

CHAPTER I

INTRODUCTION

1.1 Research Background

The global pandemic called Corona Virus Disease 2019 (Covid-19) began to enter Indonesia on March 2020. It is a virus that can spread through the mouth and eyes. According to Zaharah and Kirilova (2020), at first Covid-19 was considered a normal virus like other viruses, however it turned out that the prediction was wrong because this virus spreads quickly with symptoms that resemble colds, coughs, fevers, and sore throats. This pandemic made many parties try to play a role in overcoming and breaking the chain of distribution.

Many impacts arising by the existence of the pandemic, one of them is in education in all over the world. Covid-19 has a significant impact on education. It creates significant challenges to education in the world generally and in Indonesia particularly. Based on the ABC News report on March 7, 2020 (in Purwanto, Pramono, Asbari, Santoso, Priyono, Wijayanti, Laksmi, & Putri (2020), schools and universities in more than ten countries were closed due to the Covid-19 outbreak. According to UNESCO data as cited in Purwanto, Pramono, Asbari, Santoso, Priyono, Wijayanti, Laksmi, Hyun, Putri (2020), there are at least 290.5 million students worldwide whose learning activities are disrupted due to closed schools.

In Indonesia, schools, madrasas, universities, and all schools were closed in order to break the spread of Covid-19. As suggested by UNESCO on March 4, 2020 regarding the application of distance learning and opening education

platforms that can be used by schools and teachers to reach students from a distance to limit disruption to education, the Indonesian Ministry of Education adopted a similar policy that students in Indonesia are required to learn from home and monitored remotely by teachers during the pandemic. In other words, Indonesia is applying a distance education or remote learning.

Distance or remote learning is an education system where technology plays an important role in bridging the distance between teachers and students. Latip (2020) stated that remote learning is a learning system that does not take place in a room and there is no direct face-to-face interaction between teachers and learners. Distance learning is divided into three forms, namely Self-Paced Remote Learning, Synchronous Remote Learning and Asynchronous Remote Learning (ARL) (Mihiotis, Evripiotis, Agiomirgianakis, 2014). Self-Paced Remote Learning is a learning in which students decide for themselves how they will provide material but there is no physical contact with the teacher or classmates. Whereas Synchronous Remote Learning is a learning in which teachers and students who live in different areas (distance) participate in the learning process in the same virtual classroom by using a technology (Mihiotis, Evripiotis, Agiomirgianakis, 2014). In Asynchronous Remote Learning (ARL) learning process is determined by the teacher and in collaboration with students. Learning in ARL is assisted with information technology and telecommunications networks. In short, ARL is a learning method where the teacher sends learning material using technology (Mihiotis, Evripiotis, Agiomirgianakis, 2014). Remote learning requires the simultaneous presence of teachers and students so that interaction takes place in a real time.

The existence of a remote learning system due to Covid-19 makes the learning process in Indonesia challenge for educational institutions, teachers and also students. Many obstacles are encountered in the application of remote learning. The lack of equipment, personnel, resources, and limited educational technology, and the skills as well as the qualities that teachers have are the obstacles to the application of remote learning in Indonesia. The use of the internet has considerable obstacles where the network connections and technical errors such as server down and errors also hamper the success of distance learning. It can be said that the application of remote learning in Indonesia faces many significant challenges.

The impact of remote learning is not only felt by teachers and students, yet it is also felt by parents of students, especially students in primary schools. In Indonesia, primary school students also apply distance or remote learning. Many of them do not have facilities such as smartphones and laptops. It causes primary school students have difficulty in accessing materials. As one of the Head Master in primary schools in Tabanan explained that the teachers have to send the materials to the students' parents because almost all of the students in that school do not have their own smartphone yet.

Moreover, the thing that is worrying about implementing distance learning in primary schools is that students cannot learn the character education (religious, nationalism, integrity, independence and mutual cooperation) and the Four C's collaboration skills (Critical thinking, Communication, Collaboration, and Creativity) that they should have received since early as a young learners in primary school. In this 21st century, students are required to have Four C's skills

to compete in the global world as nowadays. Four C's consists of critical thinking, communication, collaboration, and creativity. It is an essential skills to prepare students for complex life and work environment in the 21st century. In addition, the problems that face during the application of remote learning in Indonesia is that the teachers cannot find and develop a relevant materials to teach their students, especially in primary school. Primary school students are young learners where basic education such as character education and Four C's skills must be taught and instilled in young learners.

Teaching English for adult learners is different from teaching English for young learners (TEYL). According to Habibi and Sofwan (2015) compared to the adult learners, young learners are more enthusiastic in the learning process. Young learners have some specific characteristics that affect language acceptance in language learning. According to Fajarina (2017), there are several characteristics of young learners, such as young learners are able to differentiate facts and opinions; young learners of the age 8 – 10 are mature enough; young learners have certain or particular point of view; they have a curiosity of asking questions; young learners believe in what is said and use the real world as a medium to express and comprehend the message; they have different opinions about what they like and what they don't like; they could cooperate with others and learn from others; and they open to what happens in the classroom (Scott & Ytreberg, 1993).

Regarding to those characteristics, teachers in TEYL should master the English, the methods and models used in teaching English, particularly for young learners. Ratminingsih (2012) in Santosa, Pratama, and Putra (2020) explained

that young learners are categorized as the active learners who tend to learn new language or pattern through games use body movements. Hence, the teachers must be able to be a creative teacher who could make and use various media, materials, and activities in teaching English to make children interested, feel relax, and also participate actively during the learning process (Fajarina, 2017).

One of Four C's is creativity. Creativity cannot be separated from innovation, as explained by (IBSA, 2009: p.1) as cited in Kivunja (2015), the terms creativity and innovation are often used to express the use of new ideas to add social and economic value. According to Nurlela (2015) creativity is the ability to create something new and the ability to provide new ideas that can be applied in problem-solving. It is undeniable that the importance of creativity and innovation is the basis for the importance of human survival as said by Bono (1995) in Kivunja (2015) that there is no doubt that creativity is the most important human resource. He also believes that without creativity, there will be no progress and we will live only to follow the same pattern. Creativity is very important to be taught because it involves several complex components, namely knowledge, critical thinking, and motivation (Adams, 2005). According to Amabile (1998) as cited in Kivunja (2015) creativity involves five complicated processes, namely being able to disagree with others, trying to solve problems in different ways, applying knowledge gained from different fields, trying to solve difficult problems, and being able to recognize difficult situations, move away to find solutions then come with potential solutions.

The 21st era is an era where technological progress is increasingly rapid and unpredictable. Creativity is a requirement in learning in the 21st era where

students can develop skills as lifelong provisions, such as idea formation, making assumptions, and problem solving skills (Jones, 2009; Kaufman et al., 2007; Riga & Chronopoulou, 2014; Seng, 2000). According to Heathfield (2010), creativity helps humans in dealing with change, where when the world changes endlessly, humans need creativity to find solutions. Unfortunately, in the 21st era where creativity is most needed, research shows that creativity scores in humans around the world are decreasing (Kim, 2011). Alarmingly, the greatest decline in creativity occurred in children. This is a concern given the importance of skills to be taught to children from an early age (Cropley, 2015; Kim, 2011; Tan, 2015). Assuming that creativity is in decline, it is imperative for schools and other educational settings to find and apply effective methods of learning to combat this decline (Falconer et al., 2018).

Heathfield (2010) suggested some ways to develop the students' creativity. First, creating a relaxed atmosphere without judging students. This will make students feel confident in expressing themselves. Second, encourage students to discuss their work together in an honest and friendly manner. Help them build an atmosphere where criticism is possible by observing the rules of criticism. Third, make it clear that what they do in the classroom has nothing to do with reality in the real world. Fourth, be a role model. In this case, the teacher not only asks students to do assignments and learn, but also the teacher works with students. For example in reading and writing. When students see the teacher reading or writing, they tend to follow the teacher to read as well as write. Fifth, apply the four golden principles: acknowledge, listen, challenge, support. Acknowledge the individuality of students in the group. Learn to listen to students' opinions without

judging them. Provide the right challenges based on student abilities. Give support when they have difficulty doing something.

Regarding the methods used to develop students' creativity above, it must be admitted that it is a very effective way that teachers can do in developing students' creativity. However, as previously explained, in this pandemic situation, it is impossible for students and teachers to come to school to study directly at school. So, distance learning is highly recommended to be implemented. Even though schools implement remote learning, creativity must still be included in every lesson. One of the effective method to develop the creativity in primary school students is by using story.

The story which, according to Simmons (2006), is a narrative story of a real or fictional event, is an effective educational tool because it can be trusted, understood and entertaining (Gonzalez, 2010). Researchers have shown that through stories teachers could teach ideally to contextualize language teaching and learning especially for young learners (Mastellotto & Burton, 2016). Stories are learning resources that can support students with contextualization in language classes (Shopov, 2001; Brewster et al., 2002; Shrum & Glisan, 1994; Adair-Hauck, Donato & Cumo, 1994; Ellis & Brewster, 1991; Garvie, 1990) in (Torun, & Yildirim, 2014).

Children love to hear stories when they are told well, could convey morals and important lessons or provide media for children to explore and express their feelings (Siahaan, 2012). A research shows that in addition to building comfort and pleasure, learning to use stories can motivate young learners (Ratminingsih &

Budasi, 2018). Rahman and Izzah (2015) emphasized that story can be very effective teaching tools as long as it adapted to the pupils' proficiency level, interests, age, and needs. The story can be used by the teacher to teach young learners is in the form of folktales.

According to Mantra (2017), folktales is one type of literature that can be used in pursuing EFL students in developing language skills, motivating students, and increasing their awareness and tolerance. Khatib and Rahimi (2012) and Pardede (2011) explained that using folktales in EFL classes provides students with opportunities to develop their culture, language and intellectuals. Folktales can be used as material in teaching English (Ellisafny, Asmarani, Hadiyanto, 2019).

In the proposed study, the researcher uses Indonesian folktales as the materials to develop the android application. It is because folktales usually contain or tell characters who have certain strengths that make young learners imagine it. Moreover, since this study aimed at developing the primary school students' creativity, folktales are an effective material to develop their creativity as what Adam (2015) found that teaching English using folktales can enhance students' creative writings, dramatic scenes and develop creative imagination. In addition, Tasneen (2010) found that folktales strongly motivate the students to be creative in writing.

Developing the primary school students' creativity is the focus of this study. The creativity as the other Four C's is very important to survive in the 21st century. Creativity is a provision for someone to live and compete in the global

world as it is now. Nowadays, all fields of life require creativity. However many schools do not teach creativity to their students. Schools in Indonesia are currently implementing remote learning, which makes it difficult for teachers to teach creativity to students. (Kim, 2011) shows the need for creativity in education.

The era of 21st century is considered as the era of technology. The development of technology in various fields has been felt by almost all the people around the world. From the Four C's above can be seen that it is very important to teach young learners the Four C's skill due to survive in the 21st century nowadays. All of the skills involved in the Four C's are important, yet the proposed study only focus on the creativity while still paying attention to the importance of the other three skills namely critical thinking, communication, and collaboration. The main objective of this study is how to develop applications containing English language material to teach English and to develop students' creativity in primary school. Apart from creativity, other skill can also be learned, namely critical thinking, but still the main focus is on the creativity. It is hard for teachers in primary schools nowadays to develop and provide a relevant material to teach their students as well as to teach creativity because Indonesia even most country in the world applied the remote learning due to Covid-19. The applied of remote learning required teachers to create and develop the material as creatively as possible, particularly in English subject. However, many teachers in primary schools that teach English do not able to develop the material well during the pandemic. English teachers have difficulty in developing and finding relevant materials for their students.

Many android applications can be used to support the distance learning process for primary school students particularly in English course, one of them is Android Application-Based Digital Folktales Materials. Android Application-Based Digital Folktales Materials is an application used to teach English and develop the creativity of the primary school students.

Many similar studies have been carried out to develop the students' creativity, such as a study that was done by Kaplan (2019) and a study by Triyono, Senam, Wilujeng, and Jumadi (2015). A study conducted by Kaplan (2019) which trained the teachers and prospective teachers to apply the theory of creativity in learning designs. He stated that creativity must be included in the teaching to develop the skills and knowledge needed to develop students' creativity. The designs created by teachers and prospective teachers inspire to propose and develop creative activities and thinking through broad ideas and actions. Another study was done by Triyono, Senam, Wilujeng, and Jumadi (2015). Their study is about developing students' creativity and innovation skill through creative problem solving based learning. The result of the study is the development of students' creativity and innovation skills is needed to equip students to face global challenges in the 21st era. Fostering student creativity and innovation in learning will become familiar to them. This will be a reason for them to think creatively and innovatively to create new things in real life. Thus, the proposed study is more focus on developing Android Application-Based Digital Folktales Learning Materials to develop the creativity of the primary school students.

Hence, this study aimed to analyze the problems faced by the students and teachers in accessing English materials in remote learning, how to develop Android Application-Based Digital Folktales Materials for creativity skill of the primary school students, and describing the quality of Android Application-Based Digital Folktales Materials in developing the creativity for primary school students.

Based on the explanation, the development of material to develop the creativity of the students in primary school is needed. The application provides many activities to develop the students' creativity. This application developed by using Design and Development (DnD) research promoted by Richey and Klien (2007). The application developed for teachers of sixth-grade students in primary school to develop the students' creativity.

1.2 Problem Identification

Research showed that creativity scores in humans around the world were decreasing and the greatest decline in creativity occurred in children. Besides, the English teachers in primary schools do not able to provide a relevant material used to teach and develop students' creativity during the remote learning. Thus, it is necessary to develop the Android Application-Based Digital Folktales Materials to teach English and to develop the creativity of the primary school students. It can be used to teach English and develop the primary school students' creativity in remote learning and face to face.

1.3 Research Questions

1. What are the problems faced by the students and teachers in accessing English materials in remote learning?
2. How to develop Android Application-Based Digital Folktales Materials for creativity skill of the primary school students?
3. What is the quality of Android Application-Based Digital Folktales Materials in developing the creativity of the primary school students?

1.4 Research Objectives

The objectives of the study are divided into two, they are:

1.4.1 General Objective

Generally, the proposed study analyzed the problems faced by the students and teachers in accessing English materials in remote learning, how to develop Android Application-Based Digital Folktales Materials for creativity skill of the primary school students, and describing the quality of Android Application-Based Digital Folktales Materials in developing the creativity for primary school students.

1.4.2 Specific Objectives

- a. Explaining the problems faced by the students and teachers in accessing English materials in remote learning.
- b. Explaining how to develop Android Application-Based Digital Folktales Materials for creativity skill of the primary school students.
- c. Describing the quality of Android Application-Based Digital Folktales Materials in developing creativity of the primary school students.

1.5 Research Significance

The study expected to facilitate the English teachers with possible activities to teach students and develop students' creativity through an application.

1.5.1 Theoretical Significance

Theoretically, the result of this study has analyzed the problems faced by the students and teachers in accessing English materials in remote learning and facilitate teachers with possible activities to teach English and develop the students' creativity through Android Application-Based Digital Folktales Materials as an innovative material.

1.5.2 Practical Significance

- a. **Students:** The results of this study used to improve students' creativity, motivation, achievement, and performance in English course.
- b. **Teachers:** The results of the study would be useful for teachers to teach English and creativity using ICT media in a creative way during the remote learning.

1.6 Scope of the Study

The scope of the study focused on developing English materials particularly for developing the creativity of the sixth-grade students of primary school through Android Application-Based Digital Folktales Materials.