CHAPTER I

INTRODUCTION

1.1 Research Background

In recent years, technology is one of things which develops faster than others. Almost everyone uses technology in completing their activity, such as the use of internet, mobile phone, personal computer, robot, etc. From that phenomenon, German pioneered new industrial revolution namely Fourth Industrial Revolution or Industry 4.0. Schwab (2016) in his book entitled 'The Fourth Industrial Revolution' said that this revolution enables the virtual and physical systems of manufacturing collaborate in flexible way to create something new like customizing a product and creating new operating model. He added, in Industry 4.0, it is not only about smart factories, but also the breakthroughs in other fields relate to the physical, digital and biological that make it different from previous revolutions.

In Indonesia, to begin the Industry 4.0, Ministry of Industry created a roadmap entitled 'Making Indonesia 4.0' which consists of strategies for implementing the Industry 4.0 in the future. One of the strategies is developing the quality of human resources. It concentrates in modifying the curriculum to be focused on STEAM (Science, Technology, Engineering, the Arts, and Mathematics) and industry needs (Kementerian Peridustrian, 2018). Simply, Industry 4.0 also affects education area as the place to produce human resources by involving the technology in the learning and namely Education 4.0.

Education 4.0 is a development of Industry 4.0 where the human beings and machines are aligned to solve problem and discover new theory that may exist in education area (Halili, 2019). According to that principle, all members in education especially members at the school are expecting to create learning environment which involves the technology in the learning process. Fisk (as cited in Hussin, 2018) stated there are nine trends in Education 4.0, one of them is learning can be done anytime anywhere. It means learning is flexible when it uses technology in it. Relate to that trend, the use of e-Learning tools have good opportunities for remote, self-paced learning (Hussin, 2018). Then it indicates that the use of technology has its own important role in education nowadays.

As the person who has responsibility in the class, teacher has to choose the right method of teaching according to the students' age to get them involved in the teaching-learning process (Birbaumer & Schmidt as cited in Abdo & Al-Awabdeh, 2017). The use of appropriate media is one way that teacher can do to have right method in conducting teaching in the class. According to Bretz (as cited in Aksa, 2017) there are three types of media based on the senses; audio, visual, and motion. Those types can be an option for teacher to choose proper media in their class. Djamarah (as cited in Risnawati, Amir, & Sari, 2018) stated that media has a role in students' learning, because media will present the material clearly especially explaining the obscurity of material. In addition, the media in teaching-learning process is crucial. Besides of being varies in teaching, the use of media is important because media can increase and improve students' motivation and students' involvement in the class (Syafitri, Asib, & Sumardi, 2018).

Information, Communication, and Technology (ICT) is a media based which is strongly related to the new education era nowadays, Education 4.0. According to Tinio (as cited in Karabayeva, 2015), radio, television, and other technologies such as computer and internet are belong to ICT. Saxena (2017) stated that role of technology in education is becoming one of the most important discussed issues. Moreover, ICT is needed in education 21st century because students nowadays belong to Generation Z. Generation Z are people who were born after 1995 and they are also called as digital natives (Cilliers, 2017). One of their characteristics is they have better understanding and extensively using gadget (Tapscott as cited in Csobanka, 2016). So, if ICT is used properly with the real situation in the class, it will be great chance to improve teaching and learning especially in shaping workforce in the future for students (Saxena, 2017).

One kind of ICT-based medias is animated video which belongs to visual aids. Animated video has meaning as one of puppets or pictures appear to move (Khalidiyah, 2015). According to Yusuf, Amin, & Nugrahaningsih (2017) in their research, animated video has many advantages, such as innovative learning media, attractive design, clear and concise material texts, easy operation, more interesting than traditional media, and easy to understand. They also argued if animated video can make the students learn independently because it can be running thorough laptop or smartphone. Related to the English subject, animated video can be a good media since students can imitate what they see and hear (Khalidiyah, 2015). Then, it helps the students to understand and remember the language easily.

PowToon is one of alternative ICT-based media tools which educator can use for creating teaching media. PowToon is a web-based software which aims to create presentation video or animated video. PowToon provides many features such as template slides, fonts, animated pictures, audios, and several search engines for finding pictures or gifs. Creator who uses PowToon also can upload files such as music or pre-record music, characters, and props in creating the presentation (Sarkar, et. al., 2017). The use of PowToon as media education has beneficial effects, such as increasing students' motivation, suitable for teaching any subject, until involve the higher thinking skills through interesting way (Semaan & Ismail, 2018; Syafitri et al., 2018).

Even though ICT nowadays has important part especially in education, not all schools or teachers use ICT in their teaching. According to the preliminary research that conducted in SDN 3 Banjar Jawa, English teacher has limited skills in operating ICT in teaching. From the interview with English teacher in preliminary research, the teacher never created ICT-based media as teaching media because she did not have any experience in using ICT-based media. Even the school provides technology such as laptop and LCD projector, the teacher still uses nontechnology media and the devices are not used optimally.

Another data from the preliminary research in SDN 3 Banjar Jawa is students' learning in general. This data obtained from students' questionnaire which consisted of fourteen questions. From the questionnaire, almost 50% of first grade students SDN 3 Banjar Jawa had smartphone even they used it occasionally. Most of them chose watching YouTube as their activity when they

used their smartphone rather than playing game, reading online news, or using social media. Unfortunately, they did not have any experience in learning through ICT-based teaching media even they often used technology. The data also showed if they had interest in learning English from ICT-based teaching media.

The use of ICT-based teaching media especially PowToon is not something new and some experts already conducted research about it before. Syafitri et al. (2018) and Semaan & Ismail (2018) conducted a research which used PowToon as their media. Syafitri et al. (2018) focused on eleventh grade students' pronunciation in speaking class. Meanwhile Semaan & Ismail (2018) focused on students' problem students' problem in comprehending new concepts due to poor language skills in this study. As the result, both researches showed the use of PowToon as media had positive effects on the students' pronunciation, motivation, level of engagement, comprehension, and developing reading strategies. Baglama, et al. (2018) conducted a study that focused on using animation in enhancing learning of students with special needs. In qualitative method, they found that the use of animation in education had benefits in enhancing learning of students with special needs.

Considering that theories and empirical reviews, the present study was different from the researches above. It focused on developing PowToon as English teaching media for elementary school. The recent study was design and development research (DDR) and used ADDIE model that took place in SDN 3 Banjar Jawa with the participants were first grade students and English teacher. The researcher chose elementary school as the level of the study

because there was no research of PowToon development as English teaching media especially in Singaraja.

1.2 Identification of the Problem

According to the research problem especially preliminary research, the researcher identified several problems that existed in SDN 3 Banjar Jawa, as follow:

1. The school still applied teaching strategy by using written documents and nontechnology media.
2. Teacher had less experiences in using ICT-based media as teaching media.
3. The teacher never created ICT-based media.
4. The school had technologies such as LCD projectors, laptops, and internet, but those were not used optimally by the teacher.
5. Most of students had smartphone.

1.3 Limitation of the Problem

This study focused on the development of PowToon as English teaching media for first grade students on SDN 3 Banjar Jawa, Singaraja in academic year 2019/2020. The topic of the learning was taken from syllabus for first semester of first grade students. The subject of the research was developing PowToon as English teaching media. Meanwhile the participants of the research were first grade students and English teacher.

1.4 Research Question

Based on the background above, the problems of the study were formulated as follow.

1. How was the development of PowToon as English teaching media for first grade elementary school students in SDN 3 Banjar Jawa?

2. How was the response of English teacher and first grade students in SDN 3 Banjar Jawa toward the development of PowToon as English teaching media?

1.5 Research Objective

Based on the research question above, the purposes of the study were formulated as follow.

1. To know how was the development of PowToon as English teaching media for first grade elementary school students in SDN 3 Banjar Jawa.

2. To know the response of English teacher and first grade students in SDN 3 Banjar Jawa toward the development of PowToon as English teaching media.

1.6 The Expected Specification of the Product

The expected specification of the product in this research was formulated as follow.

1. Teaching media was in form of animated video.

2. The animated video provided vocabularies that written in blueprint of syllabus analysis.

3. The animated video contained of animations, voice recordings, texts, and pictures.

4. The animated video was proper to be used in teaching first grade students in first semester especially first grade students in SDN 3 Banjar Jawa.

5. The animated video could help teacher and students in English learning.

1.7 Research Significances

The study was expected to give benefits theoretically and practically.

1. **Theoretical Significance**

   The result of the study is expected to enrich knowledge to other researchers about ICT-based English teaching media using PowToon for elementary students.

2. **Practical Significance**

   a. **For Teacher**

   Based on the result of the recent study, the result of this study may help the English teachers in elementary school in teaching English especially for first grade students by using ICT-based teaching media. Then it will make the learning process becomes attractive and meaningful for the students.

b. For Student

For the student, ICT-based learning media is expected to make the learning becomes fun for the students. Other benefit of ICT media, the students can enjoy the learning through ICT-based learning media in their own smartphone or laptop.

c. For Other Researcher

The result of the study is expected to be reference in conducting a study which has same subject especially the use of PowToon as English teaching media.

1.8 Assumption and the Limitation of the Development

The assumption of the developing PowToon as English teaching media was followed as below.

1. Video PowToon as teaching media could be used for first grade students in first semester of English subject.
2. The media helped the students in increasing students' learning motivation.
3. PowToon as teaching media is expected to make fun and enjoy atmosphere for the students in learning.

The limitation on the developing of PowToon as English teaching media in SDN 3 Banjar Jawa was followed as below.

1. The development of PowToon as English teaching media was only conducted in SDN 3 Banjar Jawa.

2. The topics of the development is taken from first grade syllabus elementary school especially from first semester.

1.9 Definition of Key Term

1.9.1 Conceptual Definition

a. **Teaching Media**

Teaching media is a tool that teacher uses to deliver knowledge in teaching-learning process and have aim to help students in gain the learning goal (Adam & Syastra, 2015).

b. **PowToon**

PowToon is a web-based application that offers features such as graphics, cartoons, and animated images to create animated presentation (Semaan & Ismail, 2018).

c. **Young Learners**

Young learners are children from first grade of formal schooling, who are five to six years old to eleven or twelve years old (Kastuhandani, 2014). Young learners have several characteristics, such as having short attention span, active learners, and easily to get bored (Brown & Cameron as cited in Ana, 2015; Yıldırım & Torun, 2014).

1.9.2 Operational Definition

a. Teaching Media

Teaching media in this research referred to aim of the product. The form of teaching media was animated video. Teaching media consisted of material which was taken from first semester syllabus of first grade class. Teaching media examined in SDN 3 Banjar Jawa.

b. PowToon

In this research, PowToon was the tool for developing English themes into a teaching media. The final result of PowToon was animated video. That media designed from syllabus analysis.

c. Young Learners

In this research, young learners referred to first grade students in SDN 3 Banjar Jawa who are being the subject of the research. They were between ages five to seven years old.