

CHAPTER I

INTRODUCTION

This chapter explains the background, problem, question, significances, and the limitation of the study.

1.1 Research Background

The rapid growth of technology has influenced many aspects of life including the teaching and learning process. Media, as one of the five key elements in the teaching process, has been affected as well (Wibawa et al., 2019). In the previous time, the media was restricted to conventional media. Richards (2015) stated that in the present time, there is a change in media used by teachers in the classroom. The enhancement of technology has introduced laptops, tabs, power points, multimedia, and any other visual aids as tool to deliver the material. Furthermore, the presence of online platforms, multimedia, and various technology-reliance also started to raise in the classroom to assist students in acquiring the required skills (Viera & Sánchez, 2020). More schools have been convinced to put up technology and digital media in the classroom knowing their significance in reducing the physical, geographical, and knowledge barriers among students (Hirschman & Wood, 2018; Richards, 2015). In conclusion, the learning process becomes more technology reliance, it affects the way the teachers deliver the material (Dewi et al., 2021).

Moreover, as the technology keeps being developed, teachers must take advantage of its development. It is because technology promotes better teaching and learning (Krohn, 2003; Raja & Nagasubramani, 2018; Wekerle et al., 2020). For students, involving technology in learning leads the process to be more

attractive, effective, and convenient (Raja & Nagasubramani, 2018). Technology also helps them to access the material in various forms from any possible sources. Meanwhile, Krohn (2003) puts the positive effect of technology viewed from the teachers' side. He stated that in the teaching process, technology assists teachers to clear the gap in students' learning styles diversity, encouraging students to improve their collaboration skills, and introducing real world (Krohn, 2003). In short, it is beneficial for both students and teachers to involve technology in the classroom.

In some Southeast Asian countries' contexts, the inclusion of technology in the classroom can be observed through some government policies. For example, the Smart School regulation is one of Malaysia's programs to put up ICT as the core of instruction (Zainal & Zainuddin, 2020). Smart Schools are institutions in which students are expected to be qualified before facing 21st-century challenges. In the Philippine, the Philippine Department of Education has made effort to integrate ICT in the classroom by introducing the Basic Education Curriculum (BEC) (Pearl Villalon Tomaro, 2018). The BEC includes seven (7) key mandates from the schools' computerization, teacher, training, IT Curriculum development, multimedia content development, financing, and monitoring and evaluation.

Similar circumstances can be observed as well in Indonesia. The inclusion of technology has been implied through the policies of the Indonesian Ministry of Education and Culture. Kemendikbud (2016) has stated that all courses require technology-based learning in integrating the teaching. Moreover, Kemendikbud has been starting to prepare *PembaTIK* (ICT-Based Learning) program that will be held from April to November 2021 (Putra, 2021). This program is based on the

rationale that technology and education cannot be shifted in today's learning situation (Putra, 2021). Nadiem Mahkarim as currently Indonesia's Education and Culture Minister has shown another movement to support the digitalization of the classroom. According to CNN Indonesia (Cable News Network), as of 2021, the Kemendikbud has distributed 190,000 laptops to 12,000 schools for pre-elementary schools, elementary schools, junior and senior high schools (Wicaksono, 2021). The other digital equipment such as connector points, internet routers, projectors, and speakers have been added to the list of the Ministry of Education, Arts, Research and Technology's plan as the government's firm movement on supporting the digitalization of schools (Wicaksono, 2021).

English as international language has been spoken all over the world (Ariyanti, 2016). As a powerful language, English has been taught and learned by people as native language, second language, and even foreign language (Ratminingsih, 2019). In 21st century competition, it is very important for those who want to take part in the competition to master English since it is a bridge for ones to connect to more people. The more we perform better in English, the more chance to expect for us to compete in today's competition (Dutta, 2020). In accordance with the growth of technology, the requirements of English speakers have increased as well. Therefore, it is important for students to take advantage of technology growth to help them in mastering English (Anita & Kardena, 2021).

PowToon is one of the forms of technology enhancement in terms of providing visual aids. It is a web-based visual aids maker that provides the teacher with various forms of animated presentation (Pais et al., 2017). Teachers can add characters (humans, animals, objects), sounds, music, attractive background, and

any more items to make an attractive moving presentation. The product of PowToon can be stored in MP4 format or can be uploaded to YouTube so the students will be easier to access the media. It assists the teachers not to stuck in textbook-based learning that is often boring and unattractive. Moreover, Adnyani et al., (2020, 2021) added that PowToon offers a lot of benefits for students: 1) applicable to help students learn any topic of interest; 2) attractive media if it is designed properly; 3) promotes active learning since students have to synthesize the information attached through PowToon video; 4) integrates the sense of auditory, visual, and motion; 5) the basic version offered in free and low costs; 6) assists students to the greater understanding. Through PowToon, teachers can produce a lot of visual aids to help students in getting better mental copies.

Previous researches have shown the effectiveness and importance of PowToon for teaching English. Semaan & Ismail (2018) attempted to investigate the effect of PowToon for teaching reading in secondary class. The implementation of PowToon has indicated the effectiveness of PowToon to enhance students' learning engagement, comprehension, and the development of learning strategy. Syafitri, Asib, & Sumadri (2018) applied PowToon in 11th-grade students in SMA N 8 Surakarta. The research was aimed to investigate the effect of PowToon for enhancing students' pronunciation, speaking, and learning motivation. After conducting the research, the presence of effectiveness of the Video was found both in students' speaking ability and students' learning motivation.

Based on the pre-preliminary observation in *Sekolah Menengah Pertama Negeri 2 Amlapura*, most of the 7th-grade students are already equipped with

proper devices such as smartphones. Google meet, e-learning, google forms, WhatsApp groups are nothing new for the students. An interview was conducted with students when they were joining an online class through google meet. The interview resulted that they did not have any difficulties to the access google classroom and google meet except for the connection troubles and the technical failure when using *Akun Belajar's* e-mail. Furthermore, based on the interview with the English teacher, it had shown the quite frequency of technology inclusion in the classroom. The English teacher of seventh grades students in *Sekolah Menengah Negeri 2 Amlapura* already provided students with various forms of media teaching such as voice notes, video tutor, etc. Besides, the teacher had assigned students to create various forms of the task such as introduction video and voice recording. The inclusion of technology in the classroom was quite effective considering the continuous switch from offline-online learning during the COVID-19 in *Sekolah Menengah Negeri 2 Amlapura*. It can be seen from the number of students joining the google meet classes. The attendance is nearly 90% and most of the time the students will actively participate in learning activities. Thus, the results of the two interviews have shown that both students and teachers in *Sekolah Menengah Negeri 2 Amlapura* were already accustomed to the involvement of technology in their teaching and learning process.

This research novelty lies in the investigation of PowToon among students who are familiar with technology. This novelty has not been investigate by the previous research. Besides, there is not yet any research that investigates the effect of PowToon Video for teaching English in *Sekolah Menengah Negeri 2 Amlapura*. This is also in line with the effectiveness of other platforms in the

classroom which triggers the researcher to implement another digital media and investigate whether the result is different or similar. Besides, the familiarity of students to technology helped the researcher to collect the required data. Therefore, the researcher finds it potential to implement PowToon then investigate the effectiveness of PowToon as a learning medium in teaching English in *Sekolah Menengah Negeri 2 Amlapura*.

1.2 Problem Identification

The effectiveness of some digital platforms in assisting students during the switch between offline and online in *Sekolah Menengah Negeri 2 Amlapura* had raised the researcher's curiosity. The researcher wanted to find out what if PowToon as media is implemented then investigated to see whether PowToon is effective as well as the existing digital medium to improve students' English achievement in *Sekolah Menengah Negeri 2 Amlapura*. Besides, the pre-preliminary observation resulted in the fact that most of the seventh grades students were already equipped with smartphones to access the PowToon. Therefore, the researcher found its potential to investigate the effect of PowToon-Based English learning media towards 7th grade students' English achievement in *Sekolah Menengah Negeri 2 Amlapura*.

1.3 Research Scope

This research is limited to investigating the effect of PowToon by comparing the two different groups namely control and experimental groups in *Sekolah Menengah Negeri 2 Amlapura*. This study focuses on the investigation and is restricted to the seventh-grade students in the academic years 2021-2022

during off-line class. The students' achievement is restricted to the extent the scores of the pre and post-test of the control and experimental groups.

1.4 Research Question

1. Is there any significant difference of 7th grade students' achievement in English between the experimental group taught by PowToon and the control group taught by video tutorial?

1.5 Research Objectives

The general objective of this research is to investigate the effect of PowToon towards 7th grade students' English achievement in Junior High School between the two groups. The first group was taught by using PowToon as learning media and the second group was taught by using video tutorial. This research investigated the effect of PowToon-Based as media towards 7th grade students' English achievement.

1.6 Research Significances

Theoretically, this research presents the effect of PowToon towards 7th grade students' English achievement in Junior High School. Practically, this research carries significance as follows:

1. For EFL Students

The finding of this research will give reference for students in selecting media/visual aids to learn English. Moreover, this research proposes how taking advantage of technology could bring impact on the learning output.

2. For EFL Teachers:

This research presented teachers with an explanation of how PowToon can be either ineffective or effective to be applied in the classroom. Besides,

the teacher can take this research into the consideration to start the development of learning material for his students. How crucial the selection of learning media is provided as well in this research.

3. Future researchers:

To provide the data for future researchers in the field of teaching English using PowToon.

1.7 Limitation and Assumption

It is assumed that the researcher prepared and applied PowToon to one of the two different groups to see its effect towards students' English achievement. Besides, this study is restricted to the seven-grade students in the 2021-2022 academic years.

