Research Article

Animated Video Media vs Comic on Storytelling Skills for Fifth-Grader: Which One is More Effective?

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Abstract
The aim of this research is to determine the effectiveness of the use of animated video and comic media on the storytelling skills of the fourth-grade students of elementary school. A quasi-experimental design with the pretest-posttest two treatment designs was used. The population of this research was the fourth-grade students of elementary schools in cluster 2 of Tamanan, Kalasan District, Sleman. The sample of this research was SDN Tamanan 2, Kalasan with a total of 26 students and the fourth-grade students of SDN Tunjungsari 2, Kalasan with a total of 30 students, in semester one of the 2019 - 2020 academic year. The experimental group one was treated using the animated video media that contained fairytale while the experimental group 2 was treated using the comic media. The data collecting tool are Story Telling Scale. It was used to determine storytelling skills before and after the treatment. The results of study is that animated video based learning methods more effective than comic ($p < .05$). For futher study it can be search in the results of this research.
Keywords:
animated video, comic media, storytelling skills

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Introduction

There are various arising demands in this globalization era. Everyone is required to have the abilities and skills of the 21st century, which include life and career skills, learning and innovation skills, as well as the skills to understand all information, technology and media (Martini, 2018, Hartawan, 2016). To master the skills to learn and innovate, there are four required competencies, namely creativity, communication, critical thinking and collaboration. The four competencies cannot be separated from language skills.

Language skills can be trained through speaking activities. Speaking skills are indispensable skills to communicate. Communication skills become one of the future skills that are important to learn from the age of primary education (Binkley et al., 2012). Story telling is one of the speaking skill aspects. Storytelling will stimulate the development of the linguistic intelligence component, namely the ability to use language to achieve practical goals. Listening to a good story, for children, means doing a series of phonological, syntactic, semantic, and pragmatic activities (Tadkiroatun, 2009).

Storytelling is a performance that stimulates the imagination, develops children's language skills and communication skills, and helps them recognize characters from the story and interprets its content (Tompkins & Hoskisson, 1995). It also helps children develop their communication skills and is effective in education (Wang *et al.*, 2010). By telling stories, children can express themselves clearly both their needs and emotions (Tayler, 2015, Whorrall & Cabell, 2016). They can also have better skills in social life (Berkowitz 2011; Pekdoğan 2016; Willis & Schiller 2011; Wright, Diener, & Kemp 2012). Storytelling skills are very important for children to master as these skills will support the ability to communicate, so they need to be taught early on (Binkley, *et al.*, 2013).

Storytelling skill is essentially a basic language skill of an individual, so the skill has actually been possessed by the children since their early ages. They are able to tell stories to their mother, to her brother, even to her friends. However, in the the learning activities, students still have difficulties to retell the material that has been taught. Children are required to express thoughts and ideas poured out in storytelling activities. The fact is that most of the students still have low storytelling skills. It was proven by the results of observations and interviews with a teacher, stating that most children (over 60%) still having trouble expressing ideas in storytelling. Moreover, the children were afraid, shy and unconfident in giving formal storytelling before the crowd.

Storytelling skills can be trained or studied in depth through learning Indonesian content starting from the elementary school level. The teacher is one of the main factors determining the success of learning. Teachers should be able to make a proper planning in the storytelling learning activities. Tompkins and

Hoskisson (1995) stated that there are 4 steps to make a storytelling to be more interesting, namely selecting the story, preparing to tell the story, adding more "seasoning" to the story, and presenting the story. In addition to the techniques in telling the the, we also need to pay attention to the structural elements of the story.

Teachers are also expected to be more creative in providing learning experiences for students so that learning activities create contextual, creative, and fun learning. Meaningful education is an effective education to form holistic intelligent people who are ready to face the dynamics that develop in all realms of life (Mustadi, 2018).

The most important thing in the teaching proses is the achievement of goals so that students can understand something based on their learning experience. This meaningful learning is important since it provides a strong knowledge foundation for students. According to Astuti, Mustadi (2014) to create this, teachers must be good at innovating in the use of appropriate methods and media in learning. The method and media used must vary and be based on the situation and environment as well as the objectives to be achieved (Mustadi, 2018). In language learning, learning media can influence language skills, especially storytelling. Media is a system, symbol and processing ability, where mechanical and electronic aspects determine its function, (Antony, 2012, Kosma, 2019). In learning Indonesian content, there are some appropriate media, including videos, comics, story books, and life the flap book.

The media in the form of videos can be used to help convey storytelling materials to students. Video media can channel messages through hearing and vision, as a means of writing skills to re-write the contents of the story, (Daryanto, 2010). The animated video learning media has a display that combines audio and visual, which play an important role in learning (Arsyad, 2009). The animated video media can be used to change complex processes into reality for students (Rosen, 2009). In addition, according to Saputro *et al.* (2019), in human perception, the view of visual objects is very important, which can be a separator and differentiator of the information received. Therefore, we can conclude that by using animated video media, students can easily understand the contents of the story being told well.

The research on the use of animated video media has been carried out by Jatmika, (2017). The findings indicate that there is an influence of the video media on improving students' learning outcomes in science learning. The similar research was also carried out by Rahmayanti, (2018). It was found that the use of the animated video media significantly influenced the science learning outcomes of science the fifth-grade students of elementary school.

In addition to videos, comics can be used in learning to tell stories. Comics are a series of images that contain stories. They can also be words or pictures that are not sequential (Tatalovic, 2009). Comics are a good visual media for reading comprehension (Merc, 2013). The research on the use of comics as a media for language learning was conducted by Novianti, (2010). She found that the comic media had an effect on the understanding of the fifth-grade students at Ngembung Elementary School on the fraction material. Bara, (2015), also conducted a research and development under the title *the Development of Character-Education-Based Comic Media in Thematic-Integrative Learning of the Fourth-Grade of Elementary School*, which found that there was an increase in the students' characters of discipline and responsibility.

Problem of Study

Based on the above research, it showed that animated video media and comics are very effective in learning the storytelling skill. Storytelling skill is very important for children, its will stimulate the development of the linguistic intelligence component, namely the ability to use language to achieve practical goals. Listening to a good story, for children, means doing a series of phonological, syntactic, semantic, and pragmatic activities. To achieve that, teachers are expected to be more creative in providing learning experiences for students so that learning activities create contextual, creative, and fun learning. The method and media used also must vary and be based on the situation and environment as well as the objectives to be achieved. In learning Indonesian content, there are some appropriate media, including animated videos and comics. The animated video learning media has a display that combines audio and visual, that can be used to change complex processes into reality for students. Comics are a series of images that contain stories and a good visual media for reading comprehension. It is assumed that animated video and comic media have different levels of effectiveness on the students' skills in storytelling. The problem is which one is more effective between the two media, especially for learning the storytelling skill. From this assumption, the researcher conducted a research comparing the animated video media with the comic media to improve the storytelling skills of elementary school students.

Method

Research Design

This research aims to prove the theory of the facts in the field. The design of this research is quasi-experimental with the pretest-posttest two treatment design (Cohen, Manion & Morrison, 2007). There were two experimental groups of the same grade level, namely the fourth grade of elementary school. There were two

different media used in different classes with the treatment using fairytale animated videos with comic media. The research design is presented in the following table 1:

Table 1.
Quasi-Experimental Research Design

Pretest and Posttest Design			Time
Experimental Group	Pretest	Experimental Treatment with video	Posttest
Experimental Group	Pretest	Experimental Treatment with comic	Posttest

Participants

The population of this research was the fourth-grade students of seven elementary schools in cluster 2 of Tamanan, Kalasan District. The sample in this research was the fourth-grade students at SDN Tamanan 2 and SDN Tunjungsari 2. The sample was taken using the purposive sampling technique because the sampling is based on certain objectives. The number of research subjects was 56 students consisting of 26 students of the experimental class 1 and 30 students of the experimental class 2. The research sample is described as follows:

Table 2.
Description of Research Sample by Class and Gender

Class	Gender	N
Experiment 1	Male	13
	Female	13
	Total	26
Experiment 2	Male	13
	Female	17
	Total	30
Total	Male	26
	Female	30
	Total	56

Data Collection Tools

The data of this research were obtained from the students' scores on the results of the performance test of storytelling skills before and after the treatment. The instrument used was an observation sheet of storytelling skills. The research procedures are summarized in the following table 3:

Table 3.

Research Procedure

		Meeting								
	Days	1	2	3	4	5	6	7	8	9
	Class	O_1			Experiment 1					O_2
					Experiment 2					O_2

Remark:

O_1 = performance test of storytelling (pretest)

O_2 = performance test of storytelling (posttest)

Storytelling Assessment Scale

The data collection instrument from Tompkins & Hoskison (1995) was used and modified by adjusting the material from the basic competencies. The blueprint of the instrument is constructed based on Tompkins and Hoskison's opinion. The assessment aspects of the storytelling are explained in the following table 4:

Table 4.

Blueprint of Storytelling Assessment

No.	Aspects of assessment	Indicators
1.	Pronunciation	Clarity, intonation, articulation, tempo
2.	Structure	Opening, the core, closing
3.	Vocabulary	Word relations, cohesiveness between sentences
4.	Theory	Conformity of the delivery with the title and theme
5.	Fluency	Speaking fluency
6.	Expression	Performance, facial expression

Cronbach Alfa Coefficient value of storytelling assessment instrument is 0.769. The instrument is first tested to find out its realibility and validity. The result of realibility test is 0.769. Meanwhile, the result is then compared to the value of r table. The value of r table at N value = 26 and significance value = 5% is 0.317. The result of instrument validity test of all points is more than 0.317, so the instrument is valid.

Data Analysis

The data collected were then analyzed using the SPSS 24.0 computer program, statistical tool with a statistical significance value of 0.05. Before the t-test, a homogeneity test was carried out with the Kolmogorov-Smirnov test and the data normality test with the Levene Quality Test. To improve the validity of the conclusion drawn, this research used the analysis of Independent Sample t-Test data to see differences in the average score of storytelling between the experimental classes 1 and 2.

Research Procedure

The data of this research were obtained from the scores of students observing the storytelling skil students before and after the experiment. This research was conducted for 9 weeks with the details of the first week of observation by performing pre-test to the experimental class 1 with video animated media and the experimental class 2 with comic media. The 2nd week until 8th week was the learning with animated video media the experimental class 1 with comics media the experimental class 2. In the 9th week, a post-test was performed to the experiment class 1 and the experiment class 2. In brief, the research procedure can be seen on the following Table 5:

Research Procedure

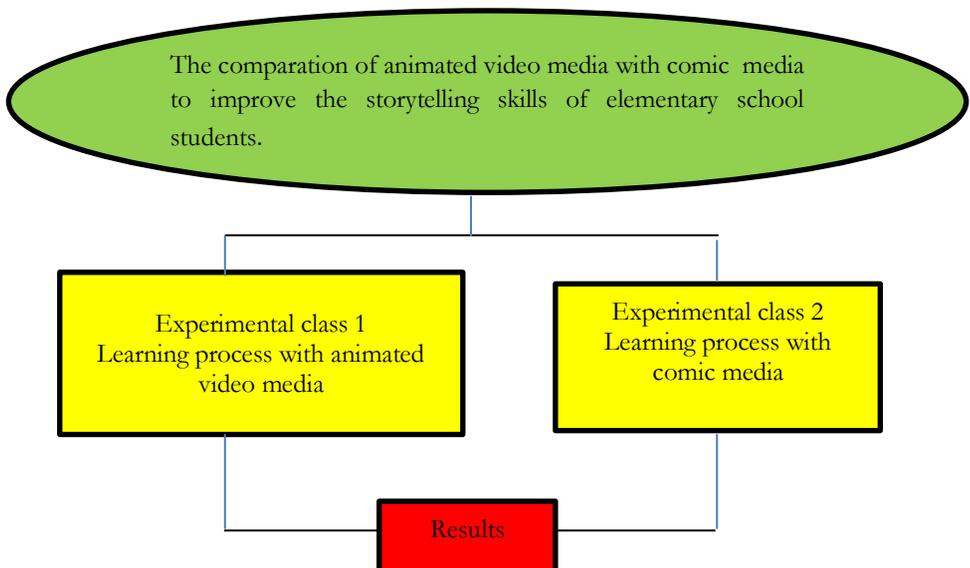|		Meeting								
Days		1	2	3	4	5	6	7	8	9
Class		O_1	Experiment 1							O_2
			Experiment 2							O_2

Remark:
O_1 = performance test of storytelling (pretest)
O_2 = performance test of storytelling (posttest)

The learning process can be seen in the following figure.

Figure 1.
Outline of Learning in the Experimental Class 1 and the Experimental Class 2

Figure 2.
The Learning Process with Animated Video Media

Figure 2.
The Learning Process with Comic media

Results

Before determining the difference in the effectiveness between using animation video media and comics, it is necessary to test the normality and homogeneity of the data. The results of the data normality test are presented in table 6.

Table 6.

Data Normality Test Using Kolmogorov Smirnov

Storytelling Skills	Class	Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
	Experimental Class 1	.193	26	.014
	Experimental Class 2	.191	30	.007

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test is to find out whether the data are in normal distribution, which is an absolute requirement for the parametric statistical analysis. Because the df values of the experimental classes 1 and 2 df values are more than 50, the normality decision making is based on the results found in the Kolmogorov-Smirnov table. The significance value (Sig.) of the experimental class 1 is 0.014 and experimental group 2 0.07, greater than 0.05, which means that the classes are normally distributed.

Then homogeneity test was then performed and the data are presented in following table 7:

Table 7.

The Results of Data Analysis from the Homogeneity Test

Levene Statistic	df1	df2	Sig.
4.249	1	54	.064

From the output test of homogeneity of variances above, it is known that the significance value (Sig) of the storytelling skills variable in experimental classes 1 and 2 is 0.064. The significance value $0.064 > 0.05$, then the data are homogeneous. Then, the difference test was performed by the independent sample t-test.

The data processing of the differences in the use of between fairytale animated video media and comic media revealed several results in the experimental classes 1 and 2. The data are presented in table 8 below:

Table 8.

Average Score of Storytelling Skills of Students

Treatment	N	Mean	SD	Standard Error
Animated Video	26	87.04	4.992	.979
Comic	30	80.60	8.240	1.504

Based on the table 7 above, the students' storytelling skills are presented in the form of data descriptions for each variable as follows: The results of the assessment of storytelling skills in the experimental class 1 with the fairytale animated video show an average of 87.04, with a standard deviation of 4.992. Meanwhile, the experimental class 2 with the comics has an average of 80.60, with

a standard deviation of 8.240. To prove whether the average difference is significant (real) or not, it is necessary to interpret the output of the "Independent Samples Test" in table 9 below:

Table 9.
The Output of Independent Sample t-Test

Assumptions	Levene's Test for Equality of Variances		t-Test for Equality of Means				
	F	Sig.	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	4.249	.064	54	.001	6.438	2.717	10.160
Equal variances not assumed			48.642	.001	6.438	2.831	10.046

From the output of the "statistics group" above, it is known the Sig. value of the Levene's test for equality of variances is $0.064 > 0.05$, so it can be interpreted that the data variance between the experimental group using the fairytale animated video and that using comics is homogeneous or the same. Therefore, the interpretation of the output independent samples test above is based on the values contained in the "equal variances assumed" table.

Based on the "independent samples test" output table in the "equal variances assumed" section, it is known that the Sig. value (2-tailed) is $0.001 < 0.05$. Based on the decision making in the independent sample t-test, it can be concluded that Ho is rejected, which means there is no significant difference between the fairytale animated video and comics on storytelling skills and Ha is accepted, meaning the there is a significant difference found. Thus, it can be summed up that there is a significant (real) difference in the average scores of the students in the experimental group using the fairytale animated video media and in the experimental group using comic media. Furthermore, from the output table above, it is known that the mean difference value is 6.438 and the difference is 2.717 to 10.160 (95% Lower-Upper Confidence Interval of the Difference).

The decision making is based on the comparison of the value of t with t_{table} in this independent sample t-test. If the value of $t > t_{table}$, then Ho is rejected and Ha is accepted, which means that there is a difference in the average scores between

the experiment class using the fairytale animated video media and that using the comic media.

From the data analysis, it was found that the t value is 3.488. The next stage was to look for t$_{table}$ by referring to the formula (a/2); (df) equals to (0.05/2); (54) equals to 0.025; 54, then the value of t$_{table}$ = 2.00488. t > t$_{table}$ 3.488 > 2.005. Thus. Ho is rejected and Ha accepted, meaning that there is a different learning outcome using the fairytale animated video media.

Discussion and Conclusion

Active learning invites students to be engaged in the learning process, meaning that learning is student-centered, instead of teacher-centered. In learning activities, students will dominate learning activities and are physically and mentally active. Silberman (2002) understands active learning by saying: (1) What I hear, I forget, (2) What I hear, see and ask or discuss with some friends, I begin to understand, (3) What I hear, see, discuss and do, I gain knowledge and skills. Based on this theory, by learning using the fairytale animated video media, students will gain knowledge and skills about the content of the story because they not only seeing, but also listen. It is unlike the comic media, where the students only watch, so they only begin understanding. Also, according to Jean Piaget (Santrock, 2010), children aged 7-11 years are in the concrete operational period. At this age, children learn more effectively with the help of the media that can concrete the material being studied.

In human perception, the view of visual objects is very important. This can be a separator and differentiator of the information received, (Kamaludin, *et al.*, 2019). Learning using media will make it easier for students to receive messages for better outcomes. Learning media in the form of videos have better effectiveness than pictures or writing. Based on the results of the data analysis associated with the theory of Melvin Silbermen and La Ode Kamaludin's research, there are differences in the use of the fairytale animated videos and comic media on the storytelling skills of elementary school students. The results of the t-test show that the average score of the students learning with the fairytale animated video media is significantly different from that of the students using comics. This means that there is a difference between the fairytale animated video media and comics on elementary school students' storytelling skills. The result of the data analysis is t = 3.488 > t$_{table}$ = 2.005.

This is in line with the research on the video media conducted by Akbarjaya (2017) showing that t > t$_{table}$, meaning that there is a significant influence of the video media on improving students' learning outcomes. Meanwhile, the comic media research is in line with the research of Novianti, R. D., & Syaichudin, M.

(2010) (2010), which found that there was an influence of the use of comic media on the mathematics learning outcomes. The difference of this research with the previous is that it compares the effectiveness of fairytale animated video media with comic media for storytelling skill learning.

This research proves that the fairytale animated video and comic media influence the learning of storytelling skills of elementary school students. It also proves that there is a significant difference between the fairytale animated video media and comic media on the learning outcomes of storytelling skills. In line with the research, Huda et al. (2019) stated that of a research conducted via media usage have had significant influence on the learning. Storytelling skills are influenced by both media, but the fairytale animated video media is more effective than comics. This is evidenced by the average score of students using the animated video media of 87.04, greater than that of the comic media of 80.60. Both have a difference of 2,717 to 10,160 (95% Lower-Upper Confidence Interval of the Difference). Thus, the two media have different effectiveness in the learning of storytelling skills of elementary school students. The fairytale animated video media is more effective than comic to improve the students' storytelling skills.

Based on the above discussion, it can be concluded that students' skills can be generated if the teacher is able to apply the learning using the media, which is also one of the competences for professional teachers. In accordance with the opinions of Habibi, et.al, (2019) and Çifcibaşı, Said, (2018), that the learning adaptation, motion education, reading – writing, listening and everyday life skills will come to the children's lives. The teacher is one of knowledge sources in education so that professional skills owned by educators are one of the supporting elements in realizing its performance.

Learning with media can help students understand the teaching material delivered by the teacher. Each media has a different level of effectiveness in delivering the learning material. Based on the results of the data analysis and hypothesis testing on the comparison of the use of the fairytale animated video with comics on the storytelling skills of elementary school students, It was found there is a significant difference in the storytelling skill learning outcomes of the students using fairytale animated videos and those using comics. Fairytale animated videos are more effective than comics as evidenced by the average score in the use of the fairytale animated video higher than that of the comic.

Recommendations

This research is recommended for elementary school teachers to be able to apply effective learning. One of effective learning is by using the media, the selection of media learning will affect the outcome of the learning process. Animated video

media is an alternative option that can be applied in the learning process, especially to learn how to tell a story for elementary school students.

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Biodata of Author supervisor

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