THE DEVELOPMENT OF VIRTUAL VIDEO ANIMATED BASED ON ENGLISH TEACHING MEDIA FOR THE EIGHTH STUDENTS AT JUNIOR HIGH SCHOOL FITRA ABDI PALEMBANG

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ABSTRACT

This research aims to develop virtual animated video-based teaching media to increase students' interest in learning and understanding in English teaching and learning activities in class VIII SMP Fitra Abdi Palembang. The method used in this research is research and development with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Trials using a questionnaire showed that this media was very interesting with a percentage of 91.9% according to the attractiveness criteria. The results of the pre-test and post-test conducted on 30 students showed significant improvement. In the pre-test, only 7 students achieved scores according to the criteria for completeness of learning outcomes. After learning using virtual animated videos, 28 students achieved scores above the criteria for learning completeness (70), while 2 students were still below these criteria. The overall class avera1ge increased to 79.3. It can be concluded that virtual English video animation media is effective and successful in improving student learning outcomes and their interest in the learning process.

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Keyword: Teaching Media, Interactive Multimedia, English Learning, ADDIE Model, Junior High School Education

1. INTRODUCTION

Technology is the concept of using a tool or ability that influences human life in various ways. Technology is the development of hardware and software that is based on knowledge as time goes by and is based on current user needs. With the development of technology, we used to do things manually (Taufik, 2022).

Learning and understanding English nowadays can not only be through books and dictionaries but also through searching on the internet (scientific works, journals, etc.), using applications e-books which can be accessed via cellphones and laptops., etc. By Integrating this technology, people can update and enrich the vocabulary they use. Thus, the role and development of technology helps students to develop English language skills in reading, using appropriate language, translating, and even developing language through writing and reading works in the media.

Virtual video animation is an example of current technological developments in electronic form which can combine audio and visual technology simultaneously. Virtual

animated videos are very commonly found in the general public. in anime form, it can be known as a virtual YouTuber which is a virtual animation in the form of an avatar that can be used and moved by the user. The use of video as a learning medium in today's online learning environment, many utilize YouTube facilities.

To developed students' reading skills, teachers should look for any suitable way to manage the teaching-learning process in the classroom. (Jaya, 2021). Learning media as a tool to help teachers in teaching activities (teaching aids). The teaching aids that were initially used were visual aids such as pictures, models, graphics, or other real objects. Something is called a role tool if its function is only as a tool, and is called learning media if it is an integral part of all learning activities, and there is a division of responsibility between the teacher and the learning media. These tools are intended to provide more concrete experiences and motivate and increase students' absorption and memory in learning. Learning media can be measured based on two aspects that indicate the effectiveness of implementing the instructional process, which include: empirical evidence regarding student learning outcomes and evidence that shows the magnitude of the media or program media's contribution to the success and effectiveness of the instructional process (Arsayd, Azhari. 2009: 170).

Reading is very important for students because by reading, students can gain some assistance, such as improving or increasing our knowledge as well as enhancing the level of vocabulary we have. Without reading we will have a hardship to understand something and our literacy will be left behind (Jaya, 2021). Reading can improve literacy. With this literacy, we will be better able to adapt to world developments and the times. Because, if lose literacy, it will be tough to compete in the world of work or survive in the current era.

The teaching media currently used does not seem to attract students' interest in learning. From researcher observation, researcher saw that most teachers used PowerPoint and books to convey learning theories. This makes students easily feel bored and sleepy while studying. Especially to improve students' reading skills. The next problem or obstacle that causes students' low understanding of English learning is the use of inappropriate models, strategies, and learning techniques. Teachers still use a more teacher-centered lecture approach. They teach only according to the steps in the textbook, and students never make direct observations of the real conditions around them. The fact showed that 21 out of 30 students are in a low level of reading comprehension, as seen from the student's repot in mid semester term that is inform by the teacher.

Based on the theory and problems that exist regarding students' difficulties in learning English in improving their reading skills, the researcher aims to develop a teaching media based on animated virtual videos to increase students' interest in learning and understanding teaching and learning activities. With the

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development of this teaching media, it is hoped that it can have a positive impact on student interest and improve student learning outcomes.

2. LITERATURE REVIEW

a. Concept of Teaching Media

Learning media are tools used to convey information contained in material with the aim of facilitating students' understanding of it. According to Kusuma (2018), learning media helps teachers convey material more easily and makes it easier for students to understand what is being taught (Husna, 2021). Learning media are all forms of physical equipment that are designed in a planned way to convey information and build interaction. The physical equipment in question includes original objects, printed materials, visuals, audio-visuals, multimedia and web (Yaumi, 2018).

b. The Purpose of Teaching Media

Quoting from the learning media book by Hamzah Pagarra, et al. Put forward three objectives in the use of media, namely ; 1) To Inform, In the learning context, the use of learning media aims to convey information in the form of learning materials, 2) To Motivate, The use of media is very helpful and motivating for students in interpreting learning according to the objectives of learning to be achieved. A variety of media used is expected to minimize boredom of the learning process, make it easier to absorb information so that

students will be motivated to follow the learning process and at the end is expected to be able to improve learning outcomes, 3) To learn In this case, learning media is one of the strategies for presenting an interesting "learning experience" fun even varied.

c. Benefit of Teaching Media

Sudjana and Rivai (2002:2), stated the benefits of teaching media in the student learning process, namely:

1. Learning attracted more students' attention which can foster motivation to learn. Goals, Functions & Benefits of Learning.
2. The meaning of the learning materials will be clearer so that can be better understood by students to enable them to master and achieve learning goals.
3. Teaching methods will be more varied, not just one verbal communication through the teacher's telling of words so that students don't get bored and teachers don't run out of energy, especially if the teacher teaches every hour lesson.
4. Students can do more learning activities because not only listening to the teacher's description but also the activities such as observing, demonstrating, exhibiting, etc.

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d.   Animation

Animation comes from the Latin word "anima" which means soul, life, and spirit. Characters include people, animals, and other real-life objects, represented in the form of 2D and 3D images.

Animation can be used to convey ideas, information, or messages used in various areas of life. Animation can be used to convey material to children as internal listeners or viewer education, in education animation can be used to convey material in a way activities so that children understand it. Video learning can provide messages that students can accept more evenly, explain a process, overcome the limitations of space and time, are more realistic, and can be repeated or stopped accordingly (R. E. Mayer,2020).

e. Live 3D APP

Live3D vTuber Maker is one of the best vTuber software for Twitch streamers. It boasts advanced facial tracking technology, which allows avatars to mimic the streamer's facial movements in real-time.

Additionally, users can choose from a diverse collection of 3D animated avatars to interact with their audience. Important to note, that Live3D vTuber Maker runs on Windows. Once launched, the screen displays the default avatar, a mini webcam panel, and a menu on the right. users can use menus to select and customize avatars and organize live-streaming workflows.

f. English Language Learning in Junior High Schools

According to Dewi (2017), the Ministry of National Education (2006) states that the objectives of learning English are (a) improving oral communication skills limited to carrying out actions that accompany language in elementary schools, (b) understanding how important English is. to increase the country's competitiveness in the international world. Based on the goals set by the Ministry of National Education, learning English in elementary schools has significant benefits for students' lives both now and in the future.

Because most junior high school students, especially eighth graders, do not know English, learning English in high school is only at an introductory level. There are four competencies required to learn English in secondary school: listening, speaking, reading, and writing. In this research, eighth grade students were taught English with material about "Narrative Texts" related to their daily lives.

Research Methode

This research is educational development research (educational research and development) which aims to develop animation in the form of educational learning resources with virtual animation in English subjects in senior high schools. Educational development research includes the

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development process, product validation, and product testing. Through development research, researcher strive to develop a product that is effective for use in learning.

The product produced in this research is a virtual animated video in the form of a virtual youtuber as a middle school English learning resource. Many development models can be used, one of which is the ADDIE development model developed to design learning systems (Endang, 2013: 200).very easy and methodical.

a. Analysis

The analysis stage of collected information that used as material for making products, in this case, the resulting product is used as an educational animation learning resource. This information collection took the form of needs analysis, hardware analysis, and software needed to make the product.

b. Design

The design stage is carried out to make it easier for the researcher to design the animation that will be built. The design stage includes data collection criteria, flowcharts, and storyboards.

c. Development

Application development is the stage of realizing what has been created in the design stage to become a product. The final result of this stage is a product that will be tested.

d. Implementation

This stage can be carried out if the results of the expert test meet the good criteria. The implementation stage is a trial stage with users, namely English teachers as learning practitioners, and eighth grade students in small group trials, namely 6 people. Teachers and students are given instruments that have been prepared at the previous stage.

If at the testing stage by the English teacher and eighth grade students in small groups, the product receives a response that is suitable for use and can motivate student learning, then the next stage is to implement the product with eighth grade students in large groups, namely 30 people. Comments and suggestions from users, both teachers and students This stage is considered for product revisions so that the product is even better.

e. Evaluation

Evaluation is the final stage in the development model ADDIE. In the evaluation stage, an analysis of the quality of the video animation is carried out in terms of the suitability of the animation to the material being taught. Apart from that, an analysis of the practicality of teaching media was also carried out based on teacher and student responses to the use of animation in the learning process.

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Temporary analysis of the effectiveness of animation based on the results of students' problem-solving ability tests on problems in improving reading ability. At this stage, the final revision of the animation being developed is also carried out. This aims to ensure that the animation developed can be used more widely.

3. RESEARCH AND DEVELOPMENT RESULTS

To test the level of feasibility and success of virtual English video animation media, the researcher conducted an assessment by giving a questionnaire to 30 eighth-grade students. The results of the animation virtual media trial were in the form of data from a response questionnaire from eighth grade students at Junior High School Fitra Abdi Palembang to determine the level of media interest.

$$percentage\ of\ media\ interest\ =$$

$$\frac{acquisition\ score}{maximum\ score}x\ 100\%$$

$$\frac{1931}{2100}\ x\ 100\% = 91{,}9\%$$

After conducting trial data using a questionnaire, the results were obtained that this media was generally said to be very interesting with a percentage of 91.9% according to the attractiveness criteria. Apart from the media attractiveness test, there are also evaluation questions given to students that aim to determine the effectiveness of the media.

No	Name	Score Pre-test	No	Name	Score Post-test
1	AA	60	1	AA	85
2	AR	60	2	AR	75
3	AT	60	3	AT	85
4	CR	60	4	CR	65
5	CH	65	5	CH	90
6	DF	50	6	DF	80
7	DH	65	7	DH	90
8	DG	65	8	DG	85
9	FA	70	9	FA	75
10	HS	70	10	HS	85
11	IM	75	11	IM	85
12	KL	60	12	KL	80
13	MM	60	13	MM	65
14	MIA	75	14	MIA	80
15	MF	55	15	MF	80
16	NP	65	16	NP	75
17	NR	60	17	NR	75
18	PP	65	18	PP	75
19	PR	60	19	PR	80
20	RM	70	20	RM	80
21	RR	60	21	RR	85
22	RS	70	22	RS	85
23	SG	70	23	SG	85
24	SH	70	24	SH	80
25	TU	70	25	TU	75
26	TR	70	26	TR	75

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27	TW	70	27	TW	75
28	WA	65	28	WA	70
29	WS	70	29	WS	85
30	YA	55	30	YA	85
	Total	1940		Total	2390
	Mean	64,4		Mean	79,3

The analysis of media effectiveness on learning outcomes is measured by increasing pre-test and post-test results with the formula:

O1=

$$\frac{the\ students\ reaching\ the\ criteria\ for\ student\ learning\ completeness}{total\ students} x\ 100\%$$

$O1 = \frac{11}{30} x100$

$O1 = 33\%$

O2=

$$\frac{the\ students\ reaching\ the\ criteria\ for\ student\ learning\ completeness}{total\ students} x\ 100\%$$

$O1 = \frac{28}{30} x100$

$O1 = 84\%$

Increased learning outcomes = O2 - O1

$$= 84 - 33$$

$$= 51\%$$

From the results of the pre-test and post-test given to 30 students, in the pre-test, there were only 7 students who got grades according to the criteria for completeness of learning outcomes. After being given treatment in the form of learning using virtual video animation, the results submitted by eighth grade students at Fitra Abdi Middle School in Palembang showed quite satisfactory results. A total of 28 students obtained scores above the learning

completeness criteria (70) and 2 students were still below the learning completeness criteria. The overall class average obtained for student evaluation results was 79.3. From these results, it can be concluded that virtual English video animation media is effective and successful in learning.

To determine the valid material for the product developed by the researcher, it was determined by a material expert validator, namely Mrs. AN,S.Pd. The level of validity can be determined based on the questionnaire results data that has been provided.

$$Eligibility\ percentage = \frac{acquisition\ score}{maximum\ score} x\ 100\%$$

$$\frac{63}{75} x\ 100\% = 84\%$$

Based on the overall accumulated value, material validation results obtained a media eligibility percentage of 84%. So, it has qualifications that are very valid or suitable to be applied in the learning process after going through a revision process according to the targets of the validator.

Validation of virtual video animation development media experts was carried out by one of the English media lecturers at PGRI University in Palembang, namely Etty Pratiwi, M.Pd.

$$Eligibility\ percentage = \frac{acquisition\ score}{maximum\ score} x\ 100\%$$

$$\frac{74}{85} x\ 100\% = 87,1\%$$

Based on the overall accumulated value, the material validation results obtained a media suitability percentage of 87.1%. So

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having a very valid qualification or worthy of being applied in the learning process after going through a revision process according to the validator's target.

4.   CONCLUSION

This research aims to develop learning media in the form of Virtual Video Animated as English learning media for eighth grade students at Junior High School Fitra Abdi Palembang. The development method used the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. Based on the research results, the following conclusions can be drawn:

a.   Media Development: Animated Virtual Video Media was successfully developed according to student needs and the applicable curriculum. This media is designed to increase students' interest in learning and understanding of English material.

b.   Student Acceptance: Based on the trial results, the most of students showed a positive response to the use of this media in learning. They show higher interest and active involvement during the learning process.

c.   Improved Learning: The use of Virtual Video Animated media can improve students' understanding of the English material being taught. Evaluation results show significant improvements in vocabulary mastery, listening ability, and text comprehension

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