

CHAPTER I

INTRODUCTION

1.1 Research Background

COVID-19 is a new disease that caused a global pandemic these days. According to Bender (2020) in its book entitled Guidance for Covid-19 Prevention and Control in School, COVID-19 stands for Corona Virus Disease, which happens in 2019. It was first appeared in China, especially Wuhan city at the last 2019. World Health Organization (2020), in rolling updates on coronavirus disease COVID-19, stated that COVID-19 is a disease similar to pneumonia, but the researcher still cannot find the causes on how this COVID-19 could appear in human life. However, this deadly virus quickly infects humans, mainly around the world. In Indonesia, this disease is started to appear at the beginning of March. This virus infects over 40.000 Indonesian people.

The widespread virus distribution can be avoided by implementing the social distancing rule to avoid surplus patients infected by COVID-19. Based on Surat Edaran Nomor 15 Tahun 2020 Tentang Pedoman Penyelenggaraan Belajar Dari Rumah Dalam Masa Darurat Penyebaran Corona Virus Disease (COVID-19) (2020), all the learning activities are conducted from home. This school from home is conducted in the form of e-learning or online learning. This method avoids COVID-19 transmission among the students, teachers, and all school staff.

In implementing this new learning style, teachers commonly use various online learning strategies to support the teaching and learning activity. According to Morgan (2020), the teacher can conduct an excellent remote

learning activity using the International Society for Technology in Education (ISTE). It stated that there are two roles of the teacher, the designer, and facilitator. Designer means that the teacher uses technology to design learning activities that promote independent Learning and accommodate students' needs. Facilitator means that create an environment in which students take ownership of their learning. They establish learning opportunities encouraging students to problem solve and innovate.

The teachers model creative expression and manage learning strategies in digital platforms and virtual environments. These platforms are an alternative way to make the learning activity keep doing by both teacher and students. Teachers expect that even there is no face-to-face learning activity, students could have the same achievement as they achieved in face-to-face learning activity before the pandemic happens. It can be summarized that nowadays, most schools and colleges using ICT to conduct their teaching and learning process. According to Morgan (2020), ICT is the technology that could give and receive information and do communication in a modern way that time and space are not being a barrier.

The use of technology to conduct e-learning during pandemic areas shows the educational impact of the industrial revolution in the 21st century or industrial revolution 4.0. The industrial revolution is defined as industrial manufacturing changes towards some fields related to industrial and technology (Schwab, 2017). The revolution emerged since the availability of artificial intelligence (AI), robotics, the internet of things (IoT), autonomous vehicles, 3D printing, integration of technical process and business, digital mapping and

virtualization, smart factory, and intelligent production (Rojko, 2017, p.80). Therefore, all educational institutions take advantage of this industrial revolution 4.0 to overcome educational issues during the COVID-19 pandemic.

The implementation of industrial revolution 4.0 in the educational field during this pandemic can be seen by the use of some learning management systems (LMSs) and other applications to support the teaching and learning activity, such as Schoology, Google Classroom, Quizzes, YouTube, WhatsApp, Google Meet, Zoom, and many more. According to Omwenga et al. (2004), e-learning is a learning medium that could help the teacher provide and deliver the learning material through an internet access or online access, which could renew and develop the school's traditional learning media or college. In delivering the learning material through online access, teachers need to have different media, making the classroom still interactive. One of the teaching media that support the e-learning process is an educational video. It will become an innovative way of teaching for teachers who conduct online LearningLearning. The educational video itself could make the learning activity meaningful and exciting. According to Bajrami & Ismaili (2016), video learning could help the instructors give the students some visual aids related to learning material, making them not miss anything while studying online LearningLearning. They also argued that video learning could make students more focused on practicing their language skills, especially listening and speaking.

However, in making educational videos, the teachers still need to set learning goals for the video learning itself. The goals must be considered the

terms of 21st-century Learning Learning: communication, collaboration, critical thinking, and creativity (4Cs) (Libhi; et al., 2020). Therefore, the teacher needs to choose a suitable model to achieve those 4Cs. One learning model that can be used is Project-Based Learning. Implementing project-based Learning Learning is an effective way to activate students' learning ability (A. & Budiarta, 2019). Besides that, project Based Learning (PjBL) is one of the models that make students not only memorize and understanding the material but also demonstrate by applying specific material related to the real-life task (Learning by doing) (Virtue, E. E., & Hinnant-Crawford, 2019). The combination of educational video and Project-Based Learning reflects 21st-century Learning Learning and industrial revolution 4.0 during the pandemic area.

Regarding the importance of languages as the media of communication, English is the international language used as the media to communicate with people worldwide. Many researchers seek appropriate teaching media to accommodate students' ability to use English in spoken and written, especially when we need to consider EFL students who face difficulties in learning English. As a result, the learner makes mistakes in the majority of their language practice; in other words, studying other languages becomes difficult because the target languages' systems differ from the native language's (Budiarta et al., 2018).

Educational videos using project-based Learning Learning could help students to develop the 4Cs skills. The video's animation could improve

students' critical thinking and creativity, whereas communication and collaborative skills can be developed by doing the project.

Young learners have imaginative thinking. This characteristic makes teachers need to find out suitable media to teach English to young learners. Learning media should accommodate not only 4Cs but also four basic English skills, which are reading, speaking, listening, and writing.

Therefore, this research attempted to find out the development of digital multimedia, which is a form of educational video. The media will be made for teaching English at 6th-grade elementary school for young learners. The researcher will design the educational video by using Project-Based Learning as the learning model. Project-Based Learning is chosen to make students produce a product and explore the process to understand the material related to the project.

This research was done based on the pre-observation towards students in elementary school at Buleleng regency. It showed that most of the students already have watched some videos from YouTube but only for fun. It becomes the stimulation for the researcher to research because the students familiar with accessing some videos. Moreover, the researcher tends to make a positive effect by inserting educational content on a video that will be developed based on the syllabus and make the students still collaborative by adding a project in the video.

1.2 Research Problem

1. How to develop an educational video for teaching English for 6th grade students of elementary school using Project Based Learning?

1.3 Research Objective

1. To develop an educational video for teaching English for 6th grade students of elementary school using Project Based Learning.

1.4 Research Significance

Research significance means this research done by the research must be beneficial. There are two kinds of research significance, as follows:

1.4.1 Theoretical Significance

This research is expected as evidence towards digital multimedia development for teaching English at 6th-grade students of an elementary school in Buleleng regency and also become supporting theory for teaching young learners in which project-based learning have a positive impact on students' English skills even only from a video.

1.4.2 Practical Significance

- 1 For Educator

This research is beneficial for educator, in order to design a good teaching media when implemented online learning that meet students' needs. This research can show what the teachers need to do when they

want to make learning media that fulfill the students' need and learning objective during school from home.

2 For Students

This research is beneficial for students to know kind of learning media that can be selected to support their school from home.

3 For Other Researcher

For other researchers, this research can be used to increase knowledge and empirical studies to develop the same research.

1.5 Scope of the Study

This research will discuss digital media development in 6th-grade elementary school students using Project-Based Learning as the learning approach. The digital media that being develop is educational video based on the characteristic of 6th-grade students. The material will be focused on teaching English for young learners since the research will be implemented at elementary school in the Buleleng regency.

1.6 Definition of Key- Terms

1.6.1 Conceptual Definition

1. Educational Video

Educational video is the technology that captures and delivers instructional picture sequences electronically, portraying scenes in motion (Beheshti et al., 2018). These videos are used to explain learning material that is taught from video for educational purposes. The use of visual elements also with

audio systems is an essential feature of the video, since the use of only audio or visual element results in less remembrance than with the combination of both in order to portray teaching and learning activities.

2. Project Based Learning

Project-based learning is a learning model that stimulates students to think creatively, critically, and actively explore to solve a problem through the completion of a project related to real-life issues (A. & Budiarta, 2019). This learning strategy could help students develop their thinking ability independently as well as motivate students' interaction and cooperation with each other (collaboration).

3. Young Learners

Young learners are defined as students around 6-12 years old, divided into two more specific groups (Suryanto, 2008; Sepyanda, 2017). It also stated that those specific group categorized as a young group which consists of students around 6-8 years old, and older group belongs to 9-12 years old students. This grouping is based on the difference between each group's characteristic.

1.6.2 Operational Definition

1. Educational Video

Educational video in this study is the media that developed to teach English to elementary school students. This learning media portrays English learning material based on elementary school's syllabus using audio and visual elements. These elements help the teacher to make interactive teaching and learning activity in the classroom.

2. Project Based Learning

Project based learning in this research is a learning model or strategy that used to design the video.

3. Young Learners

Young learners in this study are the subject of the study which are elementary school's students in Buleleng Regency.

