Developing Audio-Visual Media by Using Animaker for Teaching Speaking to Fourth-Grade Students of SDS Islam Ash-Sholihah Medan

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ABSTRACT

The researcher has found a problem that speaking skills learning is not optimal because of inappropriate media that are used in online learning. Therefore, most students do not have the ability to speak or respond to the oral question directly even, it is just a greeting. The study's methodology is grounded in R&D efforts in the field of education. In their model, Gall et al. (2003) The study's findings utilized to build or design new items in certain methods. Then they were rigorously field-tested, assessed, and refined until they met the required requirements of efficacy, quality, or a comparable level. The way to make AVM suitable for this, is by the process of collecting data to gain student needs. By the process of collecting data in terms of students' necessities, lacks, and wants, the researcher knows how to build a material as a content of this AVM. The way how Animaker develop the AVM is Animaker have an advantage to support AVM become interesting and suitable. By the diversity of template, background, transition, and character, Animaker has succeed to support and develop AVM to interpret what the students' need. In fact, this AVM gained score 89% which indicated "excellent"

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INTRODUCTION

One of the problems in AVM is monotonous or unattractive animation. It is usually caused by the video maker is not creative or the video maker application has limited transition effect and animation movement. In the other case, there is a video that only contains a text and sound of the speaker with a long duration. Monotonous videos will make those in class are bored. and unmotivated in learning the English language, especially in elementary school students.

Young learners (elementary school students) have an unique character. Based on Harmer (2009) For the most part, young students benefit more from direct experience than they do from being told about something. They get bored very quickly, usually within 5-10 minutes. In addition, pupils tend to be more interested in the material and concrete things that around them. Therefore, using AVM that contains only text with a long duration is the wrong way.

The purpose of interactive AVM is to get students to respond orally and gain speaking improvement. Interactive AVM based on Chee and Wong (2003:119-131) text, graphics, static visual displays, dynamic visual displays, transitional effects, use of colour, layout, audio music, narration, and sound effects are all examples of things to think about before creating visuals for a presentation. In line with that, according to Margono (2010:11) one of the functions of video as AVM is a more engaging way to learn.

Interactive AVM will gain students' responses orally and drill students' speaking skills. Thornbury (2005: 20) argued that conversing is an unplanned, situation-dependent action in which we convey our ideas to interact with others in the here-and-now. To communicate with others through words, as Fulcher (2003: 23) puts it that happens all the time and is ingrained in our routines. When people communicate verbally, they use words to have meaningful conversations and share their thoughts, feelings, and perspectives with others. Through conversation, they also disseminate knowledge to others.

Based on the researcher's observation at SDS Islam Ash-Sholihah, the researcher has found a problem that speaking skills learning is not optimal because of inappropriate media that are used in online learning. Therefore, most students do not have the ability to speak or respond to the oral question directly even it is just a greeting, for example, "How are you?" or "How do you do". Whereas, based on the indicator of the syllabus in a fourth-grade, they need to practice a dialogue about the theme which as "My dream", "The Beauty of My Country", "My Place of Rest", etc.

To overcome this problem, the researcher decided to make a teaching and learning process enjoyable and funny with interaction AVM to attract and interest students in learning the English language. The researcher tried to develop AVM by using Animaker in learning speaking skills. The reason why the researcher using Animaker is because of the simplicity and ease of use of this video maker, you can obtain a simple but high-quality product in just a few minutes, Timeline keyframes for individual objects are supported, collaborative editing is possible, creation can be sped up with the help of provided lessons, and special packages

are available for businesses. Besides the way using Animaker is easy, Animaker also offers a diversity of characters, backgrounds, and templates. It is important to build a video that makes students interested well.

METHOD

This research conducted based on educational research and development (R&D). This model is proposed by Gall et al. (2003:569):

"Educational R&D is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field tested, evaluated and refined until they need specified criteria of effectiveness, quality or similar standars."

In actual practise, this type of research necessitated a significant role for evaluation. After testing various refining methods, the most effective one was finally identified. This paradigm holds much promise for enhancing education, according to Gall et al. (2003), who noted the intimate relationship between systematic assessment programmes and programme improvement. This research would be conducted in the classroom in order to develop and implement useful tools for meeting the requirements of all students.

DATA ANALYSIS

The first stage in performing this research was gathering data and assessing it. The data was acquired through the distribution of questionnaires to students in order to assess student needs. Before constructing an acceptable interactive AVM, the researcher conducted a need analysis.

On September 25th, 2022, a need analysis was completed utilizing a questionnaire, and it was distributed to 32 students even only 23 student answer can be process. The questionnaire has 14 questions covering student needs.

1. Students Needs

Students needs is learners' required action in the context where their requirements were outlined using the terms "necessities", "deficiencies", and "desires". The next section contains in-depth information about the target's requirements.

a) Necessities

The detailed of the results in student's necessities is because of learning English is easier using video media (78.26%) and learning process will be fun if teacher using an interesting teaching media (100%). The student's main goal of language study in English is communication. with English language (86.96%) and to pass the exam (95.65%).

b) Lacks

Based on the need analysis, most of students had lack in learning speaking because of not interesting (65.22%), lack of vocabulary (47.83%), and have difficulty in mastering English speaking ability (52.17%). Furthermore, by those reasons, it affected students in confidence (60.87%) and mastering material (60.88%) when practicing English conversation.

c) Want

Based on the data, from learning and the AVM in learning speaking skills, the students like practicing dialogue (86.95%), using animal (69.56%) and child (86.96%) characters, moving animation (100%), and background music (60.87%).

2. Developing The Media

Following the needs research and analysis of the data, the next stage was to develop the AVM that reflected students' needs. The researchers identified textbook used by the teacher in teaching speaking in the class. Needs research was essential to construct the Interactive

AVM, appropriate for core and essential competencies. In this study, Animaker was used as a place in developing Audio-Visual Media or AVM for the students.

Animaker is reliable application designed to build an animation video. It's a web-based animation studio with tools for making and editing videos. It's web-based video animation software. Using the program's provided templates and drag-and-drop functionality, users of varying degrees of experience can generate high-quality animated presentations.

Media could be customized to the teacher's preferences based on the target need. It was such a unique media for the students because the video animation was accompanied by a diversity characters, customable audio, and several transition effect that served as either a support for the material that students need. After the product has been successfully developed, the next step is to conduct a media feasibility test via product validation. After the first production run, the product is put through a process of validation. There are two distinct kinds of validation: Validation by media experts and content experts.

Before conducting validation, the product first conducts research instruments by expert lecturers. Validation questionnaire sheets were given to a teacher as a material expert and a lecturer as a validator.

The media that developed was validated by validators. The validation outcomes were follows:

1) The Appropriateness of the Content

The average score of five statements by the two validators based on the "The Appropriateness of the Content" was 86%. Therefore, the assessment with the criteria was excellent. The first aspect identified whether the learning media was met the standards that used in explaining the speaking skills, which means the content of media was appropriate to use in the classroom.

2) The Appropriateness of the Language

The average media aspect validation score of six statements that given by the validator for the "The Appropriateness of the Language" aspect was 88.33%, thus the criteria were excellent. This process was used to identify the relevance of instructional media to speaking skill. Overall, the components were categorized as useable by the validator.

3) The Appropriateness of the Presentation

The average score of five statements by the two validators based on the "The Appropriate of the Presentation" was 90%. Therefore, the assessment with these criteria was excellent. This AVM is suitable to use in the classroom.

4) The Appropriateness of the Layout

The average score of five statements "The Appropriateness of the Lay out" given by the validator was 91.65%. Thus, the assessment of this indicators was excellent. The lay out dimension used to identify whether the learning media was met the relevance of the design, including its visualization and quality. Another component identified is the arrangement of fonts and material design whether it is suitable for students or not. Overall, the constituent components were categorized as very feasible by the validator.

As the average score of the validation from the validators. They validated the media based on the four aspects. The media gained 89% score of average. Thus, the assessment was very eligible. In general, based on the validation score given by the validators, the media was appropriate to be used by the 23 students of SDS Islam Ash-Sholihah Medan.

FINDING AND DISCUSSION

The purpose of interactive AVM is to get students to respond orally and gain speaking improvement. Based on the work of Chee and Wong (2003:119-131), an interactive AVM can be used to ensure that all aspects of a presentation's visuals (including but not limited to

text, graphics, static visual displays, dynamic visual displays, transitional effects, use of colour, layout, audio music, narration, and sound effects) are optimised for the viewer's experience. In line with that the appropriateness of lay out dimension in AVM was gained score 91.67%.

According to Margono (2010:11), one of the functions of video as AVM is Making learning more interesting. Viewing videos of people speaking English is only one example of how visual aids can be included into the teaching and learning process. In comparison to the teacher's description of listening and writing, that activity is far more engaging. In conclusion, interactive AVM made interactive learning process too particularly in learning speaking English. Related with this expert' quotation, the appropriateness of presentation in AVM was gained score 90%.

Based on Mouton (2011), the primary advantage of using video clips for language learning is the potential for more focus on the structure of the target language. Video clips need to be presented multiple times to focus on various features, including form, because it is challenging to focus on form while listening for understanding. Therefore, these recordings ought to be relatively short or divided up into relatively little chunks of a few minutes each. There are several factors that contribute to successful language learning and instruction, including these. Furthermore, the appropriateness of language aspects score in this AVM is 88.33%.

Interactive AVM will gain students' responses orally, it makes students' speaking skills will be trained. Thornbury (2005: 20), speaking was defined as an action that occurs in real time and allows us to communicate with people through the spontaneous and unplanned exchange of thoughts. According to Fulcher (2003: 23), speaking is the verbal use of language and the ability to communicate with others. Based on this expert quotation, the appropriateness of content in this AVM was 86%.

In the process of developing AVM, researcher should present a video that interest and motivate students to study especially for EYL students. Based on Harmer (2009) Young learners gain more from hands-on activities, demonstrations, and role playing than they do from lectures. Their attention span is only 5-10 minutes, therefore they quickly lose interest. Furthermore, children are extremely connected to their surroundings and are more engaged in the actual and concrete.

In line with that, researcher added students' wants (beside necessary and lacks) in AVM. By this way, researcher knows what kind of AVM that student interest with. Hutchinson and Water (1987), stated the meaning of the wants refers to the students' personal perspective on the target requirements. Students stated their willingness to learn more about speaking skills while they are interest in learning.

Overall, AVM was developed and gained 89% average score by experts. The score indicates that the developed AVM entitled "Developing Audio-Visual Media by Using Animaker for Teaching Speaking at Fourth Grade Students of SDS Islam Ash-Sholihah Medan" was considered "Excellent" with the predicate.

CONCLUSION

This research used the R&D method to develop AVM for teaching speaking. After conducting the research, the researcher is need to answer the problem that How AVM developed by using Animaker for teaching speaking at fourth grade students in SDS Islam Ash-Sholihah Medan. The researcher would like to conclude the whole results into some points to answer the problems of the study.

This AVM suitable for teaching speaking at fourth-grade students. The way to make AVM suitable for this, is by the process of collecting data to gain student needs. By the

process of collecting data relative to students' necessities, lacks, and wants. The researcher knows how to build a material as a content of this AVM and Animaker can develop the AVM because of Animaker have an advantage to support AVM become interesting and suitable. By the diversity of template, background, transition, and character, Animaker has succeed to support and develop AVM to interpret what the students' need. In fact, this AVM gained score 89% which indicated "excellent" with the predicate.

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