

The Students' Perspective of Animated Learning Videos for Speaking Materials: English for Vocational Purposes

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Abstract: *Powtoon* online application. The analysis on the study is using qualitative methods with a case study approach. This study reports an analysis of the participants' perspective on the effectiveness of animated learning videos which was created by using. Respondents in this study involved participants from the English Department of State Polytechnic of Padang. The result shows that the animation learning videos help the participants to understand the learning material. The participants feel excited with the video and help them to learn the material by themselves or self-study. It indicates that animated learning videos assist students in comprehending the learning materials. The video gains the students' interest and encourages them to learn the material on their own or through self-study. Furthermore, it teaches students how to practice the expressions in a conversation for the purpose of improving their speaking skills.
Keywords: Teaching Speaking, Animation Learning Videos

1. Introduction

Learning English speaking is both enjoyable and challenging for language learners. Speaking competence is often regarded as an indicator of the extent to which language learners have mastered the new language, as it is one of the important skills that language learners must continue to develop in addition to writing, listening, and reading [1]. As a result, lecturers must constantly be innovative in how they conduct learning process in order to achieve learning outcomes and stimulate participants to enhance their speaking skills.

It is a well-known fact that audio-visual materials can greatly aid in stimulating and facilitating foreign language learning. According to Çakir [2], all audio-visual materials contribute positively to language learning when used at the right time and in the right place. With the COVID-19 pandemic condition causing the learning process to shift from face-to-face classes to distance learning and online learning, the use of audio-visual materials is considered very effective in covering the limitations faced by lecturers. One of the most appreciated audio-visual materials used in language learning and teaching is video.

Video materials have been demonstrated to be an effective method for teaching English as a foreign language to language learners. Technological advancements provide potential ideas for lecturers to integrate online materials, offering a significant advantage in making both learning and teaching more interesting and meaningful. Videos can be used in a wide range of instructional and teaching settings, including both offline and online classrooms, to present content, initiate discussion, provide for a specific topic and content, and in autonomous learning and evaluation situations [3].

For teaching learning process, the media can affect the students by several ways as mentioned by Gilakjani [1]. It stated that there are some effect that can be achieved in teaching by using multimedia, they are words and pictures are better than words alone; multimedia learning is more effective when learner attention is focused, not split; the presentation of multimedia content should exclude extraneous and redundant information; multimedia learning is more effective when it is interactive and under the control of the learner; multimedia learning is more effective when learner knowledge structures are activated prior to exposure to multimedia content; multimedia instruction that includes animation can improve learning; multimedia learning is most effective when the learner is engaged with the presentation; multimedia learning is most effective when the learner can apply their newly acquired knowledge and receive feedback.

Learning videos can be created as systematically designed audio-visual materials based on lesson plans, which can greatly develop learning principles and encourage participants to explore learning materials more easily and interestingly [2]. Furthermore, the use of visuals overall can help learners to predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction. [3] In a teaching or testing situation video can help enhance clarity and give meaning to an auditory text; it can create a solid link between the materials being learned and the practical application of it in a testing situation; the video can act as a stimulus or catalyst to help integrate materials or aspects of the language; videos can help manipulate language and at the same time be open to a

variety of interpretations .

2. Methods

This research is aimed to analyze the students' perspectives on the effectiveness of Powtoon-based animation learning videos as a learning media in the Speaking subject at the D3 English Study Program in Padang State Polytechnic. Therefore, the research employs qualitative methods carried out to explore, understand, and describe a research object in a descriptive way in the form of words and language [4] [5]. This research carried out a type of case study approach that aims to study and describe the effectiveness of using animation learning videos based on the Powtoon application as an online learning media in the Speaking 1 course of the English Department of the Politeknik Negeri Padang.

This research data collection technique uses questionnaires, and interviews for students of the English Department, Padang State Polytechnic. The questionnaire is in the form of a set of questions submitted to respondents without intervention from researchers or other parties [6]. Meanwhile, the interview is set to reveal more information about the participants' perception.

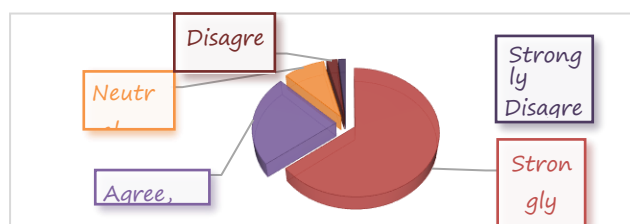
3. Result and Discussion

The video developed by PowToon may contain animation and sound, which increases participants' interest in the learning process. The Teacher has to make media learning that is suitable for the material in the syllabus. PowToon can be one of the applications that can use for the Teacher. Because PowToon is a free application and many animations insist on the application, teachers can easily design themselves. The Teacher can design an inappropriate way to make media learning for the learning process

According to Semaan and Ismail [7], PowToon stated that they had gained good benefits while implementing the learning process, especially in English as a foreign language. In Indonesia, PowToon will be beneficial, especially taking into account the current conditions of this pandemic. To make the learning process while School From Home (SFH), PowToon can be chosen to make learning media looking at the result of the previous study gained good result [8].

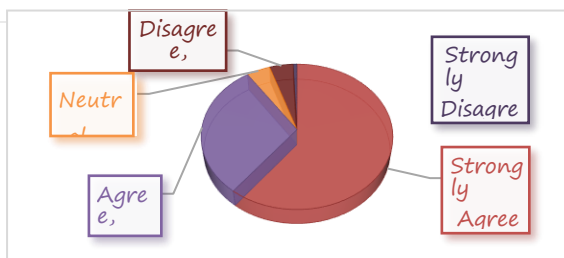
The research employed questionnaire and also interview to gain the data. Around 20 questions are mentioned in the questionnaires. The questions in the questionnaire were divided into six criteria. All the questions were validate based on the theory and also a validator who check the suitability between the question and theory. Then the questionnaire and interview were carried to the students and English lecturers in Politeknik Negeri Padang.

The first criteria of the question is the conformity of concepts and materials presented in learning media. Based on the data from the questionnaire 64,5 % participants strongly agree that the video was appropriate with the material from the lesson plan. Meanwhile around 1,5% participants stated that the material wasn't suitable with the lesson plan. The result of the conformity of concepts and materials presented in the animated learning video. This data from questionnaire was also supported by the interview data. In the interview, the participants mentioned the animated learning video which was in accordance with the learning material very helpful for them and support the learning facilities that were needed by the participants.



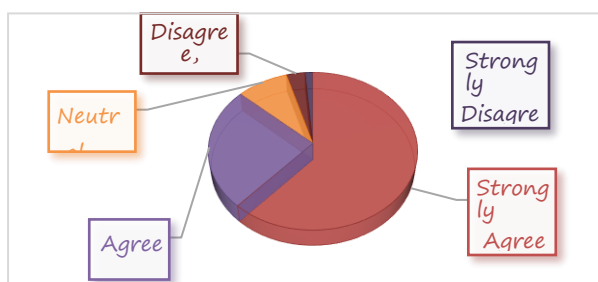
Picture 1. Questionnaire result on the conformity of concepts and materials presented in learning media

The second criteria is the ease of understanding the material. Around 60,7% participants strongly agree that the material is easy to be understood. The participants stated that they can comprehend the material because the animated learning video help them to visualized the material for daily life. They also stated the video can overcome their problems in understanding the subject matter during online learning. The data also supported with the interview in which most of the participants stated the video help them to understand the material easier.



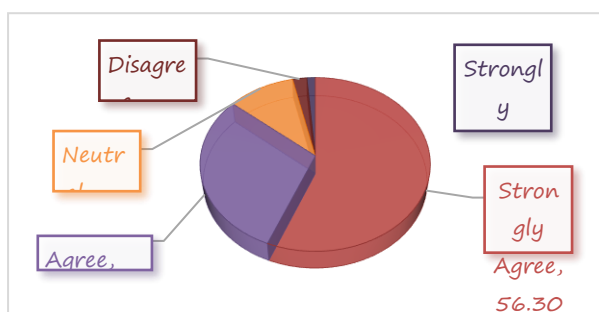
Picture 2. Questionnaire result on the ease of understanding the material

The third criteria is the flow of delivering material. In the questionnaire, the result showed 61,9% participants strongly agree that the story flow of the video is systematic, coherent, logical and clear. It is also noted in the interview, the participants commented, “the video is good, the color selection and sound are pleasant to the ear”. The other mentioned “the animation video are great for learner, and the sound is very clear, and repeatable”.



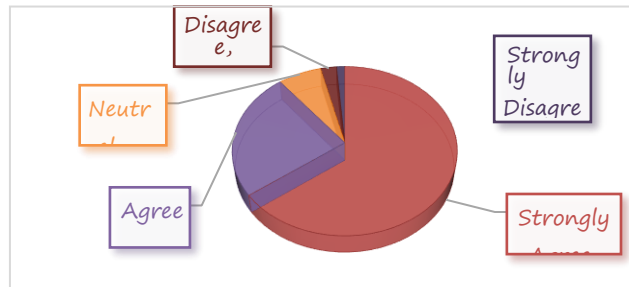
Picture 3. Questionnaire result on the story flow in the video is systematic, coherent, logical, and clear

The fourth criteria is the clarity of discussion descriptions, examples, and exercises. This result in the questionnaire showed that 60,7% participants strongly agree that the animated learning video helps them to discuss the materials and to finish the exercises. Besides in the interview, the participants stated the animated video is very good, the material on the video content matches the use of everyday English conversations. Meanwhile, other participants declared that the animations on the video developed their imagination as a learner and provided a more realistic picture of the material being studied.

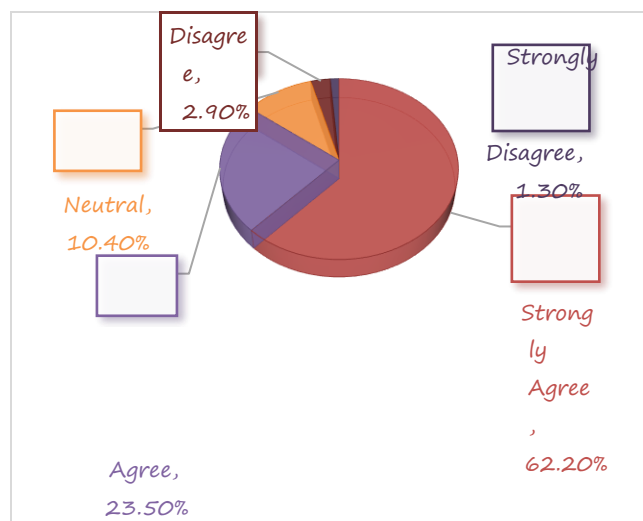


Picture 4. Questionnaire result on the clarity of discussion description, examples, and exercises.

The fifth criteria is the video can support self-learning. About 65% participants strongly agree that the video can support self-learning. It means the video can help participants to learn and practice the speaking materials independently.



The sixth criteria is the animated video as a whole can motivate participants in learning speaking. About 83% of participants give positive feedback on the use of animated learning video in speaking class. Most of them stated the videos given during learning are easy to understand, and the animated video made them excited to watch the video. Another participant said the use of animated videos in learning is very influential for some people who have difficulty understanding the material by just reading.



The result of the data analysis revealed the fact that the use of animated learning video shows positive feedback from the participants. It is accordance with the result of Adnyani et al. [8] which stated that the participants' experience toward animation video shows a positive learning activity attitude. Besides that, the participants also explained that animation Video easily to understand while learning English.

The result also shows that video is one of the best and important materials that enable students to practice what they have learned through various techniques and to promote language learning that is all four skills. Canning-Wilson [9] defines video, as “a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning”.

It also reveals that by illustrating relationships in a way that is not possible with words, videos make meaning coherent and more comprehensible [10]. Two minutes of video can enable students an hour of classroom work, or it can be used to introduce a wide range of activities for five minutes. [3] A ten-minute program can be useful for more advanced students, so less advanced students may wish something much shorter because their limited commands of the language also lesson their attention span.

4. Conclusions

Technological advancements provide potential ideas for lecturers to integrate online materials, offering a significant advantage in making both learning and teaching more interesting and meaningful [11]. Based on the analysis of students' perspective on the use of animated learning videos, it shows that the video can be used in a wide range of instructional

learning materials for teaching Speaking. The content, discussion, descriptions for a specific topic are lead for autonomous learning. The findings also indicate that animated learning videos assist students in comprehending the learning materials. The video experience the students' interest and encourages them to learn the material on their own or through self-study. Furthermore, it teaches students how to practice the expressions in a conversation for the purpose of improving their speaking skills.

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