CHAPTER I

INTRODUCTION

1.1 Research Background

English is an international language used by people to communicate and interact with others. Höglin (2002 as cited in Estliden, 2017) stated that one-third of the world's countries use English as an official language, and almost of international communication is done in English, such as politics, business, financial, and education. English is International since the number of people who use English in communicating with others increases significantly. In the educational world, especially in Indonesian schools, students learn English since they are in elementary school up to the university level. English has been introduced at an earlier age since the students need to learn English to prepare themselves for globalization.

Facing globalization, nowadays, teachers used technology to produce materials, help them to teach students, and regulate the process of teaching and learning. Technology-based E-learning covers the use of essential technologies, learning methods, and learning processes that increase learning quality (Rossi, 2009). The learning process of E-learning can be diverse into the usage of technology as a complement to both traditional and online classrooms, and blended rooms. In implementing E-learning, most of the teachers created several innovative things. One of them is creating instructional media to help them in delivering the material.

The role of instructional media is essential as well as the learning and teaching process, the learning subject, the teaching strategy, the students and the teachers. Schramm (1997) argues that teachers use media to help them in delivering messages and material in the teaching activities. Therefore, the instructional media takes a big role in the teaching and learning process to facilitate the students' achievement of the instructional objectives.

Students have different learning styles in receiving the materials. There are categorizations of learning styles such as visual, audio, audio-visual, and kinesthetic learners. It is one of the difficulties faced by teachers while delivering the material. It means that the teachers are not able to use only one learning style to teach the students. Meanwhile, since the pandemic Covid-19 happens in the world, most of the teaching and learning processes are conducted through visual ways. The teachers often give the students the material in the form of a book or presentation, let the students learn the material, and discuss in a particular group chat when the students cannot understand the material. However, it is not effective and spends a lot of time to deliver the material and make the students are easy to understand the materials. It also becomes the teachers' restlessness to conduct a meaningful teaching and learning process. Teachers need to think innovatively to solve the problems and create a meaningful teaching and learning process.

One of the ways to help the teacher in delivering the material is by applying a suitable application to create instructional media. The instructional media used in delivering the audio-visual material is video. The instructional media in the form of video leads the students to gather the materials easily. They can read the written explanation and listen to the speaker. Videos sometimes give

pictures which let the students capture them in their imagination. There are a lot of applications that can be used in creating instructional videos, one of them is Sparkol Videoscribe.

Sparkol Videoscribe is an application which helps the users creating animation videos. The characteristics of the application are users can use it without internet connection, friendly users, and many characters existing in the application. Sparkol Videoscribe is easily to be downloaded and installed in computer or laptop. However, it cannot be installed in smartphone since the data of the application is big. In creating the video by using Sparkol Videoscribe, the series of pictures are arranged, the teachers can insert music or their voices related to the material explained in writing. The features provided by the application are diverse. So, it can be concluded that Sparkol Videoscribe is an application used to create instructional media, that is video to help teachers in delivering audio-visual explanations to the students.

Based on the preliminary interview with students and teachers in SMA N 1 Kubu found that the teachers and students faced some difficulties in conducting blended learning. Students had different learning styles and most of the students are categorized as audio-visual learners. Meanwhile, it was very hard for teachers to conduct audio-visual learning since nowadays online learning became the most often learning process conducted in the school. Every teacher already had facilities to teach the students, such as mobile phones and laptops. However, they could not use them effectively. Most of the process of teaching and learning was conducted by visual learning, such as by giving a handbook and doing discussion in the group Whatsapp and Google Classroom. It was also found that the students

did not have motivation in learning English since the media used in delivering the material could not catch their attention. The students could not perceive and process the information given by teachers effectively only by reading the handbook and doing visual discussions. The other difficulty found by the students and teachers was the lack of package and signal. The last weakness was the students did not have enough time to follow the discussion in a group, so they passed the class and did not receive any information.

Furthermore, based on the preliminary research, developing an instructional media to teach the students who had different learning styles, especially in English subjects was a must. The instructional media which could be adaptable for different learning styles was video. Video could be used by teachers in both conventional and online classrooms and blended classrooms. There were three instructional videos with different topics designed. Those topics were Recount Text, Narrative Text, and Descriptive Text. Those three topics were learned by the tenth-grade students in the second semester. The instructional videos would be created by using the Sparkol Videoscribe application and adaptable for both online and conventional learnings. In designing the video, the points existing in the videos were adapted from the syllabus. The instructional videos also could be combined with the applications suggested by Government, such as Whatsapp and Google Classroom.

1.2 Problem Identification

Every student has different learning styles, some students are able to understand by reading or listening, and most of them have to listen and read at the

same time to catch the materials given by teachers. In SMAN 1 Kubu, most of students belonged to audio-visual learners. It means that they have to get written and oral explanation towards the material. Teachers had to be creative and made instructional media which helped and supported students to understand the materials given, especially in English subject. Students have found many difficulties in learning English, such as they had lack vocabularies, did not get the context existing in the English text, they did not know how to pronounce words, and etc.

However, in conducting the meaningful teaching and learning process by implementing instructional media, English teachers faced some difficulties in designing the instructional media which had good quality and connected to the indicators of achievement that should be achieved by students. The instructional media also had to solve the students' problems, such as increasing students' understanding toward the English texts, improving students' vocabularies, and helping them in pronouncing the English words properly. Meanwhile, there was another difficulty faced by the English teachers since nowadays most of the teaching and learning process was conducted through distance learning. The English teachers were not able to give the students meaningful explanation as well as face-to-face learning. On the other hand, the students also got more difficulties since they only learned from discussion on Whatsapp group or written explanation shared by the English teachers. They became more afraid to pronounce English words since they were rarely listen to the correct pronunciation of English words spoken by their English teachers. It means that their English skills cannot be improved.

1.3 Research Question

1.3.1 How is the development of instructional video using Sparkol Videoscribe used as English instructional media for tenth grade students in SMAN 1 Kubu?

1.3.2 How is the quality of each instructional video designed by using Sparkol Videoscribe?

1.4 Research Objectives

1.4.1 General Objectives

In general, this study developed videos consisted of audio-visual explanations about the materials, in which the videos were used to teach English in first grade of SMAN 1 Kubu and identifying the quality of the videos.

1.4.2 Specific Objectives

1.4.2.1 Development of instructional videos by using Sparkol Videoscribe contained animation, pictures, music, teachers' voices, and explanation of the materials that are being taught.

1.4.2.2 A description of the quality of the video used as an instructional media for teaching students in grade X

1.5 Research Significance

1.5.1 Theoretical Significance

Theoretically, the results of this study facilitated the teachers with the instructional video designed by using Sparkol Videoscribe

based on the materials consisted in the syllabus for teaching English.

1.5.2 Practical Significance

a. The results of this study were used to motivate and attract the students' attention in learning English. This study was also used to improve students' achievement and performance in English class.

b. Teachers : This study was expected to help the English teachers to teach the students about English subjects. They could adopt the instructional media into the process of teaching and learning, which made the process of teaching and learning was fun and valuable.

c. Stakeholders : The process of teaching and learning, especially via online was improved continuously since it affected students' achievement. Stakeholders needed to improve the facilities and conducted the workshop in creating instructional videos.

1.6 Scope of Study

The scope of this study was focused on the development of instructional videos, such as videos in teaching English. The videos were used to teach students in grade 10th in SMAN 1 Kubu. The videos were designed by using Sparkol Videoscribe by inserting the teachers' voices, good pronunciation, music, animation, and a brief explanation about the material. There were three topics

inserted in the instructional videos, such as Descriptive, Recount, and Narrative Texts. Those topics were chosen because of its complexity so that many students have difficulty to understand the material.

1.7 Definition of Key Term

1.7.1 Conceptual Definition

1.7.1.1 Sparkol Videoscribe

Pamungkas et al (2018) stated that Sparkol Videoscribe is a teaching media in the form of video, in which it consists of the chain of pictures that are organized to make a video. The characteristics of video designed by using Sparkol Videoscribe are attractive and delivering audio-visual explanation. The video makers can create the video offline and online. It means that they did not spend much internet package to make the video.

1.7.1.2 Instructional Video

A video is an effective tool in the teaching and learning process. It has become a significant part of education, which helps teachers in delivering the materials. Schmid et al (2014) argued one of the technologies that enhance learning is video.

1.7.1.3 E-Learning

E-Learning refers to the use of technologies of information and communication in both online and traditional classrooms in which the teaching and learning process is facilitated by electronic (Wenting et al,

2000). Gotschall (2000) also stated that e-learning belongs to distance learning because the materials are delivered to distant locations through a video presentation. It means that e-learning is a process of delivering information and communication between teachers and students facilitated by electronic and can complement both online and traditional classrooms.

1.7.2 Operational Definition

1.7.2.1 Sparkol Videoscribe

Sparkol Videoscribe was an application used to help teachers in SMAN 1 Kubu in teaching English. The teachers made instructional videos that can attract students' attention and conducted a meaningful teaching and learning process. There were 3 videos that consist of one topic in each video. Those 3 topics from the 10th-grade syllabus have been developed into instructional videos.

1.7.2.2 Instructional Video

Video was one of instructional media used in teaching English in SMAN 1 Kubu. It helped teachers in conduct both traditional and online classrooms. It also helped students to be easier in understanding the materials since the videos consisted of teachers' voices, correct pronunciation, and clear explanation. The instructional videoscould be accessed easily by students since it was supported by the application suggested by the Government.

1.7.2.3 E-Learning

E-learning belongs to the process of learning supported by electronics that are used to deliver the materials in a distant location. English teachers in SMAN 1 Kubu implemented e-learning in the process of teaching and learning. They used several facilities such as laptops and smartphone in creating the instructional videos. Those videos were delivered online. If it was a traditional classroom, the teachers show the videos in front of the class.