

Teacher strategy in using animated videos in learning English

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Abstract

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This research aims to identify and describe the teacher's strategy in using animated videos in learning English. The subject of this study involved an English teacher at SMPN 1 Tabongo. This research employed descriptive qualitative research method. Participants were taken using purposive sampling technique. Data was collected from observation sheets, semi-structured interviews, and documentation. The data were then analyzed through the stages of data reduction, data presentation, and drawing conclusions. The results showed that the use of animation video as media in English learning is able to support two-way learning process between teacher and students. The teacher's strategy of using English animation videos can help students understand the material. In addition, through the use of English Animation videos, it can stimulate the creativity, interest, and motivation of the teacher, and also through the use of English Animation videos, students' knowledge, preparation of teaching materials, selection of materials, teacher's delivery methods have shown good development.

Keywords: Teacher Strategy, Animated Videos

INTRODUCTION

Media is one of the tools that can help teachers in the teaching and learning process in the classroom, especially in learning English. Using various media in the classroom has always been a challenge, and how to bring these media into the classroom is more than a challenge. Effective learning depends on the use of appropriate teaching strategies by the teacher. The material can develop well and can be understood by students if there is teacher's creativity in

the classroom. By improving the quality of student learning through media combined with various ideas from a teacher, students can be motivated and interested in learning the material in English class.

Animated video is a media that combines audio and visual to attract attention of students which is able to present objects in detail, and can help students to understand difficult lessons. It also helps students learn and retain materials better and for longer duration. The use of animated videos can improve students' critical and analytical thinking, and improve English skills as well.

This study involves neurological evidence through using animated videos which promotes the idea that learning and teaching in an enjoyable environment are much more conducive than learning in an un-pleasant environment. Using animated videos presentation in teaching English to students by explaining required too much attention in learning specific words such as “verbs in a humorous and economical way. The study findings support that the educational pedagogy is applicable to language theory as well. It promotes the idea that students of younger ages should be provided with the opportunities to engage in animation.

Based on the results of researcher previous observations at SMPN 1 Tabongo on September 5, 2021, it was known that teachers have used learning media in the form of animated videos sourced from YouTube. This is because teachers find it difficult to carry out continuous learning using teaching materials such as books. The teachers also said that this animated video learning media was very helpful for them in the learning process, and helped students understand the material presented in the animated video. Therefore, this research seeks to find out the teacher's strategy in using animated video as learning media in teaching English.

METHODS

This research used qualitative descriptive method which aims to give a complete description of the teacher's strategy in using animated videos in teaching English. This research was conducted in SMPN 1 Tabongo. Using purposive sampling technique, the subject of this research was one English teacher at the school.

To obtain sufficient and precise data following the research problem, the researcher used data collection technique which included interview, observation, documentation.

This research evaluated the data by using triangulation of data sources. First, the researcher investigated the truth of the information using various methods and sources of data

collection through participant observation and interview, archives, official records, and personal notes or writings. Then, the researcher compared the findings of the data generated through this procedure. If the data collected is consistent and several interviewees say the same thing, the information collected can be trusted. There are three data analysis types, namely data reducing, data displaying, and conclusion drawing.

RESULTS AND DISCUSSION

Results

The researcher's interviews and observations were conducted to find out the teacher's strategy using animated videos in teaching and learning English. Following are the results of the interview:

1. The Teacher allow students to watch videos in short segments

In the results of the interview the teacher said that "If only by showing a short video segment to students during the delivery of the material, then the material will not be conveyed properly because we may repeat the video, and it will be a waste of time. And will make students bored at the time of learning".

Based on the observations, the researcher found that the teacher did not allow students to watch videos in short segments during the learning process using animated videos because the material will not be conveyed properly and make students do not understand what is being taught.

2. Teacher develops student's skills for taking notes

In the interview the teacher said that "Notes can help students improve their English skills, so before listening to the material in the animated video, I ask students to pay attention to the use of sentence structures that will be explained in the video. And these notes can also help students review what they learned".

Based on the observations, the researcher found that before the animated video was played, the teacher asked the students to provide notebooks and pens. After that the teacher first played the Recount text material on the animated video, then the teacher played back the animated video and asked the students to record what was explained in the Recount text material.

3. Teacher used the "pause" feature to pause the video temporarily to allow students to predict or recall the video

In the interview the teacher said “I use the pause feature when I explain the material that has been broadcast. I do this so that students can understand the material well”.

Based on the results of the observations, the researcher found that first the teacher asked the students if there was something that had not been understood in the animated video, then if there were still students who did not understand, the teacher explained the material and played back the animated video by pausing each video.

4. *The teacher mutes the sound of the video in learning*

In the interview the teacher said “I did not mute the voice in the video because the purpose of this animated video is to clarify the material so that students can easily understand the meaning of the video.”.

Based on the observations, the researcher found that the teacher did not mute the sound during the video, this was because the teacher wanted the learning process to run smoothly so that students could understand the material being explained. And the teacher also uses speakers so that students can hear clearly about the ongoing material.

5. *The teacher used audio prompts to explain what was on the screen*

In the results of the interview the teacher said that “I did not turn off the image on the screen, and I explained directly to students what will be shown in the video and about what material is shown and what they should do with the video”.

Based on the observations, the researcher found that the teacher animates the image from the beginning of the video to the end, and explains what will be displayed in the material.

6. *The teacher and students looked at the video carefully.*

In this case, the teacher can determine the suitability of the lesson objectives and student learning outcomes. In the results of the interview the teacher said that “I explained about the material to be taught and I asked students to pay attention to what was explained in the video that would be shown.”.

Based on the results of the observations, the researcher found that the teacher began to display the material and asked students to pay attention to the material displayed through an animated video, then the teacher and students both listened to the video.

7. *The teacher relates the material to the student's experience as an introduction or motivator for learning activities*

In the results of the interview the teacher said “After doing the learning, I explained again related to the material that had been taught, and did not forget to motivate students and experience”

Based on the results of the observations, the researcher found that after studying the recount text material, the teacher motivated the students, this was done so that students could remember the lessons they had learned and keep them motivated to learn.

8. *The Teacher used online video editors to capture the concepts most relevant to your lesson topic.*

In the interview, the teacher said “I don't use online editors in learning English because I don't think it's necessary and it will also take a long time. So, to shorten the time even more, I look for segments that are very relevant to the learning objectives or lesson plans to be taught. This will be more helpful and will be faster too than having to edit the video or cut the video first before learning”.

Based on the results of the observations, the researcher found that teachers did not use online editors for animated videos, this was because teachers used videos that were available directly by accessing videos on the YouTube application.

9. *The teacher gives students special responsibilities when viewing or watching videos*

In the results of the interview the teacher said that “I asked students to pay attention to the material described in the animated video, related to example sentences.”

Based on the results of the observations, the researcher found that the teacher suggested that students pay close attention to the material that will be displayed in the animated video because in the animated video the image will explain the example sentences from the Recount text material.

10. *When the students finished watching the video, the teacher gave the students a question*

In the interview, the teacher said, “When students watch the videos that I show, I will not ask them questions so they can focus while watching it. Later after they watch the video, I'll ask about the video they saw, and it can help if they care or don't see the video when it's shown”.

Based on the observations, the researcher found that after the students had finished watching the animated video, the teacher asked the students if there was anything that had not been understood in the animated video, and if there were still students who did not understand, the teacher would explain the material again.

Discussion

Based on the findings in this study, the use of teacher strategy in providing material using animated videos is needed since teacher strategy can affect the learning process taking place. As explained that in education, essentially a teacher is tasked with educating the nation in a formal or informal education. Every effort carried out cannot be separated from the inhibiting factors in achieving the desired goals. The teacher is the dominant factor in determining the success of the teaching and learning process. A teacher not only acts as a facilitator and mediator, but is also required to be able to act as a motivator who can arouse the enthusiasm and encouragement of students in learning by using various appropriate teaching skills and supporting the formation of students' basic competencies to be better in terms of knowledge, skills, and attitudes.

The use of animated videos in the learning process also makes students very active in participating during the learning process as students themselves do not feel bored because books are not used as the only learning media. Using animated video helps students in promoting their English learning which can be seen from their enthusiastic engagement in the learning process. The students never missed classes, they pay attention to the animated videos with no distracting noise, and they are very attentive to the material on the video that is being broadcast. And at the time of evaluation, most students could understand what they have learned from the material being taught through animated videos.

It is fundamental to select learning strategies that will be used in the learning process which must be oriented to achieving learning objectives. In addition, it must also be adjusted to the type of material, the characteristics of students, and the situation or condition in which the learning process takes place. There are several learning methods and techniques used by teachers, but not all of them are equally effective in achieving learning objectives.

Based on the findings above, the researcher found how the teacher's strategy of using animated videos in learning was that the teacher adjusted the use of animated videos to the student's condition, so that students could understand well the material presented in the animated video. For the learning objectives to be achieved, teachers are expected to have gaps in what must be completed, what must be done to realize these achievements, what materials must be delivered, and how to deliver them.

In this case, based on the results of research on the strategies used by teachers in animated videos in learning English, the teacher uses modifications to learning English. As researcher

explained in the pre-observation that teachers have difficulty in learning, because they only use teaching materials (books) in the learning process. And to overcome these difficulties, the teacher took the initiative to use learning media through animated videos. Video animation learning media is also very helpful for teachers in the learning process because the teacher only explains the definition and purpose of the material, then in the animated video, moving images explain the structure and examples of sentences used in everyday life.

CONCLUSIONS

Based on the results of the research and discussion that the researcher obtained through the collection of observational data, interviews, and documentation in SMPN 1 Tabongo about teacher strategy in using animated videos in learning English, it is found that the use of the videos as learning media in English lessons can support the process of teaching and learning. Two-way learning between students and teachers which is an important part of the educational process is well achieved. The teacher's strategy of using animated videos in learning can help students understand the material presented. It can be seen that the students are enthusiastic in participating in the learning, feel relaxed and happy to be interested in learning English. The teacher's ability to use the strategy was seen in the first and second meetings that the teacher was able to adjust the use of animated videos in learning. It can be concluded that the use of animated video learning media can be said to be effective on the learning process.

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