CHAPTER I

INTRODUCTION

1.1 Research Background

Language is a communication tool that being the basis of speech (Suwartono & Nitiasih, 2019). Similar to a mother tongue, as an international language, English has become the most important language that should be introduced to students as early as possible (Purnamawati et al., 2015). The earlier children were introduced to the target language, the faster and better the children's mastery of the language that being learned. English is taught firstly in the elementary school from the fourth to sixth grade. In elementary school, English has become a local content subject since 1994 (Ratminingsih, 2016). In teaching English to young learner, a teacher should know deeply about the young learners' needs and characteristics. According to Wahyuni and Tantri (2020), young learner has several characteristics such as like they have a short attention span. They were in the age of five to twelve years old. Moreover, young learner quickly gets bored if the lesson does not look attractive enough. It made teacher should make the learning process being more fun and attract students' attention. Then, it can make teacher easier in teaching young learner.

However, Teaching English for young learner has become more challenging since the existence of Covid-19 pandemic. In early March of 2020, it was the first Covid-19 case had been confirmed in Indonesia. Education was one

of many sectors which affected by this pandemic. This caused all levels of schools to be temporarily closed. Further, to support education as well as an alternative to learn during the pandemic, the government has prepared a program to ensure students keep learning during pandemic (Febriani et al., 2020). Here, students and teachers had no longer carry out activities in the school. Specifically, they did not have to come to school to learn. Remote learning was used by teachers or the government to deliver all types of material. Remote learning was highly recommended to be applied to prevent many people infected by the coronavirus.

In the implementation of remote learning, offline and online learning was implemented. Offline learning is one of solution given in the pandemic situation which provided by the government. The Ministry of Education and Culture prepared a *Belajar dari Rumah Series* through learning video which broadcasted on *Television Republik Indonesia* (TVRI) for early childhood education and elementary school education (Kemdikbud, 2020). It was intended for students who have problems with internet access. However, this solution was considered less useful since it was too general and there was no specific English video for them because of the implementation of 2013 curriculum. Besides offline, there was also online learning as one alternative during remote learning. Online learning has been already implemented for a long time. In this pandemic, online learning was also a significant change in the learning system. It is highly recommended to be applied. In online learning, the teacher plays a significant role in delivering the material.

According to Harmer (1991), one of the teachers' roles is a teacher as the learning facilitator. It means that teachers need to facilitate what students need in

the learning process especially in the pandemic. Being a facilitator also means that teacher needs to be a learning designer to design the learning plan. Based on that role, a teacher needs to prepare a learning media to deliver the material. That statement was in line with the learning in the 4.0 industrial era and the 21st century which refers to the use of technology to develop innovative learning media in the learning process (Nitiasih et al., 2020). However, those expectations were in contrast with the facts which found in the preliminary observations that have been conducted before the pandemic situation.

Based on that preliminary observation, there were several findings that attract attention. First of all, English lesson was taught by teachers who do not have an English education background. This was in line with the finding in the research by (Ratminingsih, 2017)It can be said that the ability and competence of teachers as English teachers is not optimal. This is because the teacher not only prepared the material for teaching English but also has to prepare learning material for other subjects. Secondly, teachers' inability in creating and providing relevant learning media made them hard to find a proper media to use. As a result, teacher commonly used textbook only to deliver the material. Further, the third was teacher uses shortcuts in providing learning media by using the one that appears on the internet. Learning media that were not made explicitly for young learners made it challenging to implement because they were not in accordance with the needs and characteristics of the young learner. Then, it becomes less attractive and effective.

To solve those issues, it was necessary to find a solution that could assist teachers in providing a creative and contextual material based on students' needs

and characteristics. One of the relevant innovations that researchers can recommend is by developing educational learning videos that were meaningful, contextual, and attractive for the young learners. Learning video was recommended because seeing the pandemic situation that made it impossible for students and teachers to meet and conduct the learning process. It was also because a video is a great tool to deliver material in an excellent audio-visual look (Yükselir & Kömür, 2017). It can attract young learners' attention a lot. In accordance with the solution given above, video can be defined as a powerful learning media that combines some elements such as pictures, audio, and other videos (Isiaka, 2007). According to Yükselir and Kömür (2017), video can help teachers and students develop an innovative and attractive learning process.

Adnyayanti et al. (2013) mentioned that todays' education requires learning strategies that can guide students to become more understand in thinking and acting in line with real life. The learning video was designed based on the students' characteristics and needs in the fifth grade. Then, it significantly overcomes the problems faced by the teacher in providing learning media. Moreover, the learning video was designed and adjusted to young learners' level using a scientific method. It was in line with the mandate of the 2013 curriculum which stated that a learning process was required to use scientific methods in its implementation (Kemendikbud, 2019). In accordance with this mandate, the researcher decided to choose PBL as the method used to develop this learning video.

PBL method has been chosen as it is an efficient way to offer learners opportunities to develop problem-solving skills, self-directed learning, critical and

analytical thinking (Azman & Shin, 2012). It was in line with statement from Kemendikbud (2017) which stated that the aim of using PBL is to develop critical thinking skills, problem-solving skills, social skills, independent learning skills, and gaining new knowledge. In addition, PBL was chosen, because it was adapted to students of the fifth grade's abilities and characteristics. Students in the fifth-grade, they can solve problems and develop strategies. Then, they start to think logically and systematically Krismapera (2018). Through this method, students were faced with problems that reflect real life that was presented in the classroom (Septyarini & Budiarta, 2019). The learning video was developed based on the PBL method for the fifth-grade elementary schools students. Then, it was designed based on young learners' need and characteristic. Therefore, young learners can learn and see English as a fun thing to remember.

1.2 Problem Identification

Based on the preliminary observation which conducted in some elementary schools in Buleleng regency, there were several reasons why this research should be conducted. It found that in the English class, the one who teach English in elementary school do not have backgrounds as English teacher. They were not graduated from English language education. Hence, teachers do not have ability to create or develop an appropriate learning media. Moreover, teacher was also hard to find a proper learning media that in accordance with students' need and characteristic. Teacher's inability to create learning media forced them to used textbook only in delivering the material. It cannot attract students' attention much. It quickly made students bored and lost interest in learning.

1.3 Limitation of Problem

This research was limited and focused to develop educational learning videos for the 5th elementary school students in Buleleng regency for the 2020/2021 academic year. The learning videos developed based on problem-based learning method. The design of the research product would be in the form of prototype video that in the future can be improved as needed.

1.4 Research Question

1.4.1 How to conduct the teacher's and student's need analyze?

1.4.2 How to design the blueprints of the video?

1.4.3 How to develop an educational video for the fifth-grade elementary school students based on the PBL method

1.4.4 How to evaluate the learning videos?

1.5 Research Objective

1.5.1 To analyze the teacher's and student's need

1.5.2 To design the blueprints of the video

1.5.3 To develop an educational video for fifth-grade elementary school students based on the PBL method

1.5.4 To evaluate the learning videos

1.6 The Expected Specification of the Product

The development of educational videos based on problem-based learning methods for students in the fifth-grade elementary schools is expected to be an

alternative for teachers in teaching and providing English material to students remotely during the pandemic. Besides, the product is also expected to be a fun learning resource for students.

1.7 Research Significance

1.7.1 Theoretical Significance

The results of this study are expected to contribute in the form of information and knowledge toward the use of developing videos that have been made. It is hoped that in the future, it can be a reference material for the next researcher.

1.7.2 Practical Significance

1.7.2.1 For teacher

This study hopefully will help a teacher in the learning process, especially in serving the innovative material. Developing video as a learning material would overcome teachers' inability to provide relevant learning media for young learners.

1.7.2.2 For Students

Hopefully, this study will help students learn in a fun way through educational videos based on problem-based learning as the learning media. Developing video in the teaching process will easily attract young learners' attention properly because it will adjust to young learners' characteristics and needs.

1.7.2.3 For other researchers

This study can be used as a reference for future research. . Specifically, this research will hopefully help other researchers in conducting a similar study about developing video as a contextual learning media for young learners.

1.8   Assumption and the Limitation of the Development

There are several assumptions and limitations toward the developing video in this research. Those are as follows:

1.8.1   This research's product is an educational video that is specifically made for the fifth-grade elementary school. So, it can be assumed that this video is limited to the fifth-grade students only.

1.8.2   This research's product is made in educational videos that are contextual and fun for students based on a problem-based learning method. So, it can be assumed that this video is limited in its development in the problem-based learning method only.

1.8.3   This research's product is made in educational videos that develop based on the syllabus which exists in the Buleleng elementary school. So, it can be assumed that this video is limited to the elementary school in the Buleleng only.

1.9   Terminology Definition

1.9.1 Conceptual Definition

1.9.1.1   Video

According to Isiaka (2007), a video could be defined as powerful learning media that combines some elements such as pictures, audio, and other videos.

1.9.1.2   Young Learner

According to Imaniah (2017), a young learner refers to a learner between five and twelve years old. Imaniah (2017) also classified young learners into three different groups. They are a very young learner, young learner, and late young learner.

1.9.1.3   Problem-based Learning (PBL)

Othman and Shah (2013), a problem-based learning is a type of teaching strategies that focuses on problem identification and problem-solving abilities.

1.9.2 Operational Definition

1.9.2.1   Video

Video is one of the learning media in the form of audio-visual. Apart from that, a video also contains moving images or photos. And this is a pretty good thing to grab someone's attention. It can be both inside and outside of learning.

1.9.2.2   Young Learner

A young learner is a student who can be categorized as an immature student. Young learner refers to the students who are still studying in elementary school. They are easily attracted to new things.

1.9.2.3   Problem-based Learning (PBL)

Problem-based learning (PBL) is a scientific method that focuses on a problem and how to solve problems. In this method, there will be a phase of identifying the problem and discussing the problem so that the problem can be solved. The problem presented varies based on the target application.