

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher presents background of the study, problem of study, objective of the study, significances of the study, hypothesis of the study, and criteria for testing hypothesis.

#### **A. Background of the Research**

In the ever-evolving world of education, technology has unlocked numerous new possibilities for enhancing the quality of learning. One tool that is increasingly popular among educators is Canva, a graphic design platform that simplifies the creation of various learning materials, including animations, infographics, and presentations. Teachers can utilize Canva to design engaging and interactive teaching materials, which can boost student involvement in the learning process. Moreover, in the context of English language learning in elementary schools, technology-based media, such as animations created using Canva, can help address one of the primary challenges in English learning: vocabulary mastery. This is supported by a study conducted by Mintarsih and Putra (2023), who developed interactive multimedia using Canva for teaching English vocabulary in a third-grade elementary school class in Yogyakarta. The media received an average expert and user evaluation score of 89.67, categorized as "excellent," proving its effectiveness in supporting vocabulary acquisition and engaging students in the learning process.

Vocabulary mastery is a crucial component in the language learning process, influencing students' ability to communicate, both orally and in writing. A rich vocabulary can facilitate the processes of speaking, writing, reading, and listening. However, despite its importance, many students struggle to master English vocabulary, especially at the elementary school level. Monotonous and unengaging teaching can make students feel bored, hindering their ability to remember and understand new vocabulary. Therefore, a more creative and

interactive approach is needed in teaching vocabulary to students, A study by Febriyanti (2024) in a second-grade elementary school in Mataram found that students who were taught using Canva-based audiovisual media showed significantly higher vocabulary acquisition compared to those in the control group who learned through traditional poster media ( $p < 0.05$ ). This result supports the idea that visually engaging and interactive technology can play a crucial role in enhancing students' vocabulary mastery, even at early levels of education.

Vocabulary mastery plays a crucial role in helping students express their opinions, intentions, and purposes (Azizah, 2020; Lin et al., 2021; Priyastuti et al., 2020). Without adequate vocabulary, students will struggle to express their ideas. They need to understand the meaning of each word, be able to spell it correctly, use it appropriately in sentences, and pronounce it accurately. The problems in students' vocabulary mastery are quite varied, encompassing errors in spelling, pronunciation, and even the appropriate word choice when writing or speaking. Based on observations at SDN 1 Martapura, through interviews with students during lessons about the existence of people, objects, professions, and animals, it was found that students still have weaknesses in mastering vocabulary, especially that related to professions. Furthermore, students' ability to use this vocabulary in sentences is also still considered low.

From the observation results, the researcher also noted that the vocabulary teaching methods at SDN 1 Martapura still tend to be traditional, such as the use of word lists and direct translation. This approach is less effective because it does not provide visual context or meaningful experiences for students. As a result, students often find it difficult to remember and use the words that have been taught. Furthermore, fifth-grade students who are in the concrete operational stage tend to be more interested in learning that is visual

and kinesthetic. Therefore, learning media that can stimulate learning interest and accommodate students' learning styles are needed.

One medium that suits these needs is animated video, which has been proven to enhance students' attention, understanding, and retention of learning material. Research by Tural and Yavuz (2020) mentions that the use of animated videos in learning is very effective in explaining abstract concepts because it combines visual, auditory, and motion elements. In English language learning, animated videos can depict everyday situations relevant to the vocabulary being taught, allowing students to understand word meanings in a real context.

One way to address this issue is by using animated videos in learning. Animated videos that combine visual and auditory elements can provide clearer and more engaging explanations of word meanings, as well as connect these words with images or real-life situations. In this way, students can more easily remember and understand new vocabulary. The use of animated videos in English language learning can also increase students' motivation to learn because animated videos tend to be more enjoyable and interesting compared to conventional teaching methods.

Using Canva to create animated videos offers an innovative solution to address the issue of vocabulary mastery among elementary school students, particularly fifth-grade students at SDN 1 Martapura. This platform empowers both teachers and students to develop more engaging and interactive learning materials, which can motivate students to be more active in learning English (Sari & Anggraeni, 2022). This research aims to explore how the use of Canva in creating animated videos can enhance the English vocabulary mastery of fifth-grade students at SDN 1 Martapura.

Canva Animation offers ease for teachers in creating simple yet engaging animated videos. Teachers can add illustrations, text, sound, and even narration to convey vocabulary to students. For example, a teacher can create animations about professions

such as "police," "teacher," "chef," and others, complete with pictures and sounds. This way, students not only see the words in written form but also hear their pronunciation and see their usage in context. This aligns with the findings of Yuliana (2021), which stated that students who learn using animated videos show a significant increase in vocabulary mastery compared to students who learn using conventional methods.

Furthermore, the use of Canva as a learning medium aligns with the Independent Learning Curriculum (Kurikulum Merdeka) which emphasizes student-centered learning and the use of technology to support teaching and learning activities. With this approach, students are not only passive recipients of information but also active subjects involved in the learning process creatively and collaboratively.

Therefore, this research is important to conduct in order to systematically examine how the use of canva animation can to improving the vocabulary mastery of fifth-grade students at SDN 1 Martapura.

## **B. Problem of the Study**

### **1. Limitation of the Research**

There are many problems students have in learning English. In this research, the researcher limited his research to only focusing on improving English vocabulary about profession and work place using Canva animation of the fifth-grade students at SDN 1 Martapura.

### **2. Formulation of the Research**

Based on the research background, the problem will be formulated “ Is there any significant improvement on students’ vocabulary mastery by using canva animation? “

## **C. Objective of the Research**

Based on the formulation of the research, the objective of this study stated the specific objective, is : To know there is any significant improvement English vocabulary mastery by using canva animation.

#### **D. Significances of the Research**

The research is expected to offer various benefits that can make a meaningful contribution to all parties involved in the educational process.

1. For the researchers, this research is useful for expanding the author's understanding of the impact of using canva animation video-based learning media created with Canva on students' learning motivation in the classroom. Furthermore, the results of this research can also serve as a reference and foundation for subsequent research. Vocabulary for the researchers will enhance the researcher's skills in academic writing and provide an opportunity to apply previously learned theories.
2. For the students, this research is expected to help them understand the extent to which the utilization of Canva-based animation video learning media can enhance their learning motivation in the classroom, there by making the learning process more enjoyable. Vocabulary for students in English language learning can provide ease and can be studied independently. Furthermore, the results of this research can improve students English language skills with a new and more enjoyable learning atmosphere as another alternative.
3. For the educators, the findings of this research can serve as material for teachers to consider when selecting and using appropriate learning media, particularly those based on information and communication technology (ICT), to make a positive contribution to the learning process in the classroom. Vocabulary for the educators to serve as a reference

to support the delivery of teaching materials and as an alternative medium for conveying learning content.

4. For the school, the findings of this research are expected to serve as evaluation material in efforts to improve the quality of education specifically, as well as to enhance the school's image and quality in general, particularly concerning educators' competence in the utilization of information and communication technology (ICT). The findings of this research can be utilized as an effort to enhance the quality of learning, particularly for fifth-grade students at SDN 1 Martapura in English language learning, especially in vocabulary. The use of learning videos can help elementary school students understand vocabulary material more easily.
5. For the TEFL, This research can serve as a reference for further studies related to the use of digital media, particularly Canva, in TEFL learning. These findings contribute to the development of innovative and interactive teaching methods in the digital age. Furthermore, this research encourages the utilization of visual media in enhancing English language skills and supports student-centered learning by creating a creative and collaborative learning environment.

## E. Hypothesis

According to Sugiyono (2019), a research hypothesis is a *temporary answer to the research questions* in a study. In this research have two hypotheses the alternative hypothesis (Ha) and the null hypothesis (Ho):

- Ha: It is significant improvement on students vocabulary by using Canva animation at the fifth-grade students SDN 1 Martapura.
- Ho: It is no significant improvement on students vocabulary by using Canva animation at the fifth-grade students SDN 1 Martapura.

**F. Criteria of Test Hypothesis**

- If the t-test value is less than 0.05, then  $H_0$  is rejected, meaning It is significant improvement students vocabulary by using Canva animation at the fifth-grade students SDN 1 Martapura.
- If the t-test value is higher than 0.05, then  $H_0$  is accepted, meaning It is no significant improvement students vocabulary by using of Canva animation at the fifth-grade students SDN 1 Martapura.