CHAPTER I

INTRODUCTION

1.1 Background of the Study

Online teaching and learning activities have been carried out for a year due to the global Covid-19 pandemic. The government was forced to issue new regulations to stop the spread of the virus by limiting all outdoor activities, one of which is face-to-face learning activities at schools. All teaching and learning activities were converted into online learning by utilizing existing technology. Education practitioners and teachers experience the biggest challenge is changing student learning patterns. Teachers must take advantage of technological developments as learning media that can flexibly and affordably facilitate all teaching and learning activities for students. According to Siahaan (2020), the problems that occur are signal and internet connection problems, and learning models are also methods that teachers must prepare to adapt to online learning. Teachers can encourage students to develop their knowledge and abilities through autonomous learning with innovative and creative learning methods. Teachers must ensure that their methods are easily accessible to students and motivate them to become autonomous learners. Icmez (2010) said that autonomous learners are students who can take the initiative and responsibility for their learning.

When students already desire to learn a language on their initiative, teachers can introduce learning media that can help in the long term (Icmez, 2010). However, the teacher indirectly approached students to find out which learning strategies were suitable to be applied and stimulate students'

autonomous learning, especially in English. Smith (2008; Fidyati, 2016) said that autonomous learning does not mean that teachers are hands-off. The teacher still provides reliable learning sources and guidance for students, such as textbooks or learning content following learning objectives. So, autonomous learners do not lose their way even though learning activities are not face-to-face. However, teachers are only entitled to provide instructions and directions to encourage students' autonomy, not to take over their decisions in learning because it is their responsibility (Cotterall, 2000; Fidyati, 2016). To encourage students' autonomy in learning, as a generation born and grew up in a technological environment known as digital natives, they must get used to using technology in daily activities such as learning that is done independently. The technological capabilities possessed can be used as supplementary resources in learning English. Juliane et al. (2017) said that with the introduction of learning media since elementary school, students are indirectly accustomed to utilizing technological developments from an early age to facilitate the process of learning language autonomously, especially in terms of easy access to materials and knowing how to learn a language effectively.

Learning media can help students to improve their learning abilities. Through the use of audio-visual-based media in the learning process, students do not feel bored with online learning patterns since the material is presented attractively and gives a new learning experience (Nurizmawati et al. (2015). Learning media, especially animated videos, subconsciously stimulate students to take part in learning well because the material looks more

attractive while still containing the information needed (Satyawan, 2018). Puspitarini et al. (2018) stated that utilizing visuals in learning media can improve students' memory. Then, the students can be actively involved and have no difficulty answering the questions. Therefore, the use of animated videos can convey material more clearly and easily to understand so that important information displayed can be conveyed quickly (Ismail et al., 2017)

One of the suitable audio-visual media for students is PowToon. PowToon is a website-based application that offers convenience in editing video presentations in the form of animations containing images, graphics, and voice-over users. The easy and flexible way of using it allows teachers to design their animated videos by adjusting the material so that the learning process is fun and attracts students' attention. Semaan and Ismail (2018) said that PowToon learning media could adapt and cover differences in student learning methods, such as visual learners and audio learners. It also said that PowToon learning media could develop students' higher thinking skills such as critical thinking, problem-solving, and other skills that must be possessed in this century. One (2015) also said that the learning media PowToon attracts students to become more active in participating in learning.

The development of technology and its use in learning can make it easier for both teachers and students to learn, especially learning English as a foreign language. Currently, research on learning media, PowToon, has been widely carried out. Research conducted by Semaan and Ismail (2018) on the effect of using PowToon in learning English as a foreign language. PowToon is an excellent solution for improving active reading and is well-implemented

for project-based learning (PBL). The results of the PowToon implementation show that there is a positive impact in increasing students' reading comprehension levels.

Another research that has been conducted by Syafitri et al. (2018) is regarding the application of PowToon media as digital media to enhance students' pronunciation in speaking. The researchers found a problem at SMAN 8 Surakarta that students still had difficulty pronouncing English words because they did not have self-confidence and were afraid to make mistakes which became one of their obstacles in learning English. After applying PowToon media, the researchers got the results that PowToon can improve students' pronunciation in speaking and motivate students to learn English.

Many types of research on the development of PowToon videos have been carried out, one of them by Suprianti et al. (2020) using the ADDIE by Romiszowski model. The existence of educational video-based animation media can provide students with more knowledge about the use of technology in learning. It can support students to learn inside and outside the classroom based on student needs. Therefore, PowToon videos can be a solution for students to improve their English learning skills. PowToon is one of the media to develop students' thinking skills attractively. In line with the research conducted by Suprianti et al. (2020), this research was carried out to test the effectiveness of PowToon videos as learning media to facilitate autonomous learners, especially fourth graders.

After conducting preliminary observations by looking for information about the difficulties faced by fourth-grade students at SD Lab Undiksha in learning English during online learning, the researcher was able to identify that the teacher still not optimized the use of learning media as a result of the lack of adaptation from both teachers and students in online learning. Learning activities are only carried out via WhatsApp. Students still have difficulty understanding English because there is no idea about applying the material in the actual example. As well as student boredom regarding repetitive learning patterns, and students feel uninterested and unmotivated to participate in learning.

Based on the phenomenon supported by the previous studies that have been carried out, it can be concluded that the use of PowToon media in every learning activity, especially English has a positive impact on students and teachers. PowToon learning media can reduce students' boredom and increase their motivation and interest in learning languages. For this reason, the researcher was interested in implementing PowToon as learning media to support the students, especially fourth-graders, to become autonomous learners. The reason for choosing PowToon as the learning media in this research was because PowToon animated video was suitable for facilitating autonomous learning because of its attractive appearance. Besides attracting students' interest, PowToon also provides easy access to the video and can be watched online or offline at any time. The implementation of PowToon learning media was a follow-up study that previously developed PowToon

videos. This research will be conducted on fourth-grade students at SD Lab Undiksha.

1.2 Problem Identification

According to the phenomenon happened in learning English as a foreign language in elementary school, especially in SD Lab. Undiksha. From preliminary observations conducted by the researcher at SD Lab Undiksha with an English teacher. It was found that teaching and learning activities for fourth-graders during this pandemic were carried out online through WhatsApp groups due to lack of adaptation to the transformation from offline to online learning. The teacher gives directions to work on the students' worksheet questions repeatedly. Before the pandemic, media such as PowerPoint was used but not so often. Supporting equipment is only installed in several classes, and maintenance is rarely carried out routinely. So when the teacher wants to use the tool in another class, it takes time for manual installation. It can be said that the teacher does not optimize the use of technology, which is learning media during online learning.

1.3 Research Limitation

The scope of this research limitation only focuses on implementing PowToon video as learning media and knowing its effects given to fourth-graders at SD Lab Undiksha in autonomous learning at home, especially in learning English. This study used a mixed-method that combines quantitative

and qualitative approaches from Creswell (2014) to determine the students'
achievement using PowToon video to facilitate autonomous learning. The
fourth-grade students were divided into two groups. One group used
PowToon video as learning media as the experimental group, and the other
one used other media (PowerPoint) as the control group.

1.4 Research Questions

Based on the explanation of the background, it can conclude that the
formulation of the problem in this study is as follows:

1. Is there any significant difference between the achievement of
    fourth-grade students who use PowToon video as learning media
    and those who use other media (PowerPoint) in learning English?

2. How does the fourth-grade students as autonomous learners
    respond to the use of Video PowToon?

1.5 Research Objectives

1. To investigate whether there is a significant effect on students'
    achievement of fourth-graders who use PowToon videos as
    learning media and those who use other media (PowerPoint) in
    learning English.

2. To analyze students' responses as autonomous learners to the use
    of PowToon videos.

1.6 Significance of the Study

The significance of this study was divided into theoretical and practical
significance.

1.6.1 Theoretical Significance

Theoretically, this study's result is expected to provide further information as references in teaching and learning English using learning media, which was PowToon. It is also expected to give learners or other researchers a better understanding and references about utilizing learning media to facilitate autonomous learning.

1.6.2 Practical Significance

Practically, the result of this study is expected to provide significance to teachers, students, and researchers regarding the use of PowToon as learning media to facilitate autonomous learning.

a) **For Teachers**

The teacher must consider learning media in the learning process to create a fun and meaningful classroom atmosphere. PowToon is a learning media that highly recommends helping students learn English. PowToon videos are easily accessible online or can be pre-downloaded and watched without the internet. PowToon can attract students' attention because of its visualization and additional audio so that students enjoy learning English more.

b) **For Students**

From the results of this study, students are expected to be more motivated in learning and improve their

understanding of English and develop their potential in autonomous learning.

c) **For Researchers**

This study is expected to be a reference for researchers in utilizing technological developments in their research to be implemented in teaching practice so that teaching activities are more exciting and valuable for students.