

CHAPTER I

INTRODUCTION

1.1 Research Background

English is taught as one of the foreign languages in Indonesia. This subject is usually taught by using traditional way such as face to face learning when the teacher will become the leader who explains the material and the students will follow their teacher to gain the knowledge in the classroom (Guan et al., 2018) However, the learning process nowadays is quite different because of the situation of COVID-19 pandemic which hit Indonesia started from March 2020. Pandemic makes the face to face learning in school cannot be held because there is a social distancing rules. All of the education activities should be conducted from home to break the spread of the virus (Guan et al., 2018). Then, the learning activity should be placed in each house of students or we can call it as school from home (SFH). This situation caused a change in the study process because the school should apply the digital media in teaching the lesson. It is the moment to maximize the online learning during the pandemic, one of the examples is in teaching English for very young learners.

The online communication phenomenon becomes a familiar thing for the majority of very young learners. The very young learners who are under 7 years old are the part of Alpha generation who are surrounded by the development of technology and digital circumstances (Apaydin & Kaya, 2019). In the people's lifestyle nowadays, almost all of the kids usually hold a phone in their hands.

Stefanov, Terziev, and Banabakova (2018 cited in Apaydin & Kaya, 2019) stated if that lifestyle makes them categorized as the “homo tabletus.” Then, according to Sarkar et al. (2017), they are also considered as the digital natives or someone who grows up in a technological environment and engages technology into their study. Technological developments have a positive effect in several aspects, one of the examples is education. The students can find the particular knowledge using their own device easily and effectively. It gives the students a chance to become the autonomous learners or the learners who commit to get educational access using independent way (Higgs, 1988 cited in Kemala, 2016). Then, it is also beneficial to improve the learning media that suits digital natives’ characteristic so they can learn autonomously. Becoming autonomous learners helps the students in study since they cannot meet their teacher in person. However, the teacher still has the responsibility to support their learning by creating a good teaching design which includes technology to match students’ status as the digital natives. One of the ways to improve the use of technology in the learning process is by implementing the learning application.

Nowadays, there are a lot of learning applications that can support English learning such as Quiziz, Quizlet, Tic Tac Toe, Educandy, and so on. One of the good learning applications is PowToon which is a web-based animation software that is available on the internet and uses to produce a presentation form that turns into a video (Megawati & Utami, 2020). The PowToon application uses video as the media to show the material. The length of PowToon video is no more than 3 minutes for the free version and will be

longer for the premium version. According to Adnyani et al. (2020), there are variety of tools that can serve such as add images, sounds, music, animation, and background. Based on Bahtra.edu (2015 cited in Megawati & Utami, 2020). PowToon has some advantages such as it contains all the skills needed, simple and easy to use, collaborative, increases creativity, it fits with larger students and it builds students' motivation. In line with Martin and Martin (2015 cited in Campbell & Cox, 2018) who stated if students will lose their focus in watching an academic video that over than 3 minutes which means PowToon video is suitable enough to make the students focus on the learning process. Therefore, it will assist the young learners to study English more effectively and full of motivation and joyful.

Since the PowToon video is fun and can attract the young learners' attention, it will be available to use for the preschool or kindergarten students. The students on kindergarten who are about 4-5 years old are in their golden age which means there is the high speed changes in some aspects such as cognitive, social, physical, and emotional (Citrowati, 2020). PowToon which packed in the form of audio-visual media can be a good stimulation for them. It can fit two learning styles such as visual and auditory. According to Pratiwi & Handayati, 2020), the use of audio-visual stimulation can boost the students' motivation and increase students' enthusiasm, interest, and attention toward the material to become better. Therefore, PowToon video is great media to maximize the golden age of kindergarten students.

However, the learning media that still used in kindergarten is still not optimal. One of the examples is Power Point for learning English vocabulary.

According to Xingeng & Jianxing (2012), teaching process by using Power Point will reduce the students' motivation to the material given since they are easy to feel bored to see the slide of the Power Point. Then, the application of PowToon is mostly found in elementary schools. The use of this application is rarely found in kindergarten, even though the kindergarten students are already considered as digital natives. Therefore, the kindergarten students' should be introduced to PowToon video since it fits kindergarten students' nature that is interested in fun media and connecting to technology. Moreover, Dewi (2021) has designed the PowToon videos for kindergarten level that suits the students' materials. The videos are also in an excellent quality and can help the students to learn English as autonomous learners. However, the effectiveness of those media in the classroom has yet to be examined. It is necessary to conduct research on the effect of a Powtoon video that has been developed for kindergarten students in order to ensure if the learning process can be fun and motivate students to learn English as autonomous learners properly.

Since there is no research about the implementation of PowToon video in kindergarten, it is important to conduct a study in relation to maximize English learning for very young learners starting from the kindergarten level on the online or offline learning. In addition, the students' responses about the implementation of PowToon video in the English learning process will also be investigated by the researcher.

1.2 Problem Identification

English is one subject that essential in every school, however, it will be more difficult to encourage kindergarten students is learning English during the COVID-19 situation. The learning process at the kindergarten level needs to develop to become more enthusiastic and it can be combined with the use of technology since the very young learner is considered as digital natives or the generation who was born surrounded by technology. The urgency to develop technological education is also to support students as the autonomous learners who need relevant media of learning in order to understand English independently during the pandemic. Then, PowToon video as learning media which supported by the use of technology, fun, and can fits the young learners' natures could be the answer for kindergarten students' need. However, the study of PowToon video implementation at the kindergarten level still needs to be conducted in order to find out the effect of the PowToon video implementation on the learning process and students' responses toward its use.

1.3 Research Limitation

The research limitation is purposed to limit the study to more specific and efficient. This research was aimed to discover the use of PowToon video for teaching English in TK LAB Undiksha, Singaraja on the odd semester by using four materials including five senses, part of the house, clothes, and animals. Then, the kindergarten students' responses toward the use of PowToon in English learning were also investigated by the researcher.

1.4 Research Questions

- 1.4.1 Is there any significant difference between kindergarten students' English achievement of

using PowToon video as learning media and other media in learning English?

- 1.4.2 What is the kindergarten students' response as autonomous learners toward the usage of PowToon?

1.5 Research Objectives

- 1.5.1 To find out whether there is a significant difference between kindergarten students' English achievement of using PowToon video as learning media and other media in learning English.
- 1.5.2 To investigate the kindergarten students' response as autonomous learners toward the usage of PowToon.

1.6 Research Urgency

- 1.6.1 Understanding the effect of using Powtoon video and studying students' responses in PowToon video implementation.
- 1.6.2 PowToon video as the additional resources will help the teacher to upgrade the learning media because it is interesting and easy to accept by the students whether in offline or online learning during the COVID-19.

1.7. Research Significance

17.1 Theoretical Significance

This study is expected to encourage the theory of the PowToon video implementation in teaching English for young learners especially for kindergarten level. The result and the data of this research is expected to be a resource in order to fulfill the class activity need that related to video-based media for the primary level.

1.7.2 Practical Significance

a. For English Teachers at the Kindergarten Level

By implementing Powtoon video, the English teacher is expected to get the new knowledge and idea in using a new learning media for the learning process, whether for online or offline learning on the COVID-19 pandemic.

b. For Students at the Kindergarten Level

Based on the output of this research, it will be known the advantages of implementing the Powtoon video that has been developed. Therefore, the students will get better motivation in learning and they can develop greater understanding of English learning skills. They can also study English autonomously using their own way in learning.

c. For Learning Media Developer

Powtoon as learning media can help the learning media developer to develop more advanced technology that can increase the competence of students in learning English. Therefore, this platform can also be upgraded so that its features become more varied and can help students to understand English easily