

CHAPTER I

INTRODUCTION

1.1 The Research Background

Education is one of the essential factors in humans' life. Education can improve the quality of human life in a better direction (Renny & Sonbay, Yohana, 2019). With the support of education, one will develop their ability to have qualified human resources to compete in this industrial revolution era. Improving the quality of human resources is one of the keys to keeping up with the development of the 4.0 revolution (Lase, 2019). The success in education will be realized if it is aligned with advanced science and technology.

Technology has become an everyday need, especially in the educational field. Teachers and students are very familiar with technology as it has a significant impact on education. It gives great help in creating more opportunities to be more effective and creative, especially in the teaching and learning process (Kamelia, 2019). Therefore, teachers must have extensive ICT knowledge to integrate the technology into the teaching and learning process (Juliana & Muslem, 2017). Teachers need Technological Pedagogical Content Knowledge (TPACK), a theoretical framework of the knowledge related to using technology to facilitate learning about particular content to create effective and successful learning to achieve educational goals (Santos & Castro, 2021).

Although technology has developed rapidly, only a few teachers can apply their knowledge of technology by creating their own teaching media (Champa et al., 2019). It is not enough for teachers to only master the materials (content) or

have the ability to design learning (pedagogical) (Agustini et al., 2019). However, teachers are also expected to combine and integrate those components by utilizing technology to avoid a monotonous atmosphere in the classroom (Agustini et al., 2019). One of them is creating their own teaching media to support the learning process. Media use is critical for adequate knowledge transfer from the teacher to the students (Ristika et al., 2020). Supporting media in the teaching and learning process is needed to achieve educational goals (Ratminingsih, 2016). Therefore, teachers must be creative and innovative in developing appropriate teaching media, especially technology-based. The teaching media must also be adapted to students' learning characteristics to increase students' interest and independence in learning, create meaningful learning, and optimally achieve student learning outcomes, especially in English. English as a foreign language taught in school required students to meet the minimum score that had been set. Therefore, it was essential to provide adequate facilities, one of which is teaching media.

The researcher did the practice field experience program in SMP Negeri 2 Denpasar to teach eighth-grade students and found some problems the English teacher and students faced. Based on the observation done at the SMP Negeri 2 Denpasar to determine the facilities owned by the school, it was found that the school has two LCD units and one portable speaker to support the teaching and learning process in the classroom. Based on the interview result with an English teacher at SMP Negeri 2 Denpasar, it was found that the teacher had difficulty making an engaging teaching media in accordance with the learning characteristics of the eighth-grade students as the conventional learning did not motivate students

to learn, which made students quickly got bored in the classroom. Based on the questionnaire regarding the learning characteristics of eighth-grade students at SMPN 2 Denpasar, the results showed that 57.1% of students favored learning with audio-visual media, 39.3% of students preferred learning with visual-based media, and the remaining 3.6% of students chose audio-based media to assist them in learning. According to Setianingrum (2017), students with a visual learning style rely on their eyesight to learn faster with visual display, so appropriate teaching media for them are pictures, videos, and diagrams. Meanwhile, students with an auditory learning style rely on their hearing, so the suitable teaching media for them are videos, and voice recordings with sound, rhythm and tones as it can help them grasp things faster. Therefore, the teaching media that could accommodate students at SMP Negeri 2 Denpasar by combining all the visual and audio aspects was an animated teaching video.

The animated teaching video is one of the teaching media that can help students learn more effectively (Laksmi et al., 2021). It is a teaching tool that combines visual and audio elements in presenting the material (Laksmi et al., 2021). Animated teaching video is designed to help teachers deliver the materials so that it helps students understand the learning material in a fun way (Satyawan, 2018). Research conducted by Wulandari et al. (2020) also states that the animated teaching video can make learning easier for students and increase their learning outcomes. Another research conducted by Siddiq et al. (2020) also states that the animated teaching video can increase students' interest in learning and thus improve students' achievement. Therefore, the animated teaching video as a complement to the teaching and learning process was needed in the classroom.

In this study, the researcher developed a teaching media in the form of an animated teaching video using the Animaker website. The animated teaching video was developed for the English subject, which was in accordance with the learning characteristics of the eighth-grade students at SMP Negeri 2 Denpasar. The animated teaching video discussed the recount text topic profoundly but in a fun way. The recount text delivered in the animated teaching video did not only discuss the definition of the recount text, but it also provided the generic structures and the language features, as well as the example of the recount text that was visualized by using animation so that it could help students to be creative in developing their own recount text. The recount text topic was chosen as the recount text was in the eighth-grade syllabus, and the teacher still found it challenging to develop a teaching media that was in accordance with the lesson plan for the recount text topic. According to Fauziah et al. (2021), using the teaching video can help students improve their skills in writing recount text by allowing them to explore ideas and use appropriate words in their sentences. It was also in line with the research result conducted by Ningsih (2021) that using video in teaching recount text can help students develop and organize ideas systematically and motivate them to be creative in writing a recount text. However, the weakness of using a video in teaching writing is some students who have low abilities in listening skills cannot understand the conversations or explanations conveyed in the teaching video (Dwifadjrin & Pamungkas, 2020). It can be overcome by adding a subtitle to the video. It is because a subtitle displays a script of what the characters are talking about in the teaching video. Therefore, it could help the students who have problems hearing

explanations or have difficulty keeping up with the material conveyed in the video (Supangesti et al., 2014).

The study used the modified ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). At the analysis stage, an analysis was carried out to determine students' learning activities and facilities. The storyboard, video script, lesson plan, and instruments were designed at the design stage. The development stage was the stage to develop the actual product, an animated teaching video. Furthermore, the last was the evaluation stage to assess the product's validity and quality done by the expert, where the formative assessment was also done in this stage. The implementation stage was not conducted as it only focused on the development of the product, as well as the validity and quality of the product. Therefore, the implementation stage was not under consideration, and it can be continued by a further researcher to investigate the animated teaching video through implementation. The animated teaching video that was developed was adjusted to the teacher and students' needs. It hoped that it could help teachers deliver the material and attract students' attention in the teaching and learning process to improve their learning outcomes.

1.2 Problem Identification

From the background of the problems previously described, several problems required problem-solving. The problem identifications were as follows:

1. Technology has rapidly developed. However, not many teachers could create teaching media on their own to support the teaching and learning process.
2. Students had different learning styles to process knowledge in class.

3. The conventional method made the learning atmosphere less interesting for some students, so the teaching and learning process became ineffective.
4. The animated teaching video was still rare to be used in teaching English.

1.3 The Research Limitation

Based on the problem identification in this study, it was vital to limit the problem so that the research could be more focused, effective, and efficient. Therefore, the animated teaching video that developed only focused on a topic in the syllabus, which was the Recount Text as the topic for eighth-grade Junior High School students in SMP Negeri 2 Denpasar. The teacher still had difficulty developing a teaching media in accordance with the lesson plan for the recount text topic. The animated teaching video was developed by using the Animaker website. The stage of the modified ADDIE model, which was the implementation stage, was not conducted as the focus of the study was only on the product's development and the product's validity, and quality. Therefore, the implementation stage was not under consideration.

1.4 Research Questions

Based on the problem limitation above, the formulation of the problems proposed in this study was as follows:

1. How is the development of the animated teaching video as a complementary media in teaching recount text for the eighth-grade junior high school students in SMP Negeri 2 Denpasar?

2. How is the quality of the animated teaching video as a complementary media in teaching recount text for the eighth-grade junior high school students in SMP Negeri 2 Denpasar?

1.5 The Research Objective

Based on the research questions formulated above, the objectives to be achieved in this study were as follows.

1. Determine the process of developing an animated teaching video as a complementary media in teaching recount text for the eighth-grade junior high school students in SMP Negeri 2 Denpasar.
2. Describe the quality of the animated teaching video as a complementary media in teaching recount text for the eighth-grade junior high school students in SMP Negeri 2 Denpasar.

1.6 The Expected Product Specification

The final product expected in this study was an audio-visual-based teaching video in teaching recount text for the eighth-grade junior high school students in SMP Negeri 2 Denpasar. The animated teaching video was developed as a complementary teaching media to explore the recount text material for the eighth-grade Junior High School Students in SMP N 2 Denpasar. It was made for the eighth grade because, based on the interview, the teacher had difficulty creating appropriate media that suited students' characteristics in learning. The recount text topic was chosen as it was in the syllabus and because the teacher also had difficulty developing a teaching media in accordance with the lesson plan. The animated

teaching video was expected to facilitate students to learn the recount text material, understand the material, and encourage students to learn more efficiently.

1.7 The Research Significance

The significance of the results of this research was divided into two, namely theoretical significance and practical significance, with the following explanation:

1. Theoretical significance

The animated teaching video was intended to support the development of creative and innovative media as a complement to support the teaching and learning process. It could help the teacher deliver the material, increase students' interest in learning, increase their understanding of the Recount Text material, and improve their learning outcomes.

2. Practical significance

a. For students

The animated teaching video could help students explore the recount text material more to understand the material deeply. In addition, the animated teaching video could also overcome boredom and increase students' interest in learning.

b. For the English teachers

The animated teaching video could be a reference for teachers in developing teaching media, especially an animated teaching video for an exciting and fun learning process.

c. For school

This research could provide input to the school in supporting teachers to develop more teaching media, especially the animated teaching video for the English subject.

d. For other researchers

Other researchers could use the results as a reference in conducting further research to investigate its implementation.

1.8 Assumption and Limitation

The assumptions and limitations of this research were as follows.

1. The teacher could create an enjoyable learning atmosphere using an animated teaching video.
2. Using an animated teaching video as a teaching media could attract students' attention to learning.
3. The Animaker website was used to develop the product, only provided the recount text material, and the research only focused on the validity and quality of the product.
4. The animated teaching video was developed for the eighth-grade students at SMP Negeri 2 Denpasar for the English subject.

1.9 Operational Definition

1. Development is creating or improving a product to be innovative or more advanced.

2. Teaching media is a physical or non-physical means teachers use to convey material more efficiently.
3. Animated Video is visually appealing media as it is apparent as moving illustrations or images and has audio (sound).
4. Recount Text is a text that retells events in the past.

