



THE DEVELOPMENT OF ANIMATION VIDEOS FOR TEACHING ENGLISH INTEGRATED SKILLS FOR YOUNG LEARNERS

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Abstract

As a foreign language, English is very good to be taught from an early age because an early age is a golden age where children can understand learning material faster. However, teaching English to young learners is not easy. They are easily bored, and also easily distracted. Thus, teachers are required to provide fun and interesting learning activities. Therefore, researchers developed media in the form of animation videos to assist teachers in conveying learning to students as well as attracting their attention. This media does not only refer to vocabulary but also listening, reading, speaking, and writing. This research was Research and Development with ADDIE design (analysis, design, development, implementation, evaluation). The data in this study were collected by observation, distributing questionnaires, and interview. The instruments used in collecting data were questionnaires and tests. After doing research, it was proven that by applying animation video media, the students' language proficiency was increased. In conclusion, teachers are advised to apply animation videos in teaching English for young learners so that the teaching and learning process becomes effective and fun.

Keywords: Animation videos, English for young learners, integrated skills

Introduction

English is a language that is widely studied by Indonesian people as a foreign language. In Indonesia, English is still referred to as a foreign language, not a first or second language. The great need for English has caused many informal institutions to be established and grow rapidly. Formal education began to change its curriculum through international classes. Mastery of English is a very important skill in today's information and communication era. This determines how we can interact globally. These foreign language skills are needed to master science, have broad associations, and have a good career. This makes people from all walks of life motivated to master English (Yunus, 2019).

Learning English is very good starting at an early age. If the child is an adult, the child will face many obstacles in pronouncing English and memorizing vocabulary. Therefore, it will be difficult for an adult to learn English. Young Learners is commonly referred to as the "golden age", where children are more sensitive and can receive language education. The



National Education System Law no. 20 of 2003 explains that early childhood education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education.

According to Suratno (2020), there are several main reasons why English is good to learn from an early age. The first is the critical period (the golden age of language education). At an early age, a child who studies a second language is believed to be able to master better pronunciation skills than adults. Moreover, someone who starts studying a second language at an early age has a greater chance to reach the level of expertise in using the second language with an accent that is close to native speakers. The second is the development of pragmatic and conversational skills. At the age of two years, children can share reactions when participating in simple discussions. Children can use language to increase their imagination and express feelings such as thirst, hunger, anger, and so on. As they reach the age of three, children can participate in longer conversations. They also began to be able to improve the social aspects of relationships. At this stage, pragmatic skills and participation skills in a conversation context have begun to grow so this is the right time to start teaching English as a second language to children. The third is the fact that English is a global language. English is currently used by many people in various parts of the world, both mother tongue and second language. Thus, English has become a global language that allows people from various parts of the world to speak and learn. From this interaction and communication, various human activities such as trade, scientific development, political cooperation, and various other activities emerged. Children have become part of global citizens who must understand a global language. Therefore, English language education from an early age is very crucial considering that the ability of a language is a skill, not just knowledge.

Generally, when the material is only presented by the teacher using the lecturing method, it will be difficult to be understood, and the students will get bored quickly. Therefore, it is necessary to use interesting learning media. The word media comes from the Latin *medius* which means middle, intermediary, or introduction. Media is briefly defined as materials and tools in the learning system. The broader meaning of media is all system components and learning resources to achieve learning objectives. There are several definitions according to the experts (Miftah, 2013). According to Hamidjojo, what is meant by media are all forms of intermediaries used by people to spread ideas, so that the idea reaches the recipient. McLuhan gives a limitation in essence that the media is a means called a channel because in essence the media has expanded and extended the human ability to feel, hear and see within a certain distance and time limit, now with the help of the media these limits are almost non-existent. Blacks and Horalsen argue, media are a communication channel or medium used to carry or convey a message, whereas the medium is the path or tool by which a message travels between communicators to communicants.

Psychologically, learning media helps children's psychological development in terms of learning. It is said that according to Supriyono (2018) psychologically teaching aids in the form of learning media greatly facilitate students in terms of learning because the media can make abstract things more concrete (real).

Animation videos in the world of education act as interesting learning media. Animation video is a form of moving visual that can be used to explain the material that is difficult to convey conventionally (Sunandar, 2019). Animation videos are often called animations, which means moving images that come from a collection of various objects that are

specially arranged so that they move according to a predetermined path at every count of time. The objects in question are pictures of humans, written text, pictures of animals, pictures of plants, buildings, and sounds in them. Video animation is also a show which is the result of processing hand images so that they become moving images.

In the research conducted by Aminah (2019), it is stated that animated videos can develop early childhood vocabulary. This is because of the characteristics of video technology that can present moving images to students, in addition to the accompanying sound. So, children feel like they are in the same place as the program that is showing the video. However, in this study students only focused on listening. Therefore, this research tried to not only develop students' vocabulary, but also students' reading, writing, and speaking skills, or it is called integrated skill.

Integrated skill is a perspective that looks at the four English skills, namely listening, speaking, reading, writing. In learning English, it is hoped that it can increase students' knowledge and skills in using language in communication that link 4 language skills, namely listening, speaking, reading, and writing. Integrated skills are a perspective that views the four language skills as a unit and cannot be separated. With this approach, language learning will be more effective and maximal in terms of acquisition and more communicative (Brown, 2020).



Figure 1 Integrated Skills Scheme

From the explanation above, to consider the importance of learning English in an integrated method and the benefits of animation videos as a medium for young learners, this research needs to be carried out to make it easier for students and teachers in learning and teaching activities. This research aimed at developing a learning media in the form of animation video to facilitate English integrated learning.

Theoretical Framework

Young Learners

Young learners are a term that is used to refer to children from their first year of formal schooling (usually somewhere between 5-7 years old) to when they are 11-12 years old (Pustaka, 2021). Young learners are naturally very active. Yet, they have an attention span, they easily get bored and easily forget (Kurnia, 2017). The teacher cannot force children to stay quietly in front of the screen for a long time (Setyaningrum, Setiawan, Anam, &



Retnaningdyah, 2020). They should learn by playing (Alrasid, 2015). Thus, young learners' teachers must be creative in designing fun and interesting learning activities.

English Integrated Skills

Mastering English means mastering all the macro skills of language namely speaking, reading, listening, and writing. The integrated language skill approach integrates all aspects of those macro skills (Usman & Anwar, 2021). According to Afnan (Alaye, 2019), the integrated language teaching approach is a vital technique for effective language learning. This technique refers to including two or more two language skills in a lesson/ task. Integrating the four skills emphasizes the focus on realistic language and may develop learners' communicative competence in English (Alaye, 2019).

This approach has been applied in various countries, such as the United States, Australia, Malaysia, and Indonesia. In Indonesia, this learning approach has different education levels, from the kindergarten to the university level. The concept of integrated language skills in the learning process is meaningful learning. Humans always integrate learning skills in daily life. Therefore, reading, writing, listening, and speaking are in conjunction with each other during the learning process and should be applied as an integration in daily interaction (Usman & Anwar, 2021).

Animation Video

For the integrated skills model to be easy to apply in learning, the researchers created animation video media to help young learners improve their skills. Animation video is not something new. It can be defined as a media combining moving pictures, texts, and graphics integrated with sound and voice (Satyawan, 2018). Some research on the use of animation video showed that animation video is an effective medium to improve young learners' vocabulary mastery as well as their learning motivation (Laksmi, Yasa, & Mirayani, 2021; Sartika, Siregar, Tobing, & Fitri, 2021; Syarifudin & Muhammad, 2018). Animation video is interesting, fun, and imaginative so it can attract children's attention (Sartika et al., 2021). The nature of animation video which combines visual, audio, and text enable the children to comprehend the new words easier (Mubarak, Sundari, & Wahjuningsih, 2013).

Method

The method used in this research was the R&D (Research and Development) method. The R&D method is a research method that will produce innovative works that are very useful for the Institute. As discussed by Zuriyani (2021), it is stated that there are several definitions of R & D research methods. First, R & D research is a type of research that functions to produce something new and is continued by testing it. Second, Research R & D is a type of research that makes or develops new products using certain steps. Third, R & D research is a research method that produces an item and then its effectiveness is tested.

One of the teaching materials development designs that are often used is the ADDIE Model through 5 stages: Analysis, Design, Development, Implementation, and Evaluation. First, analyze the feasibility of teaching materials and analyze development requirements. Second, determine the learning approach, compile an animated video framework, and compile an assessment sheet. Third, develop animation videos according to the chosen learning approach. Fourth, pilot animation videos, conduct tests and distribute response questionnaires. Fifth, conduct analysis and repair of errors that occur during learning.

This research was conducted on May-October 2021. The respondents of this research were material experts, media experts, young learners' teacher, and users. Users means the parents of children chosen as the subjects of this research. The subjects of this research were 5 children chosen randomly with inclusion their school grade and permission from their parents. Data for this research was collected through observation, distributing questionnaires, and interviews. Thus, the instruments were questionnaires and tests. Questionnaires were given to material experts, media experts, young learners' teachers, and users. All respondents filled the informed consent before participating in this research. Then, they were asked to fill out a google form by providing an answer in the form of a value. Meanwhile, the tests were given to young learners in the form of pre-test and post-test. Students were given a pretest before they were introduced to animation videos. After the students were introduced to the animated video, the researcher held a post-test so that the researcher knew the progress of the students.

Findings and Discussion

Findings

In this research, the researcher used the ADDIE Model through 5 stages. Namely, Analysis, Design, Development, Implementation, and Evaluation. The following is an explanation of the results of research using the ADDIE model.

Analysis

Before the research was conducted, the researchers made observations to find out the problems faced by children in learning English. The results of observations are classified into several categories based on the problem. The most common problem faced by children is vocabulary. However, in addition to the lack of vocabulary, children also still need to learn to listen, observe, and also write English vocabulary. Thus, the researcher chose 5 children who had these problems to be research subjects. Before the treatment was given, the researcher asked permission and approval from the parents because they would cooperate during the study. Researchers provide learning media in the form of animated videos.

Design

The learning media used is animated video. This learning is made as attractive as possible so that children are enthusiastic about learning English. Media is made through 2 applications, namely Zepeto and Kinemaster. First, the researcher uses the Zepeto application to form 3D animated characters and sounds in the video. Then, the researcher used the KineMaster application to arrange the video sequence, background, text, and layout.

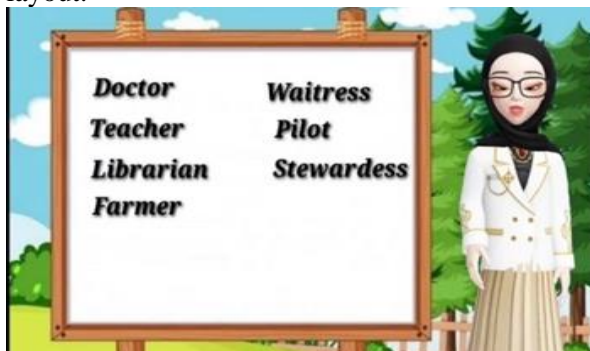




Figure 2 The Screenshot of Animation Video Scene

Development

The following are the results of the questionnaire that have been distributed to experts and their input.

Table 1 The Summary of Experts' Feedback

Expert	Average score	Grade	Suggestion
Media Expert	84	Very good	-
Material Expert	82	Very good	Keep up the good work! But still need some revisions: 1) Be consistent (the translation must be in Indonesian e.g., teacher - guru, doctor - doctor), 2) Be careful when writing (avoid mistyping) e.g., where they are? - where are they? quiet or quiet? 3) Pronounce the words correctly e.g., teaches, quiet, or quiet? 4) Give pictures of a workplace or the people working in that place esp. when asking "who works in?" then followed by the writing.

Implementation

The research was conducted from November to December 2021. Following is the timeline of the research. The research implementation begins with a pre-test. The children were given a sheet of paper with pictures of some of the vocabulary of the work. Then the children watched the animated video with the researcher repeatedly 3 times in 3 meetings. The children were very interested in the moving images in the animated video. Therefore, they quickly understand the vocabulary in the animation video. After three days of learning vocabulary through animated videos, the children were given a post-test. The results of the pre-test and post-test were compared to determine the effectiveness of animated videos in improving children's vocabulary, writing, reading, listening, and speaking mastery.

Based on the result of pre-test and post-test, it was obtained data as described in the following table.

Tabel 2 The Result of Pre-test and Post Test

No.	Pre-Test	Post-Test	Description
1	5	7	Increase
2	2	4	Increase
3	3	5	Increase
4	4	5	Increase
5	3	5	Increase

Evaluation

The following are the results of the questionnaire that have been distributed to young learners' experts and users/parents and their input.

Table 4. The Summary of Experts' Feedback



Respondents	Average score	Grade	Suggestion
Young learners' expert	97.6	Very good	-
User/parents	81.8	Very good	The suggestion is that animated videos are added in PAUD learning so that children are more interested in learning

Discussion

Based on the results of the study, it can be concluded that the results of children's vocabulary, reading, listening, speaking, and writing skills have increased by using animation video learning media. The increase in value can be seen from the average pretest reaching 3.4 and an increase in the post-test being 5.2.

On the increase in children's grades, animation videos have several benefits, according to Sudjana, et al (1990: 96) in the research by Maretsya (2013) namely: (1) submission of subject matter can be uniform, (2) the learning process becomes clearer and more interesting, (3) the learning process becomes more interactive, (4) efficiency in time and energy, (5) improving the quality of student learning outcomes, (6) media allows the learning process to be done anywhere and anytime, (7) the media can foster a positive attitude of students towards the material and the learning process, (8) changing the teacher's role in a more positive and productive direction.

Interesting learning media helps a lot in attracting children's attention and motivating them to learn. Some research proved that the use of animation video improved the students' learning motivation (Laksmi et al., 2021; Mubarak, Sundari, & Wahjuningsih, 2013; Sartika et al., 2021; Syarifudin & Muhammad, 2018). In choosing learning media, several things must be considered such as the learning objectives, the characteristics of the students, the facilities provided, and the types of the materials themselves. The animation video was chosen because the target was children. Commonly children like imaginative, and colourful things with cheerful music. The nature of animation video which combines visual, audio, and text enable the children to comprehend the new words easier (Mubarak et al., 2013).

Moreover, the animation videos developed in this research integrate all language skills. Integrating the four skills emphasized the focus on realistic language and may develop learners' communicative competence in English (Alaye, 2019). With this approach, language learning will be more effective and maximal in terms of acquisition and more communicative (Brown, 2020).

Conclusion

In conclusion, animation videos developed in this research are effective to improve young learners' English proficiency. Moreover, they can attract the children's attention and motivate them to study English. These videos can be used to teach English in early childhood education or kindergarten school for both online and offline activities. These videos integrate all language skills at once, so that it can cover listening, speaking, reading, and writing activities. The teachers are suggested to apply animation video in teaching



English for young learners so that the teaching and learning process becomes effective and fun.

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