

DEVELOPMENT OF VIDEO ANIMATION “A DAY WITH NIKA & BIMA” TO IMPROVE SPEAKING SKILLS OF GRADE 1 ELEMENTARY STUDENTS IN GREETINGS

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ABSTRACT

First grade students often quickly feel bored when learning English, especially in speaking, because of how unsuitable the learning material that's used. English needs to be conquer in early ages because based from “Critical Period”, in early ages, children can conquer new languages more significantly than adults. Based on this, this research aims to improve the speaking skills of first grade students in Greetings by using video animation. The difference between the video animation for this research than the previous video animation's that the video animation that's developed for this research “A Day with Nika & Bima” use the POV as if the characters are doing vlog. This research uses the D&D and ADDIE as its development model. The instruments that were used were interviews, observations, questionnaires, and tests. Likert scale was used for validation questionnaire research by experts and student response questionnaires. The validation by experts showed that the media was very feasible to use, while the results of the pre-test and post-test showed increases in the average student results by 33.17%, with the results of N-gain = 0.90 (high category), with 78.16% (satisfied) from students' questionnaires, shows that using video animation, students can improve their English-speaking skills.

Keywords: *Animation, Greetings, Speaking skills.*

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INTRODUCTION

Humans are social creatures, they're creatures who need to communicate with each other. If they don't communicate, they wouldn't understand each other, like what a person needs and what a person wants to. To be able to communicate with each other, humans need to come up with a way to communicate, a way of communication where it can be done by everyone, regardless or age, gender, and ability. With that in mind, humans then come up with an idea to communicate with each other by creating a language. Not just one, two, but thousands of languages were created by humans from all over the world. Without language, humans might experience difficulties in communicating and understanding with each other. Therefore, language is the most precious thing to be created by humans and the most important thing to exist in human life (Mailani, et al., 2022). Out of all the

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languages that exist in this world, English become a language that's widely use by lots of people from all over the world. By using English, they can communicate with each other without being limited by where they're from or the differences of their native languages. Therefore, English is known as “Lingua Franca” or “Intercommunication Language” (Wulansari & Uyun, 2023). Recognize the importance of English based from the worldwide view, the government with Minister of Education as their who especially managed this education field, this, reimplemented English as a subject which can be learned in Merdeka Curriculum, especially at elementary school, as before English was previously removed as a subject that needs to be learned from 2013 curriculum for elementary school (Oktavia, et al., 2023).

The reimplementation of English as one of the subjects in Merdeka Curriculum in elementary school was not only based from the widespread of English uses by people worldwide as a language for communication, but also because of the high significance of children to acquire and understand new languages outside or their native language at certain ages. This phenomenon will later be called “Critical Period” (Oktavia et al., 2023). According to Lenneberg hypothesis which titled "Critical Period for Children's Language Development", Lenneberg stated that children can learn new languages beside their native language optimally before their puberty, which is between children of the ages of 6 until 13 (Putri, 2020). Furthermore, understanding that children can learn new languages optimally during critical periods, English then being reimplemented as one of the subjects that needs to be taught and learned by students in elementary school (Maili, 2018). Children in critical period are able to learn new languages more easily and quickly before adults because their left-brain part, which focuses on linguistic intelligence, is still functioning optimally, unlike adults left brain part condition, which isn't on its prime anymore (Wijaya, 2018). So it can be concluded that elementary school students, including the first grades, have the perfect age range to learn and understand English optimally.

In learning, there are four skills that everyone who wants to acquire a language needs to learn and conquer, with English as one of them, there are listening, reading, writing, and speaking. However, in reality, students often have the struggles to understand, possess, and apply English appropriately in both learning conditions and daily activities, especially in speaking (Rahmayani, 2024). This is shown by how students struggle to pronounce English words or sentences. They often stutter and confused by the word choices that's available, making them have difficulties to choose the vocabulary to use next in their speaking. Furthermore, students often struggle to concentrate because they got easily distracted so they can avoid “boring” activities, as if it is studying.

Several factors influence the low speaking skills of elementary school students, as follows:

1. Learning that involves speaking skills is perceived as less enjoyable and boring by students.
2. Difficulty of speaking coherently, logically, and fluently when conveying their ideas, thoughts, and information to others (Darmuki, 2020).

Based on initial data collected by researcher through online interviews with an English teacher who teaches at 1st grade at an elementary school in Bandung and through observations in class 1A, the most difficult topic to teach and to make children to get used to speaking English was greetings topic. The teacher explained that many 1st grade students still struggle to speak fluently in the first place because they are still in the transition from kindergarten to elementary school, and when it comes to learn to speak in a new language, which's English in this case, was more difficult for them to do so, especially in speaking. Furthermore, students struggle to concentrate and are easily distracted during the learning process, making it difficult for teachers to keep students seated and attentive in class, especially during English classes. When asked by the researcher what the teacher does when teaching, especially during teaching greetings topic, the teacher apparently has students making conversation including greetings topic with their desquamates. However, the teacher stated that most students are still unable to speak English, which making students both confused how to hold a conversation if both of them didn't know how to speak English, so this way's not effective to make students improving their English-speaking skills, especially in greetings topic.

Researcher then did a pre-test to 25 first grade students in a class at an elementary school in Bandung for 2 hours to verify the data that's obtained from the interview with the English teacher. Out of 25 first grade students, 32% were able to hold conversations in English on the Greetings topic. Meanwhile, 68% of the first-grade students were still unable to hold conversations in English on the Greetings topic. Their reactions variates, there are students who stutter when speaking, looking confused, even just stayed silent because they didn't know what they should say. However, most of their reactions were them able to reply researcher English greetings by using Indonesia, which's their native language. Their reply was correct, even though it's in Indonesia. But when they're asked to reply with English, Therefore, it can be concluded that students were able to understand the Greetings topic, but most were still unable to speak and hold conversations in English.

To improve first grade students to speak English, precisely, it's more impactful for teachers to make its learning more fun and enjoyable for students. They would be able to focus and understand the material that's being taught and remember the examples of the conversations correctly and quicker so they can implement it in future conversations. In learning English, especially speaking skills, animation can increase students' enthusiasm to learn to speak in English, either at school or during their daily activities. This makes animation a good and efficient way for students to expand their vocabularies in English and improve students' communication skills using English. Students will be able to learn how to speak better, how to use adjectives and adverbs, and also expand their vocabulary in English through animation (Alphariyadi & Dewi, 2024). In every research with animation uses for improving students speaking skills, researcher found a gap where there's no video animation that's used has a format like a vlog. Meanwhile, vlog related format content has been really widespread around the world, showing its contents well-liked by everyone regardless of ages and genders, including children with various ages and genders. Video animation can be used as a learning

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media by teachers, making researcher plans to develop an animation based teaching media to improve speaking skills of first grade elementary school students on greetings, which titled “*A Day with Nika & Bima*”. “*A Day with Nika & Bima*” is a vlog formatted video animation about daily lives of a pair of twins, 1 boy named Bima & 1 girl named Nika, who meet various characters and engage in various activities in various places and at different times, from morning to evening in a vlog by doing greetings, like interacting with their parents, their teacher, and their friends. They’ll also interact with students as if they’re viewers of their vlog. With that, students can feel more connected engaging with the characters and their activities in the animation. For creating the video animation, researcher use MediBang Paint & InShot apps to draw and develop the characters and elements that will appear in video animation, in the form of modern animation whose characters move around, equipped with audio, and also have a variety of bright colors where children, especially the first graders find engaging, so learning activities and atmosphere become fun and enjoyable for students to watch while studying. With that, first grade students can easily understand English, learn new vocabularies, remember how to speak English well and correctly, and increase their speaking skills in greetings. Not just students can speak English well and correctly when it’s needed, learning how to speak English well also make their linguistic based ability increased, for example students finally have high confidence when they speak English because they now have more knowledge of English vocabularies, understanding various tenses, have good enough knowledge about grammar, and interact with people by English (Muklas, et al., 2024).

RESEARCH METHOD

Method & Model of Development

The research method used in this research’s Design and Development method (D&D). According to Richey and Klein (2007), D&D method is a systematic research method starting from design, development, to the evaluation process related to products and devices, both instructional and non-instructional, whose development process is new or pre-existing. Products that can be developed using this method can be video, audio, software, books, worksheets, learning designs, and learning devices (Pratiwi, et al., 2021). While the model that’s used for this research’s ADDIE, which include 5 steps, analyze, design, development, implementation, and evaluation (Hidayat & Nizar, 2021). ADDIE’S used as a model for this research because the step’s well more structured & systematic to be used for explaining the development of the media learning, especially in video animation development that need lots of steps in its making process. Analyze’s the first step of ADDIE model research procedure. Data will be collected first and analyzed by researcher, to know what’s the problem that’s happening and the needs to solve the problem. The second step of the ADDIE model research procedure is design. In design, researcher explain the development of the first design of “A Day with Nika & Bima” animation by using MediBang Paint & InShot apps before validation by experts in their fields. The third stage step’s development, this step’s where the first design of “A Day with Nika & Bima” animation then validated by 3 experts in their fields and developed once more based on the experts’

suggestions. In implementation, researcher implemented "A Day with Nika & Bima" animation in the class to first grade elementary school students in class 1A to determine the responses and uses of "A Day with Nika & Bima" animation to improve English speaking skill of first grade elementary school students in greetings. And on the last step, researcher will observe if there's an improvement or regression with students' speaking skills on greetings after the implementation of "A Day with Nika & Bima" animation by showing the comparison of pre-test and post-test results to demonstrate the improvement or regression in first grade elementary school students' speaking skills on greetings, showing, and observe the students' responses of "A Day with Nika & Bima" animation.

Data Sources

The data sources for this research were based of the sampling methods that's a mix between quantitative and qualitative methods that's gained from one of the English teacher and students in 1A which consists 25 students at an elementary school in Indonesia, West Java Province, Bandung Regency, while the animation's validated by 3 validators who are experts in media, material, and teaching. 25 students were used as samples because researcher can obtain not too little, but also not too many to obtain samples to be counted, especially since researcher needs to gain their samples by listening to the students talks one by one. Not only that, by using 25 students in one class as samples, researcher can see how the same students improve their speaking skills, so it can be justified that the media can improve their speaking skills. While the media's validated by 3 validators in 3 different aspects so the media can be evaluated by each different aspects and not just one aspect, making the media more practical to use, suitable for both the teacher and the student

Data CollectionsAll the data for this research's obtained by researchers by doing various techniques. By doing an online interview with one of the English teachers who teaches at an elementary school in Bandung by WhatsApp chat, observation in class 1A to see the facilities were good enough or completed and to see how the English teacher teaches English especially about Greetings which's done in November. Pre-test's also done in November 2024 within 2 hours, the same day where researcher did an observation by testing all of the students of what kind of answers that they'll give (intelligence) and how they answer all of the greetings, did they answer it immediately or they need times to answer the greetings, with the range from 1-4 to evaluate it as below:

After the pre-test results obtained and it's found that the teacher needs a media that's more suitable to use to improve students speaking skills in greetings, researcher then made a video animation named "A Day with Nika & Bima" to suit the students so they can have better understanding wiith the implementation of video animation "A Day with Nika & Bima". The video animation itself was made by using 2 apps, MediBang Paint & InShot, which took 3 months to be made (from January 2025 – April 2025). The animation then's validated by 3 validators whose an expert in media, material, and teaching with the range of 1-4.

After it's validated, the media's improved with the validators suggestions to make it more suitable for the students, especially for students understanding the media & material for 1 month (April 2025 – May 2025), and it's validated again by

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the same experts on May 2025. On the same month, the video animations implemented in the class and post-test begun with the same method as the pre-test did within 2 hours.

Data Analysis

This research uses two techniques: quantitative and qualitative approaches. Quantitative’ s used to process all of the data from validations by 3 experts and students responses questionnaires using Likert scale.

$$\text{Eligibility value (\%)} = \frac{\text{Total score}}{\text{Maximum total score}} \times 100\%$$

Based on the calculations and data analysis, scores were obtained regarding the quality of the animation which’s developed by the researcher. The total scores then will show if the animation’s good or bad to use for students to improve their speaking skills, from the range really invalid until very valid. Addition to the questionnaires for experts and students, the pre-test and post-test results also required quantitative data analysis.

Table 1. Eligibility Criteria "A Day with Nika & Bima" Animation

No.	Scale	Score Percentages	Criteria
1.	1	0% -20%	Really invalid
2.	2	21% -40	Invalid
3.	3	41% -60%	Average
4.	4	61% -80%	Valid
5.	5	81% -100%	Very valid

Table 2. Criteria for Student Satisfaction Levels with the Implementation of "A Day with Nika & Bima" Animation

No.	Scale	Score Percentages	Criteria
1.	1	0% -20%	Really dissatisfied
2.	2	21% -40	Dissatisfied
3.	3	41% -60%	Average
4.	4	61% -80%	Satisfied
5.	5	81% -100%	Really satisfied

In addition to the questionnaires for experts and students, the pre-test and post-test results also required quantitative data analysis. Pre-test and post-test assessments are assessed based on two aspects: knowledge and speaking skills. The scores obtained from both aspects then combined into a single score to show a clearer comparison between pre-test and post-test scores.

Table 3. Criteria for the Completion of Student Assessment Results in Pre-Test and Post-Test

No.	Score Percentages	Criteria	Additional Explanations
1.	0%-34%	Very poor	Not mastering the content
2.	35%-64%	Poor	Not very good at mastering the content
3.	65%-74%	Average	Quite good at mastering the content
4.	75%-84%	Good	Mastering the content
5.	85%-100%	Really good	Very good at mastering the content

The minimum passing grade for the speaking skills assessment for greetings content's 75%. Other than using Likert, the quantitative data analysis that's used was N-gain score analysis. This analysis was used to determine the differences in N-gain scores, thus determining the extent of the impact of the intervention in one group pre-test and post-test (Maulana, 2022).

$$\text{N-gain (g)} = \frac{\text{Post-test score} - \text{Pre-test score}}{\text{Total score} - \text{Pre-test score}}$$

This calculation was conducted to measure the increases in students' speaking skills at greetings before and after learning using "A Day with Nika & Bima" animation, with the score criteria as below:

Table 4. N-gain Scores Criteria

No.	Nilai	Kriteria
1.	$g \geq 0.7$	High
2.	$0.3 \leq g < 0.7$	Average
3.	$g < 0.3$	Low

Qualitative Research data was obtained through online interviews by WhatsApp with one of the English teachers who teaches at class 1A and by one day observations in class 1A. All of the data is then compiled into tables so it can be easier for researchers to analyze all the data. The data were analyzed to determine which material that the students lacked the most and what kind of media is suitable to be developed by researchers. development process of "A Day with Nika & Bima" animation, which is developed by researchers to improve the speaking skills of first grade elementary school students at greetings. This research used three steps of analysis said by Miles & Huberman, which's data reduction, data presentation, and making conclusions.

FINDING AND DISCUSSION

Finding

Analysis

In this step, researchers analyzed the problems encountered by teacher & first

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grade students at an elementary school in Bandung. This analysis was conducted by using data which's collected through interviews with an English teacher who teaches at class 1A, observation, and pre-test. One of the most challenging subjects for students to learn to speak English is greetings. The teacher explained that many first-grade students still struggle with their speaking skills in their native language due to the transition from kindergarten to elementary school, let alone English, most of them still unable to do it. Students also struggle to concentrate and easily get distracted, especially in greetings. The researchers then conducted a pre-test in class 1A of an elementary school in Bandung to verify the data obtained from interviews with the English teacher. Out of 25 students, 32% were able to hold conversations in English during the greeting's session. Meanwhile, 68% of them were still unable to hold conversations.

To make students accompany English conversations learning media, a learning media must be a media that can show good examples of English conversations simultaneously while show them in an interesting and enjoyable way. From the observation itself, researcher found that the class already has compatible equipment for using digital based media learning, but it's rarely used. For this reason, the media which's needed by class 1A students is video animation.

Design

The next step's design. This is the step where the design and creation of animations made by researchers by using MediBang Paint and InShot apps. MediBang Paint is an app or software used to create various kinds of images digitally. Not only drawing, this application is also used to edit and manipulate images. It can be downloaded for free on Google Play Store or the official Medibang Paint Inc. website itself, so everyone can use the app easily, especially for digital artists who want to engage with their hobbies for their own pleasure, to finish their school assignments, or to finish their work (Subudiartha, 2023). MediBang Paint's used by researcher to draw characters, settings, and elements to create scenes used in animation. After all of the scenes were drawn, researcher use InShot app to edit the drawings, videos, and sounds to make the animation. While InShot is a video editing app specifically designed to improve the final results of edited videos. This application not just only edits videos, but also enhances the final image and picture quality. It offers various features for editing videos and images, such as adding filters, inserting text, adding music, and adding engaging illustrations (Chorunnisa, 2022).

Development

After the first design of "A Day with Nika & Bima" animation's completely designed, developed, and created, it will be validated by 3 experts in their fields, namely material experts, media experts, and learning practitioner experts. Validation was carried out to determine whether "A Day with Nika & Bima" animation was suitable enough to be used in learning activities. After validated by 3 experts, score of 88.65% was obtained, stated that "A Day with Nika & Bima" animation's very suitable to be used as an implementation in learning activities.

Figure 1. Final Design of “A Day with Nika & Bima” Animation



Final design of video animation “A Day with Nika & Bima” has 2 characters, Nika & Bima, appearing most of the time, interacting with various characters so they can greet them, making Greetings material appears in it. With bright looking colors and activities that children especially first graders usually do, in advance, children will like the animation and they can concentrate to watch it while learn how to do greetings in English because they don’t get distracted easily because it’s boring.

Implementation

"A Day with Nika & Bima" animations implemented in class 1A at an elementary school in Bandung to determine the responses and usefulness of "A Day with Nika & Bima" animation for improving students’ English speaking skills in the field.

Students were asked to form a line so that researcher could conduct a post-test after implementing "A Day with Nika & Bima" animation in learning activities. Researcher conducted the post-test individually by starting a conversation in greetings subject while showing pictures or descriptions of the situations that correspond to what kind of greetings that should be used in the situation. The post-test assessment was assessed from two aspects, namely the knowledge aspect which assesses students' answers and the speaking skills aspect which assesses how students convey their answers such as from their speaking fluency and pronunciation style. Students followed the post-test activities well as shown by all the students achieving scores above the minimum score of 75%, with the highest score of 100% and the lowest score of 83.33%. Meanwhile, the average score was 95.49%. shows that students are able to answer fluently during the post-test activities.

Researcher then distributed student questionnaires regarding “A Day with Nika & Bima” animation implementation to each student and asked all students to fill the student satisfaction questionnaire that had been given. Students were asked to fill out the satisfaction questionnaire to find out how students responded to the implementation of “A Day with Nika & Bima” animation and how it looks in the classroom. This activity ran smoothly, as shown by all students were able to fill out

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the satisfaction questionnaire well and well behaved in the classroom. The results of the student questionnaire regarding "A Day with Nika & Bima" animation were 78.16%, indicating that students were quite satisfied with the implementation of "A Day with Nika & Bima" animation in the classroom.

Evaluation

At this step, the results of the implementation and responses of grade 1A elementary school students will be shown towards “A Day with Nika & Bima” animation to improve speaking skills in greetings. The pre-test and post-test results show whether the speaking skills of grade 1A students in the Greetings improved or regressed after the implementation.

The results of pre-test and post-test scores were obtained from 2 assessments, namely the knowledge aspect and speaking skills aspect which had been combined into one score. After the scores were combined, the results of the pre-test and post-test scores were then compared and it's concluded that students results had increased by 33.17%, with all 25 students able to achieve passing scores with a scores above the minimum score of 75%, with the highest score 100% and the lowest score 83.33%. While the average score's 95.49%.

Table 5. Results of Grade 1A Students Pre-Test and Post-Test

No.	Students Names	Pre-Test Results	Post-Test Results	Increment in Results
1.	AD	54,16%	100%	45,84%
2.	AK	49,99%	91,66%	41,67%
3.	AL	85,4%	100%	14,6%
4.	AG	54,16%	91,66%	37,5%
5.	AN	45,83%	100%	54,17%
6.	AR	56,25%	100%	43,75%
7.	AY	60,4%	95,83%	35,43%
8.	AZ	87,5%	93,74%	6,24%
9.	AH	52,08%	89,58%	37,5%
10.	CA	43,75%	100%	56,25%
11.	DA	39,58%	91,66%	52,08%
12.	FA	39,58%	100%	60,42%
13.	GA	56,25%	97,91%	41,66%
14.	JA	56,25%	91,66%	35,41%
15.	JO	87,5%	100%	12,5%
16.	MH	39,58%	100%	60,42%
17.	MS	52,08%	100%	47,92%
18.	NA	64,58%	97,91%	33,33%
19.	ND	91,6%	91,66%	0,06%
20.	NF	85,4%	95,83%	10,43%
21.	NO	56,25%	83,33%	27,08%
22.	SE	43,75%	95,83%	52,08
23.	SO	87,5%	89,58%	2,08%
24.	SY	85,4%	89,58%	4,18%
25.	QI	83,33%	100%	16,67%
Total		1558,15%	2387,42%	829,27%
Average Results		62,32%	95,49%	33,17%

After being calculated by using a formula to show the differences for N-gain score, namely divide the results of students increment range of 33.17%, with the results of the maximum score of 100% minus the pre-test results of 62.32% and obtaining the results of 36.68%, a result of 0.90% was obtained, which was in the high criteria in N-gain criteria.

Table 6. Results of Grade 1A Students towards “A Day with Nika & Bima” Animation

No.	Indicator	Scores Range				Total	Average Results
		RD	D	S	RS		
1.	The suitable use of a media	8	14	1	2	78	78%
2.	Easy to understand through media	7	14	3	1	77	77%
3.	Students interest	8	14	3	0	80	80%
4.	Students attention	10	11	4	0	80	80%
5.	Display quality	5	16	1	3	73	73%
6.	Engaging	8	15	2	0	81	81%
Total		46	84	14	6	469	469%
Total in Percentage		30,66%	56%	9,33%	4%	78,16%	78,16%

So, it can be concluded that students' learning outcomes experienced a significant increase after using "A Day with Nika & Bima" animation and the use of animation in learning's suitable and effective to be used by grade 1 students in the learning process to improve speaking skills in greetings.

The results student's questionnaire was used to show how class 1A students responded to the implementation of “A Day with Nika & Bima” animation. Gained 78.16% from the results, proves that class 1A students were satisfied with the implementation of “A Day with Nika & Bima” animation and how it looks

Discussion

Students often struggle to understand, possess, and apply English appropriately in both learning conditions and daily activities, especially in speaking (Rahmayani, 2024). Students often struggle to pronounce English words or sentences correctly and also stutter while speaking English because they're confused about choosing the vocabulary to use next in their speaking. Furthermore, students often struggle to concentrate and easily get distracted, especially first graders, making it difficult for teachers to keep them seated and attentive in class. It's difficult for teachers to provide English conversations as its examples in front of the students in an interesting, fun, and also appropriate way alone. Without interesting learning, students quickly get bored and unfocused during learning, especially in first grade.

With that problem, teacher should've used learning medias or teaching ways that would make students engage with their studies. To improve English speaking skills, precisely, it's more impactful to use fun and enjoyable way while teaching so students would be able to focus during the learning, understand the material that's being taught, and can also make students remember the examples of the

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conversations that's given really well, so when having a conversation, students will remember what have been learned more easily and be able to speak English correctly. With the implementation of video animation “A Day with Nika & Bima”, students were able to improve their English-speaking skills, especially in greetings. It's shown by how significantly the students improved in posttest, with the average score's 95,49%. It's also shown that the students liked the implementation of the video animation by the result of the student questionnaires with average of 78,16%.

In this research, it indeed shows that the implementation of video animation can improve students English speaking skills and well-liked by the students. However, this research only uses samples from one class that includes 25 students. We never knew if other classes will react or improved the same way like the class this research did. Students may have differences with the way of how they can improve their English-speaking skills. Students may not feel the warmth the same way like how they react to a movie with real humans and couldn't understand its content because animation span's too short (Willie & Francois, 2017). In another study, there's also a possibility that some students may have different perceptions regarding the content in the video animation (Mackenzie, 2020). So it's advised to use more samples or widen the area of finding the samples for future studies.

Not only that, unfortunately, not all class or school could implement video animation in class. It's because for implementing video animation in class properly, the school or teacher itself needs to provide lots of things, first, the class needs to have electricity, without electricity, teacher couldn't use devices that's needed for presenting the video animation, such as laptop to provide the video, screen projector to show the video widely, and speakers to show the sounds louder so all the students can hear it. Even if the school or the class itself provides electricity, if one of its equipment lacking in its system or not available, school or teacher couldn't present video animation in its class, even the effects of its implementation will be lacking and can't show to its fullest. It happened to researcher in its video animation “A Day with Nika & Bima” implementation, where the speaker which's used has doesn't make a louder sound because of its specimen, so students who sit at the back or behind couldn't really hear the audio in the video animation, making them not really understand or enjoying the material in the video animation. It would be advisable for future teachers or researchers who use animation in their teaching learning to use speakers, especially speakers that has higher volume settings, such as speakers with a range of 15-30 watt, so all of the students in class, whether they sit in front or behind, whether the conditions outside of the class's conducive or not, all of them can hear the voices and sounds of the animation, so they can speak correctly and fluently based from the animation. If the speaker that's used' s not loud enough, students will have difficulty to listen the correct way of speaking English, especially students who sit behind.

For the implementation, it would be advisable for future teachers or researchers assessing speaking skills in Greeting's topic especially in 1st grade elementary schools to provide short-answer questions so that the answers required by 1st grade students are not too long and difficult for them, so they can answer all the questions without difficulty of the answers being too long so it's hard to

pronounce and to be remember by the students. 1st grade students still have difficulty to speak in their own mother language because they're still in the transition from kindergarten to elementary, so they have more difficulty to speak in other language, in this case's English. So, it's better to provide short-answered questions to suit their skill. This happened to researcher in its tests, where the question and the correct answers that researcher think as an adult was already short and easy enough, but in reality, most students have a hard time to understand its content or have difficulties to provide the correct answer because it's too long. It's better for the upcoming researcher to understand that we as an adult has different understanding with literal children. Something that we as an adult found easy, may found as hard by children. So, it's better to acknowledge that for future studies. In this way, students will not also be afraid with test or evaluation and will have fun learning English in the future. Furthermore, it would be advisable for future teachers or researchers conducting learning activities using animation "A Day with Nika & Bima" to improve speaking skills in Greeting's subject in 1st grade elementary schools to present this material over two days or 4 x 35-minute sessions so that 1st grade students have more time to practice their English fluency and pronunciation before the evaluation or test.

CONCLUSION AND SUGGESTION

Based on the findings and discussion, in summary, the use of animation can help first grade students improve their English-speaking skills, especially on Greeting's material and obtain good responses from the students. As explained in the findings and discussion, the results of the validation of the final product during development obtained the results of very suitable to be used which means the product's ready to be implemented.

For suggestion itself, this research itself only includes 25 students in 1 class as its sample, so it would be better to widen the area or gain more students as its sample in the future studies to better prove its research more than this current research. It's also better to use speakers who can provide louder sounds than the current speakers so all of the students in the class and use shorter or more simple styled questions especially for first graders so they can understand it fully and answer its questions.

Researcher hope that this research will be able to help teachers in teaching and help students in learning English, especially speaking skills, by using animation. Researcher also hope to be able to provide additional information for other researchers who will conduct further research and develop this product better.

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TO IMPROVE SPEAKING SKILLS OF GRADE 1
ELEMENTARY STUDENTS IN GREETINGS

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