CHAPTER I

INTRODUCTION

Chapter I contains explanation about research background, identification problem, limitation of problem, research questions, research objectives, expected specification of the product, research significance and assumption and the limitation of the development.

1.1   Research Background

The Covid-19 pandemic has resulted many changes in educational field. Educational system has had the most significant impact from the social restrictions and quarantine protocols associated with this pandemic. *Kementrian Pendidikan dan Kebudayaan Republik Indonesia* issued several policies to regulate learning activities during the pandemic through *Surat Edaran Nomor 4 tahun 2020*. According to *Surat Edaran Nomor 4 tahun 2020* which the concern is about the Implementation of Education policies in the Emergency of Coronavirus Disease (Covid-19), the teaching and learning system is no longer carried out directly in schools but the learning carried out from home as the basic point from this policies. This learning from home policy certainly changes the habits of teachers and students. With this policy, teachers have to change their habits to find the appropriate planning so that learning from home can be carried out optimally. The most appropriate way is implemented the online-based learning during pandemic.

Online learning is seen as the most appropriate solution to follow up on the home learning policy by the government in this situation. All the schools levels in Indonesia are begun to implement this system by March 2020. Online-based learning also called study from home (SFH). This online learning is certainly very different from previous conventional learning. Teachers and students do not meet face to face, but occur remotely which allows teachers and students to be in different places to maintain security. This online-based learning is very dependent on the technological advances, namely by using video conferencing or other learning media systems (LMS). Both of teachers and students are required to adapt to this new systems. Teachers and students must be able to utilize certain technology and other learning tools for online-based learning. Teachers can no longer to use learning media in the school or classroom, as well as the students. They must have online-learning supported facilities and skills so the learning activity can be effectively carried out even from home.

Those changes in the education system made several problems in the implementation of online-based learning especially in elementary level because of the different learner's characteristics with the other level. Fajarina (2017) stated that young learners have different characteristics in learning process with the adults. The learning in elementary level will have different implementation with online-based learning for junior high school or senior high school students. Young learners in general are more likely to follow their conscience or intuition and do things they want rather than they need. Besides that, students in this age or level are still unable to learn independently and still need guidance by the teacher. Moreover, English is foreign language and to teach English to young learners,

teachers must include the instruction and example instead of giving the material only. So that, the online-based learning in elementary school will be faced several problems in teaching practical subjects like English.

Preliminary observations has been conducted to see how teaching English in pandemic situation in Buleleng Regency, Bali. The observation in Buleleng Regency was targeting number of elementary schools, with the aim of knowing English teaching in primary schools in general and the teaching and learning English. For the English teaching in elementary schools in general, there are number of important information that we concluded from there.

There were some results of preliminary observations in elementary school Buleleng. First, English in primary schools in Buleleng is taught in upper classes, grades 4, 5 and 6 in elementary schools. Secondly, learning English in elementary school is now a local content subject or often called *"muatan lokal"*, where English is only taught once a week with time allotment 1 x 35 minutes. Meanwhile, in other schools that have limited human resources or English teachers do not include English in their subjects. This condition happened since curriculum 2013 or K-13 implemented and replaces the previous curriculum, *KTSP (Kurikulum Tingkat Satuan Pendidikan).* Thirdly, for schools that teach English to their students, teachers are not provided with a teaching syllabus so they still use the teaching syllabus from the previous curriculum, that is, *Kurikulum Tingkat Satuan Pendidikan*. The same case also with the textbook used was the English textbook in the previous curriculum. Fourth, English subject teachers were not graduates of English education and most of them were homeroom teachers with majoring *Pendidikan Guru Sekolah Dasar*. All the

activities at the school are carried out from home included the teaching and learning activity and administration activity. The online learning carried out using several Learning Media System and Chatting platform feature.

From the preliminary observation results, the most urgent one was the problem about the limitation of learning sources and learning media in online learning. According to (Tafonao & Tari, 2019) learning media can actually stimulate the thoughts, feelings and willingness of students especially young learners. Meanwhile the limitation of media makes the teaching of English not run optimally and evenly. The background of teachers who are not English graduates also makes them unable to teach with appropriate media. As has been said also before that the source of learning English in school is only uses books that from the previous curriculum only. This is in line with Padmadewi, Artini, Budiarta, & Apriliadewi (2019) they also found that elementary school in Bali is very text-book oriented focusing on the vocabulary mastery and its grammar. This makes school learning too abstract on text and reading only. The pandemic situations make it more difficult to teaching English to the students. English is a language which must be learned practically and directly instruction and examples in order to avoid abstract lessons to the students. The students will understand if they concrete lesson and practice directly to the use of the language itself. Meanwhile in online learning, the teacher has limited space to do that. So, other learning media are needed to support the teaching English in elementary schools due to the new regulation of curriculum 2013 and the pandemic situation.

Learning media which involves the utilization of technology in this 21st century is important to support learning activity. In English teaching and learning,

the use of learning media needs for both students and teacher. An interesting learning media will give some benefits in for teaching and learning activity such as increase student's motivation as well as build their interest for the topic to be given (Pun, 2020). The other benefit is from the efficiency and effectiveness of the learning activity, by using certain media the students obtain the information as much as possible and at the same time as well as practicing about the language itself (Alsied & Pathan, 2013). The teachers are not only about teaching materials in classroom but they must be able to provide and facilitate student's experience in their learning by utilize the technology as learning media. As we know, the students in last 5 years are students who born with the technology in their hand. The students are familiar with technology but not necessarily able to use it for positive activity such as independent learning. The combination of technology for learning media gives stimulation to the student's feelings, thoughts, willingness, and attention (Puspitarini & Akhyar, 2018; Torocsik, Szucs & Kehl, 2014 as cited in Adnyayani, Mahayanti, & Suprianti (2020). The use of technology in language teaching and learning was expected to help the students to understand the materials in easier and more pleasant way in this pandemic situation.

One of the most popular combinations of technology as learning media is the use of video. Video can be chosen as an interactive learning media especially in teaching language for young learners. Video would be suitable for children who has their characteristic like enthusiastic, curious, imaginative and they often imitate others things which is interesting for them. So, teaching new language for children considered more effective if we provide the real example of the language use for the children through video. Through video students can see more details

about how something works in its visualization (Colasante, 2011). Further, video is more effective to show complex information which limited if it is just explained through text without the real visualization (Sherin & Es, 2009). So, video can gives the students better orientation about language use. Learning activity which combines with the video will affected to the meaningful learning and learning becomes more natural for the students because they can experience directly the learning activity by watch, listen and observe it on the video.

Nowadays, there are many videos for learning media but still does not relevant and suitable for teaching purposes. The video that was developed is still not relevant with the topic taught in the school. The video is only made freely without referring to the syllabus or topics taught in elementary schools. So that when the teacher wants to use the video when learning both in class and online, they can only use the video at some stages in learning activity. The teacher cannot use the video to provide complete learning from the beginning to the end of the lesson. That was why this study developed educational videos that can be used by teachers and students to learn English both at school and at home. The educational videos that we have developed are in accordance with the syllabus and topics of each grade that apply in elementary schools today. This video has suitable duration, not too short and not too long, so students and teachers can save the video on their devices and can watch it anytime and anywhere.

Besides could facilitate pleasure atmosphere in children's learning, a video which provide meaningful learning at the same time is also important. Therefore, developing a learning video which fulfill those qualification becomes the urgency of this present study. A video which develop in this study is learning video for

teaching and learning English in elementary school integrated with problem-based learning method. Through the activities in problem-based learning method the students can develop their 4C skills (critical thinking, communication, collaboration, and creativity) by solving the problem raised in the video. According to Astawa, Artini, & Nitiasih (2018) the involvement of 4C skills in Teaching English for Young Learners can push the students to analyze the situation, evaluate the case, and communicate their thought with their own creativity. Problem-based is learning approach which can promote students engagement, active learning, social interaction and learner's relevance (Edwards & Hammer, 2007). Further, they define problem-based learning as facilitate the learning happened by solving a problem and requires student to reasoning the solution (Edwards & Hammer, 2007). Bringing real-life problems into the learning activity will make the learning become more natural for the children. This will give an impact to the learning atmosphere becomes more active and student-centered learning.

1.2   Problem Identification

Based on preliminary observation conducted in some elementary schools in Buleleng regency, we can see several concerns in English teaching for elementary students. Moreover in this pandemic situation, all the learning activity conducted through online-based learning. Online-based learning is still difficult to implement in elementary school because in this level they are still unable to learn independently and students are still not ready for it. So as, with the teacher who must change their styles, strategies or methods for teaching through online platform. Moreover, most of the English teachers in elementary schools in

Buleleng regency are not have an English Education background. This situation makes the teacher has limited ability to develop English lesson with suitable method and media to teach young learners. As we know that the students in elementary level are easy to feel boring and uninterested during lesson. So, the existence of an appropriate learning media is needed for both students and teachers in teaching and learning English in this pandemic situation. From the preliminary observation results above, it is needed to develop suitable learning media in the form of video for teach English for young learners to help the teachers and students in learning process with suitable method to support the meaningful learning. Therefore, this study develop learning video using problem-based learning for teaching several topics in elementary school. Both of students and teachers can used the video for learning English with interesting presentation through the visualisation of the video. Besides, the video also provide a good method in teach English to support the contextual learning through Problem-based Learning which can develop student's critical thinking, communication, collaboration, and creativity. This research is a new innovation which use as teachers alternative in English lesson from using textbox only to the technological-based in the learning activity.

1.3   Limitation of Problem

This research is conducted with certain limitation of the study. This research focuses on designs and develops learning media in the form of educational video based on Problem-Based Learning for 4th grade students at elementary school in Buleleng regency for academic year 2020/2021. The video as learning media is for English subject in elementary school especially for grade

4. The design of the video would be in the form of prototype media which still needs to be tried out in the future.

1.4 Research Question

Based on the background and problem identification above, the research question as follow:

1. How to develop educational video with problem-based learning as the media for learning English in 4th grade at elementary school in Buleleng?

1.5 Research Objectives

The objectives of this research formulated as follows:

1. General objectives of this study is to design and developing educational video based on Problem-Based Learning for 4th grade students at elementary school in Buleleng regency for academic year 2020/2021.

2. Specific objectives:

   a. To describe how to develop educational video with problem-based learning as the media for learning English in grade in grade 4th at elementary school in Buleleng.

1.6 The Expected Specification of the Product

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

1. The learning video is expected to be used as teaching and learning media for English subject for 4th grade students of elementary school in Buleleng regency. This media can be used both of the teacher and the students.

2. This study is expected to be able to help the teacher and also students in teaching and learning process especially with the usage of learning video using Problem-based Learning for 4th grade students of elementary school in Buleleng regency.

3. This study is expected to be able to develop the usage of learning media in English subject in elementary school.

1.7   Research Significances

This study has two significances namely theoretical and practical significances mentioned bellow:

1.7.1   Theoretical significance

This study gives contribution to provide learning media in the form of educational video using problem-based learning in English language teaching and learning for young learners at elementary school.

1.7.2   Practical significances

a. For teacher

This study is expected for helping English teachers in language teaching by using this educational video using problem-based learning in English language teaching and learning and overcame their difficulties in finding good media for teaching English for young learners at elementary school.

b. For students

This study is expected will help the student learn English more motivated, interest, and easier through the use of this educational video using problem-based for young learners.

c. For the other researcher

This study is expected will help the other researcher for their reference in conducting the similar research about developing educational video using problem-based for young learners.

1.8   Assumption and Limitation of the Development

The limitation of the development in this research as follows:

1. The product is developed based on the characteristics of grade 4th students of elementary school in Buleleng regency. So this product only designs for students in grade 4th of elementary school in Buleleng regency.

2. The product is developed as learning media which can be used for teacher and students in learning certain topics for 4th grade students of elementary school in Buleleng regency.

3. The product is developed in the form of video that can be downloaded, saved and opened via hand phone or laptop and can be access freely on YouTube platform.

1.9   Definition of Key Terms

1.9.1   Conceptual definitions

1.9.1.1 Learning Video

Riyana (2007) defines learning video as a medium that is used to assist the learning process in conveying messages in the form of concepts, principles, procedures, theories, application of knowledge in learning through audio as well as visual so that it is easier to understand. The learning video aimed to help teacher deliver messages more effective and efficient because the elements of hearing or audio and visual from the video. Those elements can be raised simultaneously in the form of the video.

1.9.1.2 Problem-Based Learning

According to Dewey (2004) as cited in Trianto (2010) problem-based learning is a method that provides collaboration between stimulus and response, where it is a representation of learning from the environment. This is also known as learning with real-world problem.

1.9.1.3 Young Learners

According to Padmadewi, Artini, Nitiasih, & Suandana (2018) young learners is defines as the children in the age under 11 years old. Some other said that young learners are less than 12 years old.

1.9.2   Operational definitions

1.9.2.1 Learning Video

Learning video is a media to help the teacher to deliver their material to the students in the teaching and learning activity. The learning video has several

characteristics so that the video can be said to be a good video for teaching and learning English. These elements include (1) clarity of messages which means students can understand learning messages from the video more clearly and meaningfully, (2) stand-alone means the video can be used independently and does not have to be used together with other teaching materials, (3) user friendly means the information are helpful using including the ease of users, (4) content representation means video reflect the learning topics as accurately as possible by adding audio and visual aspects, (5) visualization with media means the material are supported by text, animation, sound and video based on the demands of the topics, (6) high resolution quality means the audio clearly heard and the visualization clearly seen by the audience, (7) can be used classically and individually means the video can be used by the teacher when teach English in the classroom and can be used by the students for independent learning, and (8) time duration means the video has ideal duration around 15-20 minutes, this based on the ability to concentrate of human. The learning video used in this research were developed using problem-based learning as the method for teaching in 4th grade students in elementary school.

1.9.2.2 Problem-Based Learning

The problem-based learning in this research is a method that used by the teacher to delivered the material to the students. In the implementation, Problem-based learning direct the students to apply their own knowledge to solve the problem and during the process they will construct new knowledge as the learning outcomes. Problem based learning has five phases namely (1) students orientation at the problem, (2) organize students to learn, (3) guiding the investigation of

individual or group work, (4) develop and present the work, and (5) analyse and evaluate problem solving. Those phases of problem-based learning were used as the stages of learning activities in the video from the beginning until the end of the video.

1.9.2.3 Young Learners

Young learners are students in less than 12 years old which in this research the young learners are the students in the 4th grade of elementary school. The 4th grade students in elementary schools in Indonesia are in the age 10 or 11 years old. Young learners in this age are imaginative, contextual, curious and cooperative.