THE EFFECTIVENESS OF ANIMATION MEDIA ON SPRECHFERTIGKEITEN LEARNING IN GERMAN LANGUAGE EDUCATION STUDY PROGRAM

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Abstract

The role of the educator in the implementation of learning plays a very important role as an innovator or agent of change in order to help students achieve learning goals, especially those related to the cultivation of skills, educators need to develop and create learning processes. One of the uses of technology that can be done is the use of animation media in learning. This study has a goal, namely to find out how student learning outcomes are in Sprechfertigkeiten learning using animation media. The research method used in this study is a quantitative descriptive experimental research. The subjects in the study were all students of the German Language Education Study Program Semester 3 (three) FKIP Nommensen Pematangsiantar HKBP University. The data collection technique in this study was a test of learning outcomes in accordance with the material taught in Sprechfertigkeiten learning. The procedure of this research is to test student learning outcomes to get differences in student learning outcomes after using animation media. The results of this study indicate the value of student learning outcomes in Sprechfertigkeiten learning with animation media. This can be seen from the increased average student learning outcomes (x = 83.90) compared to student learning outcomes before using digital learning applications (x = 70.27).

Keywords: Animation Media, German Learning Outcomes, Sprechfertigkeiten

Abstrak

Peran pendidik dalam pelaksanaan pembelajaran memegang peranan yang sangat penting sebagai inovator atau agen perubahan guna membantu peserta didik mencapai tujuan pembelajaran, terutama yang berkaitan dengan penanaman keterampilan, pendidik perlu mengembangkan dan menciptakan proses pembelajaran. Salah satu pemanfaatan teknologi yang dapat dilakukan adalah penggunaan media animasi dalam pembelajaran. Penelitian ini memiliki tujuan yaitu untuk mengetahui bagaimana hasil belajar siswa pada pembelajaran Sprechfertigkeiten dengan menggunakan media animasi. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian eksperimen deskriptif kuantitatif. Subyek dalam penelitian ini adalah seluruh mahasiswa Program Studi Pendidikan Bahasa Jerman Semester 3 (tiga) FKIP Nommensen Universitas HKBP Pematangsiantar. Teknik pengumpulan data dalam penelitian ini adalah tes hasil belajar sesuai dengan materi yang diajarkan dalam pembelajaran Sprechfertigkeiten. Prosedur penelitian ini adalah menguji hasil belajar siswa untuk mendapatkan perbedaan hasil belajar siswa setelah menggunakan media animasi. Hasil penelitian ini menunjukkan nilai hasil belajar siswa pada pembelajaran Sprechfertigkeiten dengan media animasi. Hal ini terlihat dari peningkatan rata-rata hasil belajar siswa (x = 83,90) dibandingkan dengan hasil belajar siswa sebelum menggunakan aplikasi pembelajaran digital (x = 70,27).

Kata kunci:Media Animasi, Hasil Belajar Bahasa Jerman, Sprachfertigkeiten

Introduction

Educators are one of the elements that play a very important role in the teaching and learning process. In fact, educators are often seen as the center of learning success with indicators directing students to achieve the expected learning goals. Therefore, educators should have sufficient behavior and competence to develop the full potential of students. In order to carry out the students' duties properly in accordance with their profession, educators need to master various things, especially social and professional personality competencies (Rasmitadila et al., 2020) . An educator is expected to play a role as an innovator or agent of change in order to help students achieve learning goals, especially with regard to instilling skills, educators need to develop and create learning processes (Kurniawati, 2020);(Kustyarini et al., 2020). This is done with the aim that students can achieve understanding and find meaning in everything that is learned in class. Nurdyansyah (2019) said that the position of the media in learning is very important. Because the media can support the success of learning. One of the media that can be used to improve students' speaking skills is to apply audio-visual media, namely animation media (Arikarani & Amirudin, 2021).

Skills cannot be taught by means of educators applying conventional learning, namely by lecturing, but more than that educators need to give students direct experience (learning by doing). This needs to be done with the orientation of giving students the widest possible opportunity to develop potential related to the skills being studied (Wahyuni et al., 2020) . One of the skills that needs to be instilled in students and requires the attention of educators as a whole is speaking skills. Speaking skills are one of the four language skills that need to be instilled so that students' communicative abilities can be developed to the fullest (Behnamnia et al., 2020) . Specifically in learning speaking skills for students, in this case in the German Language Education Study Program (Harianto et al., 2021) . Speaking skills (Sprechfertigkeit) in German are one of the important elements of the four language skills, namely writing (Schreiben), listening (Hören), reading (Lesen). In learning foreign languages, especially German, speaking skills still have many problems, namely lack of motivation, students are still afraid and shy to express their opinions through speaking activities, there are students who are fluent in conveying ideas, but not a few students who still show these characteristics. characteristic of not being able to perform in front of classmates (Cahyani et al., 2020) .

Learning using animated media is expected to provide positive value for both students and educators (Wahyuningtyas & Kurniawan, 2022);(Barbara & Bayu, 2022). With this animated media, it is hoped that it will make the learning process more conducive, especially in German language learning, and can optimize the learning process of students in which in turn is expected to improve the learning outcomes they achieve as in face-to-face meetings (Graefen & Liedke- Göbel , 2020) . The existence of innovations in various fields is the impetus made to encourage the development of Information and Communication Technology (ICT) (Mielikäinen, 2022);(Muchtar & Firmansyah, 2023). The concept of digital learning is evidence of the development of ICT in the field of education. In line with that, the concept of applying animated media is also evidence of creativity in the field of information and communication technology (Titaley, 2017) . Learning using animated media can not only be broadcast in class but can also be learned repeatedly by students wherever they are (Hasrar et al., 2018) .

Changes in the current situation and conditions certainly also have an impact on the process of learning foreign languages, especially German, which in principle is the same as learning other languages that are used in daily activities. In the current German language curriculum, the courses taught must refer to the International German language standard known as GER (Germanistische Europäische Rahmen) (Hidayat et al., 2020) . As with language learning in general, German language learning also emphasizes 4 (four) main language skills, namely reading (lesen), writing (schreiben), listening (hören), speaking (sprechen), and requiring Grammatics as the main element of the four abilities. that language. In the curriculum of the German language education study program , the distribution of courses, especially in the four language skills, is integrated with each other so that they run simultaneously and continuously (Khaira, 2021) . In accordance with the focus of this research, courses related to speaking skills (Sprechfertigkeit) are in semester III (three), namely the Productive Fertigkeiten B1 course (Jenkins et al., 2021) .

Language learning in the Productive Fertigkeiten B1 course currently requires innovative learning media which are expected to facilitate learning activities and to increase students' interest and activeness in understanding the subject matter. Learning media is a component of learning resources or physical vehicles that contain instructional material in the student's environment that can stimulate students to learn (Usman et al., 2022) . (Pokhrel & Chhetri, 2021) . Arsyad argues that the more senses that are used to receive and process information, the more likely it is that the information is understood and can be retained in memory (Dalle & Achmad, 2018) . Media using animation has an interest in learning, because the display is colorful and moving and can be heard can convey information on the content of subject matter and exercises (Simanjuntak & Purba, 2022) .

This is what underlies this research, namely animation media is expected to be able to increase students' understanding in learning speaking skills (Sprechfertigkeiten) (Bedenlier et al., 2018) . Therefore, it is necessary to conduct research on the effectiveness of animated media in learning Sprechfertigkeiten for German Language Education Study Program students, FKIP UHKBPNP.

Method

This research is planned to be carried out at the German Language Education Study Program, Teaching and Education Faculty, HKBP Nommensen Pemtatangsiantar University. The sample in this study was the entire population, namely all fifth semester German Language Education Study Program students. This type of research refers to a quantitative descriptive research approach. Quantitative descriptive research is based on the philosophy of positivism which emphasizes objective phenomena that are studied quantitatively or carried out using numbers, statistical processing, structures, and controlled experiments (Selviana et al., 2020) . While the type of research used in this research is a quasi-experimental design research. Experimental research is research that is used to find the effect of certain treatments on others under controlled conditions and there are several forms of experimental design, namely: pre-experimental design, true experimental design, factorial design, and quasi-experimental design (Windiyani et al., 2019). The researcher used a quasi-experimental design because in this study there were outside variables that the researcher could not control.

The research design used was the initial test (pretest) and the final text (posttest). Between the pretest (O 1) and posttest (O 2) an act of teaching and learning was carried out to find out how the difference was before the action was given and after the action was given (X). This can be illustrated in the design of The One Group Pretest posttest Design Yusuf & Widyaningsih, (2019) which uses an action group by giving a pretest and posttest. Data on student learning outcomes (Sprechfertgikeiten) were obtained by giving tests. Before being used as a data collection tool, the instrument was validated first (Lovantika, 2022). For questionnaire instruments, it is done by asking for expert opinions regarding the content and editorial/language of the instruments compiled.

Results and Discussion

Initial Test Data (Pretest) Student Learning Outcomes Before Learning by using Animation Media.

After processing the pre-test results data, descriptive statistics are obtained which consist of the maximum value, minimum value, average, standard deviation and variance. Below is presented descriptive statistics of the results of the data using SPSS 22 for Window Software.

Table 1. Descriptive Statistics of Pretest Data

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretes	11	58.00	77.00	773.00	70.2727	5.55141
Valid N (listwise)	11					

Table 1 above shows that the average student pretest in learning before using Animation Media was 70.27.

Table 2 . Pretest Data Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretes	.170	11	.200*	.958	11	.746

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

In table 2 it can be seen that the normality value of students before the implementation of learning with Animation Media is 0.958 with a significance of 0.200 because the significance is greater than 0.05, the pretest data of student data is included in the category of normal distribution.

Final Test Data (Postest) Student Learning Outcomes After Learning by using Animation Media

After processing the pre-test data, the post-test data is processed to obtain descriptive statistics consisting of the maximum value, minimum value, average, standard deviation and variance. Below are presented descriptive statistics of the final test data.

Table 3. Descriptive Statistics of Posttest Data

	Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Postes	11	80.00	90.00	923.00	83.9091	3.23897
Valid N (listwise)	11					

In Table 3, the data is obtained, namely the average value of 11 students who have participated in learning using Animation Media is 83.90. Data distribution (Std. Deviation) obtained 3.23.

Table 4 . Posttest Data Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Postes	.177	11	.200*	.924	11	.354

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

In table 4 it can be seen that the normality value of student posttests after learning by using Animation Media with a significance of 0.200 because the significance is greater than 0.05, the student pretest data can be stated to be normally distributed.

Table 5 . Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Maha siswa	Equal variances assumed	11.434	.003	4.530	22	.000	15.44755	3.40988	8.37590	22.51920
	Equal variances not assumed			4.872	14.457	.000	15.44755	3.17039	8.66787	22.22724

Table 5. is the result of an analysis of the independent sample test which reveals that the significance value is 0.000. Because sig. 0.000 < 0.05, the result of the hypothesis test is rejecting H0 or accepting Ha at an alpha level of 5%. This reveals that there is a significant difference between student learning outcomes and the use of animated media (Widyasari & Mastura, 2020) .

This has a very positive impact on student learning outcomes in Sprechfertigkeiten learning. Many findings are known that the use of animated media increases student interest and student interest in learning, especially in this case speaking skills (Tomasouw et al., 2022) . Based on the research results obtained, it provides information that in terms of learning speaking activities, attention must be paid to how the current situation is in order to stimulate student interest in learning, which of course has a great effect on student learning outcomes (Ayuwandira et al., 2021) .

Conclusion

Based on the data that has been described above, it can be concluded that learning by using Animation Media actually creates a new atmosphere and special interest for students. Even though the current pandemic situation does not hinder students' interest in learning, especially in learning to write, especially in learning Sprechfertigkeiten. Learning by using Animation Media can also improve student learning outcomes. This conclusion was obtained based on the research results obtained, namely an increase in student learning outcomes.

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