

CHAPTER I

INTRODUCTION

A. Background

Education is the fundamental foundation in the development of high-quality human resources. In the era of globalization and rapid technological advancement, the field of education is required to adapt to the demands of the 21st century. The learning process is no longer sufficient if it is only oriented toward the delivery of material; rather, it must also encourage students to be active, creative, critical, and possess communication and collaboration skills. One area of learning that particularly requires such an innovative approach is foreign language learning, especially English, Sari, N. & Purnama (2021).

English, as an international language, plays an important role in global communication, technological mastery, and academic as well as professional development. Therefore, English learning needs to be provided optimally starting from the junior secondary education level, including in Islamic junior high schools (Madrasah Tsanawiyah/MTs). However, in classroom practice, English is still often perceived as a difficult and boring subject by students. This condition is generally influenced by the use of conventional teaching methods that lack active student engagement, which in turn affects their low learning interest (Putri & Jannah, 2023).

Learning interest is one of the psychological factors that significantly influences the success of the learning process. Students who have a high level of learning interest tend to demonstrate enthusiasm, actively ask questions, and fully engage in learning activities. In contrast, low learning interest can

cause students to become passive, less focused, and lack motivation to understand the material in depth. Therefore, appropriate learning strategies are needed to stimulate students' motivation and interest, one of which is through the use of innovative learning media that align with the characteristics of the digital generation (Fadilah, 2022).

One of the digital learning media that can be utilized to enhance students' learning interest is Genially. Genially is a web-based platform that enables educators to develop various types of interactive learning content, such as animated presentations, quizzes, educational games, infographics, and gamification-based activities. The advantage of Genially lies in its ability to present materials in a visual and interactive manner without requiring programming skills, allowing teachers to focus more on designing engaging, enjoyable, and student-centered learning experiences. The use of Genially in English language learning is expected to reduce the perception of learning as abstract and monotonous, as well as to increase students' active engagement in the learning process.

The integration of Genially as an interactive learning medium is believed to complement the creation of adaptive and enjoyable English language learning. Through Genially, students can actively engage in game-based learning activities, while educators are able to monitor learning achievement, provide reinforcement, and continuously foster students' learning motivation. This approach is also aligned with the principles of

student-centered learning and takes into account differences in individual learning abilities (Yuliana, 2022).

Although the use of interactive learning media and digital-based assessment is considered capable of enhancing students' learning interest, the reality in the field indicates that its implementation has not yet been optimal. In many educational institutions, English language learning is still dominated by the use of conventional media, such as textbooks and whiteboards, with learning activities that are largely one-directional. The learning media used tend to lack variety and are not designed to actively engage students, resulting in monotonous instruction and less meaningful learning experiences (Putri & Jannah, 2023).

In addition, the assessment system implemented in English language learning generally still focuses on summative evaluation in the form of written assignments and tests, without being accompanied by timely and continuous feedback. Assessment practices are often closed and do not provide students with a clear understanding of the learning outcomes they have achieved. This condition leads to students having a limited awareness of their own learning progress and reduces their motivation to correct mistakes or improve their performance. As a result, assessment has not yet functioned as a tool to motivate and enhance learning interest, but rather merely as a means of measuring learning outcomes (Aisyah, 2022).

This phenomenon indicates a gap between the demands of 21st-century learning, which emphasize interactivity and student engagement, and

instructional practices that remain largely conventional. This gap has an impact on students' low learning interest, particularly in English as a subject that requires contextual, communicative, and enjoyable approaches in order to be effectively understood (Fadilah, 2022); (Marzuki & Sari, 2022).

Based on the results of preliminary observations in Grade VIII at MTsN 4 Kuantan Singingi, it was found that students' learning interest in English is still relatively low. This is indicated by the lack of active student participation during the learning process, low enthusiasm in completing exercises, and the tendency of students to be passive and merely follow the teacher's instructions without taking the initiative to ask questions or express opinions. This condition reflects a lack of student engagement in the learning process, which ideally should be active and interactive.

One of the main factors contributing to this issue is the use of learning media that are still conventional, monotonous, and less varied. Although teachers have attempted to utilize several digital-based learning media such as Quizizz, Wordwall, Wayground, YouTube, and Kahoot, their implementation has not yet had a significant impact on improving students' learning interest.

This is because the use of these media is still limited to simple activities, such as inputting questions and images, after which students are asked to answer the provided questions. Thus, the use of digital media essentially represents only a transformation from conventional formats into digital ones, without incorporating innovation in content delivery or instructional strategies that encourage active student engagement.

In addition, the media used have not been able to provide elements of challenge, curiosity, or stimulation of critical thinking that can motivate students to be more actively involved in the learning process. This condition is reflected in the still low level of student interest in participating actively, as well as the lack of motivation to engage optimally in learning activities (Observation, 2026).

The low level of students' learning interest has an impact on their limited understanding of the material. This is evident from the large number of students who obtain scores below the Minimum Mastery Criteria (KKM). Furthermore, the lack of learning interest also causes students to be less focused, easily bored, and to have a low sense of responsibility toward assigned tasks. These issues directly affect the quality of both the learning process and learning outcomes.

Based on the results of daily assessments in English for Grade VIII at MTsN 4 Kuantan Singingi, the percentage of students who have not achieved the Learning Achievement Criteria (KKTP), set at 75, is still relatively high. This condition indicates that low learning interest contributes to the low level of students' learning achievement.

Moreover, several other factors also contribute to the low level of students' learning interest, including the lack of variation in teaching methods, students' limited ability to understand English materials, and low self-confidence in using English both orally and in writing. In addition, technical constraints such as limited digital learning facilities, unstable

internet access, and insufficient technological proficiency among some students also become obstacles in optimizing the use of digital-based learning media.

Table 1. 1
Percentage of Student Learning Outcomes Completion in the 2nd Daily
Test of Odd Semester for English Subject for Class VIII MTsN 4
Kuantan Singingi in the Academic Year 2025/2026

Kelas	Jumlah Peserta didik	KKTP	Tuntas ≥ 75	Tidak Tuntas < 75
			Jumlah	Jumlah
VIII 1	26		8	18
VIII 2	25		9	16

Source: English teacher of class VIII MTsN 4 Kuantan Singingi

Based on Table 1.1, which presents the results of the second daily assessment, it can be observed that the majority of Grade VIII students at MTsN 4 Kuantan Singingi have not yet achieved the established Learning Achievement Criteria (KKTP). The percentage of students who did not meet the criteria is higher than those who did. This finding further strengthens the indication that the learning process, which has not yet been able to attract students' interest and engagement, has an impact on the low achievement of English learning outcomes.

Based on these issues, an instructional innovation is needed to transform the learning process from being passive and teacher-centered into one that is active, adaptive, and enjoyable. Such innovation should include the use of engaging learning media as well as meaningful and continuous

assessment systems, in order to enhance students' engagement and learning interest.

Therefore, this study proposes a solution in the form of implementing Genially as an interactive learning medium in English language learning. Genially-based learning media are expected to present materials in an engaging manner through game-based learning activities, so that they not only strengthen students' understanding of English concepts but also develop their ability to think systematically, critically, and reflectively. In addition, the use of Genially supports student-centered learning and enhances students' engagement and learning interest (Marzuki & Sari, 2022).

Compared to previously used digital learning media, Genially offers advantages in providing a more interactive, adaptive, and challenging learning experience. One of its key features is the ability to design level-based games, in which students must complete challenges or tasks at a certain stage before progressing to the next level. This mechanism encourages students to be more focused, motivated, and engaged in understanding the material gradually and continuously.

In addition, Genially provides various interactive templates that are thematic and adventure-based, such as forest exploration, mountain climbing, space journeys, and even prehistoric settings. These templates can be adapted to English learning materials, thereby creating a more contextual, imaginative, and enjoyable learning environment. Thus, the learning process is not only focused on content delivery but also provides meaningful learning

experiences that can enhance students' curiosity and active engagement in the learning process.

Therefore, this study is focused on "The Effect of Genially Media Toward English Learning Interest at MTsN 4 Kuantan Singingi." This research is expected to make a meaningful contribution to the development of innovative, contextual, and adaptive English language learning, as well as to support the enhancement of 21st-century skills, such as critical thinking, creativity, collaboration, and digital literacy among students.

B. Identification of Problems

Based on the explanation and elaboration of the background of the problem above, the following research problems can be formulated as follows:

1. Students' learning interest in English language learning is still low.
2. English language learning is still dominated by conventional, teacher-centered methods.
3. The use of learning media remains limited.
4. Low student learning interest has an impact on low English learning outcomes.

C. Scope of Problem

Based on the background and the identification of the problems above, the scope of this study is limited as follows:

1. This study is limited to the effect of the Genially Media in English language learning.

2. The interactive learning medium used in this study is Genially interactive media.
3. This study is limited to improving the learning interest of Grade VIII students in the English subject at MTsN 4 Kuantan Singingi.

D. Formulation of the Problem

Based on the identification and limitation of the problems above, the focus of this study is as follows: “Is there a significant difference in English learning interest between students taught using Genially media and students taught using conventional media at the eighth grade of MTsN 4 Kuantan Singingi?”

E. Research Objective

The objectives of this study are as follows: “To determine the difference in students' interest in learning English between students taught using Genially media and those taught using conventional media in Grade VIII at MTsN 4 Kuantan Singingi.”

F. Significance of the Research

Based on the final objectives to be achieved, several benefits of this study can be identified, including:

1. Theoretical Benefits

The results of this study are expected to provide a significant intellectual contribution and serve as valuable knowledge for future researchers who intend to develop similar studies in their analyses.

2. Practical Benefits

a. For Writers

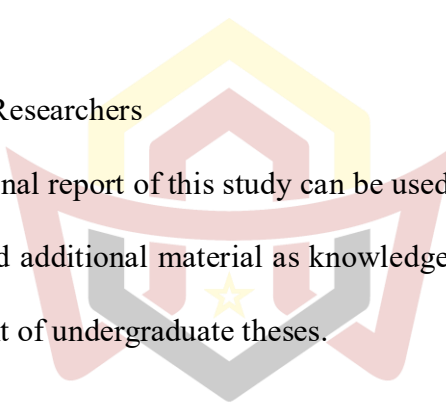
As a means of applying the knowledge that has been acquired during the course of study, particularly in the field of analysis related to improving students' interest in learning English.

b. For Readers

The final report of this study can be used as additional reference material and knowledge for the preparation and development of further research.

c. For Future Researchers

The final report of this study can be used as a reference, a source of ideas, and additional material as knowledge for the preparation and development of undergraduate theses.



UIN IMAM BONJOL
PADANG