CHAPTER I

INTRODUCTION

1.1 Background of Study

In February 2020, The Ministry of Education and Culture in Indonesia driven school closures due to the outbreak of Covid-19. It leads students and teachers to begin school from home (SFH). This Ministry of Education and Culture regulations in Indonesia issued to prevent the spread of Covid-19 in schools that will increase the number of people infected to Covid-19. The outbreak of Covid-19 leads both teachers and students into transformative challenges to overcome good quality education even from home. For teachers, transformative challenges are in many things, especially on how they implemented the material and explanation based on teaching media.

According to Pun, (2014) media plays a significant role in the language learning process. The existence of the media itself is to help teacher whenever the explanation cannot be understood especially during this outbreak that teacher cannot directly make it clear. In other words, media helps students master the material during the outbreak of Covid-19. Teacher needs appropriate media in order to make students understand the explanation (Pathan, 2016). Then, the media is very important in the learning process during school from home because everything will be taught through online session.

On the other hand, learning media can be very crucial to teach young learner. It is because to teach young learner is more difficult than teach adult learner. So, learning media can be very helpful to teach young learner.

Related to the young learners, multiple intelligences are known as the references for teachers to teach English to their students based on their interests. According to Gardner (1983), there are nine multiple intelligences such as linguistic intelligence, logical/mathematical intelligence, visual/spatial intelligence, bodily/kinetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence, and spiritual intelligence. Ashaver (2013) states that multiple intelligences are used to increase young learner's potential in learning especially English language and helped out teachers to combine students' psychology and the culture they live in to make the learning session based on their interests.

During the outbreak of Covid-19 teachers mostly relates the learning session through online media and use either smartphone or laptop. The use of media such as pictures and videos during school from home can be seen as the implementation of visual/spatial intelligences to young learners. Even there are not all students has interests in this kind of multiple intelligences, but mostly all of them enjoying learning through media such as pictures, and videos. This is one of why teachers should develop teaching and learning media, even PowerPoint Presentation is enough but it is not engaging young learners easily and they will be easily getting bored through the learning process.

However, teachers are expected to give students the same situation in this condition the same as it in the school. Teacher are expected to maintain students even it is only through online media and gadgets. This how teachers supposed to create the safe environment for students to be more active even there are no in touch activities like in classroom, creating autonomous learning systems

during teaching and learning session. Autonomous learning is a system where students are the one who more active during teaching and learning session and teacher as one of the mediums to provide every needs of students (Kelley, 2012). The development of cognitive and metacognitive skills for processing, planning, and regulating learning activities, as well as managing and regulating emotions and motivation, is required for autonomous learning. It is learning by doing, students have its own actions and perceptions during teaching and learning session and it is how teachers maintaining the needs and student's idea to improve their skills in learning foreign language in this condition. Autonomous learning is a system which students are able to learn from their experience including their mistakes, they can decide what they want to do during teaching and learning process, they can adapt the current environment which make them to be flexible, they should always accept any advices from their teachers, and teachers as the provider should never give any life-threatening advices (Shen, 1994). This is why teachers have to be more creative in developing something through teaching and learning media to create the most enjoyable autonomous learning environment for students to learn even from their home in this current situation, and the most well-known platform for this purpose is PowToon.

PowToon is known as "the easy to operate" platform to make animated videos. PowToon can be adjusted with learning material that teachers want to deliver. It is almost the same like PowerPoint Presentation but it more engaging for young learners because it contains audio-visual animated video. It is colorful, and the most crucial thing that animated-video based on PowToon is

published on YouTube, which now students have to learn through videos on YouTube. It is easy to access both teachers and students during school from home through their smartphones and laptop.

According to Adnyani, Mahayanti & Suprianti (2019), PowToon is a modern technology for the education field that allows students to gain and practice English simultaneously and change some of the existing educational methods in teaching and learning English. Although PowToon animated-based video can facilitate teacher, it is because the interface of PowToon is similar to PowerPoint. It also makes teachers convey the lesson from the textbook into an animation video through PowToon. However, PowToon positively impacts fostering young learners' learning, engagement, and concentration, preventing disruptive behavior, and increasing students' performance and motivation in learning English (Diah et al., 2020).

Then based on the situation of the outbreak of Covid-19, it is needed to develop PowToon as learning media to teach young learners about English during school from home specially to improve students as the autonomous learners. For teachers, PowToon is one of the easy platforms to be accessed and operated which give teachers the opportunities to be more creative in engaging young learners especially fourth grade students in odd semester based on curriculum 2013 during school from home.

1.2 Problem Identification

In this current situation, it was important to develop the media of autonomous learning to teach English for fourth grade of elementary school students in Singaraja. It was needed to design and develop an innovative and interactive media

to help teachers in creating autonomous learning environment for students in this current situation. Based on the preliminary observation that the researcher had done, there were several reasons why this research needed to conduct, the first one was that the teacher only provide students with conventional media such as printed book or big book, PowerPoint Presentation, pictures, and basic videos which did not motivated students in learning process. By seen the response of the students, the innovative and interactive media was increased their motivation in learning English and creating the autonomous learning environment for students to do learning by doing. The second was that the headmaster really appreciate if the researcher can make an ICT based media for teaching English as the media of autonomous learning. The third was because most of the students have been familiar using such kinds of digital media such as a smartphone, laptop, and computer, then the media can be use out of the school hours using their own digital media and especially during this school from home. Therefore, this research developed PowToon animation based-video as media to teach English for fourth grade of elementary school in Singaraja.

1.3 Limitation of the Problem

This research focused on developing PowToon animation-based video as autonomous learning media to teach English for fourth-grade elementary school students in Singaraja during school from home. The design of the animation-based video in the form of a prototype product still needs 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 animation-based video was developed as teaching and learning English media to support fourth grade students in autonomous learning at SD Lab UNDIKSHA in the academic year 2020/2021?

2. How was the students' response on the usage of PowToon animation-based video as teaching and learning English media to support fourth grade students in autonomous learning at SD Lab UNDIKSHA in the academic year 2020/2021?

1.5 Research Objective

Related to the problems mentioned previously, the objectives of the study as follow:

1. To develop PowToon animation-based video as teaching and learning English media to support fourth grade students in autonomous learning at SD Lab UNDIKSHA in the academic year 2020/2021.

2. To know the students' response about PowToon animation-based video as teaching and learning English media to support fourth grade students in autonomous learning at SD Lab UNDIKSHA in the academic year 2020/2021.

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 fourth grade students to be used as learning material that supported autonomous

learning style. The video can be viewed on YouTube platform. As a result, the PowToon animation video could increase students' attention and enthusiasm in English learning. Additionally, the media could be used independently by students without the assistance of a teacher or expert.

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.

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

1.7 Research Significance

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

1. Theoretical Significance

   The result of this study was to enrich and support the development in educational knowledge which interesting, effective and innovative by providing PowToon animation based-video as media to teach English for fourth grade students of an elementary school in Singaraja.

2. Practical Significance

   The result of this study was to give a practical contribution and inspire the students, the teachers, and the other researchers.

3. For Students

The result of this study was to develop a fun and interesting learning media to promote autonomous learning to the students which could make them as young learners motivated and interested in learning English during school from home.

4. For Teachers

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

5. For other Researchers

The result of this study was to be used as a helpful reference for the other researchers to find out a study about developing PowToon animation based-video as media to teach English for students of elementary school.

6. For Parents

The result of this study was to help parents in monitoring and controlling their children as the young learners in learning English during school from home. By providing the prototype video, parents have participated in creating the autonomous learning environment for young learners during school from home.

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 designed based of the needs of fourth grade students at SD Lab UNDIKSHA during online class in order to support students' autonomous learning needs.

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

3. The product 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   ICT-based Teaching and Learning Media

According to Gibbons and Fairweather (1960) and Kumar et al. (2008), it is easy to deduce that teacher utilize machines for teaching and learning. However, the purpose of media in education is to broaden the academic abilities that are necessary for information acquisition.

1.9.1.2   PowToon

PowToon is online-based website that use to create animated-based video with two types account which are premium and regular account. However, PowToon is one of the easiest platforms that can be accessed.

1.9.1.3   Autonomous Learning

According to Thanasoulas (2000), autonomous learning is the environment which gives students freedom to learn by themselves but also monitored by teachers and parents. Therefore, autonomous learning can be happened if these five requirements occurred such as, (1) autonomous learning can happen if students can interact with their actions and perceptions. (2) autonomous learning lets students learn from their experience, especially from their mistakes. Therefore, teachers as the facilitator can give any advices that can build students' trust to correct their own mistakes in learning English as a foreign language. (3) autonomous learning lets students choose how they will correct their own mistakes and it is how students will explore English as a foreign language during teaching and learning sessions. (4) autonomous learning lets students adapt to the new environment and tasks, which leads them to be more flexible in learning English. (5) Lastly, an autonomous learning environment where students are the one who is more active during the learning and teaching session.

1.9.1.4 Teaching English for Young Learners

English is one of subjects that young learners should learn in their early age. According to Scott and Ytreberg (1990), young learners are easy to learn English if there some movements and games in acquire the information. This kind of young learners' characteristics should be considered by teacher in order to teach English.

1.9.2 Operational Definition

1.9.2.1 ICT-based Teaching and Learning Media

The ICT media used in this study was laptop and smartphone. These two media can be used to access PowToon in order to creating, uploading, and downloading the media for teaching and learning.

1.9.2.2 PowToon

PowToon was used in this study as the web-based software to design the animated-based prototypes video. PowToon was designed to create the video with four topics for fourth-grader students and then uploaded to YouTube.

1.9.2.3 Autonomous Learning

In this study, the video was created to support the autonomous learning's needs during school from home. The contains in the video was made interactively to make students become more active in learning independently during school from home.

1.9.2.4   Teaching English for Young Learners

In this study, the young learners directed to fourth grade students of elementary school. The students were taught about English Subject by implementing PowToon animated-based video.