

DESIGNING ANIMATED VIDEO AS SUPPLEMENTARY MATERIALS OF SIMPLE PAST TENSE IN WRITING RECOUNT TEXT

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Abstract

This research was aimed to design ANEMO; an animated explainer video as the supplementary materials of simple past tense in writing recount text. This developmental research was conducted to find out the performance gap in the learning process caused by the probability of the insufficient materials in the teaching sources. There were four phases of ADDIE instructional design applied namely Analyzing, Designing, Developing, and Evaluation. The ANEMO was created for about 20 minutes for the teaching material (introduction to recount text and simple past tense) and 15 minutes more for the simple past tense exercises. The animated video was completed by voice over and appropriate learning materials, so that, the learners would only need to watch, listen and follow the learning instructions. Last, the product was assessed by two validators according to 20 evaluation statements asking about three aspects of content appropriateness, instructional design, and the technical design of the product. The total score of the assessment rubric was 95% and 93.75% which categorized as very good. In sum, the product has been well-developed and has met both the teacher and students' need as supplementary materials to support the teaching of simple past tense in writing recount text.

Keywords: *Animated Video, Supplementary, Simple Past Tense, Recount Text.*

INTRODUCTION

In learning English, grammar is an essential part as the learners are assumed to use the grammatical form in their language production for both spoken and written. Since the learners' grammar capabilities and comprehensions will affect their language performance, encouraging them to learn the grammar is becoming the educators' responsibility. Mostly, the learners' perception of the difficulty in learning grammar and their anxiety about making mistakes regularly make their motivation decrease then results in some errors. In the grammar learning process, the educator also absolutely needs to aware of the students' individual factors such as their diverse learning style and self-motivation in studying since it will influence the learning situation in

the classroom. The current students' need for an enjoyable and relax learning situation indicate that the educator needs to be creative in choosing appropriate sources or teaching materials for them. The educators are assumed to deliver the lesson, but on the other side, the teaching process of grammar must not give a burden to the learners.

As one of the standard competencies in 2013 curriculum, specifically at the point 4.11.2, it is mentioned that the eighth grade students are expected to be able to write a recount text by considering the grammar which is simple past tense accurately. In the process of writing recount text, the students need to be aware of the use of simple past tense and the words diction related to the past time. The simple past tense is a verb tense

which generally talks about the completed activity that happened in the past (Sargeant, 2007). In sum, there are two kinds of verbs in simple past tense that need to be learned by the students, there are the regular and irregular verbs. Besides, Recount text tells about someone's experience or event in the past which structured by orientation, chronologically-ordered events and re-orientation (Hyland, 2009). Unfortunately, in the actual teaching process, the English teacher still found some issues or problems during her grammar teaching according to the interview done by the researcher. As stated in the 2013 curriculum, the students have to master the simple past tense first so that they are able to make sentence appropriately in writing the recount text. In fact, the eighth grade students tended to make mistakes in differentiating between the past verbs, for example, which one is the verb 1 or verb 2. Then, because of their incapability in using the simple past tense properly, they became passive in the classroom and lost their interest to write the recount text. Moreover, it was difficult to encourage them to be more active in the grammar learning. This situation results in their simple past tense mastery which is still below average. Furthermore, the teaching resources used during the grammar learning were not comprehensive enough to support the teaching process and encourage them to learn. Then this means it is really necessary to find the proper teaching materials for the students in learning the simple past tense before writing their recount text.

Richards and Schmidt (2010, p. 354) describe the teaching material is "anything which can be used by teachers or learners to facilitate the learning of a language. Materials may be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, audio or video form, on CD-ROMS, on the Internet or through live performance or display." This day, the implementation of audio-visual as teaching media becomes more popular than before, since it brings numerous advantages in facilitating the learning. A preceding study by Abdo and Al

– Awabdeh in the "Neurological Study of How Students Learn and Retain English Grammar" journal (2017) mention that using animated video in explaining English grammar rules will provide an entertaining and efficient atmosphere where the students enjoy the animation videos then retain more rather than learning in a traditional way (through drills and grammar exercises from a workbook). Movies or videos can be considered as visual multimedia that most well-known by the students since it can be found in most part of our 21'st century life. This is one of the advantages of using animated video or movie as a multimedia in teaching and learning process. Moreover, Gilakjani (2012) points out there are three rationales for using multimedia in the classroom; (1) to raise interest level, (2) to enhance understanding, and (3) to increase memorability.

The researcher believes videos present the visual elements that enable the students to understand the lesson being taught better and can be used as an alternative supplementary aid for promoting a fun learning. Thus, the researcher designed an animated video named ANEMO; the acronym of animated presentation video as supplementary materials of simple past tense in writing recount text. Wright (2005, p. 1) mentions "The word animate comes from the Latin verb "animare" which means to make alive or to fill with breath." The animated video in this research means a multimedia teaching video that uses the images, movie clips, scenes, or the full animations. The type of the animated video in this study is belonging to the expository animation that conveys expository or informative content for the learners (Xiao, 2013). This expository animation means the learners needed to watch the expository content of the animated video in order to learn the material and the animated video would explain the material to them. The researcher created the animated video for about 20 minutes for the teaching materials and other 15 minutes for the simple past tense exercises. The final product's construction will look like a video book. In

each part and section of the product was completed by the instruction or guidance (voice-over) so that, the learners would only need to watch, listen and follow the learning instructions.

Andresen and Brink point out (2013, p. 25) “often, presentations supported by attractive images or animations are visually more appealing than static texts, and they can support the appearance of emotions to complement the information presented.” It is will help them to learn psychologically by activating their cognitive process and without being burdened in the learning process. Andersen and Brink (2013) also state the multimedia that integrates with images, sound, video, animation and simulations to portray the learning content are more appealing to many types of learning, like some students will profit more from learning by reading, some by hearing and some by watching and so on. A fun way of teaching is considered able to lower the students’ affective filter and support the students who have diverse learning style to acquire the lesson (Abdo & Al-Awabdeh, 2017). That is why the animated video as multimedia is expected to stimulate the learner’s interest and trigger them to transfer their knowledge actively, so the grammar knowledge will be memorized and retain longer. Additionally, Gilakjani (2012, p. 60) explains “cognition, or mental activity, involves the acquisition, storage, and use of knowledge, and learning is not to acquire knowledge in a passive way but initiative procedure of information acquisition depending on learners’ attitudes, demands, interests, habits, and their own backgrounds.” Learner as an individual in cognitive psychology is considered as an active information receiver that able to organize the new information to their previously acquired knowledge.

The ANEMO was constructed by the researcher with the aim of stimulating the learner’s interest and trigger them to transfer their knowledge actively. Mayer (2009, p. 3) mentions types of view in multimedia learning that “multimedia message can be based on delivery media (e.g., amplified

speaker and computer screen), presentation mode (e.g., words and pictures) or sensory modalities (e.g., auditory and visual). The views represent how multimedia relates to human sense and affect their learning process. The researcher also believes the animated video that had been created based on these three views in learning will assist the eighth grade students of SMP Negeri 13 Pontianak to be able to understand the learning materials of simple past tense better.

METHOD

In accordance with the researcher’s aim in designing a supplementary material, the researcher used Development Research as the design of this study. Richey and Klein (2007, p. 156) defined development research as “the systematic study of design, development, and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development.” In addition, Tomlinson (2011) states materials development refers to the processes by practitioners who produce or use the materials for language teaching and learning, including materials evaluation, their adaptation, design, production, exploitation, and research. Since every student learns in different ways, the aim of the researcher is to provide and design a product that will foster the students’ motivation to learn simple past tense then influence their learning outcomes of writing recount text. This research was conducted in SMP 13 Pontianak on the eighth grade students in academic year 2017/2018. The subject of this research was the English teacher and the eighth grade students.

Furthermore, the researcher used the instructional model from Branch (2009) which consists of five phases of the ADDIE model; there are analyzing, designing, developing, implementing, and evaluating. But in this developmental study, the research only used the four phases, which are analyzing, designing, developing and evaluating.

First, the purpose of analyzing phase was to recognize the possibility of the causes of the performance gap in the learning process (Branch, 2009). In this phase, the researcher conducted an interview with the eighth grade English teacher to get some information about the probability of the insufficient in the teaching sources as well as the students' needs in learning the simple past tense. The researcher ran a Semi-structured interview, in which the interviewee was being asked the good sequence of questions that have been decided in advance by the researcher (Cohen, Manion, & Morrison, 2007).

Then in the designing phase, the researcher started to draft and design the construction of the teaching media based on the result of the interview with the English teacher. The researcher also conducted the documentation technique to collect and select the suitable materials to be presented in the product from the books, articles, internet journals, and so on.

In the developing phase, the researcher produced the learning resources, including the content, supporting media, and developed the guidelines for both the teacher and the students (Branch, 2009). In this phase, the researcher started to construct the product using the chosen software. Next, the researcher also provided guidelines for the teacher in using the animated video "ANEMO" with the aim that the teaching and learning process would be more effective.

At last, the researcher provided an assessment rubric and gave it to the validators in the evaluating phase. The validators assessed and validated the quality of the animated video whether it is appropriate to support the teaching material of Simple past tense. The feedback from the validators would help to make the product better in the future. To validate the data of this study, the researcher used the "triangulate" strategy which is a strategy to validate different data sources of information by investigating the evidence and using it to construct a logical validation or an explanation for the certain matter or subject

in research (Cresswell, 2014). The researcher measured the tendency of the informants' feedback from the assessment rubric results and here are the four points of measurement to check the research subjects' agreement with the given statements.

Table 1. Points of Measurement

Point of measurement	Agreement level
1	Strongly disagree
2	Disagree
3	Agree
4	Strongly Agree

(Adapted from Andina in 2016)

Next, the total point of the assessment rubric then was being measured by the following formula:

$$P = \frac{\text{Total Score}}{\text{Amount of Point} \times \text{Amount of categories}} \times 100$$

P = the percentage

(Adapted from Ary, D., Jacobs, L.C., Sorensen, C., & Razavieh, A., 2010)

The formula above was being used in measuring the tendency of the informant's feedback. After got the result of the tendency point from the validators in the assessment rubric, the quality of the final product was being concluded according to the table of Experts' recommendation to get the final percentage. The researcher then described the findings in descriptive information afterward took the conclusion of the usability of the final product by considering the following table.

Table 2. Guideline for Validator's Recommendation

Percentage (%)	Interpretation
0 - 25	Bad (Revise)
26 - 49	Poor (Revise)
50 - 75	Good
76 - 100	Very Good

FINDING AND DISCUSSION

Findings

In order to gather information regarding the eighth grade students' characteristic including their needs, the researcher conducted a need survey by interviewing the English teacher of SMP Negeri 13 Pontianak who taught the eighth grade students on March 14th, 2018 as the one who closes with the students. In this process, the researcher conducted a semi-structured interview, in which the interviewee was being asked the good sequence of questions that have been decided in advance by the researcher (Cohen et al., 2007). There were 12 questions being used in this phase. The information about the current teaching and learning issues, the syllabus, the available teaching materials or teaching sources in teaching grammar and the eighth grade students' grammar mastery served as the considerations to design the product that could meet both the teacher and students' need.

The resulted data of the interview are; (1) the students have low participation and very lack in giving attention during the learning process, (2) the students' difficulties in differentiating the past verbs and using simple past tense appropriately, (3) the eighth grade students' grammar mastery especially the simple past tense was still below average, (3) the need for new media or materials in supporting the grammar teaching and learning, and (4) the insufficient materials in the two teaching sources, (5) the animated video would help to encourage the students in learning grammar and in the more entertaining way for them. Then, the researcher also identified the instructional problems which might confine the students in their grammar learning. The problems were the materials in the two books as the teaching and learning sources which were not complete yet and insufficient for the teacher and the students. The materials of simple past tense and recount text were just in a brief explanation and the book more focused on the practices. Furthermore, there was just a few picture or illustration in the books. Whereas, in drawing the students' attention it

was necessary to find the interesting and complete material to be used in the classroom. The interesting teaching materials also need to be supported by the curriculum and really help them in learning the grammar. Furthermore, the researcher also formulated the criteria based on the need for supplementary materials in teaching simple past tense according to the interview with the teacher. The criteria were described in the following table.

Table 3. Criteria for Supplementary Teaching Materials

Criteria	Descriptions
1. The recount text materials should be completed by the characteristic of the recount texts, types of recount texts, the purpose of the text, and the language features being used in the text so that the students will understand the materials completely then help them in their writing process.	The researcher integrated the completed recount text materials in the animated video. The materials would be collected from many sources to make sure it was appropriate and complete
2. The simple past tense materials should be completed by the pattern how to write it in both verbal and nominal sentences. The past verbs for both regular and irregular need to be presented and highlighted in the example text, so that the students able to understand the differences between the regular and irregular forms effectively.	The researcher integrated the completed simple past tense materials in the animated video.
3. It was necessary to illustrate the recount story and persuade the students to read the text.	The researcher decided to add characters and illustrate the recount story in the video.

In conclusion, it was necessary to have the supplementary teaching materials to support the students' workbook and the teaching sources used by the teacher. The supplementary material in this study was the animated video that particularly designed to assist the eighth grade students in learning the simple past tense in writing recount context.

The researcher then decided to design an animated video and named it as "ANEMO" the acronym of the "Animated Explainer Video." The researcher created the animated video duration for about 20 minutes long for the teaching materials and other 15 minutes long for the exercises. In the end, the final product's construction looked like a video book. In the first part of the video, the researcher presented the identity of the animated video by putting the university's logo, the title of the video, and the name of the creator. The researcher also showed the two main characters that would appear in the next part of the video. The 20 minutes teaching materials video consisted two parts as follows: In the first part, the product contained the materials of recount text and the learning objectives of Simple past tense as a part in recount text writing which lasted for 10 minutes. This part presented the recount text's generic structure, language features, social functions, the recount text types and the reason to learn the simple past tense. The type of procedure text is the personal recount text as stated in the syllabus of teaching for the eighth grade students.

Andresen and Brink point out (2013, p. 25) "often, presentations supported by attractive images or animations are visually more appealing than static texts, and they can support the appearance of emotions to complement the information presented." In line with Andresen and Brink's statement before, the recount story was illustrated by the characters in the video and also completed by the audios, so the learners would only need to watch, listen and follow the learning instructions. The researcher believes the recount story would be more attractive if there were the characters and the

students would subconsciously learn the simple past tense used in the text.

Then, in the second part of the product, the researcher presented the simple past tense materials and completed by the example of the simple past tense used in the recount text which also lasted for 10 minutes. Furthermore, this part showed the pattern of writing the sentences in simple past tense and the differences between regular and irregular verbs. Next, each of the past form words in the text was highlighted with the aim of the learners become familiar with it.

In the end, the 15 minutes long video was contained the different exercises for the students to answer directly to prepare them for using the proper words in writing the recount text. The exercises were about finding the correct verbs to complete the sentences in the text and writing sentences using simple past tense. In each part and section of the product was completed by the instruction or guidance. By doing these exercises, the researcher wanted the students to aware of the regular or irregular verbs thoroughly and how to write in simple past tense appropriately before writing their own recount text later. At the end of the video, there were answers provided for the excises.

Finally, the researcher measured the tendency of the validators' feedback on the animated video by distributing the assessment rubric. There were four points of measurement to check the research subjects' agreement of the given 20 evaluation statements in the assessment rubric. The validators in this research were the practitioners that had been chosen based on their background in education and teaching experiences. The validators were the English teacher who teaches the eighth grade students and the lecturer of English education faculty of Tanjungpura University. The rubric contained both closed-response items and open-response items. The closed-response consisted of several statements that were asking about the content appropriateness, instructional design, and the technical design of the animated video product. Meanwhile, the open-response showed the respondents'

suggestions and comments on the product. The cumulative score from the assessment rubric is 76 and 75 of total point 80.

Table 4. Results of the Assessment Rubric

No	Criteria/ Statement	Validators' Point	
		V1	V2
1	The content support and relate to the curriculum.	4	4
2	Level of difficulty is appropriate for the target Students.	3	4
3	The teaching media support the academic purpose which is teaching simple past tense.	4	4
4	The teaching media do not show any bias (social, belief system, gender, etc.)	4	4
5	The simple past tense material in the animated video is appropriate.	4	4
6	Instructional goals and learner objectives are clearly stated.	4	4
7	The teaching media promotes students engagement and active learning.	3	3
8	The teaching media also work/encourages students to work independently.	4	3
9	The materials are well organized and structured.	4	4
10	Technical terms are consistently explained / introduced.	3	4
11	Adequate pre-teaching and follow-up activity.	3	4
12	Concepts are clearly introduced and developed.	4	4
13	Visual effects/transitions are used appropriately to highlight the story and topic.	4	4
14	Illustrations / visuals are appropriate.	4	4
15	The narration is effective and appropriate for instructional purposes (pacing, clarity, gender).	4	4
16	The layout is logical and in a good format.	4	3
17	Volume and quality of sound are appropriate.	4	3
18	Music and sound effects are appropriate and effective for instructional purposes.	4	3
19	Animation/graphics are appropriate and clear.	4	4
20	The presentation is logical and varied.	4	4
Total Score		76	75

Note: Criteria/Statement from number 1-5 is for Content, 6-12 is for Instructional Design, and 13-20 is for Technical Design.

(Adapted from: Department of education.(2008). Evaluation and selection of learning resources. Charlottetown, Canada: Prince Edward Island Publishers)

After data from the two validators were collected, the data were measured by the formula as follows:

$$P1 = \frac{\text{Total Score}}{\text{Amount of Point} \times \text{Amount of categories}} \times 100$$

$$P1 = \frac{76}{4 \times 20} \times 100$$

$$P = 95\%$$

P1= The First Validator's Percentage

$$P2 = \frac{\text{Total Score}}{\text{Amount of Point} \times \text{Amount of categories}} \times 100$$

$$P2 = \frac{75}{4 \times 20} \times 100$$

$$P2 = 93.75\%$$

P1= The Second Validator's Percentage

The average score of the assessment rubric from the English teacher is 95% and from the English education faculty lecturer is 93.75%, which are categorized as "Very good." Based on the responses supplied by the practitioners, it could be concluded that the designed materials had been properly developed. Moreover, because the quality of the animated video had met the experts' expectations, there is no motive to conduct a formative revision of this product.

Discussion

Encouraging the eighth grade students to learn the simple past tense and writing recount text materials became the teacher's responsibility in the teaching process. Unfortunately, based on the interview done by the researcher with the English teacher in the analyzing phase, there were some issues during the teaching process in the classroom. Because of the students' incapability in using the simple past tense properly, they became passive in the class and lost their interest to write the recount text. Moreover, they had low participation and very lack in giving attention during the learning process. This made the eighth grade students' grammar mastery especially the simple past tense was still below average. She added that she felt hard to encourage them to be more active in grammar learning. Moreover, the teaching resources used by the teacher were not

comprehensive enough to support the teaching process and encourage the students to learn. In line with the issues found in the analyzing phase, Andersen and Brink (2013) bring up the multimedia that integrates with images, sound, video, animation and simulations to portray the learning content are more appealing to many types of learning, like some students will profit more from learning by reading, some by hearing and some by watching and so on. Then, this became the researcher's incentive to design animated video as supplementary materials of simple past tense to support teaching writing recount text. In designing an appropriate multimedia instruction, Reddi and Misra (2003) point out several of elements that must be considered by the researcher. The elements were the objectives, the content, media options, and the evaluation option.

The first element was the need of specifying the objectives of the animated video. The domain objective of this research was to provide the eighth grade students the enjoyable supplementary materials for simple past tense learning in their writing recount text and alternative supplementary materials based on the syllabus. The main participants of this study were the eighth grade student of SMP Negeri 13 Pontianak and their English teacher. Moreover, the researcher also adjusted the supplementary materials with the 2013 curriculum which is used by the target school. In accordance with that, the researcher focused on several competencies in designing the animated video. The first competence was the students were able to capture the meaning contextually related to social functions, the text structure, and the linguistic element of the recount text, spoken and written, simple and short, related to personal experience in past time (personal recount). The second competence was the students were able to arrange the written and spoken recount text, in a short and simple form, regarding personal experience in the past (personal recount), by considering the social function, the structure of the text, and the linguistic elements, in a context correctly.

This part was a fundamental part of this research because it showed the aims that should be achieved by the supplementary materials in this study.

The second element was the content of the designed animated video. The content of the animated video in this study was created to support the grammar learning and teaching process of scientific approach in the 2013 curriculum. In addition, the content must adjust to the students' level of learning. The materials in the animated video were designed in easier format and interesting for the eighth grade students. By adjusting the materials with the students' level of English learning ability it would help them not to feel a burden in learning grammar. Besides, the materials also must be linked to the learning objective and the student's need. There are three criteria of the supplementary materials suggested by the teacher, there were the teaching materials of both recount text and simple past tense must be completed and it was necessary to illustrate the recount story and persuade the students to read the materials. The researcher tried to illustrate the recount story in the animated video by using several characters to help the students in understanding the materials. The researcher decided to design an animated video and named the product as "ANEMO" the acronym of the "Animated Explainer Video." Here the researcher created the animated video duration for about 20 minutes for the teaching materials and other 15 minutes for the exercises. The 20 minutes teaching materials video consisted two parts as follows: In the first 10 minutes part, the product contained the materials of recount text and the learning objectives of Simple past tense as a part in recount text writing. Then, in the second 10 minutes part of the product the researcher presented the simple past tense materials and completed by the example of the simple past tense used in the recount text. Furthermore, this part showed the pattern of writing the sentences in simple past tense and the differences between regular and irregular verbs. The past form words in the text were highlighted with the

aim of the learners became familiar with it. In the end, the 15 minutes long video contained the simple past tense exercises for the students to answer directly to prepare them for using the proper words in recount text writing. In each part and section of the product was also completed by the instruction or guidance for the students. The recount story would be illustrated by the characters in the video and the simple past tense materials would be presented completely using a writing pattern table, so the learners would only need to watch, listen and follow the learning instructions.

The third element was the media options. It was essential to choose the appropriate media to achieve the learning objectives by using multimedia that integrates with audio, video, animation, and so on. In this study, the researcher decided to design an animated video that integrated the audio and animation to support the learning materials. Here, the researcher decided to use some software in creating the animated video and it was according to the accessibility of the software itself.

The fourth element was the evaluation option. It was used to identify the achievement of the learning objectives of the animated video. The researcher distributed the assessment rubric to measure the tendency of the validators' feedback on the animated video. The validators in this research were the practitioners that had been chosen based on their background in education and teaching experiences. The validators were the English teacher who teaches the eighth grade students and the lecturer of English education faculty of Tanjungpura University. The product was assessed by two validators according to 20 evaluation statements asking about three aspects of content appropriateness, instructional design, and the technical design of the product. According to the assessment rubric result from both validators of this study, the total score of the assessment rubric was 95% and 93.75% which categorized as very good (See table 2). In sum, the product has been well-developed and has met both

the teacher and students' need as supplementary materials to support the simple past tense teaching in writing recount text. Last, the researcher provided the user guidelines of the product for the teacher with the aim that the teaching and learning process would be more clear and effective.

CONCLUSION AND SUGGESTION

Conclusion

According to the research findings, it can be concluded: (1) The eighth grade students' grammar mastery especially the simple past tense was still below average and those problems influence their recount writing ability due to there is no comprehensive or attractive teaching materials available. (2) The animated video is designed by the chosen software and presented by adjusting to the students' level and the teacher's criteria for the supplementary teaching materials. The animated video also illustrating the recount story by using some characters and the simple past tense materials are being introduced to the learners through highlighting the past form words in the text. The researcher named the product as "ANEMO" the acronym of the "Animated Explainer Video." The animated video lasted about 20 minutes long for the simple past tense teaching materials and 15 minutes long for the simple past tense exercises. (3) The animated video has good quality in terms of content appropriateness, instructional design, and the technical design according to the experts' assessment rubric. The average score of the assessment rubric from the English teacher is 95% and from the English education faculty lecturer is 93.75%, which are categorized as "Very good." (4) The animated video is able to support the teaching of simple past tense grammar in writing recount text for the eighth grade students of SMP Negeri 13 Pontianak.

Suggestion

Here are the suggestions provided by the researcher dealing with the conclusion of this research: (1) The animated video is attractive

and effective for teaching the simple past tense, but the English teachers are still required to guide the students and help them in translating the new unfamiliar words in the video during their learning process. This will help the students to achieve the learning objective better. (2) The researcher suggests the “ANEMO” that integrates with images and sound to portray the teaching content to be used by the teacher in grammar teaching in the future, because it will be more appealing to many types of learning, like some students will learn by reading, some by hearing and some by watching and so on. (3) The researcher suggests the teacher who wants to use “ANEMO” in the classroom to read the teaching instructions first to avoid overabundance teaching because teaching materials already presented in the video which means here the teacher only act as the instructor or guide for the students during the learning process.

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