DESIGNING AN ANIMATION VIDEO FOR TEACHING DIRECT INDIRECT SPEECH AT X GRADE

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Abstract

Grammar is one of the skills that are difficult for students. Thus, to over come its problem the teacher needs to build fun teaching way to make students enjoy in learning grammar. One of the ways to make learning fun is attractive media. The purpose of this study was to design animation videos as learning media for X grade. In this study, the researcher used Design-Based Research according to Akker et, al theory (2013). While, there are three stages are included: need analysis, designing phase, and assessment phase. The instruments of the research were interviews and questioner. The data from the interview was student's needs, and the data from the questionnaires were expert's evaluation and teacher's assessment. The result of the preliminary research showed that the students needed attractive media for learning grammar especially in reported speech. The product of this study was an animation video for teaching reported speech entitled designing an animation video for teaching direct indirect speech at x grade. The animation video was also completed with some exercises. The final product looked like the following: animation video was an attractive medium for teaching reported speech. The teacher can use the video as a learning medium.

Keywords: *Animation Video, Teaching Reported Speech, Grammar*

A. Introduction

Grammar was one of the student's skills that must be possessed in studying English. As we knew, grammar was the pattern or structure of a sentence. To be effectively written, the students had to apply the correct grammar in their writing to make the sentences understandable. pointed out that grammar was a rule referring to the parts of speech, tenses, phrases, and clauses to create grammatically well-formed sentences in English. However, grammar was not easy for students. Some students often had a difficulty in understanding grammar. Students were often confused when composing sentences that are grammatically correct.

This phenomenon also occurred in SMA Darul Ulum 3, in which the students tended to face difficulty in understanding grammar material. Based on the results of the interview in the preliminary study, She explained that her students had hardship in understanding grammar material. The teacher said that the students were still confused when they compose a grammatical sentence. The general difficulty students faced was learning reported speech. Especially at 10 grade, they faced difficulty in sifting the tenses from direct to indirect. Then they tend to be bored and not motivated to learn grammar. It supported by the teacher who did not use any interesting media, and She disposed to use the lecture method and only use textbook-based learning because she did not have more time for creating a medium. So the teacher suggested that this research was comfortable for 10 grade because this grade just immigrated from junior level then they are interested in a medium.

Thus, it was necessary to have a medium that can help students to understand the grammar material, and the medium could encourage students' motivation to learn grammar. Purwono et.al (2014:138) said that learning media has a current role in supporting the quality of the teaching and learning process. Media can also make learning more interested and fun. It also happened to Hardianti's research (2020:49), concluded that the student's score on pre-test and post-test was differrent before and after using video animation as a media. there is a significant effect on the students' speaking skill scores. Another reserach also conducted by Susanti's research (2019:115), showed that the use of video motivate students in parcipating the learning grammar. and it increased student's grammar skill.

So from these considerations, the researcher used different model with Hardianti's research and Susanti's research. This research was designed an animation video for teaching Direct and Indirect speech based on student's needs, Hardianti's research used experimental research. This study also has different research design with Susanti's research which This study used Research and Development reserch while Susanti's used Classroom Action Research.

B. Literature Review
1. Teaching Direct And Indirect Speech

Direct speech is what people exactly spoken. For example, I am tired. While indirect speech is reproducing what people spoken by changing the tenses used. Martinet&Thomson (1986:269) pointed out that direct speech is repeating the original speaker's exact words. Speech which repeated are placed between comma, and it placed immediately before the mark. While indirect speech is giving exact meaning of a speech without changing the speaker's exact word. Indirect speech is used when the conversation is reported verbally.

When we turn direct speech into indirect some changes are usually necessary. These are most easily studied by considering statements, questions, and commands separately.

Fuad (2002: 176). Conclude that There are three kinds of sentence in direct and indirect speech. They are, statement, Imperative and question. And also there some rules of each form.

1.   Statement

-       If the main clause was in present tense, present perfect, and future tense there was no chhanging when change the sentence from direct to indirect.
Eg : DS : Ali says, " I'am a student."
     IDS : Ali says that he is a students.

-       If the main caluse was past tense, there is changing as followed :
DS :
1.   Present tense – past tense
2.   Present continous – past continous
3.   Future tense – past futue
4.   Present perfect – past perfect
5.   Present perfect continous – past perfect continous
6.   Past tense – past perfect tense
7.   Past continous tense - past perfect continous
8.   Past future – Past future perfect
9.   Future continous – conditional continous

2.   Imperative
-       Using to invinitive
-       Adding please
-       Using not + to invinitive for command
-       Changging the pronoun
-       The Indirect speech was Bigined by told, ordered, commandded for imperative
-       Bigined by asked for request
Eg : DS : He said, " open the window!"
     IDS : He asked me to open the window.
DS : She said, " don't open the door!"
IDS She told me not to open the door.

3.   Question
A.   5 W 1 H question
-       Using question word in Indirect speech
-       Using statements rules for Indirect speech
-       The shifing tense used as in statements rules
Eg : DS : Ratna said to Anis. " What are you doing ?"

IDS : Ratna asked Anis what she was doing.
B.   Question Which Bigin With Modal
-         Using if or whether in indirect speech
-         The form of the sentence same as indirect statement
Eg : DS : Yusuf asked, " can you help me ?"
      IDS : yusuf asked me if (whether) i could him.
C.   Exlamation
-         It should be in statement form
Eg : He said, " What a beautiful hair she has!"
                He said that She had beautiful hair
D.   Yes and No answer
-         S + Auxilary Verb (modal)
Eg : He said, " can you swim ?" I said, No
He asked me if could swim and I said that I could'nt.

2.   Animation Video

An animation video is a media that can give an illustration to the viewers with attractive visuals. This video is related to the grammar skill that concerns on reported speech material. The aim of the designing animation video is, the students will capture the reported speech material easily and they motivate in learning. The animation is also suitable for explaining the subject matter that was difficult to present in learning or delivered in book form.

C. Research Methodology

This research was designed based research. According to Akker et al. (2013) cited in Lisa and Yusuf (2018, p. 120) "design research is a process used to design, develop and validate an intervention, suah as a product". This research attempted to design an animation video for teaching reported speech to 10-grade students. The medium was developed based on the design model proposed by Akker et al. Which the instructional design consisted of three phases: Preliminary Research, Design Phase, and Assessment Phase (2013:11)

The Preliminary was First phase. This phase was to identify the need for developing the media. This identification focused of student's needs in learning reported speech. The result of the identification of the needs used as the basis for the next phase was the designing phase. The second phase was the designing phase.

This phase continued from preliminary study in the form of student's needs. The identification of the needs been an information for designing teaching and learning medium. After designing the medium, it was validated by an expert to find out an evaluation and suggestion. Then the expert's validation was as basic for continuing the next phase that is the assessment phase. The last phase is the assessment phase. This phase was designing media that will be implemented for reported speech learning activity. To know student's responses then the product will be assessed by the teacher for evaluating and revising.

1. Participants / Population and Sample

This reserach conducted at SMA Darum Ulum 3 Jombang. Based on the preliminary study was conducted on October 15th 2020 the researcher found comon problem in English leraning especially in learning reported speech material. This problem happanned at 10th grade of senior high school. Students are bored and difficult to

understand the material. So the researcher design an animation video as teaching media.

The respondent was the English teacher of 10th grade. The teacher as the respondent in the preliminary research as the object of interview. The teacher explained instructional needs. The teacher also became the respondent in the assessment phase to assessed the use of animation video.

2. Instruments

1. Interview

The interview was conducted to the Eglish teacher of 10 grade in preliminary study and preliminary research to get the instructional needs. The reseacher gave some listing of questions to the teacher. The questions concerned with exploring information about the instructional needs, such as the needs, topic, and features of media. It was related to the contents of the animation video.

2. Questionnaire

The quesionnaire used for the English teacher and Expert to get the assesment amd evaluation how the media work in the teaching and learning activities as animation video. The expert was Mrs. Maisarah S.S., M.P.

3. Data Analysis

There are three steps in data analysis :

1. Preliminary Research

Analyzing the result of interview with the English teacher to know the instructional needs of the students in teaching direct and indirect speech for designing animation video.

2. Design Phase

a. Creating the prototype media based on needs identified

b. Evaluating the animation video to the expert

c. Revising the prototype media (if any revision)

3. Assessment Phase

Analyzing the teacher''s assessment for the product. Whether the product can be used in the class or no

D. Findings
1. Identifying The Instructional Needs
The first phase in this research is preliminary research. The researcher identified the informations about the instructional needs for teaching grammar at grade X. In the preliminary research, it produced informations about the instructional needs where these needs was a reference in designing animation videos.

To know the instructional needs, the researcher interviwed the teacher. In the interviewed, the reseacher found student's difficulty, the topic, students lack of motivation in learning direct indirect speech, the prototypes of the medium. These informations included for formulating the content of the video. In this step, the following information is obtained:
1.   Needs based on Material
a.   The Learning material needed was direct and indirect speech
The teacher explained that the students faced dicidulty in learning grammar, especially for X grade, they were still confused in direct and indirect speech material. The teachersaid that her students did not master when shifting the tenses from direct to indirect. She also suggested that the medium may needed for motivating students to get more understanding about direct indirect speech.
b.   The Learning material needed was direct and indirect speech
The teacher explained that the students faced dicidulty in learning grammar, especially for X grade, they were still confused in direct and indirect speech material. The teachersaid that her students did not master when shifting the tenses from direct to indirect. She also suggested that the medium may needed for motivating students to get more understanding about direct indirect speech.
c.   The Student'S Did Not Master In Shifting Tenses Direct To Indirect
The teacher said that the students faced dicidulty in changing the tenses from direct to indirect speech. She also explained that the students not master each pattern of tenses used in direct and indirect speech yet. So it made them hard when changing the tenses.
d.   Tenses needed to explain in the video
The teacher explained that the students did not master all the pattern of the tenses, they just master in present and past tense. So she said that tenses needed for explaining in the video were simple present, present continous, present perfect and future tense, then the pattern of simple past, past continous, pst perfect and past future.
e.   Question and statement part of direct and indirect speech to indirect
The teacher explained that kinds of sentence needed for reported sentence are question and statement. She said that the students faced difficulty in shifting question and statement sentence from direct.
f.   The explanantion of shifting question which using question word, shifting question which does not bigin with *question word and yes no answer question*
The teacher explained that kins of question needed were 5 W 1 H (what, who, where, why, when and how), yes and no answer question and question which begin with modal. For the question that begun with modal, the teacher said that only can, will and do that needed.

g.   The example needed was verbal sentence

The teacher explained that the example needed was in form of verbal sentence. She said that the example that used should in verbal sentence. It based on teacher's interview.

h.   The explanation of time signal need to include in the video

The teacher explained that the expanation of time signal was needed to include in the video. She said that only the explanation of time signal was needed in order to there is no too much explanation which make students are confused.

2.   Needs Based On The Activities Of Teaching Direct Indirect

Five Exercises Of Each Explanation

he teacher explained that the video shall show excercises for students in order they could practice directly the material that explained before. She said that five excercise was enough because it was not too much for the student. It followed by the interviewed.

3.   Needs based on the design of the video

a.   There Was Dubbing For The Video

The teacher saggested that the animation video there was dubbing when explaining the material, in order the students identify the pronounciation of the vocabularies used.

b.   The Duration Was Not More Than 10 Minutes

For the duration of the video, teacher said it needed not more that 10 minutes, because students had to do other learning activity to achieve he learning goal. So the did not focus on the video only.

c.   There Was Script Text Of The Explanantion

In the explanantion part, the tecaher explained that it needed show the script text of the material explained, in order they could take a note from the material, and it helped students to understand the explanation.

2. The Result Of The Preliminary Research

From the preliminary research the reseacher found some informations about student's needs in learning grammar. The needs will be formulated for designing An animation video.

The needs will be described in the following table :

Table 1 The Result Of The Preliminary Research

No	Aspect	Needs
1.	Needs based on material	- Direct and Indirect speech - The student's did not master in - - shifting tenses direct to indirect - Tenses needed to explain in the video - Question and statement of reported speech needed to explain - The explanantion of shifting question which using question word, shifting question which does not bigin with question word and yes no answer question - The example needed was verbal

		sentence
		- The explanation of time signal need to include in the video
2.	Needs based on the activities of teaching direct indirect	Five exercises of each explanation
3.	The features Of The Video	There was dubbing for the video
		The duration was not more than 10 minutes
		There was script text of the explanation

The identification of student needs above had been confirmed to the teacher. Therefore, researcher would develop a media to facilitate students in direct indirect learning to be more motivated and interested in participating in learning activities. The media is An animation video for teaching direct and indirect speech. The needs in the table above will be a refrence in designing the animation video.

3. Design Phase

The second phase that conducted in Design Based Research is Design Phase (Akker, 2013:11). This phase was designing the media for teaching reported speech based on the data from the result of the interview. The design process was conducted by two steps. Firstly, the media that designed were the content of the video. It contained with the material. after the researcher designed the video, it was validated to the expert for preparing the use as teaching media and ready for being assessed by the English teacher.

The Design Of Animation Video

A.   Material Included :

1.   Definition of direct indirect speech
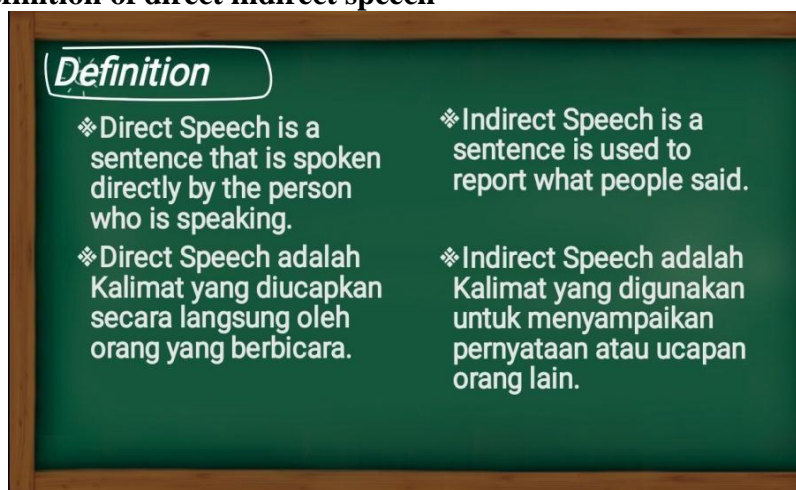
Picture 4. 1 The Explanantion Of Direct And Indirect Speech

2.   Changing tenses of statement in reported speech

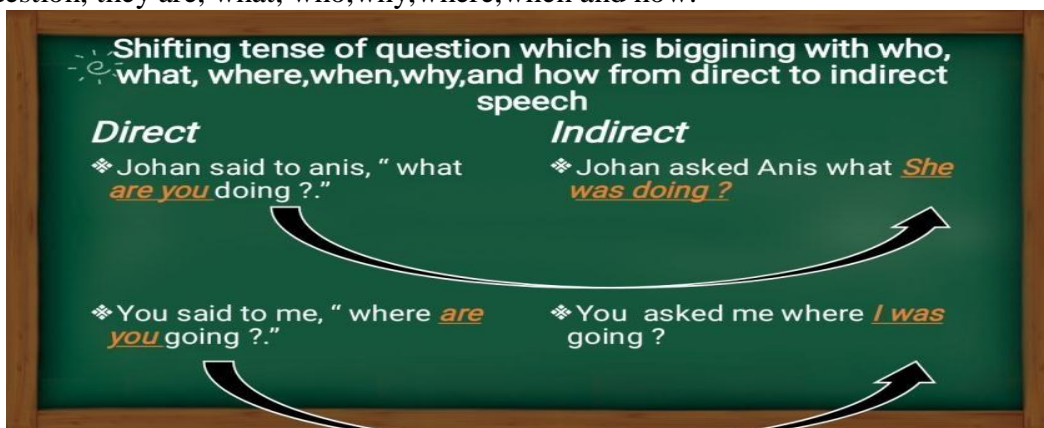This part consist of the explanantion of pattern of chaging the tenses used in statement

from direct to indirect. The tenses used were present tense, present continous, present perfect, future tense, past tense, past continous, past perfect, past future.

Picture 4. 2 The Explanation Of Chaging Tenses Of Statement
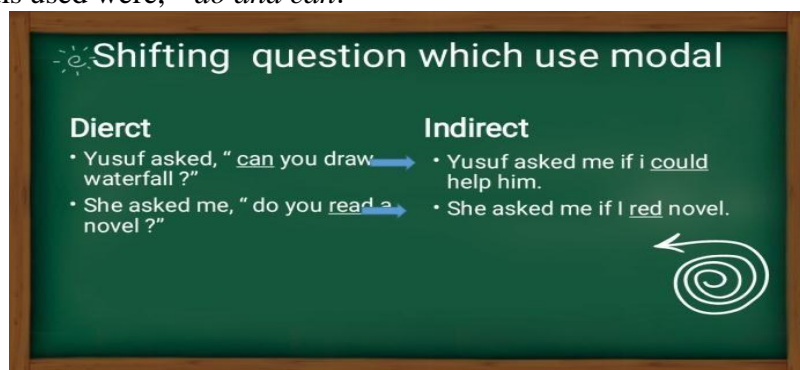
3. Shifting 5W 1 H question in reported speech

This part consist of the pattern of changing question in reported speech using 5W 1 H question, they are, what, who,why,where,when and how.

Picture 4. 3 The Explanation Of Shifting Tenses Of 5w 1 H Question
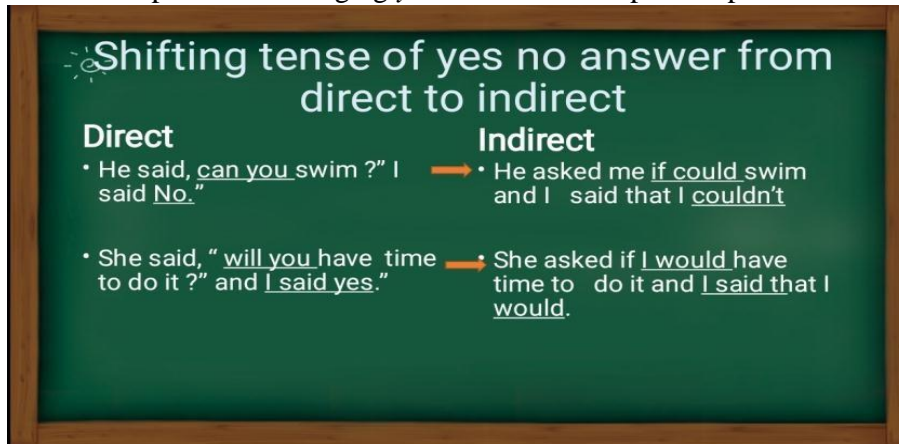
4. Shifting question which use modal

This part consits of the pattern of changing question in reported speech using modal. The modals used were, " *do and can*."

Picture 4. 4 The Explantation Of Shifting Tenses Of Question Which Use Modal

5. Shifting *yes no* answer in reported speech

This part consist of pattern of changing *yes no* answer in reported speech.

Picture 4. 5 The Explanation Of Shifting Tenses Of Yes No Answer

6. Shifting the time signal used in reported speech

This part consist of pattern of shifting the time signal used in reported speech. The time signals indluce:
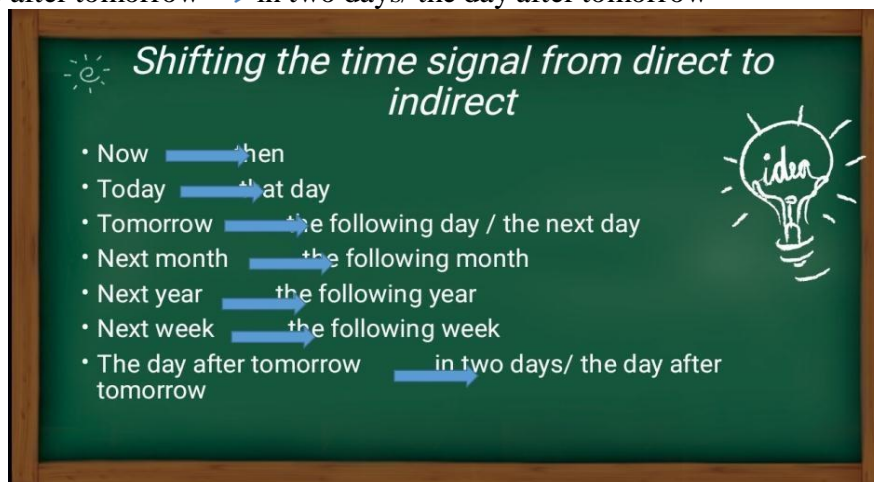
Now $\rightarrow$ then

Today$\rightarrow$ that day

Tomorrow$\rightarrow$ the following day / the next day

Next month$\rightarrow$ the following month

Next year $\rightarrow$ the following year

Next week $\rightarrow$the following week

The day after tomorrow $\rightarrow$in two days/ the day after tomorrow


Picture 4. 6 The Explanation Of Shifting Time Signal

7. The Activities Of Teaching Direct Indirect

Five exercises of each explanation

After showed the material part, students went to exercise part. There were five exercises delivered. There were theree section of exercise. students would change the sentences of statement, question and the time signal from direct to indirect speech.

1. The first section in this part was the exercise of shifting tenses of stetement from direct to indirect. Studnts were asking to change the tenses to indirect.
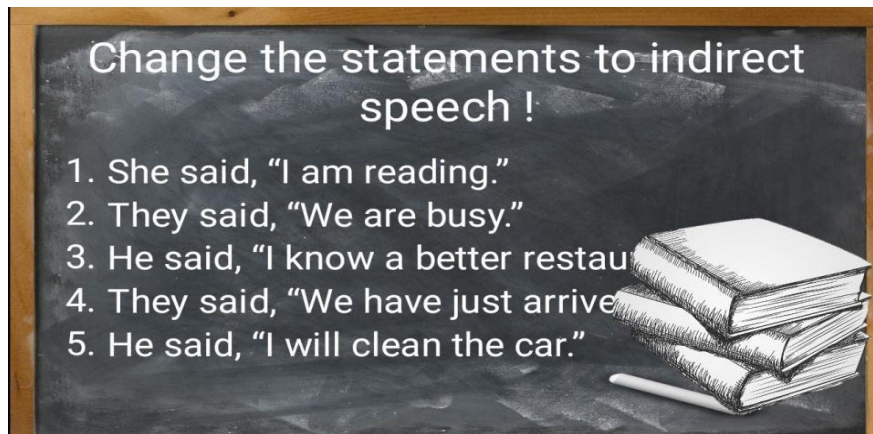
Picture 4. 7 Students Exercise

2. In this part students were asking to change the question to indirect form. The question include 5W 1H question, question used modal and yes no answer.
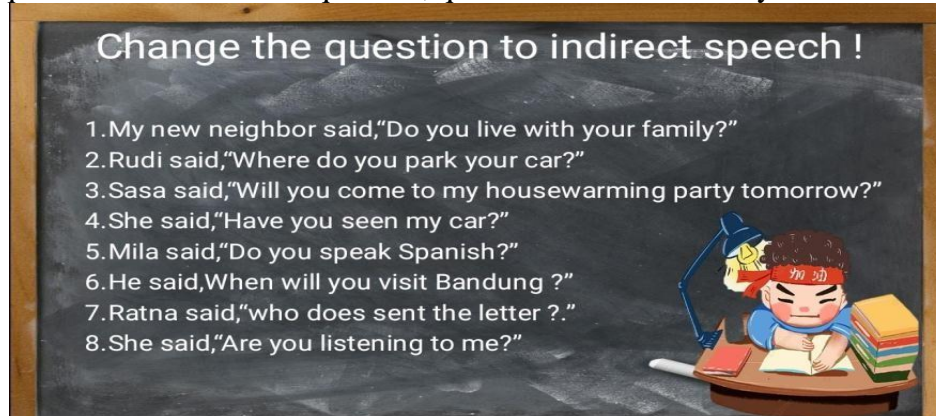
Picture 4. 8 Students Exercise

3. The last part of exercise part was changing the time signal. In this part students were asking to change the time signal to indirect.

Figure 4.9 students exercise

The duration of the video was 8 minutes. The video contained an explanation of definition of direct indirect, the pattern of shifting tenses of statement, the pattern of

shifting tenses of question and pattern of shifting the time signal from direct to indirect. The tensess include : present tense to past tense, present continuous to past continous tense, present perfect to past perfect. Meanwhile, the shifting of time signal were include: Now becomes then, yesterday becomes the day before yesterday, last night becomes the night before last, last week becomes the week before last, last Sunday changes to the Sunday before last, two days ago becomes two days before, five years ago became five years before, today became that day, tomorrow became the following day / the next day, next month became the following month, next week became the following week, next year became the following year, the day after tomorrow becomes the day after tomoorow.

4. The Validation Process of the Animation video was conducted by an Expert

Validation process was used to analyze the design of *the animation video* prototype, whether it was appropriate to teach direct indirect speech. The validation was conducted by an expert. The validation will be used for revising the animation video. The evaluation was revised 3 times. First evaluation was conducted on 15 June 2021. Based on her statement the design of an *animation video for teaching direct indirect speech* need to be revised before it will be implemented.(see appendix 9 , page 44).
The researcher classified the revisions as follows :

Table 4. 2 Expert evaluation 1

NO	Aspect	Comment	Revise
1.	Backsound used	Too loud than explanataion voice	The backsound was turn down
2.	There was alphabet was misssing	Next month	Next month
3.	There was miss writing	Present continouos	Present Continous
4.	The picture for examples	Too small	The example become writing
5.	Duration of the video.	Video shall be split to 3 parts	Video was in 3 parts

After receiving the evaluation from the expert, the researcher revised the media according to the comments given. After revising, the researcher again asked for an evaluation for the media. From this evaluation, the expert returned to provide an evaluation for further revision. Evaluation is done on 17 June 2021.

Table 4. 3 Expert evaluation 2

NO	Aspect	Comment	Revise
1.	The backsound of the explanation video	It was too loudthan the sound of the explanation	The backsound was turn down
2.	There was a missing alphabet	English	English

After revising, the researcher again asked for expert evaluation. From this evaluation, the researcher again revised and asked for an expert evaluation. From this third revision, the media can be implemented as a learning medium. This is in accordance with the points given, it can be concluded that the media is good and can be submitted to the teacher.

5. Assessment Phase by Teacher

After being validated, the animation video for tecahing direct and indirect was assessed. It was last phase in Design Based Research based on Akker design model. The media was assessed by using questionnaire. The questionnaire covered some aspects, they were learning aspects (materials and learning objectives) and design aspects (tampilan, suara, font of scrip text and explanation.) These aspects were almost similar with the expert's validation before. But, this questionnaire had more detailed points to be assessed. It was assessed by the English teacher, she is Dini Fitrian, S.Pd.

In this phase, the researcher explains how to use the media to be applied to direct and indirect speech learning. After showing the use of the media, the teacher was asked to fill out the questionnaire that had been given.

Table 4. 4 Teacher Assesment

NO	Aspect	comment	Revise
1.	*The voice used for character*	*The voice used for dubbing was not comfortable with senior high school student*	*The voice used for dubbing was original voice of the dubber*
2.	*Explananion part*	*It shall been there transition of english and indonesia skript text*	*The voice for dubbing used normal voice*

After revising the media, the researcher again showed the revised media and asked the teacher to fill out the questionnaire again. From the results of the questionnaire, it can be concluded that the teacher considers that the media is good to implement in learning grammar and students will enjoy it so that students will have fun learning.

D. Conclusion

One of the problems that often occurs in learning English is the lack of student motivation in following lessons, especially when learning grammar. Based on interviews conducted with teachers, for class X the material that needs to be made interesting learning media is direct indirect speech material. From the second stage, namely the design phase, it can be concluded that video animation can be applied to direct indirect speech learning with validation by experts. Meanwhile, in the third stage, it can be concluded that the media created is in accordance with the learning needs. This is in accordance with the assessment given by the teacher. In short, animation video can be implemented as a learning medium in direct indirect material.

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