CHAPTER 1
INTRODUCTION

1.1 Background of the Study

Nowadays, educators need to be proficient in integrating technology into the learning activity to keep up with the development of time and the technology generation. As stated by Raja (2018), the latest insight shows that the use of the latest technology, equipment, and tools increases the learning and interactivity of students. Technology dominates learning media, a tool to assist in the educational setting. As explained by Wahyuni (2020), learning media are tools for learning that make the teaching and learning process easier. Another research also stated that learning media is a crucial component of the learning process. Learning resources like learning media can assist teachers in broadening their students' perspectives. Students will be able to study various teaching methods and learning resources that teachers use (Ediyani et al., 2020). There are a few examples of learning media that are usually used in the classroom, such as flashcards, pictures, audio, video, and PowerPoint slides. Those media used to be combined with classroom activities to make the classroom more enjoyable, entertaining, and interesting.

Among those learning media that are often used, video is one of the popular ones to use. Many previous studies believe that using video to learn English with the appropriate video chosen can improve students' learning outcomes (Abdo, 2017; Komang, 2020; Sherina, 2022). The appropriate video chosen means that the specific video used to deliver the material is supposed to be carefully picked out to match the needs of the students, the type of video, the video's length, and the quality of material included in the video. For young learners, an interesting learning media is recommended. The students may become more attentive to fascinating media. Young learners, in particular, tend to be fascinated by images, music, and various colours. Due to this, the kids may become more eager to learn (Pujiani, 2022). Images, music, and colourful things are the elements that can be easily found in the animation video.

Animation video is a learning media that provides colourful moving pictures, which seems advantageous in delivering a better presentation of material (Ruhimat, 2017). This kind of media can be practical to match the requirements of learning media needed, interesting and helping in the delivery of the material. Several previous studies show that animation videos effectively improve students' speaking ability, vocabulary mastery, and overall English learning process (Munir, 2016; Oliii, 2022; Ramadhani, 2020). besides that, previous researchers mostly recommended using animation videos in English classrooms.

Contextually, based on the phenomenon that happened in one junior high school in Tasikmalaya where the teacher was using animation video as a learning medium in teaching English to seventh-grade students, the researcher perceived the impression that the students looked more interested to see the learning materials delivered through the animation video provided and participate more actively rather than when the teacher is using primary learning material like a worksheet, which students usually found monotonous. During the process of learning English, when watching the presented animation video, students look more relaxed and looking forward to the material given. Therefore, based on the phenomenon, the researcher thought to analyze the students' perception of animation video as a learning medium.

This present study is relevant to research conducted by Rohmah and Hakim (2021), which also studied students' perception of the use of animation video. This research was conducted in one junior high school in Karawang and focused on the student's perception of the use of animation video for listening to recount text. Based on this research's result, the use of animation video acquires a positive response from the students. The gap in this study is methodological gap, which implies that variation of research methods is needed to create new insights or to avoid inaccurate findings (Miles, 2017). While the previous research used data model analysis techniques from Matthew B. Miles and A. Michael Huberman, which consist of data reduction, data display, and conclusion drawing or verification, this current study uses thematic analysis.

This current research is conducted because the study on students' perception of animation video as a medium for learning English using semi-structured interviews has not been conducted in the context of junior high school in Tasikmalaya. This research is expected to be useful for EFL teachers, students, readers, and researchers to consider this as a learning media alternative for EFL teaching and learning process.

1.2. Formulation of the Problem

This study was guided by the following major research question: What are Junior High School students' perceptions of the use of animation video as a learning medium in English classroom?

1.3. Operational Definitions

To clarify any ambiguity in the meaning of the terms used in this research, the author provides some operational definitions of research about the title, such as:

1.3.1	**Students' Perceptions :**	Junior High School students' understanding of their own experience in the classroom and the way they behave as a result of the use of animation video as a learning media.
1.3.2	**Learning Media :**	An educational animation videos on youtube about hobbies to assist teachers in delivering learning material and stimulate the learners' interest to increase their motivation.
1.3.3	**Animation Video :**	A motion graphic filled with text, audio, and colorful pictures about hobbies on youtube, advantageous to delivering learning material in learning English.

1.3.4 Junior High School :   One of Junior High School in Tasikmalaya consists of students with the range of ages 12 up to 15 years old.

1.4 Aim of the Research

The effectiveness of using animation video for learning English in Junior High School has yet to be widely reported. The research aims to know Junior High School students' perception of the use of animation video in learning English. The student's perception of the use of animation video was investigated to ascertain the influence of it on their English skills.

1.5 Significance of the Research

1.5.1 Theoretical Use :   This research can add additional information to the theories that already exist about the use of animation video in learning English.

1.5.2 Practical Use :   This research can be helpful for teachers to be more aware of student's perception of the effect of using animation video in learning English and for them to consider using it.

1.5.3 Empirical Use :   This research will provide information for the next researcher who is going to conduct similar research about how animation video as a learning media in learning English.