THE DEVELOPMENT OF ANIMAKER-BASED MEDIA AS A DRILLING MODEL TO ADDRESS COMMON PRONUNCIATION ERRORS

THESIS

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ABSTRACT

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Key Words: *Animaker-based Media, Drilling Model, Pronunciation Error*

The application of technology in today's circumstances plays a vital part in education, especially in creating learning media. This study aims to develop Animaker-based media as a drilling model to address common pronunciation errors and describe their feasibility. There are two research questions raised in this study: (1) What are the procedures for developing Animaker-based media as a drilling model to address common pronunciation errors? (2) How is the feasibility of the developed Animaker-based media as a drilling model to address common pronunciation errors? This research is research and development with the ADDIE model, which uses interviews and questionnaires as instruments to collect data. One English teacher (learning practitioner), and 24 students from class X IPA A MA Islamiyah Tanggulangin participate in this research. The findings of this study are: (1) This study conducts preliminary research, designs the product, develops the product, implements the product, and evaluates the product. (2) Quantitative analysis on validation and students' response also reveals that the developed Animaker-based media as a drilling model to address common pronunciation errors is feasible to address common pronunciation errors by considering the validity and practicality aspects. This research postulates several recommendations for teachers and students regarding the application of Animaker-based media as a drilling model that can overcome common pronunciation errors

ABSTRAK

Alilah, Nur. (2023). The Development of Animaker-based Media as a Drilling model to Address Common Pronunciation Errors. Skripsi, Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Hilda Izzati Madjid, MA. dan H. Mokhamad Syaifudin, M.Ed, Ph.D

Key Words: *Media Berbasis Animaker, Model Pengulangan, Kesalahan dalam Pengucapan*

Penerapan teknologi dalam kondisi saat ini memiliki peran penting dalam pendidikan, terutama dalam menciptakan media pembelajaran. Penelitian ini bertujuan untuk mengembangkan media berbasis Animaker sebagai model drilling untuk mengatasi kesalahan pelafalan umum dan menjelaskan kelayakannya. Ada dua pertanyaan penelitian yang diajukan dalam penelitian ini: (1) Apa saja prosedur pengembangan media berbasis Animaker sebagai model drilling untuk mengatasi kesalahan pelafalan umum? (2) Seberapa layak media berbasis Animaker yang dikembangkan sebagai model drilling untuk mengatasi kesalahan pelafalan umum? Penelitian ini mengikuti pendekatan penelitian dan pengembangan dengan menggunakan model ADDIE, yang menggunakan wawancara dan kuesioner sebagai instrumen pengumpulan data. Satu guru Bahasa Inggris (praktisi pembelajaran) dan 24 siswa dari kelas X IPA A MA Islamiyah Tanggulangin berpartisipasi dalam penelitian ini. Temuan penelitian ini adalah sebagai berikut: (1) Penelitian ini melakukan penelitian pendahuluan, merancang produk, mengembangkan produk, mengimplementasikan produk, dan mengevaluasi produk. (2) Analisis kuantitatif terhadap validasi dan tanggapan siswa juga menunjukkan bahwa media berbasis Animaker yang dikembangkan sebagai model drilling untuk mengatasi kesalahan pelafalan umum layak dalam mengatasi kesalahan tersebut, dengan mempertimbangkan aspek validitas dan kepraktisan. Penelitian ini menyampaikan beberapa rekomendasi untuk guru dan siswa mengenai penerapan media berbasis Animaker sebagai model drilling yang dapat mengatasi kesalahan pelafalan umum.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the theory concerning the development of Animaker-based media as a drilling model to address common pronunciation errors. The chapter is organized into several subheadings, including: (1) background of the study, (2) research questions, (3) objectives of the study, (4) significance of the study, (5) scope and limitations, and (6) definition of key terms.

A. Background of the Study

The selection of learning media is essential in enabling effective teaching and learning experiences in the classroom. When the appropriate learning model is employed, it ensures that the learning process and outcomes align with the intended standards and objectives. According to Aniqotunnisa in Anggraini, teaching media refers to all physical forms that convey messages and stimulate students to learn. In today's context, technology assumes a crucial role in aiding educators and instructors in conveying messages and delivering subject matter to students in a manner that is both comprehensible and captivating. This integration of technology enhances students' learning experiences, making them more engaging and enjoyable.[1]

The development of advances in information technology enables humans to interact with other parties as if they are no longer limited by time and place. Humans now are able to establish communication, obtain knowledge, and share information with others anytime and anywhere through these technological devices. Additionally, technological developments are also utilized in the field of

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[1] Anggraini, F. A. "*Developing English Multimedia Based Teaching Media" Iain Tulungagung*, *8* July 2015, Hal 2.

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education, one of which is as a learning medium. According to Sodiq Anshori, there are three functions of technology in education. The first function is to assist students in learning, such as processing words, numbers, and databases. The second function is to integrate technology into scientific fields that students must master. Finally, technology serves as a teaching or learning tool (literacy).[2] The three functions of technology in the learning process are defined and built on the development of technology in education, which is significant in this well-developed digital era.

In comparison to several decades ago, the application of technology in today's circumstances plays a vital part in education. Being sufficiently towards technology allows someone to comprehend, use, develop, and share a variety of information and communication tools in social networks as well as in real-life situations. It emphasizes the importance of developing technology-based learning media to assist students in resolving problems that arise during the learning process or help students understand the material more deeply. As a result, in the twenty-first century, teachers are expected to develop technology-based learning media. Furthermore, for students and teachers, the consideration in selecting such technology for education is significant.

The use of technology-based learning media is advised as it improves learning outcomes and advances the educational goal. Afkar claims that technology-based learning media offers distinct filters that attract students' interest, thus it is enhancing the quality of teaching and learning processes. Based on Jenkins' perception, incorporating technology as instructional media strengthens the educational objectives by facilitating the learning process. Additionally, leveraging technology as a medium for instructional purposes enhances the efficiency and effectiveness of learning by motivating students to actively engage in their studies. This increased level of engagement leads to a heightened enthusiasm for

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[2] Sodiq Anshori, Pemanfaatan Teknologi Informasi dan Komunikasi Sebagai Media Pembelajaran, (Civic-Culture: Jurnal Ilmu Pendidikan PKN dan Sosial Budaya, 2019) Hal.93

understanding the subject matter, as the learning experience becomes more interactive and meaningful.[3]

Animaker presents an innovative option for instructional media, particularly in the context of teaching pronunciation. Because Animaker offers animation elements to capture students' attention and present intelligible topics, Animaker as a teaching medium becomes an excellent option to be used in the teaching and learning process, especially in teaching pronunciation. Due to the fact that Animaker is created with students in mind, it is more dynamic and interesting for them, allowing them to learn more and gain more experience.

In teaching pronunciation, several media are used such as podcasts, songs, films, and YouTube videos. Among these media used for teaching pronunciation, there are still shortcomings. For example, podcasts and songs do not provide effective and suitable pronunciation models for students to listen to due to the difficulty in imitating the correct pronunciation caused by the intonation and speed of pronunciation in each word. Additionally, films and YouTube videos are also used for teaching pronunciation but have several drawbacks, such as difficulty in finding relevant material and the lengthy duration without drilling for each word spoken by a native speaker.

Therefore, the researcher prefers to develop Animaker-based learning media that is used to facilitate teaching in the form of address common pronunciation errors. This medium offers several advantages, including the availability of double drilling models namely American accent and British accent for each word, phonetic symbols accompanying each word, and providing around 2-3 minutes for students to practice their pronunciation after being given a drilling model.

In this developed media, the researcher uses American and British accents as the drilling model. This is because British and American accents are very popular in the world of education because British accents have a long history and are

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[3] Sudjana, N & Rivai, Teknologi Pengajaran, (Bandung: Sinar Baru, 1997)

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considered to have high prestige.[4] This accent has long been considered a standard accent and is often taught in elite schools and top universities in various countries.[5] What's more, the British accent became popular because of Britain's relationship as a former colonial with many countries around the world, especially in Europe. The use of this accent reflects a desire to adopt English language and culture.[6] In contrast, the popular American accent is used for education because it has a strong influence around the world through Hollywood movies, music, and television series.[7] America's extensive media exposes many people to this accent, thereby making it familiar and internationally recognized.

MA Islamiyah Candi Sidoarjo become a research subject in this study because this school has an English club that facilitates students' skills in English, especially pronunciation. But in fact, the students' pronunciation still experienced some errors so that the researcher desire to develop Animaker-based learning media that is used to facilitate teaching in the form of drilling model which will be helpful for MA Islamiyah's students to address common pronunciation errors.

Similar investigations about the subject of this study are currently being carried out by several researchers, both regarding the exploration of the use of Animaker as learning media and the development of Animaker as learning media. For instance, in the study conducted by Tiarma Marpaung and Erny Selfina Nggala Hambandima, they focus on exploring the use of Animaker as a medium for creating descriptive texts. However, their study primarily focuses on examining the difficulties of using Animaker as a platform for writing descriptive texts and

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[4] Ann Kristin Alftberg*, "British or American English? Attitudes, Awareness, and Usage among Pupils in a Secondary School"*, (Department of Humanities and Social Sciences, 2009)
[5] *Ibid*
[6] David Crystal, *"English as a Global Language"*, (New York, Cambridge University press, 2003)
[7] Johanna Norman, "Student's Self-perceived English Accent and its Impact on Their Communicative Competence and Speaking Confidence" (2017)

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discussing how Animaker promotes the elements of digital storytelling.[8] Other than that, a similar study is also being conducted by Tiarma Marpaung and Erny Selfina Nggala Hambandima, which focuses on the use of Animaker to develop students' digital literacy in storytelling through writing descriptive texts. Additionally, as part of this study, the proficiency of students in digital storytelling is being evaluated using a rubric.[9] The current study is similar to the study conducted by Rochmatul Lathifah and Ribeh Najib Muhammad. Nevertheless, their primary focus revolves around evaluating the efficacy of utilizing Animaker, a video animation tool, for enhancing vocabulary development in online learning settings. The objective of this research is to investigate whether the integration of Animaker software can augment students' vocabulary acquisition when engaged in online learning, particularly within the context of the Covid-19 pandemic.[10]

While related to the development of Animaker as learning media, the study of Ismatul Maula explores the use of Animaker as instructional media to teach tenth-grade students at MA Darul Falah in learning reading descriptive text and narrative text. This study aims to produce animation videos containing descriptive and narrative text that can replace textbooks when the subject matter is challenging and tedious. By utilizing Animaker, students can easily comprehend the reading material.[11] Furthermore, because Animaker is created using cutting-edge tools, it inspires students to learn reading. Additionally, related studies are being conducted

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[8] Tiarma Marpaung and Erny Selfina Nggala Hambandima, Exploring Animaker as Medium of Writing a Descriptive Text : EFL Students' Challenges and Promoted Aspects of Digital Storytelling Literacy, (Universitas Negeri Malang, AJES, 2019) Hal. 27

[9] Tiarma Marpaung and Erny Selfina Nggala Hambandina, EFL Students' Exploration on Animaker to Promote Digital Storytelling Literacy on Descriptive Text, (Universitas Negeri Malang, ISoLEC Proceeding, 2019) Hal. 103

[10] Rochmatul Lathifah, Ribeh Najib Muhammad, Students' Perception on Vocabulary Development Using Video Animation Animaker during Online Learning Covid-19 Pandemic, (Universitas Muhammadiyah Gresik, Journal of English Teaching, Literature, and Applied Linguistics, 2022) Hal. 41

[11] Ismatul Maula, Designing Animaker as Instructional Media in Learning Reading Descriptive Text and Recount Text for Tenth Grade Students at MA Darul Falah, (Universitas Islam Malang, LangEdu Journal, 2020) Hal. 1

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by Anggun Mardhina Ningtyas, Ratna Sari Dewi, and M. Taufik, only focusing on producing Animaker-based animation videos for elementary school students.[12]

From several prior studies mentioned above, it is shown that the development of learning media based on digital technology using Animaker that is used to facilitate teaching in the form of drilling model to address common pronunciation errors is only minimally examined and investigated. Moreover, the preliminary research conducted by the researcher beforehand reveals that most students do not know how to pronounce words correctly when they read them. Hence, it raises curiosity for the researcher to explore the theme related to the development of learning media based on Animaker which is utilized as teaching aid in the form of drilling model to address common pronunciation errors.

Several previous studies also investigate the development of technology based on Animaker in teaching English, including the study conducted by Ismatul Maula.[13] Furthermore, the focus of the current study is different with the previous study which is conducted by Anggun Mardhina Ningtyas, Ratna Sari Dewi, dan M. Taufik.[14] The previous study is investigating the creation of Animaker-based animation videos for elementary school children and designing Animaker as an educational tool for teaching senior high school students how to read descriptive text and recount text. On the other hand, this current study focuses on the development of Animaker-based learning media to facilitate teaching as a drilling model to address common pronunciation errors. Therefore, the finding of this study will extend the theory about the development of Animaker-based learning media that is used to facilitate teaching as drilling model to address common

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[12] Anggun Mardhina Ningtyas, Ratna Sari Dewi, M. Taufik. "*Developing Animaker-based animation videos on the theme "Daerah Tempat Tinggaku" at Grade IC SDN Banjarsari 2 Serang*" *Universitas Sultan Agng Tirtayasa*, *25* Agustus 2021, Hal 739.

[13] Maula, *Op.Cit.*

[14] Ningtyas, *Op.Cit*

pronunciation errors. The finding of this current study can be giving positive input for the teachers to overcome the problem of pronunciation errors of the students.

As a result, the primary goal of this study is to create a medium in the form of an animation video using Animaker which helps teaching as a drilling model to address common pronunciation errors. Furthermore, in developing the learning media, this research identifies vocabulary that students previously found difficult to pronounce. In summary, the outcome of this study is a product specification in the form of an Animaker-based animation video that is used to facilitate teaching as a drilling model to address common pronunciation errors. The study's findings provide one of the alternative learning media that is expected to reduce common pronunciation errors made by students. Additionally, the findings of this study are expected to serve as a reference in the learning process through the use of technology. This media can also be utilized when teachers are unable to attend class.

B. Research Questions

There are two research questions related to this study.

1. What are the procedures of developing Animaker-based media as a drilling model to address common pronunciation errors?
2. How is the feasibility of the developed Animaker-based media as a drilling model to address common pronunciation errors?

C. Objectives of the Study

The current study aims to:

1. To investigate the procedure of developing Animaker-based media as a drilling model to address common pronunciation errors.
2. To explore the feasibility of the developed Animaker-based media as a drilling model to address common pronunciation errors.

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D. Significance of the Study

The findings of this study have some significances:

1. For other researchers

   The findings of this study can serve as a guide for future research by other researchers which is related to the context of developing Animaker-based learning media that is used to facilitate teaching as a drilling model to address common pronunciation errors. Particularly, they might utilize it as the foundation for future research to seek for the gap that is not covered by the current research yet, or oven this study can extend the theory related to the development of Animaker-based learning media which is utilized to facilitate teaching as a drilling model to address common pronunciation errors.

2. For the teachers

   The result of this study can be used for the teacher as a medium or tool to facilitate students' English pronunciation errors. Moreover, this study adds teacher insight into interesting and useful alternative learning media to correct pronunciation errors that are often spoken by students and also giving information about the phonetic symbols of each word.

3. For students

   This study can be helpful for students who want to have independent learning related to repairing the pronunciation errors that are commonly produced by the students and also as a means of encouraging motivation and interest in learning related to enhancing students' pronunciation ability.

E. Scope and Limitation

The scope of this study is to develop Animaker-based learning media that is used to facilitate English pronunciation ability. The media developed are specifically designed for pronunciation, targeting words that have a high probability of being mispronounced. In addition, the researcher does not analyze

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the use of Animaker-based learning media that is used to facilitate students' pronunciation ability; instead, this research solely investigates the procedure of developing Animaker-based learning media that is used to facilitate teaching as a drilling model to address commonly mispronounced words. The study limits on the development of Animaker-based learning media that is used to facilitate teaching as a drilling model for common pronunciation errors by providing phonetic symbols specifically referred to /ŋ/, /d/, /dʒ/, /ʒ/, /ʧ/,/z/, /ð/, /θ/, /ʃ/, /g/, /kj/, /h/, /r/, /v/ and also pronunciation model from dictionary both from American accent and British accent. Additionally, concentrates on the feasibility of the developed Animaker-based learning media that is used to facilitate teaching as a drilling model to address common pronunciation errors from students the media user and teacher as the learning practitioner. This study takes place at MA Islamiyah Candi Sidoarjo.

In addition, this study limits the research to one English teacher who has difficulty to select appropriate media to teach pronunciation and one class of tenth-grade students which consists of 24 students to validate the data about the feasibility of the developed Animaker-based media that is used to facilitate teaching as a drilling model to address common pronunciation errors. This study is being conducted in MA Islamiyah at Grade X IPA-A. Furthermore, this research uses an ADDIE model from the Research and Development method which consists of 5 steps starting from Analysis, Design, Development, Implementation, and also Evaluation.

F. Definition of Key Terms

In this study, several terms appear periodically. As a result, the researcher chooses to use crucial phrases with operational significance in their research, namely:

1. Animaker-based media

   Web-based platform that provides software products for creating animated videos. In this study, Animaker is one of the digital technologies that can be

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used to create a video animation, serving as the primary or supplementary media in a particular instructional strategy that is intended to serve as a drill model for phrases that students regularly speak incorrectly.

2. Drilling model

The building of representation is done by giving examples through spaced repetition, either chorally or individually to acquire student skills in the material being taught. In the context of this study, repetition drills are being used to teach a skill and facilitate memorization that requires students to repeat an utterance aloud after hearing it, especially for common pronunciation errors.

3. Pronunciation errors

The way a particular individual does not speak a word in accordance with phonetic symbols in speaking a given word/language in a specific dialect and does not consider several features such as accuracy, word stress, weak sounds, intonation, etc. In this study, the term pronunciation errors mean an individual pronouncing the word incorrectly on a regular basis due to a lack of knowledge. Therefore, an Animaker-based animated video is created to facilitate teaching as a drilling model that addresses common pronunciation errors produced by the students.

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CHAPTER II

THEORETICAL FRAMEWORK

The second chapter addresses the theoretical framework and the previous studies on the area of developing Animaker-based media as a drilling model to address common pronunciation errors. This is covered in several subheadings namely (1) The Concept of Media Development, (2) Animaker-based Animation Video Media for English Teaching, (3) The concept of English Pronunciation Errors, (4) Dictionary-based Analysis (5) Drilling Model for English Pronunciation Errors

A. Review of Related Literature

1. The Concept of Media Development

   Research and Development is a research method that focuses on developing and testing the product.[15] In this Research and Development study, there is a wide range of research models to consider as a reference. The following list presents various models utilized in research and development projects, offering a glimpse into their diverse applications.[16]

   a. Borg and Gall development model

   The Borg and Gall development model which is developed by Borg and Gall in Albet Maydiantoro[17] is a development model that uses a waterfall flow at its development stage. The Borg and Gall development model has relatively long stages because there are 10 implementation steps: (1)

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[15] Sugiyono. 2015. Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

[16] Khairul Amali, Yenni Kurniawati, and Zuhiddah Zulhiddah, "Pengembangan Lembar Kerja Peserta Didik Berbasis Sains Teknologi Masyarakat Pada Mata Pelajaran IPA di Sekolah Dasar," *Journal of Natural Science and Integration* 2, no. 2 (October 31, 2019): 70, https://doi.org/10.24014/jnsi.v2i2.8151.

[17] Albet Maydiantoro, "MODEL-MODEL PENELITIAN PENGEMBANGAN," n.d.

research and data collection, (2) planning, (3) product draft development, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation. These steps are shown in the following chart:
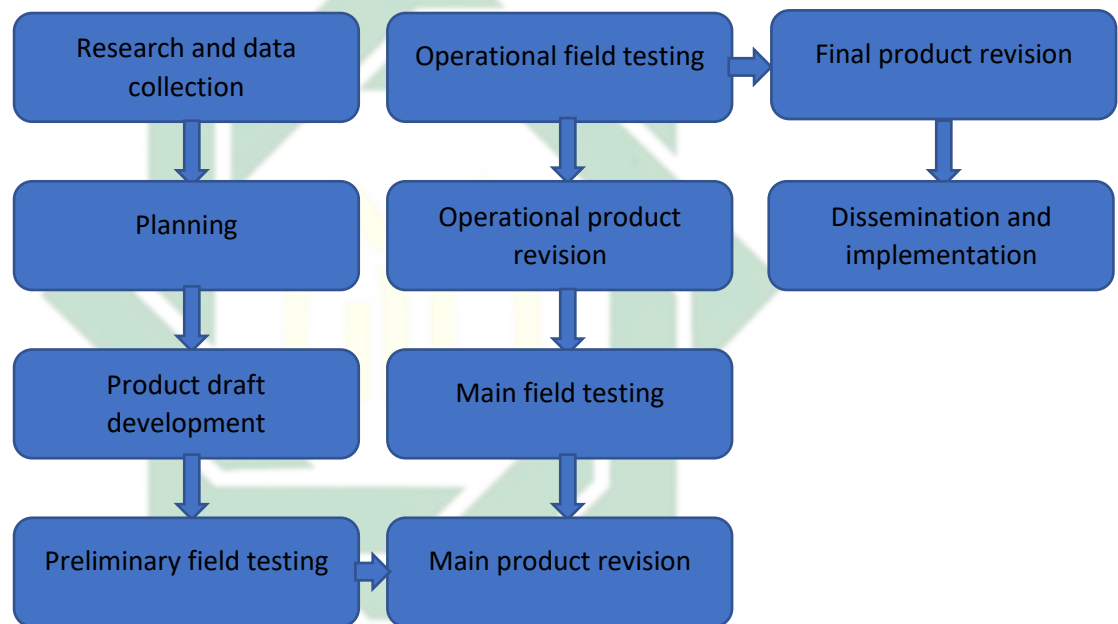
Figure 2.1 Development research model by Borg & Gall, 1983
(Source: https://shorturl.at/fkoNT)

Further 10 stages will be detailed through the explanation below.

(1) Research and data collection

Research and data collection are carried out through survey activities. This step includes conducting literature studies related to the issues being studied and preparing to formulate a research framework.

(2) Planning

Planning is a step carried out by the researcher in development research, following the Borg and Gall model. The aim is to formulate skills and expertise related to the problem, determine the goals to be achieved at

each stage and if possible or necessary, conduct a limited feasibility study.

(3) Product draft development

Product draft development involves developing the initial form of the product to be produced. This step includes preparing supporting components, preparing guidelines and manuals, and evaluating the feasibility of supporting tools.

(4) Preliminary field testing

Preliminary field testing is the fourth stage in the development research model using the Borg and Gall model. At this stage, the researcher conducts initial field trials on a limited scale, involving 6-12 subjects. Data collection and analysis can be performed through interviews, observations, or questionnaires.

(5) Main product revision

The main product revision stage involves activities carried out by the researcher to make improvements to the initial product based on the results of the initial trial. These improvements are likely to be carried out more than once, according to the results observed in the limited trials. The goal is to obtain a finalized main product (model) draft ready for broader trials.

(6) Main field testing

Main field testing is the main testing activity involving all students.

(7) Operational product revision

Operational product revision involves improving the results of wider trials, ensuring that the product being developed is an operational model design that is ready for validation.

(8) Operational field testing

Operational field testing is the validation test phase of the operational model that is being generated.

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(9) Final product revision

Final product revision is the final improvement stage for the model being developed to produce the final product.

(10) Dissemination and implementation

Dissemination is the step of disseminating the developed product/model and implementing it in the field.

The Borg and Gall development model possesses both benefits and drawbacks. One advantage of this model is its ability to yield a highly validated product, fostering an ongoing cycle of product innovation. However, a notable weakness of this model is its time-consuming nature, as the procedure is relatively complex and demands a significant financial investment.

b. 4D development model

The 4D development model, formulated by Sivasailam Thiagarajan in Albet Maydiantoro,[18] is a development framework comprising four distinct stages. The initial stage, commonly known as "Define," involves conducting a needs analysis. The second stage, called "Design," entails creating a conceptual framework for learning models and tools. The subsequent stage, "Develop," incorporates validation tests and assessing the viability of media. Lastly, the final stage, "Disseminate," encompasses the implementation of research findings on the designated target audience.
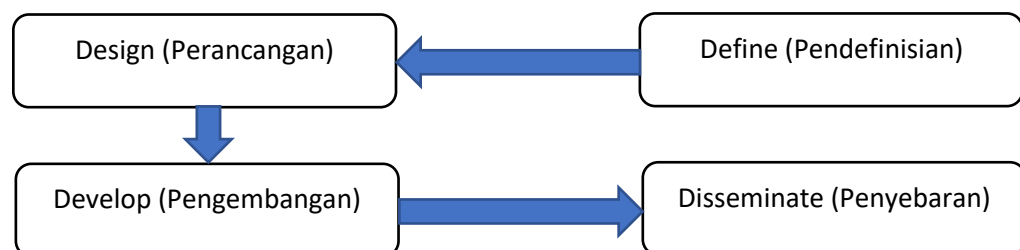
Figure 2.2 4D development steps by Sivasailam Thiagaraja
(Source: http://lp2m.uma.ac.id/2022/03/04/)

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[18] Maydiantoro.

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The details of the development stages are as follows:

1. Define stage

    In the 4D model, the first stage is the defining stage, which focuses on identifying the development requirements. Essentially, this stage corresponds to the need analysis phase. In product development, developers examine and gather information about the development needs, assessing the extent to which further development should be pursued.

    The defining or needs analysis stage involves conducting an examination of prior research and literature studies. As outlined Suryaningtyas in Kurniawan's research, the define stage comprises five activities, namely:

    a) Front-end analysis

    During the initial analysis phase, researchers/developers engage in the identification and determination of fundamental issues encountered within the learning process. This serves as the basis for the development needs. By conducting this preliminary analysis, researchers/developers gain insights into the facts and explore alternative solutions. Such information assists in the selection and determination of the learning tools to be developed.

    b) Learner analysis

    Learner analysis is an activity that aims to recognize the attributes of the students who are the intended recipients of the learning tools' development. These characteristics encompass various aspects such as academic abilities, cognitive development, motivation, and individual skills pertinent to learning topics, media, formats, and language. The purpose is to gain a comprehensive understanding of

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the students' traits and preferences to inform the development process of the learning tools.

c) Task analysis

Task analysis serves the purpose of identifying the skills being examined by the researcher and subsequently breaking them down into a set of supplementary skills that may be necessary. In this particular scenario, educators analyze the primary tasks that students need to master in order to attain the specified minimum competencies.

d) Concept analysis

The purpose of task analysis is to identify the skills that the researcher is examining and then break them down into a set of additional skills that may be required. In this specific situation, educators analyze the main tasks that students must accomplish to achieve the specified minimum competencies.

e) Specifying instructional objectives

The formulation of learning objectives serves as a valuable means of summarizing the outcomes of concept analysis and task analysis to ascertain the desired behaviors of the research subject.[19]

2. Design stage

The second stage in the 4D model is design. There are 4 steps that are passed at this stage, namely *constructing criterion-referenced test, media selection*, *format selection,* and *initial design.*

a) *Constructing Criterion-Referenced Test*

The establishment of test standards bridges the gap between the definition stage and the design stage. Test standards are devised by

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[19] Dian Kurniawan and Sinta Verawati Dewi, "PENGEMBANGAN PERANGKAT PEMBELAJARAN DENGAN MEDIA SCREENCAST- O-MATIC MATA KULIAH KALKULUS 2 MENGGUNAKAN MODEL 4-D THIAGARAJAN" 3 (2017).

analyzing learning objectives and specifications related to student analysis. This process enables the creation of a grid for learning outcome tests. These tests are tailored to suit the cognitive abilities of students, and the scoring of test results is facilitated through an evaluation guide comprising scoring criteria and answer keys for the questions.

b) *Media Selection*

In a general sense, the process of media selection involves identifying learning materials that are suitable and relevant to the characteristics of the content. This selection is guided by the outcomes of concept analysis, task analysis, student characteristics as users, and development plans that incorporate various media options. The selection of media aims to optimize the utilization of teaching materials throughout the development of instructional materials in the learning process.

c) *Format Selection*

The purpose of selecting formats in the development of learning tools is to create designs for learning media, choose strategies, approaches, methods, and learning resources.

d) *Initial Design*

The initial design involves creating the overall design of the learning device before conducting the trial. This design incorporates a range of structured learning activities and the implementation of various learning abilities through teaching practice (Microteaching).

3. Develop stage

The third stage in the 4D model for developing learning tools is the development stage. This stage focuses on creating the actual product. It comprises two steps: expert appraisal, followed by revision, and developmental testing.

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a) Expert appraisal

Expert appraisal is a method used to gather recommendations for enhancing the material. By conducting an evaluation with experts and receiving feedback on improving the developed learning tools, revisions can be made based on their advice. Expert judgment aims to make the learning device more accurate, effective, thoroughly tested, and technologically advanced.

b) Developmental testing

Development trials are being conducted to acquire firsthand input in the form of responses, reactions, and comments from students and observers regarding the prepared learning tools. Iterative trials and revisions are being performed with the objective of attaining an effective learning device and ensuring consistency.

4. Disseminate stage

The final stage in the development of learning tools using the 4D model is the dissemination stage. The stages of final packaging, diffusion, and adoption are crucial, although they are often overlooked. The purpose of the dissemination stage is to promote the product resulting from the development so that it is accepted by individuals, groups, or systems. Selective material packaging is necessary to achieve the desired form. The dissemination stage consists of three main stages: validation testing, packaging, and diffusion and adoption. In the validation testing stage, the revised product from the development stage is implemented with the actual target audience. At this stage, the measurement of objective achievement is also conducted to determine the effectiveness of the developed product. After implementation, researchers/developers need to observe the results of goal achievement. Any unattained objectives should be addressed to avoid repetition when disseminating the product. In the packaging, diffusion, and adoption stages, the

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product is packaged by creating an application manual, which is then disseminated for absorption (diffusion) and understanding by others who can utilize it (adoption) in their classes. Considerations in carrying out the dissemination stage include user analysis, strategies and themes, timing for dissemination, and media selection for dissemination.

The 4D model offers the advantage of being time-efficient due to its relatively straightforward stages. However, a weakness of the 4D model is that it solely focuses on the development stage and lacks an evaluation phase. Evaluation is essential as it assesses the quality of the tested product. To ensure product quality, tests are conducted both before and after using the product.

c. ADDIE development model

The ADDIE development model which is developed by Dick and Carry in Albet Maydiantoro[20] consists of 5 stages of development.
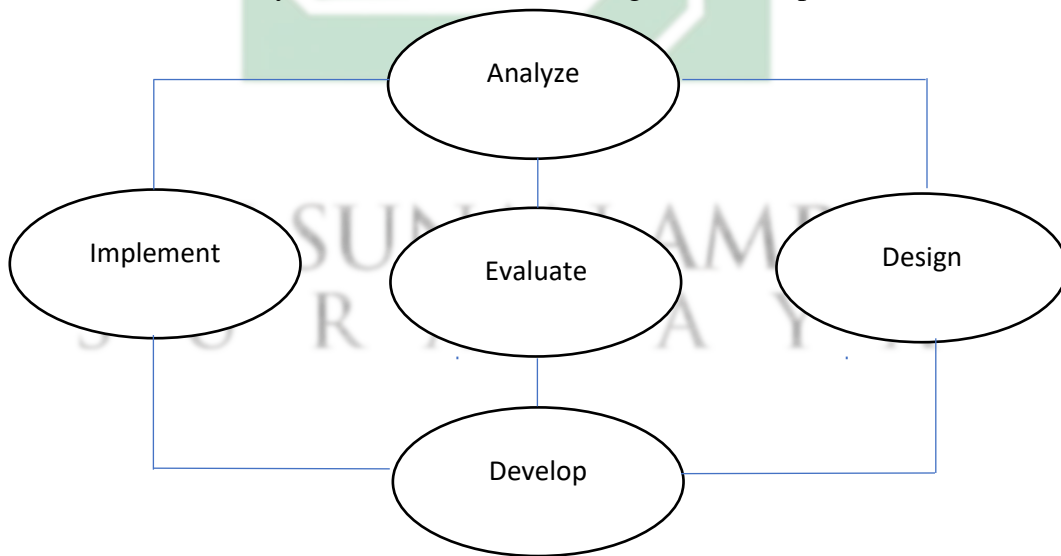
Figure 2.3 ADDIE development model by Dick and Carry
(Source: https://educhannel.id/blog/artikel/)

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[20] Maydiantoro, "MODEL-MODEL PENELITIAN PENGEMBANGAN."

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The model involves the stages of model development with five steps/phases development: Analysis, Design, Development, Implementation and Evaluation.

ADDIE development research model stage

1) Analysis

In the ADDIE development research model, the first stage involves analyzing the need for new product development (models, methods, media, teaching materials) and analyzing the feasibility and terms of product development. The development of a product can be initiated by a problem in an existing product that exists or is being applied. Problems may arise and occur when existing products or available products are no longer relevant to the target needs, learning environment, technology, student characteristics, and so on.

2) Design

The design activity in the ADDIE development research model is a systematic process that starts with designing the concept and content of the product. A design is being written for each product content. The instructions for implementing the design or manufacturing the products are aimed to be written clearly and in detail. At this stage, the product design is still conceptual and will serve as the foundation for the development process in a later stage.

3) Development

Development in the ADDIE development research model contains activities that realize the previously made product design. In the previous stage, a conceptual framework for implementing new products is developed. That framework is then realized into a ready-to-use product that is applied. At this stage, it is also necessary to create instruments to measure product performance.

4) Implementation

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The utilization of the ADDIE development research model aims to gather feedback on the created/developed products. Initial feedback (initial evaluation) can be acquired through inquiries pertaining to the objectives of product development. The application is conducted by referencing the designed product.

5) Evaluation

The evaluation stage in the ADDIE model development research is conducted to obtain feedback from product users, enabling appropriate revisions based on the evaluation results or unmet needs identified. The ultimate objective of evaluation is to assess the accomplishment of development goals.

Based on the explanation above, there are several types of development models, namely the Borg and Gall development model, the 4D development model, and the ADDIE development model. However, researchers are more focused on using the ADDIE development model for this study for several reasons. One reason why this model is advantageous is that it offers simplicity and ease of comprehension, along with a structured and systematic approach. As we are aware, the ADDIE model comprises five interconnected and systematically organized components, highlighting the requirement for a methodical application from the initial stage to the final stage.

2. Animaker-based Animation Video Media for English Teaching

Animated video learning media is one of the models or learning methods that demands creativity and thoroughness from educators. Learning through animated videos must be made based on a script that is equipped with important information about a material that is being presented to students. The information is in the form of audio, images, writing, and movement, serving as

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sources that can transform written words into electronic sounds and images. Manuscripts serve as the main reference in learning media and are both factual and technical. Being factual because it contains important information about the material delivered by educators to students, while being technical based on the characteristics of students, learning materials, and basic competencies achieved during the learning process.

Methodologically, video animation comes from two words, namely video and animation. Video is the most effective medium in helping the process of teaching and learning activities. The video aims to help students understand the learning material. Video in principle presents moving images and sound. The benefits of animated videos are to visualize learning materials effectively and dynamically. Animation is an activity to animate, move a stationary object. Objects that are at rest if moved by certain dynamics such as emotions, forces and impulses come alive and move. Animation moving an object projected into a moving image must be adapted to the character or theme being developed. Several experts have explained about the meaning of animation, including:

a) According to Molenda and Russel, Animation is a technique used in filmmaking to add motion to inanimate objects.[21]

b) According to Ibiz Fernandez the notion of animation is a process of static images that are recorded and played back in order to create the appearance of movement.[22]

Animated video learning media is a type of Information Technology-based media. Therefore, in modifying animated videos as learning media, it

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[21] Hardianti, "The Effect of Using Animation Video on Students' Speaking Skill at SMK PGRI Pekanbaru", (Pekanbaru, UIN Suska Riau, 2020) Hal. 20

[22] Tonni Limbong dan Janner Simarmata, Media dan Multimedia Pembelajaran, (Yayasan Kita Menulis,2020), hal 102

needs to be adapted to the characteristics of students, aesthetic elements, and attractiveness, so that interactive features characterized by images, writing, sound, and movement can be realized.[23] It aims to alleviate boredom as well as encourages and increases the activeness, participation, and learning motivation of students. One of the advantages of animated video media is that it helps the learning process individually and in groups.

Utami explained that there are benefits and drawbacks of the animation learning media itself, namely:

a) Benefits of animated video

1) A complicated concept is visually and dynamically communicated via animated learning media. As a result, the learner finds it easier to map linkages or connections regarding a difficult topic or procedure, aiding the comprehension process.

2) Students' attention is quickly drawn by digital animation. With the help of various media, animation is better equipped to communicate a message. Additionally, compared to static media, students remember the material longer when using dynamic media.

3) A more pleasurable learning environment is provided via animation. Animation has the power to grab students' attention, boost motivation, and make learning more memorable. Anything that reduces the cognitive burden on students as they receive the information or message that the teacher wishes to convey is helpful.

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[23] Andriana Johari, Syamsuri Hasan, Maman Rakhman, Penerapan Media Video dan Animasi pada Materi Menvakum dan Mengisi Refrigeran Terhadap Hasil Belajar Siswa, Vol.1, No.1, Journal of Mechanical Engineering Education, Juni 2014, Hal. 10

4) The application of ideas or demonstrations is facilitated by the visual and dynamic presentations offered by animation technology.

b) Drawbacks of animated video

In developing and displaying animated videos, special equipment is required. The materials for animation are difficult to modify if there are any errors or information contained within them. It is challenging to add elements to capture students' attention if it is not used appropriately. However, animation can also divert focus from the substance of the material and become merely decorative, which is not essential. [24]

Therefore, the process of developing animated video learning media requires steps and preparation. It is important to consider a script that contains ideas as the foundation for creating the media. The intended ideas focus on visualization, which involves skills in visualizing the key points of the learning material. The visualization process involves three stages: presenting image symbols in a two-dimensional form, using graphic symbols to depict objects based on the author's vision, and using verbal symbols to provide descriptions for real objects.

Animated video learning media incorporates various elements, including visual elements such as characters, settings, props, lighting, and motion. Additionally, audio elements play a crucial role through images, movements, information clarification, character voices, sound effects, and music.

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[24] Farid Ahmadi dan Hamidullah Ibda, Media Literasi Sekolah, (Semarang : Cv Pilar Nusantara, 2018), hal 328-330

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The development of animated video learning media necessitates the utilization of software, such as Animaker. Animaker is an online WebApp software specifically designed for creating animated videos. It offers a wide range of captivating animation features, including infographics, typography, 2 dimensional to 2.5 dimensional animations, and other advantages. These include the ability to create videos with durations of 30 to 40 minutes, high-definition (HD) quality, and standard-definition (SD) quality for downloadable videos. Animaker is compatible with various devices, including smartphones used by both students and educators. However, one limitation of this software is its restricted animation features, particularly in terms of animation design, as it is a free application rather than a paid one.

Further, the advantages and disadvantages of Animaker are explained as follows:

a) Advantages

1) Can be downloaded for free

One of the advantages of Animaker is that it is downloadable for free. It means that users do not need to make payments before using Animaker. Other platforms such as Powtoon and Doraton also offer this advantage, but the features provided are not as many as the features provided by Animaker.

2) The features provided are very varied

On the dashboard page, there are choices for the category of animation to be made. There are 21 options including new intros and outros, as well as photo videos, typography, 2D animation, video greetings, whiteboards,

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vertical, handicraft, infographics, business, health, education, food, travel, sport, and YouTube lyrics.

3) There is an animation categorization

To make it easier to create animated videos, Animaker categorizes animation based on the purpose of using the animation, such as education, business, promotion, etc.

4) The video results can be made with a duration of 30 minutes with quality ranging from full HD, HD and SD.

This animaker has several versions, namely free, basic, starter, pro and enterprise. Each of these versions has its own advantages, where the duration of animated videos that can be made from animaker can be up to 30 minutes with good quality ranging from full HD, HD and SD.

b) Weakness

1) Limited items (image, background, etc)

Weaknesses in the process of making animated videos using animaker are still very limited. There are only a few supporting items available, so if researchers add images that are not in the software, they need to provide or look for other sources.[25]

2) It is still web-based so its use must use internet quota.

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[25] Teguh Putra Socrates, Kokom Komalasari, and Wildan Insan Fauzi, "The Impact of Using Learning Video Media Animaker in Social Studies Learning Outcomes" 3, no. 2 (2022): 152–75.

This animaker is still web-based, not an application, so the user needs an internet quota to run it[26]

3) The process is a lot.

In making animated videos through Animaker, users are provided with ready-made templates from Animaker itself. However, in making animated videos that will be used for learning specific material, users need to design their own animated videos through Animaker according to their needs and desires, which of course requires a lengthy process.

4) Paid features are more than unpaid features.

Animaker has several versions, namely free, basic, starter, pro, and enterprise, which all have different features. The free version is very different from the basic, starter, pro, and enterprise versions because the free version of Animaker has very limited features, such as the duration of the animated video which can't exceed 5 minutes, the presence of watermarks, and several other features that differ significantly from the paid versions.

Based on the explanation above regarding the advantages and disadvantages of Animaker, the researcher decides to use Animaker as a tool for making animated videos that will be used in teaching as drilling model to address common pronunciation errors. This decision is based on several reasons. Firstly, Animaker is free to use, and secondly, it offers a comprehensive set of features even in its free package, surpassing the features of other platforms. These features include creating new intros and outros, photo videos, typography, 2D animation, video greetings,

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[26] *Ibid*

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whiteboards, vertical videos, handicraft animations, infographics, business-related animations, health-related animations, educational animations, food-related animations, travel-related animations, sports-related animations, and YouTube lyrics.

3. The Concept of English Pronunciation Errors

Mispronunciation or pronunciation errors refer to words that are uttered incorrectly.[27] Djajaningrat in Mulansari, Basri, and Hastini state that numerous Indonesian and English language learners frequently make mistakes in the articulation of the sounds as a result of the problems that English pronunciation presents. It means that teachers and curriculum designers no longer value pronunciation abilities and accept pronunciation errors as inevitable.[28]

According to Jam, Domakini, and Kasegari regarding pronunciation, Keshavarz in Syarifah[29] created the four categories that are best for differentiating the various types of pronunciation problems.

1) The unavailability of certain phonemes in the target language
The presence of mistakes in the learners' first language results in errors when they attempt to produce certain sounds (vowels or consonants) in the target language. Bahasa Indonesia lacks the sounds [v], [θ], [ð], [ʒ], [dʒ], and [ʧ]. Consequently, Indonesian learners of English as a foreign language

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[27] Maryam Eslami, Azam Estaji, and Mahmoud Elyasi, "The Spelling Error Analysis of the Written Persian Essays of Russian Adult Learners of Persian," *Asian Journal of Humanities and Social Sciences (AJHSS)* 2, no. 1 (2014): 1–8.

[28] Ifon Mulansari, Hasan Basri, and Hastini, "The Analysis of The First Year Students' Errors in Pronouncing English Words," *E-Journal of English Language Teaching Society (ELTS)* 2, no. 3 (2014): 1–16.

[29] Salwa Syarifah, An Analysis of Interlingual Errors in English Pronunciation Made by the Fifth Semester Students of English Education Study Program at UIN Rden Fatah Palembang (Palembang: UIN Raden Fatah, 2017) Hal 17

mispronounce the words "think" and "the" as [tink] and [də] respectively, due to the absence of the consonants [θ] and [ð] in their native language.

2) The variations in syllable structures between first- and second-language speakers

It relates to the distinctions in the syllable structures of the first and second languages. In a syllable, consonant clusters are regarded as incidental components. Syllables primarily consist of vowels and syllabic sounds. Consonants can be positioned before (onset) or following some syllabic sounds inside a syllable (coda).

A voiced stop consonant in the last position, two to five consonants at the end of a syllable, or two or three consonants at the beginning of a syllable are not used in Bahasa Indonesia, claims Yuliati. As a result, some words may prove difficult for Indonesian English speakers to pronounce.[30]

Moreover, Asian Language Notes applies contrastive analysis to elucidate the errors made by Indonesian/Malay speakers of English. According to this analysis, these mistakes can be attributed to the absence of voiced stops in the final position of Bahasa Indonesia (BI). In Indonesian, stops become silent and unreleased when they occur at the end of a word. As a result, the final [d] sound is pronounced as [t], [g] is replaced by [k], and [b] is devoiced to [p].

3) Spelling pronunciation

Students in the third group categorize as spelling pronunciation which means they typically say words precisely as they are written. This group of mistakes includes, for instance, pronouncing colonel as [kolonel] rather than /k:nl/.

4) The learner's tendency to pronounce the silent letters

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[30] Yuliati Yuliati, "Final Consonant Clusters Simplification by Indonesian Learners of English and Its Intelligibility in International Context," *International Journal of Social Science and Humanity* 4, no. 6 (2014): 513–17, https://doi.org/10.7763/ijssh.2014.v4.409.

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The habit of the learners to pronounce the silent letters in words categorize as the fourth group category of errors. One example of this group of mistakes is when EFL students pronounce the word calm as [kalm] rather than /kam/.

Based on these 4 categories, the first two groups which is the absence of some phonemes in the target language and the variety in syllable patterns between the first and second languages are classified as interlingual errors and the last two groups are classified as intralingual errors.

4. Dictionary-based Analysis

A dictionary is a book that makes a collection of terms or names arranged along with an explanation of their use, arranged alphabetically and a description of their meaning, or the translation of these terms or names.[31] Dictionaries can be used as a source of information to compare students' pronunciation with the correct pronunciation in the target language. However, it is important to combine dictionaries with other analytical methods in studying students' pronunciation. Here are some analytical methods that can be used in conjunction with dictionaries:

Audio Recordings: Audio recordings play an important role in the analysis of students' pronunciation. By recording students speaking, you can obtain voice data that can be analyzed in depth. Audio recordings allow you to listen directly to students' pronunciation and compare it with the correct pronunciation model. By combining the dictionary and audio recordings, you can identify specific differences in students' pronunciation and identify errors that need to be corrected.

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[31] Ari Pratiwi, Buku Panduan Aksesibiltas Layanan (20160

Observation: Direct observation of students as they speak can provide additional insight into pronunciation analysis. In this case, pay attention to aspects such as the position of the mouth, the movements of the lips, tongue and teeth, as well as the intonation and rhythm of speech. By observing first-hand how students use their speech apparatus, you can identify technical issues that might be affecting their pronunciation.

Expert Assessment: Involving an assessment from an expert in pronunciation or phonology is a very useful method. This expert can analyze student audio recordings and provide an objective view of pronunciation errors and areas that need improvement. They can also provide guidance and effective correction strategies. Expert assessment provides a professional perspective that helps in comprehensively analyzing students' pronunciation.

Acoustic Analysis: Acoustic analysis methods involve using special software to analyze sound waves and acoustic parameters, such as frequency, duration, intensity, and the shape of the sound spectrum. By using acoustic analysis, you can get more detailed information about the characteristics of the students' pronunciation, as well as the differences with the correct pronunciation in the target language.[32]

In this study the researcher prefers to combine dictionaries with audio recordings because in this case students' first language with the target language can be compared and analyzed in depth to find out the differences between the two.

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[32] Beverley Collins and Inger M.Mees, Practical Phonetics and Phonology: A Resource Book for Students (2013)

5. Drilling Model for English Pronunciation Errors

It relates to the distinctions in the syllable structures of the first and second languages. In a syllable, consonant clusters are regarded as incidental components. Syllables primarily consist of vowels and syllabic sounds. Consonants can be positioned before (onset) or following some syllabic sounds inside a syllable (coda).

Voiced stop consonants in the last position, two to five consonants at the end of a syllable, or two or three consonants at the beginning of a syllable are not used in Bahasa Indonesia, claims Yuliati. As a result, some words may prove difficult for Indonesian English speakers to pronounce.

Drilling is the practice of hearing something from a model (a teacher), a tape, or another student and then responding to it or repeating it. The use of drills compels students to use the target language. Here, it is made plain that the purpose of the drill is to have the students listen to the teacher while repeating or responding to what they have heard.

Based on the aforementioned beliefs, the author comes to the conclusion that drilling is a useful strategy for teaching pronunciation to foreign students since it places an emphasis on having students repeat words or sentences aloud to develop their capacity to acquire pronunciation.

According to Larsen-Freeman & Anderson, there are some types of drilling[33], they are:

1) Substitution drill

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[33] Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching (3rd ed.). Oxford University Press.

Typically, the teacher reads a passage from the dialogue. The teacher then speaks some words, known as the cue. The students repeat the teacher's phrase and properly fill in the blanks. The main goal of this activity is to motivate students to locate and fill in gaps in paragraphs. For illustration: "I'm going to the theater," the teacher says in the dialogue as she opens. Then she adds, "the library," and displays to the class a picture of a library. "I'm going to the library," she says after pausing for a moment.

2) Transformation drill

The teacher provides the students with some sort of sentence structure, such as a useful phrase. Positive remarks must be changed into negative ones in the eyes of teachers. Additionally, students are expected to understand concepts like changing assertions into questions, active phrases into passive, or directly into the voice. As an illustration, the teacher in this class conducts a replacement drill to let the students convert a statement into a yes/no question. The teacher gives a concrete illustration: "I say, Diana is going to the restaurant." By asking, "Is Diana going to the restaurant?" you pose a question. Two further examples of this transition are being modeled by the teacher then queries, "Does everyone get it? Okay, let's start. "They're heading to the train station". "Are they heading to the station?" the class asks in turn. They change among fifteen for these patterns.

3) Backward Build-up (Expansion) Drill

When there is a protracted discussion section that causes students to have problems, this practice should be used. The teacher divides many components. Students frequently repeat the final paragraph of the phrase. Following the teacher's instructions, the students continue what they have

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begun part by part until they can complete the entire section. To make the line sound as natural as possible, the teacher starts the section at the conclusion of the sentence (and works backwards from there). Additionally, the end of the phrase, when fresh information is typically presented, requires additional student focus.

As an illustration, the teacher starts at the conclusion of the sentence and just repeats the final two terms to the students. The class then repeats this expanded statement after the teacher adds as many more terms as they can. Before repeating the entire statement, the teacher gradually builds up the sentences.

Teacher: Repeat after me, Hospital
Class: Hospital
Teacher: To the hospital
Class: To the hospital
Teacher: Going to the hospital
Class: Going to the hospital
Teacher: We are going to the hospital
Class: We are going to the hospital

4) Question and answer drill

It is a task that gives the students the opportunity to practice answering questions. Even though they had never been in a classroom before, the teacher asked the children a question. Questions may be answered right away by students. The students can practice the query pattern such as, "Are you going to the zoo?" the teacher asks the class while holding up one of the images previously used. "Yes, I'm going to the zoo," the teacher replies to herself. The teacher then asks, "Are you going to the mosque?" while holding up a picture of a mosque. "I'm going to the mosque", she replies to herself. She displays a third image, showing a kitchen. Are you going to the kitchen? she asks the class. "Yes, I'm going to the kitchen," they both say in unison. Very good, the teacher remarks.

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The students have demonstrated by their actions and explanations that they would respond to the questions using the format she has modeled.

5) Chain drill

A chain drill happens when students go around the room asking and responding to each other's questions at a time. A chain drill got its name from the chain of conversations that happens when students go around the room asking and responding to each other's questions one at a time. By accepting or posing a question to a specific student, the teacher initiates the chain of events. A chain drill permits some controlled touch, albeit with a few restrictions. A chain drill enables the teacher to assess each student's speaking.

Additionally, the teacher says, "Good morning, Adi," to the student who is closest to her. He replies, "Good morning, teacher," in return. "How are you doing?" she asks. "Fine, thanks," responds Adi. And you, how are you? "Fine," the teacher responds. He can tell from the teacher's actions that he turns to salute the student sitting next to him. Student that is asked then responds to him by speaking her lines. She also gets a chance to ask the next student who sits next to her. This activity up until all students have had a chance to ask and respond to the questions, the chain will continue. The final student responds to the teacher's greeting.

6) Repetition drill

Students are instructed to mimic the teacher's movements as rapidly and exactly as they can in order to teach dialog lines. For instance, after the teacher models a conversation in class, the students repeat after him or her.

David: Good afternoon, Aifi
Aifi: Good afternoon, David

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David: How are you?
Aifi: Fine, thanks. And you?
David: Fine. Where are you going?
Aifi: I'm going to the cinema
David: I am too. Shall we go together?
Aifi: Sure. Let's go

7) Minimal pairs drill

The teacher works with word pairings that only differ in one sound, such as "ten / teen" and "ship / sheep." Students are expected to understand the distinctions between the two phrases before they can pronounce the two names. After making similarities between the students' native language and the language they are studying, the teacher chooses the sound to highlight.

The drilling technique mentioned above is the technique used in the audio-lingual method. Among several drilling techniques, there are similarities that underlie these techniques, namely the technique is used to learn the language being taught by practicing word pronunciation and training sentence patterns intensively many times.

Repeating actions over time develops into habits. Students can pronounce English words automatically and instinctively if they get into the habit of doing so. Therefore, in practice, in order for the process to run smoothly, it is necessary to require seriousness from both teachers and students.

According to Zaroh and Laksmi, pronunciation is a skill that needs to be taught in great detail.[34] By introducing pronunciation lessons to students, appropriate word pronunciation is taught. One technique for learning pronunciation is drilling. In drills, the teacher says something, and the students

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[34] Munifatul Zaroh & Laksmi, "A descriptive study on the teaching pronunciation using drilling to the fourth graders of MIN Malang 1", (Malang, UM, 2013)

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repeat it back to them. The capacity to drill effectively is a fundamental skill in language education. Drilling is still being utilized as a paradigm for exploring classroom strategies. Drilling is meant to help students remember new knowledge and improve their pronunciation of language items. During the learning phase of the drilling training, students increasingly depend on the teacher. In light of the aforementioned example, it is challenging to teach pronunciation since the teacher must pay close attention to a variety of factors, such as the placement of the lips, jaw, and tongue. In addition to teaching sentence pronunciation, they also cover sentence stress and intonation. As a result of these issues, many students have pronunciation issues, necessitating the use of drilling techniques in the teaching and learning process.

B. Review of Previous Study

Currently, there are five ongoing studies about Animaker-based learning media in the area of pronunciation ability. The first ongoing study related to this research is being conducted by Tiarma Marpaung and Erny Selfina Nggala Hambandima. The focus of this study is to promote students' digital storytelling literacy on descriptive text using Animaker. To gather the data for this study, qualitative surveys and questionnaires are being used. According to this study, the use of Animaker helps students develop their literacy to an intermediate level. Students who explore all aspects of digital storytelling are expected to achieve a satisfactory level of competency with an average score of 2.37. Despite its challenges, the exploration of Animaker by students can support the development of their literacy in digital storytelling.[35]

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[35] Tiarma Marpaung and Erny Selfina Nggala Hambandina, EFL Students' Exploration on Animaker to Promote Digital Storytelling Literacy on Descriptive Text, (Universitas Negeri Malang, ISoLEC Proceeding, 2019) Hal. 103

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The second earlier study is being conducted by Ismatul Maula. The goal of this study is to use Animaker as an instructional tool to help students learn reading narrative and descriptive text by addressing their difficulties. This study uses a Design and Development (D&D) research design that is based on the planning, designing, developing, and validating stages from Richey & Klein (2007) and Alessi & Trollip (2001) model. The outcome of this research is the production of animation videos using Animaker for narrative and descriptive text that can replace textbooks that are challenging or contain uninteresting information.[36]

The third previous study is being conducted by Rochmatul Lathifah and Ribeh Najib Muhammad. This study focuses on investigating the effectiveness of online learning for vocabulary acquisition using Animaker video animation. To obtain the data, this study uses questionnaires and interviews. The results of this study show that using video animation Animaker provides students with a resourceful medium for acquiring vocabulary in English.[37]

The fourth earlier study is being organized by Tiarma Marpaung and Erny Selfina Nggala Hambandima. The main goal of this study is to find out the difficulty of the students encounter when using Animaker to create a descriptive narrative text. To gather the data, this study uses qualitative surveys and questionnaires. According to the study's findings, 80% of the students find it challenging to insert audio files. Additionally, about 20% to 40% of them also have difficulty with how to change the level and duration of the audio included on each page. The students' diverse digital storytelling literacy is also being advanced through the use of Animaker in 11 areas: subject, author, target audience,

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[36] Ismatul Maula, Designing Animaker as Instructional Media in Learning Reading Descriptive Text and Recount Text for Tenth Grade Students at MA Darul Falah, (Universitas Islam Malang, LangEdu Journal, 2020) Hal. 1

[37] Rochmatul Lathifah, Ribeh Najib Muhammad, Students' Perception on Vocabulary Development Using Video Animation Animaker during Online Learning Covid-19 Pandemic, (Universitas Muhammadiyah Gresik, Journal of English Teaching, Literature, and Applied Linguistics, 2022) Hal. 41

organization, storytelling, multimedia, educational value, mechanics, sources, and uniqueness.[38]

The fifth earlier study is being held by Anggun Mardhina Ningtyas, Ratna Sari Dewi, and M Taufik. The main focus of this project is the development and production of an Animaker-based animation video. Research and Development (R&D) methodology is being used in this study, and the Borg and Gall model, as modified by Sugiyono, is being employed. This model's steps include potential and problem analysis, data gathering, product design, product design review, product revision, and product testing. The output of this study is an animation video with a "Daerah Tempat Tinggalku" theme, created using the Animaker platform.[39]

Based on some numbers of earlier studies above, the development of Animaker-based media as a drilling model to address common pronunciation errors is being examined and investigated. Several previous studies are investigating the development of technology based on Animaker in teaching English, such as the study conducted by Ismatul Maula[40] and also the study which is conducted by Anggun Mardhina Ningtyas, Ratna Sari Dewi and M. Taufik.[41] The previous study explores the development of Animaker-based animation videos for elementary school students and the creation of Animaker as educational media to help senior high school students learn to read descriptive and narrative texts. On the other hand, the current study focuses on the development of Animaker-based learning media to

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[38] Tiarma Marpaung and Erny Selfina Nggala Hambandima, Exploring Animaker as Medium of Writing a Descriptive Text : EFL Students' Challenges and Promoted Aspects of Digital Storytelling Literacy, (Universitas Negeri Malang, AJES, 2019) Hal. 27

[39] Anggun Mardhina Ningtyas, Ratna Sari Dewi, M. Taufik. "Developing Animaker-based animation videos on the theme "Daerah Tempat Tinggaku" at Grade IV SDN Banjarsari 2 Serang" Universitas Sultan Agung Tirtayasa, 25 Agustus 2021, Hal 739.

[40] Maula, *Op.Cit*

[41] Ningtyas, *Op.Cit*

facilitate teaching as a drilling model for common pronunciation errors. Therefore, the findings of this study may extend the theory about the development of Animaker-based learning media that is used to facilitate teaching as a drilling model for common pronunciation errors. The findings of this current study can provide positive input for teachers to overcome the problem of pronunciation error words among students.

Hence, according to the researcher, these are the key gaps that ensure the originality, accuracy, and relevance of this study to the current problems. Hence, according to the researcher, these are the key gaps that ensure the originality, accuracy, and relevance of this study to the current problems.

CHAPTER III

RESEARCH METHOD

This chapter focuses on elaborating the way the researcher conducted the study in investigating the development of Animaker-based learning media to facilitate teaching as a drilling model to address common pronunciation errors that involved (1) Research design, (2) Research and Development procedure, (3) Research setting, (4) Data and source of data, (5) Research instruments, (6) Data collection techniques, and (7) Data analysis technique.

A. Research Design

This research is being conducted using the Research and Development (R&D) method. The Research and Development method is a type of research that aims to create something new and is followed by testing it.[42] Another expert who states the definition of the Research and Development method explains that it is a type of research that uses specific steps to create or develop a new product.[43] From the definition above, the researcher concludes that the Research and Development method is related to the development of certain products based on specific steps.

Hence, in this study, the Research and Development (R&D) method is a suitable method used because this research aims to develop a new product in the form of media based on Animaker using specific steps. The developed media is used as a drilling model to address common pronunciation errors. Furthermore, the researcher develops the media using specific steps from the ADDIE model, which

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[42] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D, (Bandung : Alfabeta, 2007)
[43] Ahmad Maulana Intaha, Yudha Munajat Saputra, and Mulyana Mulyana, "Pengaruh Media Pembelajaran Poster dan Video Terhadap Penguasaan Keterampilan Pencak," *Jurnal Penelitian Pendidikan* 20, no. 2 (September 1, 2020): 145–53, https://doi.org/10.17509/jpp.v20i2.20212.

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consists of several steps including Analysis, Design, Development, Implementation, and Evaluation.

B. Research and Development Procedure

Procedurally the steps of Research and Development (R & D) according to the ADDIE Model are as shown in the following figure:
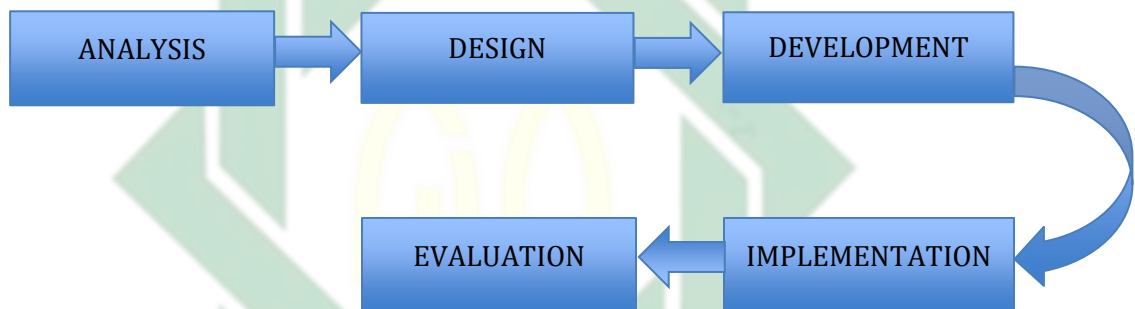
Figure 3.1 Research and Development procedure according to the ADDIE Model by Dick and Carry
(Source: https://educhannel.id/blog/artikel/)

1. ANALYSIS

The first step in ADDIE model is analyzing. This stage is the initial stage, also known as the research stage and gathering information through observation in several relevant studies. In this study, the researcher conducts research to determine the needs, characteristics of students, and problems that exist in learning activities, especially in common pronunciation errors. Furthermore, the researcher conducts interviews with the English teacher at MA Islamiyah grade X Candi Sidoarjo. The researcher wants to know the initial knowledge or skills that students have before participating in instructional activities. The researcher also finds out the medium commonly used in learning activities, especially to facilitate students' English pronunciation ability and see whether the media used still has shortcomings or not.

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This analysis stage is carried out to determine which words are considered to be often mispronounced by students. The first step carried out by the researcher is doing preliminary research to the topic taken in this study, namely regarding common pronunciation errors, then proceeds to collect all common pronunciation errors found in preliminary research into one table. Then, the next step is to distribute the table containing the common pronunciation errors to students and ask students to record their voices that correspond to the phonetic symbols in the table. Through the voice recording, the researcher is able to analyze which words are most likely to be mispronounced by students, which will later become the basis for developing Animaker-based learning media to facilitate teaching as a drilling model to address common pronunciation errors.

2. DESIGN

The second step is Design. After learning needs and lack are identified, the next step is designing the conceptual framework and layout design of the media and also preparing tools to develop the media. Activities are carried out after determining the characteristics of students, the needs of students, and also the problems that are often faced by students, especially in common pronunciation errors. Thus, the development that will be carried out is more conceptual and clearly directed in accordance with the objectives of making media.

The steps carried out by the researcher at this design stage are determining the appearance of the media to be developed such as determining the color on the media background, determining the font of the letters, determining the sound for the pronunciation model, and determining the drilling model to be used in the media. The researcher determines the background in the media according to the characteristics of students who like the selection of

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various colors. This is supported by Sigit Purnama's theory that color selection is an important element in the development of learning multimedia. The choice of color in the development of learning multimedia is an important thing that also determines the feasibility of a learning multimedia. The use of appropriate colors in multimedia learning generates students' motivation, feelings, attention, and willingness to learn. Therefore, a good understanding of color selection is necessary for learning multimedia developers. Coloring of multimedia elements must pay attention to color harmony. Good coloring gives a strong impression and makes it easier for students to remember the material contained in learning multimedia.[44]

The researcher in the design stage takes the next step to determine the font for the writing on the learning media. This is very important in the development of learning media because the purpose of the learning media itself is to convey information or learning materials to students. Therefore, according to Sigit Purnomo, in the process of designing instructional media, there are principles that must be considered, namely readability and legibility. These two principles are closely related to the selection of fonts (typeface) in designing learning products. Readability is the level of how easy a series of letters can be read. While legibility is a level of how easy it is for the audience (students) to recognize the letters in a typeface. Typeface is a set of characters with the same shape characteristics on each character.[45] Therefore, the developed learning media needs to fulfill these two principles so that students can capture the material or information contained in the learning media.

The next step taken by the researcher/developer of learning media is to determine the sound used in learning media. The selection of the right media is

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[44] Sigit Purnama, "ELEMEN WARNA DALAM PENGEMBANGAN MULTIMEDIA PEMBELAJARAN AGAMA ISLAM" 2, no. 1 (n.d.).
[45] Sigit Purnomo, "Huruf dalam Mendesain Media Pembelajaran", https://shorturl.at/isMUW

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done so that students can understand the pronunciation model that is demonstrated in the learning media. The criteria for selecting audio in learning media, according to the teacher's opinion during the interview activities carried out during the analysis stage, are that the audio must be from a native speaker, the resulting pronunciation must be clear (not bassy), and the pronunciation model is pronounced not too fast. Based on these criteria, the Animaker-based learning media that is used to facilitate teaching and learning activities as a drilling model is expected to be able to overcome students' common pronunciation errors.

The next step taken by the researcher at the design stage is to determine the type of drilling used in the learning media. The type of drilling chosen in the learning media developed is a repetition drill. This repetition drill has the principle of accuracy and precision in pronunciation, so that the choice of repetition type drilling is appropriate for use in learning media. It is intended after getting the pronunciation model from native speakers, students can imitate the pronunciation as accurately as possible according to the pronunciation model that is exemplified.

3. DEVELOPMENT

The third step is Development. In this stage, the researcher assembles all the components prepared at the design stage into a single learning media through a series of stages. The researcher carries out the development stage, referring to Branch's opinion,[46] the development stage of the ADDIE model is developed based on the advice given by the learning practitioner and media users. In this study, the learning practitioners is one English language teacher for Class X MA Islamiyah and the media users are students from MA Islamiyah

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[46] Branch, R. M, Instructional Design-The ADDIE Approach. (New York: Springer, 2009)

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grade X IPA-A. As a result of the validation process, which involves the teacher as a learning practitioner and students as media users, media evaluations, ideas, comments, and feedback are being produced. These can be utilized as a basis for editing the created media as well as a basis for testing the output on students.

4. IMPLEMENTATION

The fourth step is Implementation. The implementation stage is being carried out after the media is revised in accordance with the advice of learning practitioners. Then, the implementation stage is being carried out. The implementation phase aims to determine student responses to the use of Animaker-based media, which is being used as a drilling model to address common pronunciation errors. The general step being taken at this stage is large group trials.[47] The implementation is being carried out in MA Islamiyah class X IPA-A using a questionnaire sheet for students and conducting interviews with the English teacher. All these data are used to determine the responses, attitudes, and reactions of class X IPA-A students to the use of the developed media.

5. EVALUATION

The last step is Evaluation. At this stage, the researcher is evaluating the learning device. This evaluation is being carried out after receiving input from the learning practitioner and students through large group trials. At this stage, the researcher is also making improvements. These improvements are being carried out in order to obtain better learning media that can be useful for students.

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[47] Branch

At the evaluation stage, it includes formative evaluation and summative evaluation. Formative evaluation is an assessment conducted to gather information that is utilized for improvement at each level. Meanwhile, summative evaluation is an evaluation carried out at the final stage after being tested to determine the effect of the media on students. However, in this development research, the researcher is not conducting a summative evaluation, which means that this research is only focused on developing media and not exploring the influence of media on students' English pronunciation ability.

C. Research Setting

This study and development of the media is being carried out by researchers at MA Islamiyah, located in Candi Sidoarjo. The determination of this place is expected to provide easiness, especially in dealing with students as research subjects or regarding personal matters that will assist in this research activity. The researcher is conducting research in November during the odd semester learning period. The research subjects are the tenth-grade students of MA Islamiyah Candi. Class X IPA-1 MA Islamiyah, which consists of 22 students, is the sample for this study. The class was chosen based on discussions between the researcher and the school. The students have achieved good performance in listening, reading, and writing skills, but there are still issues to be addressed in speaking skills, particularly in pronunciation. The school has explained that the students' pronunciation still yields unsatisfactory results. The researcher is allowed to conduct media research and development that focuses on the use of Animaker-based learning media that is used to facilitate teaching as a drilling model to address common pronunciation errors.

D. Research Instruments

The instrument in this study is an assessment sheet regarding the feasibility of Animaker-based learning media being used as a drilling model to address

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common pronunciation errors. The instrument is structured to determine the quality of the media that is being developed. The assessment is being carried out by the MA Islamiyah teacher as the learning practitioner, and responses are being collected from X IPA-A MA Islamiyah students. There are several types of instruments being used in this study, namely interviews and questionnaires.

1. Interview (see appendix I)

    Interview is one of the research instruments that is made in a structured manner to facilitate the researcher in asking questions in accordance with the research objectives. In this research, the interview aims to determine the needs of the teacher in the teaching and learning process in class, especially class X IPA-A MA Islamiyah. This type of instrument is used as the basis for developing Animaker-based learning media that is used to facilitate teaching as a drilling model to address common pronunciation errors, especially in the analysis stage of the ADDIE model. So, the researcher meets directly with the English teacher of class X IPA-A MA Islamiyah with a structured interview question sheet.

    Furthermore, the interview is also conducted at the evaluation stage of the ADDIE model in order to find out the feasibility of the developed media. To collect the data, the researcher meets directly with the English subject teacher as the learning practitioner with an open-ended structured interview. This type of interview is suitable to be used in this research in order to explore the teacher's response regarding the feasibility of the developed media, considering that only one learning practitioner becomes the respondent for this interview. The use of open-ended interviews aims to enrich the data gathering process regarding the teaching method and media used by the teacher, as well as the necessary media for teaching pronunciation. In the present study, this open-ended interview offers substantially more information. The interview format requires the study's participants to respond

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to the questions in their own terms, without being constrained by any specific concepts.

Generally, the interview questions are based on the teacher's perception of the students' characteristics, the students' English proficiency, the media and methods used in the teaching and learning process, and the necessary media relevant to the study's topic. These questions are developed by the researcher through combining several studies on developing media as learning media. To be specific, item number 1 and 2 aim to gather information regarding the students' English skills, while item number 3 and 4 aim to collect data about student's characteristics. Item number 5, 6, and 7 focus on gathering information about the media and methods used in learning, while item number 8 and 9 aim to gather information about the required media for teaching pronunciation. Moreover, several variables and aspects are considered, which ultimately result in a dozen open-ended responses that are given importance. Additionally, a smartphone tape recorder is used during the interview process to ensure that the researcher does not forget to record any important information.

Furthermore, the interview for the learning practitioner in the evaluation stage of the ADDIE model asks about the teacher's response regarding the feasibility of the developed Animaker-based learning media to facilitate as a drilling model to address common pronunciation errors. This interview asks about the presentation of material on the media, media fascination, and students' engagement with the media. To be specific, item number 1, 2, 3, 4, and 5 aim to gather information about the presentation of material on the media. Item number 6, 7, 8, and 9 seek to collect data about media fascination. The last part, which pertains to students' engagement, can be observed through questions item number 10, 11, 12, 13, and 14. A number of variables and factors are then considered, which ultimately yield a dozen explicit responses that are deemed significant.

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Additionally, smartphone tape recorders are used throughout the interview process to ensure that the researcher doesn't miss recording any crucial information.

2. Questionnaire (see appendix II)

Questionnaires in this research aim to collect data for the research question number two about the feasibility test from students as the media users.

Student response questionnaires are filled out by students with the aim of gathering opinions on student responses to the development of Animaker-based learning media that is used to facilitate teaching as a drilling model to address common pronunciation errors. This questionnaire contains student assessments, comments, and suggestions for the developed learning media. The questionnaire is categorized based on 4 indicators, namely media operation, users' response, material clarity, and the students' desire to own the media.

To be precise, questions 1 and 2 intend to gather an assessment toward media operation, while items number 3-5 aim to gather an assessment regarding the users' response. Questions items number 6 and 7 aim to gather an assessment toward material clarity. The last assessment indicator, students' desire to own the media, is reflected in item number 8.

The questionnaires created for this study are designed using a Guttman scale, where it focuses on the set of statements that the respondent agrees with on a particular subject. These questionnaires are digitally written in Google Form. The Guttman Scale itself is a scale for grading concepts using close-ended questions that require just "yes/no" or "agree/disagree" response options.[48] In order to avoid invalidity and irrelevancy, the researcher also emphasizes that the respondents

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[48] Jiazhen He, Machine Learning for Feedback in Massive Open Online Courses (Australia: PT. University of Melbourne: 2016), hal. 19

should only answer the questionnaire based on their perceptions of the developed media, free from any compulsion or influence from other unnecessary factors. The questionnaire is presented in Appendix II.

E. Data Collection Techniques

Data collection in research on the development of research learning media uses a combination of data collection techniques from interview and questionnaire

Table 3.1 Data Collection Technique

No.	Research Question	Data Collection Technique	Source of Data	Data
1.	What are the procedures of developing Animaker-based media as a drilling model to address common pronunciation errors?	Interview at the analysis stage from ADDIE model	One English teacher	The procedure of developing Animaker-based learning media to facilitate teaching as a drilling model to address common pronunciation errors
2.	How is the feasibility of the developed	Questionnaire	Students as the media users	The students' response and teacher's

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	Animaker-based media as a drilling model to address common pronunciation errors?	Interview for teacher as the learning practitioner	Teacher as the learning practitioner	response regarding to the feasibility of the developed Animaker-based learning media to facilitate teaching as a drilling model to address common pronunciation errors

Based on the table above, the researcher uses an interview to obtain the information of the first research question by interviewing the English teacher about the procedure of developing Animaker-based learning media to facilitate teaching as a drilling model to address common pronunciation errors at the analysis stage of the ADDIE model. Secondly, the researcher utilizes two types of data collection techniques to answer the second research question, namely the questionnaire and interview. In detail, please read the explanation below,

1. Conducting interview at the analysis stage

The researcher chooses the interview as one of the data collection techniques in the research and development of learning media. This interview is conducted at MA Islamiyah by directly meeting (offline interview) with the English subject teacher for class X IPA-A MA Islamiyah to understand the current state of learning and the utilization of media in learning English, particularly focusing on pronunciation aspects and the needs of teachers in the

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English lesson at class X IPA-A MA Islamiyah. This interview with the English teacher takes place on Monday, 14 November 2022. Conducting interviews with English teachers serves as a data collection technique during the analysis stage to answer research question number 1 regarding the development of Animaker-based media as a drilling model to address common pronunciation errors. The obtained data are in the form of suggestions and input from teachers, as well as their needs, which can later be considered for creating English learning media, especially in the pronunciation aspect.

2. Distributing questionnaire

   The researcher chooses a questionnaire as one of the techniques used to collect data because the questionnaire is a suitable technique for a relatively large number of respondents. In this study, the researcher uses a questionnaire at the analysis stage to determine the needs of students and the teacher, as well as at the development and implementation stages to assess the quality of the developed learning media. At the implementation stage, the questionnaire is being distributed to the learning practitioners and students, who are the users of the media, in the form of Google Form. This questionnaire is being distributed after the researcher has developed the media in order to obtain evaluations, suggestions, and criticisms from the learning practitioners and students. The questionnaire technique in this Research and Development (R&D) study is being used to answer research question number 2, which pertains to the feasibility test and the responses of the learning practitioners and students. The data obtained from this data collection technique will be valuable for evaluating the developed learning media.

3. Conducting interview at the evaluation stage

   The researcher chooses the interview as the data collection technique in this research. This interview is conducted at MA Islamiyah by meeting directly

(offline interview) with the English subject teacher for class X IPA-A MA Islamiyah with an open-ended structured interview to find out the teacher's response as the learning practitioner regarding the feasibility of the developed Animaker-based media as a drilling model to address common pronunciation errors. This interview with the English teacher is conducted on Monday, 8 May 2023. Conducting an interview with English teachers is a data collection technique that is used in the evaluation stage in order to be able to answer research question number 2 on how the feasibility of the developed Animaker-based learning media to facilitate teaching as a drilling model to address common pronunciation errors is. The data obtained are in the form of the teacher's feedback on the developed English learning media assisted using Animaker that is used as a drilling model for common pronunciation errors.

F. Data Analysis Techniques

Data analysis technique is a technique for managing data from the results of reviews by the learning practitioner and also students' responses to the development of Animaker-based learning media to facilitate teaching as a drilling model for common pronunciation errors

1. Interview

This interview is conducted at the 2 stages of ADDIE model namely analysis stage and evaluation stage. The result of the interview is analyzed through several steps, namely collecting the data, organizing the data, transcribing the data, coding the data, analyzing the data, and the last step is concluding the result. The explanation about each step can be seen below.

a) Collecting the data

The initial stage involves gathering data, which is accomplished by

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conducting face-to-face interview with one English teacher and using an audio recorder to capture the information. The researcher conducts the interview with the teacher on Monday, 14 November 2022 to gain information as the basis for developing media at the analysis stage of the ADDIE model. Additionally, an interview is conducted on Monday, 8 May 2023 to gather information for the evaluation stage of the ADDIE model, specifically regarding the teacher's response to the developed Animaker-based learning media that is used to facilitate teaching as a drilling model to address common pronunciation errors.

b) Organizing the data

The following step is organizing the data. The researcher classifies the data by the type of data collection technique obtained, such as data from the interview in the analysis stage and data from the interview in the evaluation stage of the ADDIE model. In this stage, the researcher separates and classifies the data based on the data collection technique.

c) Transcribing the data

In the third step, transcribing takes place. The researcher converts the audio from the interview into written format.

d) Coding the data

The fourth step is coding the data. In this stage, coding the data refers to categorizing the data based on the labeling categories such as the procedure of developing Animaker-based learning media that is used to facilitate teaching as a drilling model to address common pronunciation errors (the teacher's perception of the students' characteristics, the students' English proficiency, the media and methods used in the teaching and learning process, and the necessary media relevant to the study's topic, the teacher's feedback of the developed Animaker-based learning media that is used to facilitate teaching as a drilling model to address common pronunciation

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errors). During this stage, the researcher categorizes the data into several categories related to the teacher's response such as :

"*Uhm in my opinion of all the skills that grade X IPA-A students have, the aspect of pronunciation is the aspect that is in the lowest position compared to other aspects*"

as the teacher's perception of students' English skills

e) Analyzing the data

The fifth step involves analyzing the categorized data. In this stage, the researcher offers a detailed explanation of the categories, presents the findings, and discusses the process of developing Animaker-based media as a drilling model to tackle common pronunciation errors. The feasibility of this approach is being evaluated based on the teacher's explanation and feedback.

f) Concluding the result

The sixth step involves drawing conclusions from the results. At this stage, the researcher summarizes the findings through a descriptive analysis of the procedure of developing Animaker-based media as a drilling model to address common pronunciation errors based on teacher's explanation in the analysis stage of ADDIE model and the its feasibility based on teacher's feedback in the evaluation stage of ADDIE model.

2. Questionnaire answer analysis for students as the media users using Guttman scale

The answers to the questionnaires filled out by students are measured using the Guttman scale. The measured variables are translated into indicator variables. The Guttman scale used consists of two categories, where each category has a different value or score, which is presented in the form of a checklist.

Indicators of Student Response Questionnaire Assessment

Table 3.2 Guttman scale by Louis Guttman (1916-1987)

	Description	Score
	YES	1
	NO	0

After obtaining the data from the questionnaire, then the calculation of each question item in the questionnaire is carried out. The calculation uses the following formula.

The formula for processing per item

$$P = \frac{\sum x}{\sum xi} = x\ 100\%$$

Description:

P : Percentage

∑x : Total value of respondents' answers in one item

∑xi : The number of ideal scores in 1 item

Table 3.3 Qualification Percentage of Student Response
(Source: https://www.researchgate.net/figure/)

Level	Qualification
81 – 100 %	Very Positive
61 – 80 %	Positive

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41 – 60 %	Less Positive
21 – 40 %	Not Positive

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The fourth chapter aims to present the research findings and facilitate discussions. The study's outcomes are the procedure of developing Animaker-based media that is used to facilitate teaching as a drilling model to address common pronunciation errors and also the feasibility of the developed Animaker-based media as a drilling model to address common pronunciation errors. Next, the discussion section expands on the research findings by relating them to relevant theories and previous studies.

A. Research Findings

This section describes the findings based on the study's research questions. The first research question focuses on the procedure of developing Animaker-based media as a drilling model to address common pronunciation errors using specific steps from the ADDIE model. As mentioned, the analysis stage, design stage, development stage, implementation stage, and evaluation stage are involved.

1. The Procedure of Developing Animaker-based Media as a Drilling Model to Address Common Pronunciation Errors

The research and development process is a modified version of the ADDIE research and development steps originally formulated by Dick and Carey, as described by Mulyatiningsih[49] This modified process encompasses five stages, namely analysis, design, development, implementation, and evaluation. Untuk mengetahui keseluruhan steps dari tiap tahap yang ada pada ADDIE model ini, peneliti menyusun bagan langkah-langkah kegiatan yang dilakukan pada tiap tahap pada ADDIE model. Berikut bagannya

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[49] Endang Mulyatiningsih, "PENGEMBANGAN MODEL PEMBELAJARAN," n.d.

Figure. 4.1 The detail steps of ADDIE model

Analysis
Need Analysis (Observation and Interview)

Design
1. Designing a media background color 2. Determine the font of letters that will be used in the media 3. Determine the drilling model used 4. Collect a list of pronunciation errors in 1 table 5. Collect phonetic symbols of each pronunciation errors 6. Collect pronunciation models from the dictionary

Development
1. Realize the conceptual framework into ready to use product 2. Doing first trial 3. Revise the developed media based on suggestions from the teacher

Implementation
Implement the final product to students

Evaluation
Distribute questionnaire to 24 students as the media users dan conduct the interview with one English teacher as the learning practitioner to collect both responses from students and teacher regarding to the feasibility of the developed media.

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a) Analysis stage

The analysis stage is the initial stage being carried out in this study. In the analysis stage, the researcher utilizes direct observation and interviews regarding the learning process in the class. The following table show us the way how the developed media address several problems faced by the teacher based on interview results.

Table. 4.1 The interview results and conceptual framework of the developed media

NO.	Interview results	Conceptual framework
1.	The pronunciation model in the previous media is very fast	The developed media provides slow pronunciation model
2.	There is no drilling model for each word	The developed media provides drilling model in two different accents
3.	The volume of pronunciation model doesn't hear by all students in the class	The developed media provides the accessible volume for pronunciation model

The observations and interviews conducted at MA Islamiyah Candi Sidoarjo reveal issues related to students' English skills, particularly in the aspect of pronunciation. Based on interviews with the teacher, he states that:

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"uhm in my opinion of all the skills that grade X IPA-A students have, the aspect of pronunciation is the aspect that is in the lowest position compared to other aspects."

This statement is reinforced by the researcher's observations in the class, who firsthand sees that students' pronunciation remains below average. Based on the observations conducted as preliminary research, the researcher finds several pronunciation errors being produced by students when they are randomly asked to read parts of a sentence from a text. Next, the researcher compiles a list of pronunciation errors in a table and discusses the list with the teacher. After confirming the list of pronunciation errors with the teacher, the researcher tests the frequently mispronounced words by these students with all the students in class X IPA-A to assess the overall pronunciation of each student. It is through this observation activity that the researcher identifies several pronunciation errors being produced by the students. These errors are attributed to various factors, including internal and external factors. In the interview with the teacher, he states that:

"The most basic factor actually comes from the students themselves, especially motivational factors……… The second factor is the perspective of students in learning English………… And external factors, namely environmental conditions during the teaching and learning process……………"

Several factors, namely internal factors such as motivation and students' perspectives related to learning English, as well as external factors where the environmental conditions used for the teaching and learning process greatly affect the level of understanding of students in learning aspects of pronunciation. Therefore, the researcher aims to develop Animaker-based learning media that offers several advantages such as visualizations on the learning media, animated images that can move, the selection of bright background colors for the learning media, and provides time for students to practice their pronunciation after listening to pronunciation models from

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native speakers. With these three advantages, the learning media developed by this researcher can address student problems in terms of both internal and external factors.

In teaching English, particularly in listening and speaking skills, and specifically in the aspect of pronunciation, the teacher utilizes audio as a medium. However, this medium is considered to have shortcomings in teaching speaking, especially in the aspect of pronunciation, as there is no repetition of pronunciation for each word, particularly for difficult-to-pronounce words. According to the teacher's statement, he states that:

"…………………So, when teaching listening or speaking skills, I play the audio, but I don't rule out that this media also has some drawbacks, one of which is that students sometimes have difficulty in understanding the vocabulary spoken by native speakers because maybe their pronunciation is too fast and there is no repetition of the audio at all."

From several drawbacks of previous learning media, such as the pronunciation model being pronounced too quickly and the lack of repetition in the pronunciation model, the researcher creates a learning media that offers several advantages. This learning media aims to address the deficiencies in the pronunciation model by displaying vocabulary one by one for each pronunciation model accompanied by a drilling method. In the developed learning media, the pronunciation model is played twice. The drilling method, which is considered one of the advantages of the developed learning media, provides a solution to the absence of repetition in the pronunciation model from previous learning media used by the teacher when teaching aspects of pronunciation.

Considering the shortcomings faced by the teacher when using learning media such as audio, the teacher expects learning media that meets specific criteria for teaching aspects of pronunciation. These criteria include audio sources from native speakers, sound speed and volume that can be heard by all

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students in the class, and repetition of the pronunciation for each word. Based on the interview with the teacher, he states that:

"……………..the first is that the source must be from the original where the voice of the native speaker is used as a source for teaching aspects of pronunciation, then the second is that the speed and volume of the learning media must be accessible to all students within class, and lastly there must be repetition of pronunciation because the target of teaching the pronunciation aspect is the accuracy of the pronunciation produced by students."

In conclusion, based on the results of the researcher's interview and observation, it is found that students' abilities in the pronunciation aspect are still very weak. Furthermore, the learning media used to teach pronunciation have several shortcomings, such as the absence of pronunciation repetition for each word, especially those that are difficult to pronounce. Therefore, the researcher aims to create learning media in the form of Animaker-based learning media that is used to facilitate teaching as a drilling model to address common pronunciation errors. This learning media will incorporate several criteria for learning media as expected by the teacher during the interviews. These criteria include audio sources from native speakers, sound speed and volume that can be heard by all students in the class, and repetition of the pronunciation for each word.

b) Design stage

Referring to the results obtained from the analysis stage, a general description of the problems faced and the facilities available at the school is obtained. The design stage is a follow-up to the analysis stage, the planning of interactive multimedia-based learning media is adjusted to the results of the analysis obtained. The results of interviews with teachers and observations made by researchers at the analysis stage show that the media developed must use the pronunciation model of native speakers from both British accents and

American accents, the sound produced by the voice recordings of native speakers for the pronunciation model must be clear and can be heard by students in all corners of the room, provided phonetic symbols for each word that is considered often wrong when spoken, and provided time for students about 2 minutes after listening to the pronunciation model from native speakers to practice their pronunciation. Therefore, at this stage there are various kinds of activities that must be carried out, including the following:

1) Preparing media design and layout

At the design stage, the media developer takes the first step of preparing the media design and layout. In this case, the media developer selects the background theme and the characters who will demonstrate the pronunciation model. They also plan the outline of the media, dividing it into three parts: the introduction section, the content section, and the closing section. The opening section includes greetings to the students, self-introduction, and guidelines for using the media. The second section covers the content of the media. Each vocabulary is accompanied by pronunciation examples from two different accents and phonetic symbols for words that students often mispronounce. Moreover, the media developer includes a practice session for students to practice their pronunciation after learning the correct technique from native speakers in this part of the video. In the closing section, the media developer simply adds acknowledgments. Additionally, in the first step of this design stage, the media developer also records the audio for the introduction and closing sections.

2) Collecting vocabulary that is often mispronounced by students into tables

The second step of the design stage involves collecting all the words that students frequently pronounce incorrectly and placing them in a table. This step is performed to ensure that the media developer can easily identify which words are commonly mispronounced by students during

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the media development process. Here are some examples of vocabulary words that are frequently mispronounced by students.

Table 4.2 Common pronunciation errors made by students

No.	Word	No.	Word	No.	Word
1.	Anything	11.	Chalk	20.	Bag
2.	Sitting	12.	Conclusion	21.	Accurate
3.	Decided	13.	Decision	22.	Accuse
4.	Husband	14.	Although	23.	Honour
.5.	Exchange	15.	That	24.	Honest
6.	Knowledge	16.	Thursday	25.	Engineer
7.	Vegetable	17.	Think	26.	Register
8.	Achieve	18.	Distinguish	27.	Save
9.	Picture	19.	Crash	28.	Put
10.	Cut				

3) Preparing media by including phonetic symbols for each word that is often mispronounced

In addition to collecting vocabulary words that students frequently mispronounce, the media developer also collects the phonetic symbols of each word from the Cambridge Dictionary. The media developer gathers

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phonetic symbols from two different accents: the American accent and the British accent.

Table 4.3 Phonetic symbol of common pronunciation errors made by students

No.	WORD	PHONETIC SYMBOL	No	WORD	PHONETIC SYMBOL
1.	Anything	**UK** /ˈen.i.θɪŋ/ **US** /ˈen.i.θɪŋ/	15.	Thursday	**UK** /ˈθɜːz.deɪ/ **US** /ˈθɝːz.deɪ/
2.	Sitting	**UK** /ˈsɪt.ɪŋ/ **US** /ˈsɪt̬.ɪŋ/	16.	Think	**UK** /θɪŋk/ **US** /θɪŋk/
3.	Decided	**UK** /dɪˈsaɪ.dɪd/ **US** /dɪˈsaɪ.dɪd/	17.	Distinguish	**UK** /dɪˈstɪŋ.gwɪʃ/ **US** /dɪˈstɪŋ.gwɪʃ/
4.	Husband	**UK** /ˈhʌz.bənd/ **US** /ˈhʌz.bənd/	18.	Crash	**UK** /kræʃ/ **US** /kræʃ/
5.	Exchange	**UK** /ɪksˈtʃeɪndʒ/ **US** /ɪksˈtʃeɪndʒ/	19.	Bag	**UK** /bæg/ **US** /bæg/
6.	Knowledge	**UK** /ˈnɒl.ɪdʒ/ **US** /ˈnɑː.lɪdʒ/	20.	Accurate	**UK** /ˈæk.jə.rət/ **US** /ˈæk.jɚ.ət/
7.	Vegetable	**UK** /ˈvedʒ.tə.bəl/ **US** /ˈvedʒ.tə.bəl/	21.	Accuse	**UK** /əˈkjuːz/ **US** /əˈkjuːz/
8.	Achieve	**UK** /əˈtʃiːv/ **US** /əˈtʃiːv/	22.	Honour	**UK** /ˈɒn.ər/ **US** /ˈɑː.nɚ/
9.	Picture	**UK** /ˈpɪk.tʃər/ **US** /ˈpɪk.tʃɚ/	23.	Honest	**UK** /ˈɒn.ɪst/ **US** /ˈɑː.nɪst/
10.	Chalk	**UK** /tʃɔːk/ **US** /tʃɑːk/	24.	Engineer	**UK** /ˌen.dʒɪˈnɪər/ **US** /ˌen.dʒɪˈnɪr/
11.	Conclusion	**UK** /kənˈkluː.ʒən/ **US** /kənˈkluː.ʒən/	25.	Register	**UK** /ˈredʒ.ɪ.stər/ **US** /ˈredʒ.ə.stɚ/
12.	Decision	**UK** /dɪˈsɪʒ.ən/ **US** /dɪˈsɪʒ.ən/	26.	Save	**UK** /seɪv/ **US** /seɪv/

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13.	Although	**UK** /ɔːlˈðəʊ/ **US** /ɑːlˈðoʊ/	27.	Put	**UK** /pʊt/ **US** /pʊt/
14.	That	**UK** /ðæt/ **US** /ðæt/	28.	Cut	**UK** /kʌt/ **US** /kʌt/

4) Preparing 2 different accents from British accent and American accent

In addition to collecting vocabulary that is often mispronounced and collecting its phonetic symbols, the media developer also collects pronunciation models from native speakers obtained through the Cambridge Dictionary. The media developer collects pronunciation models from two different accents, namely the American accent and the British accent. The entire collection of pronunciation models is gathered together in Google Drive to facilitate the media developer in creating the media at the development stage.

c) Development stage

In the third stage of the ADDIE model, which is the stage of developing learning media, the media is divided into three parts: the opening section, the content section, and the closing section. The opening section includes greetings to students, self-introduction, and the rules for using the media. The content section contains several vocabularies that are commonly mispronounced by students, along with their phonetic symbols, and pronunciation models from two different accents for each vocabulary. Additionally, in this section, the media developer provides time for students to practice their pronunciation after receiving the pronunciation model from native speakers. In the closing section, the media developer includes acknowledgments.

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On the first page of this learning media, the media developer adds a scene with greetings to students as media users. This scene serves as the opening of the learning media being developed. Therefore, when playing the learning medium, the first thing that appears is this greeting scene accompanied by background sound.

Still in the introduction section of the learning media, the media developer presents some rules for using the learning media. In this scene, the rules are explained, such as students needing to listen to the audio twice, once in the British accent and once in the American accent. Students are also provided with phonetic symbols, and they are given the opportunity to practice their pronunciation two or more times after receiving the pronunciation model. Here is the visualization of introduction section which contain several rules in using this developed learning media.

Figure. 4.2 Visualization of Introduction Section
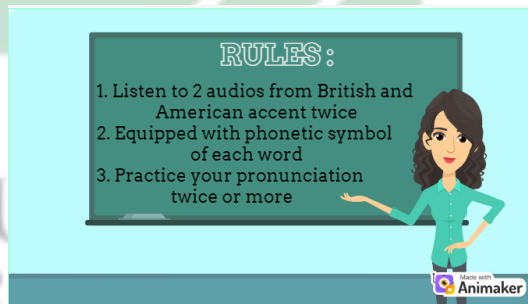
Furthermore, after showing the rules, this learning medium gets into the main section. The students are shown and hear the pronunciation model from the native speaker. The main section is also accompanied by phonetic symbols according to the word being modeled as pronunciation. For more details, the following is a visualization of the main section of the developed learning media.

Figure. 4.3 Visualization of Pronunciation Model in the Content/Main Section

The two examples of these images are scene pronunciation models from learning media developed by the media developer. The pronunciation model provided by the media developer in learning media has 2 different accents, namely the British accent and the American accent.

After receiving the pronunciation model from two native speakers, students have the opportunity to practice pronunciation exercises for a few seconds. Students' pronunciation which previously had errors is now being corrected through this learning media. Here is the visualization of pronunciation practice time in this learning media.

Figure 4.4 Visualization of Pronunciation Practice in the Content/Main Section

In the last session, the media developer writes goodbye and states that learning pronunciation using Animaker-based learning media is sufficient for now. This scene serves as the closing scene in the learning media developed by the media developer.

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The visuals shown above are representations of the media created by the media developer. The media is then subjected to a feasibility test and feedback from the teacher, who is a learning practitioner, and the students, who are the users of the media, in order to determine whether the product is suitable for use or not. The results of the evaluation by the learning practitioners and media users will be discussed in point 2.

(The feasibility of the developed media)

d) Implementation stage

At the implementation stage, the product that has been developed is being implemented in a real classroom setting. The implementation takes place on Monday at 11.15 a.m. in class X Science A at MA Islamiyah, with a total of 24 students.

The learning activities using the media are progressing well. Students are enthusiastic and interested in using the media for learning. It is evident that students are actively engaged in correcting their pronunciation errors. This can be attributed to the features provided by the learning media, such as the opportunity for students to practice their pronunciation within a few seconds after receiving the pronunciation model. The developed learning media is easily accessible anytime and anywhere, which facilitates students' learning process.

To gather feedback from teachers as learning practitioners and students as media users regarding the use of Animaker-based learning media, a questionnaire is administered. The teachers and students fill out the questionnaire using Google Forms, and the collected data is then analyzed based on the predefined indicators. The results of data analysis from the teacher and student responses to the use of the learning media will be discussed in the upcoming point 2. (The feasibility of the developed media).

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e) Evaluation

Evaluation represents the final stage of the ADDIE model development process. Throughout the development stages, evaluation can be conducted, with an overall assessment performed upon completion of the development activity. This stage involves evaluating the media's feasibility, as assessed by teachers and students. A summative evaluation is conducted during this development process, specifically at the final stage, to assess the media's viability during implementation. The researcher evaluates the developed media based on the results of the feasibility assessment by learning practitioners and media users. The validation of Animaker-based learning media yields highly positive outcomes, indicating that it is indeed feasible to use.

7. The Feasibility of the Developed Animaker-based Media as a Drilling Model to Address Common Pronunciation Errors

The feasibility test of the developed Animaker-based media is being obtained through a questionnaire that is currently being distributed to the learning practitioner, namely the English teacher of class X IPA-A at MA Islamiyah Tanggulangin, as well as the students of grade X IPA-A at MA Islamiyah, who are the media users. The subsequent sections will depict the results obtained from the validation of the media's feasibility test, as collected from the teacher as a learning practitioner and the students as media users.

a. Validation results from the learning practitioner (Teacher)

Expert judgment is currently being employed to assess the quality of the product under development. Upon the completion of the Animaker-based learning media, it is being consulted with expert learning practitioners, namely teachers. This assessment seeks to gather feedback from the learning practitioners regarding the developed products, focusing on aspects such as

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the presentation of material on the media, media engagement, and student involvement.

1) Presentation of material on the media

According to the interview, the researcher finds several points of the media that fall under the aspect of presentation of material on the media. The points of the media, as argued by the English teacher, are outlined in Table 4.4 below.

Table 4.4 The media points which are classified into presentation of material on the media aspect

The media points which are classified into presentation of material on the media aspect	The relevancy of material being thought with the content of the developed media
	The writing font used in in accordance with the media size
	Presentation of material on the media is easy to understand
	The audio quality included in the media can be heard clearly

Based on Table 4.4 above, the first point of the media is that the content of the developed media is relevant to the material being taught, which is "common pronunciation errors". According to the teacher's interview, he states that:

"Definitely, the media developed is very relevant to the material to be taught, namely regarding how to address common pronunciation errors……………………"

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From the media being developed in the form of animated videos that are shown in the class, it has a clear pronunciation model from native speakers of both American and British accents and also includes phonetic symbols for each word, which is a suggestion from a learning practitioner during the interview in the analysis stage. Furthermore, this developed media has a point regarding the font used in this media. According to the teacher's interview, he states that:

"Actually ,the font for writing the words on this media is quite clear and matches with the size of the media made…………."

This developed media has an attractive font used. It is approved by the students' response that asks about the display of the media, including the font used, the animation used, the background used, and so on. The students' response can be seen in the next point, which explains the result of the students' response toward the feasibility of the developed media. Furthermore, the teacher's response also states that this developed media has understandable material presented in the media. According to the interview with the English teacher, he states that:

"The material conveyed by the learning media is very easy to understand so that students are only asked to imitate the words that have been exemplified by the pronunciation model through the audio that has been provided in the media. Moreover, the learning media that was developed contained clear instructions at the beginning of the display of the learning media"

The teacher's response shows that the presentation of material in the developed media is very easy to understand. Moreover, it can be seen through the implementation process of this media that the students do not feel complicated while using the media. Furthermore, another point of this media that is included in the presentation of the material in the media is

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about the audio quality used to provide a drilling model of pronunciation. According to the interview with the teacher, he states that:

"The audio quality provided as a drilling model in learning media is very clear, not bassy and so on. In addition, the audio that is played can also be heard by all students in the class with the help of loudspeakers."

The teacher's response is supported by the result of the implementation of the media in the class, which shows that the audio quality is clearly heard by the students, assisted by loudspeakers.

2) Media fascination

Besides, the result of the interview finds another important point regarding the media fascination. The points of media that are classified into media fascination aspects argued by the English teacher are outlined in table 4.4 below.

Table 4.5 The media points which are classified into media fascination aspect

Media fascination	Instructions for using the media are clear and easy to understand
	Easy to use media

Based on table 4.5 above, the first point of the media is that the instructions for using the media are clear and easy to understand. According to the teacher interview, he states that:

"Well, so the instructions written on the learning media are very clear so students can understand what they have to do when using the media…………………………"

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Through the implementation of learning media that has been developed, students can catch the instructions directly in the learning media. They have no difficulty in understanding the instructions that have been written in the learning media. Moreover, the development of this media is specifically for high school level children so that the instructions are quite easy to understand for them. Apart from instructions, there are important points included in the media fascination section, namely media is easy to use. According to the interview with the teacher, he states that:

"………………this media is very easy to use because all we have to do is click the play button and then the learning media runs on its own. We can also pause at will and repeat the parts that need to be repeated."

Through the implementation of learning media for students in class X IPA-A MA Islamiyah, students find it easy to use learning media because they only see the LCD screen that displays learning media developed by the researcher.

3) Students engagement

Apart from the presentation of the material and media fascination, there is the last important point regarding students' engagement. It can be seen through the following table.

Table 4.6 The media points which are classified into students' engagement

	Students are not easily getting bored using media and can motivate them to correct their pronunciation

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Students' engagement	Media can make students active in the learning process
	Media can be used for individual, small group and classical learning

Based on table 4.6 above, the first point of the media is that students are not easily getting bored using media and can motivate them to correct their pronunciation. According to the teacher interview, he states that:

"…………………they feel happy and don't get bored easily using this media. This can be seen when students while using this media do not look sleepy"

When displaying learning media, students give positive responses such as not feeling bored when using learning media. They imitate every word that is modeled by native speakers, both British and American accents, so it can be concluded that they are motivated to improve their pronunciation using this media. Additionally, the use of this media is not only limited to classical group learning but can also be used by individuals and small groups. He states that:

"This learning media can be used for individual learning, for example students want to improve their own pronunciation at home, so using this learning media is suitable for use because there are clear instructions and the learning media is easy to use. This is the same as the use of learning media in small groups and classical groups."

From the teacher's explanation through the interview, it can be concluded that learning media can be used for individual, small group, and classical group learning. In conclusion, based on the result of the interview with the English subject teacher, most of the teacher's answers indicate a positive category such as: "*Definitely, the media developed is very relevant to the material to be*

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taught, *the material conveyed by the learning media is very easy to understand, the audio quality provided as a drilling model in learning media is very clear and not bassy"* So, it can be concluded that Animaker-based learning media that is used to facilitate teaching as a drilling model to address common pronunciation errors, is feasible to use.

b. Validation results from students as the media users

The section aims to facilitate the reader's understanding of this research by relying on the results of the Google Form questionnaire. The data for this research is being collected through a questionnaire created using Google Forms. The questionnaire is currently being completed by 24 tenth-grade students from the IPA-A class, who are providing their responses. Based on the Google Form questionnaire, the researcher classifies four aspects of students' response about the feasibility of the developed Animaker-based learning media that is used to facilitate teaching as a drilling model to address common pronunciation errors. The four aspects of students' response in this study are the media operation, the advantages of the developed learning media, material clarity, and the desire to own the media. The students' response regarding the feasibility of the developed Animaker-based learning media that is used to facilitate teaching as a drilling model to address common pronunciation errors in four aspects will be elaborated in the following section:

a) Students' response toward the media operation

After students use Animaker-based learning media, the students give a response toward the media operation. There are two aspects that are classified into the media operation, such as the instructions and also the ease of using the media. These aspects are explained in the following section:

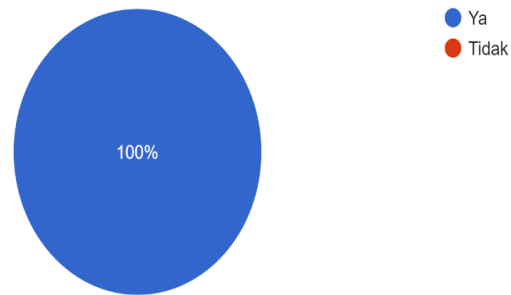Apakah instruksi yang ada pada media pembelajaran tertulis jelas?
24 jawaban

- Ya
- Tidak

100%

Figure 4.5 Are the instructions given clear

According to the response obtained from the Google Form questionnaire shows that all of the 24 students (100%) agree that the instructions in the learning media are written clearly. It can be concluded that all students understand the instructions given in Animaker-based learning media.

Since the instructions in the learning media are given clearly, it can make the students feel that the learning media is easy to use. It can be seen in figure 4.6 in the following section.

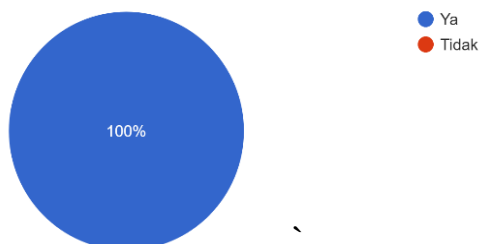Apakah media pembelajaran mudah digunakan?
24 jawaban

- Ya
- Tidak

100%

Figure 4.6 Is the media easy to use

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According to the feedback gathered from the Google Form questionnaire, figure 4.2 illustrates that all 24 students (100%) agree that the learning media is user-friendly. The ease of use is attributed to the clear instructions provided within the learning media.

b) Students' response toward the advantages of the developed media

Using Animaker-based media as a drilling model to address common pronunciation errors offers several advantages. One of them is that the developed learning media is fun. This is proven through the responses obtained from the Google Form questionnaire. Twenty-four students (100%) agree that learning pronunciation using the media is fun. The learning media looks fun because the appearance of the media is interesting. The appearance of the media can affect the level of student interest, including the enthusiasm and interest in student learning in participating in learning because students are more interested in using learning media in the form of images, especially if the images are made very creatively and colorfully, which are presented according to the conditions and abilities of students.[50]

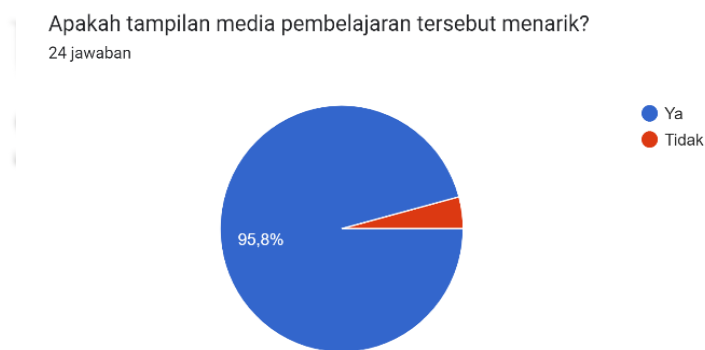Apakah tampilan media pembelajaran tersebut menarik?
24 jawaban

Figure 4.7 Is the media display attractive

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[50] Bintang Dwi Cahyo et al., "PENGGUNAAN MEDIA PEMBELAJARAN GAMBAR KREATIF UNTUK MENINGKATKAN MINAT BELAJAR SISWA SD" 4, no. 2 (2023).

Based on the students' answer collected through Google Form questionnaire, 23 students (95,8%) agree that the display of the learning media is attractive. However, one student (4,2%) disagrees that the learning media is attractive. Because of the advantages of the learning media, namely the media is fun and attractive, the students feel passionate about learning English using this media especially on the pronunciation aspect. Based on the students' response gained from Google Form questionnaire, 22 students (91,7%) agree that they are passionate about learning English, especially on the pronunciation aspect using this media. However, 2 students (8,3%) disagree that they are passionate about learning English, especially on the pronunciation aspect using this media.

c) Students' response toward the material clarity

In using the developed learning media, the students have to answer two questions which ask about the material clarity. The first question is about the clarity of media content that is able to make students read and write common pronunciation errors in accordance with pronunciation and writing rules, and whether related pronunciation models exemplified in the media learning need to be modeled again by the teacher or not. For the first aspect which asks about media content is able to make students write and read common pronunciation errors according to the rules of writing and pronunciation, according to the response obtained from Google Form questionnaire, 23 students (95,8%) agree that they are able to understand how to read and write each word of common pronunciation errors using this media. On the other hand, 1 student (4,2%) disagree that they are not able to understand how to read and write each word of common pronunciation errors using this media.

Furthermore, the question which is classified as the material clarity is the question about the pronunciation in the media that needs to be modeled by the teacher. The students' response can be seen through the following section.

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Apakah model pengucapan dalam media pembelajaran tersebut perlu dicontohkan oleh guru?
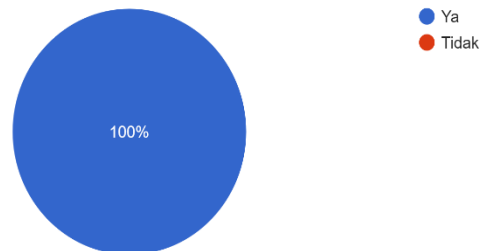24 jawaban

● Ya
● Tidak

100%

Figure 4.8 Does the pronunciation model in the media no need to be modeled by the teacher

According to the response collected through Google Form questionnaire, 24 students (100%) agree that the pronunciation model needs to be modeled by the teacher.

d) Students' response toward the desire to own the media

In using the developed learning media, the students have to answer two questions which asked about the desire to own the media. According to the response obtained through Google Form questionnaire, 18 students (75%) agree that they want to have this media and study at home using this media. However, 6 students (25%) disagree that they want to have this media and study at home using this media. Furthermore, in the aspect of the desire to own the media, the researcher also asks about the students' interest in participating in learning activities at school using this media. It can be shown in the following section. Based on the students' response gained through Google Form questionnaire, 23 students (95,8%) agree that they are interested in participating in learning activities at school using this media. On the other hand, one student (4,2%) disagrees that they are interested in participating in learning activities at school using this media.

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In conclusion, in conclusion, from the overall results of the questionnaire answers obtained from students, the researcher can conclude in a table

Table 4.7 Questionnaire results obtained from students' response toward the feasibility of the developed media

No.	Assesment aspects	Response value	Category
1.	Are the instructions given clear?	100%	Very positive
2.	Is the media easy to use?	100%	Very positive
3.	Is learning pronunciation using the media fun?	100%	Very positive
4.	Is the media display attractive?	95,8%	Very positive
5.	Are you passionate about learning English, especially on the pronunciation aspect using this media?	91,7%	Very positive
6.	Can you understand how to read and write each word of common pronunciation errors using this media?	95,8%	Very positive
7.	Does the pronunciation model in the media no need to be modeled by the teacher?	100%	Very positive

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8.	Do you want to have this media and study at home using this media?	75%	Positive

Based on the table above, it can be seen that the average score of field student responses is in the very positive category because it is in the range of $90\% \leq RT \leq 100\%$. The research that has been tested can be concluded that the developed Animaker-based learning media that is used to facilitate teaching as a drilling model to address common pronunciation errors is feasible and practical to apply or use for students when learning in class.

B. Discussion

In this discussion session, we examine previous findings by reflecting on the relevant existing theory. The session currently focuses on two main topics of discussion. First, the procedure of developing Animation video through Animaker that is used as a drilling model to address common pronunciation errors. Second, the feasibility of developing Animation video-based media through Animaker that is used as a drilling model to address common pronunciation errors.

1. The procedure of developing Animaker-based media as a drilling model to address common pronunciation errors

The research entitled "The Development of Animaker-based Media as a Drilling Model to Address Common Pronunciation Errors" aims to produce learning media that assists teachers in addressing common pronunciation errors. The learning media which are presented as Animation videos are produced using a web-based application called Animaker. The development of these learning materials follows the ADDIE model, which includes various stages: analysis, design, development, implementation, and evaluation. Based on the development

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results, it can be observed that the product takes the form of audiovisual learning media, specifically Animated videos created with the assistance of Animaker web, as a drilling model to address common pronunciation errors. In producing this learning media, the researcher undertook five stages of research and development (R&D): analysis, design, development, implementation, and evaluation. These five stages have addressed the problems described in the problem formulation, encompassing the process of developing learning media and the feasibility of the developed learning media.[51]

The development of learning media is influenced by the orientation of students towards technological advances. The changes in the teaching materials made can be seen from the students' responses, which currently reach 87% on average regarding the instructional materials offered, grabbing their attention and igniting their interest in learning.[52] The development of a teaching system based on digital technology, such as Animaker, demonstrates that teachers can work more efficiently as the required tools are minimal, including computers and projectors. The use of Animakers to create instructional materials in the form of animated videos makes them easier to comprehend, learn, and apply. Additionally, Animaker videos can assist teachers in employing contemporary teaching strategies and models, such as more inventive and creative teaching resources. In line with Magdalena, using learning media to learn optimizes the learning process, making it more reliable, significantly more enjoyable, and simpler for students to comprehend the subject matter. Therefore, Animaker-assisted teaching materials need to be

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[51] Risya Pramana Situmorang, "ANALISIS POTENSI LOKAL UNTUK MENGEMBANGKAN BAHAN AJAR BIOLOGI DI SMA NEGERI 2 WONOSARI" 04 (2016).

[52] Yuan Anisa et al., "Animaker Animation Video Design as a Digital-Based Learning Media with the Theme of Comparison and Scale in Elementary School," *Edunesia: Jurnal Ilmiah Pendidikan* 4, no. 1 (January 5, 2023): 184–96, https://doi.org/10.51276/edu.v4i1.328.

created in a way that can provide students with fresh perspectives and ignite their interest in the learning process. The use of audio-visual media in the classroom is expected to support the teacher's delivery of the lesson plan and can increase students' enthusiasm for learning the English language, particularly when it comes to correcting common pronunciation errors.[53]

This present study is in line with a previous study conducted by Vira on the materials of count operations on the submission of wholesale numbers. The previous study shows that the development of learning media using Animaker-assisted animation videos on count operations for the addition of whole numbers in Class I of SDN Jatiasih 2 is successful. The present study follows a Research and Development (R&D) approach with the ADDIE model as the development flow, consisting of five stages: Analysis stage, Design stage, Development stage, Implementation stage, and Evaluation stageIn the analysis stage, the researcher gathers data through observation and examines the teachers, students' needs and personalities, materials, and facilities to identify the issues and find solutions. The design stage involves creating an animated video learning resource on counting operations for the addition of whole numbers based on the analysis results. In the development stage, the researchers use the Animaker application to create the designed media according to the initial design. After the development phase, the media undergoes a validation assessment by experts in the field, including media experts, material experts, and the homeroom teacher of Class 1. This evaluation aims to assess the suitability and viability of the educational media, animated videos created with Animaker, before introducing them to the students. Once approved by the specialists and homeroom teacher, the media is

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[53] Ina Magdalena et al.," Analisis bahan ajar," *Jurnal Nusantara* 2, no. 2, (Juli, 2020) 311-326

implemented in Class I, with purposive systematic selection of students from one class. Tests are conducted during the learning process using the developed media products. Finally, the evaluation step involves making any necessary adjustments to the application of the developed media based on feedback, recommendations, and input from the previous stages. Data is gathered through questionnaires and observations in this study. Three specialists, including a materials expert, a media expert, and a homeroom teacher, conduct the validation test of the developed product. Additionally, 25 first-graders participate as test subjects to determine their reactions to the media.[54]

Another similar study conducted by Anisa under the title Animaker animation video design as a digital-based learning media with the theme of comparison and scale in elementary school shows that this study uses the ADDIE model including Analysis stage, Design stage, Development stage, Implementation stage, and Evaluation stage. At the Analysis stage, it is discovered that the basic issue with math learning strategies is that the teacher still employs the lecture mode of instruction, where students listen to the teacher present the subject. Particularly, complex and quickly boring lessons like comparison and scale. Moreover, the researcher also take note of how pupils behave in the classroom when the lesson is being taught; they often appear drowsy and uninterested despite the fact that the information being covered solely consists of concepts from theory and formulas. In the end, learning facilities, namely, still employ the chalkboard as a learning medium when using learning technologies. In this instance, using technology as a learning tool has not yet been observed. Additionally, only the student and teacher handbooks mention

[54] Vira Atmayandhi Dharmawita and Ishaq Nuriadin, "Development of Learning Media Animaker Assistant Animation Videos on Materials of Count Operations on the Submission of Wholesale Number Class I SDN Jatiasih 2," n.d.

the availability of learning media. It is obvious that the instructional media being used has not assisted learning in the classroom, so attention-grabbing graphics or animations are required. After knowing about the challenges that already exist based on data from the field, the following stage is designing learning media needed. According to the findings of the earlier analysis, the researcher create learning media in the form of animated videos for comparison and scale lessons. At the development stage, the researcher becomes aware that the material has been created using a predefined design. Animaker software downloaded from the website is first used to create animated video media. Therefore, creating animated videos requires a laptop and a reliable internet connection. After the process of creating animated learning videos is finished, material experts, media experts, and teachers of fifth-grade students continue to evaluate the viability of the previously created animated videos so that they can be used with students as learning media in the classroom. The next step is to roll out the animated media product to grade V students after it has been validated by material experts, media experts, and homeroom teachers. Following the completion of the video playback, students are given a questionnaire to gauge their opinions of the created educational video. Elements of the response to media consumption, language elements, and benefit aspects serve as assessment indicators. The last stage is the Evaluation stage. Final adjustments to the created media application are made during the evaluation stage. Based on feedback, recommendations, and input from the previous step, evaluation is conducted. If there are shortcomings, changes must be made in order for the media created to produce better outcomes in the future. Students in Langkat Regency's elementary schools participate in this study.

Material experts, media experts, homeroom teachers, and students also participate in this study as the sources of data.[55]

Another piece of comparable research is currently being conducted by Palupi on the thematic theme 6 sub-theme 1 learning 3 in Class 3 of SDN Plangbango, Madiun City. Similar to the studies conducted by Vira and Anisa, this study is being implemented using Research and Development (R&D) with the ADDIE Model developed by Dick & Carry, which consists of the Analysis stage, Design stage, Development stage, Implementation stage, and Evaluation stage. Data collection techniques in this study involve interviews and questionnaires. [56]

Another comparable research is currently being conducted by Sidabutar with the aim of developing a product in the form of math learning media assisted by Animaker for vector material. This research utilizes the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). At the Analysis stage, the results of the analysis serve as a guide for the development of instructional media. The analysis involves examining the 2013 curriculum, basic competencies, achievement indicators, and learning objectives. Next, the design stage focuses on selecting the product and determining the format to be used. The product selection aims to create a learning video, while the format selection involves designing the product by choosing background, color, images/animations, fonts, font size, music/sound, and components that reflect the identity and material. Moving on to the development stage, it involves creating animated video learning media using the Animaker application. Once the media is created, an evaluation is conducted by

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[55] Anisa et al., "Animaker Animation Video Design as a Digital-Based Learning Media with the Theme of Comparison and Scale in Elementary School."

[56] Diana Palupi, Naniek Kusumawati, and Raras Setyo Retno, "Pengembangan Media Animaker Sebagai Bahan Ajar Tematik Siswa Kelas III SDN Pilangbango," 2022.

experts to identify any deficiencies and provide input for improving the media. Validation is also carried out to assess the feasibility of the instructional media for testing. Subsequently, the implementation stage involves conducting a small-scale trial with five students and a mathematics teacher using the developed learning media. The final stage is the evaluation stage, where researchers evaluate the entire process from the analysis stage to the implementation stage. Improvements are made based on feedback from validators, teacher responses, and student responses. All the input and revisions provided for the development of mathematics learning media with the Animaker application are being properly addressed.[57]

Another equivalent research is currently being carried out by Edwina, focusing on developing Animaker-based animation video learning media to improve learning outcomes of poetry materials for 3rd grade elementary school students using the ADDIE design model. The ADDIE development model consists of 5 stages: analysis, design, development, implementation, and evaluation. In the analysis stage, data is being obtained through interviews with the 3rd grade teacher at Masehi Kudus Elementary school. It is observed that 3rd grade students easily get bored during learning activities, resulting in low learning outcomes. This is attributed to the teacher's use of lecture-based instruction and limited learning media, such as teaching aids, YouTube videos, and nearby objects, which have reduced students' enthusiasm for learning. Moving on to the design stage, a systematic process is being implemented to establish learning goals, design scenarios for teaching and learning activities, create

[57] Natalia Ayu Lestari Sidabutar and Reflina Reflina, "Pengembangan Media Pembelajaran Matematika SMA dengan Aplikasi Animaker pada Materi Vektor," *Jurnal Cendekia : Jurnal Pendidikan Matematika* 6, no. 2 (April 6, 2022): 1374–86, https://doi.org/10.31004/cendekia.v6i2.1362.

learning tools, design learning materials, and develop evaluation tools for learning outcomes. The design of this learning model/method is still in the conceptual stage and will serve as the foundation for the subsequent development process. In the development stage of the ADDIE model, efforts are being made to realize the product design. The conceptual framework developed during the design stage is now being transformed into a ready-to-implement product. The chosen method for online learning is Animaker-based Video Animation. After the product is developed, the next step involves validating the Animaker-based animation video learning media with media experts and material experts. The final step is the realization of the product design, which includes conducting pre-tests and post-tests with grade 3 students in elementary schools. The pre-test activities are conducted before providing the grade 3 students with the Animaker-based Animation Video product, while the post-test activities are carried out after the students have received and utilized the Animaker-based animation videos. However, due to the Covid-19 situation, elementary school students are required to engage in remote/online learning activities.[58]

Another related research is currently being conducted by Firman with the purpose of creating an accurate, useful, and efficient Animaker. The study utilizes the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, which is a research and development (R&D) technique.

In the analysis stage, an analysis of the need for developing learning media is being carried out. This analysis aims to identify the problems occurring in the field and understand the characteristics of students.

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[58] Edwina Ariandhini, Indri Anugraheni, "Pengembangan Media Video Animasi Berbasis Animaker untuk Meningkatkan Hasil Belajar Materi Puisi Mapel Bahasa Indonesia Kelas 3 SD," March 23, 2022, https://doi.org/10.5281/ZENODO.6379004.

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Moving on to the design stage, the creation of learning media is being designed based on the results of the needs analysis and student analysis. This involves compiling the concept of Animaker-based learning media, including the type of media, the purpose of media creation, media users, software used, and the images and animations to be used in the learning media. Next is the development stage. Once the design of the learning media has been formulated, the next step is to realize the design and validate it with a team of experts, including media experts and material experts. After that comes the implementation stage. The media is tested after undergoing revisions, following the ADDIE development method, which includes the media implementation stage. The testing is conducted on limited groups, including students and teachers. The limited student group consists of 4 students, while the limited teacher group consists of 1 randomly selected teacher. The final stage is the evaluation stage. In this study, two stages of evaluation are conducted: formative evaluation and summative evaluation. Formative evaluation is carried out during the phases prior to the application of the product in learning. Questionnaires assessing material experts and media experts are used to improve the developed learning media to ensure its feasibility in the evaluation of learning media. Summative evaluation is conducted after the media is applied to assess its validity, practicality, and effectiveness.[59]

2. The Feasibility of Developed Animaker-based Media as a Drilling Model to Address Common Pronunciation Errors

The development of learning media based on Animaker is currently being carried out through five stages of development: analysis, design,

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[59] Firman Firman, Indri Anugrah Ramadhani, and Melli Julaikha, "PENGEMBANGAN MEDIA PEMBELAJARAN INTERAKTIF PENGENALAN HURUF HIJAIYAH BERBASIS ANIMAKER PADA RAUDHATUL ATHFAL FATHU AL-BAROKAH," *Device* 12, no. 2 (November 30, 2022): 70–78, https://doi.org/10.32699/device.v12i2.3542.

development, implementation, and evaluation. The evaluation stage is intended to evaluate all the researchers' work in creating the learning media. There are two types of evaluation: formative evaluation and summative evaluation. However, in this ongoing study, researchers are not conducting summative evaluation actions because the initial goal of developing this media is to create the media and then apply it, without experimenting with students to observe their pre-test and post-test scores. Therefore, formative evaluation is sufficient for this study. The results of this development research show that the developed learning media falls into the very positive category. Student responses range from 90% to 100%, indicating that the learning media is well-received and positively responded to by students. They feel assisted in correcting pronunciation errors with the help of this learning media.

This finding aligns with a study currently conducted by Habib on Physics education. The survey results are being collected through validation assessment during the development stage, showing a percentage of 79% from media experts and 91% from material experts. Furthermore, a feasibility test is being conducted on 23 students in Class XII IPA at SMA N 1 Tanjung Tiram, and the learning media is receiving a score of 93%. These statistics demonstrate the suitability of animated video-based learning materials for remote physics learning.[60]

Another comparable research that focuses on the materials of count operation on the submission of the wholesale number is currently being conducted by Vira at class I SDN Jatiasih 2. The results of the research that has been conducted conclude that animated video learning media assisted by Animaker on the material content of counting operations for

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[60] Habib Al Husein and Togi Tampubolon, "DEVELOPMENT OF LEARNING MEDIA BASED ON ANIMATION VIDEO IN MOMENTUM AND IMPULSE TOPICS," 2022.

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the addition of whole numbers meet the very high eligibility criteria. According to the result of product development, it shows an average percent score of 86% with a very decent category according to the materials expert's judgment, an average percentage score of 94% with a very decent category according to the media expert's judgment, and an average percentage score of 90% with a very decent category according to the homeroom teacher's judgment. The results of the students' response show an average percent score of 87%, which is pronounced as very positive and very decent. Due to the development of learning media assisted by Animaker, it provides an atmosphere of new learning experiences, makes students enthusiastic in the learning process, and the presence of moving illustrations helps to clarify the material, thereby facilitating students in learning.[61]

Another comparable study conducted by Anisa, titled "Animaker animation video design as digital-based learning media with the theme of comparison and scale in Elementary school," demonstrates that the use of animated teaching materials created with Animaker is practical for teachers to deliver scale-related teaching materials. Based on the evaluation of the effectiveness of using animation, a high level of utility signifies success. The scores from media experts reach 81.25%, material experts reach 81.25%, homeroom teachers reach an average of 82%, and the average student response of 87% is classified as high. Therefore, it can be stated that Animaker-based animation videos on Comparison and Scale materials are feasible for use as teaching material facilities in the classroom.[62]

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[61] Vira, *Op.Cit*

[62] Yuan, *Op.Cit*

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Another similar study conducted by Palupi focused on thematic materials shows that the learning media developed is in the form of animaker media using research and development with the ADDIE model procedures. The feasibility of animaker-based media is measured through assessment by validation experts, assessment of student response questionnaires, assessment of teacher response questionnaires. The level of validity of animaker media in thematic learning is based on the results of research from the three experts, namely material experts at 86.00%, media experts at 86.00%, linguists at 94.00% with the category "very valid" the feasibility level of animaker media in thematic learning foster assessment student responses get a percentage of 90.00% in the "very valid" category. The assessment of the teacher's response reaches a percentage of 94.00% in the very valid category. Based on the calculation results, it can be concluded that before being given animaker media, student learning outcomes are related to the average pretest score of 74.1%. After being carried out by providing teaching materials in the form of video animaker media, student learning outcomes increased to 90. The difference between the pretest and posttest scores is 15.9 points. This shows that video animakers in thematic learning are effective in improving student learning outcomes.[63]

Another identical study is currently being conducted by Sidabutar, focusing on the development of a product in the form of math learning media using Animaker for vector material. To assess the feasibility and practicality of the Animaker-based media, the researcher is conducting validation tests with material experts, media experts, teachers, and gathering students' responses through questionnaires. The results of this ongoing development research are being represented in the form of

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[63] Palupi, *Op.Cit*

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percentage scores obtained from the validation tests conducted by material and media experts. The feasibility test results obtained from the material expert, media expert, and math teacher are currently at 90.9%, 80.5%, and 77.68% respectively. Additionally, feedback surveys from teachers and students provide valuable insights into the practical outcomes of using Animaker for teaching with media. The responses from the teacher and students both indicate satisfaction with the scores achieved, with the teacher's response at 80% and the students' responses at 78%. These findings demonstrate the applicability and practicality of the learning media created using Animaker.[64]

Another equivalent research is currently being conducted by Edwina, aiming to create Animaker-based animation video learning media to enhance students' understanding of poetry in the third-grade elementary school curriculum. The level of product validity includes the reliability of the materials, media, instructional designs, and evaluation criteria as assessed by experts. The following information is derived from the ongoing validation test: (1) The percentage from the material expert validation test is currently at 97%, indicating a high level of success in meeting the assessment criteria. (2) The percentage from the media expert validation test is currently at 78%, demonstrating an extremely high level of success in meeting the assessment requirements. In conclusion, the learning media in the form of animated videos based on Animaker, designed to improve learning outcomes in Indonesian language lessons for third-grade elementary school, can be considered practical for use based on the validation tests conducted by media professionals and material experts.[65]

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[64] Sidabutar, *Op.Cit*

[65] Edwina, *Op.Cit*

Another similar investigation is currently being carried out by Firman with the purpose of developing animaker-based interactive learning media that are valid, practical, and effective to use. Based on the ongoing research on the development of animaker-based interactive learning media for hijaiyah recognition, the validation results are being obtained from two validators, including material experts, with an average percentage of 97%, and media experts, with an average percentage of 98%. These percentages fall within the "Very Valid" criteria. The practicality level of the learning media is being assessed through a respondent's questionnaire, and the results obtained so far show an average percentage of 90.7%, falling within the "Very Practical" criteria. Additionally, the effectiveness of the media is being assessed through a respondent's questionnaire, and the results indicate an average percentage of 91%, which meets the criteria for being "Highly Effective". The learning media will undergo further testing in subsequent stages, including small group trials and large group trials. The researchers currently conduct a small-scale trial that yields assessment results falling within the "very good" category, with an average percentage of 88%. Similarly, the ongoing large-scale trial also produces assessment results within the "very good" category, with an average percentage of 90%. These findings suggest that the development of interactive learning media based on Animaker is valid, practical, and effective for use.[66]

Another corresponding study is being carried out by Munawar with the aim of assessing the effectiveness of using the development of digital teaching materials assisted by the Animaker application for PAUD teachers in Pandeglang Regency. The ongoing research at the Evaluation stage is showing a success rate of 85.2%, which can be categorized as

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[66] Firman, *Op.Cit*

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very high. It is concluded that the digital teaching materials utilizing the Animaker application are considered effective for use by PAUD teachers.[67]

Another similar investigation is being conducted by Gandamana with the goal of finding out the feasibility, practicality, and effectiveness of animaker-based animated video media. This research belongs to the type of development research (R&D) utilizing the ADDIE model. The validation by media experts has obtained a score of 83%, indicating "Very Feasible". The material expert stage I assessment ranges from 64% to 90%, falling into the category of "Very Feasible". The practicality evaluation reaches 96%, and the student response shows 93% satisfaction, indicating the effectiveness of this media. Therefore, it can be concluded that animaker-based animated video media is suitable for use in the learning process at grade 5 in SDN 10 Rantauprapat. [68]

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[67] Badri Munawar, Ade Farid Hasyim, and Minhatul Ma'arif, "Desain Pengembangan Bahan Ajar Digital Berbantuan Aplikasi Animaker Pada PAUD Di Kabupaten Pandeglang" 04, no. 2 (2020).

[68] Apiek Gandamana and Marisa Marisa, "Pengembangan Media Pembelajaran Video Animasi Berbasis Animaker pada Pembelajaran Tema 3 Sub Tema 1 Bagaimana Tubuh Mengolah Makanan Di Kelas 5 SD Negeri 10 Rantau Prapat," *ELEMENTARY SCHOOL JOURNAL PGSD FIP UNIMED* 11, no. 3 (January 27, 2022): 213, https://doi.org/10.24114/esjpgsd.v11i3.29585.

CHAPTER V

CONCLUSION AND SUGGESTION

The fifth chapter conveys the conclusion drawn from the findings and discussions, as well as the suggestions that the researcher can provide for the parties involved regarding the development of Animaker-based learning media that is used to facilitate teaching as a drilling model to address common pronunciation errors.

A. Conclusion

The procedure of developing Animaker-based media as a drilling model to address common pronunciation errors follows the research and development research model with the ADDIE model. The ADDIE model itself is a development model that has 5 stages of development, namely analysis, design, development, implementation, and evaluation. The developed media that has been tested can be concluded that the developed Animaker-based media as a drilling model to address common pronunciation errors has many advantages such as clear audio quality, attractive visual media, clearly legible writing fonts, instructions in learning media that are quite informative and clear, and students do not get easily bored when using learning media. Moreover, students are motivated to correct their pronunciation mistakes using this media.

Therefore, the developed Animaker-based media as a drilling model to address common pronunciation errors is feasible and practical to apply or use for students in learning pronunciation.

B. Suggestion

The researcher makes suggestions to teachers and future researchers based on the findings of this study.

1. Teachers

This study showed that the teacher has to use the developed Animaker-based media as a drilling model to address common pronunciation errors. Animaker-based media can make students feel happier when teaching and learning and they don't get bored easily when using this media. What's more, they feel motivated to correct their pronunciation using this media.

2. Future researchers

This study focuses on investigating the procedure of developing Animaker-based media as a drilling model to address common pronunciation errors and the feasibility of the developed Animaker-based media as a drilling model to address common pronunciation errors. Hence, if future researchers desire to investigate the same areas or topics of this study, it would be advisable if they investigate other platforms that assist in producing animated videos to facilitate pronunciation learning. Future researchers can investigate the differences between students' pre-test and post-test after using Animaker-based media. Moreover, future researchers can investigate other skills besides pronunciation ability.

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