

CHAPTER 1

INTRODUCTION

1.1 Research Background

The development of education in globalization era is the implementation of 21st century learning in the learning process. 21st-century learning was the trend in the education aspect, especially for students. 21st-century learning covers four different competencies that are called 4C. According to Rochmawati (2019), the branches of 4C in 21st-century learning were (1) Critical Thinking, it referred to students should think in a different perspective that had a function to solve the problem. (2) Creativity, the term of creativity referred to appear new idea based on the problem which was known by students. (3) Communication, it related to how to use the language in the learning process. (4) Collaboration, it emphasized how students work together in a group. The whole parts of 4C gave the situation of the learning process was complex and structural. 21st-century learning had a purpose to develop the ability of students to be solved the problem and increase students' achievement in post-graduate (Ball et. al, 2016). It was mean that students had basic things learning the process in previous time to pass the next level of education. Young learners should be implemented 21st-century learning because they were going to pass the next level in education such as junior high school, senior high school, moreover university.

Nevertheless, young learners faced difficulties in learning due to the pandemic of COVID-19. As known, the students including young learners could not participate

in the classroom to learn as usual because of the dangerous spread of the COVID-19. According to Anderson et al., (2020) as cited in Suppawittaya, Piwat; Pakara Yiemphat; Pratchayapong Yasri (2020), during the pandemic of COVID-19, the people had to do social distancing, self-quarantine, and also self-isolation, in order to cut off the spread of the virus. It was made young learners could not learn English as effectively as in the classroom with their friends. Also, the pandemic affected young learners' motivation in learning, because they could not get the point of the learning properly. Besides, the teachers also affected by the pandemic. Most of the teachers cannot teach young learners as usual, and they had to face the students' learning motivation issues. Moreover, because of the teacher cannot conduct well-environment learning, the teacher were needed another related solution to keep up with the pandemic situations.

Preliminary observation has been conducted to see how teaching English in pandemic situation in Buleleng Regency, Bali. The observation in Buleleng Regency was targeting number of elementary schools, with the aim of knowing English teaching in primary schools in general and the teaching and learning English. For the English teaching in elementary schools in general, there are number of important information that we concluded from there.

There were some results of preliminary observations in elementary school Buleleng. First, English in primary schools in Buleleng is taught in upper classes, grades 4, 5 and 6 in elementary schools. Secondly, learning English in elementary school is now a local content subject or often called "*muatan lokal*", where English is

only taught once a week with time allotment 1 x 35 minutes. Meanwhile, in other schools that have limited human resources or English teachers do not include English in their subjects. This condition happened since curriculum 2013 or K-13 implemented and replaces the previous curriculum, *KTSP (Kurikulum Tingkat Satuan Pendidikan)*. Thirdly, for schools that teach English to their students, teachers are not provided with a teaching syllabus so they still use the teaching syllabus from the previous curriculum, that is, *Kurikulum Tingkat Satuan Pendidikan*. The same case also with the textbook used was the English textbook in the previous curriculum. Fourth, English subject teachers were not graduates of English education and most of them were homeroom teachers with majoring *Pendidikan Guru Sekolah Dasar*. All the activities at the school are carried out from home included the teaching and learning activity and administration activity. The online learning carried out using several Learning Media System and Chatting platform feature.

As a solution to the pandemic issue, it was better to use a learning media. According to Puspitarini, Yanuari Dwi; Muhammad Hanif (2019), learning media was a kind of physical or non-physical devices, which developed to be useful for the teacher in carrying the learning materials as effectively as possible. Also, Puspitarini, Yanuari Dwi; Muhammad Hanif (2019) stated that in applying the learning materials, means that the learning objectives could be delivered properly by the teacher. Besides, according to Musfiqon (2012) as cited in Puspitarini, Yanuari Dwi; Muhammad Hanif (2019), due to the application of learning media in the classroom, the teacher could make sure that the points in the learning media could be obtained effectively by the

students. The learning media was in the form of an educational video, which would be engaged students' participation. In order to improve students' learning motivation, the development of the educational video would be focused on the students' needs. It was important to get the students' attention during this learning environment, in order to maintain their understanding of learning English. The video also would be used the appropriate learning methods, to make sure that the students get the point of the English learning clearly.

As the learning video development, the teaching method that the researcher would be used was Problem-based Learning. According to Fogarty (1997) as cited in Hillman, Wendy (2003), Problem-based Learning was a kind of teaching methods where the students would be faced the learning environment with real life problems. Besides, Fogarty (1997) as cited in Hillman, Wendy (2003), stated that through Problem-based Learning, the students could learn as same as their own real-life situations. Through using Problem-based Learning as the learning methods, the students were hoped can engaged during the learning activity. Also, in application of Problem-based Learning towards learning video development, it was hoped that the learning video would be effective to make sure that young learners could understand their English learning.

1.2 Problem Identification

The problem in this research was related with students' motivation during the pandemic issue. Most of the students including young learners cannot join the learning process in the classroom as usual, because of the pandemic effects. Also, the teacher

were had a problem in making an effective learning environment because the students had to stay at home. In order to conduct a better learning environment, the researcher was wanted to develop a learning media in the form of learning video, with using Problem-based Learning. The learning video was hoped can improve students' learning motivation as effectively as possible.

1.3 The Limitation of the Problem

The limitation of the problem of the study was needed to be specified. This research was for English teacher who need a good learning media in English learning and teaching especially in learning process for young learners. The research was limited to developing learning video based on problem-based learning as a learning media for 6th grade students of elementary school in Buleleng regency for academic year 2020/2021.

1.4 Research Question

Based on the background of the study, the research questions of this research were as follows:

1. How to develop videos which based on problem-based learning as English learning media for 6th grade elementary schools' students in Buleleng

1.5 Research Objectives

Based on the research questions above, the research objectives were as follows:

1. To develop video based on problem-based learning as the media for learning English for 6th grade students of elementary school in Buleleng regency.

1.6 The Expected Specification of the Product

The expected specifications of the product in this study are as follows:

1. From the video that was made, this study was expected to help students to learn English during the Covid-19 pandemic and even after the pandemic.
2. The videos were based on problem-based learning as English learning media for 6th grade students in Buleleng regency. It was expected that later students, the teacher, or even parents could use these videos in order to help them to conducting English lesson.
3. It was expected that this research could help the knowledge of the videos' usage as the learning media to learn English.

1.7 Research Significance

There were two research significances in this study, namely theoretical significance and practical significance:

1.7.1 Theoretical significance

The theoretical significance of this study was expected that this study would give contribution to provide learning media such as a learning video

using problem based-learning in English language and teaching for 6th grade students of elementary school in Buleleng regency.

1.7.2 Practical significance

a. For teacher

The practical significance of this study for the teacher was expected that this study would help English teacher find an appropriate media by use this learning video using problem-based learning as the media in English language and teaching for teaching young learners especially for 6th grade students of elementary school.

b. For students

The practical significance of this study for students was expected that this study would increase students' motivation and enthusiasm in the learning process by use this learning video using problem-based learning as the media in English language and teaching for young learners.

c. For another researcher

The practical significance of this study for another researcher was expected that this study would be a reference for another researcher when conducting research related to developing an educational video.

1.8 Assumption and Limitation of the Development

The assumption and the limitations of the development of the videos in this research would be elaborated as follow:

1. The video as the product of this research were developed by using the characteristics of 6th grade students in Buleleng Regency, so, this product was designed only for students in 6th grade elementary schools.
2. The product of this research was developed only as the prototype which would need to be improved in the future.
3. The product would be developed by the combination of animation and also the speaker as the presenter who deliver the materials and learning method which based on the Problem-based learning stages.

1.9 Definition of Key Terms

There were two definitions of key terms in this study. The first was conceptual definition and the second was operational definition.

1.9.1 Conceptual Definition

1.9.1.1 Learning Media

Learning media could be defined as a tool that used in delivery of materials by teacher to students in the learning process. (Puspitarini, 2019).

1.9.1.2 Problem-Based Learning

According to Gorghiu et al., (2015), the term problem-based learning could be defined as the learning method that supports the teacher in developing the learning situation where the teacher leads the students in problem identification activities, until the problem fixed.

1.9.1.3 Young Learners

According to Suhartantik (2008) as cited in Rusiana, & Nuraeningsih. (2016), the term young learners could be defined as the learners that aged around 4 to 12 years old.

1.9.2 Operational Definition

1.9.2.1 Learning Media

The learning media in this study referred to the learning video that contained the animation, the explanation, and also the pictures based on the topic of the materials.

1.9.2.2 Problem-Based Learning

Problem-based learning in this study referred to the learning method where the students learned the material using problems as the main context, and they also had to finish the problem at the end of the lessons.

1.9.2.3 Young Learners

Young learners in this study referred to the 6th grade elementary school students.