

# Developing Motion Graphics “Successful English Presentation” for Tertiary Vocational Students

Arta Uly Siahaan<sup>1</sup>, Tian Havwini<sup>2</sup>, Nurul Ulfah<sup>3</sup>, Fadli Suandi<sup>4</sup>, Fanji Nugraha Tri Darma<sup>5</sup>, Muhammad Nazili Haqi<sup>6</sup>

<sup>1,4,5,6</sup>informatics Engineering Departement, <sup>2,3</sup>Mechanical Engineering Departement, Politeknik Negeri Batam, Indonesia  
(artauly@polibatam.ac.id)

*First Received: 31-12-2022*

*Final Proof Received: 26-04-2022*

## Abstract

Communication skills in both oral and written English are significant assets for students to enter the industrial world. Preliminary studies revealed that tertiary vocational students (subjects are 66 Polibatam students) find it challenging to speak in English, especially when making presentations in English (77, 3%), which is a reasonably frequent activity in the industry. Therefore, developing alternative learning media is essential for students. It can be a source of learning independently, as well as an alternative teaching media for lecturers. This research aims to create and analyze motion graphics videos to support speaking practice aimed at vocational higher students. The content is about introducing English presentation and making a successful presentation. The method used in this study is R and D that started from identification or need analysis, design, development of the product, evaluation and final product. The field testing carried out is the alpha testing and beta testing. The developers themselves will conduct alpha testing which involved three media reviewers. Meanwhile, for beta testing, the motion graphic was tested to the English lecturer as the content reviewers and the students as the target to use this product. The result shows that the product was excellent to be used as alternative media for speaking practice even to be used by the lecturer as the media for asynchronous class.

**Keywords:** Motion Graphics Video; Successful English Presentation; Tertiary Vocational Students.

In Indonesia, English is still considered a foreign language, and all citizens agree that it is important to master this language at this age. It is because English is an essential instrument for communication. Each country has a different language, and each language used has a different pronunciation or dialect in every country in the world. English is used as an international language to overcome the language

differences of every country in the world in communication. Several countries in the world have used English itself as the daily language of their people. English is one of the most important languages nowadays to be mastered, because English is a tool to communicate both spoken and written, and is one of the languages that can help in almost all areas of life such as means of communication, science, education,

entertainment, and technology. According to Rao (2019), mastery of English is a vital skill in today's information and communication era. Having English communication skills can determine how people can interact globally. The current issue of globalization demands quality human resources and can communicate in various foreign languages, especially English as an international language. Rao (2019) also added that foreign language skills are needed to master science, have broad associations, and have a good career. Therefore, providing quality education, especially in instilling English language skills to improve the competitiveness of Indonesian human resources in the era of globalization, is very important.

Indonesia continues to improve its cooperation with foreign countries in various fields, especially in the fields of trade and investment to improve its people's welfare. According to Siahaan et al., (2021), English is one of the international languages needed in communication and has a significant role in establishing relationships with other nations in this era. The situation makes many foreign companies come to Indonesia, and require workers who have adequate English skills to be used as a means of communication in the company. One of the models of communicating the idea in English is by using presentation.

Vocational students as candidates to work in the industry should know how to conduct the presentations using English. However, presentation-using English is considered more difficult to do; this is evidenced by a preliminary study conducted by involving 66 respondents from Politeknik Negeri Batam students. The instrument used in the preliminary study was a questionnaire. The results showed that 71.2% of students stated that they had not been able to use English correctly. However, 80.3% of students had made presentations on campus using English, 55.1% of the total respondents did not know how to make presentations using English correctly. In addition, as many as 77.3% of the total respondents stated that the

presentation using English was difficult. The hardest part according to the respondents was preparing the material and responding during the question-and-answer session. The results of this preliminary research then became the motivation for the researcher to propose this research. In addition, as far as the writing team is concerned, research on the design, development, and use of animated motion graphics videos to support speaking practice activities is still very limited in number, especially for vocational higher students. So, this topic will undoubtedly be fascinating to be seen further in an effort to increase understanding and insight into the use of motion graphics as a learning medium of English, significantly improving speaking skills.

The term motion graphic was first used by John Withney, a famous animator, in 1960. Saul Bass was the first person who extraordinarily utilized motion graphics in his work. Yu (2008) stated that motion graphics is a branch of the art of graphic design which is a combination of illustration, typography, photography, and videography using animation techniques. In general, motion graphics is a combination of audio-visual media that combines film art and graphic design by incorporating different elements such as illustrations, typography, photography, video, and music made using 2D or 3D animation techniques. In the world of education, Motion Graphics are often used as a medium for delivering learning, because Motion Graphics help teachers visualize the content of the learning material that is delivered. The research purpose of this study is to design and create motion graphics animation videos as alternative media for teaching or learning for tertiary vocational students or lecturers. Secondly, to investigate the level of user satisfaction with motion graphics videos for lecturers or students.

## **Method**

To produce the motion graphic video,

it is necessary to carry out production stages that must be carried out, namely research and development (R and D) study design based on the model developed by Borg and Gall (2007). According to Sugiyono (2016), R and D can be defined as a research method used to produce specific products and validate the product before being implemented by the candidate of users. The product created from this study is a motion graphic video for tertiary vocational students to be used as an alternative to speaking practice media. This model starts from the identification or the need analysis, design, and development of the product and then proceeds to the evaluation stage. In the end, the researcher produced the product and then ready to be used by the users (Kumar & Jamil, 2016) Complete process of this method can be seen through the steps provided in Figure 1.

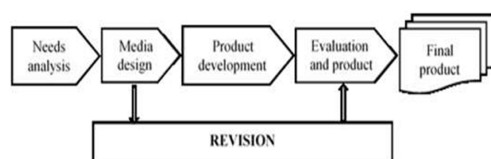


Figure 1: R and D Model stages

In this study, as mentioned previously at the background of the study, need analysis was conducted. In this stage, the researcher tries to collect the information, literature review, needs assessment, conducting initial research, and decide the contribution of the product. In the stage of media design or planning, the researcher develops script, storyboard and start to design materials (main character) selecting audio, etc. Then at the stage of product development, that is the stage of assembly, the researcher developed the form of previous design by animating, editing and rendering. After that, for evaluation and product testing is preliminary field testing that consists of two testing namely alpha testing and beta testing. Alpha testing involved the developer, questionnaire was designed and proposed to three media reviewers, while for beta testing involved three content reviewer

and 477 students from different study program at Politeknik Negeri Batam. A revision was conducted based on media and content reviewers' feedbacks. Then for the final product was distributed to public by publishing at researcher's YouTube channel.

The instrument for media reviewer validated the visualization, color, overall appearance (typology, colors, illustrations, icons, layout), audio and overall recommendation for vocational students, and English lecturer. Besides, the reviewer can also leave comprehensive notes regarding to the product. For content reviewer focus on content of the video, whether material is update to date or not, delivery, understanding, recommendation and overall comments to the product. Finally for field testing, in this case feedback from the students, the instrument mainly focused on the perception of the students regarding to the product usability as alternative media for speaking practice. The questionnaire consisted of 7 statements measured with a five-point Likert scale; the data then are presented descriptively using a bar graph in the finding.

To collect the data in field testing after the product development stages, the researcher used questionnaires. Quantitative method was used to analyze the data then followed by the descriptive to verbalize the result of data analysis. So, firstly, to describe the designed motion graphic video then, analyze the data based on reviewers from media, content, and the students. The questionnaire was administered online using a 5-point Likert scale, ranging from (1) totally disagree, (2) disagree, (3) neutral, (4) agree, and (5) totally agree. The result of reviewer both media and content use the eligibility category based on criteria as presented in Table 1 (Arikunto & Jabar, 2008) as follows.

Table 1. Media Eligibility Criteria

Score (in percentage)	Eligibility Category
< 21%	Poor
21-40%	Below average
41-60%	Average

61-80%	Good
81-100%	Excellent

To obtain the percentage score, the following formula was used.

$$\text{Result (\%)} = \frac{(\text{total score obtained})}{(\text{maximum score})} \times 100\%$$

**Results and Discussion**

The process of material collecting designing, material collecting (product development), assembling and testing. Moreover, the users’ feedback on video usage perception is also presented.

**Design**

This stage was started from preparing the concept. As stated from the beginning that the purpose of this product is to develop motion graphics to be used as media for speaking practice. Firstly, main character was decided and designed, then followed by audio selection, composing script and storyboard. Main character developed in this product, namely Bobby. The character was the speaker to explain the content of the video. Some additional characters were also created to complete the scene in this video. Figure 2 shows the concept of the main character for this motion graphics.



Figure 2: The concept of the main character.

Script was composed after collecting the material then poured into storyboard on paper. The storyboard consists of 12 scenes. After that, the process of tracing was conducted by using CorelDraw software. As the back sound of the video entitled “sunset” that is taken from open-source link with free license. Figure 3 is the example of tracing result for the character.



Figure 3: Example of the tracing result for main character.

**Product Development**

At the compositing phase of and animating, all assets 2D vector was animated using Adobe After Effect based on the composed scene. At the editing stage, the animation has been made in every scene brought to the rendering stage to be made in .mp4 format. Back sound and dubbing also were inserted in this stage. Figure 4 shows the preview of the final result video.



Figure 4: Final result of product development

**Product Evaluation**

For alpha testing, three lecturers of multimedia as media reviewers were involved in this stage. The statement about visualization, color, and overall appearance of this video got good category (80%). Meanwhile, the audio of motion graphic was excellent. For the statement about the recommendation for English lecturers as an alternative teaching media and the recommendation for being used by students in improving their speaking skills

in English was categorized as excellent (87%). Table 2 shows the review from multimedia reviewers.

Table 2. Review from Multimedia reviewers

No	Description	Re-sults	Cate-gory
1	The visualization of the motion graphics video "Successful Presentation in English" is interesting to watch.	80%	Good
2	The color combination of the "Successful Presentation in English" motion graphics video is not boring	80%	Good
3	Packaging of the overall appearance (typology, colors, illustrations, icons, layout, etc.) is attractive and complement to understand the content of the video as a whole.	80%	Good
4	In general, speaking series motion graphics video about "Successful Presentation in English" can be recommended for being used by English lecturers as an alternative teaching media.	87%	Ex-cel-lent
5	Motion graphics speaking series about "Successful Presentation in English" can be recommended for being used by students in improving their speaking skills in English.	87%	Ex-cel-lent
6	The audio in the motion graphic "Successful Presentation in English" is clear enough to help understand the content of this video.	93%	Ex-cel-lent

Beside of asking the perception by using Likert scale, the reviewer was also asked about the overall comments about the video of motion graphics. Based on this feedback, revision was conducted by the production team before coming to beta testing. Table 3 shows the overall comments from multimedia reviewer.

Table 3. Overall comments from Multimedia reviewer

Overall comment	Raters
In general, this video is interesting to watch, speech and information can be clearly heard, although at the beginning of the video the background music sound is a little too loud, around 0 seconds to the first minute. The choice of back sound is a little less cheerful, even though from a visual perspective, the selection of background colors, characters and other assets in this motion graphic is quite attractive to users.	Rater 1

It's good enough, only some parts of the video, especially the duration of 4:58 - 5:41 minutes can be explored so it's more interesting	Rater 2
Pay attention to the aspect of motion graphics namely spatial, temporal, live action and typography.	Rater 3

Content reviewers who have the task to validate the content or material involved three English lecturers. Table 4 shows about the result of the data. It can be seen that the sustainability of material, content, language and recommendation (item 1,2,4, and 5) were categorized as excellent. Meanwhile, the delivery was good (80%).

Table 4. Result of the questionnaire from Content Reviewer

No	Description	Re-sults	Cate-gory
1	The content of this motion graphic video material is in accordance with the concept and purpose of making the video, namely to improve speaking skills in English.	100%	Ex-cel-lent
2	The material presented is quite up to date.	93%	Ex-cel-lent
3	Delivery of material in this successful presentation in English video has used standard English.	80%	Good
4	Based on the depth of the material, the content of the motion graphics video successful English Presentation can be understood by students with different language proficiency levels (low-medium-high proficiency).	87%	Ex-cel-lent
5	This successful English presentation motion graphics video is recommended as an alternative learning media both by lecturers and by students independently.	100%	Ex-cel-lent

Feedback that come from content reviewers focus on the inconsistency of narrator in some points, volume, and more relaxed delivery. The production team tried to review the product again after this data collecting and revise based on this perception. Table 5 shows the overall comments from the content experts.

Table 5. Overall comments from content reviewer

Overall Comment	Raters
-----------------	--------

The speech style is inconsistent at some points (are we addressing fellow students, i.e., who are the speaker)	1
If it is possible, please lower the volume	2
Still stiff but so far, it is good enough.	3

7	Packaging of the overall appearance (typology, colors, illustrations, icons, layout, etc.) is attractive and complements to understand the content of the video.	84%	Excellent
---	--	-----	-----------

For the result of the questionnaire that collected from the students, all statements were excellent category. This means that according to the students' perception, the contents, audio, visualization, color combination and packaging of overall appearance can support very well to make the excellent product. Moreover, the usability (item 3 and 4) was 83% and 81% means that this motion graphic product considered as an excellent recommendation to be the alternative media for students to practice the speaking and media for lecturers to use in teaching and learning process especially for the topic about introduction to presentation in English. The result of the questionnaire from the students can be seen in Table 6.

Table 6. Result of questionnaire from the students

No	Statement	Re-sults	Cate-gory
1	The contents of the speaking series motion graphics on "Successful Presentation in English" are generally understandable.	83%	Excel-lent
2	The audio on the motion graphic "Successful Presentation in English" is clearly audible, which helps to understand the content of this video.	83%	Excel-lent
3	In general, speaking series motion graphics video about "Successful Presentation in English" can be recommended for use by English lecturers as an alternative teaching media.	83%	Excel-lent
4	Motion graphics speaking series about "Successful Presentation in English" can be recommended for use by students in improving their speaking skills in English.	81%	Excel-lent
5	The visualization of the motion graphics video "Successful Presentation in English" is interesting to watch.	84%	Excel-lent
6	The color combination in the "Successful Presentation in English" motion graphics video is not boring.	84%	Excel-lent

### Final Product

Finally, the product had been distributed to public that can be accessed, especially for students and also the lecturer. At this moment, intellectual property rights are still proposed to the institution and still waiting for the certificate. Finally, this video motion graphics can be accessed at <https://youtu.be/uZDMgGA8mZY>.

The finding shows that this research can be accepted positively by all the candidates of users. It means that the study in line with the previous study. (Amali et al., 2020) proved that motion graphic animation video can be as alternative learning media and are proven very appropriate by the experts. Moreover, (Pinter et al., 2012), (Hwang et al., 2012), and (Sutisna et al., 2016) the implementation of animation media in learning can bring impressive influence for learners' attention, interest and motivation. Thus, learning can be more enjoyable and helpful for the lecturer to deliver the content. (Wiana, 2018) concluded that the motion graphics video had a positive influence on students, where the students feel easier to understand the learning materials and make them more confident to speak in English. This study proved that 81% of the students strongly agree that the product is excellent to recommend as the alternative media for the student in speaking practice section. Finally, according to the students' perception, the average of all statements is 83%, categorized as excellent.

### Conclusion

The purpose of this study was to develop motion graphics. The conclusion of this study can be seen as follows 1) Motion graphics as learning media for speaking practice produced by using R and D model

that is started from need analysis as stated at the background of the study, media design, product development, evaluation and product then final product. The result of the video was made into .mp4 with a duration 7.20. 2) Based on all phases of testing this product got positive perception from expert validation or students as the candidate of the users. Most of the statement shows that the product was good and excellent based on each statement for the questionnaire from media reviewers, content reviewers, and the students. And the most important thing, it met the purpose of this study namely, as an excellent alternative media to have speaking practice. For future research, more numbers of motion graphics video are suggested to develop with different topics of speaking English. It would be very convenient and fruitful to use, especially for students at vocational higher education.

### Acknowledgment

To God be the glory for this research finally accomplished and published through this paper. The researchers would like to send the gratitude for the management of Politeknik Negeri Batam for giving us chance and fund this research. Also, thank to research center and community service department for organizing this agenda. To all colleagues and students who involved into this research by PBL design, may the future research and publishing can still collaborate with you all.

### References

- AAmali, L. N., Zees, N., & Suhada, S. (2020). Motion Graphic Animation Video As Alternative Learning Media. *Jambura Journal of Informatics*, 2(1). <https://doi.org/10.37905/jji.v2i1.4640>
- Arikunto, S. Jabar, C. S. A. (2008.). *Evaluasi program pendidikan : pedoman teoritis praktis bagi praktisi pendidikan*. Jakarta: Bumi Aksara,.
- Borg and Gall. (2007). *Educational research: an introduction*. 8th edition. United States: Pearson.
- Hwang, I., Tarn, M., Lam, S. L., & Lam, P. (2012). Use of animation as a supplementary learning material of physiology content. *Proceedings of the International Conference on E-Learning, ICEL*, January 2012, 141–149.
- Kumar, M., & Jamil, M. (2016). Enhanced Learning Using Motion Graphics in Higher Education. *ICERI2016 Proceedings*, 1(October), 2647–2651. <https://doi.org/10.21125/iceri.2016.0157>
- Pinter, R., Radosav, D., & Cisar, S. M. (2012). Analyzing the impact of using interactive animations in teaching. *International Journal of Computers, Communications and Control*, 7(1), 147–162. <https://doi.org/10.15837/ijccc.2012.1.1430>
- Rao, P.S. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal(ACIELJ)*, 2(2). 6-18
- Siahaan, A. U., Handayani, Y., & Aji, S. B. (2021). Perception of Tertiary Vocational Students on Developing English Speaking Skills through Live vs. Recorded Presentation. *Icaess 2020*, 359–365. <https://doi.org/10.5220/0010356703590365>
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Sutisna, N. (2016). Comparison Using Media Card Images and Animation in Improving the Knowledge Metamorphosis of Animals in Deaf Children. *Edutech*. 15(1), 1–10. <https://doi.org/10.17509/edutech.v15i1.2226.g1540>
- YU, L. (2008). *Typography in Film Title Sequence Design*. 140. <http://books.google.com/books?id=0-mfVA7LHugC&pgis=1>
- Wiana, W. (2018). The Effectiveness of Using Interactive Multimedia in Improving the Concept of Fashion Design and Its

Application in the Making of Digital Fashion Design. *IOP Conference Series: Materials Science and Engineering*, 306(1), 0–7. <https://doi.org/10.1088/1757-899X/306/1/012131>