

EVALUATING THE EFFECTIVENESS OF ANIMAKER AS A PEDAGOGICAL TOOL IN TEACHING RECOUNT TEXTS: STUDENTS' INSIGHTS

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Abstract: This qualitative research delves into the perspectives of English as a Foreign Language (EFL) students regarding the utilization of Animaker as an educational tool for recount text materials. The study involved interviews with three EFL students hailing from an Indonesian private junior high school. The findings of this investigation unveiled six significant advantages associated with using Animaker in the learning process. Firstly, it simplified subject matter comprehension for students. Secondly, it facilitated the retention of lesson details. Thirdly, it contributed to improved classroom performance, ultimately resulting in higher grades. Fourthly, it rendered the learning process enjoyable, fostering a sense of motivation among students. Lastly, it streamlined vocabulary acquisition, making it more accessible. However, despite these advantages, students encountered challenges, particularly in dealing with complex vocabulary found within the recount text materials. To overcome these hurdles, they devised four strategies. These strategies encompassed seeking clarifications from teachers and peers, consulting bilingual and monolingual dictionaries, and deducing word meanings from contextual clues. Furthermore, the research revealed that Animaker effectively enhanced 21st-century literacy skills by combining digital literacy, global literacy, technological literacy, visual literacy, and information literacy. This, in turn, equipped students with valuable skills for thriving in today's technologically advanced society. In conclusion, the study highlighted the overwhelmingly positive perception of EFL students towards the use of Animaker as an educational medium for recount text materials. While students did encounter vocabulary challenges, they were proactive in employing various strategies to overcome these obstacles. This research holds implications for the development of technological resources in English language learning, benefiting both EFL students and educators.

Keywords: *Animaker; educational media; recount text; students' perceptions.*

INTRODUCTION

Recently, teachers are facing problems in teaching English because teachers are expected to guide students to become innovative, so teachers need to increase students' motivation by using interesting technology-based learning media. They are required to keep up with the times by utilizing technological sophistication so that learning that is integrated with technology is needed. Several factors hinder teacher skills in utilizing information and communication technology (ICT) as learning media, namely resistance to changes in ICT mastery and limited time to utilize ICT tools

(Ardika et al., 2023). The utilization of ICT as instructional media can optimize student understanding of the material and provide interesting learning activities. One interesting strategy that increases student motivation is the use of ICT which provides a lot of meaningful material using the Animaker application. Animaker can help teachers to make interesting animated videos because this application provides features to create motion effects making it suitable for giving explanations to students. This audio-visual media can increase students' attention and prepare them for learning because they are enthusiastic and

motivated in learning media that use animated videos that help provide an overview of material concepts in an easy way (Siregar, 2021). Some of the importance of using Animaker learning media are sharpening students' skills and abilities, motivating them to learn English vocabulary, increasing student enthusiasm for learning, increasing student understanding, and maintaining the level of student focus during learning.

With research studies released in the last four years, there has been a growing interest in studying Animaker-based animated videos utilized in learning and instructional media that are used in the recount text. Previous studies that discuss Animaker as an effective learning media are shown by the first to the fifth previous study, while the discussion about learning media used to teach recount text is shown by the sixth to the eighth previous study. First, Lathifah & Muhammad (2022) examined the perceptions of junior high school students regarding the Animaker application in vocabulary development during COVID-19. The results of the study show that using Animaker can increase vocabulary. This media can entertain students because the visuals that use cartoon analogies can attract the attention of students so that the concept of material designed by the teacher can be understood clearly, and students also do not get bored. This application makes students comfortable and motivated in learning.

Second, Amiruddin & Diani (2023) investigated the use of the Animaker application to increase the motivation of students of the Faculty of Economics and Business to learn the English part of speech. This study states that Animaker can increase students' learning motivation in learning the English part of speech because there are significant differences between students after they learn the English part of speech by applying the Animaker application. They experience greater enjoyment, interest, and zeal for studying. As a result of utilizing this application to learn, students have also reported feeling more confident and able to speak English fluently, which is another way they feel this application has benefited them.

Third, Anisa et al., (2023) researched designing Animaker in elementary school. The study's findings report that Animaker is the practical medium for teachers to convey subject matter because of the success with a high level of utility in using this application. This application is used to change the learning atmosphere to be fun and calm so that students can understand learning quickly and give students enthusiasm. This creative

teaching material can have an impact on the learning system in schools because teachers can operate this application easily using laptops and projectors, so this application can help teachers adapt to the times.

Fourth, Marpaung & Hambandima (2019) have finished a study on Animaker to advance students' understanding of digital storytelling in descriptive texts for writing classes. The study's findings demonstrate that Animaker can improve students' literacy levels since it inspires them to keep learning. This application can accommodate them in writing as their learning media. To meet the expectations of English language learning in the digital age, this media can also be used in collaborative projects to create digital storytelling products.

Fifth, Paino & Hutagalung (2022) have studied the use of Animaker in the creation of biographical texts among high school students. According to the study's findings, teachers can use this web-based tool to foster a more innovative learning environment, spark students' interest in the subject matter, and enhance their academic performance. The ability to create instructional materials on any device and modify videos are two benefits of this tool. Additionally, the information is accessible from any location and at any time. In light of this, using Animaker as a learning tool is acceptable and efficient.

Sixth, Dianti et al., (2023) conducted research intending to design learning media that can help teachers to teach recount text using local photographs for senior high school students. The finding stated that studying recount text with local photographs or visual aids based on local culture can increase student participation in class during learning, but this learning media is still not able to facilitate various types of recount text. Moreover, using local photographs can improve their reading skills. Therefore, the use of local photographs can support recount text teaching and learning activities, but the weakness is that local photographs are only limited to recount texts based on local culture.

Seventh, Johan et al., (2023) examined an investigation on learning media for teaching recount text using Google Classroom. The use of this media is an effective tool for teaching recount text to vocational high school students because there are significant differences between students who are taught using Google Classroom and students who are not taught using this media. They get an increase in writing skills.

Eighth, Gayatri & Gaffar (2023) did research on

picture series in high school students as learning media in recount text material. They claim that picture series can improve their writing skills in the recount text. In addition, this picture series increases students' writing motivation and they are also serious about learning because this media can create fun learning. They are also actively participating in learning.

Ninth, Haleem et al. (2022) did a research on the use of technology in education. The low quality of teaching, which arises from teachers' lack of subject expertise, lack of training, limited contact with students, time constraints, and lack of attentive instruction, is one of the problematic aspects of the field of education. As a result, digital technologies must be used when teaching in the classroom. The findings show that the usage of digital tools enhances the classroom environment and makes the teaching and learning process more engaging, inspirational, and meaningful since students are more engaged in learning when technology is present in the classroom. Teachers' ability to create instructional materials can be facilitated by the use of technology in education.

Tenth, Solihat et al. (2023) undertook a study on the extent of technological media use in English language instruction by English teachers in Indonesian private and public junior high schools using survey methodology. WhatsApp, PowerPoint, YouTube, and electronic learning are among the programs that English teachers frequently use; yet, the majority of them do not fully utilize technological media in teaching English. Apart from that, there is half of the total students at the school do not use technology, while the rest use laptops, cellphones, and laboratories. According to the study's findings, some schools still do not have the necessary infrastructure and resources to employ technology media effectively in English language instruction.

Eleventh, Laksmi et al. (2021) researched the use of animation in language learning using literature research methods that focused on the advantages of using video-based animation, namely PowToon, in teaching English. According to the study's findings, employing animated videos can greatly boost students' willingness to learn English. An audio-visual tool that might enhance students' receptive skills is video-based animation. Additionally, because this resource promotes thought and enhances the learning environment for students in the classroom, it helps students understand complex topics presented in textbooks and increases their recall. Additionally, this media can raise students' reading engagement and

concentration levels, which will demonstrate the student's commitment and excitement.

Twelfth, Nurdyansyah et al. (2020) did a study on how the usage of animation can improve primary school students' English achievement using the classroom action research methodology. According to the study's findings, using animation can considerably improve lower-grade primary school children's proficiency in learning English since it can make lessons more enjoyable. As a result, by actively participating in and contributing to the advancement of their profession, teachers can support learning activities that use animation as a medium and raise their level of digital literacy.

Because there is no research on using Animaker for recount text material, this research examines Animaker in recount text material. In addition, because the sixth, seventh, and eighth previous studies used only visual-based learning media to teach recount text such as using local photographs, Google Classroom, and picture series, this current research discusses audio-visual-based learning media used to teach recount text, especially on the animated video. Therefore, there is still no research that examines the perceptions of junior high school students in offline classes using Animaker as a learning media for the recount text material.

The first previous research only discussed the perceptions of junior high school students, limited to developing vocabulary during online classes during the COVID-19 outbreak. The second previous research only discussed increasing learning motivation in students of the Faculty of Economics and Business by using the Animaker application. The third previous study only investigated the Animaker design for elementary school students. The fourth previous study discussed the use of Animaker in digital storytelling in descriptive text for secondary-level students. The fifth previous research examines the use of Animaker in biographical text in high school students.

The ninth and tenth previous studies discussed technology in education. However, the ninth previous study was a review article that focused on the role of technology in education without mentioning specific digital applications. The tenth previous research only focused on the extent to which technology use in Indonesian schools at the junior high school level used quantitative methods, and it turns out the research results stated that the use of this technology was not optimal. The eleventh and twelfth previous studies focused on the use of animation in language learning because of the importance of the use of technology in EFL

language classes. The eleventh previous research used research method literature which only focused on advantages without discussing difficulties and strategies that can be used by students in learning English, and this research also did not discuss it in the context of recount text, but this research discussed it in the context of increasing motivation in learning English. The twelfth previous research only focused on improving English achievement in lower elementary school students without discussing the role of animation in learning vocabulary or other language aspects, and this research also used the Classroom Action Research method.

Because most of the previous research did not use a qualitative research design, the current research uses a qualitative research design. In addition, in the discussion section, most of the previous studies did not state whether the results of the findings were in accordance or contradictory with previous research, so the current research will discuss more deeply the utilization of Animaker. The previous studies above discussed only the advantages of using Animaker, no study explained the advantages, challenges, and strategies all at once. Therefore, this study focuses on three main topics namely advantages, challenges, and strategies of using Animaker as a learning media in the recount text. To fill this gap, researchers researched junior high school students about using Animaker as the learning media in the recount text material based on their perception. The research goal is to investigate the advantages students get, the challenges students face, and the strategies students use when learning the recount text using the Animaker application that shows animated videos. Therefore, the following three research problems were addressed: 1). What advantages do students get when learning to recount text using the Animaker application that shows animated videos? 2). What challenges do students face when learning to recount text using the Animaker application that shows animated videos? 3). What strategies do students use when learning to recount text using the Animaker application that shows animated videos?

METHOD

This study used a qualitative research design because it fits the research context, namely describing the perceptions of junior high school students about animated videos using Animaker which was used as learning media. This approach was designed to gather more thorough information about students' perceptions, which was used to

assess Animaker's advantages, challenges, and strategies. Transcripts of interviews were used to gather data. Information was gathered from junior high school students attending a private school in Malang, East Java, Indonesia. The reason why researchers chose this school for research was that the English teachers admitted that the student's interest in English lessons at the school was still very low, so the teacher provided learning media using photos and invited students to study outside the classroom when learning English, especially when learning about recount text. Therefore, English teachers still did not use technology-based learning media when teaching, so researchers conducted research using technology-based audio-visual learning media, namely Animaker, for learning English, especially recount text material. Three participants responded to a series of interview questions to gather research data. They were questioned about their experiences when learning to use animated videos using the Animaker application, especially about the advantages, challenges, and strategies of this application.

The interview was the primary research instrument. An interview was performed to understand more about students' perceptions of the advantages, challenges, and strategies of animated videos using the Animaker application when learning English in the recount text material, so three main interview questions were addressed. Semi-structured interviews were employed by researchers to learn more candidly about participants' perceptions. The interview was conducted using Indonesian. One hour was spent on the interview. The field notes contained the outcomes of the interviews. The researcher then used the interview's findings to identify follow-ups.

The selected participants were eighth-grade students. They were second-semester students because at that time they were receiving lessons in recount text. The top three students who scored the best on recount texts were chosen. They consisted of three females, and they were 14 years old. The research objectives were met by choosing participants with high test scores in the recount text questions and those who were most knowledgeable about the advantages, challenges, and strategies of utilizing the Animaker application to study English in the recount text lesson. This study used purposeful sampling to choose the students who were interviewed. Students with a score of 95 were chosen to participate in the interview because initially twenty one students in one class had

answered questions about recount text after learning recount text using Animaker, but the researcher only took students who got the highest score on the test. Apart from the fact that they got the highest scores on the test, they were also students who were able to express their perceptions with comprehensive answers regarding Animaker in general when the researcher tried to ask each student one by one so that the researcher considered that the three students were students who had potential to be interviewed. Therefore, they were chosen because they offered the most thorough understanding of the data related to this research topic. Researchers also received recommendations from their English teachers to investigate their perceptions. Additionally,

Data from the interview was analyzed. As part of the interview data analysis process, the researcher organized and evaluated the data, coded the data, and explained the meaning of the encoded data. To determine which information was significant and pertinent to the research questions, the researcher first created interview transcripts from interview recordings. Then, the researcher encoded the data to create a systematic description by looking for relevant keywords in the interview transcripts. In the third step, the researcher decided whether the data results were consistent with earlier research or not, which was a form of topic interpretation.

RESULTS AND DISCUSSION

The advantages of Animaker as learning media

Three participants were interviewed and related to the advantages of the Animaker application as a learning media that presents animated videos. When asked about the advantages of the Animaker application, students feel that they easily understand recount text material when the material is displayed using an animated videos-based Animaker application because these videos use the appearance of interesting animated characters and clear sound. Moreover, the explanations in these videos are clear.

“I can hear the message being delivered because of the clear audio the video produces, which also makes it simpler for me to comprehend the recount text materials. Besides that, I find it helpful to understand recount text material after the teacher uses fascinating animated videos so that I understand the characteristics of recount text. Now I am aware of which is a time adverb and which is a sequence adverb.” (Participant 1)

Not only did Participant 1 state that Animaker

based on video animation helped to comprehend the contents of the lesson delivered by this application, but also Participant 2 stated that this learning media made their understanding of recount text better. Then, the use of animated videos using Animaker assists in remembering the lesson conveyed in the recount text. Students become more active in learning when using animated videos. The use of Animaker aids students to learn to recount text easily.

“The video has good quality and is very suitable for the material presented, namely recount text material. I can better understand material using videos because I prefer listening to stories with videos. So animated videos make learning easy. The video helps me remember material about recount text. So I feel that I can understand more easily if the lessons are presented using animated videos. I am more excited about learning to study recount text material using animated videos. I feel happy with this way of learning. I hope this way of learning can be applied in all lessons.” (Participant 2)

In addition, Participant 3 experienced an increase in the score of the recount text material, and the participant also did not feel bored when learning English using this learning media. The student also felt motivated to learn English. The participant also felt helped and happy with this animated video because this media helps to learn vocabulary.

“Learning using animated videos made my score increase in recount text material. It is a lot of fun learning using this technology. Learning recount text requires watching animated videos. I do not feel bored when the teacher uses animated videos in learning the recount text. I find it helpful to understand the recount text material with the video because the video explains the entire contents of the material clearly. I am motivated to learn more. The animated videos help me understand new vocabulary.” (Participant 3)

Therefore, there are six advantages of learning media that use animated videos with the Animaker application. First, the Animaker assists the students in understanding the lesson. Second, this application makes it easier for them to remember the lesson information that has been delivered. Third, this application acts as an intermediary to improve their performance in answering tasks related to the material that has been presented. Fourth, Animaker makes learning fun because students do not get bored. Fifth, this application

can increase the student's motivation. Lastly, Animaker makes it easier for them to learn English vocabulary.

The challenges of Animaker as learning media

Then, they were asked about the challenges of the Animaker application as a learning media that shows animated videos. Participant 1 said that ignorance of difficult vocabulary caused challenges in this learning media to appear which sometimes affected the understanding of some recount texts.

“When learning to use Animaker, I had challenges in understanding some recount text in terms of vocabulary. This challenge is because I do not understand some of the difficult vocabulary. I am also quite a difficulty translating these words.” (Participant 1)

Participant 2 also claimed that difficulties in translating vocabulary were also the difficulties they faced. The inability to interpret is a weakness that is owned. As a result, translating from English to Indonesian and from Indonesian to English is a problem in using Animaker as an animated video-based learning media in the recount text material when the video is not fully explained in Indonesian. A need for teacher guidance to explain the source language as a whole to facilitate the process of interpreting students in terms of vocabulary.

“I have a challenge in interpreting English vocabulary. I sometimes have difficulty translating vocabulary from English to Indonesian and vice versa, even though the English learning videos have been not fully explained in Indonesian.” (Participant 2)

Participant 3 also experienced difficulties in the vocabulary aspect. When only using an offline dictionary as a way to make it easier to find the meaning of a vocabulary, it makes it difficult for them to find the right meaning and sometimes they do not even find it. There is a need to increase online translation tools that can be an alternative to this part of the vocabulary problem. Lack of vocabulary is a problem in facilitating their learning using animated video-based Animaker.

“I sometimes do not understand the meaning of sentences. I also lack vocabulary. In addition, when I want to look up difficult words, I cannot find the meaning of the sentence in the offline dictionary.” (Participant 3)

The students stated that they had challenges in the vocabulary section. They have difficulty translating difficult vocabulary when learning recount text as shown in an animated video using the Animaker application. Therefore, they have challenges in the vocabulary part that make them not understand the meaning of the recount text materials when learning using animated videos.

The strategies to overcome the challenges in using Animaker as learning media

After that, they were questioned about the strategies they used to overcome challenges they encountered when learning the recount text using the Animaker application as a learning media that displays animated videos. Participant 1 explained that there were several strategies used to overcome the challenges in vocabulary. Asking for explanations regarding difficult vocabulary is a way that can be done. Not only asking the teacher for an explanation but also asking colleagues for an explanation is beneficial. Moreover, the use of Google Translate as an online translation tool is also a strategy that has an impact on the success of mastering new vocabulary that they have never known.

“My first strategy is to ask my teacher for further clarification of vocabulary I do not understand. I also ask my friends. My second strategy is to use Google Translate to overcome my difficulties. I think that using Google Translate is the efficient way.” (Participant 1)

Participant 2 used several strategies for difficulties in vocabulary. The use of the monolingual dictionary helps find the meaning of words correctly so that students get the meaning according to the context. In addition, the use of a bilingual dictionary assists students in ensuring the correct meaning of words because they can check the vocabulary from English to Indonesian and vice versa.

“When I find difficult vocabulary words, I look them up on the internet, especially in monolingual dictionaries. Usually, I use the Merriam-Webster Dictionary and Cambridge Dictionary. Besides that, I also use a bilingual dictionary because it can help me when I want to translate English to Indonesian and vice versa to make sure that the meaning of that word is correct. So, I can check the result of the translation appropriately.” (Participant 2)

Participant 3 utilized both offline and online dictionaries to find word definitions more quickly. Additionally, guessing challenging vocabulary by reading the entire passage helps determine the meaning of the word based on context.

“The strategy that I use when I have difficulty with vocabulary is that I do not only use offline dictionaries but also online dictionaries. I use offline and online dictionaries because usually, offline dictionaries are not very complete when looking for words that are difficult or that we never know. My second strategy is that guess the meaning of the difficult vocabulary from the whole word in a sentence that is suitable with the context.” (Participant 3)

The students demonstrated that they overcame their challenges by using several strategies. They asked their teachers and their peers to assist them. They used not only offline dictionaries but also online dictionaries like Google Translate. In addition, the students used monolingual dictionaries such as Merriam-Webster and Cambridge Dictionary. Additionally, they predict the vocabulary definition from the context. Therefore, there were four strategies they used. The first strategy was using guidance from their teachers. The second strategy was using bilingual dictionaries. The third strategy was using monolingual dictionaries. The last strategy was guessing meaning from the context.

According to the interview results, there are six advantages of Animaker as a learning media. Students who use this media to learn can grasp concepts more quickly and become more passionate about what they are learning. The first advantage is that Animaker makes the students comprehend the material easily. The finding of this study is supported by Rahmawati & Ramadan (2021) who stated that if the learning material is presented in a clear and fun way, such as by using animated videos as one of the technological developments, even difficult subjects can be easily absorbed. There are auditory and visual components in Animaker-based learning animation videos that attract students' attention to the material being discussed and stimulate their minds while studying. Because of the visuals, which can help students better understand the contents of learning, the learning process will be more engaging. Students' understanding of learning becomes fast because students are excited when they learn to use Animaker (Anisa et al., 2023). As a result, interactive video media helped students understand the information that teachers

were presenting to them.

Then, the students can quickly recall the information that was shown in the animated video. The second advantage is that Animaker can make it easy for students to remember information about the lessons that have been presented. The finding of this study corresponds with the investigation discovered by Nurmatov et al. (2023) who discussed that the advantage that students get when they are given learning media related to technology such as using animated videos is that they can store information in their memory for a long time. EFL students can better retain the information they see and hear with the aid of this audio-visual learning media in English. This finding is also further reinforced by Agustini et al. (2023) who mentioned that learning media that used animated videos was interesting learning media that could improve students' memory. Students can store material that has been given through modern learning media for a long time compared to conventional learning media.

Moreover, students who use animated videos in their learning materials are more involved and focused so that they can perform their ability well in learning. The third advantage is that students' learning achievement increases when learning uses animated video-based media. This finding is consistent with the research found by Hanif (2020) that has demonstrated that using animated videos to promote new learning material effectively raises student achievement. There are noticeable disparities in the cognitive learning outcomes between the two classes when learning is conducted in courses using video-animation-based media as opposed to classes conducting learning in conventional media. As a result, the use of animated video-based learning materials has a significant impact on cognitive learning outcomes because the interactive motion graphic features meet students' needs in active learning settings, making it simpler to integrate this learning material with the student-centered method in the classroom and foster an active learning environment. Academic performance among students improves after a teacher presents animated videos created with Animaker to complement a cutting-edge learning environment (Paino & Hutagalung, 2022).

Furthermore, video animations created to explain recount text material can foster joyful learning. The fourth advantage is that students do not feel bored and ignorant in class during learning because the learning media used are not still images but interactive animated videos. Interactive animated video-based media is media that can help

students pay attention to learning more easily, and this also affects their concentration in learning. Learning could be made fascinating with the help of animated videos that feature humorous and intriguing imagery, which can encourage students to become more committed and enthusiastic about their studies. The educational environment is made more enjoyable by the use of animated videos created with Animaker, so the learning atmosphere is not boring. The finding of this study was also supported by research discovered by Tafani & Kamaludin (2023), which asserts that one benefit of video-based learning media is to create captivating learning experiences that convey factual information through attractive animations. One of the key ways to increase students' interest in learning is to create a fun learning environment, specifically by using interactive animated videos and relating content to real-world situations. In addition, it can beautify the appearance of the learning process, facilitate learning arrangements, and draw students' attention. Animated videos increase learning interest and improve the effectiveness of English language instruction (Ridha et al., 2022). As a consequence, Animaker can create a fascinating learning atmosphere for EFL students who learn the recount text.

Next, the students can study more effectively with the aid of the Animaker since animation boosts both motivation and enthusiasm for learning. The fifth advantage is that students feel motivated to learn when the learning media uses animated videos based on Animaker. The research's finding is supported by a study done by Amali et al. (2020) who demonstrated that because the learning materials include abstract concepts, animated movies encourage students to learn. Additionally, this type of educational media can boost creativity and help students think more critically. After utilizing Animaker to learn English, students' motivation has grown (Amiruddin & Diani, 2023). Students are motivated because learning is not dominated by the teacher, and there are interesting innovations in learning. Because the learning environment is enjoyable, the usage of this learning media is an alternative that has a significant impact on student motivation, making it simpler for teachers to present material. As a result, Animaker has a good impact on students because this media also increases their self-confidence and sense of satisfaction with their educational experiences, and learning materials with animated videos could enhance students' motivation and interest.

After that, because the animated video has both

written and moving images, the students could easily understand the words being presented, which helped them build their vocabulary. The last advantage is that the Animaker can expand their English vocabulary. The result of this study is following research conducted by Siregar et al. (2021) who revealed that students can quickly acquire English vocabulary with the use of animated video-based learning materials. Junior high school student's vocabulary improves as a result of Animaker's ability to amuse them with appealing graphics and make vocabulary learning fun (Lathifah & Muhammad, 2022). If students pay closer attention to the vocabulary used in the learning videos, it will be simpler for them to memorize it and comprehend its meaning. The result of this study is also strengthened by research conducted by Rahayu et al. (2021) who mentioned that animated videos can help students in positive cognitive, emotional, and behavioral engagement when learning vocabulary. In cognitive engagement, their vocabulary collection increases through animated videos besides being able to help represent material. The students were able to mention the vocabulary they learned and were able to state its meaning. In terms of emotional involvement, they had positive reactions when learning vocabulary through animated videos so their emotional involvement was positive because the animated videos had interesting songs, sounds, and animations. In behavioral engagement, vocabulary learning can also attract active student participation through animated video-based learning media because they can hold discussions with their peers and with their teachers if there is material or vocabulary they do not understand. Furthermore, Amirreza (2019) also stated that watching animated videos can accidentally help EFL students broaden their vocabulary since they hear words used in meaningful context. Therefore, audio-visual materials can enhance the students' knowledge of English vocabulary.

It turned out that EFL students experienced challenges when learning media using Animaker-based animated videos during recount text lessons. They had difficulty interpreting the message from the animated video when faced with very difficult vocabulary. The challenge they face is difficulty in terms of vocabulary. Even though their vocabulary knowledge increases by using this learning media, they have problems translating difficult vocabulary, especially vocabulary that is not written in the video. This result conforms with a study done by Puteri et al. (2022), who argue that while animated movies are entertaining

educational tools that can help students learn vocabulary, they can also provide unique problems to individual learners. The students encounter several vocabulary-related issues, such as mispronunciation, misspelling, and difficulty understanding English vocabulary in the context of content words that are difficult for them as a result of the speaker's rapid speech. In addition, another cause is the lack of exposure to English among EFL students. Efforts that can be taken so that students can correctly understand how to pronounce vocabulary and write vocabulary with the correct spelling are the need for repetition. They have difficulty pronouncing the vocabulary because they are used to pronouncing the Indonesian alphabet. Students experience difficulties and fear in vocabulary because English is a foreign language for them, and they lack motivation (Albadri et al., 2022).

The difficulties that EFL students face in terms of vocabulary such as difficulty understanding vocabulary in difficult contexts and difficulties in translating the challenging vocabulary. The finding of this study is further confirmed by the research described by Machfudi & Afidah, (2022), who noted that students experienced several challenges in terms of vocabulary and several factors that influenced it. The first challenge is the difficulty in translating words from English to Indonesian and vice versa. The second challenge is the difficulty in understanding the meaning of vocabulary, pronunciation, spelling, and memorizing English vocabulary. Due to the students' inadequate proficiency in English, they struggle in terms of vocabulary because they find it difficult to understand challenging vocabulary, so they need the help of a dictionary (Aprianto & Heriyawati, 2020). Several factors cause challenges to students when learning to master English vocabulary. The first factor is their reluctance to open a dictionary. The second factor is a lack of enthusiasm for English study. The third factor is the absence of suitable resources for vocabulary learning. The fourth factor is the learning environment or friends who do not support learning English vocabulary.

There are four strategies used by EFL students to overcome the challenges in the term vocabulary when they use Animaker as a learning media in recount text. Students' vocabulary knowledge can be greatly impacted by assistance from teachers or peers since they can clarify the meaning of the vocabulary and offer pronunciation corrections. Their first strategy is asking for further explanation from teachers' guidance and peers' assistance. When students consult with their teachers or are

involved with their peers to translate or explain the meaning of lexis that students do not know, it is a social strategy used in vocabulary learning strategies. This finding is consistent with the research found by Utomo et al. (2022) who claimed that social strategies that ask others for clarification or information about difficult vocabulary can enhance language learning. Students can ask for definitions, synonyms, or translations of difficult vocabulary they do not know by asking their teacher or peers for help.

In addition, due to their poor level of English proficiency, EFL students still frequently utilize bilingual dictionaries. The second strategy is using a bilingual dictionary. The finding has been corroborated by Abbasi et al. (2019) who stated that students utilize bilingual dictionaries because they assist them in translating vocabulary to enhance their study of English. Bilingual dictionaries are also conveniently accessible, which is another justification. Because students must infer or assume the meaning of the terminology from monolingual dictionaries, bilingual dictionaries are preferred for learning translation to acquire specific responses. The bilingual dictionary's definitions are written in a style that is very simple to understand, which encourages EFL students to use it.

In the use of bilingual dictionaries, the students used Google Translate apart from offline bilingual dictionaries. This finding is supported by Musk (2022) who explained that Google Translate can help students overcome challenges in lexical terms. There is a positive response to the use of this tool as a strategy in terms of vocabulary. This finding also follows the statement of Tsai (2020) who claims that Google Translate as an online translation tool (OTT) can assist students such as reducing their spelling mistakes and providing knowledge of the meaning of vocabulary. Text can be automatically and instantly translated into the target language using Google Translate (de la Vall & Araya, 2023). There are several other advantages if students use Google Translate to overcome their challenges in terms of vocabulary. The first advantage is low cost. The second advantage is the ease of accessing the application. The third advantage is speeding up the translation process.

Additionally, monolingual dictionaries are favored while learning foreign languages since they give a very thorough description, assisting students in thinking about the target language and assisting them in becoming fluent in that language. Their third strategy is using a monolingual

dictionary. This finding is in line with research conducted by Suryanudin (2020) who found that the monolingual English dictionary is a very helpful tool that includes several useful features in terms of vocabulary. First, it can be used to confirm the definition of the word. Second, it can be used to consult usage by looking at example sentences. Third, it can be used to check spelling. Online monolingual dictionaries can educate students about collocations, synonyms, and words connected to semantics so that they can potentially expand their vocabulary (Ptasznik, 2023). Using this online monolingual dictionary can save time for students.

Lastly, the students guess the meaning of the textual context to learn the meaning of new words. The last strategy is guessing meaning from the context. This finding was confirmed by Alzahrani & Alqurashi (2023) who reported that one of the most widely used strategies in vocabulary learning was guessing the meaning of words from the available context. Thus, guessing meaning from the context strategy is classified as a determination strategy. It is a strategy used by students without the help of others so that the strategy for guessing words according to the context allows students to learn independently in finding the meaning of vocabulary.

Therefore, Animaker is a tool that integrates information literacy, visual literacy, technological literacy, global literacy, and digital literacy to create 21st-century literacy abilities. The capacity to communicate, have discussions, collect knowledge, and ask for assistance online is known as digital literacy. The capacity to read and understand texts from a broad perspective is known as global literacy. The capacity to use technology to enhance learning is known as acquired technological literacy. The capacity to comprehend and communicate through visuals is known as visual literacy. The capacity to gather and analyze information is known as acquired information literacy. However, this study has limitations. The first limitation is the tiny sample size since only three individuals were interviewed. The second limitation is the possibility of bias because all participants are female.

CONCLUSION

This study argues that students have a positive perception of using Animaker as a learning medium in recount text because they get several advantages. The advantages they get such as the ease of understanding and remembering the material that has been presented because the

animated video is displayed clearly and attractively so that it can stimulate their thinking. Furthermore, the increase in value and activity in the class they get from interactive animated videos can improve an active learning environment that can be integrated with student-centered learning. Then, the learning atmosphere becomes fun because animated videos can beautify the appearance of the teaching and learning process which can increase interest in teaching to increase student learning motivation. Students' vocabulary knowledge develops with the Animaker learning media, but students still experience challenges in terms of vocabulary, especially difficult vocabulary where they have difficulty translating vocabulary because they still lack exposure to English, lack interest in English, and lack supporting facilities in learning vocabulary. When they face challenges in terms of vocabulary, they use social strategies (with the help of others) such as asking teachers and colleagues, and determination strategies (without the help of others) such as using monolingual and bilingual dictionaries and guessing meaning from context. The implication of this research's findings will aid the development of English instructional media that use technology for the English language education sector in Indonesia, especially in the recount text material. In addition, this study's implications will be beneficial for EFL students and English teachers in learning English. For EFL students, this research is expected to help them improve their knowledge and their enthusiasm for learning English, especially in the recount text lessons using animated video-based Animaker and strategies they can do if they experience difficulties when learning using media. this learning. For English teachers, they need to create technology-based learning media that attracts the eyes and attention of students so that teachers can facilitate and guide teaching and learning activities properly. The findings of this study have practical applications. First, this study offers useful knowledge for EFL students and English teachers, as it can assist them in learning both the advantages of using Animaker to learn English and the potential challenges of such a technology-based media. Aside from that, this research helps them try to utilize the proper method after encountering similar challenges when learning English using Animaker, particularly when learning recount text, so they can effectively practice learning English using Animaker. However, this research does not examine students using a questionnaire that can involve more students to get a larger sample size. Therefore, future researchers can conduct research

using research methods that are different from the current research methods regarding the use of Animaker as a learning media.

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