CHAPTER I

INTRODUCTION

1.1 Background of Study

Language is a fundamental aspect of human communication and interaction. It allows individuals to express their thoughts, ideas, and emotions in various forms, such as speech, writing, or sign language (Agnes, 2002). English is one of the world's most widely spoken and recognized languages (Floreddu & Cabbidu, 2016). English is deemed the language of the world (Salsabilla, 2021). English is also considered a universal language connecting people from different cultures, backgrounds, and nationalities. In today's globalized world, English is used in various fields of life, especially in education (Yuniari, 2018). English is an essential subject for students in several countries, including Indonesia. In Indonesia, students from kindergarten to university have been taught English as a foreign language (Gultom, 2016). Students must master English because English is the primary language of communication used in various countries worldwide. Communicating effectively in English can open up numerous opportunities for education, career advancement, travel, and cultural exchange. This phenomenon shows that learning English is very important for students.

However, several studies show that students need help with their English lessons, especially at the secondary level. The researcher chose students at the secondary level because many students at the secondary level already have their own communication devices (mobile phones or laptops), students at the secondary level were considered more capable of using and operating technology and media devices better (mobile phones, laptops, and computers) compared to students at the primary level, and students at the secondary level were expected to be fully involved and accustomed to using technology and learning media in their learning process. Besides that, students at the secondary level were often expected to have good knowledge of English and be able to use the English language fluently (Alamri, 2018). Ahmad et al., (2011) observed that learning English at the secondary level is deteriorating, and urgent action is required. This alarming issue highlights the need to explore practical strategies to support and enrich students' learning experiences to empower them toward academic success. The research conducted on students' learning difficulties by Farkota (2005) and Kershner (2000) in (Ahmad et al., 2011) reported that the student's learning difficulties were due to the lack of innate or cognitive abilities, perceptual impairment, learning disability, deficiencies in memory, or poor motivation. Besides that, students at the secondary level often think that the task or learning material in English is difficult to solve, and they will lose interest in learning quickly because of that. Besides that, another case is that students and teachers only focus on the system of grammatical patterns and tend to always use a formal language trend without being offset by more practice in using English in daily life. Warsi (2004) stated that English language teaching needs to be more satisfactory and conducive to language learning for English learners.

To create more satisfying and effective English learning activities for students, Husamah (2015) states that educators or instructors must have the knowledge and skills to use digital learning and resources to help their students achieve academic standards. In this case, educators or instructors expect to be able to use technology and learning media needed for the learning process. The learning site (text, photos, videos, animations, and simulations) has various learning media available. By utilizing various learning media, educators or teachers can easily teach and present the concept of the material taught in various representations (online learning and conventional learning) to students. The availability of technology and learning media allows teachers to provide a better and more enjoyable learning experience for students, making it easier for teachers to deliver learning materials that must be taught.

Many educators are starting to combine their teaching and learning by utilizing technological advances using learning media. One of the learning media teachers can use to teach their students is the PowToon video. PowToon is an interactive learning media in the form IT-based web application that can be used as a learning media efficiently and attractively to support the teaching and learning process (Ernalida, 2018). PowToon media is expected to make it easier for educators to provide subject matter that is attractive and creative and increase students' enthusiasm to continue learning (Lestari et al., 2022). The technology supports the application PowToon video for work, namely laptops or PCs, computers, and internet connection. The teachers can use this PowToon learning video to create exciting and fun learning processes and activities for students and help them teach their students using technology. The research conducted by Evi Deliviani (2017)

stated that the PowToon application has several benefits, namely: (a) learning becomes more effective, (b) it can increase student learning achievement, (c) it can increase student learning motivation, and (d) it can improve teaching skills in managing to learn. Moreover, the research conducted by Wisnarni et al. (2016) stated that the PowToon animated video application is declared valid as a learning media and is feasible to use. PowToon also stated as appropriate learning media because it fulfills the four aspects of learning media, namely; (1) the design aspect, (2) the pedagogic aspect, (3) the content aspect, and (4) the ease of use aspect, the four aspects score in the excellent category and it is perceived as good learning media to be implemented.

Perception is a broad view of a person's beliefs or thoughts about different aspects (Furberg, 2010). Perception would be a general phrase for individuals' opinions or points of view. This perception is a response to what a person sees from an object and will affect the person's mindset (Rozie, 2018). Teacher perceptions of PowToon learning media utilization are responses to the way teachers utilize learning media in teaching. The perceptions shown can be good perceptions or unfavorable perceptions. Suppose the teacher's perception of PowToon media utilization is good. In that case, it will facilitate the achievement of learning objectives, help the teacher provide good learning material for students, and trigger students' enthusiasm to study hard to achieve maximum and good learning achievement. From the description above, the selection, development, and use of learning media are essential, so a teacher must be able to choose and utilize learning media appropriately. However, in its implementation, teachers will always face challenges when utilizing PowToon learning media to teach their students in the

classroom. According to Deliviana (2017), there are challenges in applying this PowToon media, such as PowToon as an online-based animation video application certainly requires technological facilities such as the internet. The dependence of this media on the internet is absolute, so if the teacher wants to use this media in the learning process, the availability of the internet must be adequate. In addition, supporting other technological facilities such as computers or laptops is also necessary. These things can be challenging if the school where the learning process is carried out lacks adequate technological facilities. In addition to dependence on facilities and technology, the use of PowToon as a learning medium also has other challenges in its application, namely the PowToon video has a short duration, so the delivery of material is limited and not detailed.

Several researchers have conducted students' perception of the use of PowToon learning videos, such as Sutisna et al. (2019); Rahmawati et al. (2021); Yuliani et al. (2021); Widia et al. (2022). Firstly, Sutisna et al. (2019) studied the students' perceptions and challenges toward using the PowToon software program in teaching and learning. In this study, she found that the PowToon video makes the learning process more enjoyable but has limitations because the learning video's duration is short. This study was conducted at the Pakuan University Program of the Faculty of Teachers Training and Education Science. Secondly, Rahmawati et al. (2021) studied students' perception of using the PowToon software program to enhance their ability in English learning at Bumigora University. In this study, she found that the PowToon video has a good impact on students, especially in literature, and it makes students enjoy studying and encourage high motivation. Thirdly, Yuliani et al. (2021) studied students' perception of the PowToon

animation video in introducing a literature class at the University of Islam Riau. The researcher found that PowToon is a practical and powerful animation video application that supports students in finishing Introduction of Literature and helps students accomplish their project in terms of a fiction story. Last, Widia et al. (2022) studied the students' perception of using PowToon for online English learning in SMPN 17 Pontianak. The researcher found that students' perception of using PowToon videos in online learning was 75%, indicating a positive perception that students are interested in learning English. They can easily understand the learning material because the animation video was related to the material and also PowToon video can increase students' listening skills, speaking skills, and vocabulary mastery.

Even though several researchers have conducted on the student's perception toward the use of PowToon learning video, the teacher's perception of the use of PowToon as an interactive learning video has not been to be researched. Therefore, this study will discuss the teachers' perceptions and challenges toward using PowToon videos as interactive learning media. The result of this study will find what the teachers perceive about the use of PowToon video as an interactive learning video, the challenges that arise, and the solutions encountered by the English teachers during the implementation of PowToon learning video in the learning process at SMP Negeri 2 Singaraja. This study uses a mixed-method study, and in collecting data, this study will use questionnaires and interviews to answer the problems to be studied.

1.2 Identification of the Problem

One of the most important things teachers in Indonesia need to remember in

light of recent technological developments is the requirement that they incorporate ICT, which stands for "information and communication technologies," into every single one of their lessons. According to Ju and Mei (2018), the use of technology in education has grown essential due to its favorable benefits on the teaching and learning process. Encouragement of students and teachers to participate actively in learning and use interactive technology receives much attention. Nowadays, numerous institutions and schools integrate technology into their educational systems. With this method, students can learn in a group (classroom) with a teacher and at home at a convenient time. Students could determine the ideal pace and level of difficulty for the learning process. This method helps students develop self-discipline, teaches students to work independently, and assists teachers in providing students with engaging subject matter and developing learning media more creatively and selectively so that students are more enthusiastic and motivated to listen to the material provided by the teacher.

Using technology in education can enhance the teaching process. Because of that, English teachers in SMP Negeri 2 Singaraja have used interactive learning media in their teaching process because it is one way to utilize technological advances.

However, some students state that the interactive learning media that the teachers used did not affect their interest and motivation in the learning process if it was implemented online. In this case, based on their opinion meet face to face meetings in the learning process, along with the use of interactive learning media, are more effective because if they have any problems, they can ask questions directly to get feedback at that time. It aligns with a study by Balci (2017), which

found that most students state face-to-face instruction was more effective than online studies. It could be explained by the students' and teachers' readiness level and adaptation. Students and teachers that do monotonous learning and only use the book in the learning process in their previous education are expected to accept new teaching methods easily by using technology.

Based on the issue related to the explanation above, there is a different perception from the teachers' side toward the use of interactive learning, especially the implementation of PowToon learning video animation in the English learning process.

1.3 Limitation of the Problem

Based on the identification of the problem in this research, the limitation of the problem is that the researcher focused on analyzing the teachers' perceptions and challenges toward the implementation of PowToon learning video as interactive learning media in SMP Negeri 2 Singaraja and the solutions encountered by the English teachers during the implementation of PowToon learning video animation in the learning process. This study uses a mixed-method study, and to collect the data, this study will use questionnaires and interviews to answer the problems to be studied.

1.4 Research Problem

1. How do the English teachers in SMP Negeri 2 Singaraja perceive the implementation of PowToon learning video animation as interactive learning media in students' English language learning?

2. What are the problems and solutions encountered by the English teachers

during the implementation of PowToon learning video animation in students' English learning?

1.5 Objective of the Study

Related to those research problems, in this research, the objectives of the study are focused on:

1. To investigate English teachers' perceptions of implementing PowToon learning video animation as interactive learning media in students' English language learning.

2. To investigate the problems and solutions English teachers face toward implementing PowToon learning video animation in students' English learning.

1.6 Significant of the Study

This study has two significances, the first from the theoretical side and the second from the practical side:

Practical

From the practical side, it has three purposes based on the target itself: for students, educators, the reader or other researchers.

a. For the students: To give them a benefit about using PowToon learning video animation used in their English learning.

b. For the educators: To give the teachers a chance to state their opinion about the use of PowToon learning video and to add a contribution for English teachers to analyze the use of PowToon learning video animation when they teach their students. It can be a consideration for English teachers to use the learning media by seeing the study result because it presented students'

opinions toward the learning media that has been used. Thus, the teacher can develop learning media in teaching English.

c. For the readers or other researchers: To add a reference for readers interested in teaching English by using learning media, especially those who will become English teachers.