

CHAPTER I

INTRODUCTION

A. Research Background

The use of English in technological development is nothing new, so incontestably if the language has an important role as a means of communication. However, many people underestimate and doubt the importance of learning foreign languages, especially English. But there is nothing wrong with trying new things, including learning English which has many benefits, especially in this era of globalization. With the influence of English on the development of an enhancedly advanced society, the Indonesian government realized to enhance English learning and establish it as a compulsory lesson. Mastery of English also aims to enhance one's competitiveness to be more competent and insightful. In addition, it must be able to filter negative currents coming from western countries. When learning a foreign language, you are indirectly learning its culture. Therefore, learning English can be done by implementing and incorporating learning that contains Islamic-based values in Indonesia. With this learning pattern, mastery of foreign languages is enhancing and knowledge of Islamic culture is also growing.

From an Islamic Studies perspective, students have limited exposure to English for various reasons. One of these reasons is their lack of awareness about the benefits of English. Numerous Islamic Studies books and scholarly articles are written in English, including the best available English translation of the Quran, translated by Abdullah Yusof Ali in 1938. By developing language proficiency, students can accurately comprehend English texts authored by Muslim scholars and skillfully impart Islamic knowledge to followers of other religions. This would allow them to elucidate the magnificence of Islam and rectify existing misconceptions about this faith.¹

The diversity of this nation, such as language, nation, religion, ethnicity, or race, shows that society is characterized by various kinds of differences. As stated, in verse 13 of surah Al-Hujurat as follows:

¹ Abudhahir, Adhabiyyah Sayed. Rabhiatul & Ali, Afida Mohamad. *English for Islamic Studies: Should I Learning English? From the Eyes of Islamic Studies Student*. (English Language Department, Universiti Putra Malaysia, Malaysia), *LSP International Journal*, Vol. 5, No. 1, 2018. p. 71-79.

اٰیُّهَا النَّاسُ اِنَّا خَلَقْنٰكُمْ مِّنْ ذَكَرٍ وَّاُنْثٰی وَجَعَلْنٰكُمْ شُعُوْبًا وَّقَبَاۡئِلَ لِتَعَارَفُوْا ۚ اِنَّ اَكْرَمَكُمْ عِنْدَ اللّٰهِ اَتْقٰىكُمْ ۚ اِنَّ اللّٰهَ عَلِیْمٌ خَبِیْرٌ

“People! Indeed, we have created you to be male and female, and (by creating humans in pairs) We have made you nations and tribes so that you may know each other. Indeed, the most pious among you in the sight of Allah is the most pious. Verily, Allah is All-Knowing, All-Seeing.” (Al-Hujras :13).²

Based on the surah above, explains that humans were created from different nations and races to get to know and help each other. So, it is necessary to have a generation with character, one of which is through education, such as actively participating in learning, socializing, self- actualizing, and actively expressing opinions. Therefore, an enhancing role in education is to prepare learning that supports student activities and produces a competent generation.

However, one of the problems that often occur during the learning process is the less active participation of students in learning. Student activity in teaching is a fundamental thing that every teacher must understand and develop in the learning process. Active learning can be characterized by optimal student involvement, both intellectual, emotional, and physical. Therefore, it is necessary to encourage curiosity to enhance students' minds so that students' minds become active and will automatically develop in a positive direction when the environment provides a good space for the development of the activity.³

The use of tools or media to support the success of the learning process is very important to be prepared. It is the teacher's responsibility to inspire students to follow and pay attention to the learning process so teacher need media in language learning. Students' interest and passion for learning can be enhanced through the use of media. It also helps students remember what they have learned and make teaching more enjoyable. The use any media, including print or audiovisual. Media allows students to watch, listen and read media. It is impossible to overstate the role of media in the teaching and learning process. Students learn more by using audiovisual or visual and auditory media than by using visual and

² Al-Qur'an Surah Al-Hujurat 13. *Al-Furqon Al-Qur'an dan Terjemah*. (Surabaya: Kementerian Agama RI Badan Penelitian dan Pengembangan dan Pendidikan dan Pelatihan Lajnah Pentashihan Mushaf Al-Qur'an dan Karya Agung Surabaya). 2017. 517.

³ Nuryasintia, Indri & Adi Wibowo, Lili. *Learning Activeness Through Learning Media and Class Management*. 2019. vol. 65 ([10.2991/icebef-18.2019.35](https://doi.org/10.2991/icebef-18.2019.35))

auditory-only media.⁴

Learning media is a useful strategy to enhance student motivation. This type of media can enhance abilities such as writing, speaking, listening, and reading. All learning media conveys information that can stimulate thoughts, emotions, and attention of the recipient to create effective forms of communication and enhance teaching and learning.⁵ In addition, learning that is well designed and creative by utilizing media can enhance Students activeness in understanding and participating in learning. With good planning, the media can indirectly help teacher carry out varied teaching and master learning.

The rapid development of technology can be used to enhance English language skills. Technology assists and encourages student activity and engages them in various ways of learning. Offer students opportunities to engage in class discussion, encourage independent interaction, and provide a secure learning environment where mistakes are corrected and constructive feedback is given. Feedback helps students to practice and focus on specific mistakes that add value to their skills. Currently, there are several software that can be accessed via the web. On the other hand, links are provided for explanations, additional help, and references, and the value of technology is further enhanced. The use of the internet has brought about major changes in the field of teaching and enhancing the learning of English.⁶ So that the goals of students and teacher are achieved which are needed to teach speaking in class. With the availskill of technology, it is advantageous to enhance the efficiency of classroom activities, teaching methodologies, procedures, responses, topics, and directives. For deep understanding, students need to pay attention enhancing speaking skills because it can affect students' motivation, learning style, behavior, and achievement.⁷

⁴ Stevani, V., Handayani, I., Risma, R. (2021). *"The effectiveness of using short animation subtitle movie toward students' speaking skill of the eleventh grade at senior high school 8 in serang city"*. PROCEEDING AISELT (Annual International Seminar on English Language Teaching), 6(1), 287-296.

⁵ Sartika, Riska Aulia. *Using Short Animated Film to Improve Speaking Skill*. (Thesis : English Education Department Faculty of Teacher and Training Education Muhammadiyah University of Makassar), 2018.

⁶ Parveen, B. Waheeda. *Use of Technology in Improving Speaking Skills*. (Asst. Prof of English, Srinivasa Ramanujan Institute of Technology, Anantapuramu), Vol.3, Spl.Issue 2, 2016.

⁷ Butarbutar, Ranta. *How Does Technology Vocaroo Improve Student's Speaking Skill? A Study From Learner, Teacher, and Researcher's Perspective*. Doctoral student of State University of Makassar, South Sulawesi, Indonesia Universitas Musamus Merauke,

One option is an Islamic-themed animated film that could aid the introduction of a new language to students and enhance speaking skills during the instructional process by providing a unique visual experience. The Islamic-inspired theme is a reflection of the growing trend of incorporating Islamic teachings into animated, which is perceived to be an effective medium for conveying implicit messages due to viewers' attention being captivated by the visual appeal.⁸ Animated films play an important role in the teaching and learning process for teacher. These films provide opportunities to enhance students' speaking skills, vocabulary, and pronunciation. Additionally, they can entertain students and enhance their learning experience through media in the classroom. This means that animated films not only enhance students' interest but can also enhance students' speaking skills.⁹ It means, animated films not only enhance students' interest but can also enhance students' speaking skill.

Previous research indicates that the focus of this area of study is on theoretical reviews of speaking teaching methods and techniques, as well as activities for learning speaking skills. The choice of animated films as a topic to enhance speaking skills resulted in the development of teaching materials and activities. Including animated films in speaking skills learning activities fulfills the need for authentic and real examples, resulting in impressive learning outcomes.¹⁰ Additionally, Riska posited that students can enhance their speaking skills by using short animated films. The research procedures entail the planning, implementation, observation, and reflection of the aforementioned processes. Furthermore, the students demonstrate enthusiasm and enjoyment in the learning process, which results in more engaged classes and the successful completion of assignments. The enhanced student learning behavior leads to enhanced competence.¹¹

Papua, Indonesia. Vol. 5, No. 3, 1635-1640. 2021.

⁸ Rubino, Muhammad Ridha. *The Application of Islamic Da'wah Functions in Cartoon Visual Media in Nussa Animation*. North Sumatra State Islamic University. Vol. 9, No. 1. (February 2023).

⁹ Puspitaningrum, Ayuningtyas. *The Influence Of Using Animation Movie Towards Students Speaking Skill At the First Semester Of the Eleventh Grade MA Al Hikmah Bandar Lampung In the Academic Year Of 2017/2018*. (Thesis: Tarbiyah And Teacher Training Faculty Raden Intan State Islamic University Lampung), 2017, 24.

¹⁰ Narasati, Riri. *The Influence of Using Animated Films in Speaking Skill Improvement*. Journal of Applied Linguistic and Literacy, Vol.5. No.1.2021 (<https://jurnal.unigal.ac.id/index.php/jall/index>)

¹¹ Sartika, Riska Aulia. *Using Short Animated Film to Improve Speaking Skill (A Classroom Action Research At The Tenth Grade Students Of Sman 15 Luwu*. (Thesis:

The results of observations indicate that animated films have a positive influence on students, including improvements in speaking skills and enhanced student participation in the learning process. The positive impact of using animated film media is that it provides inspiration in any setting, which is a special attraction because students can absorb messages or information using more than one sense. However, there is a lack of research on the use of this media on junior high school students.¹² The findings of the two studies indicate that the components of the previous study were related to speaking skills using animated film media. Consequently, further research is required to ascertain the effectiveness of the use of animated films in learning and the forms of application of animated films with Islamic-based novelties. The most recent iteration of this research builds upon previous findings by prioritizing detailed descriptions and analyses of the use of short Islamic animated films as a medium for achieving the desired learning outcomes. By employing Islamic-based animated films, teacher can facilitate new forms of activeness among Islamic Junior High School students, encouraging activeness in learning through the medium of film.

The results of observations and preliminary interviews with English teacher at Islamic Junior High School indicate that there are a number of issues, including a perception among students that learning English is often tedious due to the use of foreign language in the materials. The use of foreign language in English material contributes to a sense of boredom among students. Furthermore, the selection of methods employed is often limited, and there is a dearth of opportunities for students to engage in interactive and participatory learning. The learning process is still lacking. The learning process can be made more active and less monotonous if there is interaction between teacher and students. Therefore, it is necessary to enhance the liveliness of learning English through active speaking. Efforts to enhance students' speaking activeness in eighth grade Islamic Junior High School by using short Islamic animated films media. Teacher of the use short Islamic animated films media on the grounds that it can motivate students to be more active in responding to material when participating in learning.¹³

Thus it is interesting to do research related to the activeness

English Education Department Faculty of Teacher and Training Education Muhammadiyah University of Makassar). 2018.

¹² Aulia, Sartika Riska (2018), Narasati, Riri (2021)

¹³ Interviewed about *Enhancing Students Activeness Using Short Islamic Animated Films* with the RF teacher at Islamic Junior High School, January 2023.

of students in the learning process. The object of this research focuses on the activeness of students in the process of learning English through animated films. So, the writer is interested in writing a research paper entitled: “The Analysis Of The Use of Short Islamic Animated Films in Enhancing Students Activeness At Speaking Class: A Case Study At Islamic Junior High School”.

B. Research Focus and Scope

The research analyzed and referred to the importance of being taught to students who have some weaknesses in speaking, especially foreign languages (English). And to find out how the teacher encourages student activity in the process of learning English through the media that has been provided, namely a short Islamic animated film in eighth grade students at Islamic Junior High School. By displaying the media, it is hoped that it will be able to make students participate actively and slowly achieve the desired goals. That way learning not only transfers knowledge from teacher to student but also creates situations that can bring students to actively learn to achieve behavior changes.

C. Research Problems

1. How are Students activeness in speaking class at Islamic Junior High School?
2. How is the use of Short Islamic Animated Films in enhancing Students activeness at speaking class at Islamic Junior High School?

D. Research Objectives

1. To identify students' activeness in speaking class at Islamic Junior High School.
2. To analyze the use of short Islamic Animated Films in enhancing studentsactiveness at speaking class at Islamic Junior High School.

E. Research Significances

This research was expected to provide significant contribution both theoretically and practically, which are as follows:

1. Theoretical Significance

This research is expected to be useful, add insight and develop knowledge related to the active participation of students in the aspect of English language skills through Islamic animated short films. This research is expected to be useful, add insight and

develop knowledge related to the active participation of students in the aspect of English language skills through Islamic animated short films.

2. Practical Significance

Practically the results of this study are expected to be useful, as follows:

a. For Students

This study is expected to give a contribution for the students to enhance English speaking skills.

b. For Teacher

This study is to contribution to the English language teacher if Islamic animated short films can be used in coaching student engagement in enhance speaking skills.

c. For School

Schools can enhance the quality of learning in this way to produce quality learning.

3. Pedagogical Significance

This research aims to identify the benefits of using short Islamic animated films as a teaching tool for English speaking skills in the classroom. By leveraging this media, students' speaking activeness can be enhanced, ultimately addressing difficulties in speaking. Moreover, the study is advantageous to the research community as it enhances the body of reference for related studies.

F. Definition of Key Term

To avoid misunderstandings and misinterpretations of the research, the researcher wants to give details the key terms used.

1. Short Islamic Animated Films

An animated film is a film in the form of a series of images filmed one by one with attention to the continuity of motion so that it appears as one movement in the film.¹⁴ Animated films serve not only as an entertainment tool for children but also as an essential learning instrument. Students' learn through fun, which is the principal basis of education and training with animated films. Therefore, animated films can be considered a rich and crucial technological material in presenting information, developing skills, learning concepts, transferring information,

¹⁴ Ward, Paul. Defining "Animation": *The Animated Film and the Emergence of The Film Bill*. (Brunel University, UK). 2020.

and maximizing teaching permanence.¹⁵

2. Students Activeness

Students activeness during the learning process need to be considered by the teacher so that the teaching and learning process gets maximum results. Teacher also have limitations, whereby they cannot pay attention to students one by one. Therefore, teacher need to find solutions to enhance student activity so that the learning process is not unidirectional. One of the efforts that can be made to enhance student learning activity is to apply a suitable learning model.¹⁶

3. Speaking Class

Speaking skill is very important to be learned as a form to express a thought, feeling, and facts, to understand though, idea and feeling other people and the students' need to develop their speaking skill for their existence. Speaking skills can be obtained through practice.¹⁷

G. The Organization of Thesis

This paper is divided into five chapters:

Chapter I : Introduction. This section provides background information on the research, outlines the research focus, research questions, research objectives, research significance, and the organization of the thesis.

Chapter II : Review of related literature. It includes the theoretical description, the theoretical framework, and reviewing previous studies.

Chapter III : Research Methodology. The methodology consists of the research method, research setting, research participants, instruments, data collection technique, research data validity, and data analysis technique.

¹⁵ Hakkoymaz, S. ve Onan, B. (2022). *The effect of animated films on the epistemological development of child*. Ana Dili Eğitimi Dergisi, 10(4), 858-879.

¹⁶ Indryany S, C., & N.J.M Sinambela, P. . (2022). *EFFORTS TO IMPROVE STUDENT ACTIVENESS AND LEARNING OUTCOMES IN ONLINE LEARNING USING THE DISCOVERY LEARNING MODEL ASSISTED BY THE QUIZZZ TEST INSTRUMENT*. Humantech : Jurnal Ilmiah Multidisiplin Indonesia, 1(12), 1773–1789. (<https://doi.org/10.32670/ht.v1i12.2509>)

¹⁷ Mambarasi News Nehe, Ilza Mayuni, Aceng Rahmat. Internasional Journal of Linguistics, Literature and Culture 4 (4), 44-52, 2018.

Chapter IV : Research findings and discussion. It contains the results of the research and the discussion.

Chapter V : Conslusions and suggestions. It contains conclusions and suggestions.

