CHAPTER I
INTRODUCTION

1.1 Research Background

In today's dynamic education landscape, integrating technology into the learning process has been a transformative force in shaping pedagogical approaches and enhancing learning experiences. Technology integration refers to the effective use of digital tools and resources help enhance the process of teaching and learning. In language teaching, Technology integration This includes the use of multimedia, educational applications, and online platforms that support the development of language skills.[1] The contribution of technology to English language teaching the skill to provide materials, including the development of learning resources for English multimedia content, can enhance engagement and interactivity through the incorporation of animations, audio, video, and graphics.

For example, by using videos, students can see the practical use of everyday language in real-life situations. They can listen to English speeches by native speakers and see their facial expressions and body movements accordingly. It helps students understand the proper context and intonation in English,[2] Authentic listening, simulating real-world communication, and creating interactive learning experiences that are often lacking in traditional methods can significantly improve learning results by raising student motivation and engagement.[3] By using technology, students can not only become more engaged and active in the learning process but also gain access to more diverse and interactive materials, allowing them to learn independently and at a pace that suits their needs. Students can also learn

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[1] Adtman A. Hasan and Umi Baroroh, "DEVELOPMENT OF ARABIC LANGUAGE LEARNING MEDIA THROUGH VIDEOSCRIBE APPLICATION IN INCREASING STUDENT LEARNING MOTIVATION," لساننا *(LISANUNA): Journal of Arabic Language and Learning* 9, no. 2 (April 11, 2020): 140, https://doi.org/10.22373/ls.v9i2.6738.

[2] Rofiq Noorman Haryadi et al., "The Role of Information Technology in Improving English Language Learning," *Main Informatics Journal* 1, no. 1 (May 26, 2023): 28–35, https://doi.org/10.55903/jitu.v1i1.76.

[3] Kornelia Katorowilian Kusumajayati et al., "DEVELOPMENT OF ANIMATED VIDEOS TO LEARN ENGLISH STORY TEXT MATERIAL FOR HIGH SCHOOL GRADE X STUDENTS," *Journal of Educational Technology (JTP)* 16, no. 1 (April 11, 2023): 32, https://doi.org/10.24114/jtp.v16i1.44821.

more through simulations, videos, and other interactive tools, which can help them understand the material better.

Technology has completely changed language instruction by offering a wide range of materials to accommodate various learning preferences. In the context of teaching English listening skills, technology can bridge the gap between traditional methods and the needs of modern learners. The urgency of incorporating technology lies in its potential to offer an interactive and adaptive learning experience that is not limited by the constraints of conventional classroom settings.[4] The use of audio and video also increases students' interest in online learning, especially listening. By using this multimedia technology, not only the learning process becomes more interesting, but learning outcomes also improve because it allows students to engage more deeply with the teaching materials.

English proficiency can be imparted to students through vocabulary learning, motor skills training, and encouraging collaboration, this video animation encouraging active participation, and creating a fresh classroom atmosphere. Teachers can use these learning materials to develop a conducive classroom environment, promote English language learning, and ensure students understand the material being delivered.[5] Several types of media are used in teaching English listening skills, including podcasts, audio recordings, and videos. Among them, Powtoon's videos stand out for their skill to visually represent concepts, making abstract ideas more concrete for learners. Animated videos can simplify complex information, making it easier for students to understand and retain the content they are listening. This type of media provides a dynamic learning environment that can cater to students with varying levels of listening proficiency, improving their overall understanding of the language.

[4] Gratiana Sama et al., "ENGLISH TUTORING USING ANIMATED VIDEOS FOR JUNIOR HIGH SCHOOL STUDENTS IN WAJA KEA JAYA VILLAGE," *J-ABDI: Journal of Community Service* 1, no. 11 (1 April 2022): 2897–2908, https://doi.org/10.53625/jabdi.v1i11.1847.

[5] Irma Fitriana Harahap and Farida Repelita Waty Kembaren, "Learning English Vocabulary for Young Students Through Song, Movement, and Video Methods," *Cetta: Journal of Educational Sciences* 6, no. 3 (August 23, 2023): 647–55, https://doi.org/10.37329/cetta.v6i3.2676.

In particular, the field of language education has undergone a paradigm shift with the introduction of multimedia tools, offering innovative ways to engage students and improve their language proficiency. The importance of mastering language skills in a global world cannot be overstated. English language proficiency is essential for facilitating communication, accessing information, and participating in a rapidly growing global community.

The development of four primary skills: Speaking, Listening, Reading, and Writings' a component learning of English. These four skills, listening is sometimes overlooked even though it plays a crucial part in oral communication and comprehension as well as language learning. These skills help students understand messages conveyed orally, recognize various accents, and form the basis for effective communication. However, many students who learn English as a Foreign Language (EFL) have difficulty understanding spoken English, especially when delivered by native speakers, creating gaps in the learning process.[6]

Several studies have explicitly looked at how video powtoons affect English listening skill, particularly in high school contexts, despite the increased interest in using multimedia in language instruction. By investigating animated movies might enhance students' listening skill at SMPN 2 Sukorejo. This study is interesting since it focused on animated videos and can provide empirical evidence regarding their efficacy in actual classroom environments this focus is particularly valuable because it offers empirical insight into the use of animated media in actual classroom environments with junior high school students, a context often underrepresented in previous research.

Some prior research has shown positive outcomes from using animation-based media, though often in different educational levels or language contexts. the audiovisual media created with Animaker significantly improved elementary school students' listening skills in Bahasa Indonesia,

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[6] Syarifah Intan, Syamsul Bahri Yusuf, and Diana Fauzia Sari, "Review of the Use of Audiovisual as Media in Improving Junior High School Students' Listening Skills," *Journal of English Language Education* 13, no. 2 (July 2, 2022): 303–16, https://doi.org/10.24815/eej.v13i2.25932.

emphasizing how visual-auditory integration aids comprehension and retention.[7] Likewise, that animated media stimulated early childhood learners' attention and motivation, making listening more effective and enjoyable.[8] However, both studies were limited to young learners and different subject matter, thus leaving open the question of whether such media would work equally well for adolescent EFL learners in formal schooling environments.

Other studies further support the potential of animated videos in developing listening skills, though still outside the target context of junior high school English instruction. In learning media can be explored the use of YouTube-based animated videos in enhancing *maharah istima'* (listening skills) in Arabic and found that the visual context helped learners better understand vocabulary and main ideas.[9] Meanwhile, demonstrated that animated videos improved young children's English vocabulary recognition and listening engagement, though her study focused on early childhood education.[10] These findings suggest that animation is an effective tool for language learning; however, in research specifically focused on English listening in adolescent learners within structured EFL classrooms. This study aims to contribute a perspective by evaluating the integration of animated videos aligned with English listening goals for junior high school students.

The reason SMPN 2 Sukorejo was selected as the study site it is distinctive educational environment and the special needs of its students regarding English listening. However, the students are still not able to convey expressions that function to ask for attention, understand the content of the

[7] Rina Pratiwi and Zulfadewina, "PENGGUNAAN MEDIA AUDIO VISUAL BERBASIS ANIMAKER TERHADAP HASIL BELAJAR MENYIMAK PADA PEMBELAJARAN BAHASA INDONESIA DI SEKOLAH DASAR: Indonesia," *Jurnal Cakrawala Pendas* 8, no. 4 (October 27, 2022): 1247–55, https://doi.org/10.31949/jcp.v8i4.3069.

[8] Ni Kadek Ariani and Putu Rahayu Ujianti, "Media Video Animasi untuk Meningkatkan Listening Skill Anak Usia Dini," *Jurnal Pendidikan Anak Usia Dini Undiksha* 9, no. 1 (July 6, 2021): 43, https://doi.org/10.23887/paud.v9i1.35690.

[9] Sri Handayani and Syafi'i, "Pemanfaatan Video Animasi Youtube Untuk Meningkatkan Pengembangan Maharah Istima' Bahasa Arab," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (July 30, 2022): 104–15, https://doi.org/10.30997/tjpba.v3i2.6138.

[10] Asyiful Munar and Suyadi, "Penggunaan Media Animasi dalam Peningkatan Kemampuan Menyimak Anak Usia Dini" 4 no 2 (November 2021): 155–64.

material, convey ideas, give praise, and respond in various formal and informal contexts through the learning process that has been carried out. Many students still face difficulties in understanding spoken English, which hinders their overall language progress. This is evidenced by interviews with English teachers at school, from the teacher's statement, some students still have difficulty in speaking because their listening skills are not used to English skills in the school environment. The results of the interviews showed that listening skills are very important for these students, especially in communicating in the real world.

Additionally, SMPN 2 Sukorejo has technological resources that facilitate multimedia education, including internet connection and computer labs, which create a favorable setting for using animated video content like Powtoon. Schools are the perfect setting for assessing the efficacy of technology-integrated teaching methods because of this availability. Furthermore, the proactive use of digital media in the classroom supports the goals of the study and makes it possible to gather empirical data that may help enhance English listening comprehension in comparable learning environments.

The study seeks to provide evidence-based recommendations for integrating multimedia in English language teaching, offering practical implications for broader educational settings. Therefore, SMPN 2 Sukorejo was chosen not only because of its supportive learning environment and the challenges it faces in listening skills, but also because of its empirical relevance in showing the impact of animation video media on language mastery with facilities in the form of computer labs, audio projectors and teachers from English subjects in this school have also applied media in the form of videos from YouTube.

This research aims to investigate the influence of Powtoon animated video learning media in teaching English lessons because there is the need to know the student's listening ability, especially in the educational environment SMPN 2 Sukorejo, where schools have integrated technology in the scope of learning media and are considered an effective approach to overcome the

challenges faced by students in listening. Researcher hope that Powtoon's animated video can find out students' Skill to listen in English subjects, especially when they listen through the medium of animated videos, which combines visual and auditory elements to provide an interactive and engaging learning experience.

Even though several studies have looked at how well animated videos can help students learn English, nothing is known about how precisely Powtoon affects junior high school students' listening skill. The use of animated media in general English language learning or on other skills like reading and writing has been the focus of previous studies. Additionally, a lot of study has been done on the usefulness of animated movies for e-learning or distance learning, but not much has been done on using Powtoon in traditional classroom settings, particularly in institutions with limited access to technology. Thus, the purpose of this study is to close this gap by examining the effects of Powtoon cartoon movies on ninth-grade students' listening skill in a traditional classroom setting at SMPN 2 Sukorejo. By doing this, this study aims to offer more thorough empirical understanding of how well animated media affects students' listening comprehension when they are learning English.

1.2 Problem Formulation

Based on the explanation above, the research problem is formulated as follows: "Does the Powtoon animation significantly impact students grade IX students of SMPN 2 Sukorejo understanding of recognizing listening activity and communicative function?"

1.3 Research Objectives

This study aims to test whether the use of powtoon animation significantly affects the understanding of grade IX students of SMPN 2 Sukorejo in recognizing communicative functions in listening activities through powtoon animation video media compared to animaker media.

1.4 Research Benefits

The findings of this study are expected to be useful to become an interactive learning medium and can support in the context of teaching English and English language skills for students and educators. This research seeks to contribute not only to academic discourse but also offers practical implications for educators, curriculum developers, and policymakers looking for innovative strategies to improve English language education. Ultimately, the goal is to provide a roadmap to leverage technology-enhanced pedagogy to optimize language learning experiences and outcomes for ninth graders at SMPN 2 Sukorejo and potentially for a broader educational context

1.5 Systematic Writing

Chapter I: Introduction, which discusses the background, formulation of the problem, research objectives, significance of the research, and systematic approach of the research.

Chapter II: Literature Review, which includes the concept of Powtoon's animated video in teaching, the process of listening skills, types of hearing, and related research findings.

Chapter III: Research Methodology, which describes the location of the research, approaches, variables, population and samples, data collection, and analysis techniques.

Chapter IV: Discussion of Research Findings, which includes an analysis of the use of animated videos in the English listening class at SMPN 2 Sukorejo.

Chapter V: Conclusions and Suggestions, summarizes the effect of animated videos on students' listening skills.