

## **USING ANIMAKER APPLICATION TO ENHANCE STUDENTS' MOTIVATION ON LEARNING ENGLISH PARTS OF SPEECH**

**Amiruddin<sup>1</sup>, Oktrianti Diani<sup>2</sup>**

<sup>1</sup>Universitas PGRI Palembang, <sup>2</sup>Politeknik Transportasi  
amiruddin@univpgri-palembang.ac.id, Oktriantidiani2@gmail.com

Sejarah Artikel Submit: 30 Desember 2022 Revision: 14 Januari 2023 Tersedia  
Daring: 31 Januari 2023

### **Abstract**

The aim of this study is to investigate whether Animaker Application can enhance students' motivation on learning English parts of speech. The method used in this research is pre experimental design. The sample of this research are 30 students of the third semester of management study program Faculty of Economy and Business University of PGRI Palembang. In collecting the data, the writer used questionnaire sheets and direct observation. The questionnaire is used before and after the treatment which consist 10 statements with likert scale scoring. To analyze the data the writer used percentage analysis related to every single statement in the questionare. Based on the data analyzed and the finding it shows that the use Animaker application in teaching and learning parts of speech can enhance students learning motivation.

Keywords: Animaker Application, Learning English

### **INTRODUCTION**

English as a foreign language plays a huge role in Indonesia as international language which can be a stimulant for students to learn the language. Educators currently face greater challenges in teaching English since students are increasingly innovative and modern. It will be uninteresting if the teachers implement and employ traditional methods and media in the classroom. As a result, educators need to think about and implement new media and strategies to encourage student engagement and motivation in the classroom. According to Fatmawati (2021) Learning media is a learning tool to be used in the teaching by educators in establishing teacher-student learning relationships in teaching and learning activities. Maheswari and Pramudiani (2021) argued the existence of interesting learning media can give a good impression on students. Adam and

Syastra (2015) stated learning media is everything both physical and technical in the learning process. Arsyad (2009) claimed that learning media is a messenger technology that can be utilized for learning needs. Furthermore Purwono (2014) explained that learning media has an important role in supporting the quality of the teaching and learning process.

Information and communication technology (ICT) has emerged as one of the strategies for attracting and inspiring students. Dewi (2019) argued that Internet, television, radio, and another mobile learning provide many materials and meaningful information of cultures throughout the world. One of the ICT based media that can be applied in teaching english is Animaker Application. According to Firdaus et al., (2021) animaker is an application for making animated videos in which you can make innovative and interesting videos, animakers are used to make explanatory videos, presentations and more, in animaker itself there are tools that can be used to beautify videos. Several studies recently believed that by using video it is very effective to teach in the classrooms (Mohammed; 2013, Čepon; 2013, Bajrami and Ismaili; 2016, Pisarenko;2017, Kamelia;2019). Furthermore Munawar et al. (2020) also said that animaker is an application for making or creating movement effects by adding sound and switching from one movement effect to another with learning material so that it is more interesting.

Numerous studies have been conducted to investigate the relationship between Animaker and instruction and they believe that it is effective media that can be used by teachers in teaching learning activity ( Lathifah ;2022, Fajrianti dan Meiliana ; 2022, Marpaung and Hambandina; 2019, Maulana;2021, Damayanti;2021, Nurhasana;2021, Dharmawita;2022, Husein;2022,) Pulungan and Hasana ( 2022) said that Animaker media has the characteristics of being able to convey material through visual as well as audio messages in the form of animation, video demonstrations and phenomena. In addition Mashuri (2009) stated that the Animaker software has a variety of interesting features, including animation, images supported by music, lively transition effects available, and

software provided via the website with an easy and inexpensive processing process. Octavianty et al., (2021) suggested that audio-visual media is able to attract the attention of students to be more focused on learning. According to Lavin et.al. (2010) the use of audio-visual media makes the students more attentive in class and prepares them for class well. By using audio-visual materials can increase students' attention in class. Khan (2013) stated that audio-visual media are the tools that increase the effectiveness of teaching and learning. Meanwhile Husein (2017) in his research found that learning through audio-visual media was very interactive and exciting.

Based on the explanation above, the writer believes that the use of Animaker application which is based on ICT can help educators create teaching and learning processes that become more interesting and motivating for students. Therefore, the writer was interested to conduct a research about Using Animaker Application to Enhance Students' Motivation on Learning English Parts of Speech.

## **RESEARCH METHODOLOGY**

The method used in this research is pre-experimental design. The number of students deployed as a sample of this research are 30 students of the third semester of the management study program Faculty of Economy and Business University of PGRI Palembang. In selecting the sample, the writer used purposive random sampling. All the data were collected by direct observation and distributing questionnaire sheets before the treatment and after the treatment which consisted of 10 statements with a Likert scale, the scoring criteria are: Strongly Disagree (SDA) = 1, Disagree (DA), Agree (A) = 3, Strongly Agree (SA) = 4. The data gained were analyzed by using percentage analysis related to every single statement in the questionnaire.

## **RESULTS AND DISCUSSIONS**

This research attempts to investigate whether Animaker Application can enhance students' motivation on learning English parts of speech. To investigate it

the writer distributed questionnaire sheets before students were taught by using Animaker and after the students getting treatment by using Animaker Application. The data obtained can be seen in table 1 and table 2 as follow:

**Table 1.** Students' Learning Motivation Before using Animaker

No	Statement	SA	A	DA	SDA
1	I feel enthusiastic learning parts of speech		2%	16%	12%
2	Learning parts of speech help me construct a good sentence in english		2%	15%	13%
3	I feel bored when learning parts of speech	7%	20%	3%	
4	The lesson of parts of speech is attractively delivered		1%	25%	4%
5	Learning parts of speech is important to improve my english	4%	7%	13%	6%
6	I enjoy learning parts of speech		2%	24%	4%
7	I like the way parts of speech explained		1%	21%	8%
8	I am confident to speak english after learning parts of speech		2%	25%	3%
9	I would like to know more about parts of speech		4%	15%	11%
10	I can explain parts of speech		2%	22%	6%

**Table 2.** Students' Learning Motivation by using Animaker

No	Statement	SA	A	DA	SDA
1	I feel enthusiastic learning parts of speech using Animaker	6%	22%	2%	
2	Learning parts of speech using Animaker help me construct a good sentence in english	8%	22%		
3	I feel bored when learning parts of speech using Animaker			19%	11%
4	The lesson of parts of speech using Animaker is attractively delivered	12%	17%	1%	
5	Learning parts of speech using Animaker is important to improve my english	14%	16%		
6	I enjoy learning parts of speech using Animaker	17%	13%		
7	I like the way parts of speech explained using Animaker	10%	20%		
8	I am confident to speak english after learning parts of speech using Animaker	7%	17%	4%	2%
9	I would like to know more about parts of speech	7%	21%	2%	
10	I can explain parts of speech	8%	14%	5%	3%

The percentage of students' answers is displayed in the table 1 and 2 above. Based on the data it can be analyzed as follow:

Statement number one; from table 1 it can be shown that there are 2% student choose agree, 16% disagree, and 12% strongly disagree, it means that most students are not enthusiastic learning parts of speech before using Animaker. Whereas from table 2, the data showed that the students who choose strongly agree is 6%, agree is 22%, and disagree is 2%. It means that by using Animaker, students feel enthusiastic learning parts of speech. This finding relevant to writer direct observation during learning activity that students actively ask some questions.

Statement number two; table 1 shows that 8% students agree, 15% disagree, and 13% strongly disagree, it means that before the treatment most students still confused to construct a good sentence in english using parts of speech. Meanwhile after given the treatment, the data from table 2 shows that there are 8% students select strongly agree, and 22% agree. It indicates that the use of Animaker in teaching and learning activity can help students construct a good sentence in english using parts of speech. This finding is also related to writer direct observation that students are able to give an example of sentence in english using parts of speech.

Statement number three; table 1 indicates that 7% students strongly agree, 20% agree, and 3% disagree, it implies that before the treatment most students are not interested to learn parts of speech. On the other hands, table 2 reveals that 19% students select disagree, and 11% strongly disagree. It emphasizes that students are intersted to learn parts of speech by using Animaker application.

Statement number four; it can be shown from table 1 that 1% students agree, 25% disagree, and 4% strongly disagree, it means that most students consider the lesson of parts of speech is not attractive before given the treatment. In contrast, table 2 shows that there are 12% students strongly agree, 17% agree, and 1% disagree. It indicates that students consider by using Animaker the lesson

of parts of speech becomes more attractive. It is strengthened by the writer direct observation during teaching and learning activity that students are focusing and paying their attention to the lesson.

Statement number five; from table 1 it can be described that 4% students strongly agree, 7% agree, and 13% disagree and 6% strongly disagree, it can be interpreted that most student considered learning parts of speech is not important to improve their english. On the contrary, from table 2 indicates that 14% students choose strongly agree and 16% choose agree. It implies that students consider it is important for them to learn parts of speech in order to help them advance their english after using Animaker.

Statement number six; table 1 illustrates that 2% students agree, 24% disagree, and 4% disagree. It suggests that before the treatment given most student are not enjoy learning english. Meanwhile, table 2 shows that 17% students choose strongly agree and 13% choose agree. It means that like to learn parts of speech by using Animaker.

Statement number seven; it is indicated in table 1 that 1% students agree, 21% disagree, and 8% disagree. It means that before using Animaker most students don't enjoy how the lesson of parts of speech explained. Conversely, in table 2 it denotes that 10% students strongly agree and 20% agree. It means that students like the way the lesson parts of speech presented by using Animaker.

Statement number eight; it is revealed in table 1 that 2% students agree, 25% disagree, and 3% disagree. It means that before learning using Animaker most students are not confident to speak english using parts of speech. Whereas, table 2 indicates that 7% students strongly agree and 17% agree, 4% disagree, and 2% strongly disagree. It emphasizes that the use of Animaker in learning parts of speech can help students gain their confident to speak english. This finding relates to the writer direct observation during teaching activity that students can share their ideas by giving a sentence in english using part of speech.

Statement number nine; table 1 shows that 4% students select agree, 15% disagree, and 11% strongly disagree. It means that before the treatment, most students don't have willingness to have further learning about parts of speech. In reverse, it is revealed in table 2 that 7% students strongly agree and 21% agree, and 2% disagree. It means that after learning parts of speech using Animaker students are curious about the lesson.

Statement number ten; in table 1 shows that 2% students select agree, 22% disagree, and 6% strongly disagree. It suggests that before students learn using Animaker, most of them are not able to understand and explain parts of speech. In contrast, it is shown in table 2 that 8% students strongly agree and 14% agree, and 5% disagree, 3% strongly disagree. It means that by using Animaker in learning parts of speech can help students understand and explain parts of speech.

## **CONCLUSION**

Based on the data analyzed and the finding indicates that there are significant differences of motivation amongs the students after Animaker application is applied in teaching and learning parts of speech. Students feel more enthusiastic, enjoying the lesson, interested, and curious to learn parts of speech. It also help students to understand and gain their confidence to construct a good sentence and speak english. In conclusion, the use Animaker application in teaching and learning parts of speech can enhance students learning motivation.

## REFERENCES

- Al Husein, H., & Tampubolon, 2022. T. Development Of Learning Media Based on Animation Video in Momentum And Impulse Topics. *INPAFI (Inovasi Pembelajaran Fisika)*, 10(4).
- Azhar Arsyad. 2009. *Media Pembelajaran*. Jakarta.; Raja Grafindo Persada, Rineka Cipta.
- Bajrami, L., & Ismaili, M.2016. The role of video materials in EFL classrooms. *Procedia-Social and Behavioral Sciences*, 232, 502-506
- Čepon, S.2013. Effective Use of the Media: Video in the Foreign Language Classroom. *Medijska istraživanja*. 19(1), 83-105
- Damayanti, N. P. E. (2021). *Developing English Instructional Video By Using “Animaker” Application To Teach 10th Grade Students In Sman 5 Denpasar (Doctoral dissertation, Universitas Pendidikan Ganesha)*.
- Dharmawita, V. A., & Nuriadin, I. (2022). Development of Learning Media Animaker Assistant Animation Videos on Materials of Count Operations on the Submission of Wholesale Number Class I SDN Jatiasih 2. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 5(3).
- Dewi Puspita. 2019. Teaching English for Young Learners Through ICTS. *Journal on Language and Literature*. Vol. 6 No. 1. Page. 11-23
- Fajrianti dan Meiliana. 2022. Pengaruh Penggunaan Media Animaker terhadap Hasil Belajar Peserta Didik pada Mata Pelajaran IPS Sekolah Dasar. *JURNAL BASICEDU* Vol. 6 Issue 4.
- Fatmawati, Yusrizal, & Marhamah Hasibuan, A. 2021. Pengembangan Media Pembelajaran Berbasis Aplikasi Android Untuk Meningkatkan Hasil Belajar IPS Siswa. In *ESJ (Elementary School Journal)* Vol.11, Issue 2).
- Firdaus, H., Atikah, C., & Ruhayat, Y.2021. *Jurnal Pendidikan Teknik Mesin Undiksha Development Of Electric Vehicle Learning Videos Based On Youtube Integrated Animaker*. Vol.9 No.2.
- Herwina Pulungan dan Hasanah.2022. Pengembangan Media Pembelajaran IPA Menggunakan Animaker Berbasis Problem Based Learning (PBL) pada Materi Perubahan Wujud Benda di Kelas IV SD. *Jurnal Penelitian Pendidikan MIPA* Vol 6 No.2.
- Lathifah, Rochmatul. 2022. Students’ Perception on Vocabulary Development Using Video Animation Animaker during Online Learning Covid-19 Pandemic. *Journal of English Teaching, Literature, and Applied Linguistics*. Vol. 6, No. 1;2022



- Khan, A. S. 2013. Technology's Role on Students' Behavior. Department of Education, Preston University, Pakistan, Proc. 10th International Conference on Statistical Sciences, Lahore, Pakistan. Vol. 24, pp. 13-22.
- Kamelia Kamelia.2019.Using Video as Media of Teaching in English Language Classroom: Expressing Congratulation and Hopes. Journal of Ultimate Research and Trends in Education. Vol.1 No.1
- Lavin, et.al. 2010. The Impact of Classroom Technology on Student Behavior. Journal of Technology Research. Vol. 2, p1.
- Maheswari and Pramudiani.2021. Maheswari and Pramudiani. Pengaruh Penggunaan Media Audio Visual Animaker terhadap Motivasi Belajar IPA. Edukatif: Jurnal Ilmu Pendidikan. Vol. 3 No.5
- Marpaung dan Hambandina 2019. EFL Students' Exploration on Animaker to Promote Digital Storytelling Literacy on Descriptive Text. ISoLEC Proceedings. Faculty of Letters, Universitas Negeri Malang (UM).
- Maula, I. 2021. Designing Animaker As Instructional Media In Learning Reading Descriptive Text And Recount Text For Tenth Grade Students At Ma Darul Falah. Language-Edu, 10 (6).
- Mohammed, R. F. (2013). The effectiveness of using subtitled video to teach grammar.
- Munawar, B., Farid Hasyim, A., & Ma'arif Minhatul.2020. Desain Pengembangan Bahan Ajar (Munawar, Hasyim, Ma'arif) 310. 04(2), 310–321.
- Nurhasanah, E., Maspuroh, U., & Rizal, A. (2022). The Use of Animated Video-Based Media in Indonesian Drama Studies Courses as an Effort to Adapt Literary Learning During Covid 19. INTERNATIONAL JOURNAL OF SPECIAL EDUCATION, 37(3s).
- Octavianity, R., Sari Hikma, R., Iwan, M., Dirga Muzawwir, M., & Prodi Pendidikan Guru Sekolah Dasar, M. (2021). Pelatihan Pembuatan Media Pembelajaran Audio Visual Menggunakan Aplikasi Kinemaster Guna Meningkatkan Minat Belajar Siswa Sdn 26 Watang Palakka.
- Pisarenko, V.2017. Teaching a foreign language using videos. Social Sciences, 6(4), 125.
- Purwono. Joni, dkk. (2014). Penggunaan Media Audio-Visual Pada Mata Pelajaran Ilmu Pengetahuan Alam Di Sekolah Menengah Pertama Negeri 1 Pacitan. Dalam Jurnal Teknologi Pendidikan dan Pembelajaran Vol.2, No.2: 127