

# Audio Visual Media Effect Film and Animation Film Telling the Ability of Students Elementary School

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*Abstract - Ability to tell students in elementary school (SD) is still low. Not all students dare to tell it in public. For that need adalanya media to stimulate learning in primary storytelling. This study is limited to the influence of media on the animated films and storytelling ability of elementary students. This research was conducted in SDN 29 Pagi Johar Baru with 28 samples were selected by simple random sampling. The design used in this research is by design level 2 x 2 ANOVA two lanes. The results showed that: ketmampuan tell students by teaching with audio-visual media the film is higher than the group of students were given instruction by the method of audio-visual media animated film. Based on the research, suggested to the Indonesian teacher, to use audio-visual media of film and audio-visual media animated film as a variation of instructional media and still have to consider the level of confidence of students in choosing a medium of learning.*

*Indexed Terms: media films, animated films, storytelling ability*

## I. INTRODUCTION

Storytelling ability is one of the oral language development capability that is natural, because it is a basic ability after listening to optimize the ability to read and write for young children. Through storytelling, it does not just improve speaking skills and increase vocabulary, but also shape the personality. At school, especially story telling has not been fully carried out intensively.

Based on initial observations of researchers and interviews with teachers, researchers analyzed the active learners in the classroom is still low, only a few students who were active. Learners just sit, listen and write what the teacher. When asked questions, look learners is difficult to express opinions. In addition, learners are seen not able to talk fluently in front of the class, it is difficult to develop a topic of conversation, not able to express opinions in a systematic, still has

an attitude shy and did not dare to express opinions, fear of being wrong, fear of gaining input or criticism.

In this initial observation, there are several factors that influence kesulitan trouble telling learners. Generally, these factors include economic status, parental education, school facilities and infrastructure, media, media, methods, internal teacher, student motivation and confidence of the students themselves. In particular the lack of habituation storytelling, spunk tell students is still low, and reading habits are still very limited so students can not develop the topic as she spoke.

These limitations make it difficult for teachers in guiding learners, especially in the training of speech in school. Media were selected and used less lead teacher for students with good, some of the media only leads to operationally. To that end, the selection of audio-visual media is one way that can be an alternative to improve the ability to tell the students.

On the issue of learning speech and the media, especially for learners in Johar Baru SDN 29 Pagi, then the solution or solutions needed to resolve it. Solving that underlie undertake this work. To explore storytelling abilities, needs to be brought a media that can enhance the ability of storytelling. Based on the explanation above, the writer was interested in doing a study entitled Effect of Media Film against Storytelling Ability (An Experimental Study in Johar Baru SDN 29 Pagi).

Storytelling by Bachir (2005: 10) is said something that tells about the actions or events and delivered orally with the aim to share experiences and knowledge to others. Meanwhile, Mello (2001: 1), which states "Storytelling is part of how people tell membuka experiences." Storytelling is part of how people tell their personal experiences. These two

arguments stating that the talk started with personal speakers, then heard by others.

Of the two opinions is also noticeable that storytelling is an activity carried out by someone in an event verbally explain. Both experts argue that the story is closely related to the experience. Storytelling aimed at communicating the concept of himself with what is, or share the experience by adding factual information based on knowledge of the narrator to others.

Rahmanto (1988: 113) believes that storytelling is to express feelings experienced by the characters in the story, tell the character relationships with one another, or capture the spirit and atmosphere of the story which includes curiosity, happiness, anxiety, suspicion, mystery and so forth. Story telling is illustrated in the opinion of the activity carried out verbally tell it involves the ability to speak specifically nonlinguistic aspects. That is, tell you not only tell the story content, but also involves other elements such as the atmosphere in the story depicted in the expressions and gestures of the storyteller. On the other hand, Brown (2004: 172-173) classify aspects of storytelling capabilities include elements of linguistic and nonlinguistic. Grammar, vocabulary, comprehension, fluency, pronunciation, and the task is a linguistic element that can determine the success stories. In addition to linguistic elements, Brown (2004: 272-277) also mention nonlinguistic element that can determine the success stories.

Meanwhile, in a different expression, Cornbleet and Carter (2001: 19) introduced the term intonation, rhytme, pitch and peace as nonlinguistic element in storytelling. Intonation associated with high and low sounds. Peace is often related to pitch, for example, talks louder tend to be slow (content emphases) while talking softer usually faster (including grammar). Hendri (2013: 31) nonlinguistic element grouping into visual elements, elements of aural, kinesthetic elements, elements of theme, character and character elements, and elements of an impression.

Visual elements associated with the objects that will be used as a tool to transform the message in storytelling. A teacher or storyteller is advisable to be able to create visualizations through the storyline, a series of words, gestures, and facial expressions that total figure cited in the story.

The opinions above also shows that in the story, there are things that must be considered, as a determining factor in the success story, which is an element of linguistic and nonlinguistic. Linguistic element include: accuracy, fluency, clarity, vocabulary, grammar, and diction or choice of words. For nonlinguistic elements that gesture, the game sounds, courage, self-confidence, activeness, and communication skills.

McDonough and Shaw (2003: 134) argues that language function allows one to generate speech, conveying something to achieve certain goals, express ideas and opinions, express the desire that the desire to do something, negotiating or solving a particular problem, or building and maintaining relationships social and friendship.

Etymologically, the film is a picture of life, or life story. According Arsyad (2010: 49), the film is a motion picture images in a frame-by-frame where the frame is projected through the projector lens mechanically so that the screen looks a picture of it alive. This opinion is reinforced by Musfiqon (2012: 106), who said that the film is a series of images projected onto the screen at a certain speed so as to make the order of precedence that continues to describe the movement that seems normal.

From the second opinion, it is seen that the film emphasizes the visual image as an edge in conveying the message and sound to complement the message. Film has the benefit of considerable importance in the world of education as an audio-visual media. Film able to make learning more active and fun. Teacher or researcher must first select which film is relevant to learning. In addition to movies, and other media that can be used in storytelling is animated.

Cinemags (2004: 6) argues, animated word derived from the Latin "anima" meaning soul, life, the life of the spirit. Animation is a two-dimensional image that seems to move because of the ability of the brain to always save or recall images seen before. M. Tholib (2017: 3) states that an animation film implies as a vivid image or series of images that moves into a storyline that people watched, the shape of the film containing the basic elements of light, sound, and time.

## II. METHODOLOGY

The method used in this research is the experimental method. This study design is treatment by 2 X 2 level design using ANOVA counting two paths. The study population was fifth grade students of SDN 29 Pagi Johar Baru. This study aims to determine the effect of the film media interaction with the ability to tell a story. The population in this study were all students of class V SDN Johar Baru 29 Early in the school year 2017/2018.

## III. DISCUSSION

Based on the test results of students' speaking before using audio-visual media obtained results speak for students who still do not vary as she spoke. Students stammered in storytelling. The structure of incomplete sentences. The storyline is still hopping. The thing that is narrated by students drawn from a sample of 01 is as follows:

*sample 01, "On Monday, I and family went to Bogor same belibur family. Go bathe to Curug Nangka. My family and bathe there. After bathing us all meals. Bathe exhausted that my family and I went back to the beach Jakarta. Stop by me at Ancol Beach. Arriving there, my family and dudu-sit and look at the sunset. After our beach and family from home".*

Selah applied media, audio-visual films, theoretical score is at the lowest range of 0 and 96. While the highest scores were in the range of empirical lowest and highest 62 90 in order to obtain the range between the highest and lowest score of 28. The average value on the ability to tell this group is 79.36 82 median, and mode of 82 and a standard deviation of 7.313. The distribution of this group storytelling ability scores shown in the table below

Group of students learning with audio-visual media animated film. Theoretical score is at the lowest range of 0 and the highest 96, whereas the empirical score is the lowest range highs 62 and 70 so as to obtain the range between the highest and lowest score of 8. The average value on the ability to tell this group is 64.71, median 64, and a mode of 62 and a standard deviation

of 2.494. The distribution of this group storytelling ability scores shown in the table below:

Based on research, the ability to tell students who learn with audio-visual media at 79.36 the movie is higher than the average score of storytelling learning capabilities with audio-visual media animated film of 64.71. Thus obtained that there is a difference between groups of students learning with audio-visual media movie with a group of students learning with audio-visual media animated film.

Thus, it can be concluded that to improve the ability to tell the students can be done by using audio-visual media movie also taking into account the level of confidence of students. Media movie will be very effective if accompanied by a teacher as controller of the film medium. The research findings stating that there is an interaction between the media language learning and confidence that gives the difference in the ability to tell the student influence, implies that teachers teach Indonesian in peru choose appropriate learning media. In addition to choosing the right medium of learning, teachers must pay attention to the characteristics of students, especially confidence.

The most appropriate learning media is the most suited to the real situation of students. The real situation is certainly students have individual differences, including differences in terms of intellectual development, in terms of language ability, background experiences, talents and interests. As already stated, the audio-visual media can improve the ability to tell the film grade students of SDN 29 Pagi Johar Baru.

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