Developing Animated Video of Describing People for Vocabulary Learning

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Abstract. This study aims to develop an animated learning video on describing people. The subjects of this study were first-year students majoring in English education at Riau University, totaling 39 students. The researchers applied Research and Development (R&D) by applying the ADDIE model. The instruments used were interviews, validation sheets from media experts, material experts, and pedagogic experts, and student response questionnaires. The results showed that the average results of the experts' assessment for animated videos with idioms for describing people material were 92.4% which was classified as 'highly valid' and for animated videos with material describing people; personality was 93% which was classified as 'highly valid', then from the results of student response questionnaires obtained a percentage score of 80.66% categorized as 'feasible' for video animations with idioms for describing people material and 79.22% categorized as 'feasible' for video animations with material describing people; personality. Therefore, the video animation is declared valid and feasible to be used as vocabulary learning media for English language education students. In addition, the use of animated video learning media describing people can have a positive impact on learning activities, namely attracting students' interest in learning and helping students understand the material.

Keywords: Development; Animated Video; Describing People; Vocabulary

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Introduction

The advent of new technologies has increased opportunities for language learning at all educational levels. Technology is now frequently used to improve the educational system at all levels, so its efficient application in conjunction with professional development can encourage and strengthen collaboration in the teaching of foreign languages (Cabrera & Ulehlova, n.d., 2017). One of the most crucial techniques teachers employ is technology integration, which is universally accepted (Almalki, 2020). Teachers and students of English as a foreign language (EFL) now have excellent chances to access teaching and learning resources without being limited by time or location because of the advancement of mobile technologies (Hwang & Fu, 2019; S. K. Ningsih et al., 2022). Technology integration can be an effective teaching strategy and methodology in EFL lessons. To be prepared to employ technology in their EFL lectures, many EFL teachers have undergone information technology (IT) courses (Sultan Alshraideh, 2021).

Previous research has looked into how multimedia might help L2 learners strengthen their language skills and increase their vocabulary in this digital age (Yawiloeng, 2020). According to Purwanti et al., (2022), studies have revealed that videos help students understand a basic point of view. Videos also increase their capacity to share the knowledge they have learned and their level of class participation. Also, Jensen et al., (2011, as cited in Sultan Alshraideh, 2021) stated that the addition of videos to the language learning process gives students a variety of options to study the language in a dynamic and participatory setting, which may help them develop their self-confidence and independence.

Numerous methodological changes have been made to the way that English is taught that have made it possible for students to use the language productively. Through the use of contemporary techniques, strategies and procedures that meet the skills and needs of students, the process of teaching English has experienced several modifications (Al-Ghasab, 2022). Teachers are now expected to have information and communication abilities in the 21st century (ICT). Technology skills are the foundation of all contemporary teaching and learning methodologies. Therefore, educators should be able to market their material utilizing modern tools like computers, the internet, mobile learning, flipped learning, and more (Aljaraideh, 2020).

Academic success depends on vocabulary development, which is a crucial part of learning any language, especially a second or foreign language (Yusoff, Gurmani, Sanif, & Noor, 2022). It is crucial to comprehend how vocabulary is taught nowadays, even if it is a complicated process and only a few words from students acquire may be covered in direct classroom instruction (Vu, 2021). Someone's vocabulary mastery is referred to as their language proficiency. The importance of vocabulary and what makes up terminology are often discussed concerning second language proficiency among language learners (Yulia, Joshi, Husin, & Rahim, 2023). For those who are learning a second language, language proficiency is typically obtained through formal classroom instruction in English. But, in addition to the classroom, language may also be acquired anywhere and in any situation by employing the modern technology of today. Therefore, teachers as facilitators need to find proper solutions and strategies to make students interested and revel in learning vocabulary through offering diverse learning techniques. Teachers additionally have to know how to design suitable clothes to improve students' achievement within the learning method. Bulan (2021) stated that to teach vocabulary must be used the suitable media in the right way. According to Yanti (2018, as cited in Woods et al., 2019), the use of innovative and creative media is also predicted to stimulate learners to be more enthusiastic in the process of language learning. Samosa et al., (2021) said that in their research, the use of animated video stories caused a substantial difference in the mean scores between the pretest and posttest. It is therefore possible to draw the conclusion that the animated video stories, as an

innovation, had a favorable impact on the students'' accomplishments. Maya & Saragih (2021) said that animated videos are capable of fostering efficient learning habits in the classroom when used as a learning medium. Yawiloeng (2020) said that EFL students preferred learning L2 vocabulary through videos with both L1 and L2 captions, intriguing and relevant pictures, and the right audio volume. It appears that numerous research papers and studies have examined the impact of videos in the teaching-learning process, and they have found numerous advantages for it.

In this era of technology, educators are required to master technology and be able to develop learning models. In addition, after the researcher conducted an interview with the English lecturers and students at the Department of English Education at Riau University, it was found that when teaching vocabulary, the English Vocabulary lecturer only used conventional books in PDF format and displayed them in front of the class using in-focus. So, some students said that they feel bored and lack motivation to learn. Therefore, the researcher and the vocabulary lecturer at Riau University collaborated to develop animated videos of describing people with the aim of helping students learn vocabulary, so that learning in the classroom is more enjoyable and increases student motivation in learning vocabulary. So, based on the previous studies above, the researcher feels that animated video is necessary to develop vocabulary. With that this research entitled "Developing Animated Video of Describing People for Learning Vocabulary".

Method

This research procedure adopted the ADDIE development model, which is a development model consisting of five-stage which consist analysis, design, development, implementation, and evaluation (Holden 2015, as cited in Lu & Sides, 2022). However, this research is only limited to development. The procedure for developing an animated video of describing people for learning vocabulary in this study consisted of three stages, namely (1) Analysis, (2) Design, and (3) Development (Holden 2015, as cited in Lu & Sides, 2022).

(1) Analysis Stage

This stage involves the students. To determine the students' needs for animated videos in vocabulary class, a needs analysis was carried out during the analysis stage. Students who had taken the course the previous semester were given a questionnaire to fill out in order to find out what they needed from the animated videos in the vocabulary classes. At this stage, the researchers also carried out to collect information in the form of needs analysis, software analysis, syllabus, Semester Learning Plan (RPS), and topic of the animated video. The main objectives in this phase were to determine the objectives, examine the needs of students, identify contextual factors that affect the activities (learning environment, social and physical), time available, and so on, and look for (learning environment, social and physical), available time, and so on, and looking for available resources.

(2) Design Stage

The design stage was aimed at determining the components of the animated video involving: a) Animated video design; b) Topics based on learning objectives; c) Vocabulary to be included in the video; d) Learning content; e) Storyboard; f) The narration; g) Animated elements.

(3) Development Stage

The development process included the following steps: a) drafting content based on the syllabus; b) developing the content; c) creating the animated video; and d) editing the animated film. Once the animated video was complete, expert validation was done. A team of experts involved three experts in the media, one in material, and one in pedagogic. A validity assessment form including the animated video's content, presentation, multimedia components, and user-friendliness was sent to the experts. The validation sheet in the media was adapted from Maryanti and Kurniawan (2018), and the validation sheet in material and pedagogic was adapted from Chong (2005) as cited in Purwanti et al., (2022). The animated video of vocabulary learning describing people developed can be feasible and follow the media validity value when it reaches at least 85,01% of the product analysis criteria from Akbar (2013).

Findings and Discussion
Findings
Results of Analysis Stage

Students' requests for animated videos in vocabulary class revealed that no animated videos had ever been utilized in the Vocabulary class. The media used in the vocabulary class is shown in Chart 1. 39 students from 2023/2024 year's class responded to the questionnaire.

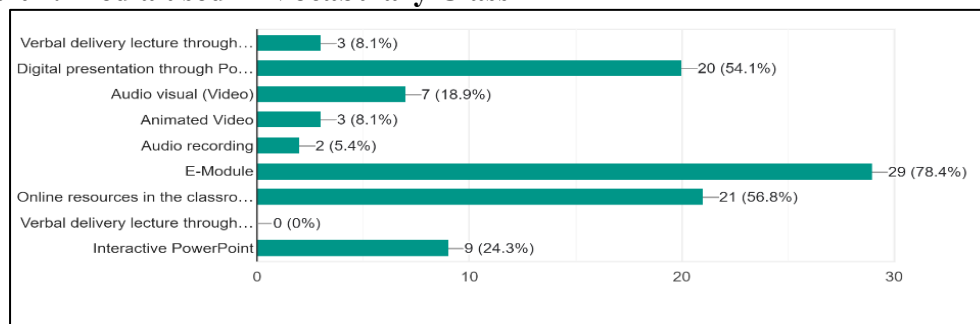**Chart 1. Media used in Vocabulary Class**

Chart 1 presented that the students predominantly selected E-Module (78,4%), online resource in the classroom (56,8%), and digital presentation through PowerPoint (54,1%) as the media the lecturers used in Vocabulary class. It also shows these three students responded that an animated video had been used in Vocabulary class. In the questionnaire, there were 3 students who chose animated videos as the media commonly used in vocabulary classes. However, after conducting interviews with these students, it was found that they mistook the question in the questionnaire.

Students were also requested to select the media that would develop their understanding of learning Vocabulary. Chart 2 display students' choices.
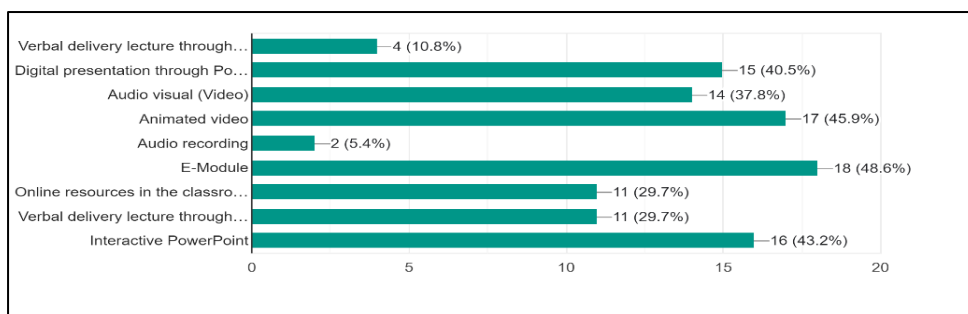
Chart 2. Media that is/are necessary to be developed

Chart 2 potrays that the most students pointed out that E-Modul (48,6%), animated video (45,9%), and (43,2%) of respondents said that interactive PowerPoint should be created in order to improve their understanding of the material. However, just two students (5,4%) chose to use audio recordings to improve their comprehension.

Development of the Animated Video

The animated video developed consists of 2 materials, namely "idioms for describing people and describing people; personality," each divided into 3-part and 2-part videos. All learning video animations were made using PowToon. Each material consists of a) Opening/Greeting; b) Learning objectives; c) Content; d) Review; e) Exercises; and f) Closing.

a) Opening/Greeting

The video begins with a greeting and conveys the material to be discussed. The opening slide was designed to be as engaging as possible to attract students' attention. It considers the colors and animations that catch interest in the audience in the video.

Figure 1. Main page 1

Figure 2. Main page 2

b) Learning Objectives

One of the quality features of learning materials is their ability to display the learning objectives. This video shows the learning objectives to students, ensuring they understand the goals well after watching it. Figure depicts a teacher explaining the learning objectives taken from the syllabus.
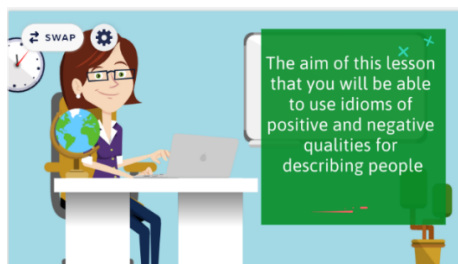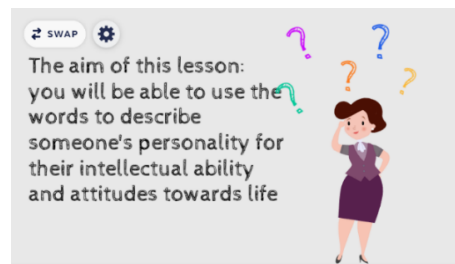

Figure 3. Learning objective 1

Figure 4. Learning objective

c) Content

Here, the video explains the primary material to be covered. The materials were supported with images, audio, and text so students can listen and read the text. They also learn to listen as well as read the material. The intonation and duration of the audio were also adjusted so that students understand the information well. In addition, examples in complete sentences for each vocabulary word were added.
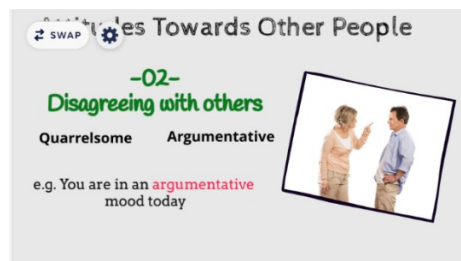

Figure 5. Content 1

Figure 6. Content 2

d) Review

After explaining the material, the video provides a repetition that can help strengthen students' memory of key concepts. By detailing the information that has been learned, students can improve retention and remember better.
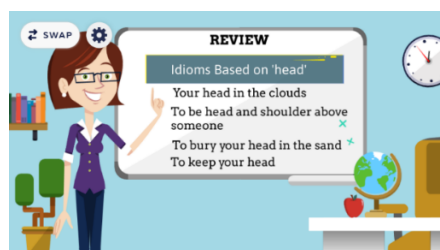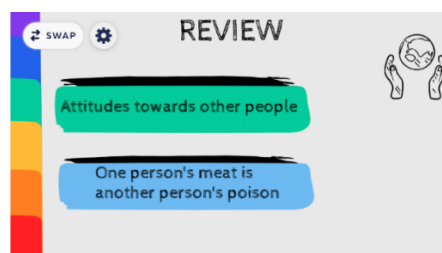

Figure 7. Review 1

Figure 8. Review 2

e) Exercises

The next part of the video was exercise. Here, students were asked to answer some of the questions posed. End-of-learning exercises help students solidify their understanding of the material just learned. This allows the teacher to identify areas that may need clarification or reinforcement.
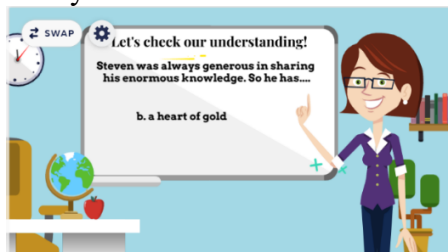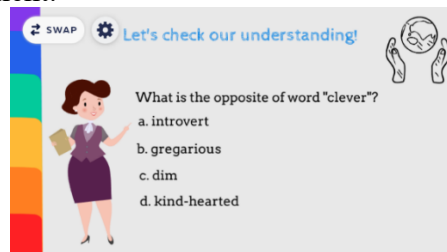

Figure 9. Practice test 1

Figure 10. Practice test 2

f) Closing

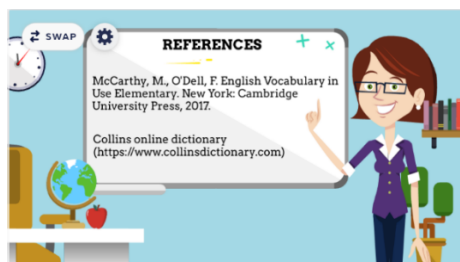At the end of the video, also contains references to the material that has been explained.

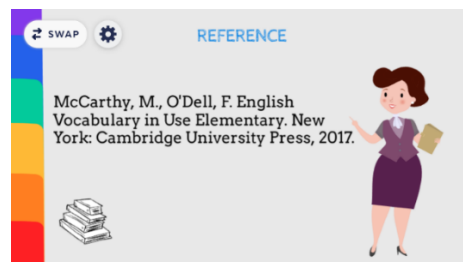**Figure 11. Closing 1**   **Figure 12. Closing 2**

Validation Product

The results of the validation of the animated videos by the media expert showed that the animated videos were attractive in all aspects (visual, audio, typography, and media programming aspects). It also shows that animated videos have developed in the decent and good media category. Furthermore, some images were not placed correctly and the article was missing from several sentences. Overall, the media aspect of the animated videos was rated Valid (4.36) for both material (Idioms for Describing People and Describing People; Personality).

The validation results of the animated videos by the material expert showed that the animated videos were innovative materials used to reinforce students' learning, and the concepts developed in accordance with the reference material. Furthemore, it was better if provide with narrator English caption or subtitle to helps students to better understand and not mishear the material presented. Overall, the material aspect of the animated videos got High Valid, with a mean score of 5.

The validation of the animated videos by the pedagogic expert showed that the message of the animated videos were comprehensive and useful to enhance student learning. Furthemore, there were some words that mispronounced and there were examples that do not match the words discussed in video. Overall, the validation resluts of the animated video by pedagogic expert was rated High Valid (4.5) for material Idiom for Describing People and for the animated video for material Describing People; Personality got High Valid, with a mean score of 4.66.

Table 1. Results of validation by experts (Idioms for Describing People)

No.	Validator	Total Score	Category
1	Material Expert	5	Highly Valid
2	Media Expert	4.36	Valid
3	Pedagogic Expert	4.5	Highly Valid
	Mean	4.62	Highly Valid

Based on the calculation data in Table 1, it is known that the overal mean score obtained from the product validation results is 4.62 with a percentage 92.4%. From the acquisition of these scores, the developed animated video of idioms for describing people is categorized as Highly valid.
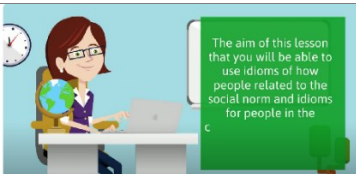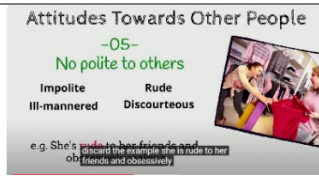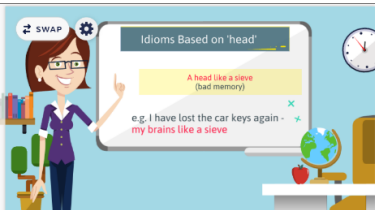
Table 2. Results of validation by experts (Describing People; Personality)

No.	Validator	Total Score	Category
1	Material Expert	5	Highly Valid
2	Media Expert	4.36	Valid
3	Pedagogic Expert	4.66	Highly Valid
	Mean	4.67	Highly Valid

Based on the calculation data in Table 2, it is known that the overal mean score obtained from the product validation results is 4.67 with a percentage 93%. from the acquisition of these scores, the developed animated video of describing people; personality is categorized as Highly valid.

After the product was validated by experts, the researchers revised the product according to the comments and suggestions given by the experts. The following is an explanation of the revision results.

Table 3. Experts' Revision

No	Revision	Before	After
1	Some images are not placed correctly. The bookshelf should be placed on the wall/behind the teacher		
2	Provide with narrator English caption or subtitles.		
3	Provide with narrator English caption or subtitles.		
4	The title of the material in the second video can use other words such as idioms in English use the words 'head' or English idioms with the word 'head'.		

| 5 | There are examples that do not match the words discussed in video 1, namely the words introvert and extrovert. | | |
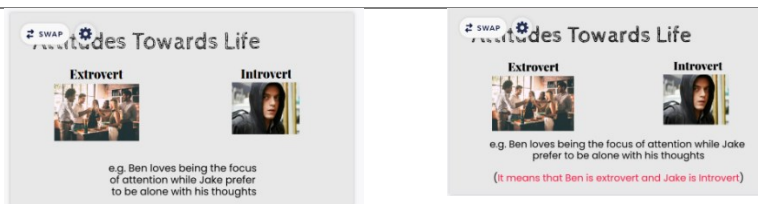
User trials were responses to video animations that have been validated revised by experts and revised by the researchers. User trials were conducted on this animated video was tested on one vocabulary class of 39 students of the English Language Study Program at the Faculty of Teacher Training and Education, Universitas Riau but only 30 students returned the questionnaire. The following are the results of user trials:

Table 4. The analysis of users' evaluation (Idioms of Describing People)

No	Assessed Aspect	Score Obtained	Maximum Score	Feasibility Percentage
1	Visual Aspect	124	150	82.6%
2	Attractiveness	498	600	83%
3	Audio Aspect	229	300	76.3%
4	Typography	239	300	79.6%
5	Usefullness	614	750	81.8%
	Average			**80.66%**

The Table 4 show that attractiveness in the animated video got highest feasibility with a percentage of 83%. Meanwhile, audio aspect of the animated video got lowest feasibility with a percentage of 76.3%. Overall, it can be seen that the average value of all animated video components got a grand mean score of 80.66% (Feasible), which means that the animated video is feasible to be use as a learning media.

Table 5. The analysis of users' evaluation (Describing People; Personality)

No	Assessed Aspect	Score Obtained	Maximum Score	Feasibility Percentage
1	Visual Aspect	119	150	79.3%
2	Attractiveness	484	600	80.6%
3	Audio Aspect	228	300	76%
4	Typography	236	300	78.6%
5	Usefullness	612	750	81.6%
	Average			**79.22%**

Based on the output of users' evaluation in Table 5, the value of usefullness of the animated video is 81.6% while the audio aspect got 76%. Overall, the average value of of all animated video components got a grand mean score of 79.22% (Feasible), which means that the animated video is feasible to be use as a learning media.

Discussion

Experts deemed the generated animated videos' components to have a highly valid degree of validity. The animated video that was created was meant to help students reach their learning objectives. Ahdan, Putri, & Sucipto (2020) stated that the use of media in the teaching process intends to motivate students, coupled with the use of interesting multimedia, which will create comfort and enjoyment for students in learning, and students will be more likely to learn new topics in learning. Utilizing instructional media in the form of animated video is one way technology that used in the field of education to support in-class instruction. Now that they are in use, animated videos can be played on a variety of electronic devices, including computers, smartphones, and VCD players (Hapsari, Gita Permata Puspita., 2021).

Interesting learning media are very helpful in attracting students' interest and motivating them to learn (Pujiani & Almustaflikhah, 2022). As the researcher developed the animated video, it was based on an analysis of the students' needs, it is already relevant and in accordance with their interests. Analysis of student needs based on their areas of interest is one technique to increase their learning motivation and improve their ability to study English, especially in learning vocabulary. Arsyad (2013, as cited in Nerissa, Pulungan, & Erlita, 2020) stated that in order to assist some classroom activities, media is actually necessary. In addition, the use of engaging and interesting learning media can increase students' motivation to learn.

To get the quality of the product developed, the researchers gave it to the validator to be validated. Furthermore, the results of the validity and user study show that the animated video in Vocabulary learning was feasible to use as a learning media. The research instrument used in the development of animated videos were the media expert questionnaire, the material expert questionnaire, and the teaching expert questionnaire. The instrument used a Likert scale, and the data questionnaire analysis technique used was percentage calculation and descriptive analysis technique from Akbar (2013). The media expert questionnaire was adopted from Maryanti and Kurniawan (2018) includes visual aspect of the media, audio aspect of the media, typography aspect, and programming aspect. The material and pedagogic expert questionnaire was from Chong (2005, as cited in Purwanti et al., 2022).

Then the researcher validates the animated videos that has been made. Validation was carried out by several parties. Among others, media expert, material expert, and pedagogic expert. Validation was carried out in order to get suggestions or comments as input for product improvement. Validation is done by trying the animated videos, after that filling out a questionnaire containing statements about the animated videos. Media expert validation was a validation stage that determined the level of product feasibility in terms of the media displayed. The lecturer of the Civil Engineering Department of the Engineering Faculty of Riau University carried out media expert validation. Media expert validation stated that the animated videos were highly valid with a percentage of 87.3% for the animated videos of idioms for describing people and the animated videos of describing people's personality.

Furthermore, Material expert validation was a validation stage that determined the level of product feasibility in terms of the content of the material presented. Material validation was carried out by the lecturer of English Language Education, Faculty of Tarbiyah and Teacher Training, UIN SUSKA RIAU. Material expert validation stated that the animated videos were highly valid with a percentage of 100% for the animated videos of idioms for describing people and the animated videos of describing people; personality.

Pedagogic expert validation was a stage that determined the level of product feasibility in terms of suitability for predetermined learning objectives. Teaching validation

was carried out by the lecturer of English Language Education, Faculty of Teacher Training and Education, Riau Islamic University. Pedagogic expert validation stated that the animated videos were highly valid with a percentage of 90% for the animated videos of idioms for describing people and 93.3% for the animated videos of describing people; personality.

After the product goes through validation from experts and was declared ready for use, the animated video was ready to be tested on students to get their responses to the learning media developed. This animated video was tested on a class of 39 students in the English Language Study Programme at the Faculty of Teacher Training and Education, Universitas Riau but only 30 students returned the questionnaire. After that, students were given a questionnaire containing statements about the animated videos. The results of the trial in one class received an average value with a percentage of 80.66% and for animated videos of describing people; personality was received an average value with a percentage 79.22%. Based on the Table 3.10 of students' response criteria, indicated that animated video of idioms for describing people and animated video of describing people; personality is 'Feasible' to be used as a learning media.

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 describing people for vocabulary learning in first semester students. The steps taken to produce an animated video were as follows: a) information gathering stage; b) planning stage; c) development stage; and d) validation and testing stage. The topic in the animated videos consists of two materials, namely idioms for describing people and describing people; personality. The developed learning media was also equipped with exercises at the end of learning for evaluation.

The design of the animated videos was in accordance with the needs of students. In addition, the evaluation results from media expert, material expert, and learning expert showed that all aspects were in the good category. This shows that the animated videos developed was suitable for use as learning media and can be an alternative media in the learning process that can motivate students to learn. In addition, this animated video can also be used by students as an independent learning media.

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