CHAPTER I

INTRODUCTION

This chapter presents the study's background, identifying the problem, limitation of problem, statement of the problem, purpose, and the study's significance.

1.1 Background of the study

In every learning process, there is always an interaction between teachers, students, and learning resources. Learning that occurs in a learning environment is held to achieve specific goals: the mastery of knowledge, skills, and students' attitudes. In the Regulation of the Minister of Education and Culture no 22 years 2016, the teacher must implement the educational process based on graduates and content competence. Students are required to be more active, changing the paradigm of passive learning into active learning. Teachers' knowledge is expected to meet National Education Standards, which are fun, inspiring, challenging, motivating students to be active during the learning process. Students' creativity and independence arise according to each student's interests, talents, psychological and physical development.

In the 2013 curriculum, students are expected to actively find out from various learning sources to have the competence and applicative skills balanced between physical and mental skills. According to Sani (2019), students are also expected to learn at school, at home, or in the community while developing creativity, building interest, and giving the right attitude.

Learning activities must be fun to achieve the learning objective to develop high motivation and interest in learning to increase knowledge and master specific competencies. A pleasant learning atmosphere means the teacher must create a comfortable atmosphere without pressure, physical and psychological stress, and good communication between teacher and students. According to Widiasworo (2018), teachers are expected to humanize their students, which means teachers know their students' nature and character and the extent of their abilities and skills. They can condition learning according to the conditions and schedule of subjects. For example, English subjects are considered essential, but English lessons are difficult subjects for some students, so the teacher must teach them fun. Suppose the teacher teaches English only by using traditional methods such as working on students' worksheets and learning the teacher dominates that. In that case, students will get bored quickly, and students will not be able to develop their English skills so that learning becomes unpleasant and meaningless.

Edutainment is a fun learning method. Edutainment is an entertainment that is designed to educate and entertain in teaching and learning. Entertainment can be given as lessons, such as television shows, videos, video games, films, music, websites, social media, etcetera. According to Nasution (2017), The concept of edutainment learning supports the student center approach, where students more active and passionate in the learning process. Giving a variety of Entertainment in education does not mean only giving pleasure to students. However, Edutainment must prioritize the planting of character values because one crucial point in learning is building students' character. The character values developed are adjusted to the material and learning methods used. The

development of character values is carried out in each activity to become an integrated system to balance knowledge, skills, and character attitudes.

Widiasworo (2018) details that the concept of character-based Edutainment applied to learning, including learning English. First, knowledge can be obtained through observation, experimentation, and the results of thought. In learning English, observational activities can be carried out by observing videos, pictures, or text. English is a foreign language, where learning is mostly done in the classroom, while students' daily lives do not use English because English is a second language. So teachers need to provide material that is fun and meaningful for students. Second, learning activities are carried out with pleasure. A learning strategy is needed that can provide freedom for students to learn English with fun and comfort. According to Kurniawan (2016), the teacher must be able to design a creative learning environment, be able to condition students actively to understand learning material through a series of play activities that will lead to increased intelligence (cognitive), character (affection), and movement (psychomotor). Third, character values need to be instilled in students' lives, relationships with God, fellow humans, and the natural environment.

Referring to the first concept of character-based Edutainment about the knowledge gained from observation, the use of media in the form of English-language animated videos is expected to attract students' attention. According to Adnyani, Mahayanti, & Suprianti (2019), one type of animation video that is quite famous in the digital era is PowToon. PowToon contains animated characters, cartoons, objects, pictures, and music that students, especially elementary school children, will enjoy. Besides that, Adnyani, Mahayanti, & Suprianti in 2019

already designed the Powtoon media for learning, and this media needs to implement. So, that is why this research needs to be conducted. Semaan and Ismail (2018) say that the animated video PowToon, created by IlyaSpitalnik and Daniel Zaturansky in 2012, has been able to have a positive influence on children's learning, especially their interest, concentration, and reduce bad behavior in education. Previous research has developed the use of PowToon media. According to Megawati (2019), The use of PowToon media makes the students feel more motivated in learning.

With the statement learning must be done with fun activities and still instill character values and the use of PowToon animated videos that support the implementation of edutainment learning, it is necessary to research their effectiveness in students' English comprehension. This research was conducted on English subjects in elementary schools by applying character-based Edutainment learning using PowToon animated video media. The purpose of this experimental research is to find out whether the implementation of character-based Edutainment with video PowToon can make a significant difference to students' comprehension and how students respond in learning. So the writer decided to write a research thesis which is entitled:

Character-based English Edutainment Learning with Powtoon Media for fifth-grade students in SD Negeri 3 BanjarJawa

1.2. Identification of the problem

Based on the explanation above, the problems identified are: First, the use of media in teaching young students is crucial; students are more motivated in learning if the teacher involves the media in teaching. Second, to find out is there

a significant difference between students who are taught with Powtoon media and the students who are taught with a conventional method. The previous study has developed this media, but this study focused on the implementation of Powtoon media to find out if there is a significant difference in English comprehension between students taught with character-based Edutainment with PowToon media and those taught with conventional methods and also to know their response.

1.3. Limitation of Problem

This study was limited to a significant difference in students' English comprehension taught with character-based Edutainment with PowToon media and students' response when they were being taught with character-based Edutainment with PowToon media. There are specific topics of PowToon media such as animals, clothes, public places, and food and drink for fifth-grade students in SDN 3 Banjar Jawa.

1.4. Research Questions

The research problem formulation as follows:

1. Is there a significant difference in English comprehension between students taught with character-based Edutainment with PowToon media and those taught with conventional methods?

2. What is the response of students who taught with character-based edutainment learning using Powtoon media?

1.5. Purpose of the study

The objectives of this study are:

1. To find out is there a significant difference in English comprehension between students that are taught with character-based Edutainment with PowToon media and those that are taught with conventional methods.

2. To investigate how students respond in the implementation of character-based edutainment learning with Powtoon media.

1.6. Significance of the Study

1.6.1. Theoretical Significance

This study's theoretical significance is expected to enrich the information and knowledge about character-based edutainment learning using Powtoon media.

1.6.2. Practical Significance

The practical significance of this study can be explained from three perspectives, for the teachers, for the students, and for another researcher:

a) For Teacher

For teachers who teach English Subjects in elementary schools, the results of this study will help teachers manage to learn so that learning activities in English can be done with fun and still instill character values. Besides, it can inspire teachers to use media that are interesting and fun in learning English

b) For Students

This research can provide an enjoyable and meaningful English learning experience for elementary school students, with interesting animated video media and student-centered activities. Students become active in various learning activities.

c) For Other Researcher

The result of this study is expected to be able to give more references or information about the implementation of Edutainment with Powtoon as teaching media toward students' English comprehension on fifth-grade students.