

The Development of English Learning Media Based a Bilingual an Animation Video For Students at Man Dompu

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan media pembelajaran berbasis video animasi bilingual untuk materi Pengalaman Masa Lalu pada mata pelajaran Bahasa Inggris dan untuk menentukan efektivitas dan kelayakan media tersebut. Metode penelitian yang digunakan adalah R&D yang telah dimodifikasi menjadi tujuh tahap, yaitu Penelitian dan Pengumpulan Data, Perencanaan dan Pengumpulan Data, Pengembangan Bentuk Produk Awal, Uji Lapangan, Revisi, Validasi, dan Revisi Produk. Hasil dalam penelitian ini, efektivitas media pembelajaran ini dapat dilihat dari perolehan skor pretest dan posttest, yaitu pretest sebesar 11% dan posttest sebesar 42%, yang merupakan nilai rata-rata yang diperoleh dari jumlah siswa yang mencapai KKM. Media pembelajaran berbasis video animasi bilingual yang dikembangkan dalam penelitian ini dikategorikan sebagai "sangat layak". Penilaian ini diperoleh dari hasil validasi produk yang dilakukan oleh validator, yaitu ahli media dengan hasil sebesar 88%, ahli materi dengan skor 96%, dan ahli bahasa dengan skor 88%.

Kata Kunci: Pengembangan, Media Pembelajaran Bahasa Inggris, Bilingual, Video Animasi

ABSTRACT

This study aims to develop learning media based on bilingual animation video for Past Experience material in english class and to determine the effectiveness and feasibility of this media. The research method used is R&D which has been modified into seven stages, namely Research and Data Collection, Planning and Data Collection, Initial Product Form Development, Field Trial, Revision, Validation, Product Revision. The results in this study, the effectiveness of this learning media can be seen from the acquisition of pretest and posttest scores, namely pretest of 11% and posttest of 42%, which is the average value obtained from the number of students who reach the KKM. The bilingual animated video-based learning media developed in this study was categorized as "very feasible". The assessment was obtained from the product validation results obtained by the validator, namely media experts with the results obtained as much as 88%, material experts with a score of 96% then linguists with a score of 88%.

Keywords: Development, English Learning Media, Bilingual, Animation Video

INTRODUCTION

In the English language, students must develop a mastery of four fundamental skills: speaking, reading, listening, and writing. Nevertheless, a pivotal skill in the communication and articulation of opinions is elocution (Afrianti, 2021). Bilingual animated videos facilitate students' comprehension of the contextual nuances of language through simultaneous visual and auditory stimuli, thereby enhancing their ability to imitate proper pronunciation. By engaging with two languages in a single video, students inherently develop a proclivity for

comparing sentence structures and intonation. Engaging animations have also been demonstrated to increase attention and engagement, encouraging students to actively imitate dialogues. This training method is designed to enhance elocution skills, encompassing articulation, intonation, and fluency. Tarigan (2008) in (Wahyuni & Afrianti, 2021) posits that speaking skills are a type of language skill that develop over time in students' lives. These skills are preceded by the development of listening skills, and students acquire speaking skills through the process of learning to speak. This opinion posits that speaking skills are inextricably linked to listening skills. The process of listening is concomitant with the acquisition of speaking skills. In the context of daily life, the ability to communicate verbally is of paramount importance (Brigman & Campbell, 2003). This is due to the fact that it serves as the primary catalyst for enhancing one's proficiency in the English language. This enhancement encompasses the capacity to articulate one's opinions, perspectives, and objections to others' viewpoints during the act of communication.

However, it is not merely a skill that is relevant to the realm of daily life; it is also a fundamental component of the contemporary educational landscape. English is one of the subjects that students have expressed a lower level of interest in, due to various factors. These include monotonous material packaging, teacher teaching methods that result in students feeling bored, and inappropriate learning media used during instruction (Afrianti et al., 2022). English. For instance, the employment of worksheets and textbooks as the sole learning media by English teachers has been identified as a contributing factor to students' diminished motivation and interest in the subject (Sweeney, 2003). Preliminary data from MAN Dompu indicates that the mean score of students in class X IPA1 in English was below the minimum passing grade (KKM), with a total of 66 points out of a possible 75. Preliminary observations conducted by researchers indicated that the majority of students adopted a passive stance during lessons, exhibiting minimal engagement in speaking or discussion activities. Moreover, the findings of a brief survey administered to students indicated that 72% of respondents reported feelings of boredom and dismotivation, attributing this sentiment to the perceived monotony and lack of interest in the material. In response to this issue, researchers have initiated the development of learning media to be utilized during the learning process. One of the media that can be used during the learning process is a bilingual animated video.

Learning media is defined as facilities and components that support the learning process (Nurjannah, Husnul Khatimah, 2023). Bilingual animation videos play a significant role in the learning process of English due to their ability to present material in two languages. This facilitates a more profound comprehension of meaning and context by students. The integration of engaging visuals and sounds has been demonstrated to enhance the enjoyment and memorability of learning experiences. Students have the opportunity to discern accurate pronunciation and emulate it, thereby enhancing their listening and speaking abilities. Furthermore, the use of two languages strengthens the connection between the native language and the foreign language, accelerating the process of understanding and mastering new vocabulary. These media can facilitate the delivery of material during learning activities by teachers and students. In essence, learning media functions as an intermediary or messenger from the sender to the recipient of the message (Aldin, Sukmawati, 2023). The integration of learning media has been demonstrated to enhance the appeal and engagement of learning activities, thereby fostering a more positive student experience (Ahmad Halid, Zahra, 2020). The utilization of this medium has been demonstrated to facilitate the dissemination of material from subjects that are perceived to be challenging by students, including the English language. The integration of suitable and engaging learning media has been demonstrated to effectively capture students' attention, thereby mitigating the onset of boredom and fostering intrinsic motivation in their learning process (Rachmadtullah et al., 2018). This, in turn, has been shown to facilitate a natural enhancement in students' comprehension and skill development.

(Septi et al., 2022) defined instructional video media as media that displays audio and visuals, contains effective learning messages, and includes concepts, principles, procedures, and theories of knowledge application to facilitate understanding of a learning material. One of the media that can be used by teachers to teach English is bilingual animation video learning media. This media is a video-based media designed to assist the process of receiving knowledge. The video contains material that has been summarized and designed in an interesting and easily comprehensible way. This is due to the video's use of two languages, namely English and Indonesian, which facilitates students' understanding of the English material. The creation of animated video media is a relatively straightforward process, largely

due to the abundance of software that offers video creation templates, which are user-friendly and accessible (Andrasari, 2022).

The researcher conducted an interview on January 12, 2025, with an English teacher who had previously taught at the school that had become the research center. It was asserted that the student achievement index for English subjects was substandard. Furthermore, it was noted that during the teaching and learning process, students frequently exhibited signs of disengagement, such as boredom and a lack of concentration. Students often lack concentration and feel bored when learning English because the teaching methods are monotonous, uninteractive, and irrelevant to their lives. The author inquired about the media employed by the instructor in their pedagogical practice. The instructor responded that they utilized textbooks and worksheets as the sole media in their instructional methodology. The author then posed a query regarding the availability of LCDs at the educational institution. In response, the instructor indicated that the school was equipped with two LCDs. The results of the aforementioned interview indicated the necessity of creating learning media that would appeal to students' interests in order to effectively engage them with the subject matter. In order to facilitate an optimal learning process.

This research is not an isolated case; it is consistent with previous studies in this field. A considerable body of research has been dedicated to the examination and development of animated video-based learning media. Researchers cite the example of research conducted by Adkhar (2016) on the development of Powtoon-based animated video learning media in science classes. Two plates are required for the laboratory school. In this study, researchers obtained results from validation by material experts as high as 81.3%, media experts as high as 82.22%, and for media effectiveness as high as 89.5%. Researchers have developed a media that employs technological advances. The objective of this initiative is to provide educators with the necessary resources to facilitate the effective teaching of English. The media employed in this study is a bilingual animated video that focuses on the topic of past experiences. This media was selected by the researcher based on its suitability for the study's objectives. Furthermore, the researchers' observations on January 12, 2025, indicated that the school environment was conducive to conducting the research in question. The institution had successfully completed the necessary infrastructure to facilitate the study's implementation. For instance, the development of bilingual-based English learning media and animation

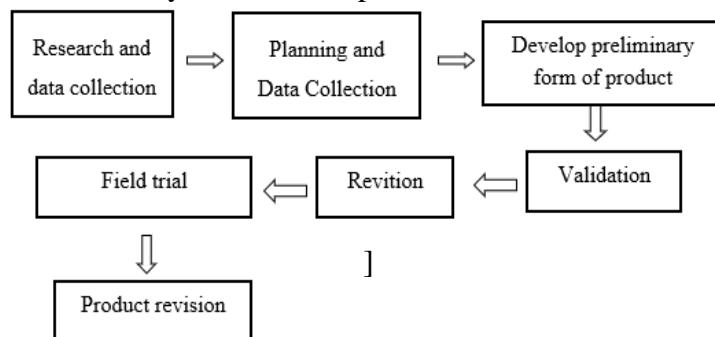
videos for students at MAN Dompu is an initiative that encompasses LCDs, power plugs, and other facilities.

The research gap in the development of bilingual animated video-based English learning media for MAN Dompu students lies in the lack of media that is attractive, interactive, and contextually relevant, and which can effectively improve students' speaking and comprehension skills. Conventional English language teaching methods have historically relied on textual and passive approaches, which have been observed to result in student disengagement and lack of motivation. Furthermore, there has been a paucity of research specifically focused on the development and evaluation of the efficacy of bilingual animated videos in the context of madrasahs, particularly in regions like Dompu, which encounter distinctive challenges related to resources and learning motivation. The objective of this study is to address these needs by introducing innovative learning media that can enhance students' concentration, learning interest, and English language skills.

RESEARCH METHOD

This research is classified as a type of Research and Development (R&D), as elucidated by (Sugiyono, 2016). R&D constitutes fundamental research aimed at acquiring insights into user needs (needs assessment), which is subsequently followed by the development of products. In this study, the researcher developed a bilingual animated video learning medium for English lessons at MAN Dompu, focusing on three aspects of quality: practicality, effectiveness, and validity. The media development procedure was comprised of ten R&D stages, namely: The process of developing a new product involves a series of stages, including information gathering and preliminary research, planning, initial product development, initial field testing, revision of the main product, main field testing, revision of the operational product, operational field testing, revision of the final product, and dissemination and implementation (Sugiyono, 2016). Due to limitations in time and resources, the initial and primary field testing phases were conducted concurrently in a single field trial with the stipulated number of participants. However, from a technical standpoint, the testing encompassed two primary functions: the identification of initial improvements and the evaluation of the media's final effectiveness prior to full validation. If deemed necessary, subsequent research could further delineate these two stages to facilitate a more exhaustive

analysis. However, due to limitations in time and financial resources, the study was conducted only up to stage 7. The seventh stage is regarded as adequate, given that the primary objective of this research is the development and validation of learning media, rather than the dissemination or widespread implementation stage. The present study underscores the significance of expert validation and field testing to ascertain the suitability and efficacy of the developed media for utilization in educational settings. Consequently, subsequent stages such as dissemination are not the focus of this study's scope. Consequently, the study's findings have successfully achieved its primary objective, which was to produce valid, practical educational media with the potential to enhance students' skills. This was sufficient to test the validity and feasibility of the developed media.



Picture 1. Research step

The process of investigating and creating bilingual animated video media commenced with the research and data collection phase. In this stage, researchers conducted direct observations and interviews with teachers and students to identify issues in English language learning, such as students' lack of interest due to challenges in comprehending vocabulary. The findings indicated that students frequently experienced boredom as a result of the conventional teaching methods employed by educators. Subsequent to these findings, the researchers advanced to the planning and data collection stage by developing a media development plan based on the 2013 curriculum revised in 2018, textbooks, worksheets, and related scientific literature. The subsequent stage was product development, which entailed the design of bilingual animated video learning media in accordance with the prepared material. The design was subsequently validated by subject matter experts and media experts from STKIP Yapis Dompu to assess the suitability of the content and appearance of the media. In the event that any vulnerabilities were identified, the design underwent a thorough revision process, informed by the insights and expertise of the subject matter specialists. The

final iteration of the media is subjected to empirical evaluation through field trials involving 30–40 students with diverse characteristics. The feedback from students and teachers is then used in the product revision stage, resulting in the final bilingual animated video media deemed suitable for use in teaching the "Past Experiences" material. The present study encompassed the entire student body of class X IPA1 MAN Dompu. However, due to constraints in financial resources, human capital, and temporal availability, the researcher opted to employ a sample of 29 students. The sampling method employed was purposive sampling, which was selected to align with the specific characteristics of class X IPA1 that were deemed pertinent to the research objectives. These characteristics included a relatively low level of interest in learning English and a need for more engaging learning media. Consequently, this class was selected as a model for assessing the efficacy of bilingual animated video media in enhancing students' speaking proficiency and fostering their interest in learning. The data collection techniques employed in this study were guided by the methodologies outlined by (Sugiyono, 2016), encompassing observation, interviews, questionnaires, and documentation.

The findings of the observation study indicated that students exhibited reduced levels of activity and focus in their English language learning when media resources were confined to textbooks and conventional lecture methods. To this end, informal interviews were conducted with English teachers and a student to explore their understanding of the material. Closed questionnaires were disseminated to media, material, and language experts for validation, as well as to teachers and students to ascertain their responses to the learning media. The validation process was executed by experts possessing at least a master's degree. Photographic and video documentation was collected during the course of product testing. The research instruments employed in this study encompassed validation sheets, teacher and student response questionnaires, and interview guides (Afrianti & Nur Wahyuni, 2021). The data were then subjected to analysis through both qualitative and quantitative approaches. The qualitative data were derived from expert commentary, while the quantitative data were analyzed using Likert scales and descriptive statistics (Jannah, 2016). "This research used Likert scales and descriptive statistics with a 5-point scale, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree, to analyze students' responses toward the developed bilingual animation video". The validation of the model was conducted

by experts in the field, followed by an analysis of the media's effectiveness based on student learning outcomes. The media was deemed effective if a minimum of 73% of students attained the minimum competency standard (KKM), as calculated by Putra's formula. According to (Waruwu, 2024), the research results were presented in a comprehensive manner without generalization through the implementation of descriptive analysis.

RESULTS & DISCUSSION

Result

This development research is predicated on the development model from Borg & Gall, which has undergone modification by (Sugiyono, 2016) and is limited to a few stages. The following stages have been identified: The following is a detailed explanation of the research and data collection process, including planning and data collection, the development of a preliminary product form, field trials, revisions, validation, and product revision.

1. Research and Data Collection

The findings of the observations conducted by the researcher indicated the presence of facilities and infrastructure conducive to the utilization of the animated video in the learning process at the school within the research center. The school had two LCDs that were suitable for use as supporting media when teaching with this bilingual animated video media. The issue at hand is that the instructor utilizes media exclusively in the form of worksheets and textbooks when teaching English in the class. This approach does not involve the development of suitable media to facilitate English learning, such as bilingual animation videos. The implementation of the lecture method by the instructor results in the participants lacking motivation to learn English and not focusing during the teaching and learning process. A review of the issues identified suggests a clear need for learning media that is both engaging and innovative, while also being user-friendly. Such media should be designed to facilitate the effective delivery of messages and information in the form of English material. The researchers thus resolved to develop a bilingual, animation-based learning media for past experiences. To this end, they employed two applications, namely Zupeto and Kinemaster, to support learning English.

2. Planning and Data Collection

The subsequent stage entailed the collection of data from educational institutions that had been designated as research centers and had provided support for research activities. In this case, the researcher utilizes the following references: a) Past Experience Learning in the Syllabus X SMA/MAN Curriculum 2013 for Class 1, by Septiarti Wijayati, 2019. b) Books related to past experience. c) Worksheet related to past experiences. And d) Scientific works on media development and bilingual animation videos.

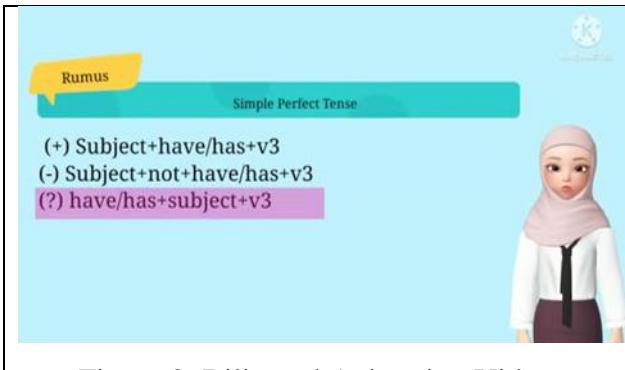
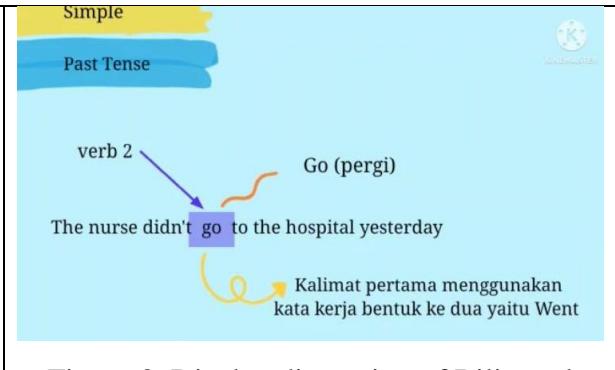
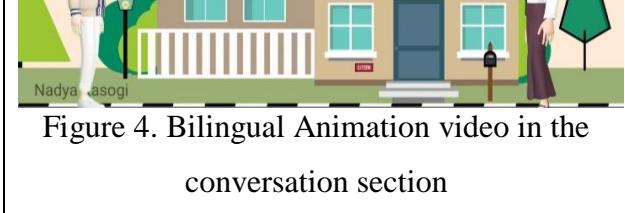
3. Develop preliminary from of product

The learning media developed in this study have been meticulously tailored to align with the fundamental competencies delineated in the 2013 revised 2018 curriculum. The utilization of this media has been observed to occur through the use of a computer or laptop. However, during the teaching and learning process, its application has been observed to occur through the use of an LCD connected to a computer or laptop. This approach is undertaken with the objective of achieving a substantial student population. The initial appearance of the media can be observed in the attached image.



Figure 1. Opening view on Bilingual Animated Video.

In the initial segment (see Figure 1), the subject is introduced, accompanied by a concise elucidation of the notion of "past experiences." This segment also encompasses an overview of the tenses frequently employed in the construction of sentences and the narration of past experiences.

 <p>Rumus</p> <p>Simple Perfect Tense</p> <p>(+) Subject+have/has+v3 (-) Subject+not+have/has+v3 (?) have/has+subject+v3</p>	 <p>Simple Past Tense</p> <p>verb 2 Go (pergi)</p> <p>The nurse didn't go to the hospital yesterday</p> <p>Kalimat pertama menggunakan kata kerja bentuk ke dua yaitu Went</p>
<p>Figure 2. Bilingual Animation Video discussion display</p>	<p>Figure 3. Display discussion of Bilingual Animation Video material</p>
 <p>Nadya Kasogi</p> <p>My mother, she is my inspiration to build this business</p>	<p>Dialogue for number 1-2</p> <p>Abi: When did you begin your business? Nadin: I began my business when I was a student of senior high school. I wake up early in the morning to make some food and sold them to my classmates Abi: who did teach you to Cook? Nadin: My mother. She is My inspiration to build This business Abi: How do you different iate every customer's order? Nadin: we offer different kind of menus such as western and asian menus, to the customer and notes them. Abi: How much profit do you get in a year? Nadin: I never count it, but it is much.</p> <p>Nadya Kasogi</p> <p>Question</p> <ol style="list-style-type: none"> When Ms. nadin begin her business? <ol style="list-style-type: none"> Yesterday To week ago went. She was a student of senior high school One year ago Is her mother expert in cooking? <ol style="list-style-type: none"> Yes, she is No, she is not It is absolutely not Yes, she does <p>Kunci jawaban:</p> <ol style="list-style-type: none"> c. When, she was a student of senior high school a. Yes, she is
<p>Figure 4. Bilingual Animation video in the conversation section</p>	<p>Figure 5. Bilingual Animation Video on the part of working on sample questions.</p>

As illustrated in Figures 2, 3, and 4, the core section comprises a comprehensive exposition of the tenses employed in the present-tense material. This exposition encompasses the formulation of sentences, the functions of the two tenses, the applicable formulas, and illustrative example sentences. The tenses delineated in this material encompass the simple past and the simple perfect. Subsequently, an illustration was provided of the application of the two tenses in the utilization of past experiences in daily life. This illustration took the form of a dialogue between the questioner and the resource person.

The fifth figure presents a section that is dedicated to covering. Within this section, there is an array of examples of questions that have been drawn from previous experiences. These questions are accompanied by the respective materials and methods that have been employed to answer them. The section concludes with a formal expression of gratitude, signifying the culmination of the instructional video.

The creation of this media involved the utilization of two applications: Kinemaster and Zupeto. The background animation was executed using Kinemaster, while the Zupeto

application was employed to generate animations depicting individuals articulating the subject matter. The video is comprised of three distinct sections: the introduction, the body, and the conclusion.

4. Validation

In this study, validation was carried out by three experts in the relevant fields, including media experts, material experts, and linguists. The results of the validation process by the three experts are as follows:

4.1. The Feasibility of Bilingual an Animated Video

The bilingual animation video-based learning media developed in this study was categorized as "very feasible." The assessment can be concluded from the product validation results obtained by the validator, namely the media expert on behalf of AP, S. Pd., M. Kom. The results obtained yielded an 88% success rate, a noteworthy accomplishment in the field of material science. This significant achievement was attributed to the expertise of Rusdin, who holds a Doctor of Philosophy in Materials Science and a Master of Philosophy in Materials Science. The examination was scored 96% by the linguist NW, M.Pd. The subject's performance was evaluated to be 88% effective.

a. Material Expert

The validation carried out by material experts aims to determine whether the material developed in the learning media was in accordance with KD (Basic Competence) and to determine the suitability of the presentation of the material with the characteristics of students and also the quality of the material contained in the media. The results of the validation had been seen in the following table:

No	Statement	Validation Results	Grain Percentage	Overall Presentation
1.	1	5	100%	96%
	2	5	100%	
	3	4	80%	
	4	5	100%	
	5	5	100%	
	6	5	100%	
	7	5	100%	
	8	5	100%	
	9	4	80%	
	10	5	100%	

11	5	100%
12	5	100%
13	5	100%
14	5	100%
15	4	80%
16	5	100%
17	5	100%
18	5	100%
19	4	80%
20	5	100%
Overall Presentation		96%
Interpretation Criteria		Very worth it

Table 1. Material Expert Validation Results

In table 1 it had seen that the results of the validation of the learning media developed by the researcher were 96%. Obtaining the results of the validation was given by a material expert and in the category of "very feasible" interpretation.

b. Media Expert

Validation by media experts was carried out to find out how appropriate the learning media was in the visual and audio categories from the learning animation videos developed. The results of the validation carried out by media experts has through the description in the form of the table below:

No	Statement	Validation Results	Grain Percentage	Overall Presentation
1.	1	4	80%	88%
	2	4	80%	
	3	5	100%	
	4	5	100%	
	5	4	80%	
	6	4	80%	
	7	4	80%	
	8	5	100%	
	9	3	60%	
	10	4	80%	
	11	4	80%	
	12	5	100%	
	13	5	100%	
	14	4	80%	
	15	4	80%	
	16	5	100%	
	17	5	100%	
	18	5	100%	

19	4	80%
20	5	100%
Overall Presentation		88%
Interpretation Criteria		Very worth it

Table 2. Media Expert Validation Results

In table 2, it had seen that the results of the validity of the learning media developed by the researcher were 88%. Obtaining the results of the validation was given by a material expert and in the category of interpretation "Very Eligible".

c. Linguists

The validation carried out by linguists aims to get results whether the language aspect contained in the video was good or not, then the next goal was to find out whether the message or information that was trying to convey could be conveyed properly and find out whether the media is suitable for use by students in class X high school. The results of the validation carried out by linguists could be seen in the table below:

No	Statement	Validation Results	Grain Percentage	Overall Presentation
1.	1	4	80%	88%
	2	5	100%	
	3	4	80%	
	4	4	80%	
	5	5	100%	
	6	4	80%	
	7	4	80%	
	8	5	100%	
	9	4	80%	
	10	5	100%	
Overall Presentation		88%		
Criteria Interpretasi		Very worth it		

Table 3. Linguistic Expert Validation Results

In table 3 it was known that the results of the validation carried out by linguists on the learning media developed by the researcher were as much as 88%. Obtaining validation results can be classified into the "Very Eligible" category.

5. Revision

After validation, the next step that must be done was to revise it according to what had been suggested and entered by the validator, both media, language and material validators. The saram and input that have been given by the experts are as follows:



Figure 6. Before repair according to the advice of media experts



Figure 7. After repair according to the advice of media experts

Note: Before the revision of the display of learning media in the conversation section, the animation was not facing but facing forward. Then after being validated the researcher got suggestions and improvements from media experts, he suggested that the animation in the conversation section in this media be improved, namely the animation must be made facing each other.

6. Field trial

In this process the researcher had test the learning media that had been developed, the media would be tested in the class that would be the sample, namely X IPA¹. Media testing was carried out to find out the responses of students and teacher about the learning media that has been developed and to find out how was the effectiveness of learning media for students in X IPA¹ at MAN Dompu.

The effectiveness of the bilingual animation video-based learning media developed in this study is categorized as very effective for use in class X IPA¹ students at MAN Dompu. this can be seen from the acquisition of pretest and posttest scores, namely, the pretest is 11% and the posttest is 42%.

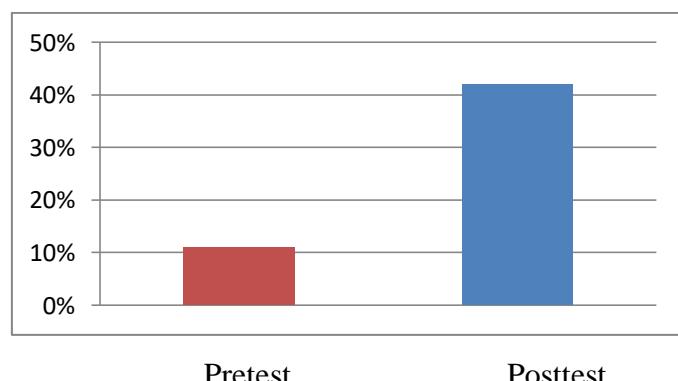


Diagram 1. pretest and posttest results obtained by students

In the diagram above, the comparison of the pretest and posttest results that have been successfully obtained can be explained in general in the diagram, namely for the pretest students got a score of 11% which means that there are 11% of students who reach the KKM. as many as 42% of students who managed to reach the KKM after using the media.

Calculate student response questionnaires to Bilingual Animation learning media:

No	Name	Total response
1	AF	90%
2	AI	98%
3	AL	80%
4	BAY	90%
5	FP	90%
6	FA	100%
7	F	90%
8	G	90%
9	H	98%
10	JJW	90%
11	JA	80%
12	M. F 1	98%
13	MF 2	100%
14	MGR	88%
15	RH	80%
16	R I	88%
17	R	100%
18	S 1	98%
19	S 2	88%
20	SNP	80%
21	SMA	80%
22	SNN	90%
23	SYA	98%
24	TTH	90%
25	TA	90%
26	UYBH	80%
27	UHP	98%
28	VL	88%
29	VNN	98%
Average value		91%

Table 4. results of student response questionnaires

During the interview process the teacher stated that the material in the learning media was presented very clearly and easily understood because the material and questions presented were very simple, besides that he also stated that the material presented was easy to understand and very interesting and the sounds and images in the media were classified as very could clearly require students to think creatively and be able to guide students in solving problems. She stated that by using the media the learning atmosphere became more fun and students were more interested in taking English subjects because as long as he taught using textbooks and student worksheets, students tend to feel bored, therefore the presence of this media was a very good novelty if used as a learning medium.

7. Product Revision

Based on the results of the response questionnaires that had been given by the teacher and students, there were no suggestions and improvements given, therefore the final result of this bilingual animation media product has no change or was in accordance with the initial form after validation by experts.



Diagram 2. Validation by expert

In diagram 2 it had seen that the results of the validation of the learning media developed by the researcher were 96%. Obtaining the results of the validation was given by a material expert and in the category of "very feasible" interpretation. it had seen that the results of the validity of the learning media developed by the researcher were 88%. Obtaining the results of the validation was given by a material expert and in the category of interpretation "Very Eligible". The validation carried out by linguists aims to get results

whether the language aspect contained in the video was good or not, then the next goal was to find out whether the message or information that was trying to convey could be conveyed properly and find out whether the media is suitable for use by students in class X high school. It was known that the results of the validation carried out by linguists on the learning media developed by the researcher were as much as 88%. Obtaining validation results can be classified into the "Very Eligible" category.

Discussion

This research produces English learning media based on bilingual animation videos for past experiences for students in class X IPA¹ at MAN Dompu. In this development research, the researcher uses the R and D research model which had been modified by Sugiyono in his 2019 book which had been modified into 7 steps, namely:

Research and Data Collection

At this stage the researcher got the results through interviews and initial observations carried out in schools that became the research sample through these activities the results were that teacher only used learning media in the form of textbooks and worksheets when teaching, then students looked bored and did not focus when learning activities teaching was done, it was a problem faced by the teacher. In the initial observation, the researcher also found potential that could support this research, namely that the school has very supportive facilities such as the school having 2 LCDs that could be used to display the learning media that you want to develop.

Planning and Data Collection

This stage, researcher collect and search for books and journals that can help researchers find product specifications to be developed in the form of English language learning media based on bilingual animation videos for past experiences material that would be developed through a combination of two applications, namely kinemaster and zupeto.

Develop Preliminary Product

At this stage the researcher would design a bilingual animation video learning media using the kinemaster and zupeto applications. The two applications were used to produce animation of people and backgrounds, for animation, the researchers designed it using the Zupeto application, while for the animation of the background and the arrangement of

movement, writing and voice, the researcher used Kinemaster to design the bilingual animation learning media.

Validation

Next was the design validation stage, this stage was carried out when the product design had been completed. In this study, design validation would be carried out by experts, namely, media expert AP S.Pd., M.Kom., linguist NW, M. Pd. And also material expert Rusdin, M.Pd. with a score presentation of 98% and a value presentation of 88% from the assessment by linguists and 88% of the value obtained from media experts.

Revision

After carrying out the media design validation stage, the researcher then revised the product design that had been developed. The revision process was carried out based on the suggestions and comments of the validators on the developed learning media. In this study, the researcher revised the general conversation section which previously animated the section not facing each other, then after validation by a media expert he suggested that researchers improve the media by changing the animation position to face each other.

Field Trial

This stage the revised media would be tested on the teacher and the class that would be the sample in this study, namely class X IPA¹ at MAN Dompu with a total of 29 students. The results of the score obtained during the trial were, for the media feasibility test, it was measured from the results of the responses of students who used the response questionnaire through this feasibility test, the researchers got an average result of 91% while the results of the teacher's response questionnaire were 98%. Then to test the effectiveness of the media, the researcher obtained it through the results of obtaining the pretest and posttest scores of students for the pretest score of 11% while the posttest score was 42%, which means that 42% of the students in the class had reached the predetermined KKM.

Product Revision

During the product revision stage, the decision was made to proceed based on the responses of teachers and students, who indicated that the product did not meet the established criteria for attractiveness. In the trial conducted by the researcher, the results were obtained using the criteria of "Very Interesting." No suggestions or comments regarding the media were found, indicating that the product did not require further revision.

The implementation of bilingual animation learning media in the classroom has been demonstrated to be an effective teaching method. In this approach, students are instructed to listen to the material in the bilingual animation video media, followed by a brief explanation of the material by the teacher. This pedagogical strategy has been shown to be efficient in facilitating learning.

The efficacy of the product development process was assessed by conducting a pretest and a posttest, employing a t-test on a sample of 29 students from class X IPA1 at MAN Dompu. As demonstrated in Table 4.5, the results of the pretest and posttest indicate that the average value of the former was 50.72, while the average value of the latter was 66.97. This finding suggests that the posttest score was superior to the pretest score. A substantial discrepancy was observed in the utilization of learning media that had been developed.

The implementation of this learning media, which consists of bilingual animation videos on past experiences, was found to be feasible for use in English learning activities. Therefore, it was hypothesized that this learning media would facilitate students' comprehension of past experiences material in a manner that is both enjoyable and engaging. This approach was expected to enhance students' motivation in understanding the concept of applying past experiences in their daily lives. Additionally, it was anticipated that this media would contribute to the development of students' cognitive abilities and further expand their knowledge.

The efficacy of bilingual animated video-based learning media in addressing student boredom is well-documented. This medium successfully overcomes the aforementioned problems, which include monotonous material packaging, teachers' lack of variety in teaching methods, and inappropriate use of learning media. As demonstrated in prior studies, the integration of interactive and engaging media, such as animated videos, has been shown to enhance students' motivation and interest in learning (Rahmawati, 2023). This enhancement is attributed to the ability of these media to provide vivid visualizations and audio, which support understanding (Iskandar et al., 2023). Furthermore, innovative teaching methods supported by digital media have been shown to be more effective in maintaining students' concentration and reducing boredom during the learning process (Iskandar et al., 2023, 2019). Consequently, the evolution of these media not only enhances pedagogical approaches

but also optimizes students' learning experiences, thereby mitigating the adverse effects of boredom.

CONCLUSION

The development of bilingual animated video-based English learning media for MAN Dompu students has been demonstrated to be an effective innovative solution to increase students' interest, concentration, and speaking skills. This media has the capacity to present material in an engaging and interactive manner through a combination of visuals, audio, and the use of two languages. This facilitates the understanding of concepts and vocabulary meanings. The findings of the development process suggest that bilingual animated videos not only enhance the learning experience but also facilitate the imitation of pronunciation, the comprehension of contextual language use, and the expansion of vocabulary in a natural manner. Furthermore, this approach has been shown to reduce boredom in the learning process due to its increased communicative and contextual nature. Additionally, it provides students with the opportunity to learn independently or in groups. Consequently, this medium is deemed suitable for utilization as an educational aid in madrasah settings, and it possesses the capacity to be adapted more broadly as a digital learning model in other regions grappling with analogous challenges.

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