CHAPTER V

DISCUSSION

Research and development were more focused on the design of a product. This development produced a product in the form of learning videos based on stop motion animation. The making of this learning video was developed using the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The use of this ADDIE development model has the advantage that the work procedures used were carried out systematically to obtain products that were effectively used. Learning videos were created using Canva, PixelLab, KineMaster Pro, and other supporting applications. The first step taken by the researcher in developing the products was to collected data that aimed to analyze and determine the material to be included in the learning media. The second step was to design the product. The activity carried out at this stage was to design a learning video based on stop motion animation. In this step, the researcher started formulated core competencies, basic competencies, indicators, and creating storyboard. In the third step, the researcher began to develop products based on the designs that have been made. The final product of this study was a learning video based on stop motion animation which contained 'things around us' material for the seventh grade. This learning video contained vocabulary related to things around us that were obtained from various sources such as textbooks, worksheets, or from the internet which were then adjusted to core competencies and basic competencies. This learning

video was made as attractive as possible so that students were more enthusiastic and interested in learning.

After the process of making learning media was completed, the next step was to validate the learning media that has been made. The learning media developed must have gone through the validation stage from media experts, material experts, and English teachers, and have gone through the product try out stage. From the validation and try out activities the researchers then carried out the analysis stage to gain knowledge about the quality of the learning media developed. Learning media was said to be good if it met the criteria of validity, practicality, and effectiveness. The following were the results of data analysis from media expert validators, material expert validators, and English teachers.

1. Results of Validity Analysis

Table 5. 1 Validity Analysis Results of Learning Media

No	Validators	Percentage (%)	Category
1.	Media Expert Validator	94%	Valid
2.	Material Expert Validator	94%	Valid
3.	English Teacher Validator	97,50%	Valid

Based on table 5.1 above, the results of the validity analysis showed that the average score percentage from media experts was 94%, material experts was 94%, and English teachers was 97,50%. According to the percentage of assessments obtained from the validators of media experts, material experts, and English teachers above, it could be concluded that learning video based on stop motion animation was declared valid.

2. Results of Practicality Analysis

   Practicality analysis that has been carried out showed that the developed learning media was stated to be practical in its use. This was reinforced by the data from the student responses questionnaire got an average score percentage of 90,25%, which meant that the learning media developed was in the practical category. Then the results of the validator's assessment of the media constructively obtained a result that the developed media could be used with a few revisions. Furthermore, the student activity observation sheet data showed the percentage of students who actively asked questions during learning activities of 12,50%, which meant that the learning media developed was in the practical category.

3. Results of Effectiveness Analysis

   Based on the results of the Paired Sample T-test showed that the value of Sig (2-tailed) was 0,000 which meant < 0,05, it could be concluded that there was a difference in students' vocabulary learning outcomes before and after using learning video based on stop motion animation.

   This showed that learning video based on stop motion animation was an effective development product because it was proven that it could be used in teaching vocabulary and could improve students' vocabulary learning outcomes and could turn the class atmosphere that was previously passive into a more active and fun.

Learning video based on stop motion animation that was developed by researchers certainly has advantages and disadvantages. The following were the advantages of developed learning media:

1. Based on the results of the validation of media experts, material experts, and English teachers, the learning media developed by the researcher was proven to be used in teaching vocabulary and could improve student learning outcomes, especially in English vocabulary skills.
2. Based on student response questionnaires, the developed learning media made learning activities more effective, fun, and not boring.
3. This learning media was designed to be simpler and could be used anytime and anywhere because the developed learning media could be used online or offline (if students want online, they could watch it on YouTube, but if students want offline, it could be downloaded first, then students could use anytime and anywhere).

Besides having advantages, learning video based on stop motion animation also had disadvantages:

1. The learning media was developed only included vocabulary related to chapter 4 material while material for the seventh grade in the odd semester had 4 chapters.
2. The development of learning videos based on stop motion animation takes a long time.
3. Creating the video needed patience when editing because the process was quite complicated and consumed much time.

4. Creating this stop motion animation video needed adequate software such as Canva, PixelLab, KineMaster Pro, and other supporting media.