The Development of A Video animation For Speaking A1 with The Theme "in The Café" with The Application Tweencraft

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Abstract: This investigation is to develop videoanimation as a learning medium for speaking skills A1. This research focuses on the development of video animation media. This research uses a descriptive qualitative method by collecting data through surveys with Google Foms. This research is a study that uses the creation model of Richey and Klein. The investigation model consists of 3 steps, namely: 1) planning 2) creation 3) evaluation. The result of this study is an animated video supported by German subtitles. This video is 12 : 44 minutes long and is in the form of MP4. This video has been validated by media experts with a score of 87.7 (good).

Keywords: Development; Videoanimation; Speaking A1; Tweencraft

Introduction

Language is an important means of communication in life. Language is a means used by people to communicate orally or in writing. The use of languages, especially foreign languages, is imperative, because foreign languages offer opportunities to enter the international world. Many foreign languages are studied, one of which is German. German as a foreign language is carried out in formal and informal educational institutions or institutions, such as secondary schools, universities and educational institutions or courses. Speaking is a skill that can be developed when learning German to speak in several learning methods using creative and innovative learning media. Murcia and Based on the results and conclusions of this study, the following suggestions are made:right vocabulary, grammar and socioculture.

Animated video is a medium that contains impressions consisting of a combination of media in the form of writing, tabulation and sound in a movement activity Ayuningsih (2017:2). Through animated videos, the available information can be clearly conveyed and help students visualize the information received, allowing animated video media to be used as an option in the teaching and learning process. Stadlinger et. al. (2021:3) said video animations have allowed for greater imagination in the presentation of the teaching material. Science and technology are becoming more and more sophisticated. This has an impact on human life, especially in the field of education. Technological developments in education can provide benefits for the learning process. One of them is learning media. Azwandi (in Hasanah, 2018:92) explains that the role of learning media is very important because learning media can explain the presentation of informational messages to facilitate the learning process. The use of effective media has a positive effect on learning and can make it easier for students to learn German.

In this way, teachers need to prepare multiple learning media to support the delivery of learning materials, especially in the ability to speak German. The writer will use the Tweencraft application to create educational media in the form of animated videos. Tweencraft is an Android-based application that allows users to create learning media. One of the benefits of creating learning media with Tweencraft is that there are different templates available that make it easier for users to create learning media and make learning more fun.

Research Methods

This research method animated videos as a learning medium on speaking skills on the theme "Im Cafe". This development model uses the theories of Richey and Klein. This research was conducted to create and test a product. This research uses a qualitative descriptive method, a qualitative descriptive method is a method whose data is not in the form of numbers but in the form of words or images.

In this study, the theory of Richey und Klein was used. This development model has three steps of the development model, namely (1) planning, (2) making. (3) evaluation. The steps are as follows:

1. The first step is planning;

2. The second step is The Development of a Videoanimation for Speaking A1 with the theme "In the café" with the Application Tweencraft;

3. The third step is evaluation (evaluation and improvement).

The data in this study is a speech and dialogue device related to the topic of " Im Cafe".the data from this study comes from the book Studio Express A1 by Hermann Funk und Kristina Khun. The dialogue comes from the studio book Express A1. The subject is " im café" in Chapter 1 pages 14 through 23. And this study was carried out on the third floor of the German Department by the Faculty of Languages and Arts Universitas Negeri Medan

Result And Discussion

A. Result
1. Planning

The first phase is the planning phase. In this phase, the information is collected that is obtained through an online survey with a Google form for students in the second semester with a focus on German lessons. The aim of this survey is to find out which of the four German skills are the most difficult and what difficulties the students have when speaking. From the results of the survey conducted, it is clear that most students believe that speaking is the most difficult skill. The students have particular difficulties with umlauts and with communicating in German. (The results of the survey can be found in the appendix). The author created a learning medium in the form of an animated video to improve the A1 speaking skills of students in the second semester with the topic "In the café". In the video, the umlauts are practiced and the students are given vocabulary to speak the dialogue.

The research material was recorded in the form of a dialogue on the topic "In the café". Redelmittel comes from the Studio [Express] Buch A1 by Hermann Funk and Christina Kuhn, the dialogues from the Studio [Express] Buch A1 and also created by the author. The manuscript consists of a prologue, epilogue, dialogue and exercises on the topic "In the café. The learning objective can express and tell in a conversation about the topic "In the café". A new concept is designed to achieve this goal.

Table 4.1. The draft of the animated video

At the beginning there is a prologue	It is written as an introduction
Idioms	Important points
Dialogue	It is written according to means of speech and umlauts are practiced.
Epilogue	As a summary

2. Development
In this phase, it is explained the making of learning media on the three topics. And in this phase created an animated video. Below are the steps to create an animated video.
- First create a dialogue;
- After that, editing the animated video;
- Then enter the background, character. and text ;
- Then record sound;

- Then enter the soundtrack.
- And then save the video.

3. Evaluation

Evaluation is a process to find out whether a learning system has been running well. This is the last step to create a good learning media with animated video. Validation occurs in this phase. Someone wants to know if the training is good or needs improvement. This learning media is expert-based. Validation is carried out twice, which consists of:

The expert on this research material is a German language lecturer, Hafniati M.A. There are suggestions from material experts, improve some grammar and reduce unnecessary sentences. The material validation value is 8.7 with good assessment criteria.

This investigative media expert is Rini Natalia Sinaga S.Kom. It validates the result of the animated video. With it, one can tell if this animated video is good enough or needs improvement. Media experts commented on the animation video, namely: the overall video quality is very good, the audio quality in the animated video is clear, the dialogue in the animated video is clear, there are subtitles to understand the meaning of the dialogue, the media expert also gives some suggestions to help the back sound - Reduce the sound so that The character's voice is clear. After being validated by media experts, the author turned down the back sound volume so that the character's voice could be heard clearly. The media validation value is 87.7 with good criteria.

The result of his creation is video animation. the video contains a dialogue with the theme " im cafe " . Learning by using video animation can increase. In the future, this video can be used for learning, especially for German language learners, and this can increase interest in learning to speak for German language learners.

Discussion

The creation discusses animation videos as a learning medium. This creation uses the theory of Richey and Klein.

The first phase is finding information and designing how to create the animated video. The difficulty in this phase is to create dialogue scripts, how to make interesting dialogues. This difficulty can be overcome by reading reference books such as Studio [Express] A1.

The second phase is the creation, in this phase animated videos are developed using the Tweencarft application. The difficulties in creating the animated video are: 1). An unstable WiFi network, the solution to this problem is to use a private internet network so that the connection is stable. 2). Difficulty entering sound, the application cannot import sound, so the author is looking for a solution to record directly in the application. 3) Difficulty performing character movements, requiring the author to be careful when editing.

At the end stands the third phase that validates the video animation by eexperts. The experts have made some corrections to the dialog.

Conclusion

The conclusions are summarized from the research results:

1. The process of creating animated videos as educational media using the Tweencaft application consists of three phases, namely: 1) planning (searching for important information when creating animated videos. 2) creation (in this phase an animated video is created with the Tweencraft application created) 3) Evaluation (evaluation and improvement). of materials and media).

2. The results of creating animated videos as a medium for learning speaking skills on the topic "In the café

   The results of this study are in the form of animated videos as a medium for learning the speaking skills with the topic "In the café" in MP4 format. The video is supported with German subtitles. The animation video is 12:44 minutes

   Media experts gave the grade 8.7 (good) and media experts grade (87.7), which means that animated videos are very interesting and very useful as learning media.

Suggestion

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

German teachers are recommended to use animated videos as learning media with the topic "In the café" as a new learning medium in learning German.Learning the German language should use learning media with the Tweecraft application as interesting learning material**.**

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