CHAPTER I
INTRODUCTION

1.1 Background of Study

English is considered as a foreign language in Indonesia. Therefore, Indonesian people only use English in school. This makes school is the only place they can learn English. According to Aqli, Padmadewi, and Suarnajaya (2013), Indonesian's students from kindergarten level until university level have been taught about English subject as foreign language. This phenomenon shows that enthusiastic people to learn English is really big. However, students from kindergarten until university students are not the same, because they have some different characteristics between young learners and adult learners. Therefore, teacher needs to give a different treatment and attention in teaching them.

Rixon & Shelagh (1999) stated that young learners are the students which the age between five years old to twelve years old. Every nation has its own regulation about when the children are bale to join the elementary school, so it is not easy to classify the age of young learners.

However, young learners need special attention in class. This because if they think that the task or learning material is too hard to be solved, they will get to lose interest in learning easily. That is why the teacher needs to make them to keep their focuses in the class. Teacher should be able to create a non-monotonous learning activity in order to catch students' attention.

Harmer (2007) stated that young learners learn by see, hear, and touch and also interact with the learning process not just from an explanation. This makes teacher

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need to use some creative strategy in order to help young learners in achieving the learning objectives. Therefore, teaching young learners is not easy. The usage of media can be one of the solutions to attract young learners' interest in teaching and learning process. Sudjana & Rivai (2013) argued that the usage of media in teaching and learning process is needed to make the process to be more interesting. Nevertheless, the use of media should be designed to help the students to understand the learning material.

Nowadays, the growth of Information and Communication Technology (ICT) is developing rapidly, especially during the pandemic of Covid-19. The Outbreak of Covid-19 has forced people to avoid a close-ranged interaction. Moreover, the current condition during the pandemic made people to be more common to the use of ICT. This situation also leads an impact on the world of education. It is because students have to face the new era where they have to do almost all of their educational activities involving the use of technology. This makes the usage of technology in students' activities cannot be avoided. Therefore, teacher is challenged to deliver their material by involving the use of ICT in teaching and learning process.

Besides, teacher also expected to create the same atmosphere in online class for students to learn as they used to feel in their real classroom (offline class). The pandemic situation makes teacher unable to teach directly. However, teacher is expected to be able to maintain the continuity of learning even when teacher is not directly facing the students. Moreover, students should also have to be able to learn more by themselves than it used to be. In addition, online class made students to be

more freely in achieving their learning objectives, because they were studying at home with indirect supports from teacher. This makes the world of education needs to provide a media that fits with the autonomous learning. Autonomous learning is a technique of learning where students act as an individual who should be responsible for their own learning climate and everything that included in learning (Uswatun,2013). This means students as a learner have to be able to learn and practice by themselves and also to learn by their own free will of their learning decision by themselves. However, this does not mean that students must control their own learning by ignoring all of the external factors, such as teacher's and other students' assistance. By applying the autonomous learning into the learning media, teacher now can provide students' needs in the form of independent learning exploration. Therefore, it is needed for the teacher to provide a learning media that applies autonomous concept in it.

Despite of the teacher's challenges of involving the use ICT in online classes, teacher should not be concerned with the result of involving ICT for educational purposes. According to Patel (2013), the application of technology in the classroom make the learning and teaching process more productive and interesting. The involvement of ICT as the media in the teaching and learning process will help teacher to motivate their students, if the teacher involves the technology in their teaching and learning process, the students. According to Mayer (2001), the combination of multimedia such as image, sound and text into one platform will state the message more effectively.

Regrettably, the usage of ICT in online class was lack of interactive function.

According to the researcher's need analysis at SD Lab UNDIKSHA, the results of teacher's interview showed that teachers mostly taught English using picture and video that designed based on slide material. as a result, students might get bored in learning. In contrast with teacher's interview result, student's questionnaire result found that students claimed that picture was the most-used media in online class. This made the learning media to be lack of variance.

Moreover, Student's questionnaire in need analysis step showed that students were familiar with the use of technology. They were already adapted with the use of some technology such as smartphones, computers/laptop. Furthermore, majority of students claimed to use smartphone/laptop frequently. They usually use gadgets to play video games, watch YouTube video, and access chatting application. This indicated that students were already able to operate technology properly. Therefore, it was necessary to develop an interactive media, by relying on full advantage of technology which the students were capable to operate.

There is a web-based animation software that can help people to combines sound, text, and image into one video platform, known as PowToon. According to Nanni (2015), PowToon is a good potential technology for teaching language. PowToon is considered as a web-based animation software. PowToon works by showing some points for the presentation, the creator can add the text, picture, video and also the animations in one slide. This software allows the creator to make presentation in the form of animation video. Later the result of the video project will be uploaded in YouTube platform. However, there will be a watermark showed in the video if the video is uploaded from a non-premium account (Pais, Nogués, &

Muñoz, 2017). Overall, PowToon can help us to enhance teaching media by providing some eye-catching tools in it. Therefore, PowToon animation video clearly has high potential in leading the students to learn in enjoyable way.

Tanjung (2020) has conducted a research about Technology integration in EFL teaching and learning in Indonesian using PowToon. The study is aimed to investigate how students use their technology to operate PowToon application to support English Foreign Language learning. From the data findings, it shown that students liked to learn with PowToon. Moreover, students showed their intention in learning with PowToon in the future. In accordance, Semaan & Ismail (2018) has conducted a research about The Effect of Using PowToon on Learning English as a Foreign Language. This study was aimed to test whether using PowToon gives a positive, negative or no effect in learning English. This research showed a positive result from both of the students and teacher. The result data findings showed a positive result on students' level of engagement, concentration, comprehension, and language acquisition. Furthermore, the teacher also showed interest in using PowToon. Therefore, it can be said that PowToon can attract both students' and teacher's interest in teaching and learning using PowToon. In addition, it also can enhance students' performance in learning process.

Based on the phenomenon happened in the world of education during the pandemic of Covid-19, the researcher focused on developing PowToon animation video that applies autonomous learning for the purpose of learning media. The PowToon animation video developed to support student's autonomous learning and also to make the learning process more attractive and interactive. The developing

of PowToon animation video was accurately suited with the teacher needs for the teaching and learning process, especially for teaching students in second grade of elementary school. This research only focused on developing the PowToon animation video as the learning media for second grade students in Singaraja .

1.2 Problem Identification

Focusing on the importance of developing an ICT-based learning media that supports autonomous learning to teach English subject for second grade students in Singaraja, it is essential to develop an interactive media that can support students in implementing autonomous learning. There are several reasons of why this research is needed to be conducted. Teaching and learning process used a media that has a lack of variation and interactive function. Moreover, based on the preliminary questionnaire in analysis step, students claimed that there is only few of activities to be done in online class. Therefore, it is needed to develop an innovative learning media that attracts students' attention.

Moreover, the learning media is not supporting students' needs in learning autonomously. Current learning media was just expecting the students to learn by themselves from a distance and doesn't give the opportunity for students to learn by their own free will of their learning decision by themselves . In addition, current learning media was not making students to adapt in the online learning process. This situation makes students are in need for a media that supported autonomous learning. Moreover, some students in preliminary questionnaire claimed that pictures and explanation video are the only learning media given in online class.

Therefore, a learning media that supports autonomous learnings is needed to help students become more active in learning independently.

1.3 Limitation of the Problem

The limitation of the problem in this research was focused on developing PowToon animation video as teaching and learning media for second grade students at SD Lab UNDIKSHA. The development was limited to support English subject autonomous learning of second grade students during online class in odd semester of 2020/2021 academic year. The design of the problem was suited with the needs of second grade students of elementary school at SD Lab UNDIKSHA. Therefore, the design of the animation-based video was in the form of a prototype product which still needed to be tried out in the future.

1.4 Research Question

Based on the background above, the research question formulated as follows:

1. How PowToon video-based animation was developed as a teaching and learning media for second grade students at SD Lab UNDIKSHA to support autonomous learning during online class in odd semester?

2. How was the students' and teachers' opinion toward the use of PowToon animation video for second grade students at SD Lab UNDIKSHA to support autonomous learning during online class in odd semester?

1.5 Research Objective

The objectives of the study formulated as follows

1. To develop PowToon animation video as a teaching and learning media for second grade students at SD Lab UNDIKSHA to support autonomous learning during online class in odd semester.

2. To know the students' and teachers' opinion toward the use of PowToon animation video for second grade students at SD Lab UNDIKSHA to support autonomous learning during online class in odd semester.

1.6 The Specification of the Product

The specification of the product in this study described as follows.

1. PowToon animation-based video was developed for second grade students to be used as learning material that supported autonomous learning. The video can be viewed on YouTube platform. As a result, the PowToon animation video could increase students' attention and enthusiasm in English learning.

2. PowToon animation-based video would have interesting images, moving characters, text and audio. The resulting output would have unique characteristics and higher quality than conventional media. In addition, the resulting output would have an interactive function.

3. The PowToon animation-based video would be in the form of two-dimensional media

1.7 Research Significance

This study was expected to give theoretical and practical significance. The theoretical and practical significance of this research can be described as follows:

1.7.1 Theoretical Significance

The outcome of this research was expected to give a contribution to the development of knowledge by designing of PowToon as a media that supports autonomous learner needs to teach English subject for second grade students of an elementary school in Singaraja.

1.7.2 Practical Significance

a. For Students

The result of this study is expected to be a fun and interesting learning media to promote the students' motivation and interest to learn English.

b. For Teachers

The result of this study is expected to improve teachers' performance and competence in teaching English in order to help teachers to get more sources in using media. The other result of this study expected to develop innovative and interactive media which beneficial to encourage students' in learning English.

c. For other Researchers

The result of this study is expected to be used as a helpful reference for other researchers to conduct research related with this study about

developing PowToon animation based-video as English teaching and learning media for second grade students of elementary school.

1.8 Assumption and Limitation of the Development

The reference about PowToon animation video and learning media would be used to identify the appropriate contents and level of the PowToon animation video. The limitation of the development of PowToon animation video as learning media can be described as follows:

1. This product was designed based of the needs of second grade students at SD Lab UNDIKSHA during online class in order to support students' autonomous learning.

2. The product was designed in the form of prototype product. Further research is essential to make the product to grow better in the future.

3. The product was designed in the form of animation video. It needs an electronic device such as smartphone, laptop, or computer in order to perform the product.

1.9 Definition of Key Terms

1.9.1 Conceptual Definition

1.9.1.1 Teaching and Learning Media

According to Schramm in Suwarno & Wiji (2006), teaching and learning media is the technology that meant to deliver the message in the teaching and learning process. Moreover, there are two kinds of learning media

that can be used in learning process. Those are conventional media and media technology.

1.9.1.2 PowToon

According to Semaan & Ismail (2018) PowToon is an audio-visual media in the form of animation video. This media is a web-based animation software that helps create an animation video in a very simple way.

1.9.1.3 Teaching English for Young Learners

The term of young learners cannot be defined easily because every country has its own regulation about students' minimum age of entering school. Scott and Ytreberg (1990) argued that young learners are students which between the age of five to eleven years old. Meanwhile, Rixon & Shelagh (1999) argued that young learners are the students which the age between five years old to twelve years old. However, it can be concluded that young learners are the students who are considered as a beginner in learning.

1.9.1.4 Autonomous Learning

The word autonomous comes from autonomy. Moore (1999) defines autonomy as "the right of self-government; personal freedom; freedom of the will; a self-governing community". Therefore, the word autonomy implies a meaning of personal freedom and independence to determine personal desire. Uswatun (2013) stated that autonomous learners learn independently and hold their own responsibilities in learning. Learners act as individuals who control and choose their own learning environment. Therefore, autonomous learning is learning concept where the students control all of their learning decisions and learn

independently by themselves.

1.9.2 Operational Definition

1.9.2.1 Teaching and Learning Media

The teaching and learning media were in the form of animation video that were developed in this study. The prototype of animation video can be performed through both PowToon's website and YouTube platform.

1.9.2.2 PowToon

PowToon was used as the web-based software to design the animation video prototypes. Using PowToon platform, animation video was designed based on four topics that are needed for second grade students of elementary school at SD Lab UNDIKSHA.

1.9.2.3 Teaching English for Young Learners

In this study, the young learners directed to second grade students of elementary school at SD Lab UNDIKSHA. The students were taught about English Subject by implementing the use of PowToon animation video.

1.9.2.4 Autonomous Learning

In this study, the animation video designed to support the autonomous learning. The animation video used to lead the students to become more active in learning independently.