

DEVELOPING ANIMATED VIDEO FOR LEARNING VOCABULARY: JOBS AND WORK

Devi Febrianti¹, Indah Tri Purwanti², Rumiri Rotua Aruan³

devi.febrianti1189@student.unri.ac.id, indah.tri@lecturer.unri.ac.id, rumiri.aruan@lecturer.unri.ac.id

Phone Number: +6281917064753

*English Language Education Study Program
Department of Language and Arts
Faculty of Teacher Training and Education
Universitas Riau*

Abstract: *This research aims to develop an animated learning video focused on vocabulary for jobs and work. The subjects of this study were first-year students majoring in English education at Riau University, totaling 38 students. The researchers applied Research and Development (R&D) by applying the ADDIE model. The instruments used were students need analysis questionnaires, validation sheets from media experts, material experts, and teaching experts, and student response questionnaires. The results showed that the average results of the experts' assessment for animated videos trades and professions material were 89.7% which was classified as 'highly valid', for animated videos with material collocation of words connected with work was 92.9% which was classified as 'highly valid', and for animated videos with material preparing for a job interview was 89.7% which was classified as 'highly valid', then from the results of student response questionnaires obtained a percentage score of 86.80% categorized as 'feasible' for video animations trades and professions material, a percentage score of 86.22% categorized as 'feasible' for video animation collocation of words connected with work material and 86.98% categorized as 'feasible' for video animations with material preparing for job interview. These results confirm that the animated videos are both valid and feasible to be used as vocabulary learning media for English language education students. Additionally, the study highlights that animated video media enhances student engagement and aids comprehension, suggesting a positive impact on vocabulary learning.*

Key Words: *Development, Animated Video, Jobs and Work, Vocabulary.*

PENGEMBANGAN VIDEO ANIMASI UNTUK PEMBELAJARAN KOSAKATA: PEKERJAAN DAN TUGAS

Devi Febrianti¹, Indah Tri Purwanti², Rumiri Rotua Aruan³

devi.febrianti1189@student.unri.ac.id, indah.tri@lecturer.unri.ac.id, rumiri.aruan@lecturer.unri.ac.id

Phone Number: +6281917064753

Program Studi Pendidikan Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini bertujuan untuk mengembangkan video pembelajaran animasi yang berfokus pada kosakata untuk pekerjaan dan tugas. Subjek penelitian ini adalah mahasiswa tahun pertama jurusan pendidikan bahasa Inggris di Universitas Riau yang berjumlah 38 orang. Penelitian ini menggunakan metode Research and Development (R&D) dengan menerapkan model ADDIE. Instrumen yang digunakan adalah kuesioner analisis kebutuhan mahasiswa, lembar validasi dari ahli media, ahli materi, dan ahli pembelajaran, serta kuesioner respon mahasiswa. Hasil penelitian menunjukkan bahwa rata-rata hasil penilaian para ahli untuk video animasi materi perdagangan dan profesi adalah 89,7% yang tergolong 'sangat valid', untuk video animasi dengan materi kolokasi kata – kata yang berhubungan dengan kerja adalah 92,9% yang tergolong 'sangat valid', dan untuk video animasi dengan materi persiapan wawancara kerja adalah 89,7% yang tergolong 'sangat valid', kemudian dari hasil angket respon siswa diperoleh persentase skor 86,80% yang dikategorikan 'layak' untuk video animasi materi perdagangan dan profesi, persentase skor 86,22% yang dikategorikan 'layak' untuk video animasi materi kolokasi kata-kata yang berhubungan dengan kerja dan persentase skor 86,98% yang dikategorikan 'layak' untuk video animasi materi persiapan wawancara kerja. Hasil penelitian ini menegaskan bahwa video animasi tersebut valid dan layak untuk digunakan sebagai media pembelajaran kosakata untuk siswa pendidikan bahasa Inggris. Selain itu, penelitian ini menyoroti bahwa media video animasi meningkatkan keterlibatan siswa dan membantu pemahaman, menunjukkan dampak positif pada pembelajaran kosakata.

Kata Kunci: Pengembangan, Video Animasi, Pekerjaan dan Tugas, Kosakata.

INTRODUCTION

Technology advancements have driven major changes in various aspects of life. One aspect that is experiencing change is the world of education, where the educational paradigm has experienced a significant shift due to rapid developments in technology. Technology allows data and information to be displayed and transferred at high speed, so that knowledge can be accessed quickly by its users (Wibawanto, 2017). To improve educational aspects, teachers are also expected to be able to make learning interesting and innovative so that it can make it easier for students to learn optimally, both in classroom learning and in independent learning. One way to achieve this is by using the media (Tullah et al., 2022). According to Lautfer (1999, as cited in Tafonao, 2018), learning media is one of the teaching aids teachers use to convey teaching materials, increase student creativity, and increase student attention during the learning process. By using media, students will be more motivated to learn and encouraged to write, speak, and imagine with more stimulation.

According to Riduwan (2007, as cited in latifah & lazulva, 2020), essentially, the use of learning media can support success in achieving educational goals, because the media can accelerate students' understanding, create a special attraction so that learning motivation will increase, and form active students in the learning process. Animated video media is one of the alternatives that teachers can choose to develop learning media to support the teaching and learning process. Animated video media is a tool for delivering or messages in the form of a collection of dynamically moving images that can be seen and heard (Hapsari & Zulherman, 2021). In learning English, learners acquire the four skills which are listening, speaking, reading, and writing (Darancik, 2018). According to Megawati (2016) language component consists of 3, namely grammar, vocabulary, and pronunciation. One important basic aspect of learning English is vocabulary. Vocabulary is fundamental to language and serves as the foundation for language learning. By understanding foreign words, students will comprehend the meanings of those words (Heidari et al., 2012, as cited in Bakti 2018)

Furthermore, after conducting an interview with an English lecturer in the English Language Education Department at the University of Riau, it was found that when teaching vocabulary, they solely use conventional books in PDF format and show them in front of the class using an in-focus. To teach vocabulary, lectures do not employ interactive learning media or animated videos. The implementation of learning without media that is less interesting in the learning process will make students experience boredom in learning (Damayanti et al., 2020). If students have experienced boredom, they will prefer to do various things that they consider more enjoyable and entertaining, such as chatting with their friends or being engrossed in their own imagination. If this is allowed without any anticipation and improvement efforts in the learning process, it is feared that students will only follow the learning process but in reality, they do not actually experience the learning process (Pribadi, 2009)

One way that can be used is to develop a learning media, namely by utilizing information and communication technology in the field of education. (Rahmawan & Sukarmin, 2013). Therefore, the researcher collaborated with English vocabulary lecturers at the University of Riau to develop an animated video of jobs and work. The aim is to assist lecturers in developing vocabulary learning materials that make classroom learning more enjoyable, can help to provide a more engaging and visual way for students, and can

increase students' motivation to learn vocabulary. Maya and Saragih (2021) stated that animated videos can help cultivate effective learning habits in the classroom when used as a learning medium. Yawiloeng (2020) added that EFL students prefer to learn vocabulary through videos with interesting and relevant text and images, as well as an appropriate audio volume. Many previous studies have examined the impact of animated video on the teaching and learning process and found many benefits. Referring to the aforesaid previous studies, the researchers feel that the development of animated videos is necessary to develop to learn vocabulary. Therefore, this research, entitled "Developing Animated Video for Learning Vocabulary: Jobs and Work"

METHODOLOGY

The research method used is research and development (R&D). Meanwhile, the model utilized is the ADDIE development design model which comprises five stages including analysis, design, development, implementation, and evaluation (Branch, 2009). However, the ADDIE model is only carried out until the Development step. Developing procedure of animated video for learning vocabulary at the English Department University of Riau. consist of three step, such as: analysis, design and development.

1) Analysis

The analysis phase is the fundamental step in the ADDIE model. At this stage the problem has been identified, the analysis process carried out by researchers is to gather information in the form of needs analysis, software analysis, syllabus, RPS, and topic. The main goal in this stage is to determine objectives, study student needs, identify contextual factors that affect activities such as learning environment, social, and physical, available time and search for available sources.

2) Design

After the data of need analysis has been collected, the subsequent stage involves designing an animated video of jobs and work for learning vocabulary at English Department University of Riau, the researcher conducts several activities, such as determining the topic to include in the video, creating a storyboard, preparing the narration, and designing the animation elements such as collect and select animation elements, collect design objects such as relevant images.

3) Development

The development stage is a step that aims to generate a research product. In this research, the development stage is the production stage of animated video-based learning media. To create learning media, this research used a combination of inshot, capcut, canva, and software applications such as powtoon. After the product has been developed, the product have been assessed by media expert, material expert and teaching expert. Then the product is tested on students.

FINDINGS AND DISCUSSION

Results of Analysis Stage

Based on the findings gathered from observations and interviews, there are some issues that have been identified. One issue is that students tend to be bored when learning activities. Students desire innovative approaches in the learning process. Notably, in the vocabulary class has not yet incorporated animated videos, as depicted in Figure 1. This finding is supported by responses from 38 students from the 2023–2024 academic year at the University of Riau, English Department, who completed the questionnaire.

Figure 1. Media Used in Vocabulary Class

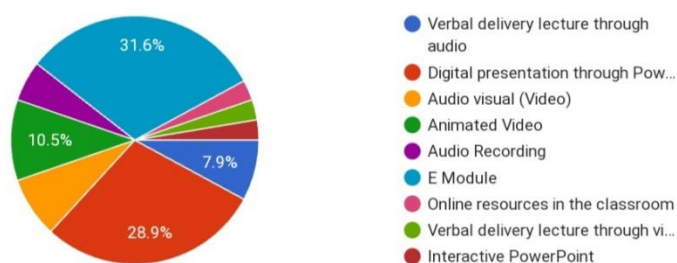


Figure 1 reveals that most students chose E-Module (31,6%) and digital presentation through PowerPoint (28,9%) as the media used by lecturers in vocabulary classes. Four students claimed that animated videos had been used, but during the interview it was discovered that they had filled in the questionnaire question incorrectly. The students were also asked to choose the media that they believe can improve vocabulary learning. Students' responses regarding media that is/are necessary to be developed displayed on figure 2 presented below.

Figure 2. Media that is/are necessary to be developed

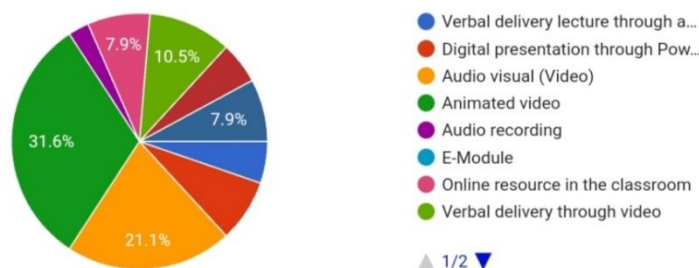


Figure 2 indicates that the majority of surveyed students expressed a preference for visually-oriented learning materials. Animated video (31,6%), audio visual (video) (21.1%), and verbal delivery through video (10.5%) were deemed necessary for enhancing their comprehension of the subject matter. However, only one student (2.6%) selected audio recording to improve their understanding. The image provided highlights the level of interest among students for using animated videos as a learning media

Development of the Animated Video

The next step was developing the product. The materials developed, namely "Trades and Professions," learning video animations were made using PowToon.

a) Opening / Greeting

The video begins with a friendly greeting and an introduction to the material that will be discussed. The opening slide is designed with attractive visuals and dynamic elements to capture the attention of the students.



Picture 1. Main Page

b) Learning Objectives

One of the main characteristics of high-quality learning materials is the clear presentation of learning objectives. The image below depicts a teacher explaining learning objectives which have been taken from the subject syllabus.



Picture 2. Learning Objective

c) Content

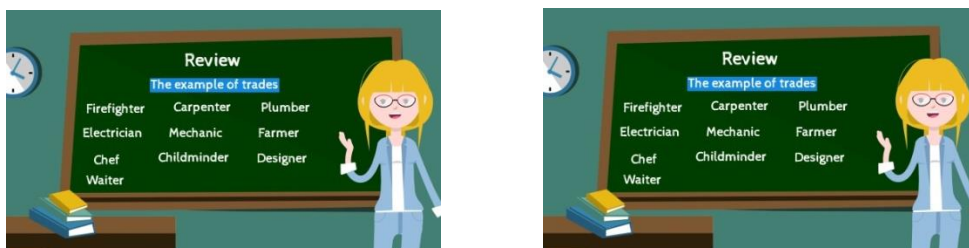
In this section, the video explains the main topics to be covered in detail. In addition, each vocabulary word is accompanied by an example in a complete sentence, which helps students see the context in which the vocabulary word is practically used.



Picture 3. Content

d) Review

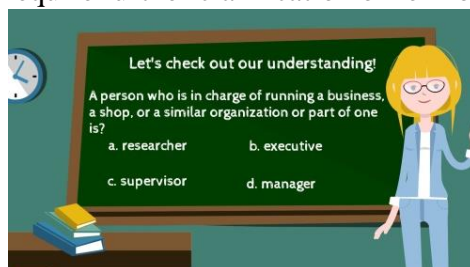
The video provides a review or recap of the covered material in the learning source. The purpose of the review is to ensure that the students have learnt effectively and retained the information presented in the learning material.



Picture 4. Review

e) Exercise

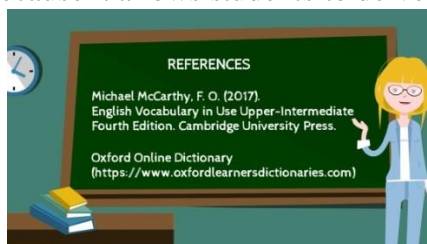
End-of-learning exercises like this are very important for solidifying students' understanding of the material that has just been presented, allowing the teacher to identify areas that may require further clarification or reinforcement.



Picture 5. Exercise

f) Closing

This section serves to reinforce the provided information by directing students to additional sources or materials to read and explore further. The inclusion of references is important because it allows students to delve deeper into the topic.



Picture 6. Closing

Validation Product

The result of the animated videos by the media expert showed that animated videos were attractive in all aspects such as visual aspects, audio aspects, typography aspects and media programming. It also show that animated videos have developed in the decent and good category. The feedback provided focused on the accuracy of lighting, indicating that although the media was appropriate, there may still be room for further improvement on the source and direction of light in the videos. Overall, The media aspect of the animated videos was rated 'Moderately Valid' (3.63) for material Trades and Professions

The validation results of the animated videos by the material expert showed that the animated videos were attractive in all indicators such as relevant, innovative, and effective in supporting student learning. Furthermore, the animated videos are

notably effective in helping students, especially with vocabulary acquisition, by visualizing the correct usage and context of words, phrases, and sentences in English. Overall, the material aspect of the material trades and professions was rated ‘Highly Valid’ with a mean score of 5.

The validation results of the animated videos by the teaching expert showed that the assessment includes various indicators on the animation video, such as The content, presentation, and effectiveness of the animated videos are very good in helping students understand the material. The feedback provided focused on the presentation of language and visual quality, indicating that although the quality was appropriate, there may still be room for further improvement on the presentation of language and visual quality. Overall, the teaching aspect of the animated video was rated ‘Highly Valid’ (4.83) for material Trades and Professions

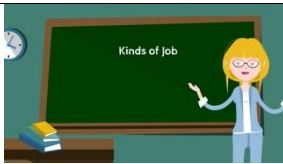
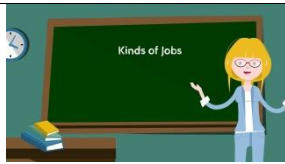

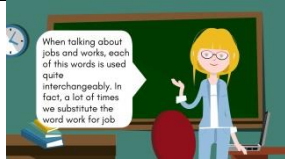
Table 1. Results of Validation by Experts (Trades and Professions)

No.	Validator	Total Score	Category
1.	Media Expert	3.63	Moderately Valid
2.	Material Expert	5	Highly Valid
3.	Teaching Expert	4.83	Highly Valid
Mean		4.48	Highly Valid

Based on the calculation data in Table 1, it is known that overall mean score obtained from the product validation results is 4.48 with a percentage 89.7 %. From the acquisition of these scores, the developed animated video of trades and professions is categorized as Highly Valid.

This stage was a revision based on the suggestions and comments received from teaching experts. The suggestions and comments from these teaching experts were subsequently used as the subject of revision studies. The following is an explanation of the results of this revision.

Table 2. Teaching experts’ revision

No	Revision	Before	After
1.	Time: 1:40 : Kinds of Job (in this context, the researcher explains two kinds of jobs, therefore the word 'job' needs to add -s became jobs. the correct one is kinds of jobs).		
2.	Time: 0:31 : When talking about jobs and work (in this sentence the word 'work' needs to add -s as a parallel noun with the word jobs. So, the sentence became : When talking about jobs and work).		

User trials were response to video animations that have been validated and revised by media experts, material experts, and teaching experts. This testing was conducted on a vocabulary class consisting of 38 students majoring in English Studies at the Faculty of Teacher Training and Education, Riau University. Below are the results of the user trials:

Table 3. The analysis of users' evaluation (Trades and Professions)

No.	Assessed Aspect	Score Obtained	Maximum Score	Feasibility Percentage
1.	Visual Aspect	163	190	85.8%
2.	Attractiveness	657	760	86.5%
3.	Audio Aspect	325	380	85.6%
4.	Typography	319	380	83.4%
5.	Usefulness	880	950	92.7%
Average				86.80%

Table 3 show that usefulness in the animated video got highest feasibility with a percentage of 92.7%. Meanwhile, typography of the animated video got lowest feasibility with a percentage of 83.4%. Overall, it can be seen that the average value of all animated video components got a grand mean score of 86.80% (Feasible), which means that the animated video is feasible to be use as a learning media.

Discussion

The researcher get some findings based on the data results. The first finding is the feasibility of animated videos through validation by media expert. The assessment covers various aspects of animated videos, such as visual aspects, audio aspects, typography aspects and media programming. Media experts gave a score of 3.63 (72.3%) on the first video, "Trades and Professions," which indicates that the animated videos are 'Moderately Valid' which means the animated videos are 'Feasible' for use. The aspects that scored 4 indicate that the animated video is of excellent quality in terms of image size, clarity, speed of movement, rhythm and clarity of sound, typography choice and text size. all elements contribute to a positive learning experience, facilitate better understanding and increase student engagement. The feedback provided focused on the accuracy of lighting, indicating that although the media was appropriate, there may still be room for further improvement on the source and direction of light in the videos.

The second finding is the feasibility of animated videos through validation by material expert. The assessment includes various indicators on the animation video, such as relevant, innovative, and effective in supporting student learning. The animated videos on trades and professions, received a score 5 (100%) from the material expert. This indicates that the animated videos in this study were deemed 'Highly Valid', the results demonstrate that the animated videos are 'Very Feasible' for use. The consistently high average score (5) across each indicator reflects that the animated videos effectively develop vocabulary concepts based on the reference material, employ appropriate terms, and assist students in comprehending lessons in a creative and immersive manner. Comments from the material expert focused on the alignment of the content with the learning objectives, highlighting that the material is highly engaging for students learning English. Furthermore, the animated videos are notably effective in helping students, especially with vocabulary acquisition, by visualizing the correct usage and context of words, phrases, and sentences in English.

The third finding is the feasibility of animated videos through validation by teaching expert. The assessment includes various indicators on the animation video, such as The content, presentation, and effectiveness of the animated videos are very good in helping students understand the material. The teaching expert gave a score of 4.83 (97%) on the

video, “Trades and Professions,” This indicates that the animated videos in this study were deemed 'Highly Valid'. The results demonstrate that the animated videos are 'Very Feasible' for use. High scores on several indicators such as video content is very relevant to the syllabus, helps student retention, reinforces learning concepts, and provides in-depth explanations. The language used is appropriate and easy to understand, this further confirms that these animated videos as learning tools are feasible to use. The feedback provided focused on the presentation of language and visual quality, indicating that although the quality was appropriate, there may still be room for further improvement on the presentation of language and visual quality.

The last finding is the feasibility of animated videos through validation by students response. The assessment covers various aspects of animated videos, such as visual aspects, the attractiveness, audio aspects, typography aspects and the usefulness. For the video “Trades and Professions” reached a score of 86.80%, The validation results show that the animated videos are ‘Very Feasible’ to be used as learning media. High scores in aspects such as usefulness, attractiveness, and typography indicate that users find this animated video highly appealing, making the learning process more enjoyable and less boring. This video is very useful in helping students understand the vocabulary being taught, both for self-study and as a supplement to classroom material. The choice of font type and text size is appropriate for making the presented information easy to understand. Feedback provided focuses on audio aspects: despite receiving good scores, there are still some elements, such as variation in intonation or clarity of voice, that may have room for further improvement.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of this research and development, it can be concluded that, this research and development produces a product in the form of an animated videos with the topic of jobs and work for vocabulary learning in first semester students. This research employed the ADDIE development model, which consists of the following stages: Analysis, Design, Development, Implementation, and Evaluation. However, this study was only conducted up to the Development stage. For implementation and evaluation, further research is needed. The topics in the animation video consist of three materials: trades and professions, collocation of words connected with work, and preparing for job interview. The animated videos also provides practice exercises at the end of each session to help students measure their understanding and serve as evaluation materials. The design of the developed video animation has been adapted to the needs of the students' learning. The evaluation by media expert, material expert and teaching expert has shown that all aspects of the video have met the standards of good quality. These results indicate that the developed video animation is 'Very feasible' for use as a learning media. Furthermore, this video can also function as an alternative media for learning that can motivate students to actively engage in learning. In addition, this video animation can also be used by students as a self-directed learning media.

Recommendation

1. The animation video that has been developed should be utilized as a tool to facilitate vocabulary learning.

2. Given significant benefits that have been demonstrated through this research and product development, it is suggested that teachers consider expanding the scope of this animation video or applying it to other subject areas in the future.
3. The animation video developed during this research was produced in a limited quantity, specifically for the purpose of fulfilling a thesis requirement.

BIBLIOGRAPHY

Ahdan, S., Putri, A. R., & Sucipto, A. (2020). Aplikasi m-learning sebagai media pembelajaran conversation pada homey english. *Sistemasi*, 9(3), 493

Bakti, K. N. (2018). Vocabulary learning strategies used by junior high school students. *Indonesian Journal of English Language Studies*, 3(2), 1-16.

Damayanti, A., Suradika, A., & Asmas, T. B. (2020). Strategi mengurangi kejenuhan anak dalam pembelajaran jarak jauh (PJJ) melalui aplikasi ICANDO pada siswa kelas I SDN pondok pinang 08 pagi. In *Prosiding Seminar Nasional Penelitian LPPM UMJ*.

Darancik, Y. (2018). Students' views on language skills in foreign language teaching. *International Education Studies*, 11(7), 166-178.

Hapsari, Gita Permata Puspita., & Z. (2021). Analysis of the needs of animated video media based on the canva application in science. *Pancasakti Science Education Journal*, 6(1), 22–29.

Latifah, N., & Lazulva, L. (2020). Desain dan uji coba media pembelajaran berbasis video animasi powtoon sebagai sumber belajar pada materi sistem periodik unsur. *JEDCHEM (Journal Education and Chemistry)*, 2(1), 26-31.

Maya, Y., & Saragih, E. (2021). The utilization of animation in the theory of procedure text writing for VI-grade SD methodist-2 Medan students. *Advances in Language and Literary Studies*, 12(2), 70. Megawati, F. (2016). Kesulitan mahasiswa dalam mencapai pembelajaran bahasa Inggris secara efektif. *PEDAGOGIA: Jurnal pendidikan*, 5(2), 147-156.

Nerissa, M., Pulungan, A. H., & Erlita, Y. (2020). Developing media based on Powtoon in teaching writing recount text for grade VIII students in Smp Muhammadiyah 1 Medan. *REGISTER: Journal of English Language Teaching of FBS-Unimed*, 8(3)

Pribadi, B. A. (2009). *Desain system pembelajaran*. Jakarta: PT. Dian Rakyat.

Pujiani, T., & Almustaflikhah, N. (2022). The dvelopment of animation videos for teaching english integrated skills for young learners. *LEAD:Language, Education, and Development*. 2(1), 9.

Rahmawan, A. D. T. (2013). Pengaruh penerapan media animasi terhadap pergeseran konsep siswa pada ketiga level representatif kimia (makroskopis, submikroskopis, dan simbolik) pada materi pokok larutan penyangga untuk siswa kelas XI SMAN 1 kertosono nganjuk. *Unesa Journal of Chemical Education*, 2(2).

Tafonao, T. (2018). Peranan media pembelajaran dalam meningkatkan minat belajar mahasiswa. *Jurnal komunikasi pendidikan*, 2(2), 103-114.

Tullah, N. H., Widiada, I. K., & Tahir, M. (2022). Pengaruh penggunaan video animasi terhadap minat belajar siswa kelas IV SDN 3 rumak tahun ajaran 2021/2022. *Jurnal Ilmiah Profesi Pendidikan*, 7(2c), 821-826.

Wibawanto, W., & Ds, S. S. M. (2017). *Desain dan pemrograman multimedia pembelajaran interaktif*. PT. Cerdas Ulet Kreatif Publisher.