

CHAPTER I

INTRODUCTION

1.1. Background of the study

Digital technology has been widely used in the educational field, thus educational authorities are encouraging schools at all levels to incorporate learning materials with digital technology into teaching methods. As stated in Permendikbud Nomor 22 Tahun 2016 about *Standar Proses Pendidikan Dasar dan Menengah* which addresses the need to incorporate technology: “13. *Pemanfaatan teknologi informasi dan komunikasi untuk meningkatkan efisiensi dan efektivitas pembelajaran*”. This principle reflects one of the three core skills in the 21st-Century Learning Framework (Information, Media, and Technology skills), which means this is a need to incorporate ICT in learning. To achieve this principle, students must have adequate digital literacy and comprehend the necessary digital competencies. Moreover, this globalized era requires everyone to have the basic and necessary knowledge of English to communicate with others. Concerning this, learning materials should be integrating ICT into learning and also afford extensive language skills, which include an attractive presentation and appealing content which are interesting and relevant to give a positive influence on the student’s attitudes toward the language and the learning process to ensure clear definitions and contextual information are effectively received by the students, and as an outcome increasing communication competence (Ahmed, A. O. A. 2020; Tomlinson, 2013). It is in line with the statement of Fernanda et al. (2019) that in accordance with the development of science and technology,

learning materials can be implemented by utilizing technological advances either through a computer or internet media.

One of the most popular digital learning materials applied to language learning and teaching is video. As video becomes more accessible to teachers and learners of other languages, it becomes a huge potential tool for teaching and learning English. Incorporating technological innovations such as video allows teachers and students to quickly implement the learning process through an engaging virtual environment (Yükselir & Kömür, 2017) and also helps the students easily understand the learning materials. Canning-Wilson (2000) revealed that students prefer learning language through the use of video, which is typically used to mean quite different things in language teaching. Video can show them how people behave in the culture of the target language. In addition, it confirmed that video provides a realistic learning style, brings students to study in a real-world situation, enables learners to experience authentic language, contextualize language naturally, and avoid abstract learning (Laksmi et al., 2021; Cakir, I., 2006).

Animation video is one of the learning materials that can be used for teaching and learning the English language. There are many potential components that students can observe while watching animation videos, such as dialogue, action, gestures, speaking (including intonation, pronunciation, and vocabulary), emotions, settings, etc. Siregar (2021) said that animation video is the sequence of images and sounds connecting the story. Furthermore, the study conducted by Farizwati (2017) found that the implication of animation video in the teaching and

learning of speaking was proven a better result in students' speaking skills. It also showed that animation video helps the students in the teaching and learning process become more motivated and actively engage in learning activities. The advantages of animation video in teaching as mentioned by Agina (2003) cited in Farizawati (2017), were using animation video takes a short time to teach students complex subjects and makes them enjoyable to learn, students learn the material faster and have better attitudes toward learning when using interactive animation video, interactive learning with live-action animation, simulation, and videos keeps students interested and reinforces their skills, and since the animation is an interactive way for learning, students will be more motivated to learn.

In this study, the researcher uses animation videos from YouTube, which can be easily found and accessed anytime by everyone. YouTube has become one of the most popular websites in the world (Alexa, 2011). It is considered a major source of online material for language teaching and learning. YouTube also provides students with real-life language videos and actual life situations that can help them improve their English language comprehension, performance, and output (Hamad, Metwally, & Alfaruque, 2019).

Based on the Standard Competencies of Interpersonal and Transactional text in Depdiknas (2006), it is stated that the students are supposed to understand and express the meaning in transactional and interpersonal conversations in the context of daily life to interact with the nearest environment. Transactional interactions are the conversations that are learned by the students at junior and senior high school, specifically in listening and speaking skills. Brown (1994)

explained that transactional language is carried out to convey or exchange specific information and is an extended form of responsive language.

A vast amount of studies concerning animation videos as a tool to teach English listening and speaking skills have been widely conducted (Amalia, 2017; Farizawati, 2017; Fernanda, Sutarsyah, & Nurweni, 2019; Mardianti, 2019; Irmayunda, Gani, & Erdiana, 2020; Sappe, 2020, etc.). However, a study carried out to analyze the content of animation video conversations for learning purposes as a learning material is still relatively rare, specifically to teach transactional conversations, though transactional expressions can be found in animation video conversations. There are numerous animation video conversations on the internet with various topics, styles, and settings, but not all of them are appropriate to be used in teaching and learning materials, thus teachers are responsible for choosing the appropriate contents of animation video conversations to be used.

There are several previous studies have conducted which has similar concerns to the current study, which were transactional conversation and animation video. The study by Mubarak, Sundari, & Wahjuningsih in 2017 intended to know whether or not there is a significant effect of using animation videos on the students' vocabulary achievement. Nuha in 2014, focused on how the transactional conversation in English on Sky 2 textbook for Junior High School students in grade 8th compatible with the speech functions of the standard of content. Anggraeni 2020 analyzes the conformity of the transactional text written in an English textbook entitled "Let's Learn English" for 10th grade with the core and standard competence of the 2013 curriculum. Moreover, Pratiwi

2022 aims to analyze the suitability content of the transactional and interpersonal text in digital comic strips for 8th grade. All of the previous studies mentioned above (Mubarok, Sundari, & Wahjuningsih, 2017; Nuha, 2014; Anggraeni, 2020; Pratiwi, 2022) didn't focus on the analysis of animation video conversations to be used as teaching material in teaching transactional text, so the studies which analyze the same concerns to the current study is relatively rare.

As reflected in the previous studies, to fill this gap, the study takes animation video conversation as the data source to answer the question of whether the transactional conversation occurring in animation video conversations aligns with the standard competence of transactional text to be used as a learning material at the junior high school level.

1.2. Research Question

How are the transactional text language functions that occurred in animation video conversations aligned with the standard competence of the 2013 curriculum to teach transactional texts for junior high school?

1.3. Purpose of the study

The purpose of this study is to analyze the alignment of the transactional text language functions that occurred in animation video conversations with the standard competence of the 2013 curriculum to teach transactional text to junior high school students.

1.4. Scope of the study

The scope of this study focuses on analyzing the alignment of the transactional text language functions that occurred in animation video conversations (Easy English and English Speaking Course channels) with the standard competence of the 2013 curriculum to be used as teaching and learning material to teach transactional text for junior high school.

1.5. Significance of the study

The findings of this study can be used as consideration for English language educators to make more effective implementation of animation video conversations to be used as learning materials in teaching transactional text for junior high school students and the emerging English language curriculum in Indonesia.

*Mencerdaskan dan
Memartabatkan Bangsa*