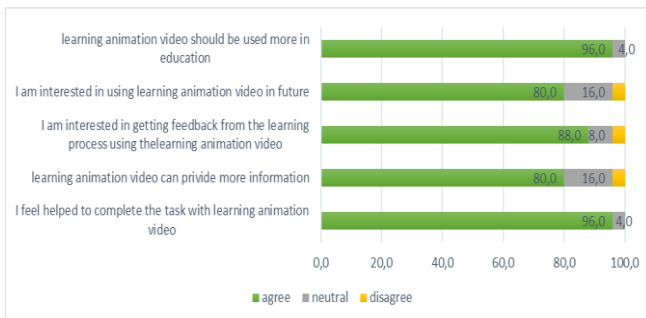


Fig. 3. Assessment of learning videos based on animation on learning animation

The data above shows that this animation-based learning video needs to be developed as a learning media with the highest score obtained, namely 96%. Besides, students also felt much helped by the existence of this learning video in completing their work as indicated by the same score which is 96% of the data that has been taken. That means instructional videos are very suitable and useful for students because the videos can convey settings, actions, and characters interestingly and can even describe complex problems that are also interconnected [12].

IV. DISCUSSION

Based on research that has been taken from observational data and interviews with teachers related to the ongoing learning process shows that:

- Students are less interested in English lessons. The cause of this is the lack of motivation to learn students. Besides, the method used is focused on the lecture, discussion and presentation methods.
- In motivating students, the teacher provides educational games using media that is in the classroom. However, some students remain unmotivated the material that is considered difficult for students and teachers also experience difficulties in its delivery. Even so there are also some materials that are not motivated, they will still feel happy in receiving the material.
- Learning motivation has an impact on student learning outcomes. In this subject, students expressed much completion in reading skills. Nevertheless, unfortunately, in writing skills, students have difficulty so that not much is completed. Even not uncommon, this requires several remedies.
- Previously, the teacher had heard and used video lessons that have been taken on the internet. However, for video learning based on animation, it has never been used in the learning process. When given a little explanation about the animation-based learning video, he was interested. He recommended this media to be developed by discussing material related to writing skills, as explained earlier that this skill many students have difficulty in the learning process.

In the survey data collected from the perspective of students related to student learning processes and introduction of student learning videos based on animation in English subjects as follows:

- Based on the consideration of students' readiness in learning, aspects of motivation become one of the essential aspects of learning. The questionnaire given has shown that of the four aspects (Attention, Relevance, Confidence, and Satisfaction) shows that the highest score is 3.76 in the Relevance aspect and the lowest score is 3.11 in the Satisfaction aspect. The diversity of students' answers shows that the standard deviation is 0.55 on the satisfaction aspect.
- In the characteristics of English language material, students are asked to choose two materials that are considered difficult so that they can be considered in determining what material is appropriate for animation-based instructional video media developed. Data shows that two materials that are difficult to understand are Making, Accepting, and Declining an Appointment and Narrative Text.
- Assessment of learning resources in English aims to determine the perspective of students towards the learning resources that have been used. The result is that 60% of students view positive, 20% of students are doubtful, and 20% of students' rate negatively on the learning resources used.

- Students' viewpoints on animation-based learning videos on English language learning obtained data that this media needs to be developed with the acquisition of a value of 96% in the aspects of animated-based learning videos should be developed in the world of education.

V. CONCLUSION

Based on the analysis of data obtained from the perspective of the teacher and students on the video-based learning animation for English subjects in SMA Negeri 9 Purworejo Class X MIPA I, it can be concluded that:

1) *From the teacher's point of view:* This animation-based instructional video media can be one of the things that motivate students to want to learn English, especially on material related to writing skills. Low motivation to learn also affects student learning outcomes. Where student learning motivation in the school is one of the problems faced so that media are needed besides those already used so far.

2) *For students:* This English subject is less interesting even though the assessment of learning resources themselves is well proven from the data that has been taken 60% of student data. However, 40% of the available data, some students considered that the learning resources lacked good standards such as difficulty in understanding and learning. So it becomes a material consideration for researchers how all students can facilitate learning well evenly. While the animation-based instructional video media that are offered get a good response, it can be seen from the data that has been taken with a score of 96% that this media needs to be held for the learning process and is expected to assist students in completing assignments that have been given with a value that reaches the completeness standard. Some of the material that was considered as the teacher had conveyed in the interview were writing skills by the results of the questionnaire that was taken. Students find it difficult to use Narrative Text and Making, Accepting, and Declining Appointment materials. In both materials, the focus is more on writing skills than on the other skills.

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