

Student Responses to Learning English Using Animated

by Yuli Astutik

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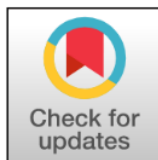
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Student Responses to Learning English Using Animated Videos at Elementary School Level Faced by Elementary School Students in Sidoarjo

Respon Siswa Terhadap Pembelajaran Bahasa Inggris Menggunakan Video Animasi Pada Tingkat Sekolah Dasar yang Dihadapi Oleh Siswa Sekolah Dasar di Sidoarjo

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Abstract

This study aims to determine how students respond in learning English using animated videos in grade I SD PLUS FATIMAH AZ - ZAHRO' Sidoarjo. This research is a qualitative research in which the data is taken from t²² analysis of direct observation and interviews with English class teachers. Collecting data in this study using documentation and interviews. The ¹⁶ analysis technique uses data reduction, data presentation, and dr¹⁹ing conclusions. The results of this study indicate that student responses are divided into three components, namely cognitive, affective, and conative. This study also shows that students in one class are divided into three parts in the ability to understand English learning, namely the competent level, medium level, and low level. Lack of interest in learning English and internal and external factors such as family background and students' skills or abilities are one of the causes of students' lack of response to learning English.

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Introduction

English should not be taken for granted nowadays. This is important because of the importance of English in today's times of global competition. Many parents want to teach their children to learn English from an early age. Teaching English to early childhood is not easy. So, early childhood can only be taught the basics, by playing, which of course is accompanied by competent English speakers[1]. That way, they can learn many things about English vocabulary. We need to know that when children play, the state of the child's brain is calm because they feel happy and cheerful. The knowledge we teach can be well embedded in their brains. So, as educators, teach them the very basics first; for example, the letters of the English alphabet, numbers, various fruits, various animals, various colors, and some simple and easy conversations (such as good morning, how are you, and others). When compared to other aspects, teaching English as a Foreign Language to young learners resulted in a greater improvement. Therefore, it would be a waste not to use children's natural abilities to learn in their most vital years of learning a foreign language, namely English, even though their ability to accept a foreign language can be as easy as learning their mother tongue[2].

In Indonesia, learning English has been introduced to children since elementary school, but the perception among Indonesian students is that learning English is difficult, challenging, and time consuming[3]. One of the inhibiting factors for students learning at school is the limited school facilities. Therefore, in the delivery of information and knowledge, teachers cannot be accepted or not applied by students. There are many reasons why students think that English is very difficult to learn. First, most schools in Indonesia use methods that make students passive in learning. Second, the use of media to convey material to students is not very effective. Some of them are still confused about finding the right methods and media to be applied in the classroom. This condition causes the process of learning English to be boring, so that students are not motivated to learn, and as a result, learning outcomes in English lessons are bad[4].

Teachers at SD Plus Fatimah Az-Zahro use animated videos as a medium for learning English at school. The animated video used also contains the material to be taught, and the video looks very fun, but many students at SD Plus Fatimah Az-Zahro still do not understand English[5]. The students there couldn't even say their names in English. This happens because of the lack of awareness that learning English is very important and good for young learners, for example at elementary school age. Moreover, the education curriculum at elementary school age requires learning English in elementary schools only as an extracurricular activity, not as one of the main subjects.

So that learning English in this school is very lacking because only children who like English follow. From the statements and facts above, the researcher wants to know how elementary school students learn English and how students respond to learning English[6]. To that end, the researchers formulated research questions: How do students respond to the use of animated videos as learning media?

Methodology

This type of research is qualitative. Qualitative research methods allow in-depth and further inquiry and questioning of respondents based on their responses, during which researchers try to understand their motivations and feelings. Understanding how their audience makes decisions can help draw conclusions in research[7]. The researchers conducted a study on grade 1 students of SD Plus Fatimah Az - Zahro' Siwalan Panji Buduran Sidoarjo. In this study, the researchers discussed the response of elementary school students to learning English with animated videos. The data from this research was students' responses to learning English by using animated videos, while the data sources were all first grade students with different levels (low, average, competent) who responded to learning English using animated videos[8].

In collecting data, the researchers used direct observation, unstructured interviews, and documentation. The data analysis technique used in this study was that the researchers first transcribed the results of direct observations and interviews. Then, the researchers conducted data reduction to classify the findings based on the theory used. Next, the researchers display the data and draw conclusions[9].

Result and Discussion

Result of the Research

In the research results, the researchers describe the results of class observations and interviews with teachers that the researcher has done. Class observations are carried out at Zoom Meetings and face-to-face meetings at schools. The first observation was carried out on July 10, 2021. The second observation was carried out on July

24, 2021. The last class observation was carried out on August 3, 2021, namely direct observations at face-to-face meetings at schools. The interview was conducted on August 14, 2021, with an English teacher. To strengthen the

substance of the data from this research, it is described according to the research focus. Researchers conducted interviews, direct observation, and documentation to obtain data about "Students Response in Learning English Using Animated Video in Primary School Level." The results obtained by the author in this study were obtained from direct observation with the different levels of students (low, medium, and competent) and interviews with the first-grade teacher at SD Plus Fatimah Az - Zahro'.

THE STUDENTS' ³RESPONSES TO THE USE OF ANIMATED VIDEO AS THE INSTRUCTIONAL MEDIA

The researchers found various kinds of students' abilities, namely: low, average, and competent level based on the report or the teacher's assessment[10]. In the class that the researcher visited, there were 27 students, with the composition of 15 students with low level, 7 students with average level, and 5 students with competent level. The grouping is obtained from student responses in each English language learning.

After dividing the students' capability/ level, the researchers observed the students' responses when they learnt English using animation video at class. The finding has been revealed as follow :

1. Cognitive

For the first component is about cognitive. Students with the competent levels are always shows the enthusiastic, they always happy since the beginning of the new learning opened. These results are inversely proportional to those shown by students with low and average levels. To issue an English book, they have complained a lot[11].

1. Low students

Based on the direct observation that the researchers has done, it figured out that the student with the low level tends to be lazy to pay attention to the teacher's explanation. It also has ¹⁷stated by the teacher in the interview that "The students with the low level are always don't want to get into the learning process, miss. They tend not to pay attention to the instructions or explanations I give when the learning takes place. Many of them also ask for learning to be completed immediately because they do not like to learning English. They also like to annoy their friends who are paying attention to my instructions or explanations."

2. Average Students

The students with an average level ⁹ sometimes pay attention and sometimes the same as low level students, do not pay attention. It is also in the same line with the teacher's statement based on the interview that the researcher has done, and the teachers stated that "For students with an average level, they sometimes pay attention although more often they do not pay attention. Most of them with this average level are children who prefer to learn to count, because I am also their class teacher. They tend to like numbers and counting, compared to learning languages, such as English, Javanese. However, if I give them practice questions they can do pretty well."

3. Competent level

It has been found that always focus during the learning process. It is also in the same line with the teacher's statement based on the interview that the researchers has done, and the teachers stated that " Students with competent level are students who are opposite to the average level, most of the students are those who do not like learning about numbers and counting. they prefer language learning, especially if when learning English they really show the high enthusiasm."

2. Affective

For the second component as an affective, students with a low level are always complain during the learning process. For the students with medium level, those students rarely looked bored and not in the mood. It is different compared to the student with the competent level. The students are always excited and curious about the material taught. As stated by the teacher "Students with the low and average level always complain why we must learn English rather than other subjects. It is different with the competent levels student, they usually feel interested in the lesson[11]. They also interested with the material and always ask what is the materials today, miss."

1. Low Level

Based on the direct observation that the researcher has done, it figured out that the student with the low level tends to be lazy to pay attention to the teacher's explanation. It also has stated by the teacher in the interview that "The students with the low level are always like to protest and not infrequently they like to leave class, whether they want to go to the bathroom or to wash their face because they are sleepy following English lessons."

2. Average level

The students with an average level sometimes show the interest with the each materials, like materials about colors, fruits, and count. But, if the materials are about memorizing simple English vocabulary, they are

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unenthusiast. It also has stated by the teacher "If the average miss student prefers material about colors, fruits, and of course numbers. So, if the material are about that, they will want to pay attention to me. However, if the material is to memorize simple English vocabulary, they are not enthusiast."

3. Competent level

The competent students of course always show the enthusiastic while the learning process. As stated by the teacher "For students with the competent level at the beginning of English lessons, they will always ask what material will be studied that day. And if there any homework, they will always collect first. Their enthusiasm is very high, they are always silent and always become grumpy when their friends are bother when I give an explanation because they feel disturbed."

3. Conative

For the conative component, students with low levels always scream and shout because the students don't like the English lesson. And the medium-level student usually disturbs their friends' activities in the learning process[11]. For the student with the competent level, the student is always asked to sit down at the first chair or in front of the board. It is supported by the teacher's statement, "the low-level students are always screaming they ask to finish the lesson. And for the student with the medium level, they usually disturb their friend. It is different with the competent level student; the student is always interested in the lesson and always asks to move to the in front of the board, or suddenly move the chairs to the in front of the teacher's table."

1. Low level

Students with the low level always shows the unenthusiasting, they always protest why there should be English learning. This is the same as what the teacher said that "The low level's student are always scream if they really don't like with the English lesson. They also said that why there should be study the English lesson. They also like mission to leave the class, whether it's to go to the bathroom, or just wash their hands or face. this is done because they are not interested in learning English."

2. Average level

The students with an average level sometimes shows that they are interested in the material presented by their teacher. As stated by the teacher "The student with the average level sometimes shows that they are interested with an each materials, like about colors, fruits, and of course about count. But, for the each materials that they don't like, they are will shows the uninteresting feels."

3. Competent level

In this component, the students with the competent level showed their enthusiasm with learning English. For example, if teachers give assignments, they will do well and will complete them quickly. From the beginning the teacher opened the lesson with greetings, the English books were neatly arranged on their table. It is also in the same line with the teacher's statement based on the interview that the researcher has done, and the teachers stated that "The students with the competent level in the beginning the lesson, they have prepared their books on their table. They are also ask me what is the materials today, and they are always do the assignments well and complete the assignments quickly. Even among them like to compete, who is the fastest to do the assignments, they will ask me to give a star reward on their daily reward board."

Discussion

The researchers concludes that there are similarities with the previous studies, which stated by H[15] Radita Hendratami that the students have difficulties understanding English[12]. Also, one of the causes of teaching English for young learners is the lack of teacher's attention on students' understanding that must be taught and need more attention[13]. It has proven in this result that in the part of cognitive, the researchers find that students are lazy to pay attention to the teacher's explanation.

Furthermore, this result is in the same line with Azwar, which stated that there is 3 component of the student response: cognitive, affective, and conative[14]. On the other side, the researchers also found that animation video was used to the student, and they were able to stay focused for the entire session[15]. That research concluded that animation video was used in the classroom and suggested emphasizing use in the learning process, showing students' dedication and enthusiasm. It similars with what the researcher has found in this research in the affective component, which elaborates that the students don't focus on the learning process[16].

Conclusion

Regarding the result of the direct observation and the interview the researchers conducted with the first-grade

teacher about students' responses in learning English using animated video at the primary school level. The researchers took the conclusion that there are three components of students' responses in using animated video they are cognitive components such as belief and the student taught, an affective component such as emotional and what the students feel[17]. And conative components such as behavior or student's act. This research is expected can be the reference in understanding the student response to improve the teaching-learning process in gaining students' interest in order the students more interested in the English lesson[18]. For the student, this thesis hopefully can help the student be more interested and enjoy the English lesson taught by the teacher. This research hopefully can be the guide or reference in improving teaching skills and the ability to understand students' needs for interesting teaching methods in the future. Hopefully, this research can be developed better than this research and can be helpful for the other researchers in doing the subsequent research.

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