CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is considered an international language. Yuniari (2018) said English is significant in the field of education. This is a global language that many countries utilize as a means of communication. In certain nations, English is regarded a necessary subject for students. Basic English should be taught since childhood. In addition to education, English can also be used for other purposes such as business, employment, Etc. Students must master four skills in English, namely listening, reading, speaking, and writing. One of an essential part of language learning that students must master is vocabulary (Dzanic, 2016). Vocabulary becomes one of the most critical components affecting the use of language by students. In this case, the teacher should focus on the English language role in vocabulary development. Vocabulary is a fundamental element that learners must master before they use the language. This is an essential aspect of vocabulary development, and the meaning of new words is often emphasized in writing or speaking. However, improving the vocabulary mastery of students is not an easy thing for a teacher.

The current learning activities are very different because of a virus called COVID-19. This COVID-19 is an infectious disease caused by Coronavirus two or SARS-CoV-2 acute respiratory syndrome. When attacking humans, Corona virus usually causes disease Respiratory tract infections, such as flu, MERS (Middle East Respiratory Syndrome) and SARS (Severe Acute Respiratory Syndrome). COVID-19 is a new type of Coronavirus found in Wuhan, Hubei, China, in 2019 (Scientific, 2020; Hui et al., 2020 as cited in (Setiawan, 2020). The spread of this virus is overgrowing; therefore, almost

the entire country is affected, which is called a pandemic. Almost all sectors are affected by this virus, one of which is the field of education. The school was closed to tackle the chain of virus spreading. Because of the COVID-19 pandemic, students are required to stay and learn from home (SFH). This is not an easy thing; all kinds of school activities are done online. Teachers and students should be able to adapt to current pandemic conditions to achieve success in learning. Teaching students to master vocabulary in English is quite difficult because of this pandemic. All learning activities carried out from home make teachers feel challenged in presenting material which can help students to learn independently.

During this current situation students carry out all learning activities from home. In this case, students are required to learn independently or it can be called autonomous learning. According to Crome et al. (2009) as cited in Rokhani (2012) autonomy is defined as the capacity to think and act critically and independently, to handle one's own learning activities, and to realistically assess the strength and weakness as a learner. Students should responsible for their own learning which is they learn by themselves. They have to set goals, develop strategy and assess their learning independently. The teacher's role here is as a facilitator and guidance for students to learn. The teacher will help students as guidance in order to facilitate students to learn autonomously. The teacher's creativity in creating various learning activities to facilitate the learners' autonomy during this current situation is important, especially when teaching young learners.

Teachers must pay attention to several factors when teaching young learners. According to Dzanic (2016), teachers must know who their students are in order to

provide suitable instructions and how to handle students while respecting their interests. Furthermore, students often learn from direct experiences that they have in the classroom. Additionally, the young learners only have an attention span of 15 to 20 minutes. This condition necessitates teachers to use a variety of instructional styles and techniques. Then young learners acquire language by doing and utilizing it, such as through verbal communication. The last one is on the teacher's role as a facilitator for students when learning a new language. It is the teacher's responsibility to understand the students' characteristics to make learning more effective through learning media, organizing materials, and stimulating motivation through various practices (Finocchiaro; 2003 as cited in Dharmawan, 2018). The teacher should select appropriate media on topics and contexts acceptable for young learners during this school from home (SFH) in motivating learners' autonomy.

Considering the significance of using media to assist young learners in developing their vocabulary mastery and knowledge in the language learning process, so that the use of technology in the learning process is highly recommended. Here, digital media can be a great option to help students in online learning. It is because young learners mostly like learning through visualizations. According to Fatimah & Santiana (2017), there are several reasons why digital technology should be used namely improving teaching process, challenging new technologies to rethink student work, providing attractive opportunities for language learning, and technology can help teachers meet students at their learning level. The usage of ICT in the classroom helps stimulate students to learn English and motivate teachers to be creative in creating effective learning material. The use of teaching media in young learners education must be enhanced since the

development of vocabulary mastery in young learners is key and necessitates certain requirements. According to Kabilan & Zahar (2016), using ICT-based learning can help students increase their vocabulary mastery. It has also been shown to be useful in creating engaging learning activities in the classroom. Furthermore, it is efficient in providing students with different instructional media for vocabulary development.

The use of ICT in classroom environments can motivate students to learn English and create innovative teachers in the design of relevant teaching media. One of the digital media that can be used to teach young learners during this pandemic or School from Home (SFH) that can support students in autonomous learning is Powtoon based video. Semaan (2018) explained that PowToon is a web-based tool that offers a wide range of media, visuals, video, and animated images to create interactive presentations that improve effectively and systematically. It also shows class accounts for project-based learning. PowToon allows teachers to create their own presentations that meet the needs of their students, rather than constantly searching for suitable and ready-to-use videos.

Many studies have been conducted using PowToon as a learning media. Several studies have previously used PowToon in the learning and teaching process. The example of the studies that were carried out by Semaan & Ismail (2018), Mohamed, Malek & Kamarudin (2018), Syafitri, Asib, Sumardi (2018) and Asmad, Yunus & Nor (2018). Those researches already discussed about the effectiveness of PowToon in teaching and learning process, PowToon's contextual instructions for flipped classroom, the usage of PowToon in improving the speaking ability and Powtoon animated video that help students improve their writing skills. It showed that the previous studies indicated that PowToon was an effective medium for teaching and learning process. However none of

them discussed about the development of Powtoon for teaching English in the current situation and also focus on autonomous learning. Based on that reason this research was conducted which focus on the development of Powtoon as the medium to teach English for children especially kindergarten students in the current situation and to support them in autonomous learning.

As a need analysis, the researcher has done a preliminary study to determine how teaching and learning activities at TK Lab Undiksha during school from home (SFH). The interview results show that the school has provided several digital platforms to facilitate online learning, such as Zoom, Kahoot, and WhatsApp. Moreover, all this time, SFH teachers must present material creatively so that students do not get bored while studying. The teacher still tries to adapt or unfamiliar with the online learning activity during this current situation. The teacher usually uses media such as pictures, fairy tales, recorded videos, and videos from YouTube. However, not all teachers could create their own media to stimulate students in autonomous learning. The teachers still unfamiliar with autonomous learning and also never use the Powtoon video. Creative media development was essential to assist teachers in teaching English to Kindergarten students during school from home. The media needed here must be presented in a simple, cheerful, and fun way to make students interested in learning. Powtoon Animation video could be a great solution in utilizing digital media for the odd semester at Undiksha Lab Kindergarten. In order to make the learning process more interesting, the PowToon animation video was created in the form of a game and quiz. It was also modified to meet the teacher's needs during the teaching and learning process, particularly for Kindergarten students during school from home (SFH). Consequently, the media could be sent to

students' parents or utilized frequently by students as an implementation of autonomous learning whenever and wherever needed.

Then, based on the result of the students' questionnaire, almost all students in TK Lab Undiksha like to learn English. However, due to the COVID-19 pandemic, they are learning online or study from home independently. In this current situation, the teacher uses several digital platforms to facilitate online learning, such as Whatsapp, Zoom, or Google meet. It also can be seen that the students have a high interest to study by using digital media during this school from home (SFH). When learning online, students prefer learning that uses digital media, which contains games and interactive activities that make them more interested in learning. Hence, in this case, Powtoon animation video can be used as a solution as a digital media for kindergarten students in learning English and facilitated them to learn autonomously from home.

Based on the needs of both the teacher and the students about the utilization of technology-based teaching media in TK Lab Undiksha, this research was conducted. Research on the development of Powtoon as the digital media in facilitating students to learn autonomy was necessary because it could be used as a medium that helps teachers. In contrast, students also are more interested in learning. This Powtoon also stimulates students to learn and creates a fun and meaningful atmosphere during the learning process (Asmad et al., 2018). Moreover, Powtoon could help students to learn independently as the implementation of autonomous learning. It was because Powtoon animation video provides vocabularies and quiz or game that can help students learn English by themselves and suitable for kindergarten level. This research development entitled "Developing Powtoon Animated Video as the Teaching and Learning Media to

Enhance EFL Kindergarten Students' Vocabulary Mastery at TK Lab Undiksha". This research focused on developing Powtoon Animated Video as a teaching and learning media that could improve kindergarten students' vocabulary mastery during school from home (SFH) and learn autonomously.

1.2 Problem Identification

According to the background and the need analysis, there are some problem identification found in TK Lab. Undiksha:

1. All learning activities are done from home and online. The kindergarten teachers at TK Lab Undiksha use some media such as pictures, fairy tales, recorded video and video from Youtube. They usualy use WhatsApp, Google meets, Zoom, etc., as digital flat form in the teaching and learning process during SFH.

2. The teacher is still unfamiliar with the autonomous learning in this current situation when teach the students through online.

3. It is not an easy thing for kindergarten teacher to teach because everything must be done through online. There is still no learning media that can help students to learn autonomously.

4. The use of animated video is still not maximal yet at TK Lab Undiksha. The teacher was not familiar with Powtoon animation video. In this current situation, not all teachers can create their own animated videos as media in teaching.

5. The teachers need an animated video to motivate students to create joyful, meaningful, and interactive learning for kindergarten students in which can facilitate them to learn autonomously.

1.3 Limitation of the Problem

The limitation of the problem is focused on developing Powtoon based video as the teaching and learning media to enhance EFL Kindergarten students' vocabulary mastery at TK Lab Undiksha in the 2020/2021 academic year. This designed Powtoon based video is a prototype media that still needs to be tried out in the future. Then the limitation of this research was also the minimum number of participation when tried out the prototype product. In this case the researcher only used 10 students according to the teacher's recommendation. Only ten of participants who can join for trial of the product because of students' willingness and their parents' permission with private reason.

1.4 Research Problem

1. How is the development of Powtoon Based Video at TK Lab Undiksha as the Teaching and Learning Media to Enhance EFL Kindergarten Students' Vocabulary Mastery to support the Autonomous Learning?

2. How is the quality of the developed Powtoon Based Video at TK Lab Undiksha as the Teaching and Learning Media to Enhance EFL Kindergarten Students' Vocabulary Mastery to support the Autonomous Learning?

1.5 Research Objectives

1. To develop Powtoon Based Video at TK Lab Undiksha as the Teaching and Learning Media to Enhance EFL Kindergarten Students' Vocabulary Mastery to support the Autonomous Learning.

2. To examine the quality of the developed Powtoon Based Video at TK Lab Undiksha as the Teaching and Learning Media to Enhance EFL Kindergarten Students' Vocabulary Mastery to support the Autonomous Learning.

1.6 Expected Product Specification

The expected product specification of this study were mentioned as follows:

1. The Powtoon based video is expected to be applied as the teaching and learning media to enhance EFL Kindergarten students' vocabulary mastery. The Powtoon based video also can help the teachers as well as students in the teaching and learning process.

2. This product is expected to help the teachers and the students in the teaching and learning process through the use of Powtoon as media to enhance EFL Kindergarten students' vocabulary mastery and students learn autonomously.

3. Four Powtoon videos were developed with different topic such as the five senses in human, House, Clothes, and Animal which can help teacher and students as an interactive media. The duration of the video is about 2-3 minutes.

4. The colors of the animated videos created with the PowToon application are colorful and the content is appropriate for kindergarten students.

5. This Powtoon based video is expected to help teachers and students as an attractive ICT based media to teach English during autonomous learning.

1.7 Research Significance

The research significant of this study is:

1. Theoretical Significance

   The theoretical significance of this research is that it can help to increase knowledge concerning the use of media in teaching English to young learners and autonomous learning.

2. Practical Significance :

a. For Students

   This PowToon based-video is expected to be a media to help kindergarten students in enhancing vocabulary mastery. Through the Powtoon Animated video, students can enjoy the learning process and help them easy to understand the material. In addition, students will be more motivated to learn English and facilitate them to learn autonomously.

b. For Teacher

   For the teacher, Powtoon animated based-video can help teachers to facilitate students to improve their vocabulary and motivate students in the learning process and support the students to learn autonomously. This study also makes teachers present more creative, enjoyable and engaging learning media; therefore, students will not feel bored during the teaching and learning process.

c. For School

   Powtoon animated Video as ICT-based teaching as a medium of teaching to teach English will help the school facilitate students and teacher in the teaching and

learning process. Also it can be a digital medium to help students in autonomous learning. Therefore, it is beneficial for schools that provide a pleasant learning atmosphere.

d. For Parents

For parents, Powtoon animation videos is expected can help their children to learn English in terms of increasing their vocabulary and facilitating children to learn autonomously from home according to the current situation.

e. For other researchers

This study will be beneficial to other researchers that will inspire them to conduct research related to this topic or develop and conduct further research on ICT-based teaching media used in education and autonomous learning.