

## STUDENTS' PERCEPTIONS TOWARD ANIMATED VIDEOS-BASED TEACHING MATERIALS (A STUDY CASE IN SEVENTH GRADE)

Rahayu Apriati, Entika Fani Prastikawati, Faiza Hawa  
*Universitas PGRI Semarang*

### **Abstract**

*Technology has very important rules in our learning activities nowadays. It can be used for learning media in the EFL classroom. One of the blended learning media in the Merdeka Curriculum that can be used today is animated video. This study's purpose is to investigate students' perception of animated video-based teaching materials in seventh-grade students. This study of qualitative research with a survey design using an online questionnaire as an instrument. The result of this study shows students' perception of animated video-based teaching materials in the seventh grade has fulfilled the Technology Acceptable Model (TAM). The results showed that 33 students agreed to animated video as a medium of learning. It showed the highest percentage of pronouncement of agreement. To answer the research pronouncement, the data were analyzed with descriptive qualitative. In this case, an animated video was effectively used as media for learning. The researcher found the research in SMP Negeri 6 Semarang has fulfilled of pronouncement of the agreement through their learning experiences in five components of TAM. These are perceived usefulness, perceived ease of use of animated video, an attitude towards the use of animated video, the behavioural intention to use animated video, and actual system use of animated video. In this study, it can be implied that animated video is available to use in learning English-based teaching materials.*

**Key words:** *perception, teaching, animated videos*

### **INTRODUCTION**

Nowadays, the learning process has become a blended learning model in the *Merdeka* Curriculum. Teachers use a variety of tools and technologies in the teaching and learning process. Students become very dependent on the internet for blended learning that is integrated with technologies and textbooks. They started internet activities by watching movies, music, tutorials, and hot news through YouTube. According to Nasution (in Tahmina, 2019, 2023) stated that YouTube's content is a source of entertainment and education for beginner, intermediate, and advanced learners.

New technology has made it possible to improve the quality of the teaching-learning process through the Internet. Students use these technologies to assist them with homework and assignment. This technology also helps them in learning and improving their English proficiency. Application in smartphones has become a part of students' lives and can get their perceptions to assist students in learning. In this case, students have become heavily attention through animation videos on YouTube in their learning activities. Some students are introverted to participate in their learning activities. They get motivated through watch videos. When a student did not get a point in the learning process, he attempts to understand the materials by replaying the video several times. Students can save the content in their memory

by watching the video several times. The watching activity will encourage these students to speak out one day and participate in the class activity. Students learn and gain information from YouTube when learning the English language is essential because it will assist teachers in understanding the students' opinions, interests, and the types of material that they use for learning activities.

In this case, the researcher has the scope of the study in using animated video in EFL class. Because the animated videos through YouTube for learning English are an actual idea, it is unclear how they can be used to effectively facilitate language learning in the classroom. The accessibility of educational technologies and self-produced videos placed on YouTube also made keywords more exciting. These videos could have been accessed by the student through blended learning. Animated video is one of the choices for conveying any learning materials. An animated video is a moving graphic or cartoon that consists of a successfully presented picture sequence (Wang in Munawir, et al., 2022). Animated videos saved audio support and visual stimulus. Many studies have been completed on animated videos in English language teaching (Ju & Mei, 2020).

The researcher should be well-versed in both approaches and teaching methodology when it comes to teaching English. Approach, steps, and procedures are also included in animation videos. According to Nurdyansyah, Mandarani, & Rais (2020), said the steps and procedures for implementing animated videos. **The first step**, the teacher gifts the video to the students with *the aid of using gambling* and then quickly it forward. Then they can repeat and stop the video and give instructions to the students to attend what data from the videos. **The second step**, there is *silent viewing*. The teacher can try the video through no sounds. The videos are supplied with no data silently through the competencies of the data which required. **The third step**, *freeze-framing*. The trainer stops the video several times. The students can supply their concept whilst the video is stopped. It can be extra powerful to make the students' knowledge of the scenario after that seeing a few elements of the video. **The last step**, there is *partial viewing*. It's also a manner to inspire the students' interest and requested them to expect what the type of data they will submit.

Based on this reality, animated videos give a variety of perception for the researcher to know their components for learning activity. This study has advantages for student, teacher, and researcher. These perceptions included in students' perspectives on understanding teaching material were presented through animated videos.

After that the designation is translated into English as animate which means give life (to give life to), or animation which means the delusion of action, or live. Usually, the term animation is meant to make a film animation (the making of cartoon). It means that cartoons are paintings of people, animals that made to move or live as a result an animated film. Related to this background, the researcher can be concluded, namely what are students' perceptions toward animated video-based teaching materials.

According to Thoha (in Andhovita & Wahyuni, 2010, 2020) "Perception is essentially a cognitive process experienced by everyone in understanding information about their environment through vision, hearing, appreciation, feeling, and smell. From this statement, it

can be concluded that perception can be assumed how a sensory information has been organized, interpreted, and subjectively experienced.

Teaching materials are made by teachers for teaching such as handouts, textbooks, teachers' modules, and scripts. It was including printed or electronic files to help the teacher deliver the subject. According to Widodo and Jasmadi (in Andhovita & Wahyuni, 2008, 2020) stated that teaching materials are learning tools that contain learning materials and methods to evaluate learning in order to achieve the expected goals.

In fact, the teacher has difficulty teaching students to learn and enjoy reading and listening in a foreign language. As a result, engaging and diverse teaching content is essential for helping students learn a foreign language more effectively with animation videos. Based on the preliminary study from Ju & Mei (2020) stated that there was a rapid development of advantages of digital technologies combined with multimedia storytelling and animation video, which provide language learners with audio, and video input, along with story narrations which tools used to teach the English language. An enjoyable learning environment may be created by combining animated videos with enjoyable follow-up activities learning.

The related study from Gracella & Nur (2020) in their research entitled "*Students' Perception of English Learning through YouTube Application*" showed that using YouTube got positive responses. The results of them find out that students have benefits in improving their English skills, and very easy to access through student's smartphone, and suggested to assist and motivate them to learn English.

Meanwhile Mazariri, Gapa, & Tinashe (2020) found their study about students' perceptions of YouTube as an educational tool for learning and tutorial. The quantitative research included 377 students chosen through non probably sampling. The finding out of the research suggested that perceived usefulness on student perceptions toward the learning process through video on YouTube's perceived ease of use.

On the other hand, Harlinda (2019) stated in her study about students' perceptions of using YouTube as media for learning English found out the perception of the students of English Education at IAIN Palangkaraya using a survey of 120 students. The result was the students in the English Education Study Program capable of learning English through videos independently.

This study was conducted to investigate the perceptions of their students' activities by using animated videos. Some results have indicated that students' perception uses an animated video in the learning process. In this context, how the teacher works with the students to their personal interests and needs which become five components of TAM. Therefore, in the teaching learning process, students' opinions need to be considered. The teachers' awareness of students' belief in this context will be surely functional when designing the activities for blended learning.

## **RESEARCH METHOD**

This study used qualitative research. The researcher did not give any treatment to students and only process the data using instruments. The subject of the survey was conducted at SMP

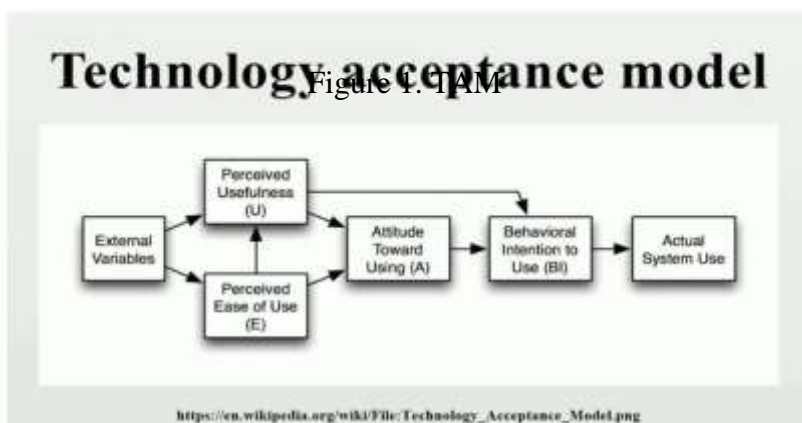
Negeri 6 Semarang which has a population of 33 students in 7<sup>th</sup> grade of VII-E. This class was chosen as a respondent because it became the location of practical teaching and the subject of using animated videos on YouTube in teaching materials. The survey was conducted on 7<sup>th</sup> March 2023.

The researcher collects the data by using an online questionnaire. There are sixteen statements on the student's perception of using animated video in their English Classroom. The questionnaire uses four Likert Scales: "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree".

The research instrument used to collect data was an online questionnaire. The students filled out the questionnaire via Google form survey. The researcher distributed via a class WhatsApp group to participate in the questionnaire. Then the researcher interpreted the percentage of the students who stated, "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree" with the statements. The statement with the highest percentage is the students' preferred statement. The data collection process included: 1) asking permission to share the questionnaire through the teacher, 2) distributing the questionnaire to the class through WhatsApp group, 3) the students reading the question in Google form, 4) students begin filling out the questionnaire.

After collecting the data, researchers follow the steps of Creswell (2009:183) to conduct a descriptive analysis of the data such as preparing the data for analysis, reading and understanding all the data, classifying the data, interpreting the data, and drawing conclusions.

In this study, the research will be submitted the pronouncement of using the Technology Acceptable Model (TAM) to decide students' perceptions toward the use of animated video-based teaching materials. According to Andhovita & Asih (2020), said that TAM is an information technology acceptance model that developed based on TRA (Theory of Reasoned Action) model.



The model has five components: perceived usefulness, perceived ease of use of animated video, an attitude towards the use of animated video, the behavioural intention to use animated video, and actual system use of animated video. In this study, the questionnaire was arranged based on five TAM components. Table 1 contains components and indicators.

**Table 1. Students' Perception Toward the Use of Animated Video**

No.	Component	Indicator
1	Perception about perceived usefulness	Advantages of animated video
2	Perception about perceived ease to use animated video	Believing in the capability to use animated video for teaching material
3	Perception about an attitude toward using animated video	Predicting the students' attitude toward using animated videos in teaching materials.
4	Perception about the behavioural intention to use animated video	Loyal behavior of students' intention the use animated video for teaching materials.
5	Perception about the actual system use of animated video	The real condition of system use

## RESULTS AND DISCUSSION

The data was looked over based on the findings and the responses of the questioner. The data can be illustrated in this table as followed.

**Table 2. The Percentage of Perception about Perceived Usefulness**

Pronouncement	Strongly Agree	Agree	Disagree	Strongly Disagree
Q1. The animated video makes learning English uninterest	6.1	15.2	63.50	15.2
Q2 The Animated video helps me to improve my English vocabulary	33.3	54.5	12.10	-
Q3. Animated video can improve reading skill	21.2	72.7	6.10	-
Q4. The animated video presented by the teacher helps me understand the grammatical rule.	18.20	75.8	6.10	-

From the table, the results of the questionnaire about students' perception of perceived usefulness have the same percentage which is 15.20% for agreeing and strongly disagreeing. The 1<sup>st</sup> pronouncement (*The animated video makes learning English uninterest*) had the highest percentage of agreement. This pronouncement by Tahmina (2023, p. 154) said that the English language of YouTube content is easy to comprehend. The other statement of Helingo (2022) is, "English learning can make students understand the lesson easier to understand because the content provided is very interesting and not boring". According to the survey, both the same number of percentages who support the opinion "Agree" and "Strongly Disagree", 15.2%. It had concluded that the usage of English language content was easy to understand and interesting. Meanwhile, of the remaining respondents only 6.1 % said "Strongly Agree". Then, the 2<sup>nd</sup> pronouncement (*The Animated video helps me to improve my English vocabulary*) shows almost 55% of respondents "Agree" that using animated videos made them easier to master the English vocabulary but 33.3% of respondents said, "Strongly Agree". This previous pronouncement is related to the result of the study by Hia (2021) found the ninth

grade of SMPN 35 Bekasi were motivated to master vocabulary in English by watching YouTube videos. Whereas only 12.1% stated “Disagree” that using animated videos did make it easier to master the vocabulary and no response for “Strongly Disagree”. The 3<sup>rd</sup> pronouncement (*Animated video can improve reading skills*) shows that 72.7% of respondents said that they “Agree” that animated videos on YouTube can improve reading skills. Helingo (2022, p. 29) described the habitual activity of reading English text and the use of media as excellent. But it was 21.2% stated “Strongly Agree”, only 6.1% stated “Disagree” and “Strongly Agree” have no response. The next statement in this perceived usefulness, the 4<sup>th</sup> pronouncement (*The animated video presented by the teacher helps me understand the grammatical rule*) stated 75.8% of respondents said “Agree”, 18.2% of respondents said “Strongly Agree” and 6.1% “Disagree” and no responsibility for “Strongly Agree” with an animated video was helping them with English grammatical. The findings of Nofrika (in Tahmina, 2019, 2023) found that some students increased their grammar skills by watching videos on YouTube.

**Table 3. The Percentage of Perception about Perceived Ease to Use**

Pronouncement	Strongly Agree	Disagree	Strongly Disagree
Q5. Operating the animated video was ease for me	21.2	66.7	12.1
Q6. Learning English through animated video to be flexible to interact with classmates	15.1	66.7	9.1
Q7. My listening and viewing interaction in the EFL classroom through animated video would be understandable	6.1	60.6	33.3

Table 3 showed that the respondents often pay attention to an animated video shown by the teacher. In the 5<sup>th</sup> pronouncement (*Operating the animated video was easy for me*), the students revealed 66.7% “Agree”, 21.2% “Strongly Agree”, 12.1% “Disagree” and “Strongly Agree” had no response. Meanwhile, the 6<sup>th</sup> pronouncement (*Learning English through animated video to be flexible to interact with classmates*) had the same result 66.7% of the previous pronouncement which respondents agreeing that animated videos help them interact with others. Meanwhile, 15.2% of respondents stated, “Strongly Agree”. Whereas 9.1% of respondents stated, “Disagree” and “Strongly Disagree”. The 7<sup>th</sup> pronouncement (*My listening and viewing interaction in the EFL classroom through animated video would be understandable*) with the same result before that is 60.6% of the respondents stated “Agree” that students like learning English by using animated videos because helped them in listening skills. The same perceptions with Tahmina’s finding (2023, p. 154) stated that watching YouTube videos to listen the native speaker then express views in the comments box. Then, there were 6.1% of respondents stated “Strongly Agree” and only 33.3% “Disagree”. And no one responded for “Strongly Agree”.



**Table 4. The Percentage of Perception about Attitude Using Technology**

Pronouncement	Strongly Agree	Disagree	Strongly Disagree
Q8. I am enthusiastic about participating in learning English using animated videos because I can gain new information	21,2	66,7	12,1
Q.9 I have the self-confidence to pronoun the word of animated video	24,2	66,7	9,1
Q.10 I am enthusiastic collaborate in teamwork for doing worksheets used animated video	21,2	66,7	12,1

Table 4 explains that the respondents have enthusiastic to follow learning English with animated videos because they have been got new experiences. The 8<sup>th</sup> pronouncement (*I am enthusiastic about participating in learning English using animated video because I can gain new information*). It was 66.7% of the respondents “Agree” and 21.2% still “Strongly Agree”, and only 12.1% of samples claimed they “Disagree”. Then no response for “Strongly Disagree”. The preliminary study (Shopia, Shabila, & Purnawati, 2022) said that the teacher shared a video from YouTube to know the material and to confirm what they should know about the material. Then the 9<sup>th</sup> pronouncement (*I have the self-confidence to pronoun the word of animated video*) shows the same result of “Agree” was 66.7% of the animated videos give them self-confidence for repeating the pronunciation when they were learning English in the classroom. This study is similar to the resulting study by Putri (2022) stated that practicing drilling following YouTube videos helps learners to improve their fluency, vocabulary, grammar, and pronunciation. And the last 10<sup>th</sup> pronouncement (*I am enthusiastic to collaborate in teamwork for doing worksheets using animated video*) showed that 66.7% of the respondents “Agree” and 21.2% “Strongly Agree”, and only 12.1% claimed “Disagree”. Then it had not responded to “Strongly Disagree”.

**Table 5. The Percentage of Perception about the Behavioral Intention to Use**

Pronouncement	Strongly Agree	Disagree	Strongly Disagree
Q11. In the future, I'll probably utilize an animated video.	18.2	69.7	12.1
Q.12 Assuming that I can access an animated video, I intend to use it.	24.2	63.7	12.1
Q.13 I predict that I will learn English via animated video in the next meeting	18.2	75.8	5.4

Table 5 showed that the respondents have some behavioral intention to use animated video. The 11<sup>th</sup> pronouncement (*In the future, I'll probably utilize an animated video*). It was 69.7% of the respondents “Agree”, 18.2% stated “Strongly Agree”, and only 12.1% of students claimed, “disagree”. Then no one responded with “Strongly Disagree”. Then the 12<sup>th</sup> pronouncement (*Assuming that I can access an animated video, I intended to use it*) showed the result of “Agree” was 63.7%. And the 13<sup>th</sup> pronouncement (*I predict that I will learn*

*English via animated video in the next meeting*) shows that 75.8% of the respondents “Agree”, 18.2% “Strongly Agree”, and only 5.4% claimed, “Disagree”. For this pronouncement, no one responds “Strongly Agree”.

**Table 6. The percentage of Actual System Use**

Pronouncement	Strongly Agree	Disagree	Strongly Disagree	
Q14. I will often watch animated videos to study English at home	6.1	78.7	9.1	6.1
Q.15 I am satisfied with the use of an animated video	-	66.7	33.3	-
Q.16 In my English class, the usage of animated video is relevant during blended learning	18.2	75.8	6.0	-

Table 6 that the respondents have enthusiastic to follow learning English with animated videos become the respondents have statements that animated videos actually practice learning English. The 14<sup>th</sup> pronouncement (*I will often watch animated videos to study English at home*). It was 78.7% of the respondents “Agree”, 6.1% stated “Strongly Agree” and “Strongly Disagree”, and 9.1% of students claimed “Disagree” with this statement. Then the 15<sup>th</sup> pronouncement (*I am satisfied with the use of an animated video*) shows the result of “Agree” was 66.7% and the result of “Disagree was 33.3%. Meanwhile, no one responded to “Strongly Agree and “Strongly Disagree”. And the last is the 16<sup>th</sup> pronouncement (*I predict that I will learn English via animated video in the next meeting*) shows that 75.8% of the respondents “Agree” and 18.2% “Strongly Agree”, and only 5.4% claimed, “Disagree”. In the last pronouncement, the students didn’t respond to “Strongly Agree” and “Strongly Disagree”.

## CONCLUSION

In this research, there are five components of the TAM approach were used to support pupils’ perceptions toward the use of animated videos on YouTube-based teaching English materials. The five components are perceived usefulness, perceived ease of use of animated video, an attitude towards the use of animated video, the behavioural intention to use animated video, and actual system use of animated video. This study demonstrated that animated video users believe that kind of media was easy to use. It will provide some advantages to the students. Students are more likely to continue using animated videos in their learning activities. Students' behavior toward animated videos may influence their intention to use them regularly. Students are more likely to share the advantages of animated videos with their friends. And the students feel satisfied using animated videos in their learning English activity because it has been a relevant tool in the *Merdeka* curriculum.



## References

- Andhovita, L. G., & Wahyuni, A. (2020). Students' Perceptions Towards the use of Multimedia-Based Teaching Materials. *JHSS (Journal of Humanities and Social Studies)*, 10-13.
- Creswell, J. W. (2009). *Research Design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles: SAGE Publications. Inc.
- Gracella, J., & Nur, D. R. (2020). Students' Perception of English Learning through YouTube Application. *Borneo Educational Journal (Borju)*, 21-35. DOI: <https://doi.org/10.24903/bej.v2i1.623>.
- Harlinda, N. (2019). *Students' Perception of Using YouTube as Media for Learning as a Foreign Language*. Palangkaraya: State Islamic Institute of Palangkaraya.
- Helingo, A. (2022). YouTube as Learning Medium for Promoting EFL Students' Reading Habit and Motivation. *Journal English Language of Educations*, 7(1), 28-34. <https://doi.org/10.31004/jele.v7i1.184>.
- Hia, M. (2021). The Effect of Using YouTube on Students' Motivation in Learning English Vocabulary. *Dialectical Literature and Education Journal*, 6(2), 62-71.
- Mazariri, E. T., Gapa, P., & Tinashe, C. (2020). Student Perceptions Educations Towards the use of YouTube as An Educational Tools for Learning and Tutorials. *International Journal of Instruction*, 13(2), 119-138. DOI: 10.29333/iji.2020.1329a.
- Mei, S. Y. (2020). Students' Attitude and Perception of Learning Mandarin Chinese via Animated Video. *International Journal of Academic Research in Bussiness and Social Sciences*, 10(10), 567-579.
- Munawir, A., Inayah, N., Putriani, F. N., & Huda, N. (2022). Students' Vocabulary Mastery By Using Animation Video on English Language Teaching. *Indonesian Journal of Research and Educational Review (IJER)*, 1(3), 354-362. DOI: <https://doi.org/10.51574/ijrer.v1i3.391>.
- Munawir, A., Puriani, F. N., Huda, N., & Inayah, N. (2022). Students' Vocabulary Mastery by Using Animation Videos on English Language Teaching. *Indonesian Journal of Research and Educational Review*, 1(3), 354-362.
- Nurdyansyah, N., Mandarani, V., & Rais, P. (2020). How to Make Use of Animation to improve Primary School Students' English Achievement? *Journal of English Educators Society*, 5(1), 53-59.

- Putri, H. R. (2022). The Effectiveness of Teaching Speaking by Using Drilling Method through YouTube. *Journal of English Teaching, Literature, and Applied Linguistics*, 6(2), 70-81.
- Shopia, K., Sabila, D., & Purnawati. (2022). Students' Interest in Learning English Through YouTube (A Case Study in Senior High School of Sekolah Alam Cikeas Bogor) . *STAIRS: English Language Education Journal*, 10-18.
- Tahmina, T. (2023). Students' Perception of the Use of YouTube in English Language Learning. *JOLLT Journal of Language and Language Teaching*, 11(1), 151-159.