CHAPTER I

INTRODUCTION

1.1 Background of Study

Nowadays, English as a worldwide language is a phenomenon that has occurred and has been proven. According to (Nishanthi, 2018) English cannot be denied that almost everyone often hears because it is very important to know and learn. English as the international language has been used by many countries their second language and even used it for daily communication. According to Dzulkifli, et al., (2022) by learning English and mastering it, there would be higher opportunity to enter the global world in terms of jobs and also education. In the field of education, English is a lesson that must be learned by all the learners. Even in certain fields, English is necessary as a communication tool for their purposes. That is one of the reasons that student have to learn it seeing the opportunities for their future. In the process of learning English language, there are should be a lot of steps that have to take instead of instantly mastered it by the students. Sadiku (2015) stated that there are four skills in English language such as reading, speaking, writing, and listening. Those skills must be paid attention by students with the aim of learn English language. Moreover, of those four skills that must be learned there are difficulties faced by the students in the learning process. According to Salam and Nurnisa (2021), beside of those skills faced by the students there are others obstacles for the students such as pronunciation and spelling. This is a concern in learning English for student as well as teacher.

In order to maximize the learning process from the students, therefore the presence of technology is very necessary as the support for the students in learning process. Urakova et al., (2023) stated that the existence of technology at this time which has developed rapidly and will even be more enhanced. It cannot be denied that technology has affected all aspects of education, when compared to education in the past, it is very much different (Carstens, et al., 2021). Technology such as internet in the world of education is a related matter which aims to improve the quality of learning and simplify the learning process. Recently, provided media facilities such as mobile phone and laptop are very common things for students to own and use which only have to connect to internet so that students could more easily learn and explore more the interesting ways in learning purposes. In addition, Raja (2018) explains that with technology, students become more interested in using technology as their preference in learning so that it has an impact for themselves on increasing and enhance their learning abilities.

Besides that, Basaran, Yalman and Gonen (2016) stated that students also have the opportunity to explore more of the learning styles they like without having to fully tail the teaching strategies of their teachers which may make them uncomfortable or boring to reduce their learning intentions. The important role of teacher is also an aspect of supporting student in teaching and learning process (Rindu & Ariyanti, 2017). Certainly, with the teacher, students could be guided in the learning process towards better results as expected and also manage the classroom (Gujjar & Choudhry, 2009). The teacher as an important role in learning process, should provide appropriate teaching technique for students by considering current technology which has developed rapidly. With technology, teachers could

explore several of learning that could increase students' interest in learning English instead of using predictable learning method.

There are a lot of various learning media that teacher could use such as pictures, videos, presentations, cards, audios and others. Those examples are could be brought by the teacher in order to develop a good learning atmosphere so that students are enjoy while in the learning process. The learning media that teacher could use in order to teach the students is animated video. Animated video is an online-based animation visualization that could be accessed in any platform such as YouTube. Teachers could provide this media as a tool of learning for the students with the aim of students' enthusiast.

Several studies have investigated the perceptions on animated video. Yasa (2023) claimed that audio-visual media in the form of animation videos by Animaker effectively to be used in blended learning. Apriati et al., (2023) and Trisantiana (2023) noted that animated video-based teaching materials in the seventh grade has fulfilled the Technology Acceptable Model (TAM). The utilization of animation video can make the students feel happy because they do not need to imagine the story of the narrative text. However, if the duration of video is too long, it makes the students feel bored (Pratiwi et al., 2022). The utilization of animated video has created students' positive perception (Rahmawati & Suhendra (2021; Rohmah & Hakim, 2021; Utami, 2021).

Based on those researches that has been conducted, it could be seen that the perceptions of animated video as the learning media only investigated in the students' perspective. Meanwhile, research from the perspective of teachers regarding the implementation of animated videos is also crucial to explore. This is

because teachers play a significant role in determining the success of learning in the classroom. Therefore, to fill this gap in the literature, researchers aim to investigate teachers' views on the use of animated videos in English language teaching. The type of animated videos examined in this study is those selected and utilized by teachers from YouTube.

1.2 Identification of the Problem

As we already know that the presence of technology has big impact on educational field, all of the participants in the field of education will greatly be helped in the learning process. Teachers are required to master technology, as well as the students that considered more competent to conquer or mastering the technology. On the other hand, there will some of the teachers or students who struggle in order to learn technology effectively. In some cases, especially in the implementation of animated video as the learning media, some teacher or student might be faced gap to adapt. However, as time goes by, teachers and students must be able to apply technology in learning.

1.3 Limitation of the Problem

Regarding the problem identification, the limitation of the problem in this research emphasized on analyzing the teachers' perception and the challenges on the implementation of animated video as the learning media in English learning process. The limitation of this research also lies in the 4 dimensions of perception studied, namely performance expectancy, effort expectancy, social influence, and facilitating condition.

1.4 Research Problem

In this study, there are several research questions used as the reference to collect data and information, as bellows;

1. How the English teacher observe in the implementation of animated video learning as an interesting media that could be applied?

2. What are the problems and solutions from the English teacher during the implementation of animated learning video as an interesting media for the students?

1.5   Research Objectives

Based on the above research problems, the specific objectives of the offered research as follows;

1. To investigate English teacher perceptions in the implementation of animated video learning as an interesting media that could be applied.

2. To investigate the problems occurred and solutions from the English teacher during the implementation of animated video learning as an interesting media for the students.

1.6   Significant of the Study

1. Theoretical significance

   It is hoped that could provide information and also the source for implementing of animation video as the learning media in English Learning.

2. Practical significance

   a. English Teacher

      The result of this study is expected the teachers' consideration to implement of animation video as the source of teaching students further.

   b. Student

      The result of this study is providing the advantages and the use of animated video as the learning media

   c. Future Researcher

      The result of this study is expected to use this study as resource in any similar research.