

CHAPTER I

INTRODUCTION

In chapter I, researchers would explain the research background, research issue, research goal, significance of the research, research scope, and defining key terms.

1.1 Research Background

In the current era of globalization, we are required to be able to master technology and have other supporting abilities or skills. One of them is the ability to communicate actively with English. As we know, English is an international language used as a means of communication between countries. English is so important in the international world that English is included in one of the subjects taught at the primary to higher education levels. According to Chikita et al., (2013), the English subject was taught from kindergarten to Indonesia's university level. Learning English should begin at a young age as the ability to communicate can be trained early in childhood. English language proficiency is one of the demands in the globalization era, which is in line with the changes in 21st-century learning. 21st-century learning emphasizes the ability of students to critically think, link knowledge with the real world, master IT, communication and co-operation. The National Education Association has identified skills 21st century as “The 4Cs (Redhana, 2019). The 4Cs covers critical thinking, creativity, communication and collaboration. Changes in the learning model in the 21st century are still not maximally implemented due to various obstacles, and one of them is the use of technology in education in Indonesia. 21st-century skills are important skills that

must be mastered by everyone in order to succeed in facing challenges, problems, life, and career in the 21st century (Redhana, 2019).

The pandemic that hit Indonesia could be a stepping stone in accelerating the use of technology in education. Since the corona virus began to be detected in Indonesia, all sectors have been affected by the virus. One of the most affected is the education sector. Education that was previously carried out face-to-face has now been replaced by learning from home. Students no longer need to go to school because all learning activities are carried out online at home. This was carried out based on the Government's decision through the Ministry of Education and Culture by issuing a policy on preventing Covid-19 in education units in anticipating the spread of the corona virus in schools and colleges. Following up on this policy, the school eliminated face-to-face learning. Learning is held online using various applications, such as Google Classroom, Zoom, WhatsApp groups and so on.

However, the study from home (SFH) program using e-learning platforms such as Zoom, Google classroom and others is less relevant if implemented in elementary schools. This is considering the characteristics of elementary school students who need guidance in learning, and they have not been effective in using e-learning applications. Therefore, through the Ministry of Education and Culture, the government provides a solution by providing learning programs through TVRI broadcasting. The program is a series of instructional videos for all levels of education. The students' motivation increases if the teacher includes technology in the teaching and learning process (Megawati & Utami, 2020). This program can help students learn through digital multimedia. The use of video can make it easier for students to learn more because they can get various learning experiences when

applied effectively by teachers (Hadijah, 2016). Nevertheless, this video learning series does not include learning English for elementary school students. So that the solutions offered by the government are less effective. An innovative and effective breakthrough is needed in solving this problem. The teacher must develop engaging media learning to have more fun online learning (Rahim et al., 2020).

However, this is aligned with preliminary observations conducted in several elementary schools in Buleleng. Based on the preliminary observations that were carried out before the pandemic, there are several obstacles experienced by schools in learning English. The first is that the English teachers in elementary schools do not have the competence or background as English teachers. Many teachers who teach English in elementary schools do not have sufficient English language skills. This also makes teachers less confident in making innovative innovations or developments in learning media. The second is the monotonous use of learning media. Most schools use textbook media as a medium of learning, and this can make students bored. Only a small percentage of teachers used other media while teaching. The third is that the teacher has difficulty finding media that is according to the syllabus and student characteristics. Various kinds of learning media can be used on the internet, but not all media follow what is needed in the learning process. It takes learning media that follows the syllabus and is also under students' thinking abilities.

These findings indicate that instructional media's use is still minimal, and teachers' ability to make innovations in media development is still lacking. Teachers in the 21st century should develop an innovative classroom learning process with technological learning characteristics of the 21st century (Nitiasih et al., 2020). This

is inconsistent with learning in the 21st century and the urgency of learning from home. Critical thinking skills, problem-solving, media and technology skills, including information literacy and media literacy, are part of learning and innovation skills (Padmadewi et al., 2019). Teaching in a pandemic is not easy, but at the moment, this is how teachers should be able to create innovation latest in executing the process of learning (Rahim et al., 2020). In online learning, teachers need to make modifications or development of teaching materials (Anum, 2020). This creates a gap between what is expected with 21st-century learning and online learning. Many teachers teach that English is less capable of realizing a learning process based on 21st-century learning. Based on these problems, effective solutions are needed. To solve these problems, exciting and contextual learning videos can be used as a solution.

Video as a learning medium can be an appropriate and innovative strategy in helping teachers and students solve English language learning problems in elementary schools. Deni (2020) stated that teachers need effective strategies to support the teaching and learning process. Many students in the digital era prefer to study in their way, which makes teachers have to change the way they teach to suit students' needs in the digital era (Rini et al., 2019). The use of video in the learning process is beneficial for students in understanding the material. Students can more easily understand the lesson by providing contextual concepts or what can be seen and imagined than given something abstract (Puspitarini & Hanif, 2019). Learning English using video can create a more pleasant learning atmosphere and meaningful learning. Videos can be developed and designed according to the topic or theme to be taught (Çakir et al., 2006). Learning videos that would be used in primary

schools can be further developed to suit the ability levels of elementary school students. In use, video learning needs to be developed so that the learning process that occurs can run more effectively and efficiently. Learning videos can be developed by collaborating with project-based learning methods. Project-based learning is one of the scientific methods promoted in schools as part of the K13 curriculum, which emphasizes the use of scientific methods in the learning process. The scientific approach has begun to be used in the K13 Curriculum in some schools (sufairoh, 2016).

The project-Based Learning (PJBL) learning model is a learning method that is centred on learning activity with concrete project results (Baş & Beyhan, 2010). According to KİMSESİZ et al., (2017). PJBL is a constructivist approach that is student-centred where students will actively discover and produce both collaboratively and individually, which can then develop their academic and social-psychological skills. Project-Based Learning (PBL) is one of the most widely used strategies in maximizing students' role in learning (Astawa et al., 2017). Project-based learning can improve creative thinking skills by involving students in real or simulated experiences and becoming autonomous and independent learners. According to Muhammad Noor et al., (2019), many countries with the best quality education in the world such as Canada, Finland, Norway, and Singapore have long used the Project Based Learning method as a strategy in learning. This project-based learning uses the project or activity as its goal. Project-based learning can make student learning processes more active and more student-centre (Astawa et al., 2017). The project-based learning process can also develop students' ability to learn independently (Syarifah & Emiliasari, 2019). Project-Based Learning is a

suitable approach to be applied to children because of the characteristics of the children themselves, namely learning by doing so that they can immediately learn from what they do. Also, this method can also collaborate in learning videos so that the development of effective and efficient learning videos for elementary school students can run well.

In conclusion, instructional videos that use project-based learning can be used as a medium to assist in the teaching of English. The use of instructional videos during a pandemic is essential because it can help students and teachers. In line with the urgency of the K13 curriculum, which focuses on using scientific approaches, this learning video was developed using project-based learning. To make innovative and relevant media during a pandemic, the researcher wants to develop a learning video that uses project-based learning to help teachers teach English for fifth-grade elementary school.

1.2 Problem Identification

During the pandemic, the ministry of education and culture implemented a study from home (SFH) to learn during pandemic. As a follow-up to the implementation of SFH, many schools use e-learning platforms such as zoom meetings, google classrooms, schology and others. However, this is not very helpful in the learning process at the basic education level. Primary school students still need tutoring, and it is not effective if they use e-learning. Besides, the government's programs through a series of instructional videos broadcast on TVRI are less effective because they do not broadcast English learning for elementary schools. This is also exacerbated by the findings made during preliminary observations before the pandemic in several primary schools in Buleleng. The results of the preliminary observations

show that several obstacles exist in learning English in schools. The first thing is that the English teaching staff in elementary schools do not have the competence or background as English teachers. Lack of teacher competence in teaching English makes teachers less confident when teaching. The second thing is the monotonous use of media. Most schools only use textbooks as a learning tool without ever trying other media. This makes students easily bored and less interested when studying. The third thing is that the teacher has difficulty finding media that is according to the students' syllabus and character. Many media can be used, but not all are following the syllabus used in school and the students' character.

1.3 The Limitation of the Problem

In order to conduct this research, the limitation of the study is needed to be specified. This research would be conducted limited to developing instructional video based on Project-based Learning for students in 5th grade at the elementary school in Buleleng regency for the academic year 2020/2021. The video's design would be in the form of prototype media, which should still be evaluated in the future.

1.4 Research Questions

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

- 1.4.1 How to develop an Educational Video for young learner in 5th grade elementary school in Buleleng using Project-Based Learning?

1.5 Research Objectives

The objectives of this research are formulated as follows,

- 1.5.1 To develop video based on Project-based learning as the media for learning English grade 5th at elementary school in Buleleng.

1.6 The Expected Specification of the Product

The researcher hopes that the product of learning videos based on Project-based learning in fifth-grade elementary school students can solve learning problems during the pandemic. During a pandemic, this product can assist students and teachers in learning English in a more enjoyable and productive way.

1.7 Research Significances

There are two types of research significances that are hoped to be gathered from this research. They are theoretical and practical significance. Those significances are mentioned as follow.

1.7.1 Theoretical significance

As the theoretical significance, it is hoped that a contribution to the development of knowledge about media usage in teaching English for young learners would be carried out from this research.

1.7.2 Practical Significance

a. For Teacher

As the teacher's practical significance, it is hoped that this research would help the teachers who faced difficulties in finding the appropriate media based on their needs to teach English for young learners by using video-based on Project-based learning.

b. For the students

It is hoped that this research would help the students maximize their potential to learn English through video-based on Project learning as the learning media, which would make them feel motivated, interested, and active learners in the classroom.

c. For another researcher

It is hoped that the results of this research will be used as a reference by other researchers to conduct a similar study about developing video based on Project-based learning as the learning media for students in grade 5th Elementary School in Buleleng.

1.8 Assumption and the Limitation of the Development

The assumption and the limitation of the Developing educational video using Project base Learning for Teaching 5th Grade Elementary School Students are formulated as follows:

1.8.1 The products developed in this study are based on the syllabus and characteristics that exist in fifth-grade elementary school students

1.8.2 The products developed in this study are based on a scientific approach based on project-based learning

1.9 Terminology Definition

1.9.1 Conceptual Definition

1.9.1.1 Learning Media

According to Sari et al., (2013) stated that learning media is a tool that can help teachers deliver learning material in class.

1.9.1.2 Video

According to Harmer (1991) Video is a technology capable of recording and storing images which are then reconstructed into a sequence of moving images.

1.9.1.3 Young learner

According to Syafrizal (2018) young learners are students in the 7-15 age range who study in elementary or junior high school.

1.9.1.4 Project-based learning

According to Chiang et al. (2016) Project-based learning (PJBL) is a learning method in which students must face real-world questions or challenges through a lengthy process of inquiry

1.9.2 Operational Definition

1.9.1.5 Learning Media

Learning media is a tool or intermediary that can help students and teachers simplify and maximize the learning process in class.

1.9.1.6 Video

Video is a technology that combines moving images and sound, which can be used as a medium in the learning process

1.9.1.7 Young learner

Young Learner is a student who is still at a young age at the level of primary school education and has the characteristics of a child

1.9.1.8 Project-based learning

Project-based learning is a learning model centred on providing opportunities for students to carry out an in-depth investigation of a topic that is then developed into project work.

