

CHAPTER II

LITERATURE REVIEW

This chapter explains the literature review related to research, namely: understanding of the Learning media; understanding of folklore; understanding of animation; types of animation; how to make animation; objectives of using animation as a learning media; and advantages and disadvantages of animation as a learning media.

A. Learning Media

1. Definition of Learning Media

Learning media are everything that is used as an intermediary or liaison from the giver of information (teachers) to recipients of information (students) which aims to stimulate students to be motivated and be able to follow the learning process as a whole and meaningfully (Muhammad Hasan et al, 2021: 29).

Learning media is anything that can be used to channel messages (learning materials), so that it can stimulate students' attention, interests, thoughts, and feelings in learning activities to achieve learning goals (Andi Kristanto, 2016: 6).

According to Nurdyansyah (2019: 47), learning media are everything that can be used to channel messages from a teacher to students that can stimulate the thoughts, feelings, concerns, and interests and concerns of students, so that the learning process occurs.

So it can be concluded that learning media are everything that can be used to channel messages or materials that can stimulate students' thoughts, feelings, attention, and willingness to learn.

2. Learning Media Functions

According to Andi Kristanto (2016: 10) in the learning process, the media has a function as a carrier of information from the source (teacher) to the recipient (student). In detail, the functions of learning media are as follows:

a. Educational Function

- 1) Providing educational value
- 2) Educate students and society to think critically
- 3) Give meaningful experience
- 4) Develop and broaden horizons
- 5) Provides authentic functions in different areas of life and the same concept

b. Economical function

- 1) Achievement of learning objectives can be achieved efficiently
- 2) Material achievement can reduce the use of costs and time

c. Social function

- 1) Expanding the association between students
- 2) Developing understanding
- 3) Develop students' experience and intrapersonal intelligence

d. Cultural function

- 1) Providing change in terms of human life
- 2) In inheriting and continuing the elements of culture and art that exist in society

In addition, Andi Kristanto also states the functions of learning media are as follows:

- a. Delivery of learning messages can be more standardized

In conveying the material from one teacher to another, there is no gap in the message taught by each teacher.

- b. Different interpretations can be avoided

Different interpretations between teachers can be avoided and can reduce the occurrence of information gaps among students wherever they are.

- c. The learning process becomes clearer and more interesting

Media can display information through sound, images, movement and color, both naturally and manipulated, thus helping teachers to create a livelier learning atmosphere, not monotonous and not boring.

- d. The learning process becomes more interactive

With the media, there will be active two-way communication, while without the media the teacher tends to talk one way.

e. Efficiency in time and energy

With the media, learning objectives will be more easily achieved maximally with minimal time and effort. The teacher does not have to explain the teaching material repeatedly, because with one presentation using the media, students will more easily understand the lesson.

f. Improving the quality of student learning outcomes

Learning media can help students absorb learning material more deeply and completely. If only by hearing verbal information from the teacher, students do not understand the lesson, but if it is enriched with activities of seeing, touching, feeling and experiencing for themselves through the media, students' understanding will be better.

g. Media allows the learning process to be carried out anywhere and anytime

Learning media can stimulate in such a way that students can carry out learning activities more freely wherever and whenever without depending on a teacher. We need to realize that learning time at school is very limited and most of the time is outside the school environment.

h. The media can foster a positive attitude of students towards the material and the learning process

The learning process becomes more interesting so that it encourages students to love science and likes to find their own sources of knowledge.

- i. Changing the role of the teacher to a more positive and productive direction

Teachers can share roles with the media so that they have more time to pay attention to other educational aspects, such as helping students with learning difficulties, personality formation, motivating learning, and others.

3. Types of Learning Media

Leshin, Pollock, & Reigeluth divide learning media into several types, namely: (1) Human-based media such as educators, instructors, tutors, role-playing, group activities, and field trips; (2) print-based media such as handbooks, practice books, work aids, and loose sheets; (3) visual-based media such as books, charts, graphs, maps, pictures, overhead transparency, and slides; (4) audio-visual based media such as videos, films, slide-type programs, and television; (5) computer-based media such as computer-assisted teaching, interactive videos, and hypertext (Nurdyansyah, 2019: 50). Based on the types of learning media mentioned above, the researcher developed learning media that is included in audio-visual based media.

4. Principles of learning media

According to Andi Kristanto (2016: 18), in order for learning media to really be used to teach students, there are a number of principles that must be considered, including:

- a. The media that will be used by the teacher must be appropriate and directed to achieve learning objectives. Media is not used as an entertainment tool, or not solely used to make it easier for teachers to convey material, but really to help students learn in accordance with the goals to be achieved.
- b. The media to be used must be in accordance with the learning material. Each subject matter has its own characteristics. The media to be used must be in accordance with the complexity of the learning material. For example, to teach students to understand the process of rain, the teacher needs to prepare video media or pictures that explain this process.
- c. Learning media must be in accordance with the interests, needs, and conditions of students. Students who have poor listening skills will find it difficult to understand lessons when auditory media is used. Vice versa, students who have poor visual abilities will find it difficult to understand the learning material presented through visual media. Each student has different abilities and styles. Teachers need to pay attention to each of these abilities and styles.

- d. The media that will be used must pay attention to effectiveness and efficiency. Media that requires expensive equipment is not necessarily effective in achieving certain goals. Likewise, very simple media does not necessarily have no value. Every media design by the teacher needs to pay attention to the effectiveness of its users.
- e. The media used must be in accordance with the teacher's ability to operate it. Often complex media, especially cutting-edge media such as learning computer media, PowerPoint, and other electronic media, require special skills to operate. No matter how sophisticated the media is, it will not be able to help without the technical ability to operate and utilize the media to be used. This needs to be emphasized because teachers often make principal mistakes in using learning media in the end the use of media does not make it easier for students to learn, on the contrary, it makes it difficult for students.

5. The Importance of the Media in Learning English

The main role of the media in learning English is to stimulate students' minds and make it easier for students to capture or understand the material presented by the teacher to help achieve the learning objectives that have been set (Telaumbanua, 2016). In the process of teaching and learning English media learning is used to facilitate students in mastering the subject matter. In today's modern era, a teacher is required

to be able to take advantage of advances in information technology as an alternative learning media. The learning process can run well if it is supported by the use of media that is in accordance with the material being taught. In addition, learning with learning media is one of the efforts to enhance the process of teacher-student interaction and student interaction with the learning environment.

B. Folklore

1. The Nature of Folklore

Etymologically, the word "folk" is the Indonesian word for folklore. This word is a compound word, which comes from the two basic words folk and lore. A folk is a group of people who have physical, social, and cultural identifying characteristics so that they can be distinguished from other groups. These identifying characteristics can include the same skin color, the same hair shape, the same livelihood, the same language, the same level of education, and the same religion or belief. However, what is even more important is that they already have a tradition, namely a habit that they have inherited from generation to generation, at least two generations, which they can recognize as their common property. In addition, they are aware of their own group identity (Suwardi Endraswara, 2013: 1). So folk is synonymous with collective, which also has the same physical or cultural identifying characteristics and has personality awareness as a community unit.

Lore is a folk habit that is part of its culture, which is passed down orally or through an example accompanied by gestures or memory aids.

Folklore is part of the culture of a collective, which is spread and passed down from generation to generation, among any kind of collective, traditionally in different versions, either in oral form or in examples accompanied by gestures or reminder tools.

2. Folklore as a Media of Education

Folklore can be used as an educational medium to convey lessons to students in order to facilitate the teaching and learning process. Based on the theory of folklore propaganda, folklore is considered a medium or introduction to propaganda. Folklore is a strategic medium to convey brilliant ideas in all aspects of life. The capacity of propaganda theory has positioned folklore as a tool, method, or intermediary. Folklore is a vehicle for achieving goals in understanding various aspects of life.

The use of folklore as an educational medium can be utilized in various disciplines, and of course, the selection of folklore used must be appropriate to the subject matter to be delivered. The use of folklore helps teachers a lot so that students better understand what the teacher conveys.

In this case, folklore is used as a tool that can represent the provision of clear and interesting information from the messenger (teacher) to the recipient (student) so that the learning communication goals can be achieved optimally. The function of educational media is a tool that can stimulate individual thoughts, feelings, attention, and willingness to be involved in the learning process.

Besides being useful as a tool or way of conveying information more easily for students to understand, the use of folklore as an educational medium also plays a role as a step in preserving existing local culture. This is felt necessary at this time because many of the younger generations of the Indonesian people have forgotten the culture which is the ancestral heritage of their ancestors and the pride of their identity.

C. Animation

1. Definition of Animation

Animation comes from the Latin word "anima" which means soul, life, and spirit. While the characters are people, animals, and other real objects that are outlined in the form of 2D and 3D images. So animated characters can be interpreted as images that contain objects that seem to be alive, caused by the collection of images changing regularly and alternately being shown. Objects in the

image can be in the form of text, shapes, colors, and special effects (Arif Puji Setiawan and M. Maulana Zia Ulhaq, 2016).

According to the Big Indonesian Dictionary, the animation is a television program in the form of a series of paintings or images that are mechanically driven electronically so that they appear to move on the screen.

From the description above, it can be concluded that animation is the process of turning a still image into a moving image so that it looks like a living or illusory image. Animation usually appears on television as a spectacle for children's entertainment.

2. Types of Animation

In terms of the technique of making animation, it can be categorized into 3, namely:

a. Stop-motion Animation

Stop-motion animation is often called “Claymation” because, in its development, this type of animation often uses clay as an object to move. The stop-motion animation technique is an animation that results from taking pictures in the form of objects (dolls or other things) that are moved step by step. The execution of this technique has a level of difficulty and requires high patience. **Shaun the Sheep** and **The Lego Movie** are an example of stop-motion animation.

b. Traditional Animation

Traditional animation is the most commonly known animation technique to date. It is called traditional because this animation technique was used when animation was first developed. Traditional animation is also often called cell animation because the workmanship technique is done on transparent celluloid which at first glance is very similar to the OHP transparency that we often use. In making traditional animation, each stage of the movement is drawn one by one on cell paper. One example is all the classic animation made by Walt Disney.

c. Computer Animation

As the name implies, this animation is entirely done using a computer. From character creation, adjusting the movement of the "player" and camera, dubbing, and special effects, everything is done on a computer. With computer animation, things that were previously impossible to depict in animation become possible and easier. For example, a spacecraft's journey to a planet can be described clearly.

To make it easier for the researcher to create and develop animation, in this study, the researcher used computer animation techniques.

3. How to Make Computer Animation

Pre-production:

1) Concept

A concept is an idea that has developed to the point where a story is possible. A concept becomes a platform, a stage, where a story can unfold. At this stage, it cannot be separated from the next stage, namely the scenario.

2) Scenario

Scenario is one of the activities in the pre-production stage of the filmmaking process. The pre-production stage is the initial stage where story ideas are created. In this stage, there are 2 steps, namely the idea and the premise.

The idea has an abstract nature, so it is still invisible. Ideas can come from anywhere. An idea is a big concept that will be made into a story in the form of a scenario. Scenario scripts can be realized if you start to write and make an outline according to the format.

The premise is the conclusion of the ideas that have emerged into a clear sentence. The premise usually consists of one sentence that is explained clearly and unequivocally and covers the whole of the story.

3) Character building

Describing characters means making detailed information about the characters in the story. Character descriptions are also needed to make it easier for the audience or readers to get to know the characters. In animation production, character description also makes it easier for the illustrator or character artist to visually depict the character. A good character design description usually explains the character's name, gender, age, hobbies or habits, physical characteristics, height, and weight, as well as the background of the character's life.

4) Storyboard

A storyboard (Storyline) also called a sequence is a kind of series of story groups that will be formed in each round. Sequences are in the form of an outline of the story in each round, similar to the chapters in a novel or a movie. At this stage also the dialogue between the characters is made.

5) Initial dubbing

Voice recording (dubbing) for scenes that contain dialogue for each character. Then the sound results go into the Sound Editing stage, namely by adding the required sound effects and lip sync settings.

6) Music and sound FX

Search for background sound music, sound effects, and music for the opening and ending of the film so that it can further liven up the atmosphere in the animation.

Production:

1) Layout

In this process, the Animator conceptualizes the environment, property layout, characters, perspective, and so on. Its function is to design the stage where character animation or special effects occur.

2) Lock movement and In between

At this stage, the animator draws the core movements or key movements, used as a guide for drawing in between so that the movements remain coherent and logical.

3) Background

The background of the place or what we usually call the setting of the place itself describes the stage that the characters are currently using. From this place, you can display the characters of the players as well as the atmosphere described in the film scene.

4) Scanning

Scanning is the process of scanning an image from paper media (manual image) so that it can be edited or colored directly to a laptop/PC.

5) Coloring

Coloring is the process of coloring each animation frame that has been made. This is done so that the animated image becomes more real and looks alive.

Post-production:

1) Composite

Compositing is the process of combining images that have been made to move, as well as arranging and adjusting timing, duration, movement, and so on. The result of compositing can be per-cut or per scene.

2) Editing

All the results of compositing and sound editing are combined, as well as adjusting duration, dubbing, transitions, and adding visual effects.

3) Rendering

Merging the entire scene to become a film in mp4, Mkv, MOV, and other formats as needed.

4) Transferring films into various media

This is the final process of transferring finished films to VCD, DVD, BD media, and others as needed so they are ready for distribution.

4. Objectives Using Animation as a Learning Media

The objectives of learning using video are (1) cognitive objectives, namely to teach the introduction or differentiation of motion stimulation; (2) psychomotor goals, namely showing examples of movement skills; (3) the objective of effective is to influence attitudes and emotions. Based on this explanation, the benefits of learning using video can provide knowledge experience to students, make it easier to contextualize learning material, make it easier to provide technically memorable material and streamline time in delivering learning material.

5. Advantages and Disadvantages of Animation as a Learning Media

Johari et al. (2016: 10) stated the advantages and disadvantages of video media, including:

Advantages	Disadvantages
Learning videos can be utilized by the wider community, by accessing them on YouTube social media;	Can only be used with the help of computer media and requires a projector and speaker assistance when used in the learning process in class;
Videos can be used for a long time and at any time if the	Requires a large amount of money to make learning videos;

material contained in this video is still relevant to the existing material;

Learning media that is simple and fun;

Requires quite a long time in the manufacturing process until the creation of learning videos.

Assist students in understanding the subject matter and assist teachers in the learning process.

As with video media, animation media also has its advantages and disadvantages as presented:

Advantages	Disadvantages
Reduce the size of physically large objects and vice versa;	Requires quite expensive costs;
Facilitate teachers to present information about processes that are quite complex;	Requires special software to open it;
Having more than one convergent media, for example combining audio and visual elements;	Requires sufficient creativity and skills to design animations that can be used effectively as learning media;
Attract the attention of students to increase their learning motivation.	Can't describe the reality.
It is interactive, in the sense that it can accommodate user responses;	
It is independent, in the sense of providing convenience and completeness of the content in such a way that users can use it without the guidance of others.	

D. Previous Study

Eka Putri Ningsih (2021), conducted research with the title "PENGEMBANGAN CERITA RAKYAT BERBASIS BUDAYA LOKAL DENGAN MENGGUNAKAN MEDIA AUDIO VISUAL ANIMASI PADA MATA PELAJARAN BAHASA LAMPUNG". This research aims to develop local culture-based folklore using audio-visual media, to

determine the feasibility of local culture-based folklore development products using audio-visual media, and to determine the response to the use of local culture-based folklore development products using audio-visual media which are used as support in learning. This research is development research or Research and Development using the ADDIE model. Based on the validation results, the data obtained from the experts was that the average score for the percentage of material experts was 85%, which was categorized as very feasible, the language expert score of 80% was categorized as very feasible, and the media expert score of 80% was categorized as very feasible. Educator responses obtained an average percentage score of 80% which was categorized as very appropriate. Student responses in the small group test obtained an average score of 84.8%, categorized as very feasible, while in the large group test, they obtained an average score of 86.7%, categorized as very feasible. This shows that the development of local culture-based folklore using animated audio-visual media is suitable for use as a learning medium.