

CHAPTER I

INTRODUCTION

1.1 Background

In the beginning of 2020, pandemic of covid 19 spread in Indonesia. The effects of the pandemic affect the teaching and learning process. The biggest effect that can be felt is Transforming the face-to-face learning process into online learning. The students learn from home instead of attend the learning process at school. As the consequence of learning from home with limited assistance from the teachers, applying learning autonomy in students' learning process becomes a requirement done in every school. Autonomous learners are learners who study independently and also take their responsibility in learning by themselves (Uswatun, 2013). Meanwhile according to Derick (2001) in Yurdakul (2017) Autonomous learning is a process for learners who take the responsibility of their goal setting, planning and the action of their learning process. It can be said that autonomous learner is a learner who learn by them self without guidance from other people. Autonomous learners are those who are characterized by (a) having abilities to thinking critically, making decision, and independent action (b) knowing their learning potential not only gathering the knowledge during the learning process (c) having ability to take the responsibility of learning and the using of the most appropriate strategies to reach their general and specific objectives (d) having ability to take the risk of learning such as their weakness and failures in facing severe psychological (e) having ability to control their-self and discipline to increase their self-esteem and self-confidence (f) they are able to stand independently without teacher and educational system (g) they know that

being autonomous will get a complex process such as a complex process with one's self, teacher, task, and the educational environment Kumaravadivelu (2003) in Mardjuki (2018).

SD Lab Undiksha, as one of the schools that implement learning autonomy in students' learning process, has applied this requirement since the pandemic began. In SD Lab Undiksha, teachers met with the students using video conference as the effect of learning from home. The meeting using video conference was done in every meet of learning process, especially in English subject. In the learning process, students were facilitated with material books that they got in the beginning of semester. The books were as the main resources for students in learning. As the autonomous learners, students have to learning using the book given for them. The meeting was done for evaluation of the students' learning process through the material books. Although the students have been involved in their learning process autonomously, its effect towards their English achievement was not really satisfying.

In the online learning process the teacher could not teach maximally because teacher was not really able in using technology as stated by Syah (2020), therefore students get struggle in learning and affect to their learning result. Students were demanded to learn by themselves to make their learning result maximally. The existent of the online learning makes students spend their time for playing mobile phone and they do not focus in learning. It makes the learning process is not effective and affect the learning result. The teacher could not maximally make an interesting learning process. Making an interesting learning process is a basic to teaching young learners especially in English teaching Agung

& Suarjaya (2019). The learning strategi was not implemented well in the learning process in SD Lab Undiksha. As we know teaching strategi takes important role in learning process. The strategies of learning will affect the success of learning Mardjuki (2018). According to Benson (2016) in Mardjuki (2018) In teaching autonomous teacher should do : (a) giving clear role for students what should they do and what they can do (b) allowing students to integrating what they have learnt with the authentic prior knowledge (c) teacher should support students to learn independently such as looking for information they need (d) in assessing students' outcomes, teacher must understand with the differences of students' outcomes particularly in individual production (e) giving reflection face to face teacher and students through talking and writing regarding the completed and the next activities. In SD Lab, teacher did not give a role for the students clearly. The students only asked to learn using the book. The students were not asked to integrated what they have learnt too. The book was the only learning media that used, therefore the students sometime feel bored and not motivated in learning. The technology was not implemented in the learning process. The teacher was not able to develop the media using technology and media from YouTube was not match with the curriculum used that make the learning only using conventional media. The using conventional media as book was not really effective in this era. Seeing from the issue occurred in the school, it can be inferred that technology-based learning media needs to be utilized into students' learning to facilitate their autonomous learning.

Utilizing technology-based learning video as students' learning media is important not only to fulfill the 21st Century Learning expectation but also to

promote students learning autonomously. The using of technology in the learning process give a significance effect to students. In this era using technology as the learning media is more interesting than conventional media Agung & Suarjaya (2019). In the same line Octavianingrum (2016) In Fitriyani (2019) stated that in the developing of technology, poster, film, and video can be used as the learning media to increase the learning's quality. In this digital era, there are a number of applications that can be used to create appropriate learning video. PowToon is one of them and being used in this study to help the teachers develop their content-based learning video.

According to Mershand (2014) in Fitriyani (2019) PowToon is a software that can be used to create animations online for presentations by inserting images or audio easily and quickly. PowToon as an audiovisual media that can be used for learning media Fitriyani (2019). An Audio-visual media is a media that can show picture and sound in the same time Wati (2016) in Fitriyani (2019). By the audiovisual media, students are able to learn by themselves and in their learning style such as reading the text on video, by listening the video, or both listening and taking a note. Therefore, the use of Audiovisual media students is given a chance to learn independently so that they could enjoy the learning process. Involving technology in learning process gives new experience, there is a combination between learning process and the use of technology. The use of technology in learning process also gives new learning experiences for students. Audiovisual media is more liked by students, when the media was created interesting students just not only watching but also understanding the material (One, 2017). Audiovisual media is able to give the autonomous learners facilities

in their learning process that can improve their discipline, responsibility, independence, taking the decision, and knowing their ability because as the autonomous learning they have to be more independently to learning without teacher or guidance from teacher. It is very related with the learning process nowadays, where all students learn from home and got less interaction with teacher while learning therefor, they have to learn independently.

PowToon is one of the best learning media due to it has an interesting animation features in there and also easy time line adjustment, Fitriyani (2019). In the same line Suprianti (2020) in her study found PowToon was an excellent media for teaching English. Teaching using animation video like PowToon give many advantages in learning process. With the features provided by the PowToon, teachers can develop their creation in creating an interesting learning media. According to Fitriyani (2019) PowToon has some advantages as the learning media such as; (1) Can be accessed using website without the app therefore it will be easier to use, (2) PowToon has many ready to use template background, (3) Provide animation, font, and also transition effect, (4) PowToon has attractive, dynamic, and interactive appearance, (5) Provide various storage formats such as MPEG, MP4, AVI, or you can also share directly using YouTube, and (6) able to combine video and picture as the learning videos media. Teachers must able to motivate students to learn. As stated by (One, 2017) the use PowToon as the learning media is able to increase students' learning motivation. others studies that showed the effective of using technology especially animation video like PowToon was found. According to Puspitarini, Akhyar, and Djono (2018) Video based-learning media can increase students' memory about the material. Besides

increase students' memory, using PowToon also make students more focus in learning process as stated by Suarjaya (2019).

Based on some previous researches about PowToon as a good learning media, this study was to investigate the students' achievement in learning English using PowToon as the learning media for students as autonomous learners. This study was focused on the implementation of PowToon as learning media for fifth grade students as autonomous learners.

1.2 Problem Identification

In SD lab Undiksha, the learning process was in online class and students are taught using video conference by the teacher. The students meet with their teacher in every subject in every week. Teacher could not teach maximally in online learning because they did not meet directly, could not give the appropriate media to facilitate their students as autonomous learners, and sometime the class was interrupted by the connection problems therefore the teaching strategy could not go well. Students were asked to be autonomous learner for the maximal of learning result. In online learning, students most spend their time in playing mobile phone due to they have to attend the online class using mobile phone. Therefore, this affects the students' focus in learning and their learning result. The development of appropriate learning media that can facilitate autonomous learners was needed.

1.3 Problem Limitation

The study was limited to students' response as autonomous learners toward the implementation PowToon as learning media in learning English. The

study also identifies the significant different between the students' English achievement who taught using PowToon and Power-Point in learning English. The Object of this study were two classes of fifth-grade in SD Lab Undiksha in the year of 2021/2022. The classes were divided into two main groups, namely experimental group and control group. The experimental group was taught by using PowToon, meanwhile the control was taught by using Power-Point.

1.4 Research Questions

- 1.4.1 Is there any significant difference between the fifth-grade students' English Achievement of using PowToon animation based-video as a learning media and Power-Point in learning English?
- 1.4.2 What is the fifth-grade students' response toward the usage of PowToon in English?

1.5 Purposes of the Research

1. To investigate is there any significant difference between the fifth-grade students' English achievement of using PowToon animation based-video as a learning media and Power-Point in learning English.
2. To analyze what is the fifth-grade students' response toward the usage of PowToon in English.

1.6 Significances of the Research

1.6.1 Theoretical Significances

This research is expected to support the theory of the implementation of PowToon as learning media for students as autonomous learners. The information in this research can be used to develop the implementation of PowToon as learning media in the future.

1.6.2 Practically Significances

a. For English teachers in Elementary school

The researcher hopes in facilitate autonomous learners, teachers are able to design an interesting and give new learning experience for students as Autonomous learners in this pandemic and also after the pandemic.

b. For students in Elementary school

The video used as learning media is expected to increase students' interest and motivation in learning English, therefore students' potentials in English can be improved and developed.

c. For learning media developers

Researcher hopes the using of animation-based video as learning media is developed in order to make the learning media more various and give new learning experiences for students.

