

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learners in the 21st century are expected to own the 21st-century skills, in which they should be able to be professional communicators, designers, critical thinkers, leaders, problem solver, collaborators, and skillful technology users to be able continuously contributing to the global society (Libhi et al., 2020; Padmadewi et al., 2018). Ratminingsih and Budasi (2020) stated that learners should be able to contribute in the global society through their future professional career such as in the tourism, education, business, technology, etc. They explained that this means the learners should be able to communicate by using English as the lingua franca of the world. In order to realize this expectation into reality, Ratminingsih et al. (2018) proposed that the acquisition of English as a foreign language starting from young age is the most beneficial one, since young learners are in the golden age to learn. The acquisition of language can be quicker to be achieved by starting to learn English from young age. Thus, *Teaching English for Young Learners* (TEYL) should receive a lot of attention. By introducing TEYL earlier, it is hoped that the learners will be able to build their foundation of simple oral communication skills, in which later this becomes the basis to acquire their written communication skills further (Ratminingsih & Budasi, 2018).

In Bali, since 1974, the Balinese local government had decided to give English lessons for elementary school students in Bali started from grade 4th to 6th, even though right now, English was excluded in the 2013 curriculum for elementary schools (Padmadewi et al., 2009; Ratminingsih, 2011; Ratminingsih & Mahadewi, 2017). And based on the preliminary observation, it was found that the schools use the previous curriculum (KTSP) as the reference to conduct English lessons.

Based on Surat Edaran Nomor 4 Tahun 2020 about the education policy during emergency period of COVID-19 pandemic which was issued by the Indonesian Education Ministry (Kemendikbud) about the *guideline of education policy during emergency period CoVid-19 pandemic*, teachers and learners should conduct teaching and learning processes from home. Based on that, the Indonesian Education Ministry facilitated the students to learn from home by providing videos called as *Belajar dari Rumah* series. Videos of *Belajar dari Rumah* were broadcasted on a national television channel called TVRI from Monday to Friday at 8 PM started from 13th April 2020. Various educational videos were provided for all students from kindergarten to senior high schools (Kemendikbud, 2020).

Indonesian Education Ministry did such a great effort to help all the students to learn from home by using videos as the media. Altay and Ünal (2017) said the video is an excellent and easy to be used teaching material both for teachers and the students. Another expert stated a similar opinion that video has a great opportunity to raise students' enthusiasm and motivation to learn (Erlangga, 2016). But,

unfortunately in the *Belajar dari Rumah* videos series, there was no English lesson provided for elementary school students due to policy in the 2013 curriculum.

The absence of English lesson videos for elementary school students in the *Belajar dari Rumah* videos series worsened the findings of the preliminary observation at the beginning of 2020 at some elementary schools in Buleleng related to English teaching and learning processes.

The findings showed that, first, the use of textbooks as the main media to learn English made students bored and uninterested to learn. This finding is supported by some researches which had been done by several experts such as Indrakumara (2020), Ratminingsih (2018), and Ratminingsih and Budasi, (2018). Their research showed the similar findings in which that young learners seemed to be bored when learning by only using textbooks. Second, teachers were struggling to find the appropriate English learning media made based on the syllabus and the characteristics of the students in each grade. This is in line with the statement from Adnyani et al. (2020) which said that even though elementary teachers in Buleleng had downloaded the learning materials from the internet, but unfortunately the contents do not suit the expected competency and students' level. Third, teachers who mainly were graduated from primary education studies or known as *Pendidikan Guru Sekolah Dasar* could not develop English learning media by themselves. This finding is also similar to the findings of Adnyani et al. (2020) and Ratminingsih (2018) researches, which said that English teachers in elementary schools who mainly were graduated from primary

education studies or known as *Pendidikan Guru Sekolah Dasar*, do not have the confidence to use technology and develop their teaching media.

The finding which showed the lack of ability of the teachers to develop English media is in contrast with the expectation that the teachers in the 21st century are expected to be able to create innovative learning media by involving technology (Jan, 2017; Nitiasih et al., 2020). This expectation was even more demanded during Co-Vid 19 pandemic situation. But, unfortunately, the expectation could not be fulfilled by these teachers due to their lack of abilities to operate technological devices and their lack of knowledge of English. These lacking abilities and knowledge could not be solved by instant workshop or practice during the pandemic period.

Thus, helping the teachers by developing English learning media in form of videos could become a promising solution both for the teachers and the learners during this pandemic. Therefore, developing English learning videos became an urgency which should be taken immediately to make sure that even during the pandemic, English lessons could be conducted at home for the elementary schools' students.

To develop the videos, the researcher determined the model of the video based on curriculum 2013 meanwhile the content of the materials was taken from the syllabus which is based on KTSP. In curriculum 2013, based on Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar dan Menengah, it is said that to establish scientific

behavior, social, and curiosity there are three scientific models of learning which are suggested to be used. Those models are *Discovery-based Learning*, *Problem-based Learning*, and *Project-based Learning*. In this case, the video was developed by using a discovery-based learning model for fifth-grade elementary school students in Buleleng.

Discovery-based Learning was chosen as the learning model in the videos due to the characteristics of children in elementary schools that they are active seekers of stimulation to the new knowledge through undergoing problem-solving, cooperation, and inquiry (Brendtro & Strother, 2007; Treadwell & Walters, 2012). Discovery-based Learning gives opportunities for the students to respond to the stimulation as it is becoming the first stage in Discovery-based Learning. This stimulation would lead the students to be aware of the problems that would be discussed. The process which starts from responding to the stimulation, finding the problems, and solving the problems, could help the students to activate their 4C skills which are critical thinking, creative thinking, collaboration, and communication, as they are the core skills for 21st-century learners (Harfiyani, 2018).

Adnyayanti et al. (2013) also stated that students should own some skills to learn which are understanding new ideas, thinking critically, analyzing information, communication, collaboration, solving problems, and making sound decisions based on evidence. Those learning skills could be practiced through adopting the Discovery-based Learning model in the teaching and learning process. Since, Discovery-based Learning aims to help students understanding new concepts,

meaning, and relationships through reasoning processes to arrive at a certain conclusion (DIKDAS, 2020). Kemendikbud (2017) also stated a similar statement that Discovery-based Learning helps students to design questions such as what, who, when, where, how, and why which lead to strengthening their confidence, analytical thinking skills, creativity, and imaginative thinking skills. Furthermore, Rahayu et al. (2018) emphasized that Discovery-based Learning could bring enjoyable learning environment which would increase student' motivation to take part in it.

The reasoning mentioned above had created the urgency to provide English learning media for elementary school students during the pandemic. The development of the media would help the schools to ensure that English lessons still could be conducted during the pandemic. Thus, through this research, the development of educational videos based on Discovery-based Learning as learning media for 5th-grade elementary schools students in Buleleng had been conducted.

1.2 Problem Identification

During the pandemic situation, Kemendikbud (2020) acknowledged the need for all students to learn from home by launching video series called *Belajar dari Rumah*. Unfortunately, in *Belajar dari Rumah* videos for elementary school students, there was no English lesson provided due to the 2013 curriculum policy. This condition had worsened the finding of preliminary observation at the beginning of 2020 at some schools in Buleleng regency. The finding had shown that, (1) the use of textbooks as the main media to learn English made students bored and uninterested to

learn (2) teachers were struggling to find the appropriate English learning media which made based on the syllabus and the characteristics of the students in each grade, (3) teachers who mainly were graduated from primary education studies or known as *Pendidikan Guru Sekolah Dasar* could not develop English learning media by themselves due to their lack abilities.

Moreover, it meant that these teachers could not fulfill the expectation to prepare or create learning media through utilizing technology by themselves. English teachers in elementary schools at Buleleng regency, who were forced to teach without physical meeting with the students could not overcome this problem by themselves. Therefore, the researcher wanted to help these teachers by developing English learning media in form of videos.

The researcher used the Discovery-based Learning model as the basis of the videos, as it is one of the learning models suggested in the 2013 curriculum. Discovery-based Learning was chosen due to the characteristics of children as active seekers of stimulation to the new knowledge through undergoing problem-solving, cooperation, and inquiry (Brendtro & Strother, 2007; Treadwell & Walters, 2012). Discovery-based Learning gives opportunities for the students to respond to the stimulation as it is the first stage in Discovery-based Learning.

Thus, based on the reasons above, the researcher intended to help the teachers ensuring English lessons keep running on during the pandemic. Thus, the researcher had conducted the development of educational videos based on Discovery-based

Learning as learning media for 5th-grade elementary schools students in Buleleng regency.

1.3 The Limitation of the Problem

In conducting this research, the limitation of the study was specified. This research was limited to developing videos by using Discovery-based Learning for students in 5th grade at the elementary school in Buleleng regency for the academic year 2020/2021. The design of the videos would be in the form of a prototype video which still needed to be tried out and improved in the future.

1.4 Research Questions

Based on the elaboration of the background above the research question for this research could be stated as follows:

- a. How to develop videos based on discovery-based learning as English learning media for 5th-grade elementary schools students in Buleleng?

1.5 The Objectives of Development

The objective of this research was formulated as follow:

- a. To develop videos based on discovery-based learning as English learning media for 5th-grade elementary schools students in Buleleng.

1.6 The Expected Specification of the Product

The expected specifications of the product in this research mentioned as follows:

1. It is expected that these videos could be used to help students to learn English during Co-Vid 19 pandemic and even after the pandemic.
2. The videos are developed by using discovery-based learning as English learning media for 5th-grade elementary schools students in Buleleng. It is expected that later, the teacher, students, or even parents could use these videos to help them conducting English lessons.
3. It is expected that this research could help the teachers and also students in the teaching and learning process by giving the example of the discovery-based learning model implementation in the videos for 5th-grade students of elementary schools, specifically in Buleleng and generally in Bali.
4. It is expected that this research could develop the knowledge of the videos' usage as the teaching and learning media to learn English.

1.7 Research Significance

Two types of research significance were hoped to be gathered from this research, they were theoretical and practical significances. They were mentioned as follows.

1.7.1 Theoretical Significance

As the theoretical significance, it is hoped that this research could carry out beneficial contribution to the development of knowledge of teaching and learning media in teaching English for young learners, the implementation of discovery-based learning for teaching English to young learners, and the use of video as learning media. So, later on, the researchers who are interested in this field can use this research as a reference to conduct further research.

1.7.2 Practical Significance

a. For Teachers

As for the teachers' practical significance, it is hoped that this research could help the teachers to deliver English learning materials to the students by using videos as the learning media during the pandemic situation.

b. For the Students

For the students, it is hoped that this research could help them to maximize their potential to learn English through videos based on *discovery-based learning* as the learning media, which can make them feel interested to learn English and engage with the learning process.

c. For Other Researchers

It is hoped that from this research, the other researchers can use the results of this research as a reference to conduct a similar study about developing videos to teach English and also the implementation of discovery-based learning for teaching English to young learners.

1.8 Assumption and the Limitation of the Development

The limitations of the development of the videos in this research were mentioned as follows:

1. The videos as the product of this research were developed by using the characteristics of English young learners in elementary schools in Buleleng.
2. The product of this research was developed only as of the prototype which would need to be improved in the future.
3. The product was developed in the form of a ready-made video which meant that in the video, the teacher acts as a presenter who presents the materials and learning method based on the *Discovery-based Learning* stages.

1.9 Definition of Key Terms

Defining the key terms of this research was important to give the guideline to the researcher in conducting the research. There are two kinds of definitions for the key terms. They are the conceptual definition and operational definition. The conceptual and operational definitions of this research could be explained as follows:

1.9.1 Conceptual Definition

The conceptual definition could be defined as the experts' statements about the theories that had been used in conveying this research. Some related theories that had been used in this research were elaborated as follows:

a. Media

According to Puspitarini and Hanif (2019), media could be defined as the tool in the form of hardware or software that is used to convey the learning materials by the teachers to the students, so that it can achieve effectiveness and efficiency in teaching. They added that utilizing the media accordingly would support the learners to achieve learning objectives efficiently and effectively. Their statements is supported by Widodo and Wahyudin (2018) who stated that media is one interconnected component which is expected to create desired learning situations, interpret abstract concepts, increase student' stimulus, and reduce learners' misunderstandings towards teachers' explanation.

b. Video

Video is one of the media forms which could carry information through audio and visual as the two simultaneous sensory channels (Oladunjoye, 2017). Video could deliver input such as mimics, gestures, eye contact, and proxemics (Altay & Ünal, 2017). Further, it is stated that video could be treated as entertainment as well as a medium to learn which could attract learners' emotions and motivate them while learning a language (Oladunjoye, 2017). Altay and Ünal (2017) stated that there are some types of videos that can be used in language learning classes; they are ready-made video, adapted video, and teacher-made video.

c. Discovery-based Learning

Discovery-based Learning is a teaching and learning method that is based on the contextual phenomenon (Juhaeni et al., 2020). They added that implementing discovery-based learning in the teaching and learning process could help the students to learn through the real context which then enables them to analyze, find patterns and explore the materials on their own. Discovery-based learning aims to help students synthesize analytical questions such as what, who, when, where, why, and how which lead to the analytical way of thinking (Kemendikbud, 2017). Indonesian Education Ministry also added that discovery-based learning aims to create brave and creative students who can imaginatively create something based on their existing knowledge.

d. Young Learners

The term of young learners used often in the ELT profession to address English learners under the age of 18 years old following The United Nations Convention on The Rights of Child (Ellis, 2014). According to Ellis, this term is too vague to be described since in fact, young learners is a generic term to address a wide range of learners who share common needs and rights as children but differ greatly in their characteristics. Even so, many experts tried to define this term by creating a group of learners based on their ages. Scoot and Ytreberg (2001) defined young learners as learners who are between five and ten or eleven years old. Similarly,

Mijena (2014) stated that young learners are children between seven to eleven years old. Simply said, in the Indonesian setting young learners are the children who learn at elementary schools (Saputri, 2017; Sikki et al., 2013).

1.9.2 Operational Definition

The operational definition is a definition needed to define the procedure or operation in the study (Ary et al., 2010). Thus, operational definition is important to be defined to help the researchers carry the research accordingly.

a. Media

Media are the tools for transmitting or delivering messages especially delivering content to the learners in order to achieve the learning objective. The type of media that had been developed and studied in this research was audio visual media in form of video.

b. Video

Video is one of the media that can be used in English class. Video can help the learners to feel the language learning is a fun and interesting thing to do which then can raise their motivation to learn English. In this study, the video that was developed was a ready-made video based on the Discovery-based Learning model. The teachers could use the video without editing it at all since the video would be developed based on the curriculum and the needs of teachers and students.

c. Discovery-based Learning

Discovery-based learning is one of the effective learning models that can be used to enable students' creative and active thinking. In this study, Discovery-based Learning was used as the basis of the videos' development. The videos were developed by following through the stages of Discovery-based Learning. According to Aziz et al. (2018), there are six stages of discovery-based learning; they are stimulation, problem statement, data collection, data processing, verification, and generalization stage.

d. Young Learners

It can be said that young learners are the learners below 18 years old. In the Indonesian setting, to make it easier identifying young learners, simply said young learners are the children who study in elementary schools. In this study, the subject of the study is young learners at 5th-grade elementary schools students in Buleleng. Students in 5th-grade elementary schools usually in the range of age 10-11 years old. The videos in this study were developed by matching the characteristics of 5th-grade elementary schools students in the Buleleng regency.