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THE INFLUENCE OF USING ANIMAKER MEDIA IN IMPROVE TO TEACH RECOUNT TEXT

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Article Info	Abstract
<p>Article History: Received: 25 Nov 2023 Revised: 08 Des 2023 Accepted: 13 Des 2023</p>	<p><i>This research was motivated by the fact that there were still many students who experience difficulties in writing and understanding recount text and teachers who apply monotonous or less varied learning methods. The formulation of the problem of this research was whether there was an effect of using Animaker in improving the ability to write recount text in students' class at XII SMA N 1 Comal? In connection with this, the aim of this research is to find out whether there was an influence of Animaker on the learning outcomes of recount text in class XII SMA N 1 Comal. This study used a quantitative approach. This research used an experimental design consisting of two groups, namely the experimental group and the control group. The population in this study was class XII students of SMA N 1 Comal for the 2023/2024 academic year. The samples from this research were class XII MIPA 1 totaling 36 students and class XII IPA 6 totaling 36 students. This technique in the research was random sampling. Based on the data research results, shows that used Animaker media in writing recount text could improve the ability to write recount text and convey <i>ps</i> experiences in written form. Based on data analysis, the Pre-test result in the experimental group was 62.22 while the Post-test was 80.08. In the control group, the Pre-test result was 60.61 while the Post-test result was 70.47. Apart from that, based on the paired sample test table, the result shows a sig (2 tailed) of $0.000 < 0.05$. Therefore, it can be concluded that there was a difference in the average learning outcomes of students in the Pre-test experimental class and Post-test experimental class used Animaker.</i></p>
<p>Keywords: <i>Animaker Media, Recount Text</i></p>	

1. INTRODUCTION

Writing is one of the skills that students must master in English. But writing is not an easy activity for students. In fact, there are factors that influence students' writing difficulties (Siswita & Hafizh, 2014) states that the problems are: students do not master vocabulary, students are afraid of grammar, and students do not have ideas for writing. In addition, students' difficulties in writing can also be influenced by the teacher as one of the factors is the lack of motivation. (Novariana & Tarjana, 2018) states that students will be encouraged to write if writing motivates and keeps them interested. In writing, students need encouragement to increase interest in writing a text. (Sari et al., 2023) The

writing skill becomes the most complicated skill that should be mastered by the people, especially for the students because they should be able to combine and express their feelings or opinion in a well-written form. At this time the teaching of teachers who are still conventional can affect students' lack of interest in learning. For this reason, teachers are expected to provide teaching by combining supporting technology. Having supporting media will not only make it easier for teachers to teach but also make it easier to communicate with students so that students better understand the material being presented.

Since language is a means of communication, man uses it to enable him to communication with others in society (Susanto, 2018). Teaching is communication process, messages can be exchanged between teachers and students. The message is in the form of knowledge, skill, ideas, experiences, and other things. However, through communication, misunderstandings can sometimes occur in conveying messages or information. (Ardhiani et al., 2021) said that in addition, the outside factors of students also have an effect, for example, the use of instructional media less attractive to students. Therefore, media is needed for students to more easily understand the information conveyed by the teacher. (Maghfiroh & Suryana, 2021) said that media in an activity can be interpreted as anything that can be used to convey messages or lesson content, and stimulate children's thoughts, feelings, attention, and abilities so that they can encourage the achievement of the activity process stimulated by the teacher. Media in Latin is medium. The general meaning of a medium is a communication tool, or a medium is a tool that provides information between the sender and recipient. As stated by (Al Mawaddah et al., 2021) by using media it is hoped that students will more easily accept or absorb the content of the lesson delivered by the teacher.

Animaker is a video learning media with an animation platform that is common among teachers and students. The application has been on the market since 2014. According by (Susanti & Damayanti, 2022) Animaker is one of the development technologies that can be used to create animated videos. Animaker is a medium that can be used in various subject matter (English, mathematics, biology, and other). In today's learning, technology learning media is preferred by students because of its simple and interesting delivery. For this reason, Animaker can also be used to explain material for writing recount text. As said by (Susanto et al., 2019) composing a good writing is not a simple as we write and glue the sentence onto sentence.

The dominant priority of learning process is giving the students that many various texts in which make students understand and in specifying and classifying the text types and generic structures (Yosephine & Susanto, n.d.). Recount text is a text that is close to students because use recount text usually tells someone's personal experience. As said by (Husna & Multazim, 2019) recount text is a text that retells something that already happened and narrative text is imaginative story to amuse and give moral value to the readers. Meanwhile according to (Sitorus & Sipayung, 2018) recount text is one of text that functions to tell what happen in the past to their audience. Generic structure is the most important part of the text creation process. Recount text also has a generic structure in it. As said by (Aprilina et al., 2022) there are three generic structure for writing recount text: orientation, event, and re-orientation.

2. LITERATURE REVIEW

A discussion about improving students' writing skills in recount text using PowToon has been studied by Anggi Marantika (2022) who explains that using PowToon media can improve students' writing skills and make the learning atmosphere more interesting. As is known, writing is not easy for students. (Susanto & Widyaningsih, n.d.) commonly, they are afraid of making mistakes and worried about their ability in choosing and arranging words to produce sentences.

A study about explore animakers as a medium for writing descriptive text: challenges for EFL students and aspects of digital story telling literacy promotion has been discussed by Tiarna Marpaung and Erni Selfina Nggala Hambandima (2019). In his explanation, he explained the use of

animaker as a learning medium, especially descriptive text material. As said by (Susanto & Yosephine, 2019) teaching writing is not easy and need to be creative to make students understand since they have to master the way hoe to organize a good paragraph or text. However, the process of creating learning media using animaker is not easy.

A discussions on the development of biographical text using audio-visual teaching materials: animaker-web for high school students was carried out by Novhira Putri Paino and Trisnawati Huta Galung (2022). In the discussions, he explains that using animaker as a learning medium for writing biographical text really helps students better understand the material presented, such us genre text or structure texts. As aid by (Susanto et al., 2019) writing is one of the way to build communication with other at a distant palace or at distant time because writing is a process to make a product something and meaning making through the genre based writing.

Vera Dewi Susanti and Alma Damayanti (2019) discuss about development of animation-based learning videos on lines and angles to increase students' interest at SMPN 1 Geger during the covid-19 pandemic. In his discussion they explains that using animation as a learning medium is effective and can make students more enthusiastic and motivated in learning. As aid by (Susanto et al., n.d.) Teachers' innovation in p

3. RESEARCH METHODOLOGY

Research Design

The research of this study used experimental research. The used of experimental design in this study aims to solve a problem that exists in education. The research used experimental design which there are two groups. The first group was the experimental group which are given the Animaker treatment while the second group was the control group which was given the Animaker treatment.

Population and Sample

The population of this study was class XII students at SMA N 1 Comal for the 2023/2024 academic year. The sample is part of the population. This means that not all subjects are included. The sample of this research is two groups of selected students. The total population is 324 students consisting of 9 classes. The population consists of 9 classes and samples are taken randomly for class XII MIPA 1 and XII MIPA 5. In this study, the sample is divided into two groups, namely the experimental group and the control group. The experimental group consisted of class XII MIPA 1 with a total of 36 participants who learned using Animaker, while the control group consisted of XII MIPA 5 with a total of 36 participants who learned without using Animaker.

Method of Collecting Data

In this study to collect data the researcher used a test instrument. The researcher gave a pre-test in the experimental class and the control class at the beginning study. The goal is to know the capacity of their abilities before receiving the material with treatment. After that, the researcher gives a post-test to both the experimental class and control class. To measure the extent of understanding of the material in the experimental class the use of Animaker media and a control class that without use Animaker media as a medium in composing recount texts.

4. FINDINGS AND DISCUSSIONS

This research was carried out at SMA N 1 Comal for the 2024/2024 academic year. This research uses 2 classes as samples. In this study, the researchers gave a pre-test before treatment and gave a post-test after treatment.

Table 4.1
Normality Test

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test Experiment (Animaker)	.124	36	.177	.906	36	.005
Post-Test Experiment (Animaker)	.101	36	.200*	.975	36	.581

After calculating the normality test for the experimental group using SPSS 25, the Pre-test significance value for the experimental group was obtained at (0.177). While the result of the Post-test significance value for the experimental group was (0.200).

The significance value of the normality test can be said to be normal if the significance value is greater than 0.05. Based on the table above, the experimental group Pre-test has a value of (0.177) > (0.05). While the experimental group Post-test value was (0.200) > (0.05). Based on the results obtained, it can be concluded that the experimental groups Pre-test and Post-test data are normally distributed.

Table 4.2
Paired t Test
Paired Differences

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test	-	7.124	1.187	-	-	-	35	.000
	Experiment - Post-Test Experiment	17.861			20.272	15.451	15.043		
Pair 2	Pre-Test	-	7.750	1.292	-	-	-	35	.000
	Control - Post-Test Control	9.861			12.483	7.239	7.634		

After calculating the paired sample t-test using SPSS 25, the mean value for the experimental group was 17.861 with a standard deviation (data distribution) value of 7.124 and a significance value (2-tailed) of 0.000. Meanwhile, the control group obtained an average (mean) value of -9.861 with a standard deviation (data distribution) value of 7.750 and a significance value (2-tailed) of 0.000.

Based on the data above, if the significance value (2-tailed) is smaller than 0.05 then it can be said that there are differences in student learning outcomes. Based on the data obtained for Pair 1 (experimental group), a significance value (2-tailed) was obtained of $0.000 < 0.05$. So, it can be concluded that there is a difference in the average student learning outcomes in the experimental class Pre-test and experimental class Post-test regarding learning using Animaker. Based on the result

of descriptive statistics, the average Pre-test result for the experimental class was 62.22, meanwhile the average Post-test result for the experimental class was 80.08¹

Based on the data obtained for Pair 2 (control group), a significance value (2-tailed) was obtained of $0.000 < 0.05$. So, it can be concluded that there is a difference in the average student learning outcomes in the control class Pre-test and control class Post-test in conventional learning.

Based on descriptive statistics, the average Pre-test result for the control class was 60.61, meanwhile the average Post-test result for the control class was 70.47. Based on the discussion of output Pair 1, it can be concluded that there is an influence of the learning model using Animaker on the result of writing recount text.

Table 4.3
Independent Sample t Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student Learning Outcomes	Equal variances assumed	7.652	.007	9.004	70	.000	9.611	1.067	7.482	11.740
	Equal variances not assumed			9.004	57.964	.000	9.611	1.067	7.474	11.748

The independent sample t-test is used to determine whether there is a difference in the means of two unpaired samples. This test was carried out on experimental class Post-test data and control class Post-test data. Based on the output above, the sig. (2-tailed) of $0.000 < 0.05$. From these results, it can be concluded that there is a difference in average student learning outcomes between learning using Animaker and not using Animaker (conventional). The results of these differences can be seen from the experimental class Post-test score of 80.08 with the control class Post-test score of 70.47.

5. CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research result in the previous chapter, the research concluded that using Animaker can improve the recount text writing skills of SMA N 1 Comal students. Researchers concluded the following conclusions:

1. Class XII MIPA 1 students show a "Fair" ability to write recount text. This is aimed at obtaining an average Post-test score of 40.74. The Post-test results show that teaching recount text without using Animaker is not enough to make students write recount text well.
2. Class MIPA 6 students show that they can write recount text "Good". This is shown by the average Post-test score of 80.08.

Suggestion

1. The teacher
The teacher can use this research as an alternative in learning to write recount text. Animaker can be used as a learning media for writing recount text and can make it easier for students to understand recount text material.
2. The students
Animaker can make it easier for students to understand recount text material. Apart from that, students can enjoy a new learning atmosphere by using Animaker. Researcher hope that students can have high motivation in learning to write especially writing recount text.
3. The readers
The researcher suggests that readers can use this research as a reference. This research discusses the use of Animaker in writing recount text for high school students. Hopefully, readers can use Animaker as a learning medium at various levels.

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