

Students' Perceptions towards Learning English on Earthquake Mitigation Education through Animation Video

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ABSTRACT

This study purposed to improve students' soft skills, knowledge and interest in learning English through animation videos of earthquake mitigation learning. Then the significances of this study were to improve learning interest-based on students' skill in organizing material and method into the game gradually by manipulating causes of earthquake, picture, and object into the text. The methods used in this research is a combination of conventional lecturing and games; also, several selected animation videos about earthquake mitigation. The sample of this research is 45 students who come from several tribes in Papua, but they study and live together at the boarding school in SMTK GGRIP Merauke. The result of this research was most of the students have good ability in catching the material of learning fast and proactive also, good intention to participate in learning English actively by simulating causes of the earthquake, picture, and object into a text. They were confident to answer quiz both individual or in a group session. It can be concluded that the students can improve their skills, especially for English and teacher can use this alternative model to encourage students in learning English through many things around them in Papua.

1. Introduction

Based on the article in the website of the government of Papua Province, Harjadi (2006) said that Indonesia is an earthquake-prone area because it is traversed by the meeting point of three tectonic plates, namely: the Indo-Australian Plate, the Eurasian Plate and the Pacific plate. The consequence of the meeting of these three plates has made almost all parts of Indonesia a regular area for micro and macro earthquakes above seven on the Richter scale, including the Indonesian region in the eastern part of Papua and its surroundings. This causes disaster mitigation to be very important, especially for children from elementary to senior high school, where disaster mitigation education does not get enough attention from the school. Therefore, learning media are needed to provide information about disaster mitigation for the students.

Disaster mitigation education can be implemented through various types of education, both formal and non-formal. This disaster mitigation education can be integrated with both physics and English subjects. However, in this study, disaster mitigation education, especially earthquakes, can be integrated into formal English learning in the classroom as well, which is customized to the characteristics and needs of schools and regions. In its implementation, the researchers

collaborate with the school so that the objectives of this education can be achieved optimally.

Technological advances have changed learning media. Animated video media is known to have the most significant influence on students, among other media types. This is because the moving visual media has the most significant composition in terms of the average amount of information a person gets (Surasmi, 2016). Information obtained through vision is easier for a person's memory to grasp and remember. This media, if supported by appropriate learning methods, can also lead students to an active and fun learning environment (Arifin, 2013). Also, Utami (2011) added the usage of the animation shows various results of the effectiveness of animation as learning aids, depending on which level of learning and who the learner is.

This study aims to teach students specific learning, develop concepts and understanding and guide them in exercising their abilities and motivating them. In this digital era, the use of technology in the field of learning has several beneficial aspects compared to conventional learning methods. One of the significant advantages of using animated media is that it can improve children's memory so that they can memorize the subject matter for a long time compared to conventional teaching methods. This animation learning media is interesting, interactive, and can

improve students' understanding of disaster preparedness.

Learning English for senior high school children based on animation and relating to the current environment is not yet fully considered important, even it is considered that the use of animation media is not suitable for the age and level of senior high school students. In fact, learning media such as the use of animated video media will improve children's language skills which will be very useful for their future lives. Unfortunately, this seems to be constrained by the many assumptions in Papuan society that mastering English will make them forget their local culture and language. However, this is a bit contrary to the education system in Indonesia, which is very aware of the importance of English. In line with this reasoning, according to Rahman (2018), that study of the English language is strongly encouraged, and a certain level of proficiency has become one of the basic requirements to pursue higher education as well as to apply for many jobs in both government and corporate sectors. If this continues to be a guideline for whether or not English is important for children, their awareness of the environment will also be formed because it connects their learning with the surrounding environment and of course automatically the soft skills that will help them in the future will be realized. In addition, Rosen (2009) states that students with low educational background and knowledge tend to need help, one of which is animation, to capture the concept of the material presented.

According to Xu (2007), as a manager is one of the teachers' roles in promoting learners' learning autonomy. This role is played when the teacher should manage the teaching and learning strategies and effective ways of learning English autonomously. Besides that, the teacher is also can be an organizer in the class. This role is played when the teacher is organizing some communicative activities to get learners to have more chances to practice English and using media to support the learning process (Ja, 2017).

In Papua, especially in Merauke Regency, people are not aware of the impact of the earthquake, so they are less motivated to prepare for disasters. This is a challenge for researchers to provide sufficient knowledge before a disaster occurs so that people can prepare themselves (Shaw, 2004). Through collaborations carried out by English teacher and physics teacher, the use of earthquake disaster preparedness animation videos is a useful learning medium to increase children's insight, knowledge and understanding in earthquake disaster preparedness. Based on the introduction, the problem of the research was stated as follows how is the students' perceptions towards the implementation of animation video in learning English at SMTK GGRIP Merauke.

2. Method

The study was mainly quantitative in design. In a quantitative approach, numerical data was sought and was also gained through an administered questionnaire. The method used to carry out the study was Survey Research. In order to survey the students' perceptions, a questionnaire was the instrument used to gather data from the subject about their perceptions regarding the implementation of animation video in learning English based on earthquake mitigation education. This study applies the implementation of video animation as a medium for simulation and English learning which aims to improve the cognitive development of students and introduced earthquake disaster mitigation education to high school students in Papua.

The research was conducted at SMTK GGRIP Merauke. Even though this school can be categorized as still in the city, the exams held here are not the Computer Standard National Examination (UNBK) but manually using a pencil and computer answer sheets. This is because it is still constrained by the availability of infrastructure, both internet networks and computer equipment. In addition, students who go to school in this place are children from the Bomakia area, Boven Digoel Regency, then from Mappi Regency and Asmat Regency who have not been able to operate computers properly and correctly which computer operating language also uses English. In addition, although this school is a special school to study theology, 50% of the lessons given to students are general subjects while the other 50% are theology with the hope that after graduation, students can continue to pastor school. However, there are also those who continue to public universities after graduating from school. Therefore, to fulfil and prepare students before entering the world of lectures or work, researchers carry out this service activity, as a form of responsibility to provide a proper and equitable education for all students so that they can acquire soft skills and hard skills that can be utilized by them to be able to compete both nationally and internationally.

In this study, to collect the samples, the researchers used saturated sampling. This is the technique of the determination of the sample if all members of the population are used as samples. Therefore, there were 45 students as respondents of this study. In calculating the data, a percentage formula was used in which the number of frequency was divided 45, as the total number of the students and then multiplied to 100%. The students' responses were analyzed per statement and represented through the table.

Moreover, due to its purpose is to describe something, i.e., a phenomenon of teaching and

learning grammar, and then descriptive research will also be used for analyzing data. Johnson and Christensen (2008) affirmed that descriptive research focuses on describing the characteristics of a situation or phenomenon accurately. Thus, the result of this research will be elaborated descriptively. Finally, some conclusions were drawn to prove a more meaningful way to use animation video in the classroom around the world.

3. Findings

The result of this research question is concerning the students' perceptions on the use of animation video in learning English based on earthquake mitigation education would be explained in the analysis below. Questionnaire is the second instrument that is used by the researchers to conduct this research. According to Thomas (2003), questionnaire is any printed set questions that participant in a survey are asked to answer, either (a) by checking one choice from among several possible answer listed beneath a question or (b) by writing out an answer. In this research, the researchers make 10 items.

The questionnaire focused on 2 main points, they are about the implementation of animation video in learning English. By using Likert Scale, the students were asked to respond whether they are strongly agree (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SA) with the statements. Also, to getting know how the students perceived the use of animation video in learning English.

- 1) Statement Number 1: By using an animation video, I become more motivated to learn English.

Table 1. The students' responses of statement 1

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	f(%)
40 (88.88)	5 (11.11)	0 (0)	0 (0)	0 (0)

The table 1 shows that the majority of the students strongly agree with the statement in which they become more motivated to learn English through animation video. Out of the total 45 students, 40 students (88.88%) claimed that they strongly agree and 5 students (11.11%) agree.

- 2) Statement Number 2: The use of animation video makes me easier to learn English.

Table 2. The students' responses of statement 2

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	f(%)
3 (6.6)	42 (93.33)	0 (0)	0 (0)	0 (0)

It is shown in the table above that there were 3 students (6.66%) claimed that they strongly agree and 42 students (93.33%) agree. It can be said that mostly students agree with the statement that the use of animation video makes them easier to learn English.

- 3) Statement Number 3: The activities in English class by using animation video makes me understand the material easily.

Table 3. The students' responses of statement 3

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	f(%)
35 (77.77)	10 (22.22)	0 (0)	0 (0)	0 (0)

The above table represents the number of 35 (77.77%) who confirmed strongly agree and 10 students (22.22%) confirmed agree that the activities in English class by using animation video help them understand the material easily.

- 4) Statement Number 4: The use of animation video makes me enjoy learning English.

Table 4. The students' responses of statement 4

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	f(%)
37 (82.22)	8 (17.77)	0 (0)	0 (0)	0 (0)

To respond the statement 4, there were 37 students (82.22%) confirmed strongly agree, 8 students (17.77%) claimed agree. It is clearly seen in the table that majority of the students claimed strongly agree that the used of animation video makes them enjoy learning English.

- 5) Statement Number 5: By using animation video, provide me with more knowledge of the danger of an earthquake.

Table 5. The students' responses of statement 5

RESPONSES				
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SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f%)
45 (100)	0 (0)	0 (0)	0 (0)	0 (0)

The table indicates that 45 students (100%) strongly agree. In other words, all of students strongly agree that they get more knowledge about the danger of an earthquake by using animation video.

- 6) Statement Number 6: The use animation video of earthquake mitigation provides me with more knowledge what to do before and after the earthquake happen.

Table 6. The students' responses of statement 6

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f%)
39 (86.66)	6 (13.33)	0 (0)	0 (0)	0 (0)

It is indicated in the table that out of 17 students, 39 students (86.66%) confirmed strongly agree, 6 students (13.33%) claimed agree. It is concluded that mostly students strongly agree that the use of animation video of earthquake mitigation in English class by using animation video provides them with more knowledge about what they should do before and after the earthquake happen.

- 7) Statement Number 7: The use of animation video helps me answer the questions of the task individually or in a group.

Table 7. The students' responses of statement 7

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f%)
41 (91.11)	4 (8.88)	0 (0)	0 (0)	0 (0)

The table presents that mostly students strongly agree with statement 7 that by using animation video helps them to answer the questions of the task individually or in a group. It can be seen from the percentage where 41 students (91.11%) stated strongly agree, and 4 (8.88%) confirmed agree.

- 8) Statement Number 8: By using animation video, I can practice my English in outside the classroom.

Table 8. The students' responses of statement 8

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f%)
0 (0)	32 (71.11)	13 (28.88)	0 (0)	0 (0)

The students' responses to statement 8 consist of agree with 32 students (71.11%), and undecided with 13 students (28.88%). It is clearly justified that mostly students claimed to agree that by using animation video, they can practice their English in outside the classroom.

- 9) Statement Number 9: Learning English by using animation video makes the atmosphere of class more fun.

Table 9. The students' responses of statement 9

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f%)
45 (100)	0 (0)	0 (0)	0 (0)	0 (0)

The table above shows that all of the students strongly agree that learning English by using of animation video makes the atmosphere of class more fun. It can be seen from the percentage where 45 students (100%) stated strongly agree.

- 10) Statement Number 10: The use of animation video in English class helps me to get new vocabularies.

Table 10. The students' responses of statement 10

RESPONSES				
SA	A	U	D	SD
f(%)	f(%)	f(%)	f(%)	(f%)
30 (66.66)	15 (33.33)	0 (0)	0 (0)	0 (0)

From the table above, it can be concluded that majority of the students strongly agree that the use of animation video helps them to get new vocabularies. It is supported by the students' options where 30 students (66.66%) claimed strongly agree, and 15 students (33.33%) agree.

4. Discussion

This section is as a description of the research question of this current research. The positive result from the questionnaire indicated that the students are most likely supporting the use of animation video in English class. With respect to their preference, all students claimed that they prefer learning English

through animation videos. They found this approach is interesting and good and that activities employed during the treatment was helpful for them. Furthermore, they argue that they have high motivation to learn English due to the implementation of animation video.

In this study, the researchers provided some activities namely group and individual task. Group task provided group discussion while individual task provided writing activity, where the students were asked to write the steps of earthquake preparedness. It means that, the English teacher has the important role in designing class activity based on the students' needs. It is argued also by Stange (2008) it is important to recognize the significant role teachers play in literacy learning and addressing students' needs. Furthermore, they maintain that teachers do more than teaching and their roles educators may change as student need arise.

The questionnaire also showed the students agreed that the use of animation video helped to catch material fast and be proactive in the class. Besides, they were enjoyable in their class. In addition, it is also shows that most of them were agree that the theme or topic about earthquake mitigation had been discussed was interested and was relevant to the purpose of learning goals. Based on the results of this study, researchers can state that language teachers can integrate global issues in the creative English classroom because addressing natural disaster is not just the responsibility of our government but it is also our collective responsibility.

To sum up, the researchers concluded that the findings indicate that implementation of animation videos in English class positively responded by the students, give motivation to improve their English more better and for that animation video is highly recommended. Moreover, it is also supported by Peters in Erizar et.al (2019) with the ideas of teaching disasters in language lessons. According to him, when integrating the use information content such as teaching natural disaster and language in the classroom, it can increase motivation in the language course and thus promotes learning for the learner.

5. Conclusion

Since the concern of this research was to identify the students' perceptions towards the use animation video in learning English based on earthquake mitigation education, this study has presented empirical evidence reflecting learners' responses about English language teaching can help students think critically about natural disaster especially an earthquake stories in personal, social, and moral contexts. In relation to the result of the study, this

informs that disaster literacy needs to be developed through a variety of technological media in order to increase natural disaster preparedness for the Indonesian people, especially for students in the Papua province. Indirectly, language teachers also support the government encouraged the authorities in the education sector to integrate subject matter into English Language Learning and Teaching (Diknas, 2003). In addition, the use animation media in English class for earthquake mitigation learning for high schools has been able to increase the knowledge of students at SMTK GGRIP Merauke about the importance of being alert when facing an earthquake disaster.

Furthermore, the result of this study is also supported by Paterson in Erizar et al. (2019) who says that the integration of subject matter content (for example, environmental issues, social problems, and disaster issues) has generated broad interest in learning English. Disaster education has been used by many immersion schools in the world (for example, Japan, India and Bangladesh). Thus, it is hoped that the next researchers will research integrating theme of topic about other natural disasters education or even global issues in the creative English language classroom by using animation video.

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