

Using Adobe Animate as Development of English Learning Media in “Pronoun”

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Abstract

This research aims at determining the validity of English learning media on material pronouns that had been developed with Adobe Animate for junior high school students in the seventh grade. The research method used Research and Development. This research was tested on the seventh-grade students as the population at Islamic State of Junior High School in Pekanbaru. The sample was taken from a class in the seventh grade which a total of 36 people. The research was carried out in June 2022, at the Islamic State of Junior High School in Pekanbaru. According to the research findings, it is possible to conclude that the learning media that was designed and put through alpha and beta testing to determine its viability was successful. The results demonstrated that the interactive multimedia presentation built with Adobe Animate and created by the author was reliable. As evidence of this, the average rating level for material experts is 4.79, and the average rating level for media experts is 4.53, both of which are classified as very good. Then, the average pretest result was 6,2. Then the average post-test result was 7,9. Based on the result, it can be seen that the gain score is 0,70. The value is based on the classification of the gain value in the high classification.

Keywords: *Adobe Animate, Learning Media, Pronoun*

1. INTRODUCTION

The rapid growth of information and communication technology has had a significant influence on the pattern of relations between individuals, between communities, and even between countries. This has been the case across all levels of human interaction. Because of these advances, new ways of thinking have emerged in society. Technology should be used to supplement the teaching and learning process because we now live in a digital age. In order to foster creativity in the teaching and learning process, educators are increasingly turning to technology as a

medium. E-learning refers to the process of teaching and learning that takes place with the help of electronic technology and may be utilized in the same way that a smartphone can. This is according to the opinion (Putra et al., 2020, p. 1) that the rapid development of ICT affects relationships between individuals, communities, and countries. This has changed society's perspective. Technology should support teaching and learning in the digital age. Teachers innovate teaching-learning using technology. E-learning uses electronic technology to teach and learn, such as a smartphone.

As an international language, English is used as a communication language in the world. Some countries using English for communicating as a second language (Kasriyati, 2018). English is used all over the world right now. It makes more people around the world speak English. People all over the world use English to talk to each other, and other countries, like Indonesia, learn it as a foreign language (Putra et al., 2020). Studying the best ways to teach English as a second language in Indonesia has been a popular research topic for decades, as shown by the many published research findings on the subject. On the one hand, this Research suggests that the majority of teaching methods that apply proper instructional strategies will result in greater success gains for students. The success of the use of instructional methodologies provides insufficient information on the student's experience studying English in school. So, English teachers need media (Anggraini, 2015, p. 2).

Teaching and studying English requires four skills: listening, speaking, reading, and writing. Grammar is one aspect of English learning that should be prioritized, particularly during the teaching and learning process. Grammar plays an important role in the English language since it permeates all language skills, including speaking, reading, and writing. Grammar informs the students to develop the skills because grammar is structure of language which guides students to understand about language (Amelia, 2018).

Grammar is something that must be learned in explaining each meaning of each sentence and fluency in speaking, listening, reading and writing. Mastering grammar will

enable to be able to place word types and word groups. As emphasized by Oktaviyani et al., (2022, p. 2) To be able to discuss about grammar, we must first have a language to speak about grammar. Not only in English, but in any language, grammar serves to identify the many sorts of words and word groups that go into a phrase. (Hapsari, 2015, p.68).

In Indonesia, not only elementary and secondary school children, but also by college students and even employees study English. Having said that, despite the fact that students have spent a significant amount of time studying English, Indonesian students frequently difficulty to use English in everyday communication. (Pahmi & Syahfutra, 2019). These factors include the difficulty of memorizing vocabulary, grammar rules that are difficult to understand, the teachers technique was monotonous, lack of ways to learn English and lack of motivation to do so (Astatia, 2019).

Based on observation, there are some problems as follows it is known that student enthusiasm for learning is still low, because students tend to be passive when teachers deliver materials especially in material pronoun. Most important things are students lack of using word in material pronoun such as “This is my English book, not you book” should be “This is my English book, not yours”. And student said: “They house nearby” should be “Their house is nearby”. Based on it, the purpose of research is to know the development of English learning media using adobe animate in the material of pronoun at seventh grade students of Islamic State of Junior High School in Pekanbaru.

A pronoun is a word used in place of a noun so that the same noun is not repeatedly utilized in the material of a sentence. Singular material pronouns are, I, you, he, she, and it. Plural material pronouns are, we, you, and they. When you use a person's name and a pronoun in a compound material, be sure to use a material pronoun.

A lot of students find it hard to write good sentences. The students were confused in using Grammar especially Pronoun. We all know that English and Indonesian were different. In Indonesia, both the subject and the object of the word "I" are always the same. But in English, "I" is the subject and "me" is the object of the word "I"

Based on observation in class the instructor has never developed mobile learning media using adobe animate, even though most students have androids. In the Islamic State of Junior High School in Pekanbaru, education was only limited to implementing conventional methods of exposure owned by teachers just an explanation in front of class. IT (Information Technology) has come a long way in recent years, especially when it comes to computers. This development nearly approaches humans. Previous activities that need a lot of power, this day moved to machine power that is controlled by computer (Ashidiq et al., 2020, p. 34). Therefore, the researcher proposes to use technology in the learning process, namely the use of Adobe Animate.

Macromedia Flash and Shockwave Flash are now known as Adobe Animate is A multimedia and software platform that is used to create vector graphics, animation, browser games, internet apps, desktop applications, mobile applications, and

mobile games. Flash provides animations, video games, and applications by displaying text, vector, and raster graphics. Adobe Animate according to Wahyuni et al., (2021) is software that functions identically to its predecessor, Adobe Flash Professional, but has evolved and is now equipped with the newest capabilities, such as HTML5 canvas, WebGL, and many more. Adobe, has been around for nearly 25 years. Several of their innovations can be found in the computers, software, and internet apps we use every day in our schools (Pratama et al., 2020, p. 4).

Previous research using adobe animate in learning process by Rahmatika (2018). Using quantitative and qualitative data analysis, it was determined that grammar interactive media is the current teaching media for grammar. The display of the media was effective, practical, and improve students' grammar mastery. The mean score of validity for this product was 80.73 percent, indicating that it met valid criteria. This media was practical, earning a practicality score of 93 percent and belonging to the very practical criteria. Then, the test of Two Means Score showed that t observed was greater than t table ($17.90 > 2.064$) and One Means Score showed that t observed was greater than t table ($3.071 > 1.711$). This indicates H_a was accepted. Then, the mean post-test score of the students exceeded 80, coming in at 83.68. The product was therefore effective.

Second research on the usage of Adobe animate as a new instructional technique for academic essay writing at Darma Persada University by Pratama et al., (2020). The objective of this study is to demonstrate that technology plays a crucial role in the modern learning process, particularly in the teaching of academic writing, so that teachers and students can engage in a variety of instructional strategies. In the past, traditional methods like books were the only

way to teach writing. Now, both students and teachers are able to employ multimedia technology such as education interactive software, smartphones, and computers to make learning more effective and fun. In this qualitative study, the authors will look at how the new technology can help solve an old problem: how to teach students how to write academic essays.

Based on previous research can be seen the difference with research conducted by researchers. The difference lies in the media used where researchers used Adobe Animate and previous studies used Adobe Flash but both studied pronoun material. Then the research is also different in the material section where previous research used Adobe Animate but researched on essay writing.

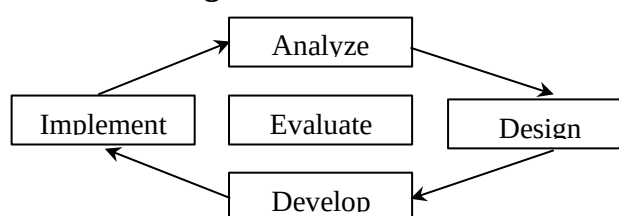
There has been lots of research on Adobe Animate for students. This study therefore focuses on developing learning media for junior high school students using Adobe Animate, particularly for the material pronoun.

2. METHOD

The research used research and development (R&D). Research and Development (R&D) is a research approach that used to develop a product and evaluate its efficacy. Research and Development (R&D) product in the field of education can be in the form of media, such as: books, modules and learning tools. The research and development model used ADDIE (Analysis, Design, Development, Implementation, Evaluation) (Trisyagil et al., 2019, p. 49). This development model consists of five steps namely Analyze, Design, Development, Implementation and Evaluate. This model was chosen because the model ADDIE is often used because the steps ADDIE model describes systematic approach to instructional development. This

research was tested on students of class 7.5 which total of 36 people. The research was carried out in June 2022, at the Islamic State of Junior High School in Pekanbaru. The researcher used test consisting of pretest and post-test as the instrument of research for gathering the data accurately. This model was chosen because the model ADDIE is often used because the steps ADDIE model describes systematic approach to instructional development. As for product development procedures with ADDIE model as shown on the figure.

Figure 1: ADDIE



Research and Development Procedure

a. Analysis

In this step, analysis is an important main step. This step was carried out to determine the product to be developed or the product to be designed and also to analysis the methods and media of learning. The first step that must be done is to know the problems faced by teachers or students at school related to learning materials or media. This research was conducted through observation and interviews. After that collected learning resources such as English textbooks as material that would include in Learning Media.

b. Design

The second step is design. Stage planning starts from the storyboard design, material preparation, preparation of assessment instruments and collection support material.

c. Development

The third step is development. In this step is manufacturing activity or creating an English Learning Media.

d. Implementation

The fourth step is the implementation step. At this step the application had been repaired according to the suggestion's media experts and material experts before being tested on learners. In this step, carry out product testing activities, the product trial in this study serves to determine the feasibility of a product that developed.

e. Evaluation

The last step is evaluation. Based on implementation step, the English Learning Media need to be evaluated. The evaluation step was carried out the final revision of the developed product based on result of students given.

Collecting Data

The technique used to collect data during the process of developing English learning media products is used interview, observation, questionnaire and test. The instrument used to collect data is validation instrument to assess the product that has been developed. Instruments were given to material expert, media expert and students.

3. FINDING AND DISCUSSION

This development research has produced a product in the form of an Android-based learning media application that can be utilized offline so that it may be accessible whenever and wherever. This learning media product was made and designed by the researcher by self with the goal of being able to be used as a tool for the teacher to teach about pronouns and as a tool for learning outside of school that students can use whenever they want. The researcher's goal was to create a product that could be used as both a tool for the teacher and as a

resource for independent learning. This learning media was created using the ADDIE learning media design approach. The ADDIE model consists of five phases: analysis, design, development, implementation, and evaluation. Research on the development of the ADDIE model was conducted only up to the stage of implementation because the focus of this research was to develop and implement valid learning media based on the validator's instrument. The stages of development research are described as follows:

A. Analyze

The product development process included both a material analysis and a learning media analysis during the phase of analysis that was carried out. Based on this analysis, pronoun material is chosen that needs help from media as a tool for teachers to deliver material and for students to study on their own. This is because the material needs concrete things to help students understand it, especially in the current learning system. In 2013 curriculum, if students cannot understand the material at that time so that the syllabus continues to run according to the achievements that have been set in the basic competencies of the curriculum (Sulfemi, 2019, p. 3). To make it easier for students to be able to repeat learning outside of school hours, by using an Android learning media application and without a network, students can learn and repeat learning independently and teachers can provide concrete explanations and variations. The primary stage starts with directing an investigation to be specific field studies and writing studies. Field study completed by talking straightforwardly to material educator. In educational plan examination acquired that the educational program utilized 2013 educational program.

Material examination is utilized to help heading in the production of materials figuring out how to match the objectives to be accomplished. Field review are done straight by noticing class conditions and direct meetings towards the English instructor.

B. Design

At the design stage carried out, namely storyboard design, designing learning media applications using Android-based Adobe Animate, images and collection support material, media expert and material expert validation sheet, and instrument test for students (Yuberti et al., 2021, p. 54).

C. Develop

The third stage is the development stage where at this stage the researcher makes learning media according to the plans that have been made previously (Oktaviyani et al., 2022). Implementation of validation by providing product development results to the validator to assess each aspect and provide an assessment by filling out the questionnaire that has been provided. In the validation process, the researcher obtains quantitative data that are very supportive for the development and improvement of the developed learning multimedia products. The results of the development stage are in the form of learning media applications using Android-based Adobe Animate software, this application consists of learning outcomes, learning materials, pictures, quizzes and games.

Table 1. Average Score of Material Validation by Expert

Aspects of assessment	Score (g)	Classification
Material	4,87	Very Good
Learning	4,71	Very Good
Average	4,79	Very Good

The results of material validation carried out by material experts were obtained at 4,73. Aspects assessed by material experts are aspects of the quality of the content or material, and aspects of the quality of learning.

Table 2. Average Score of Media Validation by Expert

Aspects of assessment	Score (g)	Classification
Visual Design	4,60	Very Good
Software engineering	4,50	Very Good
Implementation	5,00	Very Good
Language use	4,00	Good
Average	4,53	Very good

Based on the validation analysis of media experts regarding learning media using Android-based Adobe Animate software which was developed with a percentage of 4.53. The suggestion from the validator is that this application is very good, but the colors need to be considered again. Validation was carried out to determine the quality of teaching materials in terms of the media aspect. Four aspects were assessed, namely aspects of visual design, software engineering, implementation, language use. Assessment using a 5-scale questionnaire. Results media expert assessment can be seen

at Table 2. The following is an overview of Adobe Animate in the Material of Pronoun.

Figure 2: Home page view



Main menu on this application to facilitate user access in running or other display. This menu include among other instruction to display a hint. Learning outcomes to display competence used in the media. Material to display material about pronoun. Quiz used to evaluation of studnets' or user. Game to display game for make a student have fun. Profil for profiles and the key exit to end/out.

Figure 3: Material page view

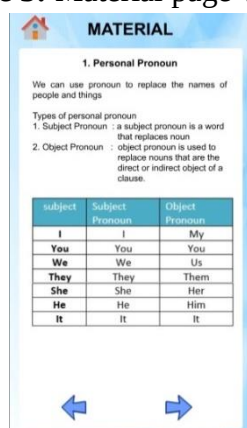


Figure 3 is main material about pronoun.

Figure 4: Quiz page view

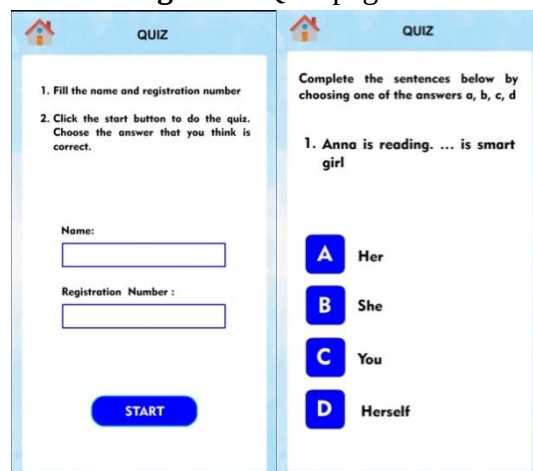


Figure 4 is main quiz. The students can fill the name and number registration before to do the quiz.

The average validation from media and material specialists was 4.63 with valid or very good categories. Therefore, the application of English-learning media in the material Pronoun developed with adobe animate android based software is acceptable for usage by students in the process of learning.

D. Implement

The fourth stage is the implementation stage. At this stage the application has been repaired according to the suggestions media experts and material experts before being tested on students. The purpose of beta testing is to gather information that can be used to repair product in the next revision. Amount students in the beta test amounted to 36 students. Beta test is done by showing product development results to students on each monitor to be studied, then students asked to provide feedback about the quality product from display or media presentation and learning about convenience the material presented. In this step, the product carried out trial to students at Islamic State of Junior

High School in Pekanbaru. The results of students following pretest and posttest totaling 36 students, known the highest value, the lowest value, pre-test post-test mean and difference (N-Gain score). The data are presented in Table 3.

Table 3. Pretest-Posttest Mean and Difference (N-Gain score)

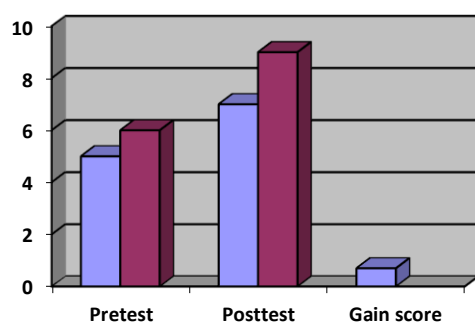
Scores	Pre Test	Post test	Index Gain	Classification
Minimum	5	6	0,33	Middle
Maximum	7	9	0,64	Middle
Total	223	270	9,95	High
Average	6,2	7,9	0,70	High

Table 4. Pretest-Posttest Mean and Difference (N-Gain score)

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Average	6,2	7,9	0,70	High

The difference in the value of the pretest-posttest N-gain scores is visually presented in Figure 4.

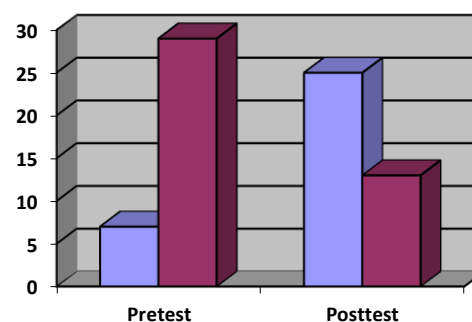
Figure 5: Effectiveness test



Based on Figure 5, it can be seen that the gain score is 0,70. The value is based on the classification of the gain value is in the

high classification. Meanwhile, student learning completeness refers to the KKM for English subjects at Islamic State of Junior High School in Pekanbaru, namely 75. In the pretest before students use learning multimedia products, 7 students are declared complete, while 29 students are declared incomplete. The results of the post-test or after students use multimedia learning English there are 25 students who are declared complete, while students who are declared incomplete there are 13 students. The completeness of student learning at the time of pretest and posttest can be presented in Figure 6.

Figure 6: Completeness learning result



The results of this study match research done by Anggraini (2015). The results of this study showed that 87.05882% of the teaching media and 93.84615% of the teaching materials were valid. They were in very good criteria. It's safe to say that the media was valid. The result of the small group test, on the other hand, was 87.47826 percent. Then, the result of the field trial was 87.47826 percent. Both the percentage of small group and field trial try-outs was in the very good range. So, the writer can come to the conclusion that Adobe Flash developed is a good way to English teaching media.

Based on view media expert's, English learning media developed using adobe animate in the material pronoun this is

put score very good, which is This is evidenced by several assessment items that get very good categories values, namely simplicity of appearance, ease of use of features on the media, layout and page layout, ease of operation of media, can be used according to the desired time and place, helps students learn independently. Likewise, according to the views of material experts, the development of learning media using Adobe Animate on pronoun material gets a very good assessment category, this is evidenced by the aspects that get a very good category, namely the accuracy of the material with the objectives of the learning material, the suitability of KD, the completeness of the material presented, the depth of the material presented, the completeness of the material presented, attracts the interest and attention of students, can be used according to the abilities of students, conforms to the situation of students, provides learning opportunities, provides assistance for learning, learning flexibility, can have an impact on students, and can bring impact on teachers and learning. So, English learning media developed using adobe animate it is makes easier for teachers to deliver material. Learning is also more varied, not monotonous and also interesting. Suggestions in this study include two things, namely suggestions for product utilization, and suggestions for further development. In order for the product of interactive teaching materials to be used more optimally, the researchers suggest that teachers should create a learning atmosphere that can support students in independent learning by placing the teacher only as a facilitator in the learning process.

4. CONCLUSION

Based on the research findings and discussion, both the alpha and the beta tests conducted on the learning media that was developed and created were completed and passed the test. It can be confirmed that

Adobe Animate is a useful tool for supporting teaching and learning since Adobe Animate includes numerous useful features that motivate students to learn English. The application that was made should give students new ways to learn that they can do on their own. Students can also use the app at home, even if they do not have internet access. But again, Adobe Animate needs to be improved so that students can understand it easily. One way to do this is to use video learning. The average pretest result of was 6,2. Then the average post-test result was 7,9. Based on Figure 4, it can be seen that the gain score is 0,70. The value is based on the classification of the gain value is in the high classification. It can be concluded that there is an effect of the development of English learning media using adobe animate in the subject of pronoun at seventh-grade students of Islamic State of Junior High School in Pekanbaru.

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