CHAPTER I
INTRODUCTION

This chapter contains a brief description of the whole content of the study. It covers the background of the study that describes the reason why this study is conducted, problem identification of the study, problem limitation of the study, research problem, research objective, and significant of the study.

1.1 Background of the Study

Pandemic that already lasted for almost three years has hampered the movements in many sectors, one of them is education. The pandemic period requires all activities to be carried out online, including teaching and learning activities. Because of some changes, this is not an easy thing for students to adapt to the changes in the learning process. Moreover, for students at the elementary level, they need several things that can help them and support them in learning process, such as learning media used by the teacher also the attention given by the teacher to the students. This is not an easy thing to do and this is a a big challenge for teachers to be able to create meaningful learning media that can attract students' attention, boost students' motivation in learning, and facilitate students to learn as autonomous learners, where students can learn independently and flexibly that can take place both inside and outside class that aims for students to have clear view of their learning journey (Hafid, 2020).

Autonomous learning leads to the growth of knowledge, talent, skill, or development of a person at any time in any circumstances with their own efforts. During the process of autonomous learning, students through experience and

practice will experience confusion, but this is where students will learn and try to increase their awareness and their ability to be innovative. In autonomous learning, students must be able to determine their learning outcomes, decide their material in learning process, know how they will conduct their learning process, and know the evaluation methods for themselves. Yu (2017) states that teachers also have an important role to prepare learning media that can help students in increasing their motivation to study. Teachers also need to prepare more than two plans because sometimes we cannot predict students' response toward the learning process, and students also need to take hold of the whole learning process. It is not teachers' fault if they cannot achieve anything during learning process, it is them who should show responsibilities of their own learning process (Hafid, 2020). Students need to show their willingness to involve and participate in learning process from the beginning until the last activity. Besides that, supports that come around them such as from their family, school, and teachers are needed to help them to achieve their learning goals.

During the outbreak, everything is online including the learning process. This situation becomes a challenge both for teacher and students. Teacher needs to think of learning activities also learning media that will be suitable for all students but still effective and appropriate. For students, they need to get used to the new learning method, get used to use gadget and any other learning media that they have not use before. The phenomena also happened to the third-grade students of elementary school in SD Laboratorium Undiksha. Based on the result of preliminary observation, they easily got bored when learning because of the activities that seemed monotonous than what they usually did in offline class.

They also said that they are hard to understand some of the materials because there are not much activities they can do in online classes, and the teacher only use one kind of media namely PowerPoint, so students need other interactive media to help them achieving their learning goals.

One of the media that can be used to help students increase their motivation is animated video-based media. Ismail, Othman, Amiruddin, & Ariffin (2017) states that animation video allows students to learn and deliver information in a clearer and faster way so that students can master the learning outcomes effectively. Animated video-based media also provides more attractively material and brings new experience to students (Ismail et al., 2017). One of animated video-based media that can be used is PowToon. Anggita (2020) states that PowToon is an IT-based web application that can be used as a learning media in a simple way without spend any cost. In PowToon, there are lots of interesting features such as presentations and animated media features that are equipped with interesting animations and transition effects. In addition, the timeline setting in PowToon application looks easier and simpler compared to similar applications (Ernalida. et al., 2018). PowToon is hoped to assist teacher in providing learning materials, simplify the delivery of material, and also help students to improve their learning abilities. Icmez (2010) also states that using animated video-based learning can encourage students to explore and take initiative in the learning process.

PowToon is the right media to be used in supporting the learning process. In learning foreign languages, especially English, digital media in general and PowToon in particular have been widely used. It can be proven by research

conducted by Semaan (2018) regarding the effectiveness of PowToon in learning English as foreign language. In this study, it can be seen that PowToon is an effective media to be used in improving reading skills, attracting students' attention, and to facilitating Project-Based Learning (PBL). This is in line with a study conducted by One (2017) that learning media that uses PowToon can attract students' attention and increasing their activity in participating in learning process. Research conducted by Mahayanti, Suarjaya, Suprianti (2020) about Learning English in Third Grade through PowToon also show effective sides of using PowToon in language learning. The research shows that PowToon can motivate them in learning process because it can make students be more active and creative. It can be concluded that PowToon provides so many benefits and have positive impacts in attracting students' attention also in improving students' English achievements. Regarding with the research conducted by Suprianti et al., (2020) about the development of PowToon for third-grade students of elementary school, this study carried out to know how effective PowToon media if it used as the learning media to facilitate autonomous learners. From the implementation of PowToon media, the data of the effect of PowToon and the response could be obtained in this study.

1.2 Problem Identification

The impact of the outbreak made students need to adapt to a new learning method. It's not easy for students to get used that fast to a new learning activity. After conducting preliminary observation at SD Laboratorium Undiksha, information regarding the learning process during online classes was obtained. Teacher in SD Laboratorium Undiksha used PowerPoint Presentation during

learning process. Sometimes, the teacher took material from YouTube, but it cannot cover all the materials so the teacher needed to add some material manually or orally. Regarding this, students often find it hard to understand the material. They felt unmotivated because of the learning process that seem monotonous and less interactive. Because of the current condition, the teacher needs to find and choose learning media that would be suitable for all students but still effective and appropriate in delivering the material. This research was focused to implement PowToon as learning media to facilitate third-grade students of elementary as autonomous learners in SD Laboratorium Undiksha.

1.3 Limitation of the Research

The limitation of this research is focused on implementing PowToon as learning media for third-grade students of elementary school. To find out the effect in using PowToon as learning media also identifies the significant difference between students' English achievement when using PowToon and when using other media. This study used a mixed method to find out the effect of using PowToon in teaching English for third-grade students of elementary school that divided into two groups; experimental group and control group. PowToon was implemented for the experimental group, and PowerPoint was implemented for the control group.

1.4 Research Questions

From the description above, this study formulates the following research problems:

1. Is there any significant difference between the third-grade students' English achievement of using PowToon animation based-video as a learning media and other media in learning English?

2. What is the third-grade students' response toward the usage of PowToon?

1.5 Research Objectives

The purpose of this study was to investigate whether the use of PowToon had a significant effect on the third-grade students' English achievement and whether it makes learning process be more meaningful and fun that will not make students bored. This study was also conducted to know the students' response toward the usage of PowToon. Therefore, PowToon was used to determine the development of students' English skills.

1.6 Research Significance

Based on the research background, research problems, and research objectives, this research has theoretical and practical significance in the implementation of PowToon for third-grade students of elementary school. The research significance are as follows:

1.6.1 Theoretical Significance

This research is intended to support the theory of the implementation of PowToon as learning media. And the information obtained in this research is expected to be used to develop the implementation of PowToon as learning media.

1.6.2 Practical Significance

Practically, this research is expected to give positive significance to English teacher, students, and other researchers.

a. **For Teachers**

With the implementation of PowToon, it is hoped that it can provide new insights and knowledge for teachers about the use of technology in English, especially regarding the use of supplementary resource in facilitating students to become autonomous learners in the midst of this pandemic.

b. **For Students**

From the results of this study, it will be known the effect of using PowToon that has been developed. Therefore, it is hoped that PowToon media can make students more motivated in learning and improve their understandings toward English subject and develop their skills in English.

c. **For Researchers**

This study is expected to be useful knowledge and information for researchers in using technological development in their research to be implemented in teaching process so that the activities will be more fun and interesting.