

DESIGNING ANIMAKER AS INSTRUCTIONAL MEDIA IN LEARNING READING DESCRIPTIVE TEXT AND RECOUNT TEXT FOR TENTH GRADE STUDENTS AT MA DARUL FALAH

Ismatul Maula

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
Email: ismatulmaula841@gmail.com

Abstract

The current study aims to design animaker as instructional media for teaching reading to solve students' problems in reading descriptive text and recount text at MA Darul Falah. The study used Design and Development (D&D) research design followed by Richey & Klein (2007) and Alessi & Trollip (2001) model with four stages; those are planning, designing, developing and validating. The planning stage was finding students' difficulties learning reading by interviewing students and observing classroom situation. The designing stage was observing syllabus and text book used in tenth grade of senior high school. Developing stage was the process of producing instructional media using animaker. The Validating stage used internal and external validation. Internal validation was the validation of animaker video by experts using questionnaire as the instrument. Besides, external validation was testing the product to students by conducting try out to know the compatibility of animaker in solving students' problems in learning reading descriptive and recount text. The study produced animation videos of descriptive and recount text that could complete the existence of textbook when the material was difficult and boring. Students' could understand reading text easily using animaker. Furthermore, animaker could motivate students to learn reading because animaker was designed using innovative tolls.

Keywords: animaker, descriptive and recount text, reading

INTRODUCTION

Reading is the basic language skill that is obtained from the language learning process. Indonesia requires students to learn reading at school as the national curriculum and policy. The study focuses on reading descriptive text and recount text in curriculum 2013 that should be learned by students' of senior high school at the first year.

The study is conducted at MA Darul Falah, especially at the tenth grade students because the school has complete facilities to support the teaching and learning process. Moreover, MA Darul Falah supports the use of technology based media to improve students' achievement that exists in school vision and mission. Besides, MA Darul Falah uses curriculum 2013 (K-13) as guidance for the educational system. Based on the syllabus, students at the tenth grade learned descriptive text in two meetings and recount text in two meetings.

Researcher conducted observation and interview to know students' need. Based on the interview of English teacher, the teaching and learning reading used text book as the main media because the text book contained material and task of reading a descriptive text and recount text. English teacher also used lecturing method to teach reading in order students focus on teachers' explanation. Based on the observation, students were focused on teachers' explanation and text book as source. The class was conducive because students should listen to teachers' explanation and students would ask question before the reading task activity. The class would be better if the teacher applied innovative media to make students more enthusiasts in learning.

Based on students' interview, students were difficult to understand and analyse the reading a descriptive text and recount text because students needed attractive and innovative media that deliver and transfer material clearly. Moreover, learning reading a descriptive and recount text needed students' prior knowledge to comprehend the text. Duffy (2009: 155) stated that students problem in reading is creating a picture about text content. Besides, students were also lack of motivation in learning reading a descriptive and recount text because the use of authentic media is rare. Whereas, the environment supported the teaching and learning process to apply technology based media since the school provided complete technology of learning and the students also owned technology.

Technology based media is recommended as the solution since the media is able to increase the quality of learning and reach the goal of education. According to Afkar (2019: 1), technology based media may improve the quality of teaching and learning process because the media provides unique filters that attract students' interest. Jenkins (2006) also argued that the use of instructional media in form of technology achieves the goal of education that makes the learning process is easier. Besides, Technology as instructional media is able to create effective and efficient learning process because the technology based media motivates students to learn. Students will be enthusiastic to understand the material because the learning is more alive and real (Sudjana & Rivai, 1997: 26). The implementation of technology based

media achieves the goal of learning because the media provides interesting features that can explain the material clearly.

Based on the previous studies of learning using animation as instructional media, Arfa (2020) found that teacher did not apply interactive media where the learning focused on tasks, so animaker was developed to improve students' skill because the media attracted students' interest. Wafa (2019) also conducted research about developing animation video by powtoon that could increase students' enthusiasm but the video has shortages in the content material. Nazirwan and Syafie (2014) found that teaching process used white board; therefore, pattern book in form of animation was developed that contained story of narrative text. Aryuntini, Astuti and Yuliana (2018) developed vedioscribe to improve students' writing skill since the researchers found students' difficulties in learning writing a descriptive text. Viona and Rachmawati (2020) also developed digital animation for teaching narrative but the developers have to manage the time in creating the animation in order developers finish the animation on time.

Based on the previous studies, researchers developed animation for learning to increase students' comprehension and motivation. However, animaker consists of reading material, animation and tasks to increase students' reading comprehension and motivate students in learning reading. Moreover, students' problems at the tenth grade of MA Darul Falah were reading comprehension and motivation. Animaker as instructional media becomes a good alternative to be used in teaching and learning reading because animaker provides animation features to grab students' attention and demonstrate understandable topic. Animaker will be more interactive and engaging toward students because animaker is designed based on students' need, so students obtain more experience and information in the learning.

Based on the previous studies and result of interview and observation at the tenth grade of MA Darul Falah about learning reading descriptive text and recount text, animaker is designed to motivate students in learning reading and help students to understand reading text easily. Therefore, researcher is intended to design animaker as instructional media for learning reading a descriptive text and recount text in the tenth grade of MA Darul Falah as alternative to overcome students' problems in learning reading.

Animaker is an innovation that can be used as an alternative for instructional media (Munawar, Hasyim, & Ma'arif 2020: 312), especially in teaching reading. The application makes teachers are easier to create and apply learning material which is easily available on internet pages. The success of learning process depends on students' motivation: therefore, teachers are required to attract students' interest by apply compatible instructional media such as animaker video because animaker

instructional media could provide students some interesting animations and pictures. Animaker video is able to help students in avoiding bored since the instructional media is interesting. According to Naylor and Keogh, animated video prevents learners from feeling bored because it shows a fun, and relax atmosphere, but the use do not forget the material aspects the main in teaching and learning (Hapsari, Hanif, Gunarhadi & Roemintoyo, 2019: 1246).

Besides, teacher have to use animaker to motivate students in learning reading because students' motivation effects the teaching and learning quality, such as reading comprehension. According to Afkar (2019: 1), technology based media may improve the quality of teaching and learning process because the media provides unique filters that attract students' interest. Animation film gives positive effect to the development of students' reading comprehension (Haspari et al. 2019: 55).

METHOD

The study used Design and Development (D&D) research design followed by Richey & Klein (2007) and Alessi & Trollip (2001) model that consisted of four stages such as planning, designing, developing and validating stage.

Planning stage

Planning stage determined material that would be used in the instructional media based on students' need in learning reading, identifying characteristics of the users and determining collection sources (Alessi and Trollip, 2010: 441) by conducting classroom observation and interviewing English teacher and students. Instrument used in the planning stage observation that was conducted by researcher to observe class situation in learning reading and interview with English teacher and students to know students' difficulties in learning.

The study analysed the data by Miles and Hubarman (1994: 12) which consisted of data collection was collecting data from classroom observation and interviewing English teacher and students. Data reduction was the process of selecting data from interview and observation. Data presentation was describing data that had been classified based on research focus. Drawing conclusion was making final analysis about the result of interview and observation in form of a research report.

Designing stage

Designing stage should develop the idea of learning material about descriptive text and recount text for tenth grade of MA Darul Falah and tasks analyses. The designing stage focused on developing material from planning stage based on syllabus and text book used in tenth grade of senior high school.

The instrument used in designing stage was observation on syllabus and textbook that was conducted by researcher. The data collection was observing the basic competence and indicators of learning reading a descriptive text and recount text based on the syllabus. Besides, researcher also analysed the text book of tenth grade students to know reading material in the text book.

The data analysis used Miles and Huberman model with data collection, data reduction, data presentation and drawing conclusion (Miles and Huberman, 1994: 12). Data collection was collecting data by observing syllabus and textbook. Data reduction was the process of selecting data from result of observation. Data presentation was describing data that had been classified based on research focus. Drawing conclusion was making final analysis about the result of interview and observation in form of a research report.

Developing stage

Developing stage was the process of producing instructional media using animaker. Developer created and selected pictures and animation to create an interesting animation video using animaker. Researcher used animation from animaker to explain descriptive and recount text material. Researcher also used native voice to help students listen the pronunciation from native speaker. The animaker video also included pictures of place and people to bring a piece of real world in to the class.

The planning, designing and developing stage applied work log to notice the research process that helped researcher to make a note about activities during the research which contained of basic competence, material, lesson plan, difficulties and obstacles in designing animaker as instructional media for learning reading descriptive and recount text.

Validating stage

Validating stage was used to obtain a valid data from instructional media developed by researcher. According to Richey and Klein (2007: 67), validation fell into two categories; those were external validation and internal validation. External validation showed the worthiness of product to be used and internal validation showed the fidelity between both research design and result.

Internal validation

Internal validation was field evaluation that involved four experts in each animaker video consisted of two experts for media and two experts for material who gave comments and suggestions. Internal validation used questionnaire as the instrument to the experts to obtain comments and suggestions for revision.

The process of collecting data from experts of media and material was carried out by providing questionnaire as the instrument. The instrument used a questionnaire in the form of a checklist about the suitability of the instructional media

in learning. Product was valid after conducting revision from all experts or obtaining 100% from each validator.

External validation

External validation was testing the product called as try out during 1 hour which consisted of 20 students. Besides, researcher conducted try out twice to test the animaker of descriptive and recount text for 20 students using *students' responses* sheet to know students' reactions and opinions about the products. *Students' responses* sheet was given after students watched the animation videos. Furthermore, researcher also made a special note by using field note to observe students' responses, condition or atmosphere during product implementation. The data analysis of the try out used Miles and Hubarman model with data collection, data reduction, data presentation and drawing conclusion (Miles and Hubarman, 1994: 12).

RESULTS

Planning

Based on the investigation in planning stage, students found difficulties in learning reading descriptive and recount text, so researcher would design animaker as instructional media for learning reading descriptive and recount text. Moreover, teacher used textbook as single media and lecturing method in the teaching and learning reading. English teacher also stated that animaker as instructional media could solve students' problems in learning reading descriptive and recount text since the media were designed from innovative tools. Furthermore, school also provided language laboratory to support the teaching and learning English.

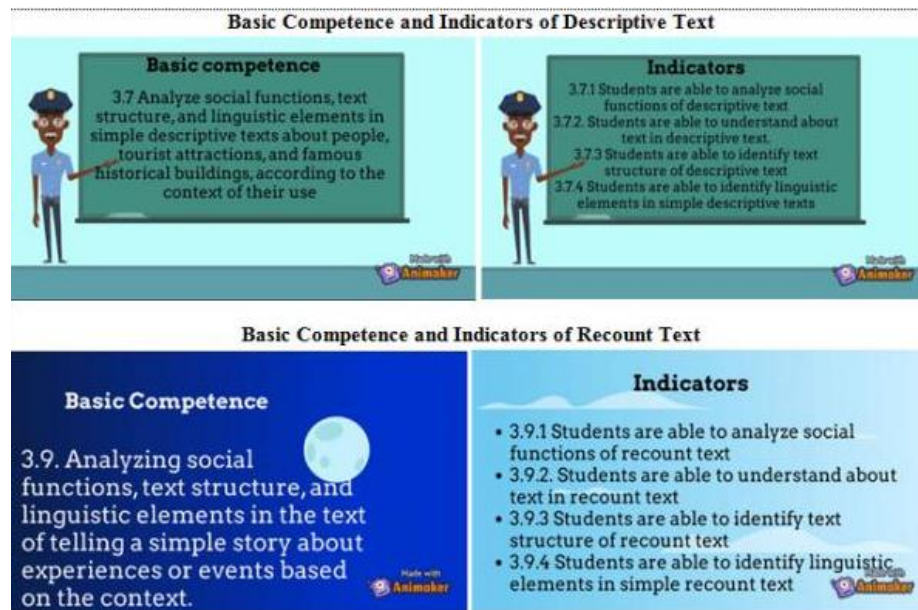
Besides, descriptive and recount text materials and pictures in animaker were from internet. Animation and music were from animaker application since animaker could provide the tools. Picture 4.1 was one of collaboration between picture and animation in animaker with purpose to bring a piece of real world into the class.



Picture 4.1 The collaboration of picture and animation in animaker video

Designing

Designing stage was defining the basic competence and indicators based on syllabus curriculum 2013 and bloom taxonomy in order the instructional media was compatible to be used by tenth grade students. Basic competence and indicators included in animaker video that showed in picture 4.2 to inform users about the goal of learning using animaker as instructional media.



Picture 4.7 Basic competence and indicators in animaker

Besides, tasks analyses was conducted in designing stage with textbook observation which was used by tenth grade students. The tasks in animaker video for learning descriptive and recount text consist of one reading text and ten questions that should be answered by users.

Developing

The study produced two videos of animaker , such animaker of descriptive text and animaker of recount text. The animaker video consisted of basic competence, indicators, materials, animation and tasks of reading text. Animaker as instructional media was also competed with music as the back sound to create enjoyable learning and native voice to help students in learning, so students could also learn about reading, listening and pronunciation using animaker video.

Internal validation

There were four validators in animaker of descriptive text, such as media or IT validators were Kho and RW as English lecturers that commonly designed and used animation as instructional media in the teaching and learning process. Material validators were NF and ZN as senior English teacher in senior high school who taught descriptive and recount text.

The study used internal and external validation, internal validation focused on media and material validation by four experts. The table 4.1 showed the validation of animaker in descriptive text that was conducted twice to obtain valid product. There were some revisions in the first validation, therefore; the revision scores were not 100%. The second revision in animaker of descriptive text obtained 100% because researcher had conducted revision. Furthermore, the animaker of descriptive text obtained 100% in the first validation because the validator thought the media was able to be used without revision. The following table was validation development in animaker of descriptive text.

Table 4.1 Validation development in animaker of descriptive text

No	Validator	Revision	Result
1	Kho	93,3%	100%
2	RW	73,3%	100%
3	ZN	100%	
4	NF	86,6%	100%

Besides, There were four validators in animaker of recount text, such as media or IT validators were Yul and FJ as senior English teachers who ever designed and used animation as instructional media in the teaching and learning process. Material validators were NF and ZN as senior English teacher in senior high school who taught descriptive and recount text.

The validation of animaker for learning recount text was also conducted twice that showed in table 4.2. Three validators gave not more than 100% because there were some points should be revised, while other validator gave 100% since the animaker did not need revision. The second revision was conducted after researcher revised the instructional media, therefore; the animaker of recount text obtained 100% in every validators. Those were scores of validation in validating animaker of recount text.

Table 4.2 Validation development in animaker of recount text

No	Validator	Revision 1	Revision 2
1	Yul	93,3%	100%
2	FJ	93,3%	100%
3	ZN	100%	
4	NF	93,3%	100%

The internal validation obtained some suggestions and comments from validators to complete the animaker instructional media. Researcher was suggested to add basic competences and indicators in animaker that had purpose to inform users

about the goals of learning reading descriptive text and recount text. The basic competence was from syllabus curriculum 2013 and the indicators were designed from taxonomy bloom. Besides, researcher also added some vocabs in the animaker video to help students understanding the meaning of vocabulary which could increase students' vocabulary mastery. Furthermore, researcher changed the text form in order users could read the text clearly. There were several text should be revised, such as text in definition, generic structure, example of the text and reading task.

External validation

Researcher conducted try out to know the compatibility of animaker as instructional media to solve students' problems in learning descriptive and recount text. Besides, researcher also conducted observation to know students' reaction during the implementation of instructional media. Researcher conducted try out twice, try out 1 for testing the animaker in learning descriptive text and try out 2 for testing animaker in learning recount text. The try out was conducted during 1 hour with 20 students.

Based on students' responses in the try out, most of students stated that animaker as instructional media was handy and easy to follow, so the users were comfortable to use animaker video in learning. Students also said that animaker as instructional media was attractive instructional media for learning reading a descriptive text because the media provided interesting animations and colorful pictures which made the media was more innovative. Animaker video was innovative and interactive instructional media for learning reading which could motivate students to learn because the attractiveness of the media.

Unfortunately, several students had major problems in using the animaker instructional media was too fast and meaning while some students did not have difficulties in using animaker video. The solutions of students' major problems or difficulties were asking to teacher or other students, especially in translating. Besides, Students could ask teacher to pause the video for reading the text in animaker video. Students could also listen to the audio when they were difficult to read the text because animaker video provided audio from native speakers that could also train students' pronunciation.

DISCUSSION

Animaker as instructional media could overcome the lack of students' motivation in learning reading because the animaker was designed using innovative and attractive tools from animaker application to motivate students in learning reading descriptive text and recount text. Moreover, animaker as instructional media consisted of animation video which attracted students' interest and prevented

students from feeling bored in the teaching and learning process. According to Naylor and Keogh, animated video prevented students from feeling bored because the video showed a fun, and enjoyable situation (Hapsari et al 2019: 1246). Wafa (2019) also developed media animation using powtoon that could attract students' interest. The use of animaker improved students' motivation because students learn and read with pleasant situation and atmosphere using animation video. Furthermore, animaker videos motivated students by inviting students to read while watch animation that seldom happened in reading class. Williamson suggested teachers to apply film as media to obtain a better feeling for students and improve students' motivation (Tarobian & Tajadini, 2017: 56). Naylor and Keogh also argued that cartoon in the classroom could be implemented in every situation (Hapsari et al, 2019: 1246).

Besides, the animaker videos helped students to understand the reading materials because the animaker explained the material clearly using animation. Nazirwan and syafei (2014) developed animated learning media for learning reading using J-Quiz that made students were understanding reading material easily and learning reading happily. Gold and Gibson also recommended to apply animation in the teaching and learning process because animation was one of the foundation in reading comprehension development (Tarobian and Tajadini, 2017: 55). Animaker also influenced students' reading comprehension because animation in the animaker transferred and delivered messages clearly that could be understood clearly. Moreover, students' problem in reading was analysing and understanding text. According to Haspari et al (2019: 55), animation gave positive effect to the development of students' reading comprehension. Beck and Mckeown also conducted research about video or film on reading comprehension with a result video influenced on students' reading comprehension positively (Tarobian and Tajadini, 2017: 57).

Furthermore, the implementation animaker as instructional media could improve students' achievements in reading descriptive text and recount text. Learning reading using animaker video made students' scores was better than before because animaker could explain and transfer the material clearly. Aryuntini et al (2018) designed videoscribe as animated media in learning that could increase students' scores of descriptive text. According to Afkar (2019: 1), technology based media improved the quality of teaching and learning process because the media had unique filters that could attract students' interest. Jenkins (2006) also argued that the use of instructional media in form of technology achieved the goal of education that made the learning process was easier.

The attractiveness of animaker as instructional media was completing the existence of textbook, so teacher and students still used textbook in learning reading descriptive text and recount text because the animaker as a complement to motivate and help students in learning. Animaker could complete the use of textbook when the lessons were rather boring or difficult to be understood by students (Harmer, 2007: 146). In other words, animaker was applied because students' faced difficulties in learning reading descriptive text and recount text or teacher prevented students from feeling bored in the learning process.

Beside of that, animaker used music as back sound to create enjoyable learning situation since learning reading needed conducive situation where students had to be concentrated reading the text. Sunardi (2018) stated that calm and pleasant atmosphere was one of the requirements to obtain a good learning process. Bancroft (2005) also said that creating comfortable and pleasant learning condition was important thing to do by teachers. Animaker video was applied to create comfortable atmosphere in learning reading because animaker used music to stimulate students. Arsyad (2011) also stated that the learning process would be more dynamic and achieve learning goals by using media in form of audio-visual. One of the advantages using music in learning by (Griffie, 1992) was music provided a pleasant classroom atmosphere.

In contrast, there were some difficulties and challenges in designing and applying animaker as instructional media, such as having good internet access, copyright issue and logo. Designer should prepare internet access to design the animaker because animaker application needed internet connection. Beside of that, some of animaker tools could not be accessed before upgrading or paying cost for it, so researcher could use another tools of animaker that were available. Logo and advertisement also became the challenges in designing the video because the logo blocked the reading material, so researcher should avoid the logo. Furthermore, students faced difficulties in learning using animaker videos to know the meaning of difficult vocabulary in the video; therefore, teacher should control students in applying the animaker video and researcher also provided mini vocabulary in the animaker to help students.

To distinguish the animaker video and others, researcher included reading materials, animation, and task to help students learnt reading easily. The videos also consisted of text dialogue, native voice and music in order students could learn reading, listening and pronunciation in attractive and innovative way. Besides, the animaker videos also included basic competence, indicators of learning and mini vocabulary that helped students to reach the goal of learning. Jenkins (2006) also argued that the use of instructional media in form of technology achieved the goal of

education that made the learning process was easier. Furthermore, the video also included authentic pictures of place or person to help students' prior knowledge and bring the real world into the class that could attract students' interest in learning descriptive and recount text. According to Slavikova (2014: 9), media used in EFL class had purpose to bring a piece of real world in the learning process. Sudjana and Rivai (1997: 26) also argued that students would be enthusiastic to understand the material because the learning is more alive and real.

The implementation of animaker as instructional media in teaching reading a descriptive text and recount text used procedures of teaching reading; those were pre-reading, whilst reading and post reading (Stephenson & Harold, 2009: 17). The three phases were used to create systematic and efficient teaching reading because the steps of teaching were more systematic and structured. Besides, researcher recommended to use skimming and scanning theory to read descriptive text and recount text in animaker to catch the message easily and find answer of the tasks quickly, however skimming was reading quickly through a whole of the text to obtain general information of the text quickly while scanning was used to obtain some particular piece of information in a text (Masrurroh, 2015). Researcher also suggested the users of animaker video to use silent reading to read the text in order students obtained more information quickly. Brown (2007: 366) stated that readers could see more words at a time by skipping unknown word and giving the meaning based on the context.

CONCLUSION

The objectives of the current study are designing animaker as technology based media and creating compatible animaker as instructional media to overcome students' problems in learning reading descriptive text and recount text at the tenth grade of MA Darul Falah. Designing animaker as instructional media uses Design and Development (D&D) research with planning, designing, developing and validating stage. The current study results animaker video for learning reading descriptive and recount text. The videos consist of basic competence, indicators of learning, reading materials, reading text and task of descriptive and recount text. The animaker as instructional media stimulates students to learn reading, listening, and pronunciation because the videos are not only providing text to read but also providing native voice to listen.

Animaker as instructional media is compatible media for learning reading descriptive and recount text at the tenth grade of MA Darul Falah because students give positive responses in animaker videos where students are more enthusiast to learn reading. Animaker as instructional media could overcome the lack of students' motivation in learning reading because the animaker is designed using innovative and

attractive tools from animaker application to motivate students in learning reading descriptive text and recount text. Besides, the animaker videos also help students to understand the reading materials easily because the animaker explains the material clearly using animation. Furthermore, Animaker as instructional media also completes the existence of textbook, so teacher and students may use textbook in learning reading descriptive text and recount text because the animaker as a complement to motivate and help students in learning.

There are some suggestions for the users of animaker as instructional media. The suggestion is given for students, teachers and further researchers. Researcher designed flexible instructional media for learning reading, so students are suggested to operate or watch the video outside and inside of the classroom in order students train the reading skill in analysing and understanding text. Students' have to share with teacher or other students when students find difficulties in applying animaker video. Besides, teachers are suggested to be more creative and innovative in presenting the reading material to attract students' interest since reading is difficult lesson for students. Teachers have to select compatible media based on students' need and like. Furthermore, future researchers are suggested to design and develop similar studies in different skills, such as speaking, writing or listening. Future researchers are suggested to develop attractive and innovative instructional media to overcome students' problems in learning. Another suggestion, further researchers have to design instructional media in different school's level, such as in junior high school that has difference level of difficulties

REFERENCES

- Afkar, W. D. (2019). An Analysis Powtoon Media for Teaching English Writing for Junior High School Students. *Thesis*. Surabaya: UIN Sinan Ampel: 1-77.
- Alessi & Trollip. (2001). *Multimedia for Learning: Method and Development*. Massachusetts: Education Company.
- Arfa, N. (2020). Developing Animaker as Teaching Media in Writing Descriptive Text for the Tenth Grade Students of Vocational High School of Pharmaca Medan. *Thesis*. Medan: State University of Medan.
- Arsyad, A. (2011). *Media pembelajaran*. Jakarta: PT Raja Grafindo Persada
- Aryuntini, N., Astuti, I., & Yuliana S. G. Y. (2018). Development of Learning Media Based on VideoScribe to Improve Writing Skill for Descriptive Text of English Language Study. *Journal of Education, Teaching and Learning*, 3. 187-194.
- B. Miles, Matthew & Michael Huberman, A. (1994). *Qualitative Data Analysis*. USA: Sage Publication.
- Bancroft. (2005). *Suggestopedia and language acquisition: variations on atheme*. Amsterdam: Gordon and Breach Publishers.

- Brown, D. (2007). *Teaching by principles, an interactive approach to language pedagogy, third edition*. Francisco: Pearson longman.
- Duffy, G. G. (2009). *Explaining reading a resource for teaching concepts, skills, and strategy*. New York: The guilford press.
- Griffie, D. T. (1992). *Songs in action*. Prentice Hall.
- Hapsari, S. A., Hanif, M., Gunarhadi., & Roemintoyo. (2019). Motion Graphic Animation Videos to Improve the Learning Outcomes of Elementary School Students. *Uropean Journal of Educational Research, 8, (4)*.1245-1255.
- Harmer, J. (2007). *How to Teach English*. England: Pearson longman.
- Jenkins, H. (2006). *Convergence Culture: Where old and new media collide*. New York: New York University Press.
- Masruroh, M. S. (2015). SQ3R imlementation in teaching reading comprehension a case study of eight grade students at one state MTs in Sumedang. *Journal of English and Education, 2*, 106-121.
- Munawar, B., Hasyim, F.A., & Ma'arif, M. (2020). Desain Pengembangan Bahan Ajar Digital Berbantuan Aplikasi Animaker Pada PAUD Di Kabupaten Pandeglang. *Jurnal Golden Age, Universitas Hamzanwadi, 4, (2)*. 310-321.
- Nazirwan, A & Syafie, A. F. R. (2014). Developing Pattern Book through Animation Movie as Young Learners' Reading Media. *JELT,3,(1)*. 168-178.
- Richey, R. C & Klein, J. D. (2007). *Designing and Development Research Methods, Strategies, and Issues*. London: LEA.
- Slavikova, L. (2014). The use of media in the EFL classrooms at secondary school the 21st century. Thesis, Charles University: Prague.
- Stephenson, L & Harold, B. (2009). Elements in the Teaching of Reading. *Teachers, Learners and Curriculum, 4*, 14-21.
- Sudjana, N & Rivai, A. (1997). *Teknologi pengajaran*. Bandung: Sinar baru.
- Sunardi. (2016). The Effect of Storytelling Learning Model based on Suggestopedia and Traditional Play Songs on Storytelling Skill of Grade 5 Elementary School Students in Salatiga. Proceeding. *International Conference of Education and Technology for Empowering Agents, 6, (3)*. 866-873
- Torabian, A., & Tajadini, M. (2017). Fostering EFL Learners' Reading Comprehension: Animation Film Technique. *Advances in Language and Literary Studies, 8, (2)*. 55-63.
- Viona, M & Rachmawati, D (2020). Developing a Digital Animation for Teaching Narrative Text at Ninth Grade Students of SMP Negeri 2 Kota Serang. *Proceeding Aiselt 2020: "Adapting and Transforming ELT During and Post Covid-19 Pandemic Era*. 97-113.

Wafa, K. L. (2019). Developing Material to Teach Narrative Text through Powtoon Application to the Second Grade of MAN 2 Kudus in the Academic Year of 2017/2018. *Thesis*. Semarang: UIN Walisongo: 1-190.