

CHAPTER I

INTRODUCTION

1.1 Research Background

Currently, technology has taken an essential role in almost every aspect of life because it brought innovations for all things in this world. Education has become the one that utilizes technology during the implementation. Technology is implemented to make education more straightforward, enjoyable, and accessible. Thanks to technological advancements, education is no longer boring or onerous since educational tools have made it much more exciting and simpler to use. According to Budhwar (2017), technology has several advantages in education, such as efficiently accessing the material, flexibility, sharing knowledge with friends from another place and country, learning through aids, distance learning, and proper record-keeping. Digital technology, known as ICT, refers to online or the internet (Rusmanayanti & Nasrullah, 2020). ICT can be used for various purposes, including communication, information creation, sharing, multimedia texts, etc.

Information and Communication Technology (ICT) greatly influence people, especially students' social life, including teaching and learning process-based technology (Juliane, Arman, Sastramihardja, and Supriana, 2017). Rusmanayanti & Nasrullah (2020) explained many different types of ICT media could assist teachers in improving teaching and learning activities. E-learning refers to the use of ICT for educational purposes. E-learning is being developed in Indonesia as part of a program called E-education. Learners can employ gadgets, laptops, or computers in carrying out E-learning. It is no longer possible to avoid

discussing ICT use in classroom activities, particularly in the EFL field. Although pens, pencils, writing on the board, paper, and books may be the ideal instruments for teachers, it is apparent that digital abilities are critical for education in the 21st century.

Boholano (2017) stated that the fast-paced digital world in which students of the twenty-first century have grown up makes it easy for them to lose interest in a traditional lecture format. In recent years, ICT has been provided to help the teaching-learning process and make it easier for students to understand the teacher's information. Specifically, EFL students can utilize many mobile applications created to support a wide range of aspects of second language learning, including vocabulary, grammar, reading, listening, writing, and speaking skills. Although these are frequently embedded with interactivity, sounds, and images that pique learners' interests, language pedagogy should never be disregarded. In addition, ICT has become a creative and beneficial tool for English teachers because there are many applications applied to enhance students' basic skills.

English plays a significant role in this globalization era as an international language and is spoken in many nations (Suprianti, 2020). English is commonly utilized in everyday communication, education, and business activities. Adults, as well as children and teenagers, require English to be prepared for globalization. English is taught in Indonesia at all education levels, starting from elementary to university. Four basic skills must be mastered, listening, speaking, reading, and writing. Those abilities and components should all be enhanced and learned simultaneously for learners to utilize English effectively and as native speakers.

As a result, any approach or learning media that can improve EFL teaching and learning needs to be updated and made easier to use in everyday life.

Learning media is a technique that can be utilized to teach four basic abilities as integrated learning for young and adult learners. According to Suprianti (2020), there are three kinds of learning media; audio, visual, and audio-visual media. Learning media is used to assist teachers when their explanations are not comprehended. In other words, learning media assists students in mastering the content. As a result, the teacher requires adequate media to help students understand the material. Learning media has become an effective and efficient tool in accomplishing learning objectives if used correctly during the learning process. On the other hand, learning media can be useful in teaching young learners (Suprianti, 2020). It is because instructing a young student is more challenging than an adult. Implementing audio and visual media may attract students' attention to focus on the material. As a result, learning media can be quite beneficial in teaching young students.

Lately, the COVID-19 pandemic has attacked the world, significantly changing everyday activities. Based on the situation, face-to-face interactions must be substituted by online activities, which is called online learning (Ariebowo, 2021). According to Ariebowo (2021), the Ministry of Education and Culture's response is to temporarily close 530,000 schools after the first local case was found in March 2020. Based on the issue, the government informs that the learning process is conducted from home using ICT tools (smartphone, laptop, computer, tablet). Each school implements a distance learning or school from home (SFH). Distance learning is where learners may not be physically present at

the school. Still, the students can use some applications (Google Meet, Zoom, Webex, etc.) to do virtual meetings. Yet, using those virtual media is quite challenging for elementary teachers and students. In this condition, students did not rely exclusively on teachers' feedback and guidance, but the creativity to gain learning autonomy is also needed to be possessed. It means that autonomous learning is successful when students take responsibility for the process and purpose of the learning activities.

The phenomena also happened to the first-grade students at SD Lab Undiksha, in which the students must adapt to the changing learning environment from offline to online learning. Online activities can encourage students to learn independently if the teachers can utilize appropriate learning media (Ariebowo, 2021). To establish its effectiveness, selecting instructional media in learning must be considered. Students' learning autonomy must be increased through media and the processing of materials provided for them. During offline learning, teachers are not far from the lecturing method, so it is still used in virtual meetings, building students' feelings of boredom. As a result, preparing and constructing unique and effective learning media to assist students in becoming independent learners is an important aspect of presenting English learning material to young learners.

Regarding the outbreak, the learning process is conducted by utilizing digital platforms. Thus, the elementary teacher must choose the appropriate learning media to teach young learners, specifically first grade students of elementary school. The appropriate learning media used in teaching English is audio-visual media such as animated videos. In this case, the students can read the

words and listen to the pronunciation simultaneously (Herawati, Sulisworo, & Fayanto, 2019). Learning English through animation video is widely used as learning media and a tool in delivering teaching materials. By watching the animation video, learners can read the material autonomously. Through the animation video, the teacher must allow students to exercise autonomy and become more self-sufficient by utilizing the technology's accessible resources (Reinders & White, 2016, cited in Hidayati & Husna, 2020).

Animation video is one learning media applicable in teaching and learning English (Silfia, Rusli, and Nasrullah, 2018). According to Kamelia (2019), the animation video is suitable for teaching English because the text and images may attract students' interest. Implementing animation videos is the appropriate choice to teach students in the first grade of elementary school (Silfia et al., 2018). Children love something new, fun, attractive, and imaginative. The material created using animation video can facilitate students in learning English effectively. Therefore, the teacher uses animation video as learning media to make teaching and learning run more effectively and make the student more interesting in learning. It can be needed to assist students in comprehending the information delivered (Richard E. Mayer & Roxana Moreno, 2002 cited in Luthfi, Rochmadi, Daryono, Saputra, 2021). The response of students to animation learning media has been overwhelmingly positive (Sunarya & Darmawiguna, 2014, cited in Luthfi et al., 2021). Therefore, both teacher and student benefited from interactive animation-based learning resources, particularly multimedia, in learning activities (Priambodo & Arifin, 2019, cited in Luthfi et al., 2021).

According to Mubarok, Sundari, & Wahjuningsih (2017), there are some benefits to implementing animation video as learning media. First, students' autonomy and proactivity can be encouraged through video-based English instruction. When watching the video, students will directly acquire the cultural context and emotional perspectives on the subject matter. Thus, students might be more independent. Second, it can aid instructors in capturing students' interest and inspiring their enthusiasm for studying English. Students' attention may be captured and boredom may be reduced by the sounds, visuals, different types of text, and vivid scenes. Third, the English-language video for the portrait generally depicts everyday scenarios. In contrast to conventional English teaching resources, the students can study how the language is employed in this situation. Fourth, teaching English through video can give students a direct window into the culture of the language learned. Based on the benefits of animation videos, teachers must consider to apply them in the teaching and learning process.

PowToon is one of the animation video platforms for learning English. According to Semaan and Ismail (2018), PowToon is a web-based animation tool which includes animation images, graphics, and cartoons that users can use to make new animation presentations. The options included made the animated video look fabulous and eye-catching, attracting students' attention. PowToon has a similar appearance to a PowerPoint presentation, and the final product can be uploaded to YouTube, where students can re-watch the material (Adnyani, Mahayanti, and Suprianti, 2019). Learning videos such as Kinemaster, Filmora Go, In Shot, and YouCut can be used as learning media. Nonetheless, PowToon is a media-rich cartoon that engages elementary students in watching and absorbing

the material. PowToon is appropriate for students of any grade level, but it is best for elementary school students to learn independently.

Previous, Suprianti (2020) conducted a study about the design and development PowToon as learning media. The study aims to create a prototype product. The output of the study was learning material made with PowToon for a transportation topic in sixth grade primary school. This study impacted the teacher and students in which the teacher gained new knowledge regarding the PowToon application. Meanwhile, the learners can learn new words from the PowToon video watched and the game played. Based on the result, it can conclude that the development of PowToon brought a positive effect on students' English learning achievement. In connection with the results of Suprianti's research (2020), this study was undertaken to examine the influence of the "PowToon" application as a learning media to facilitate students as autonomous learners. Following the development of the media, it is necessary to implement it to uncover the other effect achieved by PowToon. As a result, this research aims to discover the other effect given by PowToon as a learning tool.

Considering the current situation, PowToon is a great learning media to teach English to young learners (Maru et al., 2021). It is because the media was both appealing and imaginative and easy to access and use. Students learn by utilizing smartphones, computers, laptops, iPads, and other devices during online learning. In this case, the PowToon product can be uploaded on YouTube, where students can learn the material at home independently. PowToon is not only used for online learning but the media can also be implemented in offline learning. In addition, PowToon can be a tool to facilitate students in becoming autonomous

learners because the material presented in the form of animation video can assist students comprehend the content easier and get a good achievement in learning English. There have been many studies that discussed the effect of PowToon on learning English previously. However, this current research was focused on implementing the PowToon animation video as learning media to facilitate the first-grade students as autonomous learners in Lab Undiksha.

1.2 Problem Identification

Realizing technology has a significant role in education, implementing ICT-based animation video is required to support the learning process. Nowadays, technology is an alternative that affects the teaching and learning process to run effectively and efficiently. Following the current situation in which the COVID-19 pandemic is still rampant worldwide, especially in Indonesia. The education system transforms the face-to-face learning process into online learning. Online learning is conducted using ICT such as gadgets, computers or laptops, and internet connection. Based on the condition, teachers could not deliver the material as effectively as usual due to time limitations. Also, the students are expected to be able to understand the material delivered through learning media that can access online.

Based on the preliminary observation at SD Lab Undiksha, the researcher received information about how the learning takes place. During the outbreak of Covid-19, the English teacher used virtual meetings (Zoom) to present the material in the form of PowerPoint with the lecturing method. The activity made young learners lack enthusiasm, resulting in low motivation and achievement in learning English using virtual meetings. Stuck on the screen and paying attention

to each explanation delivered by the teacher is not a good idea for teaching students in elementary school. Children love something new, attractive, fun, and enjoyable. The monotonous activity only makes students quickly bored in learning in class. Therefore, online attractive and amusing learning media is required to deliver the material.

Furthermore, when the pandemic strikes, students must study at home. As a result, students have the potential to learn independently or become autonomous learners. In this case, young learners are different from adults, who are quickly given a task only to understand the material. Children are familiar with learning while playing. Therefore, this research is being carried out to introduce an animated video platform that may be used as technology-based teaching materials to pique students' interest in learning English and help them become autonomous learners. Learning autonomy is not typically specified as a teaching-learning purpose in Indonesian educational institutions, and most teachers appear to be unfamiliar with the concept (Lengkanawati, 2017). It is because learning in the classroom took place using the lecturing method and conventional media for years, in which teachers primarily used books as learning guidance. It makes students reliant on teachers' explanations and instructors. As a result, students could not determine their purpose in learning.

Based on the phenomenon, one of the online platforms in the form of animation video called PowToon is applied to assist students in learning English autonomously. Students as autonomous learners can learn the complete material through the online learning media (PowToon) created by the teacher. Previous studies were developing PowToon as learning media that has not been tested yet.

It must be implemented and tested to know the effectiveness of the media. Therefore, this research is focused on implementing the PowToon animation video as learning media to teach English to the first-grade students of an elementary school as autonomous learners in SD Lab Undiksha and examining the media significantly.

1.3 Limitation of The Research

This study is limited to investigating the significant difference between students' achievement using PowToon and other media (PPT) in learning English at SD Lab Undiksha. This research also identifies the students' responses to implementing PowToon animation videos in English learning. Two first-grade classes were the objects of this examination. These two classes were split into experimental and control groups. The experimental group made use of PowToon, while the control group made use of PowerPoint.

1.4 Research Questions

Based on the research background, the research questions of this study are formulated as follows.

- 1.4.1 Is there any significant difference between the first-grade students' achievement as autonomous learners using PowToon as learning media and other media in learning English in SD Lab Undiksha?
- 1.4.2 What is the first-grade students' response toward implementing PowToon as their English learning media in learning autonomy?

1.5 Research Objectives

Based on research questions, research objectives of this study are formulated as follows.

1.5.1 To investigate the significant difference between the first-grade students' achievement as autonomous learners using PowToon as learning media and other media in learning English in SD Lab Undiksha.

1.5.2 To analyze the first-grade students' response toward implementing PowToon as their English learning media in learning autonomy.

1.6 Research Significance

According to the research background, research problems, and research objectives, this research has theoretical and practical significance in the implementation of PowToon as follows:

1.6.1 Theoretical Significance

The research is expected to support the theory of the implementation PowToon animation video in learning English. In addition, the information obtained from this research can be used to develop the PowToon as learning media in the future.

1.6.2 Practical Significance

Practically, this study is expected to give positive significance to English teachers, students and other researchers.

a. For The Elementary School English Teacher

With the implementation of PowToon, it is anticipated to give primary English teachers fresh perspectives and information on the usage of technology in learning English, particularly regarding the use of attractive online learning platforms in assisting young learners in becoming autonomous learners.

b. For The First Grade Student

According to the results of this study, the implementation of the PowToon video in learning English is highly recommended to be implemented. The PowToon video can help the first-grade elementary students improve their learning experiences by increasing their achievement and motivation to learn English. Through this animation video, students may increase their motivation to learn English. Therefore, PowToon may promote students to become autonomous learners.

