

# The Creating of an Animated Video Using The Flipaclip Application on The Theme “Body and Health” For Speaking A1

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**Abstract:** The aim of this study is to help create an animated video of the application *FlipaClip* on the topic “Body and Health” for Speaking A1. This study uses the Plomp theory, which consists of: (1) the investigation phase, (2) the design phase, (3) the realization phase and (4) the evaluation phase. The result of this study is an animated video using the application *FlipaClip* on the topic “Body and Health” for the subject Speaking A1. This animated video as a capacity of 128 Mb, a duration of 08.16 minutes in MP4 format with an image resolution of 740p. The validation result of this animated video is that the material expert received a score of 87.5 (good) and the media expert 96,8 (very good).

**Keywords:** Animated Video, “Body and Health”, Speaking A1

## Introduction

Many People want to learn a foreign language in different ways, such as learning on their own, attending a language course, or learning from the language department. German is spoken in Europe as an international language. In line with the opinion of Mawaresna and Anwar (2020: 154), German is the second international language after English and the national language for Switzerland, Austria and Germany. There aren't many people learning German in Indonesia compared to English, Korean, and Japanese, but German is still popular with the wider community. The German language has four skills that must be mastered: listening, speaking, reading and writing. This is serious for students learning German, as each German language competence has a different level of difficulty in learning.

In order to learn the difficulties in learning German, a questionnaire was carried out for the students of the German program. This questionnaire describes the answers. Most of the difficulties they encounter when learning German are grammar, vocabulary, pronunciation and understanding of the German language. Difficulties in the German language in the ability to speak: 1) difficulty pronouncing a word that uses the letter umlaut, 2) difficulty stringing a sentence together in order to be able to speak to others, and 3) lack of vocabulary to be able to say something.

The topic that was difficult to convey to the respondents was the topic of "body and health". The respondents are interested in the topic "body and health". The topic should also be difficult for the respondents, because the topic is difficult to express in the German conversation. A medium is also needed to understand the topic more easily. The application FlipaClip is not yet used for learning.

In this study, an animated video was created to facilitate the learning of speaking skills German with the help of an application. This animated video can be an effective, engaging and practical learning medium. In addition, the use of an animated video can motivate and promote confidence in interacting with the German language. The animated videos can be used anywhere and anytime. In it there are dialogues, grammar, vocabulary that help to learn the topic "body and health" and is equipped with exercises that support the understanding of the material.

## Concept of Creation

This scan is a creation investigation. Gay (in Sutarti and Irawan, 2017:4) states that, in his opinion, the creation study is an attempt to develop effective products that can be used by schools to facilitate the learning process, not to test previous theories. Seels and Richey (in Sutarti and

Irawan, 2017:6) note that the creation study is a systematic assessment that includes, designs, develops and evaluates. In the process and product, the requirements for validation, practicability and effectiveness must be met.

It can be concluded in the above theories that the creation study is an attempt to develop new products or improve old products in order to rationalize the way learning methods and products can be completed.

### **Conceptual Foundation**

Based on the results of the questionnaire, the students found it difficult to learn the topic "body and health" because it was difficult to pronounce sentences on this topic. In this study, an animated video is created using FlipaClip. This animated video can be an effective, engaging and practical learning medium. In addition, the use of an animated video can motivate and promote confidence in interacting with the German language. The animated videos can be used anywhere and anytime. The author creates an animated video as a German-language learning medium for the ability to speak a topic. "Body and Health" is located in Studio Express A1 by Hermann Funk and Christina Kuhn (2017). The data collection is done using the Google form and is then distributed to WhatsApp students from the class of 2021.

### **Content**

This investigation is a type of creation investigation that creates an animated video. This study deals with animation using the application FlipaClip. The aim of this study is to create an animated video to understand learning with the topic "body and health". This study uses the theory of investigation methods of Plomp (in Plomp., 2000: 10-51). The theory of Plomp is intended for the creation study, since the structural steps include the following phase: the investigation phase, the design phase, the realization phase and the evaluation phase.

#### **1. The investigation phase**

In this phase, data and analysis are required. In the investigation phase, survey and problem identification were carried out. To find out whether the learning media can support the learning process, a survey was conducted with Google Form. The survey was conducted on February 13, 2022 and is aimed at students from the class of 2021. The questionnaire contains several statements about the difficulties in learning German, which media the students did not use when learning German, difficult topics, etc.

Based on the results of questionnaires, it is known that students are interested in learning German from the animated video. For this reason, the author uses FlipClip to create an animated video with the theme "Body and Health". In accordance with the needs analysis of the results and conclusions of the survey using a questionnaire of Google forms led by a thesis supervisor. Then the writer created the material to be included in the animated video.

#### **2. The design phase**

This is a stage that designs a material before it is entered into an animated video application. In this study, the author has designed the materials with the topic "Body and Health" to make it easier for German learners to learn German A1. It contains vocabulary, dialogue, means of speech, grammar and dialogue exercises. Here is the material that was designed: a) vocabulary, b) dialogue, c) redemittel, d) grammar, and e) exercises.

After the material is designed, an animation is created consisting of images, backgrounds, text, audio, and music. At the beginning of the creation of the animated video, images were created that were consistent with the material that had been made. Then added the material that was created and input into the FlipaClip application, where audio and images are aligned, and finally added background music so that the students can watch the animated video comfortably. Below you will find the creation of animated video with the FlipaClip application: a) Start drawing animations, b) sync audio with images, and c) inserting text in animation.

#### **3. The implementation phase**

In this implementation phase, the author should show the students the results of the animated video. Animated videos as a learning medium for the subject Speaking A1 with FlipaClip arouse students' interest in learning German. This animated learning medium is 08.16 minutes long and has a video size of 128 MB (megabytes) that can be viewed and accessed from the link drive.

#### **4. The evaluation phase**

In the fourth phase is the last phase. This phase is the evaluation phase of the material and media. The materials expert has given the following value: There are six aspects of the evaluation, namely three aspects that receive a score of four, and three aspects receive a score of three and receive an average score of 87.5 with good evaluation criteria. Then the media expert gave the following details: eight aspects of the evaluation, namely seven aspects that receive a score of four, and one aspect that receives a score of three and an average score of 96.8 with excellent evaluation criteria.

#### **Results of the Creation**

The results of the study to create an animated video with the topic "Body and Health" using the FlipaClip application were developed on the basis of a model of the Plomp theory. This animated video is made as attractive as possible with interesting image content, interesting audio and backsound sounds, moving animations and a German subtitle on the dialogue.

This animated video has a capacity of 128 Mb, a duration of 08.16 minutes in MP4 format with an image revolution of 720p. This animated video can be viewed on CD player, YouTube, Google Drive, Tiktok, Facebook and so on. This animated video includes vocabulary (based on the topic "body and health"), doctor and patient dialogue, means of speech, grammar (which is used during consultation with doctors) and ends with dialogue exercises. In addition, the dialogue is subtitled in German to make it easier for students to follow the dialogue. And also a slight background sound accompaniment to awaken the focus of the students in this animated video.

#### **Discussion**

In this study, the difference between the relevant study and the present study is that different creation theories are used. In the relevant investigation with the Richey and Klein creation theory, the Plomp creation theory is used. Then the media focus more on grammar in relevant investigation, while the present study prioritizes the ability to speak. The advantages of these two investigations have their own advantages in their investigation. Relevant research emphasizes the grammaticality that exists on this topic, while the present study prioritizes the ability to speak, which is filled with a lot of dialogue related to the topic.

#### **Conclusion**

According to the results of the investigation, the conclusions are as follows:

- The process of creating animated video on the topic of "Body and Health" in the German language for learning to speak A1 with FlipaClip using the Plomp theory, consisting of: (1) the investigation phase, (2) the design phase, (3) the realization phase, and (4) the evaluation phase.
- The results of creating animated video on the topic of "Body and Health" when learning German language A1 with FlipaClip, based on the process, are:
  1. The investigation phase, the investigative phase of the investigation, gathering information about what topics cannot understand and are interested in the use of learning media.
  2. The design phase is the phase of creating the material so that content and images can be presented in animated video.
  3. The realization phase, is a draft and a drawing that has been drawn to make the motion animation as interesting as possible.

4. the evaluation phase, this phase is the phase of media improvement and validation. The validation result of this animated video is that the material expert received a score of 87.5 (good) and the media expert 96.8 (very good).

### **Suggestions**

Based on the results and conclusions of this study, some suggestions are made:

1. This animated video can be used as a learning medium for A1 students to master speaking skills.
2. It can be used as a teaching medium for German teachers in the classroom. You can modify or recreate the learning medium like the results of this investigation.
3. This animated video can be used as a reference source for learning German for beginners who have learned to consult with a doctor.

### **References**

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