

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

The twenty-first-century learning is a new era that brings many changes in educational aspects. At this age, people will get any pieces of information from everywhere and every time easily (Sasmoko, 2017). One of the characteristics is technology, which can help humans work by doing it flexibly from anywhere and anytime. Technology plays an important role in daily activity, including learning. Therefore, the transition of ICT usage is crucial in the twenty-first century learning from the past 20 years (Soderstrom, Lovqvist, and Tornquist, 2011, cited in Sasmoko, 2017). It brings a lot of alterations in the strategy of learning in the classroom for the students and the teacher. ICT is applied in every stage of learners with the intention for the students and the teacher to adapt to new learning alternatives. As a result, information, communication, and technology (ICT) can be effectively implemented in the learning process.

Another new adaptation occurred when the case of Coronavirus disease 2019 in Indonesia was found at the beginning of 2020. It affects all aspects of life, and one of them is education. In early March 2020, the school was closed, and the learning was implemented from home because of the effect of the pandemic. Thus, the education system has changed from offline learning to online learning. This situation brought many changes for students and teachers. In other words, this pandemic also provides new challenges for both teachers and students in implementing online learning. Therefore, the educational aspect must adapt to the current situation, which requires independent learning.

In line with the current situation, it could be seen that the use of technology takes an essential role in all aspects, especially in education. It is not only in online learning; technology also has a great potential to facilitate effective learning. Mobile learning is dominant use in learning nowadays. As it is known, M-learning provides many features that can give more experiences to the students. Particularly in language learning, the sources of learning can be richer by supplying great media that can show the visualization of the material and complete with the audio. It can also be said that M-learning is flexible because the learners can learn the material anytime and anywhere (Mehta, 2016). The teachers have to share the learning media through files or links with the students, who can access the media if they want to recall their understanding and memorization of the material.

Nowadays, students are required to be autonomous learners and independent in learning. As for the characteristics of independent students in general, namely the learners are being able to determine the learning methods, the learners are being able to determine learning objectives, the learners can determine what should be learned at an appropriate speed, the learners supervise the learning process is carried out, and the learners assess the results of independent learning objectively. It can be concluded that autonomous learners are the students who have readiness, discipline, and responsibility because they have been trained to have it for their learning actions (Zhuang, 2010 cited in Bravo, Intriago, Holguin, Garzon, and Arcia, 2017). Cameron (2001) stated that when children can choose their favourite book, read it, and put it on its bookshelf, it is already categorized by the young learners as learner autonomy.

This case also happened in SD Lab Undiksha, where the students should adapt to the transforming learning situation from face-to-face learning to online learning that promotes them to be autonomous learners. Learning autonomy was strange for the students. However, as time goes by, the students should be built as autonomous learners. The other issues were found when the students assumed that the learning media they had used in the learning thus far was boring. It affected the students' achievement where the students did not have attention and desire to the material explained. Especially the distance learning impressed the students with confusion. Therefore, preparing and designing creative and effective learning media to support the students to be autonomous learners is an essential issue in delivering the material to the students.

This situation makes the teacher should prepare an appropriate strategy based on the students' needs. Implement the technology and autonomy learning, especially for young learners, deemed necessary. Primary students lead to children aged four to twelve (Muthmainnah, Hasanah, and Nor, 2019). According to Muthmainnah, Hasanah, and Nor (2019), they are aggressive, imaginative, and easy to get bored. Young learners are active learners who can learn independently through support from their surroundings (Piaget cited in Muthmainnah, Hasanah, and Nor, 2019). Thus, the teacher should regard electing appropriate learning media to teach young learners. Animated video will be compatible learning media for primary students because it can consist of video, pictures, and audio (Adnyani et al., 2020). The students can access all of PowToon's video materials on YouTube or in the form of a link video. PowToon is one of the presentation videos with slides of animation, music, and pictures that can be implemented in

online and offline situation. Hence, it helps the students understand easier and can be applied to all types of learners (Adnyani et al., 2020). The students can learn through seeing the animation or the pictures on the slide, the students can learn through listening to what sound is in the video presentation, and the students can learn through doing the thing through the animation or picture and sound in the video. Therefore, PowToon is effective in the learning process, and it is accessible for the students to learn through the video.

Some previous studies designed PowToon Video as learning media; Sanjaya, Yudiana, & Japa (2021) surveyed to develop learning media in video based on PowToon application for teaching solar systems to the sixth-grade students. It showed that the animation video of the PowToon application was accepted by the expert and compatible to use in teaching solar systems for the sixth-grade of elementary students. Another study was done by Suprianti (2020); PowToon was designed for the sixth graders of elementary school students in the previous study according to the topic and material in odd semesters. This study aimed to develop PowToon animation video as learning media-based technology to teach English to sixth-grade elementary students. After some revisions from the IT expert, the PowToon video was suitable media and classified as excellent media to be applied in English learning for the sixth-grade students.

In connection with the research results of Suprianti (2020), this research is concerned with testing the effectiveness of PowToon Video as learning media to facilitate autonomous learners. The significant difference between students' achievement using PowToon Videos as learning media and those who use PowerPoint in learning English as other media found out from the

implementation of the PowToon video. In addition, students' responses also investigated in this study toward the use of PowToon video.

### **1.2 Research Problem Identification**

The use of technology in education is essential nowadays. Furthermore, the pandemic of Covid-19 that transformed the offline learning to online learning. It will be a new challenge for teachers to prepare media to teach the students. It also happens to the students, especially young learners, to be able to follow the learning process based on the monitoring from the teacher. According to the preliminary observation, PowerPoint was used by the teacher as learning media to deliver the material before. In this case, monotonous media can make the students feel bored. Relating to this issue, students might be helped by using new creative media such as animation videos to learn autonomously. PowToon, as video-based learning media, is an application that contains presentation and animation videos. PowToon is easy to access by sharing the video link with the students, and the students will download it. Thus, the students will learn the downloaded video of PowToon as teaching media. It meant that PowToon can be applied in both online and face to face learning. Therefore, this research is crucial to investigate whether there is any significant difference between the sixth-grade students' achievement in using PowToon and PowerPoint as learning media in autonomy learning and to examine the sixth-grade students' responses as autonomous learners to the use of PowToon in the learning process.

### **1.3 Research Limitation**

The research limitation aims to make the study more specific and compelling. Thus, the researcher focuses on using PowToon video-based media in English

learning for the sixth graders at SD Lab Undiksha Singaraja. In line with the previous statement, this study would like to investigate the significant difference between the sixth graders' achievement taught by using PowToon and using other media, such as PowerPoint. The second aspect this study would like to examine is the sixth-grade students' responses to the use of PowToon in English learning.

#### **1.4 Research Questions**

Based on the background, the research questions are formulated as follows:

1.4.1 Is there any significant difference between the sixth-grade students' English achievement as autonomous learners in using PowToon as learning media and other media in learning English at SD Lab Undiksha?

1.4.2. How do the sixth graders' respond to the use of PowToon video as their English learning media in learning autonomy at SD Lab Undiksha?

#### **1.5 Research Objectives**

The objective of this research formulated as follows:

1.5.1 To investigate whether there is any significant difference between the sixth-grade students' English achievement by using Video PowToon as learning media and using another media in English learning at SD Lab Undiksha.

1.5.2 To examine the sixth graders' response to the use of PowToon video as their English learning media in learning autonomy at SD Lab Undiksha.

#### **1.6 Research Significance**

##### **1.6.1 Theoretical Significance**

This research is intended to contribute to the use of technology or video-based media for young learners. The result and the data of this research are

expected to be a resource in need of class activity, especially about the use of video-based media at the elementary level.

### **1.6.2 Practical Significance**

This research will expect to give significance to the elementary school English teachers, students, and the university. The significance of this research could be described as follows:

#### **1.6.2.1 For the Elementary School English Teacher**

The implementation of PowToon is expected to provide new knowledge for teachers about the use of technology in English regarding the use of new learning media in facilitating students to become autonomous learners while the Covid-19 occurs.

#### **1.6.2.2 For the 6<sup>th</sup> Graders of Elementary School**

This study purposed to determine the effect of using PowToon Video, developed previously. Therefore, PowToon is expected to increase students' motivation to learn and improve their understanding of English and develop their skills and potential in English.

#### **1.6.2.3 For Other Researchers**

The results of the study is expected to be able to be a reference and give more information about the implementation of PowToon video in English learning for the sixth grade students to be autonomous learners.