CHAPTER I

INTRODUCTION

A. The Background of the Study

Globalization is the intricate interconnection of world economies, cultures, and populations facilitated by technology and communication advances. It results in increased ties between countries through technology, trade, and cultural exchange, significantly impacting various aspects of human life, including the economy, politics, culture, and education. Stiglitz (2002) and Rodrik (2018) define globalization as the surge in cross-border flows of people, ideas, goods, and finance, primarily driven by technological advancements and fiscal policy changes. This multifaceted phenomenon, despite differing definitions, consistently intensifies international relations, transforms social structures, and expands cross-border flows, resulting in diverse and wide-ranging impacts. Understanding these complexities is essential for informed decision-making in our globalized world.

As Buckingham (2013) points out, globalization has profoundly affected media education by expanding the range of media platforms and technologies, creating new media cultures and practices, and highlighting the role of media in cross-cultural communication. This underscores the importance of media literacy education (Sefton-Green, 2013), given the need for critical thinking, creative media production, and active global engagement. Globalization has had several effects on education and media studies, such as the proliferation of media channels, the globalization of media content, and the demand for critical media skills.

The impact of globalization has established English as the predominant global language for cross-cultural communication, serving as a common tongue for individuals from diverse linguistic backgrounds. Proficiency in English is now a prerequisite for employment in international corporations, securing access to institutions, and participating in global agreements and academic programs. Additionally, the language's prevalence in media, entertainment, and popular culture has experienced growth. Ammon (2012) astutely characterizes this as English assuming the role of the de facto global language due to globalization, a trend that Crystal (2003) considers one of the most remarkable linguistic developments of the 20th century. Consequently, English's influence in business, culture, education, and international communication remains unrivalled and is unlikely to diminish in the foreseeable future.

The importance of English in education has surged. Proficiency in English is crucial for academic and professional success, with many countries teaching it as a second or foreign language. Tests like TOEFL, IELTS, and Cambridge English are often required for employment and university admission. Many higher education institutions worldwide use English as the medium of instruction, aiming to attract international students and compete globally. In non-English speaking countries, English-language textbooks and resources are widely used. Academic journals and publications are primarily in English, which can pose challenges for non-native speakers. Therefore, interactive learning media is essential for teaching English as a foreign language.

Learning media encompasses a broad range of materials supporting education, spanning conventional tools like textbooks, lectures, and digital resources such as instructional videos, online platforms, and interactive simulations. Physical resources like models, maps, and manipulatives also aid comprehension and student engagement. The goal is to provide students with diverse tools and experiences to enhance knowledge acquisition, skill development, and innovative application of learning. Effective use of learning media can boost motivation, improve outcomes, and tailor instruction to individual student needs.

Learning media, defined by Miarso (2009), encompasses tools that engage students' emotions, thoughts, and willingness to enhance learning. Teachers use these tools to deliver curriculum content efficiently, in both physical and virtual settings, aiming to accelerate students' acceptance of materials and engagement (Musfiqon, 2012). Media is anticipated to make the learning process more effective and efficient (Puspitarini, 2019). In essence, learning media includes analog and digital resources like textbooks, videos, simulations, podcasts, games, designed to facilitate and enrich learning. Effective learning media are rooted in strong pedagogical principles, actively involving students in valuable learning activities. In this context, the researcher finds interactive videos particularly compelling.

As McLendon (2017) highlighted, interactive video is a multimedia presentation organized within a specific framework chosen by the teacher, offering versatile applications such as distance education and increased classroom

engagement. Hassan (2022) emphasized its flexibility, enabling learners to pause, return, and interact with video content, providing personalized information and choices. In essence, interactive video is a form of multimedia content that allows real-time viewer engagement. It includes features like clickable elements, quizzes, surveys, branching scenarios, and other interactive components, all aimed at engaging the viewer and enriching the learning experience. Interactive video finds applications in education, marketing, and entertainment, enhancing content and user engagement.

Doratoon, a free online platform established in 2015, enables users to produce animated videos for a variety of uses, including education, marketing, and entertainment. Users of Doratoon easily make videos using a drag-and-drop interface without having to understand how to program or do animation. In addition to customisable animations, backdrops, and characters, the platform also lets users add voiceovers, music, and sound effects to their videos. Videos may additionally include text, photos, and shapes added by users to create them more interesting and educational. Users of the platform have the option of choosing from pre-made templates and designs or designing their own styles.

Adventr, a SaaS platform established in 2015, allows for the development of interactive video which can be speech and touch controlled and distributed across any network or player. Adventr provides users with a platform for creating, sharing, and analyzing interactive, viewer-driven video content. A drag and drop SaaS network that enables the production and dissemination of interactive video is its own flagship offering. With the capacity to alter the content's activities or

interact with characters in real time, Adventr's viewers are more engaged across all metrics. Publishers and ad networks may distribute or embed its video content.

The development of interactive videos is influenced by local knowledge and traditions. Local wisdom can be viewed as the identity of a nation, especially in the context of Indonesia, where local wisdom has the potential to transform across cultures, ultimately giving rise to national cultural values. Local wisdom encompasses everything that defines a particular region, including its food, customs, dances, songs, and regional ceremonies. Asmani (2012) defines local wisdom or local excellence as everything that characterizes a region, including aspects such as the economy, culture, information technology, communication, ecology, and more. Local wisdom can be integrated into education as one of the efforts to preserve the local culture of a region. Kun (2013) stated that education based on local wisdom is a conscious and planned initiative that involves the exploration and utilization of the local potential in a thoughtful manner, with the aim of creating a learning environment and a learning process that encourages students to actively develop their abilities. This enables them to acquire skills, knowledge, and attitudes, ultimately contributing to the nation's development.

The objective of creating interactive video is to deliver procedure text in junior high school. In their book, Graham Hall and Guy Cook (2012) stated a procedure text is "a document that provides a set of instructions for doing a certain task or activity." Experts remark that procedure text frequently includes illustrations or pictures to demonstrate the process being described, and that it is typically arranged in a clear and logical series of steps. Moreover, procedure texts

are described as a sort of writing that describes how to do something or how something is done (Tompkins, 2003). Experts point out that procedure writing is distinguished by its use of clear, brief language, emphasis on particular details and steps, and stress on the reader's requirement for accuracy and completeness in adhering to the offered instructions. To sum up, procedure text, a genre that is essential in both written and spoken communication, is a sort of text that offers a concise and straightforward set of instructions on how to conduct out a particular task or activity.

Based on observation in SMP Negeri 11 Tanjungbalai, it can be inferred that English learning, particularly in teaching procedure text, has not been effectively optimized. The researcher observed 2022/2023 students to gain a preliminary about the school situation, including students' condition and grade, teacher, classroom atmosphere, etc. The students' grades on procedure text reading task reflect to the current situation as attached on Appendix 6.

Based on the result above, it can be concluded that the students' grades fall below the minimum competency criteria (KKM = 70), indicating a lack of interest in learning English. This issue stems from various factors. Primarily, the English teachers at SMP Negeri 11 Tanjungbalai still utilize conventional methods, particularly in teaching procedure text. English learning predominantly revolves around teacher-centred. The teaching approach centres around textbooks, lacking procedure text examples based on local wisdom. Consequently, students' interest in English remains low, and teachers feel compelled to incorporate advanced learning technologies. English teacher had utilized video as media in teaching

procedure text. To address these problems, the researcher aims to develop an interactive video that integrates a scientific approach with local wisdom, aiming to foster effective procedure text teaching at SMP Negeri 11 Tanjungbalai.

Based on teacher's interview, students' enthusiasm for learning English appears to be low due to the choice of learning media. Teacher still rely heavily on textbooks as their primary teaching tool due to their limited familiarity with technology. Interestingly, students have expressed a strong inclination toward learning through interactive and enjoyable media. The summary is derived from this conversation between researcher (R) and teacher (T):

R: How are students' interest in English subjects?
(*Bagaimana ketertarikan siswa pada mata pelajaran Bahasa Inggris?*)

T: Very low, they don't really understand the meaning of English words. According to students, English subjects are very difficult to understand. Some of them seem bored when learning English.
(*Sangat rendah, mereka tidak terlalu mengerti arti dari kata-kata bahasa Inggris. Menurut siswa, mata pelajaran bahasa Inggris sangat sulit dimengerti. Beberapa dari mereka tampak bosan ketika belajar bahasa Inggris.*)

R: Have you ever used any other media beside textbook?
(*Apakah anda pernah menggunakan media lain selain buku teks?*)

T: Yes, it was a video from YouTube. I don't really know how to create video media by myself. I showed it with the help of laptop and projector, also speakers if there is.
(*Iya, saya menggunakan video dari Youtube. Saya tidak terlalu tau membuat media dalam bentuk video sendiri. Saya menunjukkannya dengan bantuan laptop dan projector, juga speaker kalau ada.*)

R: Are the students interested when you use video as learning media?
(*Apakah siswa merasa tertarik belajar saat anda menggunakan video sebagai media pembelajaran?*)

T: Yes, students seem interested in learning English when I use videos from YouTube as a learning media. They can understand the learning material better, especially regarding the procedures explained within them. Another reason is because it's interesting and enjoyable.

(Ya, siswa terlihat tertarik belajar bahasa Inggris ketika saya menggunakan video dari Youtube sebagai media pembelajaran. Mereka dapat memahami materi pembelajaran lebih baik melalui video dan suara yang tersedia, terutama mengenai prosedur yang dijelaskan di dalamnya.. Alasan lainnya adalah karena menarik dan menyenangkan.)

Previous studies have confirmed the efficacy of interactive video as a valuable educational tool. Halimah's (2015) investigated the specific requirements of Grade VII students at SMPN 6 Yogyakarta in terms of learning descriptive text reading. The study aimed to identify suitable interactive learning media that could facilitate the teaching and learning process of descriptive text reading for these students. Similarly, Afiana (2013) conducted a study that focused on determining the desirable qualities of interactive multimedia for teaching writing descriptive texts to seventh-grade students at SMP Negeri 2 Mertoyudan. The results revealed that the interactive multimedia developed in the study exhibited good qualities, indicating an "extremely good" evaluation. Additionally, Elviana (2020) conducted research to assess the accuracy, applicability, and potential impact of interactive multimedia designed for teaching descriptive literature based on Palembang local culture. Expert evaluation of the produced multimedia yielded good score, indicating satisfactory validity.

B. The Problem of the Study

Based on the identification of the problem, the problem of the study is formulated as the following: "How is interactive video developed in teaching procedure text at SMP Negeri 11 Tanjungbalai?".

C. The Objective of the Study

Based on the problem of the study, the objective of the study is to develop interactive video in teaching procedure text at SMP Negeri 11 Tanjungbalai.

D. The Scope of the Study

Based on the problem and objective of the study, the researcher focuses on developing interactive video as learning media in teaching procedure text. The researcher focuses on increasing students' reading skill. Additionally, the text is limited to procedure text based on local wisdom. The parameter for developing interactive video is based on local wisdom.

E. The Significance of the Study

The findings of the study are expected to provide theoretical and practical contributions, as follows:

1. Theoretically, the result of this study can be a reference for the researchers which interested in developing English learning media, especially interactive video.

2. Practically, the researcher expects this study is useful for: (1) The teachers: this study is aimed to help teachers in developing and using innovative learning media; (2) The other researchers: this study is intended to be one of other researchers' resources to develop learning media and to be additional information for the next related studies.