CHAPTER I

INTRODUCTION

1.1 Background of Study

English has become a local content in elementary school and one of the required learning subjects from junior high school to senior high school. Indonesian commonly start learning English since childhood. Listening, speaking, reading, and writing are four skills in English that should be mastered by its learners. Related to English language learning, teacher quality, the proper method used to deliver the material, and the suitable learning media applied during the learning process become significant matters that could lead students to achieve the learning goals. Developing learning media following the basic teaching competence is really required to avoid monotonous learning and help the students receive the materials well. However, due to the outbreak of Covid-19, teachers and students need to adapt to the new normal in the learning process.

It has been more than a year since the first case of Covid-19 in Indonesia was terrifically announced. All people have to restrict activities outside and are forbidden to lead the crowd including go to school. This pandemic gives a huge impact on the economic and educational condition. New normal comes to appear that every student needs to adjust to the new learning strategies. The government instructs the ministry of education to conduct online learning, which means that teachers could not always supervise the students' learning. Hence, all students are required to be able to learn independently.

Learning independently without the teacher's contribution in the whole process is a new thing for students, especially in Indonesian schools that mostly apply the traditional teaching system. Mattarima & Hamdan (2011) states that Indonesia is accustomed to using teacher-centred before the school from home policy is informed. Learning independently is commonly known as autonomous learning that emphasizes students taking the teacher's role in the class, such as managing the way in learning, selecting method and technique, and also analyzing the possibility of gaining the learning goals (Holec, 1981). Little, Ridley, & Ushioda (2002) mentions autonomous learning can positively impact students' learning during online class in which it helps students be more initiative and more responsible for their own learning. It also improves students' awareness in solving their problems independently with less of the teacher's role. Due to the pandemic situation, the autonomous learning concept could be assisted by creating the appropriate and effective learning media that could be used during the school from home policy.

Puspitarini, Akhyar, & Djono (2018) state that learning media is a tool used in the learning process to stimulate students' thoughts, feeling, willingness, and attention while encouraging the learning process itself. Learning media can be divided into three kinds: graphical media, audiovisual media, and projective media (Suwarno, 2006: 134). Learning media itself could motivate and improve students' participation in understanding the material, in this case, is English subjects. The teacher could help students catch the understanding and interest of the lesson by using appropriate and attractive media. It could be used both for adult and young learners as long as the media are relevant to the material and

characteristics of the students. However, choosing suitable learning media for young learners would be more challenging for teachers because they prefer to learn in an easy way at the early age. Young learners love to learn while playing. Therefore, the teacher should recognize the young learners' characteristics in the first place before deciding the appropriate learning media for them, especially during the online learning process.

Students in sixth-grade are also categorized as young learners, which means they still have considerable curiosity. In learning a foreign language, children tend to rely on the patterns of their native tongue in which they are also still learning to use it correctly (Staknova & Tolstikhina, 2014). In the educational field, teachers and the researcher could find many kinds of learning media to teach young learners in the pandemic situation. Traditional media could also encourage students' learning process; however, nowadays, people are faced with technological advances. Students are more interested in using their smartphones, personal computer, or other technological devices to learn English.

Patel (2013) claims that the application of technology could create productive and interesting teaching and learning process. By collaborating the media with technology, the teacher could stimulate students' motivation and interest of the material. During school from home, the media that could provide self-access learning are really needed to support the learning activities. Yelland (2005) finds that digital media-based activities in the learning setting could engage students in collaborative learning, thinking, and problem-solving activities. This is in line with the characteristics of autonomous learners proposed by Candy (1991) in Benson (2001: 85), who states that autonomous learners were logical and

analytical. One of the modern media that could be used in teaching English for sixth-grade students and could encourage them to learn independently during online learning is Powtoon.

Merhand (2014), as cited in Yuniari (2018), claims that Powtoon is a web-based animation software that allows the users to manipulate pre-created objects, provide musical background, import images, and create voice-over quickly and easily in the process of making animated presentations. Powtoon has all tools and objects for creating a planned video material with a selection of animated characters, cartoons, background, music, and voice (Adnyani, Mahayanti, & Suprianti, 2020). It could be used to teach any subjects for any grade of students because it lets teachers create and design the media based on students' needs during the learning process. The teacher could also input Powtoon with presentation while catching students' attention with its fun animation. The outcome of the animated software is still in the form of video. Then, students could watch the media online on YouTube or offline together in the classroom and, of course, at home. So, it is really potential to be used in teaching English for sixth-grade students.

Many studies have discussed Powtoon in which most of them commonly discussed the use of Powtoon audiovisual media for the language skill and the students' perception about the media. For example, Semaan (2018), Syafitri, Asib, & Sumardi (2018), Adnyani et al. (2020), as well as Kafah et al. (2019) conducted studies that discussed the effect of using Powtoon in the teaching and learning process, Powtoon development for teaching English for young learners, and the

development of Powtoon on the Concept of the Properties of Light for Elementary School Students.

The result of those researches showed that involving Powtoon media in the learning process made the students' learning performance increase. The students became more concentrated on the material and responded positively to the instructions. The students were highly engaged and confident during the learning process, as well as showed a great motivation to learn the material. So, it can be concluded that Powtoon was an effective medium used in the learning process and both teacher and students gave positive responses to the media, in which the teacher was facilitated while the students enjoyed the learning process. However, none of the studies discussed the Powtoon development for learning English autonomously outside the class, especially in this pandemic situation when the learning process is run from home. Hence, based on that reason, this research was conducted with a focus on the development of Powtoon animation video for sixth-grade students to learn English autonomously during school from home.

Then, the researcher did a preliminary study to know the usage of technology media in the English teaching and learning process during school from home at SD LAB Undiksha Singaraja. The preliminary research was done through document study, teacher's interview, and students' questionnaire. The result of the preliminary study was mentioned as follows: First, during the school from home learning, the students found out more difficulties and less interest to learn English at home because the students could not discuss with their friends or ask the teacher as much as they can do while learning face to face at school. Besides, the online learning process seemed monotonous because the teacher rarely used

media to deliver the material. It made the students more unfocused in learning in which they mostly preferred to learn English by using technology media that involving games.

Meanwhile, on the other side, the teacher was hampered in finding the suitable media to teach students while studying from home because not many videos provided on the internet were appropriate with the syllabus and the learning goals. So that, the teacher mostly used learning videos that she made using Kine Master or PowerPoint recorder, which surely means that the teacher needed new and more attractive media to make all students engage in the online class and learn by themselves. The result of preliminary research showed that the teacher would love to use Powtoon animation video as the learning media to teach English during the online class and the students were so enthusiastic about the media. However, the teacher had no information about the Powtoon video and the steps of making the media. There was also not much time left before the end of the semester, so the teacher could not make her own Powtoon media or learn to make the media in such a short time.

Thus, based on those reasons, in order to facilitate the shifting of the teaching and learning process as well as a need for applicable media, research on developing Powtoon is needed to be conducted. Powtoon as an audiovisual medium can be appropriate for teaching English for sixth-grade students at SD LAB Undiksha Singaraja for odd semester based on curriculum 2013 because it is straightforward to operate and encourage students' learning independence as well as creativity by using attractive audio and visual animated video. The various attractive features in the Powtoon video could create a fun learning environment

and instil students' motivation to learn autonomously during school from home because it adjusts with students' needs, especially the sixth-grade students in English subjects to learn independently with or without the teacher's supervision. There were also several steps of making Powtoon animation videos provided in the study. So that the teacher could use this study as a reference to make a good Powtoon medium later on. Moreover, this research focuses on developing Powtoon animation video as learning media in teaching English for sixth-grade students at SD LAB Undiksha Singaraja during the online class.

1.2 Problem Identification

According to the background and the preliminary study conducted in this research, some problems were found at LAB Undiksha Singaraja. First, due to the outbreak of the covid-19 virus, teachers in SD Lab Undiksha use a collaborative teaching style, both using conventional ways and digital platforms. The teachers use improvised learning media like printed books, pictures, and simple videos to teach English, which could not really motivate students in learning. Furthermore, in delivering the materials, teachers explain the material a lot while the students only answer the exercises given by the teachers because the teachers were not used to online teaching, which was mentioned in the preliminary teacher's interview. Besides, the teachers use WhatsApp, zoom, or google meet platforms only in conducting online learning.

Second, the use of creative learning media in teaching English at SD Lab Undiksha during the online teaching and learning process was not optimal yet. Although the teacher collaborates the conventional ways with several digital

platforms like WhatsApp, zoom meeting, Kine Master, or PowerPoint recorder, the teacher still could not create suitable and attractive learning media that could support the students learn independently at home. Learning videos made by the teacher is the only creative media used during online learning, which surely means that the teacher needs new and more attractive media to make all students engage in the online class and learn by themselves. During online learning, the teachers certainly could not consistently deliver the material directly and supervise the students. It was also mentioned that the teacher and students at SD LAB Undiksha really wanted to use Powtoon animation videos to learn English. However, the teachers were less educated in making Powtoon by themselves and did not have enough time to learn making Powtoon media, in which it was almost at the end of the semester.

Thus, from those reasons, the researcher conducted a study about the development of Powtoon animation video as an integrated English language learning media for all language skills which are listening, reading, speaking, and writing which also contains games, quizzes, and other attractive features like animation, video, music, and audio for young learners especially for sixth-grade students during school from home.

1.3 Limitation of the Problem

The problem's limitations focused on developing Powtoon animation video-based as a media in teaching English for sixth-grade students at SD LAB Undiksha Singaraja in 2020/2021of the odd academic year during school from home. The design of the animation video is in the form of prototype media that

still needs to be tried out and improved in the future. Another limitation in this research is the minimum number of participants. There were only ten students who could participate as the research samples in conducting this study based on the teacher's recommendation and parental consent. Last, each video has a duration of no more than three minutes because the account used was not premium.

1.4 Research Problem

Based on the background above, the research question of this study mentioned as follows:

1.4.1 How is the development of Powtoon Based-video as English learning media to support sixth-grade students autonomous learning at SD Lab Undiksha?

1.4.2 How is the quality of the developed Powtoon Based-video as English learning media to support sixth-grade students autonomous learning at SD Lab Undiksha?

1.5 Research Objectives

The objectives of this research are formulated as follows:

1.5.1 To develop Powtoon as learning media for encouraging sixth-grade students autonomous learning at SD LAB Undiksha Singaraja.

1.5.2 To know the quality of the Powtoon video for sixth-grade elementary students as learning media in learning English autonomously.

1.6 The Expected Product Specification

The expected specification of the product in this study mentioned as follows:

1.6.1 Powtoon audiovisual animation is expected to be used as learning media to teach English for sixth-grade elementary students, in which this media could be used both by the teacher and students. But, the subject of this research is the sixth-grade students at SD LAB Undiksha Singaraja.

1.6.2 This research is expected to help the teacher and students in the teaching and learning process, especially with Powtoon audiovisual animation as learning media for sixth-grade elementary students to learn independently during school from home.

1.6.3 Powtoon produces digital teaching media in the form of animation-based video for teaching young learners, which has a duration of around 2-3 minutes for each video.

1.6.4 The animated video in Powtoon represents several English topic materials for the odd semester of sixth-grade elementary students, such as direction & location, shopping, season & weather, as well as holiday.

1.6.5 The animated video is developed using the Powtoon website containing sounds, characters, appropriate vocabularies, spoken and written explanations.

1.6.6 The video could be accessed and downloaded on YouTube and then played offline and repeatedly during the study from home.

1.7 Research Significance

This research is expected to give theoretical and practical significance. The theoretical and practical significance of this research could be described as follows:

1.7.1 Theoretical Significance

The theoretical significance of this study is to support and contribute to the development of academic knowledge for the use of an enjoyable, effective, and innovative Powtoon learning media to teach English for sixth-grade students, especially during school from home.

1.7.2 Practical Significance

1.7.2.1 For Teacher

This study is expected to help teachers in teaching English subjects for young learners by using Powtoon ICT-based learning media so that the online learning process becomes more fun, attractive, and valuable.

1.7.2.2 For Students

This study is expected to encourage students to understand the material and increase students' motivation to learn English independently through Powtoon during school from home.

1.7.2.3 For Other Researches

This study is expected to be a reference for the next researchers who conduct a related study about the development of Powtoon as audiovisual media in teaching English for sixth-grade students.