

CHAPTER I

INTRODUCTION

1.1 Research Background

Learning English is very important in purpose to get much information about global technology development. According to Basthomi (2015), because English users increase significantly, it is designated as the world's language. Other than that, its significant role in global communication also plays a crucial role in communication. In Indonesia, English is a foreign language used to develop knowledge, technology, cultures, and art. Because of its significant role, the government of Indonesia required his folk to learn English. Four skills should be mastered in learning English: listening, speaking, reading, and writing. Each of them has a significant role and has an attachment to each other. Learning media is one of the ways to learn English, especially for young learners. By learning English from learning, media aims for young learners to master the four English language skills.

Besides, towards the Young learner, according to Gardner (1983), nine multiple intelligences refer to the Young learners are Linguistics Intelligence, Logical/mathematical intelligence, Visual/Spatial Intelligence, Musical Intelligence, Interpersonal Intelligence, Intrapersonal intelligence, naturalist intelligence, and spiritual intelligence. Each of the intelligence has by a young learner, in the learning process, has different interests, characteristics, and learning has a different way to gain their goals. In the learning process, the media plays an essential role in learning English for young learners, and teaching English to young

learners more difficult than teaching English to adults. Teaching English to young learners needs more effort because of their characteristics. The usage of media can teach English to young learners, making it easier for the teacher. Therefore, teachers need appropriate media purposes to make students understand the material. Because media plays a significant role in the learning process, the teacher provided media to understand the teacher's explanation. On the other hand, the teacher can take advantage of learning media, making the learning process interactive and exciting for young learners.

At the end of 2019, the world is horrendous, with a virus found in China. WHO has confirmed this virus is called Covid-19, which is opposed by SARS-COV-2; the Covid-19 virus is spreading quickly compared to the other. In 2020, specifically at the beginning of March, Indonesia had confirmed a case of Covid-19. From this case, new regulations like other countries have implemented, this regulation requires society to do social distancing and self-quarantine. This regulation is the purpose of preventing the spread of the virus Covid-19 in Indonesia. These phenomena lead to work systems and education changes. In Indonesia, School From Home (SFH) started at the end of March 2020. In this case, teachers and students need to increase their quality even though studying online. School From Home (SFH) is challenging for both students, also the teacher. The teacher should be considering the media that was implemented in an online class and suitable for their students.

Nowadays, the teacher guides their students differently. In the learning process, the teacher should be considering the protocol towards the Covid-19. Learning media was implemented in the online classes should suitable and

effective. In this case, to make the media, the teacher also should consider the platform used later. Furthermore, the teacher needs to know the students' needs and the students' characteristics during the School From Home (SFH), many kinds of the government's platform to bolster the learning process. The teacher also speculates that the learning media was increase students' motivation in learning. Media teaching is an essential thing while doing the learning process in an online way. One example of media offered should relate to the material in the syllabus also contains audio and video, which bolsters the students' interest in learning. Furthermore, especially young learners, learners need more attention and more straightforward to get bored. The teacher should more criticize in considering learning media, which was helpful in the learning process.

Besides, the teacher should deliver the learning material despite the distance between students and the teacher. During the pandemic of Covid-19, students could only attend online classes, where they used a specific platform to learn English. This makes students more active in learning because there is no teacher directly teach them. Moreover, the teacher should provide learning media that support the autonomous learning concepts. According to Crome (2009), view autonomy is "the ability to think and act critically and independently, to regulate learning and learning on their own, and realistically to assess one's strengths and weaknesses as a learner." In this case, they explain that autonomous learning can search, read and understand the primary material. Therefore, learning media that support autonomous learning is necessary during the online classes in the pandemic of the Covid-19 era.

Furthermore, the students' questionnaire revealed that they were familiar with technology usage throughout the need analysis stage. They had already altered their behavior through the usage of technology such as smartphones and computers/laptops. In addition, most students stated that they use their smartphones or laptop regularly. They frequently use their devices to play video games, watch YouTube videos, and utilize talking apps. It is demonstrated that kids were already proficient in the use of technology. As a result, it was vital to create an interactive medium that took full advantage of the kids' technology.

PowToon is one application that can use to develop learning media. According to Adnyani, Mahayanti, and Suprianti (2019), PowToon is a tool that can create an animated presentation like PowerPoint is PowToon. Ilya Spitalnik and Daniel Zaturansky found PowToon in January 2012. In this condition, where students have to follow the rule while pandemic, PowToon is one of the teachers' applications to develop the learning media. The video which PowToon develops may contain animation and sound, which increases students' interest in the learning process. The teacher has to make media learning that is suitable for the material in the syllabus. PowToon can be one application that can use for the teacher. Because PowToon is a free application and many animations insist on the application, teachers can easily design themselves. The teacher can design an inappropriate way to make media learning for the learning process.

According to Semaan and Ismail (2018), PowToon stated that it had gained practical benefits while implementing the learning process, especially in English as a foreign language. In Indonesia, PowToon was beneficial, especially taking into account the current conditions of this pandemic. To make the learning process while

School From Home (SFH), PowToon can be chosen to make learning media looking at the result of the previous study gained good result. Besides, a study conducted by Purnamasari & Maolida (2017) PowToon was implementing in the learning process and shows result PowToon beneficial in the learning process and can optimize students' skills in designing presentations. The previous study shows that PowToon is an application that can develop easier by the teacher to make learning media suitable for their students.

Then, based on the phenomena towards Covid-19, PowToon can be an option to help teachers make learning media for Teaching while School From Home (SFH) to improve students as autonomous learners. Besides, the teacher in making learning media using PowToon can be more creative in engaging students' motivation regarding the situation while students' needs during School from Home are in the learning process. Other than that, Young learners need more attention and media, making them focus on the learning process. Considering the previous study by using PowToon gained good beneficial was suitable for first-grade students in elementary school. This research focused on developing the PowToon Animation Video as the learning media for first grade in an odd semester; reflect on curriculum 2013 in Buleleng regency.

1.2 Problem Identification

Realizing the importance of developing ICT-based media for use during the learning process for grade first of elementary school in Singaraja, it needs to design and develop the ICT-based media to support the learning process and achieve learning outcomes. Also, remember that innovative and interactive media must be designed and developed to help teachers create an autonomous learning

environment for students. Based on the preliminary observation that the research had to be done, the headmaster appreciates it if the researcher can develop ICT media to teach English. There are several reasons which are a consideration to research this school. The first one is that the English teacher cannot create some learning media for their students in SD LAB Undiksha. Besides, because of Covid-19 SD LAB, Undiksha implemented online class systems requiring ICT-based learning media. Even though the English Teacher in SD LAB, Undiksha, should decide appropriate media was implemented in the online class. Media was chosen and should help teachers motivate their students while learning English in online class transpires later. Based on the students' responses, innovative and interactive media have increased their incentive to learn English and create a self-contained learning environment for students to learn by doing. The headmaster would appreciate it if the researcher can create an ICT-based media to teach English as an independent learning media. Besides, most students have been familiar with digital media such as smartphones, laptops, and computers, so the media can be used out of school hours using their digital media, especially from home during this school. Therefore, because of the phenomenon and the condition of this era, the teacher should examine media was implemented while online class is held. This research developed PowToon animation-based video as media to teach English for the first grade of an elementary school in SD LAB Undiksha, Singaraja.

1.3 The Limitation of the Problem

The problem's limitation was developing PowToon as media in teaching English to first-grade students in SD LAB Undiksha in Academic Year 2020/2021. The learning media was in the form of a prototype video designed using the

PowToon application. Also, limiting this research was the minimum number of participants when implementing the prototype product. The researcher used only ten students according to the teacher's recommendation. The content of this media is designed from specific English syllabus topics for first-grade students as autonomous learning. Then, this research just focused on found out the students' response toward the PowToon as animation video.

1.4 Research Question

Based on the background described, the research question is formulated as follow:

1.4.1 How was the development of PowToon animation based-video is as media to learn English for first-grade students of an elementary school at SD LAB Undiksha in the academic year 2020/2021, an odd semester to support autonomous learning

1.4.2 How was the students' response of developed PowToon animation based-video as the learning media to learn English for the first-grade students of elementary school at SD LAB Undiksha in the academic year 2020/2021, an odd semester.

1.5 Research Objective

Related to the problem mentioned previously, the objectives of this research as follow:

1.5.1 To develop PowToon animation based-video as media to learn English for first-grade students of an elementary school at SD LAB Undiksha in the academic year 2020/2021, an odd semester during pandemic Covid-19

1.5.2 To know the students' response on the usage of PowToon animation based-video as the media to teach English for first-grade students of elementary school at

SD LAB Undiksha in the academic year 2020/2021, an odd semester during pandemic Covid-19

1.6 Research Significances

This research was expected to give theoretical and practical significance to the reader. Therefore, the theoretical and practical significances of this research can be described as follows:

1.6.1 Theoretical Significances

This research's theoretical significance is worthwhile for other researchers as their reference in their research. Then, this study guided researchers interested in researching learning media ICT-Based, mainly PowToon animation-based-video as autonomous learning.

1.6.2 Practical Significances

This research is expected to give a practical contribution and inspire the students, the teachers, and the other researchers.

1.6.2.1 For Students

For the student, the researcher expected using PowToon Animation video as independent learning media for Teaching English can give a new experience and increase students' motivation to learn English to increase their English.

1.6.2.2 For teacher

For the teacher, the teacher can facilitate their students while learning English by using animated video. The researcher expected the teacher to more creative in developing media teaching for their students. Using the PowToon animation video as learning media teaching makes it easier for teachers to provide media that was bolstered students' motivation to learn English. The other study was to develop

innovative and interactive media for autonomous learning that would encourage students to learn English. Then, ICT-Based teaching media was created by all teachers to provide their students with learning English.

1.6.2.3 For Other Researchers

The researchers are interested in making PowToon Animation Video as this research helped their research for other researchers. This study was able as a resource for other researchers.

1.7 Research Scope

This study developed an animation video that uses the PowToon application to teach first-grade students in elementary school. This teaching media was developed based on the learning themes in the odd semester in SD LAB Undiksha. This study's participant is both students and Teachers taught English in first-grade class in SD LAB Undiksha.

1.8 Expected Product Specification

1. PowToon as media to develop animation video, which was implemented for students in first-grade elementary school
2. The animation video was developed using PowToon to represent the material in the odd semester as media in learning English. Then, this animation video can bolster First Grade students to enrich their vocabulary.
3. Animation video, which is developed, contained sound, character, and appropriate vocabulary.
4. The Animation video, which is developed by using PowToon, to make the video suitable for young learners and get students' interest in the video, was colorful.
5. The animation video was developed by using the PowToon application can play online or offline way. In purpose, the video can play repeatedly.