

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Corona Virus Disease (COVID-19) is a very deadly virus for humans. This virus emerged in December 2019 in Wuhan, China. In 2020, to be precise, in March, Indonesia has confirmed that a case of COVID-19 has entered Indonesia. The virus has become a world pandemic, which disrupts all factors. Education has become one of the factors affected by this pandemic. According to Simamora (2020) education has undergone very drastic changes, so it impacts changes in the way of learning and teaching. A new rule was made from this case so that teachers and students must carry out Work from Home (WFH) activities. Under normal circumstances, the learning and teaching process in Indonesia goes well. However, when the COVID-19 pandemic came, Indonesia's teaching and learning process was disrupted, so the online learning system was implemented. Teachers get many challenges in teaching, especially how they implement the material and explanation based on teaching media to make students understand the material. In addition, the material limitations of students, which are smartphones and data packages, sometimes make students have difficulty in learning. Not only that, some of the learning materials are difficult to apply when online learning. However, teachers still have to develop an idea to run the teaching and learning process. This challenge must be overcome between teachers and students to improve the quality of learning even though it is carried out from home.

Nowadays, Information and Communication Technology (ICT) is an essential part of current life. In 21<sup>st</sup>-century, ICT appears in every aspect of life, including education. Most countries have used ICT as a reference for education (Khanom, 2018). One of which in developing countries has begun to introduce their people to ICT, this is recommended to be applied in the field of education. One of the effects of ICT on 21<sup>st</sup>-century learning is the ease of accessing digital learning resources to meet the needs of students and also students had been familiar with ICT since they used them at home as well. In this century, students tend to be very skilled in using technological devices such as smartphones. Technology dramatically influences the learning process where teachers and prospective teachers must have information and communication technology knowledge. The development of information and communication technology is so rapid that teachers must improve learning integrity. Creativity, critical thinking, collaboration, communication, and innovation are needed by students to gain meaningful experience from a high-quality learning process. In developing countries, increasing students' creativity is one of the ways that can apply to produce highly creative students, so learning media is needed to support the needs of students.

English is a foreign language that is very important to obtain all information related to global technology development. English is often used as an instructional language of scientific study, economics, business, information, and technology. In Indonesia, English is a foreign language commonly used to teach compulsory subjects, from elementary school to university level (Putra, 2019). According to Oktaviani & Mandasari (2020) argue that English is a language skill that is not easy

to learn, even though some students have studied English since kindergarten. Therefore, in this 4.0 revolution era, teachers need to create an interactive learning atmosphere, carry out an exciting teaching and learning process, and motivate students by using interactive learning media. Teaching English should overcome students' difficulties in the global era, which needs communication ability: mastery of English. Generally, students must master 4 (four) skills, such as speaking, listening, reading, and writing. Writing is the most challenging skill because it requires much concentration, conscious efforts, and practice in all steps, like composing, developing, and finalizing (Rao, 2017). Writing skill is an ability that involves thinking processes in conveying messages and communicating (H.Douglas Brown, 2001). Writing is the primary basis for judging one's learning and intellect. Writing skill equips students with communication and thinking skill. It also trains the ability to explain and refine ideas, thoughts, and feelings.

Many students in junior high school faced difficulties in writing, especially in the field of English. Moreover, the students had difficulties in grammar, exploring ideas, writing mechanisms, text organization, and coherence. During a preliminary observation in *SMP Negeri 2 Sawan*, the English teacher at the school said from the interviews that students needed innovative and interactive learning media. The teacher also said that it was tough to attract students' interest in learning, especially in writing. Sometimes, students did not have an idea to start writing. Then, when the teacher asks to write a short descriptive paragraph, the student cannot write it because the student looks confused in determining the ideas and content in the paragraph. Descriptive text material is selected because of several considerations. First, the descriptive text uses simple tense in its construction. At

school, it was taught about using the simple present tense. So, they are already familiar enough with the simple present tense. The second reason, descriptive text is the first English text students learned in junior high school. In the 2013 curriculum, the descriptive text comes as the first type of English text in junior high school.

The researcher conducted an interview with an English teacher at *SMP Negeri 2 Sawan*. The purpose of this interview was to discover about the teaching media used, how the teaching process happens, and the teaching environment. During the interview process, the teacher said the teacher uses learning media such as handbooks during offline learning. However, the teacher uses Zoom meetings, Google Forms, and WhatsApp Groups during online learning. The teacher also said several some students from *SMP Negeri 2 Sawan* already have handphones. While teaching, the teacher also takes several learning videos from YouTube and then shares them with students via WhatsApp Groups. However, students are still not interested in watching it because the videos mostly explain long-winded material and examples, and with a long duration, so they get bored quickly watching it. When the students are asked to write or make examples of short descriptive texts, they still cannot find them because they have difficulty writing down their ideas.

The teacher once made learning video media using the Zoom application, then recorded and edited. However, the teacher had a time constraint to be able to edit it so that the duration of the video was long. The teacher also said that until now, students still have difficulty understanding English material, especially in writing skills. Students still find it difficult; one of them is due to the lack of interactive learning media and students having difficulty motivated to learn or make

assignments. In addition, the teacher has never applied to learn media using the Powtoon application. As is known, junior high school students tend to enjoy the learning process through videos if the videos are interspersed with fun animations. Moreover, teachers also look for videos on YouTube. However, it will look less than ideal when the teacher does not explain directly. When students hear or watch the videos made by their teachers, it will be evident how students become closer to their teachers, more familiar with the characteristics of their teachers, even though they only watch through videos. The teacher also said that she did not have enough time to make exciting learning videos and not have suitable media based on technology. Moreover, when the teaching and learning process is carried out face-to-face learning, the teacher explains the material traditionally.

Learning media has an essential role in helping students not get bored quickly. Learning English will be easy to understand if the teacher uses exciting learning media. Moreover, learning media will be significant to apply to junior high school, where the teacher also needs to explain exciting learning materials, especially English, so students can easily understand the material. Therefore, exciting learning media is needed to carry out the learning process. Simamora (2020) states that the development of online media is necessary during this pandemic to learn about learning design. Therefore, a well-planned and attractive learning media is needed to improve the online learning process if a large-scale pandemic occurs again in the future. Using online media for learning is very important, where teachers can get valuable experiences during the knowledge and teaching process (Afkar, 2019). Learning media that can get students interested in

writing are movies, videos, podcasts, and others. In this case, to create media, the teacher must also consider the platform used.

The importance of learning media for teaching skills has made many teachers use media as a tool for teaching, such as by utilizing the Powtoon application. Powtoon is one of the modern animation applications to develop learning media. According to Sutisna et al. (2019) Powtoon is an application in which operation tools is similar to PowerPoint, and this application is also easy to use. Powtoon is almost the same as PowerPoint presentation, but it is more interesting for students, especially junior high school, because it contains audio-visual animation video. Powtoon can be adjusted with learning material that teachers want to deliver. This software provides a paid menu to get more attractive icons, animations, and sounds. The results of the animated video can be uploaded via YouTube so that anyone can watch the video (Sutisna et al., 2019). Other than teachers, students can also use this application to learn and explore their creativity in making animated presentations (Oktaviani et al., 2020). The previous study shows that Powtoon is an application that can develop easier by the teacher to make learning media suitable for their students. Moreover, teachers can make learning media using Powtoon more creative in attracting student motivation, especially in writing. From the Powtoon learning media, it is expected that students' motivation and interest in writing will be increase. Teaching writing is about guiding the students to produce whole pieces of communication, ideas, and arguments for a particular reader or a group of readers. In this case, teaching writing can be defined as the teaching activity using media (Siregar, 2021). According to Puspitarini et al. (2019) Powtoon application has several advantages such as Powtoon has animated

features such as handwriting, cartoons, and various transition effects, it reduces teacher verbalism in delivering material, it can motivate the student to learn and it can be used in small or large study groups, and so on. Therefore, the author tries to develop learning media using Powtoon, which is expected to help students be more enthusiastic about writing, especially for writing descriptive text. There will be descriptive text material in the learning media, such as a person, animal, and thing.

Based on the problems encountered in the school, students need help with how to describe something. According to Siregar (2021) teaching media is a solution to support learning activities. Therefore, it will not cause saturation, and learning media can make it as creative and innovative as possible so that students are more interested in learning. Powtoon must be developed because the media can help students provide visual information to write or describe something. Then Powtoon gives strength to the visual appearance of something, so the media is considered appropriate. From this media, teachers will be assisted in teaching descriptions with technology-based media to become more creative. Students will also be helped to write it better because Powtoon-based media will be more visually helpful.

## **1.2 Problem Identification**

There are several reasons why this research needed to conduct. There are four problems identified during the preliminary observation conducted at *SMP Negeri 2 Sawan*, as follows:

1. Students need help with how to describe something, because they have difficulty finding ideas for writing.

2. The problem faced by many teachers is the lack of student motivation to make assignments.
3. While the problem of teachers is the teachers lack creativity on how to use or cannot create technology-based media.
4. The learning media used by the teacher seem monotonous with less tractive images and full of text, making students unmotivated and bored during learning.

Media was chosen and should help the teachers motivate their students while learning English, especially in writing in online or offline learning. Innovative and interactive media have increased their incentive to learn English and create a self-contained learning environment for students to learn by doing. The headmaster would appreciate it if the researcher could create an ICT-based media to teach English, especially to teach writing English. Besides, most students have been familiar with digital media such as smartphones, laptops, and computers, so the media can be used outside of school using their digital media, especially from home or elsewhere. Therefore, because of this era's phenomenon and condition, the teacher should examine media implemented while online or face-to-face learning is held. This research developed Powtoon animation-based video as media to teach descriptive text in *SMP Negeri 2 Sawan*.

### **1.3 Research Problem Limitation**

The limitation this study's focused on designing and developing Powtoon animation video to teach English, especially in writing the descriptive



text for seventh-grade junior high school students. The learning media was in the form of a prototype video designed using the Powtoon application. The researcher used ten students for this research according to the teacher's recommendation. The content of this media is the design from specific English syllabus topics for seventh-grade students that is about descriptive text. Then, this research just focused on found out the students' response toward the Powtoon as animation video.

#### 1.4 Research Question

Based on the background above, the research question formulated as follows:

1. How to develop Powtoon animation video as the learning media to learn English, especially in writing, for seventh-grade junior high school students at *SMP Negeri 2 Sawan*?
2. How was the students' response to the Powtoon animation video as the learning media to learn English, especially in writing for seventh-grade junior high school students at *SMP Negeri 2 Sawan*?

#### 1.5 Research Objective

Related to the problem mentioned previously, the objectives of this research as follows:

1. To develop Powtoon animation video as the learning media to learn English especially in writing for seventh-grade students of junior high school at *SMP Negeri 2 Sawan*.
2. To know the students' response about the Powtoon animation video as the learning media to learn English especially in writing for seventh-grade students of junior high school at *SMP Negeri 2 Sawan*.

## 1.6 Product Specification

Below are the specifications of the products used:

1. Powtoon is an application that is easy to implement as a learning medium. The animation video was developed using Powtoon, which was implemented for seventh grade students in *SMP Negeri 2 Sawan*.
2. This media was developed to teach writing descriptive text.
3. The animation video contains sound, character, music, and material explanation.
4. The animation video was used to increase students' interest in learning English, especially in writing.
5. The animation video is shared via YouTube.
6. This Powtoon application can play online or face-to-face ways, so the video can play repeatedly.

## 1.7 Research Significance

This research was expected to give theoretical and practical significance to the reader. The theoretical and practical significance of this research can be described as follows:

### 1.7.1 Theoretical Significance

The result of this research was to enrich and support the development of educational knowledge which interesting, effective, and innovative by providing Powtoon animation video as the learning media to learn English especially in writing for seventh-grade students of junior high school at *SMP Negeri 2 Sawan*.

### 1.7.2 Practical Significance

The result of this research was to give a practical contribution and inspire the students, the teacher, and the other researchers.

a. For Students

The result of this research was to develop a fun and interesting learning media especially in writing descriptive text to the students which could make them as the students motivated and interested in learning English.

b. For Teacher

The result of this research was to improve teachers' performance and competence in teaching English in order to help teachers to get more sources in using media. From this media, teachers will be assisted in teaching descriptions with technology-based media to become more creative.

c. For other Researchers

The result of this research was used as a helpful reference for the other researcher to find out a study about developing Powtoon animation video as the learning media to learn English especially in writing for seventh-grade students of junior high school at *SMP Negeri 2 Sawan*.

## 1.8 Assumption and Limitation of the Development

The reference about Powtoon animation video and learning medium will be used to identify the appropriate contents of the Powtoon animation

video. The topics selected are based on the results of the identification and analysis of learning materials studied by junior high school students, especially on descriptive text material. The limitation of the development of Powtoon animation video as learning media can be described as follows:

1. The product to be developed is only specifically used and given to seventh grade students at *SMP Negeri 2 Sawan*.
2. The product was designed and developed will use a syllabus as guided lines and will adapt to the needs and characteristics of the seventh grade students.
3. The product was designed in the form of prototype product.
4. The product was designed in the form of an animation video. It needs several electronic devices such as smartphone, laptop, or computer in order to perform the product.

