

CHAPTER I

INTRODUCTION

1.1 Background of the Study

As a global language, English has been taught extensively all over the world. In contrast, Indonesia requires English training from middle school through tertiary education. Since learning English is something new for students, teachers must possess effective teaching strategies in order to spark students' interest in learning. Learners of English who take advantage of animation videos reap the rewards. Teachers often use them to provide information to pupils in an effort to get them excited about learning English. Information and communication are provided by the media (Smaldino et al, in Rahardian, 2017: 31). Anything that transports data from a source to a recipient is considered one.

New technology has made it possible to improve the quality of the teaching-learning process through animation videos. This technology also helps them learn and improve their English proficiency. Smartphone applications have ingrained themselves into students' lives and can access their perceptions to support their learning. Animation videos have drawn a lot of attention from students in their learning activities. Some students find it difficult to engage in class activities because they are introverted. Watching videos with animation inspires them. Replaying the animation video multiple times helps students understand the information when they are having trouble with a particular concept in the learning process and also helps them retain the information. The watching activity will empower these students to talk out one day and take an interest

within the lesson movement. Students learn and pick up data from animation videos when learning the English language, which is essential since it'll help teachers in understanding the students' opinions, interface, and the types of material that they utilize for learning activities.

Animation video is a compelling multimedia format that creatively combines moving images, text overlays, and graphical elements. This dynamic blend is further enhanced by synchronized soundtracks and voice narration, resulting in an engaging and immersive viewing experience. As described by Satyawati & Yulia (2018), animation videos effectively leverage these elements to convey complex ideas, tell stories, or explain concepts in a visually appealing and easy-to-understand manner.

Speaking and listening are two crucial abilities that kids need to have down pat. The pupils can converse with others more readily now that they have these abilities. A person who is not good at hearing will not be able to comprehend what others are saying, and as a result, he will not know how to reply. Thus, speaking ability is influenced by listening ability.

Receiving words through the auditory system is called listening. Receiving the sound waves, recognizing the language (both segmental and supra-segmental parts), processing them to determine the speaker's intentions appropriately, and storing the message for later use are all part of it (Moulic, 2012, p.2).

The researcher obtained information about the use of animation video at SMP Negeri 1 Siantar. Some of the junior high school kids did not yet know the fundamentals of elementary school English. Therefore, in order for the students to

comprehend the subject delivered in the classroom, the teacher needs to have techniques to make English genuinely enjoyable and exciting. The researchers conducted preliminary study in eighth grade at the time. The teacher showed the animation videos to the class multiple times, and it was noted that each time, the kids' motivation to study English appeared to be affected. Students' excitement for the animation video and comprehension of the subject matter were evident.

According to early data, during interview with teacher

R: Have you ever used animation videos as an English learning medium in class?

Q: Several times, not often. Because it adapts to the lack of school facilities and infrastructure

R: During the lesson by showing animation videos, are the students interested?

Q: They are very interested, because they always have a high curiosity about technology

R: Behind their interest, is it in line with their understanding of the material being taught?

Q: Their understanding is still lacking, especially as animation videos rely more on listening, when compared with parallel, we can only get 2-3 students from each class who can understand it well.

R: Have you ever asked students directly about their interest in animation videos?

Q: At the end of the lesson I always ask them, whether it's about showing animation videos or playing audio with speakers and their response is very good and they prefer learning using learning media like that compared to traditional techniques or lecture methods from teachers. Maybe they think it's very boring and lacks variety.

R: After showing the animation video, did you also feel the positive impact on the students?

T: Of course, one of the things that is most visible is how enthusiastic they are to watch the video and focus their minds only on the video, the class becomes quiet and the students can also understand the material better, because the animation video is also accompanied by subtitles. Apart from that, I also feel that their vocabulary is increasing little by little.

R: OK sir, thank you very much for the information.

Note: T: Teacher R: Researcher

Furthermore, students' perceptions of teachers' animation videos as media for learning English are important to consider. Students' perception of effective language learning seems to consciously or automatically guide their actions, supporting their own learning and, most importantly, influencing their positive response or resistance and dissatisfaction with teaching activities (Tudor in Kourieos & Evripidou, 2013: 1). In light of these considerations, this research focuses on analyzing students' perceptions of the use of animated videos by English teachers in teaching the English language.

Perception is the complex process through which humans use their five senses to observe and interpret stimuli, enabling them to understand and become aware of the world around them. It involves acquiring and processing theoretical data, as described by Démuth (2013: 23). And by doing so, the eighth-grade English teacher at SMP Negeri 1 Siantar is able to learn about the perceptions of the students regarding the use of animated videos as a teaching tool in English classes. Specifically, he is able to gauge the students' positive attitudes toward the use of technology, which demonstrates their enthusiasm and growing interest in learning more about the language.

Perception includes perceived motivation, perceived efficacy, relevance, and beauty (Horton, 2003). People's perceptions of something's perceived effectiveness are what they call it. It is determined by how well something is used to fulfill their needs (Raheem, 2015). Aspects of perception also include perceived motive and the aspect's importance. The utilization of items in relation to needs is what is meant by the relevance aspect. It is derived from what someone sees,

feels, or encounters when they link something to something else and discover conformance to it.

There are several studies that have been carried out related to student perceptions on the use of animation video, including: Fista Pujiyani (2022) who conduct research with the title “Students’ Perception on The Use of Animation Video in Teaching Writing Procedure Text” research that focuses on ninth grade class at SMPN 16 Semarang. Apart from that, Resi and Nina (2020), also conducted research on Students’ Perception on the Video Used by English Teachers as Instructional Media. Every participant expressed how positively they felt about the teacher's usage of the film as a teaching tool for English.

Based on the results of the initial observations above and several previous studies, researchers are interested in conducting research with the title “Students’ Perceptions on the Animation Video Used by English Teacher in English Classes at SMP Negeri 1 Siantar”

1.2 The Problem of the Study

The Based on the background of the study, the researcher formulate the problem of the study as follow:

1. What types of perception do students’ have when using animation video in English classes for eighth grade at SMP Negeri 1 Siantar?
2. What factors that influence students' perceptions when using animation video on English Classes for Eighth Grade at SMP Negeri 1 Siantar?

1.3 The Objective of the Study

The research objective is something that is to be achieved in a research study. Based on the problems that have been formulated above, the objective to be achieved in this research is to know the type of perception from students about the use of animation video in English class and factors that influence the perception of 8th grade students of SMP Negeri 1 Siantar.

1.4 The Scope of the Study

Animation videos are a type of learning media used by teacher in the teaching and learning process. Contains material, questions and various series of activities that can support students in learning. The 2013 curriculum is a curriculum that emphasizes genre-based learning related to narrative, descriptive, procedural, recount, exposition, report and authentic texts. This research will focus on the perceptions of students about the use of animated videos in the English class in teaching recount texts for eighth grade at SMP Negeri 1 Siantar.

1.5 The Significance of the Study

The findings of the research was expected to contribute to the improvement of the effective English teaching and learning process, as follows:

1. Theoretically

The study's findings are expected to broaden and enhance the skylines of speculations related to the students' perceptions of utilizing animation video for junior high school students, as well as contribute to the making of a more

interesting learning environment so that students' interest becomes even about learning utilizing animation video on the application of information and communication innovation in instruction, especially in language learning.

2. Practically

a. For the teacher

The result of this research is expected to provide extra information to teachers. And it can be utilized to move forward students' listening abilities, particularly when learning with animation videos. So, the result of the study is advantageous to the English teaching-learning activity.

b. For the students

Hopefully, the students will get new encounters within the learning process of utilizing animation videos as a medium for English learning. And it'll empower students to think critically about what they are doing or what they receive from the educator.

c. For readers

This research is also intended to serve as a resource for readers, particularly those who want to conduct similar research on students' perception of using animation video in English classes.