CHAPTER I

INTRODUCTION

This chapter focuses on the research background, problem identification, scope of research, research questions, the purpose of the research, the specification of the product, the significance of the research, and definition of key terms.

1.1 Research Background

Indonesia is one of the countries infected by the Covid-19 virus in 2021 and affects several fields, including English education. The Indonesian government has decided to set regulations for learning activities at home to reduce the risk of the spread of Covid-19. The learning process could still be carried out with the use of technology. Technology has been increasingly used to support students in online learning environments (Wang 2019). Moreover, Media technology can increase students' interest in the learning process (Masruddin 2014). Technology in learning is called ICT. ICT integration in education generally refers to the technology-based teaching and learning process that closely relates to utilizing learning technologies in schools. ICT potentially helps the students to achieve the learning objectives by allowing them to learn directly and obtain information. Students can become active learners by combining technology into their studies, which makes them understand what information they require, why they need it, and how to obtain it (Suryani 2010). ICT use to create learning media to support the learning process in school.

Learning media is defined as physical or non-physical media used by teachers to deliver and convey information to the students, which becomes more effective and efficient (Puspitarini 2019). Learning media also refers to things that can convey the learning contents, which can stimulate students' attention, interests, thoughts, and feelings in learning activities to achieve learning objectives (Daryanto 2013). Learning media become more effective and efficient when used appropriately in the learning process to achieve the learning objectives.

Audio-visual media is generally defined as media that can be seen and be heard (Rozali 2015). Audio-visual media also means a combination of media between audio and visual, which can be seen and heard by the students. Students' eyes and ears become active while they use audio-visual media in teaching language. Audio-visual media may effectively increase creativity and improve the student's motivation in learning. Audio-visual media that displays the reality of the contents can provide real experiences for students when studying it to encourage self-activity (Fujiyanto 2016). Audio-visual media in form video could be created using several of video editing software.

According to Adnyana, Citrawathi, and Dewi (2020), Kinemaster is video editing software that is both comprehensive and simple to use. Kinemaster is compatible with Android and iOS operating systems and is available in a variety of languages. The use of the Kinemaster video editing application can support learning (Puryono 2020). The topic content is meant to be as attractive as possible, with the ability to display video and visuals linked to the subject so that students are more focused on what the teacher is saying. Kinemaster helps teachers produce good-quality learning media by supporting many layers of video,

audio, picture, text, and effects. Kinemaster provided with variety of tools and features such as multiple layer support, voice over, playback, color filters, color adjustment, capture frame, duplicate layers, undo / redo and Trimming (Haryudin & Imanullah 2021). The tools and features provided Kinemaster.

Previously, there was a research that develops learning media using the Kinemaster application conducted by Amelia and Arwin (2021). The research title is "Pengembangan Media Pembelajaran Berbasis Aplikasi Kinemaster PadaPembelajaran Tematik Terpadu di Kelas III Sekolah Dasar". This type of research is development research or is known as Research and Development (R&D). The product trial was carried out with the subjects of three lecturers as material, media, and language experts, a third grade teacher, and 20 third grade students of SD Negeri 36 Koto. Based on the feasibility analysis, this learning media is deemed appropriate to be used as a learning medium. It is obtained from the feasibility analysis results from material experts with 93.3% with very decent interpretation criteria, media experts with 96.7% with very decent interpretation criteria, and linguists with 95% with very decent interpretation criteria so that the average feasibility level of the Kinemaster application-based learning media is 95% with very feasible criteria.

The use of video as learning media considered effective in teaching vocabulary. According to Hariyono (2020), videos have visual and audio aspects that can assist young learners in understanding the meaning of the vocabulary and engage their interest in learning vocabulary. Video resources can be a valuable input for students (Arndt 2018). One of the learning media is audio-visual media which potentially helps students to improve their motivation in learning.The use

of a video made by Kinemaster could assist the students to identify the objects of specific vocabulary from the video. The use of the Kinemaster video editing application can support learning (Puryono 2020). Thus, the students would be easier to memorize and understand the vocabulary.

1.2 Identification of Problem

Based on the preliminary observation conducted by the researcher in SMA N 1 Ubud, the researcher found that English teachers in SMA N 1 Ubud primarily taught students by sending documents via WhatsApp and rarely used other learning media, which resulted in a monotone online learning process than less motivated students to learn. In face-to-face learning, the students usually watch their teacher explain in front of the class, making it easier for them to understand during the learning process. The researcher indicates that the students should watch the teacher explanation to get effective learning. The use of video may help the students to understand during the learning process. Video resources can be a valuable input for students (Arndt 2018). One of the learning media is audio-visual media which potentially helps students to improve their motivation in learning.

SMA N 1 Ubud needed a new form of learning media that could assist students to learn English by providing a learning media which make the students able to listen to their teachers every time they want to access, and students would be highly motivated to learn. The researcher chose tenth grade students of the PBB 1 and 2 classes because the researcher found that several students had bad internet signals while conducting a virtual meeting, making

the students unable to clearly hear and understand the teacher's explanation during the learning process. The researcher also found that most of the students were still struggling to understand some vocabularies about the learning topic. Thus, the researcher developed a learning media in the form of a video made by a video editing application named Kinemaster to assist the teachers in teaching English during online learning and increase students' vocabulary skills in SMA N 1 Ubud.

1.3 Scope of the Research

During the online learning, this study would create a learning media in the form of a video created using Kinemaster to assist tenth-grade students of SMA N 1 Ubud. During the online learning, this learning media would assist tenth-grade students of SMA N 1 Ubud in online learning. The learning media created by Kinemaster would be based on the SMA N 1 Ubud Syllabus.

1.4 Research Questions

1). What were the students' English learning needs?

2). How was learning media using Kinemaster application for tenth-grade students of PBB 1 and 2 classes in SMA N 1 Ubud developed?

3). How was the quality of learning media using Kinemaster application for tenth-grade students of PBB 1 and 2 classes in SMA N 1 Ubud?

1.5 Purpose of the Research

The purposes of this research were:

1). To find out tenth-grade students of PBB 1 and 2 classes in SMA N 1 Ubud needs in English learning during online learning.

2). To describe how to develop learning media using Kinemaster application for tenth-grade students of PBB 1 and 2 classes in SMA N 1 Ubud.

3). To find out the quality of learning media using Kinemaster application for tenth-grade students of PBB 1 and 2 classes in SMA N 1 Ubud.

1.6 The Specification of the Product

In this research, the resulting product has the following specifications:

1) The product of this research is a learning media made using Kinemaster, which produces a video to help ten-grade senior high school students learn English and enrich students vocabulary while conducting online learning. The produced learning video consists of explanation and vocabulary, which make the students easier to understand during the learning process and enrich the student's vocabulary.

2) Students may watch the produced video to learn English and enrich their vocabulary because the video includes vocabulary translations that make the students easier to understand. The learning media may inserted with several pictures to gain the student's interest while learning.

3) The topics used in the product are based on the English subject syllabus of ten-grade senior high school.

1.7 Significance of the Research

The result of the research expected to convey important knowledge and contribute to learning process while online learning. The researcher hoped that this study will inform readers about the development of learning media using Kinemaster application.

1.7.1 Theoretical Significance

The result of the study expected to serve as a source of information for developing learning media with the Kinemaster application while online learning process.

1.7.2 Practical Significance

1) For the English teachers

This research is expected to assist teachers teach English to students using learning media that created on Kinemaster application.

2) For Students

This research is expected to help the students during the online learning and increase students motivation to learn the English during online learning.

3) For Other Researchers

This research might use as a reference for upcoming research that conducts research related to this study about developing learning media using a video editor.

1.8 Definition of Key Terms

1.8.1 Conceptual Definition

1.8.1.1 ICT Media

Integration of Information, Communication, and Technology (ICT) in education refers to computer-based communication applied or implemented into the learning process (Ghavifekr 2020). Moreover, ICT integration in education generally also refers to the technology-based teaching and learning process that closely relates to using learning technologies in schools. ICT may help the students achieve the learning objectives by allowing them to learn directly and obtain information.

1.8.1.2 Audio-visual Media

The term "audio-visual media" refers to a combination of audio and visual media, often known as "view and hearing media" (Fuady 2018). Audio-visual learning media are audio-visual technology that uses mechanical and electronic machinery to create and distribute audio and visual messages. Audio-visual media is generally defined as media that can be seen and be heard (Rozali 2015). Audio-visual media is a type of media that combines audio and visual elements that can be seen and heard by students. The purpose of this media is to improve vision and hearing.

1.8.1.3 Kinemaster

Kinemaster is a video editor application that allows users to create videos using several contents such as photos, videos, and special visual effects. Using the Kinemaster application to process the contents to be taught by the teacher in the form of animated videos is expected to facilitate the learning process effectively and efficiently (Khaira 2021). The use of the Kinemaster video editing application can support learning (Puryono 2020). The developed learning media becomes exciting and not boring because it contains engaging audio-visual media, videos, and colourful images (animations).

1.8.2 Operational Media

1.8.2.1 ICT Media

In this research, the ICT media used are laptop or PC and smartphone to launch the application. The devices would design the video, edit the video, download additional content, and upload the video to the internet.

1.8.2.2 Audio-visual Media

The produced media in this research was made by using an application named Kinemaster. The product of this research uploaded on YouTube which could be easily shared to the learning platforms.

1.8.2.3 Kinemaster

Kinemaster is a video editing application that can be downloaded on the Google play store and the internet. This application may help the

user create a video using several media such as pictures, clip art and video on the smartphone.