

CHAPTER 1

INTRODUCTION

1.1 Research Background

In this Era the use of technology is increasing over time, the use of this technology is expected to facilitate human work. According to Nugroho (2014) in the future, the information, technology and telecommunications sector are the most dominant sector, and those who master technology will become leaders in their world. This is so related to the changing world which is now called as the industrial era 4.0 or the fourth world industrial revolution in which information technology has become the basic of human life. Due to these changes, this also had an impact on educational sector. The era of education moved by the 4.0 industrial revolution is called as Educational 4.0. Educational 4.0 is education that integrates digital technology in the learning process or is known as the cyber system in which the system can make the learning process can be done without space and time limits (Darmawan, 2018). According to Kementrian Perindustrian Republik Indonesia increasing the competence of human resources through the link and match program between education and industry is a basic step that has been initiated by Indonesia in its readiness to enter the Industrial era 4.0. Therefore technology in the field of education in the era of 4.0 really needs to be developed especially in the teaching and learning process.

The curriculum of 2013 currently used in Indonesia emphasizes the application of ICT (Information and Communication Technology)-based media in classroom. Ukwueze & Ajala (2014) stated that ICTs have become an increasing need in learning and teaching over time, Thus the big responsibility of schools in entering the era of globalization is to prepare students to face

the challenges of rapid change, so the use of media by using ICTs in the learning process are better applied to help both teacher and students to make the teaching and learning run well. Media plays a significant role in the language learning process, the purpose of using media in learning and teaching is to make students are easier to understand learning and make learning more enjoyable. There are various kinds of media used in teaching, such as, audio media, visual media, and audio-visual media. The teacher's job is to selectively select what kind of media is good and appropriate to use based on the characteristics, needs, and interests of the student especially the media for teaching English as a foreign language (Rahmi, 2014).

Media in teaching and learning is really good to be applied especially if it is for the young learners, According to Goplan and Garton (2014) states that there are different approaches in teaching under age (young learners) and the adult learners, and they also have different focuses on seeing problems, such as looking through pedagogical aspects and learning contexts. Rahmi (2014) supported that the young learners tend to learn something in the realistic way, in other words they are easier to learn something by the action or see the object directly. Therefore media has a significant role to be implemented in this kind of situation.

Considering the characteristics and the abilities of young learners to see the problem are different, so in choosing the content of the media the teachers need to be able to adapt, such as making a creative media for learning English. The more creative media used the more students interested in learning as Linebarger and Vaala (2010) investigated how screen media affects children's language development by examining the abilities of infants and toddlers to see if they can learn from media. They found that learning from media such as TV or video significantly helps the children to increase their vocabularies. Furthermore, in this educational era 4.0 the use of video in teaching and learning are often used, through video the teaching and learning process will be

more interesting, and the students can add insight and also their learning experiences are increased, so that they are able to apply the learning in their everyday life. Apart from the things mentioned earlier, in utilizing this video, the teacher also needs to be able to use technology well especially while applying and how to operate it.

From the preliminary observation which was already conducted at Elementary school in SDN 3 Banjar Jawa, it was found that the teachers did not use media during the learning process. The interaction between teachers and students happened in traditional way such lecturing. The teacher also did not apply technology tools in classroom. Considering with the fact and the situation in the SDN 3 Banjar Jawa this research developed an e-media through the use of learning video by using Camtasia studio. Camtasia Studio is a video editing application, screen capturing, which is commonly used for video tutorials. The main ability of this application is to record the activities of the desktop screen both in whole and in part, for example recording the power point screen for learning. This application also can be used as an editing videos because in this application already provided imported videos, images, audio, music, and so on, so the results of this application are in the form of video formats.

The reasons why Camtasia Studio was used to develop the media was because this application was very good for editing videos, images, and also recording audio directly, so this application helped the teacher to explain the material in the good and interesting way for their level, according to Hafizh (2017) that the application of Camtasia studio was very helpful for students in learning that was reasoning and connecting their experiences and knowledge in life. Consider Rahmi (2014) also stated that the young learners tend to learn something in the realistic way, so this video helped students to be able to imagine directly about the subject matter in the material then they were easier to find concepts from the subject matter contained in the video.

Beside of those advantages of using Camtasia Studio, this software was selected as a tool to make learning media especially learning video since there were some other researchers that already success in implemented it, such as Miller (2014). Miller (2014) conducted the research about The Use of Novel Camtasia Videos to Improve Performance of At-Risk Students in Undergraduate Physiology Courses. This research found that if learning with conventional methods is replaced using online video, it will provide a number of benefits, especially if applied in a large enough student population to cover students who have difficulty understanding learning and giving students a place to explore complex material, increase trust students in exporting their understanding. Next is Hafizh (2017), he conducted a research about Pengembangan Video Pembelajaran Berbantu Camtasia Studio Pada Materi Perkembangan Teknologi Kelas Iv Sd . This research found that the quality of camtasia studio-assisted video learning products in learning material technology development was good. Student responses to the use of learning videos were very good. And there was very good effectiveness in the class during learning using camtasia studio-assisted learning videos. The other research is from Rahmad, Yuniastuti, and Wirda (2018) conducted a research about development of video tutorial learning media using camtasia studio 8.5 in geographic information system materials. This research found that the results of the feasibility test in terms of media are categorized as quite feasible to use with some revisions as well, including: the addition of text and writing, music, detailed button instructions, and so forth. Student responses were also good, it means that video development has been good and has received positive responses from students.

From the background described above, learning video by using Camtasia studio that can be used as a media for teaching English for young learners is urgent to be developed, considering this application is very good for editing videos, images, recording the audio directly and recording

the activities of the desktop screen both in whole and in part, such as recording the power point screen for learning, so this application will help the teacher to explain the material in the good and interesting way for their level. Therefore this research was conducted in order to develop a media in the form of video by using Camtasia studio for teaching English especially for young learners. It was developed for sixth grade students of elementary school in SDN 3 Banjar Jawa in the academic year 2018/2019.

1.2 Problem Identification

Based on the background of the study, there are five problems that can be found.

Those are:

- 1.2.1 The teachers in the SDN 3 Banjar Jawa especially the teachers who teach the sixth grade students do not have an innovative ICT based learning media for teaching English.
- 1.2.2 The students are enthusiast with the learning using ICT, considering they are already familiar with the technology.
- 1.2.3 The conventional media which is used by the teacher makes the teaching and learning process is boring and monotonous.
- 1.2.4 The facilitator such as Computer, LCD, and projector are already provided in the school, but those things were not operated maximally.
- 1.2.5 The Teachers still have problem in developing technology- based learning media and need the ICT-based media to enhance students' motivation and increase their learning experiences through the innovative and creative learning media.

1.3 The Limitation of the problem

The limitation of the study was focused on developing video as a media for learning at sixth grade students in SD 3 Banjar Jawa Singaraja in the Academic Year 2018/2019, the video was developed by using Camtasia Studio.

1.4 Problem of the Study

Based on the background above, the research question formulated as follows.

1.4.1 How is English learning media developed by using Camtasia Studio for the sixth grade students of elementary school in SD N 3 Banjar Jawa?

1.4.2 How is the quality of the English learning media developed by using Camtasia Studio for sixth grade students of elementary school in Buleleng?

1.5 Objective of the Study

This objective of this research formulated as follows.

1.5.1 To develop English learning media by using Camtasia Studio for the sixth grade students of elementary school in SD N 3 Banjar Jawa.

1.5.2 To find out the quality of the English learning media developed by using Camtasia Studio for sixth grade students of elementary school in SD N 3 Banjar Jawa.

1.6 The specification of the product

The specification of the product of this research formulated as follows:

- 1.6.1 Video as English Learning media was developed by the researcher for the students by using Camtasia studio in order to make the learning was more interesting. Besides, the students also can learn by themselves without any guidance by the teacher or usually called self-regulated learning.
- 1.6.2 Camtasia Studio also can produce an interesting video, such as video tutorial, power point screen capturing, and this application is also used in learning and teaching anytime and anywhere, so that learning is not related to place and time, so it can eliminate the distance between the teachers and students.

1.7 Significance of the Study

This research was expected to give theoretical and practical significance. Theoretical and practical significance of this research could be described as follows.

1.7.1 Theoretical Significance

Theoretically, this study is expected to be able to develop alternative of learning media for teaching English by using Camtasia Studio as the theory from Hafizh (2017) the development of camtasia studio-assisted video learning products such an effective way to be applied in the class during learning using camtasia studio-assisted learning videos.

1.7.2 Practical Significance

- The Teachers

This study was expected to help the teachers to implement the new type of media in teaching English for young learners especially by using Camtasia Studio as a media.

- The students

The study was expected to improve the students' motivation in learning English through video as a media for teaching and learning.

- For researcher

The study was expected to make the other researchers will have alternative sources when conducting related studies.

1.8 Assumption and Limitation of the Development

This research is limited for sixth grade students at SD N 3 Banjar Jawa. The focus of this research is to develop a media in the form of learning video by using Camtasia studio. The product was developed based on the characteristics of the sixth grade students in SD N 3 Banjar Jawa. Therefore, there was a prototype of video using Camtasia studio as a media for teaching English at the end of the research.

1.9 Definition of Key Terms

1.9.1 Media

Media is generally defined as the means by which information is conveyed from one place to another (Board, 2011). And in the context of education media is a tool or intermediary used to support students to learn like Gagne (1992) as cited in Rahmi (2014).

1.9.2 Media ICT

ICT (Information and Communication Technology) is an information and communication technology system, which can be used as a media learning in innovative learning and teaching processes according to Sari (2015).

1.9.3 Camtasia Studio

According to Siagian, Setiawan and Saragi (2017) stated that this Camtasia studio is the application was developed by specialized multimedia field Tech Smith Corporation which can be used to create multimedia-based learning media and e-learning.

