



The Effect of Use of Animation Video Media on Retelling Story Skills

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Abstract

This research is a quasi-experimental study that aims to determine whether there is an effect of using video animation media in learning the retelling skills of class IV SDN 141 Pinrang. The independent variable in this research is video animation media and the dependent variable is the skill of retelling fictional stories. The approach of this research is quantitative with a Quasi Experimental type, with a research plan of Nonequivalent Control Group Design. The population in this study were all 4th grade students of SDN 141 Pinrang Kecamatan Marioriawa Pinrang Regency as many as 2 classes, while the sample was class IVa as a control class with 15 students and class IVb as an experimental class with 15 students. Data collection methods are speaking tests, observation sheets and documentation. The research data were obtained by giving a skill test of retelling a fictional story in the form of a pretest and posttest. The data analysis technique used is descriptive statistical analysis and inferential statistical analysis consisting of hypothesis testing using independent sample T-test. Based on the results of inferential statistical analysis, the value of $P = 0.000$ is smaller than the value of $\alpha = 0.05$. It can be concluded that there is an effect of using animated video media fiction text on the retelling skills of fourth grade students at SDN 141 Pinrang Kecamatan Marioriawa, Pinrang Regency.

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INTRODUCTION

Indonesian is the official language of the country, and is even called the language of unity. This means that every citizen is required to have the ability to speak Indonesian properly and correctly. Mastering the Indonesian language well for us as Indonesians in reality is a must. We can see the phenomenon now that even families in the village, in their daily interactions between parents and their children, speak a lot of Indonesian. Because of this, teaching various competencies related to Indonesian to students must be developed from the basics.

Learning Indonesian is needed from elementary education with very clear educational outcomes, and in this regard, the government through the Regulation of the Minister of Education and Culture Number 24 of 2016 compiles Basic Competencies that students must master in a series of lessons.

Subject objectives are part of the objectives of providing education. In Government Regulation Number 17 of 2010 concerning Management and Implementation of Education it is stated that the implementation of primary and secondary education aims to build a foundation for the development of potential students so that they become human beings who: (a) have faith in and fear God Almighty, have noble character, and have good personality. sublime; (b) knowledgeable, competent, critical, creative and innovative; (c) healthy, independent and confident; (d) tolerant, democratic social week, and responsible (Atmazaki, 2013:16).

Learning Indonesian in elementary school is not only to increase knowledge, but as an effort to improve children's language skills. We already know that, in Indonesia there are various ethnic groups with their respective regional languages, not to mention when a child goes to school outside his area. Indonesian is the main key in communicating between humans. Learning Indonesian language and literature aims to improve students' language skills. Therefore, learning Indonesian language and literature needs to be directed at improving students' ability to communicate using Indonesian, both orally and in writing.

According to Lestari (2014) retelling children's stories that are read is conveying the contents of children's stories that have been read before, then remembering the contents of the story conveyed in their own sentences and language without having to read the original story. But still continuing with the original story. In other words that students must be able to express children's stories that are read with the student's own version. Therefore, the teacher's task is to make students understand the contents of the story and be able to retell it orally. The skill of retelling stories that are read for students will be easy to obtain if there is an understanding of the contents of the story so that it will make it easier for students to translate their ideas and ideas into other forms.

Retelling skills cannot be separated from speaking. Speaking is retelling in communicative language in front of listeners about the contents of stories that have been read, heard, or watched with the right tools and fun speaking skills. Therefore, the ability to speak in children will not be mastered properly without being trained. If you are always trained, speaking skills will certainly get better. On the other hand, if you are shy, doubtful, or afraid of being wrong in practicing speaking, then your child's ability to speak will be further away from mastery. The ability to speak is more easily developed when children have the opportunity to communicate something naturally to others, so that in learning it is necessary to teach children in elementary schools about public speaking.

One of the kinds of literature that is studied in class IV SD is fiction. After studying fiction stories, students are expected to be able to acquire one of the literary competencies, namely retelling fictional stories that have been read or heard. Fiction stories are stories that contain the mysteries of life related to children's lives (Zulela, 2013, p.44). Effective learning requires good planning. So, in the learning process, teachers need media to stimulate children's thinking. The media that will be used in the learning process also requires good planning. Even so, the reality on the ground shows that a teacher chooses one of the media in his class activities on the basis of consideration, namely whether he has encountered the media.

The fact that happened in the field is that the ability to retell students in grade IV SDN 141 Pinrang is still low. The main thing that appears in learning is that students do not understand the contents of the story and the child's lack of courage in retelling the contents of the story, especially in fictional stories.

Students do not understand the contents of the story due to the text. The story is so long, that it causes students to get bored and sleepy quickly. Even though the student book is equipped with pictures in the story text, it still doesn't make students excited about reading it because the text is too long. Not to mention when students are unable to understand the contents of the story even after reading the story many times, and it takes quite a long time. To support this, learning media is needed which is not only in the form of story text and pictures, but is accompanied by sound and pictures.

Teachers in grade IV have not used varied media in retelling learning. Teachers usually only use student books to carry out learning, so students complain, get sleepy, and even play around. This is due to the lack of inappropriate selection of learning media. The lack of instructional media used by teachers and the low ability of students to retell stories is the reason researchers want to conduct research in class IV SDN 141 Pinrang .

This phenomenon is in accordance with the results of interviews with Mrs. Yanti. S.Pd. homeroom teacher of class IV at SDN 141 Pinrang on March 29 2023 that on average students had difficulty retelling, students preferred to answer questions about the contents of the story rather than having to retell the contents of the story heard or read. This is because students do not have the courage to appear in front of their friends, even students do not understand the storyline they read before retelling the contents of the story.

Even though the teacher has made various efforts, they have not been able to develop children's speaking skills as a whole. Therefore, the researcher chose a media use solution in the form of Video Animation with the researcher showing animated videos containing fictional stories to students as learning to develop retelling skills which must be done as early as possible, because children who are skilled at telling stories can easily explain their needs and desires. , and can express feelings and ideas to others.

In order for the process of retelling fictional stories to take place effectively and efficiently, the use of media is very influential. So it is clear that previously the researcher used animated video media. According to Agustien et al. (2018) "Animation is an activity of animating, moving an inanimate object. An inanimate object is given a boost of strength, enthusiasm and emotion to become alive and moving or just seem alive (p.20). Animated video media is very effective in the learning process because students are able to see concrete situations in the story. Videos are rich in information and comprehensive because they reach students directly. Based on research that has been conducted by (Monica, 2020) with the title "Analysis of the skills of retelling fictional stories in grade IV elementary school students". The results show that this research has been able to show a description of the skills of some students in the skill of retelling fictional stories in a fairly good category and there are also students who get a good category in vocabulary use. The use of media is one of the things that is needed by the teacher to carry out the learning process, so that learning material can be conveyed properly to students. Media is an intermediary or messenger from the sender to the recipient.

This video media packaging is combined with animation. According to (Agustien, 2018) "Animation is an activity to animate, move an inanimate object. An inanimate object is given a boost of strength, enthusiasm and emotion to become alive and moving or only seems to be alive" (p.20). So that it can clearly be concluded that the animated video is in the form of a series of moving image presentations that can reach students directly. So, with animated video media students can see concretely the course of the story as outlined in the form of animation which makes students interested in learning.

Based on the description above, the researcher is interested in conducting research to help students make it easier to understand the contents of the story and be able to convey the contents of the story again. And help teachers choose the right media in learning to retell. Based on that assumption the researcher hopes, the research title taken by the researcher is "The Influence of Using Video Animation Media on the Skills of Retelling Fictional Stories for Class IV SDN 141 Pinrang Regency".

METHOD

This research uses a quantitative approach because researchers want to see the effect of the learning media used. Then the type of research used is the control group (Quasi-experimental Design). This design has external variables that affect the implementation of the experiment.

The design used in this study was a quasi-experimental design with a nonequivalent control group design. This study used an experimental group and a control group for comparison by giving pre-test and post-test for each of these groups. In the experimental group, the use of video animation media will be applied, while the control group will not use video animation media. Before being given treatment, both the experimental group and the control group were first given a pretest as an initial test.

RESULTS AND DISCUSSION

This research was conducted at SDN 141 Pinrang in grades IVa and IVb. This study involved two research groups, namely the experimental group in class IVa and the control group in class IVb. The results of this study were

obtained from a comparison of skill tests to retell fictional stories to experimental class students using animated video media and the control group without using media. The results of the research were obtained from a number of test data on students' retelling skills in the Indonesian language subject conducted in class IV at SDN 141 Pinrang. Tests on learning outcomes take the form of speaking tests and other instruments, namely Learning Implementation Plans (RPP) and observation sheets that have been validated by conducting a content validation test.

The research results were obtained from a number of telling skill test data returning students to Indonesian subjects was carried out in class IV SDN 141 Pinrang . Tests on learning outcomes are in the form of speaking and instrument tests others, namely the Learning Implementation Plan (RPP) and observation sheets which has been validated by conducting a content validation test.

Results of Independent Sample t-Test below:

Table 1 Independent sample T-Test Pre-Test Experiment and Pre-Test

Data	T	df	Nilai Probabilitas	Keterangan
<i>Pre-Test Kelas Eksperimen dan Pre-Test kelas kontrol</i>	0,794	28	0,448	0,448 > 0,05 = tidak ada perbedaan

Sumber: IBM SPSS Statistic Version 20.0

Based on the table above, it is very clear that the possibility of more value significance of 0.05, it is realized that there is no critical difference in skills retelling fictional stories between the experimental class and the control class before being given treatment. If the calculated t value is 0.794 compared with a t table value with $\alpha = 5\%$ and $df = 28$, the table value is 2.048. Then, at that time t-count has a simpler value than t-table ($0.794 < 2.048$). In that case count < t table, it tends to be assumed that there is no contrast critical. So it can be concluded that H_0 is rejected and H_1 is accepted. So have It is known that there is an influence of animated video media on skills retelling fiction stories for class IV SDN 141 Pinrang , Pinrang Regency.

The skill of retelling student fiction between classes that take part in exercises using video animation media and classes taking part in exercises without using video animation media. This investment was led by examining the results of the experimental class post-test and the control class post-test. This check was carried out with the help of the IBM SPSS Version 20.0 program. Information needs are said to have differences if the probability value is below 0.05. The following are the results of the Independent Sample T-Test for the post-test scores for the experimental class and the post-test for the control class:

Table 2. Independent sample T-Test Post-Test Experiment and Control Class Poat-Test

Data	T	Df	Nilai Probabilitas	Keterangan
<i>Post-Test Kelas Eksperimen dan Post-Test kelas kontrol</i>	4,771	28	0,000	0,000 < 0,05 = ada pengaruh

Sumber: IBM SPSS Statistic Version 20.0

Based on the table above, it tends to be seen that the possible values the probability is below 0.05. This shows that there are differences in the skills of retelling students' fictional stories which are in stark contrast between the group taking part in the exercise using video animation media and the group taking part in the exercise without using video animation. If the largest t-count value is 4.771 compared to the t-table value with $\alpha = 5\%$ and $df = 28$, then the t-table value is 2.048. Then, at that time t count had a more prominent value than t table ($4.771 > 2.048$). So that t count > t table, it can be assumed that there is a very big difference.

The study was conducted for 2 weeks starting on June 21 –June 3, 2021 in class IV SDN 141 Pinrang The subjects of this study consisted of two class namely class IV A (experimental class) and class IV B (control class). Amount students in class IV 30 students while in the experimental class that is in class IVA totaled 15 people, namely in the control class there were 15 people. The two classes were given a pre-test as an initial test. Then on to class.

The experiment was given treatment in the form of using animated video media while the control class was given treatment without using the median animation videos. Furthermore, the two classes were given a post-test as a test end. The treatment of research activities is carried out offline by complying health protocol according to directions from the teacher and the parents of the participating students support offline research.

According to Nurgiyantoro (Cahaya, 2018)) apart from paying attention The use of vocabulary, in the assessment of retelling is divided into two aspects, namely linguistic and non-linguistic. The linguistic aspects assessed include emphasis, pronunciation, tone and rhythm, choice of vocabulary/expressions or diction, and sentence structure used. While the non-linguistic aspects that are assessed include fluency, mastery of the material, courage, attitude and style of the storyteller.

This research is motivated by the lack of media used in during the learning process to retell fictional stories, so that researchers utilizing animated video media in the learning process of telling stories back to fiction. The description of the process of implementing video media animation namely; 1) The teacher introduces animated video media to students; 2) Students observe fictional stories through the animated video media that is displayed, 3) Then the students retell the story that has been shown using animated video media in front of the class and 4) Students deliver his feelings about his learning experience using animated video media.

Researchers found an obstacle at the time of research, namely the lack of infrastructure in the form of LCD, at SDN 141 Pinrang so researchers have to provide LCD for conduct research. The results of observing the implementation of the learning process using the media video animation found that the first meeting of the learning process is located in the effective category and in the second meeting, the learning process is located in the very effective category with a percentage. It shows that the implementation of learning takes place effectively because of the category the presentation of each meeting increases. These results are obtained from the sheet observations made by researchers.

Descriptive statistical analysis found the results of telling skills again the fiction stories of students in the control class are in the medium classification, namely and after being given treatment using animated video media, skills retelling fictional stories of students developing and being in high grades. While the control class did not experience an increase because of the test results indicates that students' retelling skills are at medium classification. This illustrates that there are differences in results students' retelling skills between classes given the treatment using animated video media and without using animated video media.

Inferential statistical analysis, the assumption test is first carried out, namely the test normality and homogeneity test. Normality test of pre-test and post-test results students' retelling skills in the experimental and control groups using the commogrof-Smirnov test with the results of all data being distributed normal. After that, a homogeneity test was carried out between the pre-test groups experiment and control, and post-test experimental and control groups using Levene's test with the results of the two data groups stated homogeneous. After carrying out both tests, a hypothesis test was carried out.

Hypothesis testing with inferential statistics shows that there is differences in the results of the retelling skills between the experimental class using treatment in the form of using video animation media in the process learning with a control class that does not use animated video media in the learning process. Hypothesis testing is done by compare ttable with tcount and sig value (probability). From the results statistics using the t independent sample t test and using the paired test sample t test where the value of the difference in skill results is obtained retell students, before giving treatment and after given treatment. It also shows that there are differences in the average value average results of retelling skills

Experiment class students with average result of retelling skill Students of control class. Based on this explanation, it can be concluded that there is significant effect on students' retelling skills after the use of animated video media in the learning process. in connection what Novita said (2019) Video can add a new dimension to in learning, meaning that students are given new opportunities such as video presentations compared to the lecture method alone.

CONCLUSION

Animated video media has an effect on telling skills again a grade IV student at SDN 141 Pinrang. This is because there are differences significantly between the experimental class using video media Animation) and control class without using video animation media. This matter because the probability Vsdn alue is smaller than 0.05.

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