

CHAPTER 1

INTRODUCTION

This chapter presents the research background, problem identification, research questions, research objectives, research limitation, and research significance.

1.1 Research Background

Learning process is the process of student interaction with educators and learning resources that occur in a learning environment that is held to achieve certain goals, namely the knowledge mastery, skills, and attitudes by students. Therefore, National education standards are standards for teachers to fulfill in learning with a fun, inspiring, challenging, and motivating learning environment for students to be active during the learning process, so that creativity and independence of students arise according to the interests, talents, psychological and physical development of each student (*Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan, 2005*).

In the 2013 curriculum, active learning principles, creative, and fun is further reinforced by Minister of Education and Culture of the Republic of Indonesia (2013) to establish some principles of learning to change the paradigm of learning from passive learning into active learning. Integrated learning that emphasizes the answers with multidimensional truth and involves the use of technology is an expected learning principle. Therefore, students are expected to actively find out

from various learning resources so that they have competence, balanced applicative skills between physical and mental skills.

To achieve learning objectives, learning activities should be conditioned to a fun atmosphere so that it can foster high motivation and interest to increase knowledge and master certain competencies. Laughing out loud does not always indicating a fun atmosphere, instead learning in a comfortable atmosphere, without pressure, both physical and psychological pressure, and good communication between the teacher and students is established.

Motivation is one of the fundamental factors that determine the achievement in the field of foreign/second language learning. It refers to the personal attributes that help students to have the qualities of perseverance and persistence in acquiring the target language (Dörnyei, 2001; Masgoret & Gardner, 2003). Motivation appears as the primary device that drives the language learning process, and then used as a continuous driving force that helps the hard and tiring journey of mastering a foreign language.(Cheng & Dörnyei, 2007).

Motivational strategies are the implementation of instructional mediation conducted by teachers or language instructors to stimulate and encourage students' motivation (Guilloteaux & Dörnyei, 2008). When implemented, motivational strategies need four elements so they can be employed successfully, a) creating basic motivational conditions; (b) generating initial motivation; (c) maintaining and protecting motivation; and (d) encouraging positive retrospective self-evaluation (Dörnyei, 2001). Those dimensions are cyclical and interrelated which means they cannot be conducted separately. Furthermore, there are four levels of motivation according to Crookes and Schmidt (1991): micro-level,

classroom level, syllabus level, and extracurricular level. Micro-level is the effects of motivation in stimulating the cognitive process. The classroom level focuses on the teaching method and activities during acquisition. Syllabus level is associated with the content of the knowledge that is based on students' need analysis whereas extracurricular level refers to informal and non-class activities that support motivation.

Edutainment is the new technology of the real learning, consisting of the basic motivation of entertainment and happiness and focusing on the methodological understanding of the game and game technology (Goktuna Yaylaci & Yaylaci, 2020). Fun learning is termed Edutainment. Edutainment is an amusement or entertainment that is designed to educate and entertain. Entertainment can be given as lessons for example television shows, videos, video games, films, music, websites, and others. In addition, edutainment can also be in the form of education in the nature, which is able to entertain as well as learn. Student Center is an approach to the concept of edutainment learning where learners become perpetrators of active learning, happy, and passionate in learning process (Nasution, 2017).

Providing various entertainment or amusement in learning does not mean only giving pleasure to students, but edutainment must still prioritize the inculcation of character values because one important point in learning is to build the students' character. The emphasis on character values in learning is in line with the independent education learning program, where national exams are abolished starting in 2021 and replaced with a minimum competency assessment

and character survey that prioritizes the ability to reason and strengthen character education (“Pendidikan Karakter Diutamakan,” 2019).

There are several character-based edutainment concepts that can be applied to the learning process specified by Widiaworo (2018), including learning English. First, knowledge is obtained by observation, experiment, and the results of thought. Second, learning activities carried out with fun. The third one is character values. The character values need to be invested for the life of the learner, both their relationship with God, human beings, as well as the natural environment. This concept is in line with the Tri Hita Karana concept which underlies Undiksha's vision.

Referring to the first concept of character-based Edutainment about the knowledge gained from observation, the use of English-language animated videos is considered able to attract the attention of students. One type of animated video is PowToon, because PowToon contains animated characters, cartoons, objects, images, and music which are the world of students, especially elementary school children (Adnyani, Mahayanti, & Suprianti, 2019). PowToon is software in the form of animated video created by Ilya Spitalnik and Daniel Zaturansky in 2012 which is able to positively influence children's learning, especially their interest, concentration, and reduce bad behavior in the learning process. (Semaan & Ismail, 2018). Adnyani, Mahayanti, & Suprianti (2019) have designed character-based edutainment learning by using PowToon animated videos as media and the PowToon need to implement. That is why the writer conducting this research. There are some researchers who carried out research using PowToon before and

in the area of researchers no one has developed further about character-based edutainment learning by using PowToon animated videos as media.

The results of the initial observation of learning English at SD N 3 Banjar Jawa found that teachers had never taught using PowToon media. The technology used by teachers is only limited to PowerPoint. PowerPoint is a program or application that aims to help convey an idea to make it more interesting and clear its purpose (Zaenuddin, 2020). With PowerPoint media, teachers can display interesting pictures. However, when compared to the use of PowToon media, the use of PowerPoint is less interactive so that students tend to be less motivated and less active in learning. Pais et al. (2017) did research on the use of PowToon. The results show positive results on the use of PowToon, not only on the motivational aspect, but also about its contribution in learning new content and developing ICT-related abilities.

Realizing that learning must be done with fun activities and still embedding character values, as well as the use of PowToon animated videos that support the implementation of edutainment learning; therefore, it is necessary to conduct research for fourth grade on its effectiveness in students' skill. This research will be conducted on English subjects in elementary schools by applying character-based Edutainment learning by using PowToon animated video media. The purpose of this experimental research is to find out whether the implementation of character-based Edutainment with PowToon media is able to make a significant difference to students' skills, and how students respond in learning.

1.2 Problem Identification

To achieve learning objectives, learning activities should be conditioned to a fun atmosphere so that it can foster high motivation and interest to increase knowledge and master certain competencies.

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 Research Question

1. What are the significant differences in English comprehension among learners who are taught by the character-based edutainment PowToon media and those who taught by the conventional method?
2. How is the response of learners in the character-based edutainment learning with PowToon media?

1.4 Research Objectives

1. To find out whether there are significant differences in the English comprehension skill among learners who are taught by the character-

based edutainment PowToon media and those who taught by the conventional method.

2. To investigate the respond of the students' in character-based edutainment learning with PowToon media.

1.5 Research Limitation

This study was limited to significant difference of students' knowledge and skills that is taught with character-based edutainment with PowToon media and also students' response when they were being taught with character-based edutainment with PowToon media in specific topics such as animals, clothes, imperative sentence, and "may I" for fourth grade in SDN 3 Banjar Jawa.

1.6 Research Significance

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

1. For Teachers

For the elementary school on English subject teachers, the results of this study will help the teachers in managing the learning process so that the learning activities in English in the classroom can be done with fun, and still embedding character values. In addition, it can provide inspiration for teachers to use interesting media in learning English.

2. For Students

For elementary students, this research can provide an enjoyable and meaningful English learning experience, with interesting animated video media and student-centered activities, where students become actors in a variety of learning activities in class.

3. For Universities

One of the tasks in the Higher Education Tri Dharma is to conduct research. In this study, researchers made theoretical and practical contributions to audiences (stake holders), which also has the potential to increase the quantity and quality of research that conducted by teaching staff in the college.

