

CHAPTER 1

INTRODUCTION

In chapter I, there will be explained about research background, identification problem, limitation of problem, research question, research objectives, expected specification of the product, research significance and assumption, and the limitation of the development.

1.1 Research Background

21st Century is characterized by technological development in all fields in this life that has significantly contributed to many changes in the world (Libhi, Nitiasih, & Budiarta, 2020). In industrial revolution 4.0, technology has affected many people's activities, especially for students in the learning process. In Indonesia, the growth of technology-enhanced learning also influences many aspects of education. The use of technology to derive knowledge and materials has affected the role of technology itself in the classroom. The term is called 21st-century learning, which means the learning process should have collaborated with technology. Besides, Astawa, Artini, & Nitiasih (2018) stated that the key to this 21st-century learning is collaboration, critical thinking, creativity, and communication ability. It means that learning in this 21st century needs to blend knowledge, thinking, innovation skills, media, Information and Communication Technology (ICT) literacy, and real-life experience.

In Indonesia, English is considered a foreign language usually given and taught in the education process. Learning English is a necessity if someone wants to communicate with many people from outside. In this digital native's era, technology is potentially used as a medium of teaching to develop learners on

English ability. In language learning, technology helps students access the language resources, practice their skills, and directly communicate with native speakers. English teaching method as a foreign language is influenced by the needs of the learners and the goal of the study (Nitiasih, 2015)

In Elementary Schools, media use was very useful in language learning, especially in learning English, to attract student motivation and interest in learning (Mahayanti, Suprianti, & Suarjaya, 2020). It means that to deliver the material that can engage the student and attract the student's attention, good media was needed. Learning using media can improve four English skills: listening, speaking, reading, and writing. English lessons in public schools in Indonesia are usually given first in 4th-grade elementary school. At this level, students in primary school are included in the age level of concrete thinking. According to the theory of the level of cognitive development, children aged 7-12 years have the main characteristics of holistic, beautiful, playful, and concrete thinking (Kristiantari, 2013) it required the teacher to prepare the media that can provide contextual and meaningful learning.

COVID-19 pandemic was a new issue in the world, which started in December 2019. Every aspect of our lives has been affected. Most governments around the world have temporarily closed educational institutions to contain the spread of the COVID-19 pandemic. COVID-19 pandemic influential impact on education. Classrooms have moved online to prevent the transmission of COVID-19. Teachers and students are required to change their teaching and learning styles in this new normal. Online learning was the solution to make the student still learning even study from home. Online learning needs to be interactive, with as much face-to-

face learning as possible. A teacher should require using various strategies ways to teach using online learning.

Preliminary research had been conducted in some elementary schools in Singaraja. Based on the study led to the 4th grade English teachers at elementary school in Singaraja, there was some English learning in Elementary school. First, English in elementary school is now a local content subject or “muatan local” taught in upper classes, grades 4, 5 and 6 at elementary schools in Buleleng. Second, there was no specific syllabus that provides in the curriculum 2013. However, the teachers still use the teaching syllabus from the previous curriculum, namely *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, for teaching. This also happened with the textbook used so that it still use the English textbook in the previous curriculum. Third, English teachers mostly were not graduates from English education, and most of them were majoring in *Pendidikan Guru Sekolah Dasar*. Besides, in this pandemic, Covid-19, challenges to overcome. The teacher asked that some students without reliable internet access cannot join online learning. For those who do have access to the right technology, there is evidence that learning online can be more effective in several ways.

From some of the preliminary observation results, the teacher faces some problems finding a solution in this pandemic situation. From previous observations, we already know that the teachers who do not have an English education background have limitations to teach with the appropriate methods and media during the learning process. Based on the teacher information, they usually used a video taken from YouTube to teach English because they are unable or unskilled to make their video as learning media. Sometimes, the media do not suit the expected

competency and level of the students even though the method and media have a significant role in the success of learning English. Besides, the problems are getting more complex because, as has been said also there were no relevant learning tools such as syllabus, lesson plan, and textbook that are available for English language education in elementary schools. It made the teacher does not have a definite reference following the applied curriculum. This made the learning process didn't run well and effectively. The pandemic COVID-19 also influences this. It made the teacher more challenging to teach during the online learning. Language learning will be easier to teach if it is done with a lot of direct practice, but the teacher has limited change to do that during this online learning. This reflects that the teacher must prepare online learning materials in the form of learning media to support the online learning process. Also need the learning media that can create the same atmosphere as the actual classroom activity which students will be able to get learning experience the same as when learning in the class. It is also required to provide exciting ways and topics to attract students' desire to learn, even if it's just learning from home.

The use of media during online English learning for elementary school, especially in 4th grade, can be in the form of video. Video can be accessed online or offline so that it is relevant to use during online learning for students who have internet access or not. Video is kind of one audio-visual aid (Helmiati, 2013). According to (Riyana, 2007) video is media that can present audio and visuals to help understanding learning material. It showed that video is a relevant learning video to use during the pandemic COVID-19.

There is so many video provided in the internet, website, and social media to support the learning process in this technology era. Mostly, those videos were less effective. Less effective here means only contains the explanation of the material without matching with the syllabus and level of student's target. Meanwhile, what teachers need at this time is a video containing step by step from the beginning to the end to facilitate the students learning process. Besides, the use of language in the video is often not following the target level of students. The level of understanding of the material provided in the video is not well understood.

This study developed an English learning video for teaching English for 4th grade of elementary school students based on those problems. Teachers and students can use this video to learn English both at school and home. The English videos that we have developed are following the level of target students that appropriate with the syllabus, basic competencies and topics of student's grade. The videos are designed according to topics/themes in the syllabus that taught in class. The material presented in the video was not just a theory including grammar and memorizing vocabulary, but students were taught about appropriate situations in daily conversation. The context of the material presented in the video will be adjusted to the topic and level of students in learning. The content contained in the video also is varied. The language used in this development video product is also suitable for the student's level to easily understand the content of the video. Besides, it also has a good setting duration providing the learning step start from the beginning until the end of learning process. This video can access anytime and anywhere because both teacher and students can save this video on their devices. The potential and advantages possessed by learning videos can be used to help

English teachers in primary schools in Singaraja to provide meaningful, fun, and contextual English learning to their students. In addition, problems faced by English teachers can be overcome by using media in the form of English learning videos. Besides, the videos which develop in this study are learning videos that are integrated with the discovery-based learning method. To facilitate students during the study from home, the design of the video also adds with the learning method that is discovery-based learning. The Discovery learning method is defined as a learning process that occurs when students are not presented in the final form but are expected to organize themselves (Syah, 2017) From this method, the video was more effective to help the student to learn English. It was creating the same atmosphere as the actual classroom activity which students will be able to get a learning experience the same as when learning in the class.

1.2 Problem Identification

Based on preliminary observation conducted in some elementary schools in Buleleng regency, we can see several information in English teaching for elementary students. Moreover, in this pandemic situation, all the learning processes are done through online-based learning. Online learning is still difficult to implement in elementary school because they are still unable to learn independently. Students still need facilitators to change their styles, strategies, or methods for teaching through online platforms. Moreover, most English teachers in elementary schools in Buleleng regency are not from English Education backgrounds. This situation makes the teacher unable to develop English lessons with suitable methods and media to teach young learners. So, appropriate learning

media is needed for both students and teachers during the learning process. From the preliminary observation, the teacher required suitable learning media in the form of video for teaching English during the learning process with the appropriate language used, topic, and method. Therefore, this study aimed to develop the learning video by using discovery-based learning for teaching English for 4th-grade elementary schools. This video provided the topic, content, language used, and activity related to the students' level and collaborated with exciting animations and colours integrated with the discovery-based learning syntax to improve students' thinking skills ability and experience during the learning process.

1.3 The Limitation of the Problem

This study's limitation was on developing video-based learning media by using discovery-based learning for teaching English for 4th grade of the elementary school in Buleleng Regency for the academic year 2020/2021. The video will be developed by the design and development method promotes by Richey and Klein (2007). This video is a media that still needs to be tried out in the future.

1.4 Research Question

1. How was the learning video for grade 4th using discovery-based learning at elementary school was developed?
2. How was the quality of the developed video?

1.5 Research Objectives

- 1.5.1 General Objective

In general, this study found the material suitable for teaching English for 4-grade elementary school using discovery learning, developed a video-based learning media for teaching English for 4-grade elementary school, and describing the quality of a video-based learning media 4-grade elementary school.

1.5.2 Specific Objectives

- a. To know what kind of material is suitable for teaching English at grade 4th using discovery-based learning
- b. Development of a video-based learning media for teaching English for 4-grade elementary school,
- c. A description of the quality of a video-based learning media for teaching English for 4 grade elementary school.

1.6 The Expected Specification of the Product

The expected specifications of the product in this research are mentioned as follows.

1. The learning video is expected to be used as a teaching and learning media for English subjects for 4th-grade students of an elementary schools in Buleleng regency. This media can be used both by the teacher and the students.
2. The learning video is expected to help the teacher and students in teaching and learning process, especially with the usage of learning video by using Discovery-based Learning for 4th-grade students of an elementary school in Buleleng regency.

3. The learning video is expected to develop the usage of learning media in English subjects in elementary school.

1.7 Research Significance

1.7.1 Theoretical Significance

This research is expected to contribute to providing learning video by using discovery-based learning in English subject and being a supporting resource of reference for further research.

1.7.2 Practical Significance

- a. For teacher

This study is expected for helping English teachers in learning process by using this learning video using discovery-based learning in English language teaching and learning and overcome their difficulties in finding good media for teaching English for young learners at elementary school.

- b. For students

This research is expected to be able to motivate the students to be active in learning as well as supporting them to learn English at home through video in the pandemic era

- c. For other researchers

This research is expected to be able to be used as a source of reference for further research. Through this research, it is also expected to inspire the other researchers to develop similar learning video

1.8 Assumption and Limitation of the Development

The limitation of the development in this research as follows:

1. The product is developed based on the characteristics of grade 4th students of elementary school in Buleleng regency. So this product was designed for students in 4th grade of elementary schools in Buleleng regency.
2. The product was developed as learning media which could be used by teachers and students in learning certain topics for 4th grade students of elementary schools in Buleleng regency.
3. The product is developed in the form of video that can be downloaded, saved and opened via hand phone or laptop and can be accessed freely on YouTube platform.

1.9 Definition of Key Term

1.9.1 Conceptual Definition

d. Learning Video

According to Riyana (2007) video is media that can present audio and visuals to help understanding learning material. Learning video as a medium that is used to assist the learning process in conveying messages in the form of concepts, principles, procedures, theories, application of knowledge in learning through audio as well as visual so that it is easier to understand (Riyana, 2007). The video itself can be used as an appropriate learning media because the

elements of hearing or audio and visual elements can be raised simultaneously in the form of the video.

e. Discovery-based Learning

According to Syah (2017), “Discovery Learning Model is defined as a learning process that occurs when students are not presented in the final form but are expected to organize themselves. Learning with discovery is learning to find, where a student is faced with a problem or situation that seems odd so students can find a way to solve. The Principle of Discovery Learning. According to Syah (2017) there are 5 Principles of Discovery Learning namely problem solving, learner management, integrating and connecting, information analysis and interpretation, failure and feedback.

f. Young Learners

According to Padmadewi, Artini, Nitiasih, & Suandana (2018) the children in the age under 11 years old is defines as a young learners. Some other said that young learners are less than 12 years old.

1.9.2 Operational Definition

a. Learning Video

Learning Video in this research referred to English teaching media which developed in the form of learning video by using

discovery-based learning for 4th grade students in elementary school.

b. Discovery-based Learning

In this research, discovery-based learning used as a method in the video development that collaborated with the learning activity.

c. Young Learners

In this research, young learners are referred to as 4th grade of elementary school students in Buleleng, Bali.

