

**ANIMIZ ANIMATION MAKER AS TEACHING MEDIA DEVELOPMENT
AT THE TENTH GRADE, WRITING A DESCRIPTIVE TEXT
SMA NEGERI 1 MEDANG DERAS STUDENTS**

Nurul Ihsani

Universitas Negeri Medan

e-mail: nurulikhtia@gmail.com

Abstract

The purpose of this study was to develop Animiz Animation Maker as teaching media for writing descriptive text for the tenth grade students at SMA Negeri 1 Medang Deras. This study was classified as a Research and Development (R & D) study due to the result in the form of a product, which was derived from Borg and Gall (2003) theory with some modifications. The tenth grade students of SMA Negeri 1 Medang Deras were the subjects of this study. The procedures in carrying out this study included conducting a need analysis, determining the material, designing the first draft of media, revising the media, and producing the final product as an animation video. The data collection instruments were a combination of two strategies: interviews and questionnaires. The results of the interviews were examined as qualitative data, while the questionnaires were analyzed as quantitative data. These were student needs that included both target and learning needs. This study developed writing media based solely on descriptive text taught in the first semester. These media was based on Curriculum 2013.

Key words: Animiz Animation Maker, Research and Development (R&D), Writing Media, Descriptive Text.

INTRODUCTION

Teaching and learning English at any level of education always involves four skills. They are listening, speaking, reading, and writing. Writing is an important skill to be learned and mastered by students. Since writing is one of the productive abilities that play a significant role in expressing one's ideas, thoughts, and feelings. Through writing, the students can practice expressing their ideas, thoughts, and feelings in written form. Moreover, Walsh (2010) explained that it is important because it is used extensively in higher education and the workplace. Hence, having good writing skills is needed for all students to accomplish their educational and employable requirements.

Nevertheless, writing is considered to be the most difficult skill among the four language skills. As Nunan (2003:89) stated, writing is the most difficult skill among the four skills. It is because writing involves a complex process where the learners have to concentrate not only on spelling, punctuation, and grammar but also on the selection of vocabulary and the organization of sentences and paragraphs. Learners have to learn how to organize their ideas and compose them with the proper sentences, so they can be understood by the reader. Furthermore, Harmer (2007) explained that writing is a complex cognitive process that sustained intellectual effort over a considerable period. Thus, it is clear that writing skills cannot be mastered instantly, but has to be acquired through the learning process.

Media plays an important part in the teaching and learning process. Nowadays, media are required to promote the attainment of learning objectives. Teachers should deliver the teaching materials to students using a variety of teaching tools or media. However, in the twenty-first century, students in advanced fields are already adjusting to technology. This is because technology enables teachers and students to improve communication, engagement, and involvement in the classroom while also encouraging the establishment of pleasant learning environments (Masyhudianti, Masithoh, & Nisa, 2018). To help students cope with technological advances, teachers should be able to utilize these technologies, such as digital media, to English instruction.

Although writing is a difficult skill to master, there are certainly some important issues that help EFL learners to develop their writing skills, one of which is genre. In English writing, genre refers to a specific style or form of writing. In Curriculum 2013, the English material in Senior High School is also taught based on the genre. Further, composing some kinds of genres in written form for Senior High School students is one of the basic competence of English subjects. Many genres are taught to Senior High School students. Those are descriptive, recount, narrative, procedure, report, analytical exposition, and so on. However, the tenth-grade students of Senior High School, only learn about descriptive, recounting, and narrative.

Descriptive text is the first text that students learn in Senior High School. It is a type of text that describes the personality of a specific thing, such as a person, animal, or object (Harsyaf et.al, 2009: 13). Basically, the goal of descriptive is to provide information about a person, place, or object that is being described. The description includes parts, physical appearance, and characteristics of the object being described. Furthermore, descriptive text is one kind of text that should be learned four times in one semester by tenth-grade students in Senior High School. It means that students should develop their skills in writing the genre of text in the form of descriptive text..

Unfortunately, based on the researcher's observation at grade X in SMA Negeri 1 Medang Deras, the researcher got some data on students' KKM in writing Descriptive text. From the data, the researcher found that the students' English proficiency, particularly in writing the descriptive text, was low. It is evident from the average students scores. The average writing ability is only 50 while the KKM is 70, which means all of them cannot be passed the KKM in writing. Furthermore, most students were unable to express their ideas clearly in writing due to a variety of problems, including a lack of writing material or understanding, as well as a lack of motivation to study English. These factors made it difficult for them to express their ideas in writing, particularly descriptive text. Considering this situation, it is a problem when the students can't write a descriptive text well when they have to learn another text.

Furthermore, another problem comes from the media that teacher used in the teaching and learning process. The researcher interviewed an English teacher and two students to get preliminary data related to the media that the teacher used in teaching writing to students, especially writing descriptive text. Based on the preliminary data, the researcher found the problem that the teacher only explained the material to the students about the descriptive text without providing interesting media to support the learning process. As the media, the teacher only used an English textbook from the government, which is old-fashioned enough. As a result, there were many students bored and lacked the motivation in learning to write a descriptive text.

There are numerous solutions to overcome the problems, one of which is by using appropriate media for teaching. According to Arsyad (2009:4), teaching media is a media that brings the instructional purpose of messages or information to learning. It refers to all tools or instruments used by the teacher in the classroom to achieve learning goals. The availability of media makes it easier for teachers to transfer knowledge and for students to comprehend the learning process. The use of media in the learning process makes the delivery of material and messages easier and more effective, which increases students' interest and motivation in learning to write a descriptive text.

Several kinds of media can use in teaching writing. Among them are audio, visual, and audiovisual media. But, in this technological era, the use of audiovisual media in teaching writing has become more popular for English teachers. One of the audiovisual media is animation video. It is a modern entertainment media that consists of moving pictures, texts, and graphics integrated with sound and voice. Smaldino et al., (2011) argued that numerous teachers use videos for various ends since short videos might give more flexible media in teaching in the classroom. Also, the animation is very interesting and students of all ages like it (Haryanto, 2015). Furthermore, the researcher wants to develop media in teaching English in writing descriptive text by using one of the animation software called Animiz Animation Maker.

Animiz Animation Maker is an Easy-To-Use software where users can create animated video presentations using pre-built characters and templates. It

combines the best features of presentation makers and video editors while keeping everything simple. Everyone can create their own awesome animated video presentations in a matter of minutes. By teachers making this software as the media of teaching English, especially writing descriptive text, students are expected to become more interested and excited to follow the materials in animation video form to write a descriptive text. The teacher also is expected to become more creative in forming the English teaching media based on digital technology by using Animiz Animation Maker.

Based on the above explanation, the purpose of this study is to develop Animiz Animation Maker as teaching media for writing a descriptive text for tenth-grade students at SMA Negeri 1 Medang Deras.

REVIEW OF LITERATURE

1. Writing

a. Definition of Writing

The definitions of writing are variously stated by some experts. Nunan (2003: 88) described writing as the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader. It indicates that writers are demanded to show their thoughts and organize them into a good composition. In line with the previous definition, Ghaith (2002: 1) stated that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. In other words, the writers have to deliver their ideas clearly to avoid the readers' confusion in grasping the meaning.

b. Teaching Writing

Teachers play a significant part in the writing teaching-learning process. Teachers should use a creative technique to help students produce ideas and push them to put out as much effort as possible during the writing process. According to Harmer (2004: 41), when teaching writing, the teacher must assist students in effortlessly generating ideas. In this manner, if the students become stuck or confused while developing their thoughts, they can seek quick assistance from the teacher. It signifies that the teacher's role in the teaching

and learning process is to provide guidance, support, and motivation to the students.

2. Descriptive Text

According to Pardiyono (2007: 34) cited in Sumarsih and Sanjaya (2013: 108) said that description paragraph is a type of written text paragraph that has the specific function to describe an object (living or non-living) things and it has the aim that is describing the object to the reader clearly. Therefore, Descriptive text is a kind of text that describes a person, place, thing, or animal clearly and specifically. Moreover, the purpose of descriptive text is to describe something in a specific way.

3. Teaching Media

According to Arsyad (2009:4), teaching media is a media that brings the instructional purpose of messages or information to learning. It refers to all tools or instruments used by the teacher in the classroom to achieve learning goals. In line with this statement, Jacobs et al (2002:240) stated that a teaching media can be defined as an object the teacher uses, or which is given to the learners to use, to achieve specific teaching and learning outcomes. Thus, teaching media can be defined as media that contains some information or instructional messages and can be used in the teaching process. Teaching media is media that bring messages or information that contain the aim or goal of teaching.

4. Animation Video

a. Definition of Animation Video

Animations are a form of dynamic representation that display processes that change over time (Ainsworth, 2008:1). Mayer (2005: 287) defined it as a series of varying images presented dynamically according to a user's action in ways that help the user to perceive a continuous change over time and develop a more appropriate mental model of the task. Moreover, according to Peters (2006: 4), animation means: to give life to; fill with life; to impart interest or zest to; enliven; to fill with spirit; or resolution; to inspire to action, prompt; to

impart motion or activity to; and to make, design or produce to create the illusion of motion.

b. Animation Video in Teaching Writing Skill

Stemplesky (1990: 3-4) stated the importance of video as a language teaching aid. First of all, videos can increase students' motivation. Children and adult feel their interest quicken when language is experienced in a lively way through television and video. Video can present language more comprehensively than any other teaching medium. Second, video can be used as a means of communication. A video sequence that is used in the class makes the students more ready to communicate in the target language. Third, the non-verbal aspect of communication can be presented by video. Video allows the viewer to see non-verbal communication, such as gestures, expressions, posture, etc. In addition, animation videos can help the students easier to comprehend the material since it has been interesting media in the classroom.

5. Animiz Animation Maker

a. Definition of Animiz Animation Maker

Animiz Animation Maker is software used to create animated video presentations (Maqfirlana et al., 2019). Animiz Animation Maker, also known as “Animiz”, is widely regarded as the basic but most powerful video presentation maker to create engaging animated videos for free. It is the perfect animated video maker for businesses, educators, or individuals to create stylish animated videos on their own. There are no programming skills required. In a matter of minutes, anyone can create their own awesome animated video presentations.

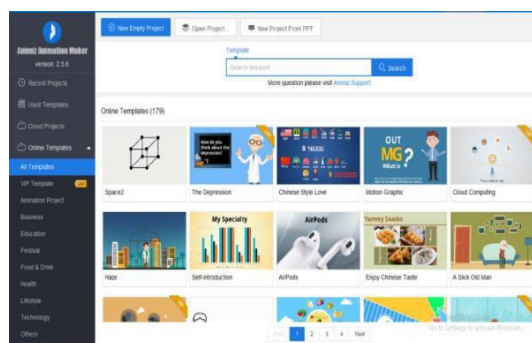


Figure 5.1 The Display of Animiz Animation Maker

b. The Advantages and Disadvantages of Teaching Descriptive Text Writing Using Animiz Animation Maker

There are some advantages of using Animiz in English Language Teaching. First, clarify the presentation of the message so that it is not too verbalized (in the form of written or oral words). Second, overcoming the limitations of space, time, and sense power, such as objects that are too large, can be replaced with reality, images, and frame films. Third, Animiz has many beautiful built-in online and offline video templates or scene templates. Teachers can choose the template suitable for the material or create videos with a multi-track timeline for cameras, backgrounds, subtitles, images, texts, and more. Fourth, the results or products are very interesting if accompanied by the right background sound. The making of this Animiz video can include sounds, instruments, and voice actors. For example, fill out the sound using our voice, and read the text according to the material entered in the Animiz video. And last, easy to use for everyone. Animiz makes it simple for everyone to create animated and interesting videos for free. Drag and drop to add pre-designed characters and objects in blank scenes customize objects' animations in the timeline and finally publish awesome animated videos.

Besides that, Animiz also has disadvantages. The disadvantages of the Animiz application in English Language Teaching are as follows. First, the presentation of using Animiz is less effective, because using Animiz media needs supporting tools like a laptop, and LCD projector. Then, it requires basic skills to use it. It means the teacher or creator should have the ability to operate the software of the Animiz application.

c. How to Use Animiz Animation Maker

Part 1. How to get Animiz Animation Maker

Open Animiz Animation Maker to get the main interface, as shown below:

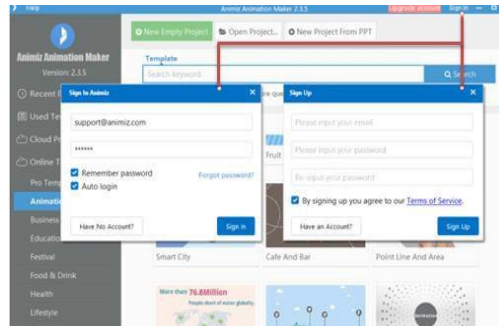


Figure 5.2 Sign Up and Sign in Animiz

Click “Register Free” to fill in the information to sign up for Animiz Animation Maker. Then you can directly sign in to this software with your registered account next time.

Part 2. How to Create a Project in Animiz Animation Maker



Figure 5.3 Create New Project

There are 4 ways to create a new project with Animiz Animation Maker:

- (1) **New Empty Project:** Click to start with a new empty project.
- (2) **Open Project:** Open an existing project on your PC and then you can directly continue to edit the project.
- (3) **New Project from PPT:** You can choose whether to import all slides of a PPT file or reorder the slides of your PPT file.
- (4) **Pre-designed Templates:** Click to download one of the online video templates to start your project.

Part 3. How to Customize Scenes in Animiz Animation Maker

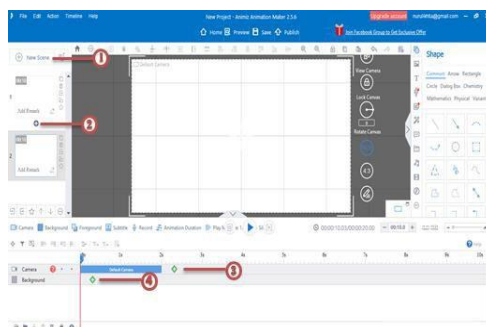


Figure 5.4 Customize Scenes

- (1) **New Scenes:** Create a new scene by selecting one of the built-in scene templates or just add a blank scene by clicking “+” or the new scene option;
- (2) **Add Scene Transitions:** Click “+” to choose one of the stunning transition effects to make your video play smoothly and naturally.
- (3) **Add Camera:** Click the green button to add a camera.
- (4) **Background:** Edit or design scene background with images or pure/gradient/linear/radial color by clicking the green button.

Part 4. How to Insert Files to Animiz Animation Maker



Figure 5.5 Insert Files

- (1) **Adding Background Music:** You can add the background music by clicking the background music button and selecting the sound file you wish to act as the background music and then click the open button.
- (2) **Adding Videos and Images:** Click the add videos and images button in the add group. In the add videos and images dialog box, select the image or video that you want to add and then click on the open button to continue.

- (3) **Adding Audio or Sound:** Click the add sound button, and click add a sound option to the entire project. Select the sound file you wish to insert and then click the open button.
- (4) **Voiceover and Subtitle:** Grab a microphone and start speaking to record a clear voiceover directly in Animiz. During recording, you can press the stop button to finish your recording. Moreover, you can also add subtitles to your videos by clicking the subtitle button beside the record button.

Part 5. How to Add Objects to Animiz Animation Maker Video



Figure 5.6 Add Objects

- (1) **Adding Callout and Text:** You can add callout and text (captions or credits) to your video by clicking the add callout and text button
- (2) **Adding Shapes, Roles, and Animations:** Every object in your video can be dropped and dragged into canvas directly.

Part 6. How to Adjust Scene Duration in Animiz Animation Maker

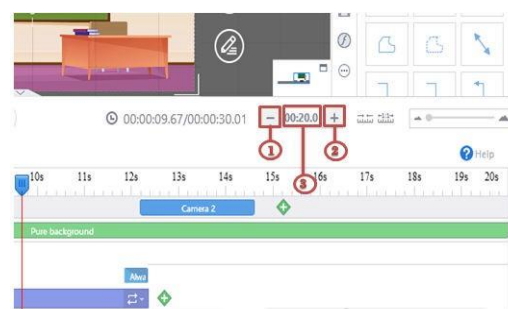


Figure 5.7 Adjust Scene Duration

- (1) **Decrease duration:** Click “—” on the right corner of the timeline to decrease the duration.
- (2) **Increase duration:** Click “+” on the right corner of the timeline to increase duration.

- (3) **Modify the duration:** On the right corner of the timeline, you can directly enter the time into the box to modify the scene duration

Part 7. How to Add Animation Effects



Figure 5.8 Add Animation Effects

- (1) **Customize objects' entrance, emphasis, and exit effects:** First, you need to add objects to the scene, and then click the object to make sure that it has been selected, and you need to go ahead to have double-click on the animation bar. At this moment, you can add or change animation effects
- (2) **Text Effects:** Double click on the animation bar of the selected text, and then double click the target text effect, you will quickly add it to the text.

Part 8. How to Export or Publish Animiz Animation Maker Video

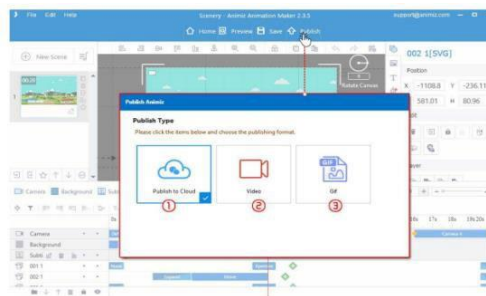


Figure 5.9 Publish Videos

Animiz provides you with three formats to publish your animation project. Publish it to (1) Cloud, (2) as Video, and (3) as Gif. Firstly, click “Publish” to enter the publishing window.

METHOD

This study was classified as a Research and Development (R & D) study due to the result in the form of a product, which was derived from Borg and Gall (2003) theory with some modifications, they are; (1) Gathering data and Information, (2) Analyzing students' need, (3) Designing media; (4) Validating media; (5) Revising media; (6) Final product.

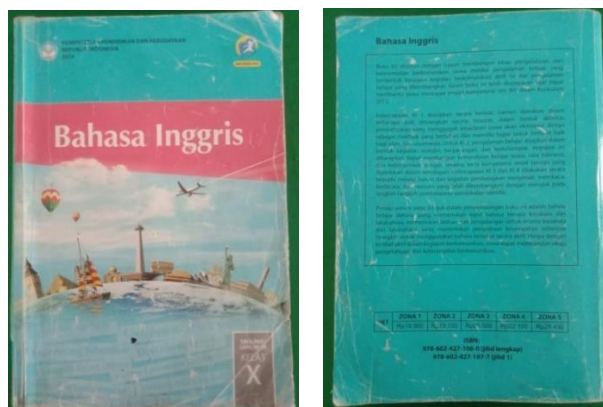
The data in this study were transcribed interviews, the existing media used in teaching writing descriptive text, and questionnaires results. The data source of this study were the English teacher and one class of the tenth-grade students of SMA Negeri 1 Medang Deras in the academic year 2021/2022. In this case, the researcher interviewed the English teacher to gain information about students' problems in learning English and the existing media used in the process of teaching and learning. Meanwhile, the questionnaire separated into two forms. The first questionnaire delivered to the students of the tenth graders of SMA Negeri 1 Medang Deras to collect information on the students' necessities, lacks, and wants thereafter referred to as student's need analysis. And the second questionnaire distributed to the experts to assess the product.

FINDINGS AND DISCUSSION

A. FINDINGS

1. Gathering Data and Information

After interviewing the English teacher of the tenth grade, it could be known that the English teacher and the students of the tenth grade in SMA Negeri 1 Medang Deras used the book got from the government that was entitled "Bahasa Inggris" to support the process of descriptive text writing. The appearance of the book was given below.



Since writing was categorized as a difficult learning process, the media being used was not very interesting to the students and less motivated them to learn how to write descriptive text.

2. Need Analysis

The questionnaire consisted of 16 questions that covered information about the target needs and learning needs. The collected data were analyzed by tabulation

No	Questions	Options	N	F	Percentages (%)
1.	English is important for me because	Continuing education to a higher level	25	20	80
2.	I learn writing descriptive text because	Carry out every task and learning activity effectively and efficiently	25	22	88
3.	What factors have the most influence on improving your English	Using media during the learning process	25	16	64
4.	What kind of learning media do you want in teaching learning descriptive text?	Audio Visual	25	21	84
5.	Which one is your English level proficiency	Basic	25	21	84
6.	What is your understanding of the descriptive text?	Less understand	25	15	60
7.	What kind of difficulties do you face in learning descriptive text?	I don't interest and feel bored with learning descriptive text	25	14	56
8.	In my opinion, the exercises of descriptive text should be:	In the beginning, the teacher should introduce the structure	25	10	40

		of the text			
9.	In my opinion, the material in the media should be :	All of them	25	12	48
10.	In my opinion, the clear instruction in the explanation is	Very necessary	25	20	80
11.	In my opinion, the color combination of the background and the letter in the media should be:	It has a good combination between the background and letter	25	21	84
12.	In my opinion, the picture that supports my understanding of material and sound in media is :	Very necessary	25	17	68
13.	The learning writing media should :	Be interesting	25	11	44
14.	How do you like the learning writing activity	Individual	25	10	40
15.	While I am learning to write descriptive text, I prefer to	Actively involved in class discussions that allow each student to convey suggestions and opinions on learning topics with teacher guidance	25	18	72
16.	In the learning process, I want the teacher acts as	Observer (teacher observes students' work and gives feedback to them)	25	10	40

Based on the results of the questionnaires, the students needed a learning media that can make their teaching-learning process easier for them to understand the descriptive text and also make their experience in learning the descriptive text become interactive, especially in the process of writing descriptive text.

3. Designing Media

The writing media were designed in several steps.

- a. The first step is planning; it consists of preparing the material or the script, preparing the background music, and designing the storyboard.
- b. In the second step, open the Animiz Animation Maker software that has been downloaded or installed on your PC or log in at <https://animiz.com/>.
- c. The third step, create the Animiz video. It consists of dividing the slides, adding the text, the background, the pictures, the sounds, and the characters to the slide, animating the object, and timing the slides.
- d. The fourth step, preview and save the Animiz video.
- e. The last step, publish or export the Animiz video. You can export it to a video format.

4. Validating by Experts

The developed media were validated by two experts, Indra Hartoyo, S.Pd., M.Hum. as English Lecturer, and Christina Voliana Sitorus, S.Pd. as English Teacher. The validation sheet was adapted from BSNP (Badan Standar Nasional Indonesia). Then the score of experts validation is presented below.

No	Items Assessed	Experts		Percentages	Criteria
		I	II		
1	Linguistic Aspect	32	35	96%	Excellent
2	Process/Setting				
3	Aspect and Product	30	31	87%	Excellent
	Content Aspect	26	28	90%	Excellent
4	Layout Aspect	24	23	92%	Excellent
	An overall assessment	112	117	92%	Excellent

The table above showed the average score of experts validation from the lecturer and the teacher. The validation of the media related to the four aspects given by the experts is 92%, so the assessment of the indicators is excellent. In general, based on the validation of some experts, these writing media were appropriate to be used by the tenth-grade students of SMA Negeri 1 Medang Deras.

5. Revising Media

There were some revisions as suggested by experts.

a. Indra Hartoyo, S.Pd., M.Hum., suggested as follows;

The media has been designed well, but to make it more interesting and get students' attention, you should design the media using voiceover, not all of it, just the dialogue part. Replace words or sentences that are difficult to understand and remove double-meaning words or sentences in the text.

b. Christina Voliana Sitorus, S.Pd., suggested as follows;

The learning media was already good. However, it would be better if you shorten the words in the explanation of the descriptive text and provide more pictures of familiar historical places to attract students' attention.

6. Final Product

After revising the media, the final product had been completed. The media was already based on the students' needs and appropriate to be used in the teaching-learning process which was able to enhance the students' enthusiasm and achievement.

B. DISCUSSION

The writing media were developed based on the result of needs analysis from the questionnaire, both target needs and learning needs. The media were validated and judged by the experts. The average score of expert's validation of are linguistic aspect, process aspect, product and content aspect, and layout aspect given by the experts is 92%. The media was already based on the students' needs and appropriate to be used in the teaching-learning process which was able to enhance the students' enthusiasm and achievement.

CONCLUSION

After analyzing the data gotten from interview and questionnaires results of the English teacher and the students at SMA Negeri 1 Medang Deras, the researcher concluded that the students existing writing media were not interesting, and also the media being used by the teacher was not effective enough to make the students understand about the descriptive text writing. They found it was difficult to write and make descriptive text which eventually brings them to be passive learners. They want to have interesting and effective media which motivate them to learn and write descriptive text. The solution for them was to develop new writing media. Developing media by using Animiz Animation Maker applied the R & D phases by Borg and Gall (2003) which were simplified into, (1) Gathering Data and Information; (2) Need Analysis; (3) Design Media; (4) Validate by experts; (5) Revision; (6) Final Product. The score of validation from the experts was 92% and it was categorized as relevant. It means that the media were valid and appropriate to use as learning media for writing a descriptive text for the tenth-grade students at SMA Negeri 1 Medang Deras.

REFERENCES

- Ainsworth, S. (2008). *The educational value of multiple-representations when learning complex scientific concepts*. Visualization: Theory and Practice in Science Education.
- Arikunto. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Arsyad, Azhar. (2009). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Arsyad, Azhar. (2011). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Ghaith, Ghazi. (2002). *The Nature of Writing Process*. Beirut: American University of Beirut. Retrieved on January 4, 2022 from: <http://nadabs.tripod.com/Ghaith-writing.html>.
- Harmer, J. (2004). *How to Teach Writing*. England. Oxford: Pearson Education Limited.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow: Pearson Longman.
- Harsyaf, et al. (2009). *Teaching Writing. Supplement Module*. Ministry of National Education: Center for Development and Empowerment of Language teachers and Education Personnel.
- Haryanto, D. A. (2015). *Students Perception on the Use of Video Animation to the Teaching of Listening at the First Graders' in SMA Negeri 1 Pakel*. Tulungagung: IAIN Tulungagung.
- Jacobs, H., Zinkgraf, S., Wormuth, D., Hartfiel, V., and Hughey, J. (1981). *Testing ESL Composition: A Practical Approach*. Massachusetts: Newbury House.
- Maqfirlana, L. S., Sunismi, & Fathani, A. H. (2019). Kemampuan Berpikir Reflektif dan Komunikasi Matematis Melalui Model Jucama Berbasis Neurosains Berbantuan Software Animiz Materi Segiempat Kelas VII. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 14(7), 57–68.
- Mayer, R. E., Hegarty, M., Mayer, S., & Campbell, J. (2005). When static media promote active learning: Annotated illustrations versus narrated animations in multimedia instruction. *Journal of Experimental Psychology: Applied*, 11, 256-265.

Pardiyono. (2006). *Writing Clues for Better Writing Competence*. Yogyakarta: Andi.

Pardiyono. (2007). *Pasti Bisa Teaching Genre Based Writing*. Yogyakarta: Andi Offset.

Peters, Keith, (2006), *Foundation Action Script Animation: Making Things Move*, USA.

Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2011). *Teknologi Pembelajaran dan media untuk belajar*. Jakarta: Kencana Prenada Media Group.

Walsh, K. (2010). *The importance of writing skills: Online tools to encourage success*. Retrieved December 29th, 2021 from <https://www.emergingedtech.com/2010/11/the-importance-of-writing-skills-online-tools-to-encourage-success/>