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Research Article

The Effectiveness of Animation Media on The Language Skills of Class V Students

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ABSTRACT

This research aims to see the effectiveness of animation media on the language skills of class V students at SDN 091537 Pematangsiantar. This research will be carried out in class V at SD Negeri 091537 Hutabayu which is located at Hutabayu Village, Hutabayuraja District, Simalungun Regency. This research was carried out in the odd semester of the 2023/2024 academic year. The population in this study were all fifth grade students at SD Negeri 091537 Hutabayu. In this study, the population was all fifth grade students at SD Negeri 091537 with a total of 25 students. Data analysis techniques in quantitative research use statistics, namely parametric statistics and the data analyzed is in the form of a ratio scale or interval scale. Data is taken from a normally distributed population. This research discusses whether audio-visual media is effective in improving students' speaking abilities. In this research, an experimental method was used using an initial test (pretest) and final text (posttest). From the t-test paired samples test above, a t-value of 14.713 can be obtained with a significance level of 0.000. Because the significant probability is much smaller than 0.05, namely 0.000 and tcount is 14.713 > ttable = 2.05183, then Ho is rejected. H1 is accepted. This shows that there is effectiveness of animation media on the language skills of class V students at SDN 091537 Pematangsiantar.

Keywords: Animation, Effectiveness, Media, The Language Skills

Introduction

The digital era of education that is occurring in the 21st century requires the implementation of education to be able to integrate information and communication technology into all

aspects of learning (Graefen & Liedke-Göbel, 2020). This era provides opportunities for students to obtain abundant sources of knowledge from various internet sources that can be accessed anytime and anywhere quickly and

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easily. Meeting educational achievements in the digital era certainly needs to be supported by the main actors, namely educators (Jenkins et al., 2021). The title of teacher, teacher or educator in the 4.0 era is becoming increasingly close to current technology. The role of educators requires contemporary competencies that need to be prepared to be able to produce the best quality students of their time. Indrajir said that in this digital era, all educators must have high digital literacy and master Cyber Pedagogy (Pokhrel & Chhetri, 2021). With cyber pedagogy, the teacher's task as an educator in teaching and shaping students' personalities is maximized by utilizing internet technology. The hope is that all parties in the education ecosystem must have digital literacy, be they educators, students, or the surrounding community (Behnamnia, Kamsin, & Ismail, 2020).

Indonesian has a very important role in the world of education. This is because Indonesian is a national language so Indonesian is one of the mandatory subjects in educational institutions, including universities. Indonesian as the national language is the language of instruction in learning and is used by students to communicate both orally and in writing. So that almost all levels of education learn Indonesian. Indonesian language learning teaches four aspects of language skills, namely listening, speaking, reading and writing. The learning does not only teach theory, but students are also directly required to practice using Indonesian according to the four aspects of language skills (Yolanda & Hadi, 2019). Learning Indonesian language skills in elementary school has obstacles in learning both from internal and external factors, namely the influence of the level of communication in the family and environment where the family and environment use regional languages as their daily language. Internal factors, namely the learning approach, methods, media or learning resources used by the teacher, have a significant influence on the level of students' language skills (Hidayat, Anisti, & Wibawa, 2020).

Overall, the learning carried out by teachers is still monotonous, only using whiteboards and simple pictures as learning media. This makes students less motivated and mostly only cognitive messages can be conveyed. Learning

Indonesian language skills does not only prioritize cognitive understanding, but also students' ability to be skilled at listening, speaking, reading and writing (Rasmitadila et al., 2020).

Seeing this, an interactive media is needed that not only displays cognitive messages but also requires students to actively practice learning Indonesian. The application of interactive media cannot be separated from the application of technology in learning. This is demonstrated by research conducted by Sidabutar, et al. (2022) entitled Flipaclip Animation Media for Improving Speaking Skills of Elementary School Students. The results of this research state that animation media has an influence on students' speaking skills (Windiyani, Boerieswati, Sumantri, & Iasha, 2019).

Seeing this, animation media will play an important role in learning Indonesian language skills. It is hoped that this animation media will be able to improve the quality of learning, both the results and the process. Apart from that, students can use this animation media independently to learn (Bedenlier, Kondakci, & Zawacki-Richter, 2018).

Language skills generally consist of four aspects, namely listening, speaking, reading and writing skills. Listening and reading are receptive language skills, while speaking and writing are productive. Kayi (2006: 1) believes that speaking is a process of building and sharing meaning through the use of symbols verbally and non-verbally, in various contexts. want to learn to speak well so that they can get along and be easily understood by their peers and the people around them. Efrizal (2012: 127) suggests that speaking is one way to communicate ideas and convey them orally.

According to Tarigan (2008: 22) writing is producing or depicting graphic symbols that describe a language that is understood by someone, so that other people can read these graphic symbols. Meanwhile, Langan (2005: 12) explains writing as three things, namely: writing as a skill, writing as a process of discovery, and writing as a way to communicate with others

Ikawati stated that reading is one of the highest functions of the human brain. Reading is one of the most important functions in life and it is also said that all learning processes are

based on the ability to read (Purba & Girsang, 2022). So that children who acquire reading skills from an early age will more easily absorb information and knowledge at later times in the child's life (Nelson, Darni, & Haris, 2022). Ulfah & Rahmah indicate that reading activities must be instilled in every individual. Where by reading you can get information, because a person cannot only hear from other people, but must also read the information to make it more accurate and trustworthy. So reading provides a good response in helping children's growth and development to be achieved optimally (Putra & Nurrochmah, 2022).

Listening Anderson states that listening is the process of listening with full understanding and recognizing and interpreting verbal symbols. Listening is related to listening and listening. Listening, hearing and listening are terms in learning oral language skills, where these three terms have different meanings in semantics (Barbara & Bayu, 2022). Subyantoro and Hartono state that hearing is the event of capturing a sound stimulus by the five senses of hearing which occurs when we are aware of the presence of the stimulus, while listening is a listening activity that is carried out deliberately, full of attention to what is heard. Meanwhile, listening has the same meaning as listening, but by listening the intensity of attention to what is being listened to is emphasized even more (Haqiyah, 2021).

Methods

Location and time of research

This research will be carried out in class V at SD Negeri 091537 Hutabayu which is located at Hutabayu Village, Hutabayuraja District, Simalungun Regency (Andriyani & Buliali, 2021). This research was carried out in the odd semester of the 2023/2024 academic year (Riani, Utomo, & Nuraini, 2021).

Research population and sample

The population in this study were all fifth grade students at SD Negeri 091537 Hutabayu.

Sample

If there are less than 100 subjects, it is better to take all of them so that the research is a population, but if the number of subjects is greater than 100, 10-15% or 20-25% or more can be taken, Arikunto (2006:134). In this study, the population was all fifth grade students at SD Negeri 091537 with a total of 25 students (Vai, Juita, & Sulaastio, 2019).

Research Design and Procedures

In this research, an experimental method was used using an initial test (pretest) and final text (posttest). Between the pretest (O1) and posttest (O2)2a teaching treatment is held to find out the differences before being given treatment and after being given treatment and posttest with the following design model:

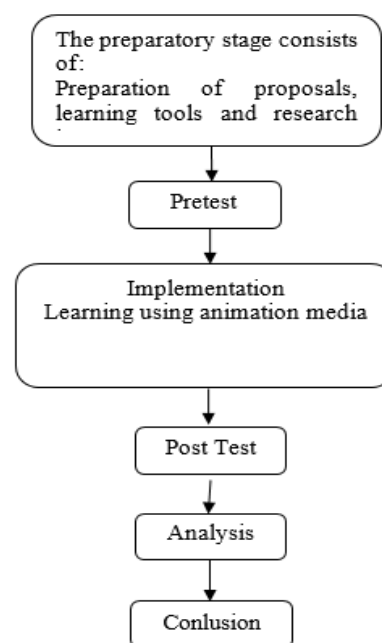


Figure 1. Procedures and Stages of Research Implementation

Table 1. Experimental Design

X_1	O	Y_1
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Data Collection Instrument

The research instrument used to measure learning outcomes is a test. The test instrument is prepared in the form of an essay test (Hanif, 2020).

Data analysis technique

Data analysis techniques in quantitative research use statistics, namely parametric statistics and the data analyzed is in the form of a ratio scale or interval scale. Data is taken from a normally distributed population. Statistical data analysis is carried out to answer this analysis. The hypothesis that has been proposed is tested so that it will be seen whether the hypothesis can be accepted or not (Shuwandy, Zaidan, & Zaidan, 2022). Before reaching the conclusion that the hypothesis is accepted or not accepted, it is necessary to test the hypothesis first (Widyasari & Mastura, 2020).

Testing In This Study Used The T Test.

This research discusses whether audio-visual media is effective in improving students' speaking abilities (Praheto, Andayani, & Wardani, 2020). The series of tests or tests are as follows:

Homogeneity Test

The first prerequisite test carried out in this research was the homogeneity test. The homogeneity test was carried out to determine the assumption that the samples taken were homogeneous. If the homogeneity assumption is proven, the researcher can proceed to the advanced data analysis stage. In this homogeneity test, IBM SPSS Statistics 22 is used (Abate et al., 2020).

The IBM SPSS Statistics 22 Homogeneity Test are as follows:

1. A significant value or probability value < 0.05 means the data has unequal variance / is not homogeneous.
2. A significant value or probability value ≥ 0.05 means the data has the same / homogeneous variance.

Normality test

The normality test is used to test whether a variable is normal or not. Normal here means having a normal data distribution. You can test the normality of data using the Kolmogorov-Smirnov test using IBM SPSS Statistics 22 (Dewi et al., 2023).

The Normality Test criteria using IBM SPSS Statistics 22 with KolmogorovSmirnov are as follows (Purificato & Rinaldi, 2018):

- a. A significant value or probability value ≤ 0.05 means the data is not normally distributed.
- b. A significant value or probability value > 0.05 means the data is normally distributed.

Hypothesis testing

Hypothesis testing in this research uses the t test. The t test is a statistical technique used to test the significance of differences in 2 means from two distributions (LESTARI & MUSTADI, 2020). Testing data hypotheses using IBM SPSS Statistics (Kittidachanupap, Singthongchai, Naenudorn, Khopolklang, & Niwattanakul, 2012). Decision making based on sig. As follows:

1. The significant value is < 0.05 then H_0 is rejected.
2. The significant value is ≥ 0.05 then H_0 is accepted.

Result And Discusion

Normality test

The Normality Test aims to see whether the data from the independent variable and the dependent variable have a normal distribution or an abnormal distribution (Shuwandy et al., 2022). Testing the normality of this research was carried out using the normality test (Purificato & Rinaldi, 2018). if it is significant > 0.05 then the data obtained is normally distributed, conversely if the significant value is < 0.05 then the data obtained is not normally distributed. Below are the results of the normality test for each variable using the SPSS 21 program as follows (Pratama, Arief, & Hidayati, 2018).

Table 2. Pretest Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
pretest	,087	30	,200*	,976	30	,710

Based on the table data, the significance level of the pretest results is $200 > 0.05$, which means the data obtained is normally distributed.

Posttest Normality Test

Table 3. Posttest Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
posttest	,136	30	,164	,962	30	,349

a. Lilliefors Significance Correction

Based on the table data above, the significance level of the posttest results is 0.164 , then > 0.05 , which means the data obtained is normally distributed.

T Test Results

Table 4. T Test Results

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest - pretest	38,500	14,333	2,617	33,148	43,852	14,713	29	,000

For hypothesis purposes, interference statistics are used with the help of SPSS 21, namely t test statistics. From the paired samples t test above, the calculated t value is 14.713 with a significance level of 0.000 (Rahmawati & Ramadan, 2021). Because the significant probability is much smaller than 0.05 , namely 0.000 and t_{count} is $14.713 > t_{\text{table}} = 2.05183$, then H_0 is rejected. H_1 is accepted. This shows that there is effectiveness of animation media on the language skills of class V students at SDN 091537 Pematangsiantar (Hat, Hamid, Sha'ari, & Zaid, 2017)

Conclusion

From the t-test paired samples test above, a t-value of 14.713 can be obtained with a significance level of 0.000 . Because the significant probability is much smaller than 0.05 , namely 0.000 and t_{count} is $14.713 > t_{\text{table}} = 2.05183$, then H_0 is rejected. H_1 is accepted. This shows that there is effectiveness of animation media

on the language skills of class V students at SDN 091537 Pematangsiantar.

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