

CHAPTER I

INTRODUCTION

1.1 Research Background

Language is an important thing in our life because we can use it to communicate and have interactions with others. Regardless of the diversity in the individuals' backgrounds, English has been widely utilized as a method of communicating on a global scale. According to Gunantar (2016), English is the most commonly used language taught in schools. In countries where English is not the primary language, English is still taught in schools and universities, although English is not the preceding language in their country. In terms of learning English, there are four basic skills that we need to learn. They are reading, listening, speaking, and reading. All of those basic skills are very important for students to learn.

According to Ismail et al., (2017), reading skill is one of the essential English primary skills. Reading skills is crucial because it helps the learners to affect their vocabulary, which will lead them to be better at writing and speaking. Also, reading skills can help the learners easier to get the knowledge or the point of something that they read. By gaining the knowledge, they will have critical thinking skills since they have read and learned something new from something that they read. It could be literary work, newspapers, and many more. When the learners do not have the reading skills, of course, it will be hard to improve the other skills because all of the primary English skills are related to each other. In addition, reading skills can be hard to have because we need to understand what is

the meaning behind the text or literary work that we read, that is why reading skills are very complicated because we have to know from the word for each sentence which is the vocabulary, and then the meaning of it, after that the structure of the sentence, and so on.

Nowadays, there are so many sources, techniques, or methods that we can use to comprehend our reading skills even better. Adabhi (2017) believes that the development of technology has a huge impact on the learning process. Using technology in reading skills can bring so many benefits such as helping the interaction between the learners and the teacher. Information Communication Technology (ICT) is the most useful tool that is actually being used these days. It is being the best tool to be used because it involves technology that can make the learning process practically easier and more interesting. The teacher can make an innovative learning activity by involving technology and the learners can explore more from many sources that the technology can provide. Therefore, the use of technology in the English learning process becomes essential for both the learners and the teacher.

Since technology has been developing, it is easier to conduct many kinds of methods or approaches during learning English as Foreign Language. The variety of the methods will create an opportunity for students to learn language broadly because they can look up the materials or something that they do not understand on the internet. Rahmawati & Suhendra (2021) argue that teachers and lecturers must provide better creative learning environments that encourage students to study effectively

in both individual and classroom settings to improve the learning process. Most teachers and lecturers utilize technology to improve learning outcomes at all levels of education, from basic to advanced. Furthermore, CALL allows students to have many styles in learning something, especially in learning English which can make them learn in different styles that they are comfortable with.

Besides the technologies, the other important thing in terms of learning English as a foreign language is the style of learning. Febrianto et al., (2020) believes that nowadays many people tend to choose different styles of learning. This also happens to the students. Wiraningsih & Santosa (2020), also state that in the 21st century, students should involve more in the learning process; in addition, they will engage their critical thinking and problem-solving skills which are the skills that they will need to be succeeding in the future. Online learning is one of the examples of methods or approaches that many students do to learn something, especially emphasizing their reading skills. This kind of learning is more efficient than the conventional learning process because it is more flexible and can make the students the center of the learning process. Febrianto et al., (2020) also agrees that the use of technology in the learning process can make the students interested and that it is an effective way to make the students maintain their intention in online learning. Therefore, Hafeez (2021), states that these days conventional learning can be combined with the use of ICT tools in terms to make the learning activity more efficient. In addition, Indonesia is one of the countries that adopt the ICT in their conventional

learning, where the students still can be the center and they are supported with the internet as their learning source.

Quite the opposite with the rapid development of technology, Rochman (2018), states that nowadays the intention of learning Basic English skills has decreased among learners and educators. They are not interested in learning languages properly, especially the Basic English skills which are needed when we want to master English skills. Furthermore, according to Saraswati et al., (2021), many students still face some problems when they learn Basic English skills, especially reading skills. Harmer (2010) states that reading skills are when someone or students can do something related to reading text. It becomes worse when English is different from their mother tongue. The students still find it difficult for them to identify the main idea, the topic, the meaning of the words, references and inferences, communication intention, linguistic characteristics, and the general structure of the text. The improvement of technology in some ways has changed their intention to learn the language.

From a preliminary observation and interview in SMP N 4 Singaraja, it can also be found that in SMP N 4 Singaraja still have some flaws. The learners have to face some problems that sometimes make them feel a little bit hard to follow the learning session. During online learning, the students felt less interested in a reading activity in the learning process because the teacher only gave those long texts or a task that they had to answer only through WhatsApp. The students also felt the teacher never helped them to understand the text or a for each material which made them feel confused

and the answers to the task sometimes are not available on the internet, of course, the students did not want to ask the teacher because they were too afraid. Besides that, the students also find it difficult to focus, especially when the teacher gives them a long text to read. The other problem that the students face is that the network is not always able to support them to do online learning. From the teacher's side, they state that they do not know how to make varieties during online learning, the limitation of time which makes them have no other choice except make it simple, and also, they claim that they are not competent enough to operate the online platform that the internet provides.

In this case, the researcher thinks that the teacher should find a suitable solution for this problem. Febrianto (2020) believed that the use of Information and Communication Technology (ICT) tools in EFL learning is one of the best ways to comprehend students' English skills, especially reading skills. A suitable tool that can be used in the English learning activity to affect students' reading skills is PowToon. According to Seeman et al. (2018), as cited by Anita & Kardena, (2021), PowToon is a web-based application that allows you to create animated presentations with various media sources, graphics, cartoons, and animated pictures. PowToon can give teachers educational media, and learners can be inspired to affect their academic performance. As a consequence, the instructor creates learning based on the goals that the learners want to accomplish. PowToon was designed to be an easy tool for anybody to produce animated videos for their classroom, school, or company. PowToon also can assist the teacher in

displaying the reading-related topics. PowToon can be used to influence the learners' reading skills because it provides so many features that the teacher can use to create a creative presentation about the materials and the learners will be more excited to read what is on the slide.

Therefore, the researcher found that there is some research conducted to find out the effectiveness of using ICT tools, especially PowToon in learning activities. First, Satya et al., (2022) conducted research in terms to examine the effectiveness of using the Powtoon application in reducing teacher anxiety in teaching EFL classes. Next, Anita & Kardena (2021) investigate the effect of using Powtoon on students' motivation in writing. Yulianti (2021) also researched the use of PowToon in enhancing students' English Skills. Oktaviani & Mandasari (2020) also investigate how the implementation of PowToon can optimize students' cultural presentation. Adnyani et al., (2021) explore the efficacy of Powtoon in a fifth-grade EFL classroom. Hari (2019) investigates implementation tools that are beneficial and efficient. Meanwhile, Charbel & Nour (2018), conducted research where they tested the effectiveness of using PowToon in EFL. Among these previous studies, it can be found that the use of PowToon can affected the dependent variable from each research. That is why, the use of PowToon is highly recommended for the EFL teacher and students.

Based on the research above, it can be concluded that the use of PowToon in the learning activity can bring a good impact on the students. Hence, it can be said that several researchers conducted the effect of

PowToon in English as a foreign language field, but not especially in reading skills. So, that is why the researcher wanted to conduct this research by applying the same theory but in different settings and methods, specifically in terms of knowing whether there is an effect of implementing PowToon on students' reading skills.

1.2 Problems Identification

Based on the explanation above, there are several problems that faced by students when they learn English as a foreign language, especially in reading. Therefore, the problems are:

- a. The students felt less interested and lazy in reading activities in the learning process.
- b. The student finds it hard to understand what the text is talking about.
- c. The students also find it difficult to focus when reading a long text.

Through PowToon and based on the previous study, the use of PowToon can make the learning process more interesting which can increase students' attention. In addition, by using PowToon, the teacher can give the point of the text that is being taught in which can make the students easier in understand the text.

1.3 Research Limitation

In this research, the researcher only focuses on implementing PowToon in English as Foreign Language to know the effect on the students at 7th in SMP N 4 Singaraja, especially their reading skills.

1.4 Research Questions

Based on the explanation above, the researcher states several research problems such as

1. Is there any effect after implementing PowToon on the students' reading skills?
2. How does the implementation of PowToon in English as Foreign Language Learning activity affect the student's reading skills?

1.5 Research Objectives

As the research problem already stated, the purposes of the research are:

1. To investigate whether there is an effect of implementing Powtoon on students' reading skills not.
2. To describe students' opinion on the implementation of PowToon during the reading learning process.

1.6 Research Sgnificances

1. Theoretically

The researcher expects that this research will provide more knowledge about the use of Powtoon in students' reading skills.

2. Practically

- a. For the teacher,

The teacher can have new inspiration in terms of a variety of approaches that can be used in emphasizing the student's reading skills, especially in online learning.

b. For the students

The students can find a new online platform that can make them excited and interested when they want to comprehend their basic English skills, especially reading skills.

c. For future researchers

Other researchers can use this as a preference to conduct research with different settings and samples.

1.7 Keyterms

1. CALL (Computer Assisted Language Learning)

a. Conceptual Definition

CALL is the concept used when a teacher implements technology in English as a Foreign Language learning activity by using a computer as the source, which is the internet (Derakhshan et al., 2016).

b. Operational Definition

In this research the researcher used laptop and also smartphone in to operate the tools in order to seek the effect of the tools in which PowToon towards the students' reading skills.

2. Reading Skill

a. Conceptual Definition

Harmer (2010) states that reading skills are when someone or students can do something related to reading text. In addition, reading skills refer

to a person's ability to read, grasp, interpret, and decode written language and texts.

b. Operational Definition

In this research the reading skills is the dependent variable. Therefore, the researcher tends to quantify the two groups from seventh grade classes.

3. PowToon

a. Conceptual Definition

PowToon is a web-based program that allows you to make animated presentations with various media sources, images, cartoons, and animated photos, according to Charbel & Nour (2018), as referenced by Anita & Kardena (2021).

b. Operational Definition

The tools that being used in this research to give a treatment for the experimental group that consist of students from seventh grade.

4. Junior High School

a. Conceptual Definition

According to oxford dictionary, junior high school is associated with a certain high school. If high school comprises four years of study, junior high school will have two years, referred to as seventh and eighth grades. Each of the two offers three years of instruction in some systems; therefore, the junior high school includes a ninth grader.

b. Operational Definition

In this research the researcher aimed seventh grade students as the sample of the research. Therefore, there are 80 students from two classes of seventh grade students.

