

CHAPTER 2

LITERATURE REVIEW

2.1. Technology in Learning English

Integrating technology into education as a learning medium has transformed how students learn, and teachers instruct. Technology offers numerous possibilities for enhancing language acquisition, communication skills, and proficiency. The technology video as a learning medium is a decent learning medium to assist the learning process. According to Ningrum (2018), a medium is a tool for delivering messages to students and providing a stimulus to the mind, feelings, attention, and learning motivation. As Mayer (2009) stated, people learn better from multimedia presentations that integrate words and pictures rather than from presentations that contain only words or pictures. This is because the brain has separate channels for processing visual and verbal information, and integrating both aspects can enhance comprehension and retention. In learning English, video can be an effective tool to provide learners with authentic and contextualized input and expose learners to different accents, cultures, and communicative situations. Video can also provide a multisensory and immersive learning experience that can enhance engagement, motivation, and affective learning.

In selecting videos for classroom use, there are several issues. The first one is the criteria for selection, types of videos, and sources for selecting videos (Berk, 2009). The criteria for selecting the video teacher should consider the videos are suitable for students, and the teacher should avoid controversial topics and explicit content. For the types of videos, it is up to the teachers' instructional purpose and the characteristics of the students. Teachers should be selective with their choices. Lastly, sources for selecting videos should be relevant or familiar to the students. There are three technical video sources: DVD, CD, and Internet.

Video offers benefits and characteristics for improving the effectiveness and efficacy of learning. For example, video overcomes the

limitations of distance and time, can be repeated if needed to ensure clarity, makes the message fast and easy to remember, develops students' imaginations, clarifies abstract matters, and provides a realistic picture, all students can learn from both the clever one and the one that still lacking, improving students' interest and motivation.

The integration of animation videos has proven to be a valuable asset in educational settings, fostering heightened student engagement, as highlighted by Liu and Elms (2019). The collected data reveals that the efficacy of animation in teaching is intricately tied to key elements such as character designs, dialogues, and voice acting. These components play a pivotal role in elucidating the factors behind students' positive perceptions of the learning experience. Notably, the appeal lies in the ability of animation to transform educational content into an interesting, enjoyable, and engaging format. As educators and instructional designers recognize the significance of these creative aspects, they can leverage animation as a powerful tool to captivate students and enhance the overall learning journey.

2.2. Animation Video as A Learning Media

The use Technology as a learning medium in the educational environment has been used for a long time to help teachers transfer material or topics effortlessly. As previously stated, one of the most used learning media is video. Many kinds of video can be used in classrooms, films, promotional videos, live streams, documentaries, animation videos, vlogs, and more. One of them, animation video, is often revealed to be practical. Proposed by Mayer (2014) suggests that effective learning occurs when multimedia materials are designed to align with learners' cognitive processes. According to this theory, learning occurs through the integration of visual and verbal information, and this integration is facilitated by the use of multimedia materials such as animation videos.

Animation video is beneficial for the student's learning effectively and cognitively. As a statement by Wright (1976), which was quoted by

Naruzmawati et al. (2015) state, many media and styles of visual presentation are helpful in the English Learning Process. One commonly used media by teachers to strengthen students' motivation is animation videos, which provide scripted story plots with colourful graphics.

Animation videos can be an effective learning medium when designed to align with the principles of multimedia learning theory. For example, visual aids, such as animations, can help learners understand complex information by presenting it in a more concrete and easily understandable format. Additionally, using narration or subtitles can help learners make connections between what they see and hear, leading to deeper understanding and retention of information. In integrating a learning media into the learning process, managing students' cognitive load is also important to be considered. Sweller (2015) states the importance of managing learners' cognitive load during the learning process. According to this theory, learning can be impaired if learners are presented with more information or irrelevant stimuli or are required to perform complex tasks with sufficient guidance.

Animation videos can support the cognitive load theory by presenting information clearly and concisely, using visual cues and animations to highlight key points, and providing learners with feedback and support as they navigate the learning materials. Animation video can also reduce the extraneous cognitive load associated with traditional learning media, such as textbooks or lectures, and enhance the intrinsic cognitive load associated with learning new concepts or skills.

2.3. Students' Perceptions

Students are experiencing a particular occurrence in the learning process, which can be taken in many different ways. Based on Schunk (1992), students' perceptions contain their thoughts, beliefs, and feelings regarding a particular event, situation, or person. According to Sugihartono (2007) and Andovita (2020), perception is translating or interpreting stimuli that enter the

sensory organs. According to Sindhu (2003), as quoted by Jaelani and Rahmah (2019), students' perceptions are students' points of view regarding something that occurs in the learning process and generating suggestions or arguments for teacher or fellow student to improve their learning process.

Similar research presented an investigation of the student's perception of learning English. Khalidiyah (2015) states that in evidence, the students' perceptions have a role as a learning control and evaluation matter of students to develop their ideas and for the teachers to know how effective teaching methods. In this research, Junior High School students' perception of the use of animation video as a learning medium in learning English is the view needed for the data that will be analyzed.

2.4. Studies of Relevant Research

There Numerous similar studies related animation video as a learning media in learning English. Mostly, the students' effectiveness, perceptions, and perspectives towards the use of animation video. The study by Khalidiyah (2015) investigated the effectiveness of animation videos in improving students' reading skills and also examined their perception of it. This study found that most students responded positively to using animation videos, which improved their reading comprehension, motivating them, stimulating their interest, and increasing their curiosity.

There is another research study on the effectiveness of using animation video in teaching vocabulary. A study conducted by Munawir et al. (2022) regarding the use of animation video on junior high school students resulted in the employment of animation video as a teaching tool to improve the vocabulary of junior high school second-grade students. The researcher attempts to use animation video to help the students enhance and make vocabulary learning enjoyable. Last, a study by Open and Yulia (2022) shows that animation video helps to improve students' enthusiasm for learning English by using two cycles, and students showed improvement in their enthusiasm in the second cycle. This learning media brought a positive

learning environment and enthusiasm as they also entertained and educated the students concurrently.