

DEVELOPING ANIMATED DUBBING VIDEOS AS LEARNING MEDIA IN ENGLISH SPEAKING AT THE TENTH-GRADE STUDENTS OF SMA PANGUDI LUHUR

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ABSTRACT

This study aims to develop a learning video in the form of animated dubbing videos and to determine the validity and feasibility of learning videos in building English-speaking skills in class X students at SMA Pangudi Luhur. The development method used is Research and Development (R&D) with the ADDIE model (Analysis, Design, Development, Implementation, and evaluation). After the animated video dubbing was developed, a validity test was carried out by 1 media expert and 1 material expert, and a practicality test was carried out by 1 educator to test the feasibility of using animated video dubbing. The results showed that animated video dubbing was valid and appropriate for use in learning, with the validity percentage of media experts at 88.25% (very valid) and material experts at 96.50% (very valid). The results of the data analysis using SPSS indicate that animated dubbed videos are effective in improving students' speaking abilities. This is demonstrated by a significant improvement between students' pre-test and post-test scores. Animated video dubbing can improve students' English-speaking skills. Students show interest and active participation in the use of animated video dubbing, as measured by student response questionnaires. The results of the student response questionnaire obtained a score of 65.80%, which showed students were interested and enthusiastic about the animated video dubbing used. Positive student responses to animated video dubbing indicate that this learning media can be an effective tool for enhancing narrative text learning in the classroom.

Keywords : Animated dubbing videos, speaking, narrative text.

INTRODUCTION

The goal of learning English is to increase student's proficiency in using the language appropriately and effectively in both oral and written communication. The four components of English proficiency : writing comprehension, reading comprehension, listening comprehension, and speaking comprehension must be mastered by anybody learning the language Arena (2013).

The Latin word "anima," which signifies soul, life, and spirit, is where the term "animation" originates. To create the appearance of movement in animated videos, a sequence of still pictures is recorded and then played again Buchari & Lantang (2015). Characters might be humans, animals, or actual items, while others are shown as 2D and 3D graphics. Images may include text, objects, colours, and special effects, among other types of items. The concept of animation is to create the illusion of movement using flashes or by presenting a succession of pictures that change gradually but quickly.

On the other hand, the media that aids in learning is not only limited to textbooks but may also take the form of audio, video, audio-video, or other learning-supporting media. Everything that may be utilized to transfer a message from the message sender to the message receiver is considered a learning medium. The teacher must be well-versed in learning media, including: Media as a communication tool for streamlining the teaching and learning process, the role of the media in achieving educational goals, the mechanics of learning, the connections between teaching strategies and educational media, the value or benefit of media learning in education, the selection and use of media education, and various types of media.

When media is used in the teaching and learning process, instructional media may inspire students to develop new interests and wants, increase their drive to study, and even have psychological repercussions on them Arsyad (2016).

English is the language that people use the most to communicate. In the age of globalization and technology, it is essential for people to speak and write well in English Saifudin & Mubarak (2020). If someone wants to speak with people from other countries, they must learn English since it is an international language. In reality, English is no longer a foreign language for some Indonesians and is now utilized as a second language. Because it is so widely used as a global language of communication, English has to be mastered. The researcher draws the conclusion that teaching is a process of controlling and structuring the environment around pupils so that it can support & encourage students to carry out the teaching and learning process. This conclusion is based on the many viewpoints stated above. English proficiency at school is promoted by quality textbooks, needs-based instruction, and a variety of other factors Suhartono, Makrifah, & Widiarini (2020).

Simply put, dubbing refers to the shifting of sound. Cartoons, foreign plays, telenovelas, and other media are examples of dubbing in Indonesian videos. The dubbing process is often

performed to change the language used in the film's dialogue to one that the audience that sees it may more readily understand. Dubbing is a technique used to alter the sound so that it resembles the characters' actual lip motions as closely as possible. Nevertheless, not all dubbing efforts are flawless; this is often due to a substantial variation in language or pronunciation.

The researcher in this instance gathered some information via surveys and interviews with instructors and students at SMA Pangudi Luhur. Students are often asked to put into practice what they see and hear in class while learning English (repeating the words or sentences that the teacher says). The lack of student participation in teaching and learning activities is this method's shortcoming. In the meantime, it would be preferable if students were given a stronger role in their education in order to enhance their speaking abilities. One of them is the difficulty students have speaking English. Lack of vocabulary and a lack of self-assurance while speaking in front of a group of people are further barriers to students speaking English well.

An animated videos that is displayed without audio is known as a dubbing animation. It is a teaching tool that uses narration or conversation, with the narration being narrated by the student

s in place of voice actors. students practice being dubbers so that, since they are more confident, it may teach them to communicate using proper English. The animated film utilized in this study was made utilizing a variety of programs, including Pinterest and CapCut, to explain the content related to the narrative text. It can be concluded that the media, particularly the media in developing speaking skills, is required to solve the issues mentioned above. Media development may be utilized as a substitute to address issues given the significance of learning media as an information mediator. Due to this, animated dubbed video content was selected as the learning tool for English language proficiency.

METHODOLOGY

This study used research and development techniques. Research and development is a research technique used to create certain items and evaluate their efficacy. In this study, the researcher uses the ADDIE approach to create animated dubbing films for educational media Santuri et al (2022).

The ultimate goal of this research methodology is to create a product that can provide efficacy in learning through the use of video as a learning medium. Videos made with Pinterest and CapCut, which are all programs that let you load instructions or tutorials to help you learn, have information about narrative text. Development research is characterized as systematic investigation for the purpose of formulating, creating, and assessing policies, procedures, and educational results that must satisfy internal standards for internal consistency and effectiveness. The validator created the instructional material in order to evaluate its reliability and potency when used. In this study, the researcher makes use of the ADDIE research paradigm, which outlines in detail how to conduct research from the first step to the last stage, which is the creation of usable learning material.

- 1) Analysis, at this stage researcher, takes several steps, namely starting by

- a. Determining the material to be selected and at the same time analyzing the class syllabus in which the material is taught.
 - b. Conducting a structured interview with educators who teach the material about learning outcomes students, then evaluate and conclude the problem for followed up.
 - c. Give a questionnaire for students to analysis of its characteristics, and learning needs, as well do questions on material that is deemed difficult and necessary to be used as development material.
- 2) Design, at this point, the researcher creates the learning materials in such a way that they may pique students' interests in learning by modifying the materials that have been chosen.
 - 3) Development, the researcher must first compile all of our demands, which will serve as development material, before starting to produce learning media in accordance with a preset design. The next step once the creation of the media is complete is to have it validated by an expert and get an evaluation.
 - 4) Implementation, The development outcomes are now being evaluated for attractiveness and learning efficacy. The purpose of this trial was to learn what students thought of the media that was shown. A sample class would be used to test the trial.

Research on the development of animated dubbing video was carried out for 4 months. This research was conducted at SMA Pangudi Luhur Sukaraja. The subjects in this study were those who validated the animated videos dubbing. The subjects of this study included material experts, two teaching material experts who are validators are lecturers who have a minimum masters degree in English and have broad and high experience in English Teaching. Media experts, there are at least two media experts who have an undergraduate degree (S2) from lecturers and have experience and expertise in the design and development of instructional media. And practicality test experts, Respondents were class X students at SMA Pangudi Luhur Sukaraja, consisting of 30 Respondents.

In this research, the instruments used were validation instruments and questionnaires on student responses to animated video dubbing. And technique for analysis the data in this research, the researcher using qualitative descriptive data analysis and quantitative descriptive data analysis.

The data used in the validity analysis is related to the validation questionnaire of the integration experts of media, and teaching materials. The percentage of validation values is the data analysis technique used in this study. The score of the review by experts will be calculated as the average score of each aspect assessed, and the score obtained will be a percentage of the total Arikunto (2015).

$$\text{Eligibility percentage} = \frac{\text{roverall average}}{\text{the highest scoring score}} \times 100\% \dots \dots (1)$$

The percentage results are then converted into a statement to determine the validity and feasibility of the interactive e-module. The product evaluation criteria can be seen in the following table:

No	Percentage (%)	Assessment criteria
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1	0% - 25%	Invalid
2	26% - 50%	Valid Enough
3	51% - 75%	Valid
4	76% - 100%	Very Valid

The data used in the analysis of student responses is response questionnaire data. The percentage value was calculated as the data analysis technique in this study. The score of the review results is calculated by the average score of each aspect assessed; the score obtained will be expressed as a percentage later with the following equation:

$$\text{Eligibility percentage} = \frac{\text{roverall average}}{\text{the highest scoring score}} \times 100\% \dots \dots (3)$$

The percentage results are then converted into statements to determine students' responses to animated video dubbing. Product assessment criteria can be seen in the following table:

No	Percentage (%)	Assessment criteria
1	0% - 25%	Poor
2	26% - 50%	Enough
3	51% - 75%	Good
4	76% - 100%	Very Good

FINDINGS AND DISCUSSIONS

To conduct a successful thesis titled "Development Animated Dubbing Videos as Learning Media in English Speaking at The Tenth-Grade Students of SMA Pangudi Luhur," a thorough analysis of the requirements is crucial. The analysis identifies several key needs that must be addressed to ensure the effectiveness and suitability of animated dubbing videos as a learning media. This stage is media planning, which consists of preparing video designs, materials, exercises, collecting image data, making backgrounds, and preparing background music and voice overs.

This video design was created by the author via CapCut. In addition, material is collected from various sources, such as books and e-books, which are made in the form of documents. In addition, the exercises available in the video are made by Writer, come from the sources of the books used. The pictures and background used in the video was downloaded from <https://id.pinterest.com/>. The background music used in the video is downloaded from <https://id.travelagu.com/download/background-learning-education>. While the voice actor in the video is a colleague of the author who is used to being the voice actor in the video.

In this stage it starts with preparing the materials that will be used to make learning animation videos such as:

- a. A smartphone that has the CapCut Application installed
- b. CapCut application
- c. Microphone/headset

After all the materials are ready, the next step is to produce learning media in the form of animated videos.

At this stage, production was started based on the script of the finished learning animation video media. Production begins with recording the audio for the video dubbing. This recording uses the CapCut Application. So that the audio quality is clearer, researcher use earphones. The researcher recorded the audio separately for each scene. The next stage is to input the background, animated cartoon characters and props. the next step is to animate the selected image following the flow of the script. After all the scenes are ready, then add audio that has been recorded and adapted to the animation that was arranged before.

The next step is to add a voice actor for the audio, also add a backsound song that describes the atmosphere in the video. Then the backsound and narration sound are arranged in such a way that it's pleasant to hear. And finally, all scenes are checked again and harmonized with the narration so that it becomes a complete learning animation video.

A. Material Expert Validation Results

After producing a product in the form of a learning video, prior to implementation it is first validated by experts. The finished product is tested on material experts so that researchers know whether there are errors in the material or content contained in the animated video media product. Validation of material experts was carried out on May 23, 2023 by Mr. Yohanes Yuda Firmantara, S.Pd as an English subject teacher at Pangudi Luhur High School. Descriptive presentation of the results of material expert validation which shown through the questionnaire method with a questionnaire instrument that can be seen. Quantitative data validation results by material experts which presented in the following Table:

No	Rated aspect	Score	Max Score	Results	Information
Material Aspect					
1	The suitability of the material with the 2013 curriculum	4	4	100	Very Valid
2	Factual concept determination	3	4	75	Valid
3	Suitability of the material with KD	3	4	75	Valid
4	Compatibility of the material with the indicator	3	4	75	Valid
5	The suitability of the material with the learning objectives	4	4	100	Very Valid
6	The material is in accordance with the development of students	4	4	100	Very Valid

No	Rated aspect	Score	Max Score	Results	Information
7	The scope of material is clear	4	4	100	Very Valid
Aspect Average		3,57	4	89	Very Valid
Question Aspect					
8	Questions according to KD	4	4	100	Very Valid
9	Questions according to indicators	4	4	100	Very Valid
10	Questions according to learning objectives	4	4	100	Very Valid
11	Questions according to the development of students	4	4	100	Very Valid
12	The suitability of the questions with the material	4	4	100	Very Valid
Aspect Average		4	4	100	Very Valid
Language Aspect					
13	The language used is in accordance with the rules	4	4	100	Very Valid
14	The language used is easy to understand	4	4	100	Very Valid
15	The sentences used are easy to understand	4	4	100	Very Valid
Aspect Average		4	4	100	Very Valid

$$\begin{aligned}
 \text{Percentage} &= \frac{\text{Average of all aspects}}{\text{Highest scoring score}} \times 100\% \\
 &= \frac{3,86}{4} \times 100\% \\
 &= 96,5 \% \text{ (Very Valid)}
 \end{aligned}$$

Based on the results of the material validation, the media went through the material validation stage and obtained a value of 96.5%, which means it is very valid, and animated videos are feasible to be implemented for students.

B. Media Expert Validation Results

The product development submitted to media experts is in the form of animated videos. Media expert validation was carried out on May 26, 2023 by Mr. Muhammad Iqbal Mustofa, M. Kom as a lecturer who is an expert in the field of learning media. Quantitative data from media

expert validation results will be shown through the questionnaire method with the questionnaire instrument which can be seen in the Table below:

No	Rated aspect	Score	Max Score	Results (&)	Information
Media Aspect					
1	Interesting learning video display	3	4	75	Valid
2	Growing student interest in learning	4	4	100	Very Valid
3	The suitability of choosing the size and shape of the letters	3	4	75	Valid
4	Accuracy of music or song accompaniment of learning videos.	4	4	100	Very Valid
5	Readability of text on video.	3	4	75	Valid
6	Text layout on video	2	4	50	Invalid
7	Image quality on video.	4	4	100	Very Valid
8	Sound quality on videos.	4	4	100	Very Valid
9	Appropriate use of animation with content	4	4	100	Very Valid
10	Suitability of media duration	3	4	75	Valid
11	Ease of access to media	4	4	100	Very Valid
12	It can be developed and used in the future	4	4	100	Very Valid
13	Can be accessed anytime and anywhere	4	4	100	Very Valid
Aspect Average		3,53	4	88,25	Very Valid

$$\begin{aligned}
 \text{Percentage} &= \frac{\text{Average of all aspects}}{\text{Highest scoring score}} \times 100\% \\
 &= \frac{3,53}{4} \times 100\% \\
 &= 88,25 \% \text{ (Very Valid)}
 \end{aligned}$$

Based on the results of the material validation, the media goes through the validation stage and obtains a value of 88.25% which means it is very valid.

C. Effectiveness Analysis

The effectiveness testing in this research is employed to test the following hypothesis:

Ho: The application of animation video dubbing is not effective for students' speaking ability. Ho: $\mu_1 > \mu_2$ (not effective)

Ha: The application of animation video dubbing is effective for students' speaking ability. Ha: $\mu_1 \leq \mu_2$ (effective)

The effectiveness of animation video dubbing was statistically tested using SPSS version 21 through the *Paired Sample Test*, using the menu *Analyze > Compare Means > Paired Sample Test*. From this t-test analysis, the difference in the average sample values in the experimental class between the pre-test and post-test scores will be determined. The following is the output of the *Paired Sample Test* for students' speaking ability in testing the effectiveness of animation video dubbing.

Based on the data from the test results of student responses to learning media in the form of animated video dubbing, student responses got good grades. This is because in the student response test process carried out in the learning process with 30 class X SMA Pangudi Luhur respondents, the percentage obtained was 65.8%. These results are consistent with the theory which states that in media development the characteristics of users must be considered in media development.

Based on the description of the product, respondents agreed that the media for video dubbing animation on narrative text material is interesting, can increase students' curiosity, and is easy to operate. The use of media that we develop must be in accordance with the interests and needs of the students themselves Sanjaya (2014). If referring to this statement, this media can be said to be in accordance with the interests and needs of students because according to students this media is interesting, can increase students' curiosity and is easy to operate.

CONCLUSION

Based on the data in the previous chapter, the authors conclude as follows:

1. The development of this media is designed using the ADDIE model. The results of this development are learning media in the form of animated videos. The stages in the development of instructional media in the form of animated video dubbing start from first analyzing potentials and problems, collecting data and subject matter, designing media products, developing, testing, revising, validating, implementing in schools and then evaluating them. Learning media in the form of video dubbing animation has been successfully developed as a learning medium for class X high school English subject in speaking material on the subject of narrative text.
2. The results of the data analysis using SPSS indicate that animated dubbed videos are effective in improving students' speaking abilities. This is demonstrated by a significant improvement between students' pre-test and post-test scores.

3. The results of the analysis show that the student's response to the animated dubbing video is very positive. Student response data showed that as much as 65.8% of students gave good responses to animated video dubbing. This shows that animated video dubbing has great potential in increasing student engagement and facilitating their understanding of narrative text material.

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