

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Learning media were necessary to support teachers' instruction in an engaging and creative learning environment. Anything used in education for students to transmit information throughout the learning process is referred to as learning media. Learning media was a technique, apparatus, or procedure used to transmit messages from message sources to message recipients throughout learning (Mellisa et al., 2023). In this situation, the instructor must be proficient in creating and utilizing media to meet the student's demands. The effectiveness of the learning process could be improved by using learning material. Learning media could boost students' motivation and interest, in addition to helping them get better grades. Understanding made data appealing and made interpreting and condensing information easier (Mellisa & Fitri, 2022).

Learning materials came in various formats for knowledge delivery, including audio, visual, and audio-visual formats. The creation and use of information whose application was through sight and hearing and did not depended on interpreting words or comparable symbols was known as audio-visual media learning (Mellisa et al., 2023). Media included in the audio-visual format was video. The purpose of audio visual media was to (1) make the message's presentation clear so as not to be excessively verbose, (2) circumvent the constraints of time, space, and sensory capacity, and (3) make effective and varied use of educational media to counteract students' tendencies toward passivity (Yuanta, 2020). Learning media in the form

The video was one such resource that could benefit from technology. Given that it was presented directly to the participants, the video was an information-rich, comprehensive, non-printed teaching tool that was complete and maximizes retention through hearing and sight (Mujib et al., 2021). The benefits of using video as a learning tool included its ability to hold students' attention for brief periods, save time, allow students to study moving things more carefully, and clarify message delivery so that it is not overly verbalized (in written, verbal, or verbal form) (Mujib et al., 2021).

The researcher used the Doratoon application to make learning videos. Doratoon was professional software for producing media video animation by combining several existing programs with solid software engineering (Fauziah & Ninawati, 2022). The use of multimedia-based media significantly impacted students' memory outcomes. It aimed to create a lively learning environment and ensure that students were not bored while studying, making it easier to understand the material being presented, making learning more interesting, and increasing student motivation to engage in active learning.

Based on the needs analysis results, some students still experienced difficulties learning English, especially reading. Here were some of the difficulties faced by students, such as not mastering grammar and vocabulary, difficulty in translating English words into Indonesian, a lack of understanding of the material with the way learning was done, and limited learning resources owned by students. In high school, understanding English was still problematic because the teacher conveyed learning only with the lecture method, let alone minimal learning media. Based on

the results of interviews, teachers stated that the use of learning media was still in the form of whiteboards, printed books, occasionally using PowerPoint, and some learning videos downloaded via YouTube. However, there was no learning media in the form of videos made by the teacher herself. This happened because of the limited time of teachers who did not have time to prepare new learning media and teachers' lack of understanding regarding the use of current technology in learning media. With the existence of learning media, it was hoped that learning objectives would be conveyed well and learning would be easier and more effective.

Media utilization, proper learning in the process, and teaching in class could bring success to teachers and students. In this case, the researcher considered this when researching the creation of Doratoon-based animation video media. The availability of learning resources through video media was expected to help students be more motivated to learn. In addition, it could help teachers provide information that would help learners get better grades. In addition, the researcher hoped that the availability of Doratoon animation video media would give teachers a tool to teach cause and effect material and make it easier for them to do it excitingly. Therefore, the researcher wrote the research entitled "Developing Doratoon Animation Video as a Teaching Media for Cause and Effect Material"

## 1.2 Identification of the Problem

According to the background information provided above, the researcher concluded that:

1. Students were still having trouble in learning English
2. Limited learning media used in classroom learning

## 1.3 Research Question

According to the background information provided above, the research question could be formulated as “How did the researcher develop the Doratoon animation video as a teaching media for cause and effect material in Reading skill?”

## 1.4 Research Objective

From the research questions above, this research aimed to develop Doratoon animation video as a teaching media for cause and effect material in Reading skill.

## 1.5 Specification of Product

In this research, the Doratoon animation video as a teaching media for cause and effect material had specific specifications as follows:

1. The product was designed on the online Doratoon application, which can be accessed at <https://www.doratoon.com/>

2. The media could be accessed online by accessing the link or QR code provided by the developer.
3. The media was designed for online and offline learning.
4. The media provided was video media containing cause and effect material for class 11 focused on reading skill.
5. English teachers and students could use a Doratoon animation videos.

### **1.6 Research Significances**

This study aimed to create media, especially animation videos based on the Doratoon animation, to boost students' enthusiasm to absorb cause and effect material. The study's findings were expected to contribute in the following ways:

#### **1.6.1 Theoretical Significance**

The research results could significantly contribute to English language teaching by developing Doratoon animation videos as a teaching media for cause and effect material.

#### **1.6.2 Practical Significance**

The researcher hoped to be useful to students, teachers and other researchers. They were listed below:

- a) Students

This study could inform students and help them engage Doratoon animation video media in educational activities.

b) Teacher

The researcher hoped this study could be used as an example in developing other learning video media and help teachers deliver material in the teaching and learning process. In addition to other social media applications, the Doratoon application could teach English, especially in cause-and-effect material.

c) Other Researchers

The researcher hoped that sharing this information would help other researchers working in the same sector expand their understanding.

### **1.7 Assumption and Limitation**

The assumption was that developing Doratoon animation videos as a teaching media for cause and effect could help and facilitate the teacher's delivery of class material and provide teachers with knowledge about current technology learning media. Also, utilizing features and interesting animations in the Doratoon application was hoped to increase student motivation and help them understand English lessons easily. Then, the development of Doratoon animation media was limited only to grade 11<sup>th</sup> grade on cause and effect for reading.

### **1.8 Definition of Key Term**

To evade misconceptions, clarifications on several key terms needed to be established. They are as follows:

### 1) Learning Media

Media were a tool used in the teaching and learning process that facilitated the delivery of visual and verbal information that could stimulate students to learn.

### 2) Audio-Visual Media

Audiovisual media (video) was one type of learning media that was used as a tool to facilitate the delivery of subject matter. In this media, there were elements of sound and images that could involve the senses of sight and hearing.

### 3) Doratoon Animation Video

Doratoon was an online application that was used to create various animation videos. On this application, many provide templates that made create animation videos for business, medical and health, education, marketing, YouTube, and others easy.

### 4) Cause-and-Effect

Cause and effect was an English material that explained the relationship between cause and effect in an event. Cause and effect material comprises of a definition, social function, and expression of asking and giving about cause and effect.