

CHAPTER I

INTRODUCTION

1.1 Research Background

Science and technology are growing more rapidly in the era of globalization (Lahinta, 2007). Science and technology are used in various sectors in this globalization era, such as health, culture, economics, and education. The use of science and technology is most felt in the world of education. Schleicher (2018) stated that education has an essential role in developing knowledge, skills, attitudes, and values that enable people to contribute and benefit from their education in the future. Garrison (2006) defined education as a learning process designed to consistently achieving desired outcomes. In the world of education, technology plays an important role. Teachers use technology to facilitate them in transferring knowledge. The learning process will be more effective, efficient, and fun if the teacher uses technology in the learning process. Sari et al. (2019) added that good learning facilitates the students with integrating ICT-based learning as a meaningful source of learning.

Unfortunately, in 2020, the world was troubled by a deadly virus is known as the coronavirus (COVID-19). Gupta and Goplani (2020) stated that the COVID-19 virus started in Wuhan's city in China. The virus affected about 200 countries in the world, including Indonesia. To prevent the spread of the virus, countries

affected by the COVID-19 virus did a lockdown. In Indonesia, this virus affects various sectors, especially the economic sector. Irawan (2020) also added that COVID-19 pandemic impacted various life sectors, like social, and education. Further, Purwanto et al. (2020) also explained that the world of education was in the spotlight of the COVID-19 pandemic situation. This virus forces people to remain at home to break the chain of spread, including learning in schools held in innovative ways, namely remote learning. An appeal not to create a crowd to cut the coronavirus distribution chain makes the world of education must be eliminated directly (face-to-face). Then, in March 2020, the Indonesian Ministry of Education makes a policy that required the students to learn from home and be monitored remotely by teachers during the pandemic to cut the coronavirus distribution. In other words, Indonesia is applying distance education or remote learning.

Remote learning can define as teaching and learning in which the teachers and students conducted the learning process in the distance without a face-to-face meeting. Buselic (2012) stated that distance learning focuses on technology in the learning process where students do not attend class, such as conventional learning. In more detail, distance learning assumes that students and teachers are separate face-to-face and are connected using existing technology. In Indonesia, the teachers and the students carry out remote learning through several applications such as *zoom*, *WhatsApp*, *google meet*, *e-learning*, *Schoology*, and others (Harnani, 2020; Irawan, 2020).

Besides schools being able to carry out learning in this pandemic situation, remote learning in Indonesia is still considered ineffective. Some things are saw from the quality of human resources and learning facilities. Therefore, it is a

challenge for the teachers to teach students 21st-century skills in remote learning. Most of the teachers who always tend to use traditional teaching methods make it difficult for them to transition to a new learning system as in this pandemic situation. This is in line with Agustini et al. (2019) that teachers still used traditional teaching method in the learning process and they have not utilized and integrated technology in the learning process. Besides the teachers, remote learning for most students and parents in Indonesia also becomes a challenge because online learning is a new thing for them. Teachers and students who are not familiar with remote learning and the lack of technology ability make it difficult for them to use technology so that learning occurs less effectively and efficiently (Harnani, 2020).

Apart from students and teachers, parents of students also feel the impact of remote learning, especially elementary school students' parents. In Indonesia, remote learning is also implemented in elementary schools. In terms of supporting facilities for the remote learning process, many do not have facilities such as smartphones and laptops. Lack of learning support facilities made it difficult for them to access material and carry out learning. Therefore, elementary school teachers resolved this problem by sending materials and assignments to the parents of students and asking them to monitor their children's learning activity at home. In addition, to send the materials and assignments to students' parents, the teacher also prints the material or assignments for students. One of the teachers in Karangasem explained that teachers had to send material to students' parents or print the materials and assignments because many students did not have their smartphones.

Besides, the lack of learning media and learning materials, especially English, makes it difficult for students to understand the lesson. Students have been confused

by online learning and less material that will make them not understand the material. The questionnaire conducted by Melania (2020) showed that learning carried out in the COVID-19 pandemic situation is less effective. The lack of online learning effectiveness based on the questionnaire results due to weak signals, miscommunication between teacher and student explanations, internet quota, teaching media such as laptops that experience errors, and students are not accustomed to online learning. Hence, teachers must make effective learning and not be a burden to students, especially elementary school students who are learning English for the first time.

In this pandemic situation, distance learning is highly recommended because students and teachers cannot come to school to study directly. Although schools implement remote learning, the presence of 21st-century skills is significant because the students must become decent communicators, creators, critical thinkers, and collaborators (4Cs) to compete in this modern era of globalization. Hence, teachers must equip and prepare students with the skills (4Cs) that students require for the world of work. The 4Cs, which consist of communication, collaboration, creativity, and critical thinking is very important in the 21st century. The students need to master all those skills to compete in the 21st century. Mastering all those skills will make the students have the good qualities of a worker. Davila (2016) in (Erdogan, 2019) stated that the 4Cs would make students succeed in the future with their independence and curiosity.

One of the important skills to be taught to students is collaboration skill. In a remote learning situation, collaboration is a skill that one needs to pay attention to. Agustini et al. (2019) stated that communication skills, collaboration skills, and the

use of technology in learning are needed in modern learning. However, it is quite difficult for the teacher to teach collaboration skills in this situation, especially for students who have not yet mastered the technology. Regarding the role of collaboration skill for someone, it needs to be taught. Humans are *zoon politicon*, which means humans live in a society and interact with each other (Sholeh, 2019). According to Erdogan (2019), to help students understand how to solve problems, find solutions, and decide the best of action, teaching collaboration skills is the right thing. Teaching collaboration to students is also able to foster tolerance and respect for others' opinions. Unfortunately, in the 21st century, where collaboration is needed, research conducted by Fitriyani et al. (2019) showed that collaboration skills tended to be neglected and did not perform well in the group learning process. Further, Julita (2016) as cited in (Fitriyani et al., 2019) stated that students' collaboration is still low. Another study conducted by Indriwati et al. (2019) showed that students' collaboration skills were still lacking. Moreover, they argue that the lack of collaboration skills makes students less understanding of topics that have an impact on the quality of students learning. Research conducted by Le et al. (2018) also revealed that students faced several problems during collaboration process. In the education of the 21st century, social and collaborative learning is important (Lock & Redmond, 2006). Therefore, although in remote learning situations, the teachers must adjust the 4Cs, whether learning is done face-to-face, remote learning, or a combination of both.

One of the effective ways to develop primary school students' collaboration skills is by using a story in the learning process. As we know, children want to hear stories because it contains a world of wonder and magic. Habibi and Sofwan (2015)

stated that teaching English to young learners who are more enthusiastic in the classrooms is different from teaching English to adults or young adult learners. Sukarno (2008) argued that elementary school is the right choice to provide English lessons because at this level they are at a period called the golden age and have a critical period where they can learn something easily. Hence, primary school teachers must be able to provide the best way to convey the material so that what teachers want to share can be understood by students. Research by Ratminingsih and Budasi (2018) revealed that learning using stories could create comfortable and enjoyable situations to motivate young learners. A story can be a handy teaching tool as long as it adapts to the level of student proficiency, interest, age, and needs (Mutiarani & Izzah, 2015). One of the stories referred to can be in the form of folktales. Mantra (2017) also believes that Folktales is one of the literary works suitable for EFL classroom learning activities because it can improve students' language skills, motivation, and develop their cultural awareness and tolerance.

In this remote situation, digital devices, especially smartphones, play a significant role in facilitating students' learning process both inside and outside of school. Gangaiamaran and Pasupathi (2017) argued that mobile technology for language teaching and learning is rapidly increasing. Smartphones are one of the most popular technologies because it has a practical design that can be carried anywhere. Smartphones also offer many features that help people access the information they need wherever and whenever. Santosa et al. (2020) said that smartphones are a suitable technology for learning English because the smartphone provides several interactive applications that help the learners learn English anywhere and anytime. Smartphones have a significant role for students because

they can access the material and learn wherever and whenever through their smartphones. If students want to study, they do not have to wait for a period of time, and if the students want to learn, they do not have to go to a particular place. Wang (2017) argued that teaching and learning using mobile phone applications offers positive ideas and advantages that encourage students to learn and understand better. Rahim and Adzharuddin (2018) also claimed that students' interest in learning something new with technology helps them learn a second language.

Many similar studies have been carried out to develop the students' collaboration skill such as studies that were done by Chandrasekaran et al. (2016) and Sulaiman and Shahrill (2015). A study from Chandrasekaran et al. (2016) focused on analyzing and sharing the collaborative learning experiences of distance students in the project management network. They stated that in education with distance learning systems, collaborative learning techniques are the most efficient techniques that can be used. Then, study conducted by Sulaiman and Shahrill (2015) found that collaborative learning is useful in developing the ability of the students to work as a team in the learning activities. They also found that collaborative learning helped the students' improve their academic performance and develop the 21st Century skills. Thus, the current study is more focus on developing Android Application-Based Digital Folktales Learning Materials to develop the primary school students' collaboration skills.

Based on the explanation above, the software made to achieve this goal to support the organized online learning activities to facilitate this networking technology. The use of APK-based application is expected to promote student interest in the learning process and create effective and efficient learning. Hence,

the researcher planned a series of application-based activities on smartphones that the students can access anywhere and anytime. Learning material in this application was created by developing English language material with folktales' theme and focusing on one of the four skills of 4Cs, namely collaboration skills. Indonesian folktales as the materials were used to develop the android application. Thus, in this study, the researcher created an android-based English Folktales material for elementary school students to teach English and develop primary school students' collaboration skills.

1.2 Problem Identification

Based on the background, the problems identified are:

1. Students need to develop their collaboration skills to become decent collaborators to compete in this modern globalization era.
2. The collaboration skills tended to be neglected and did not perform well in the group learning process; hence students have low collaboration skills.
3. There are limited materials to be accessed by the students and teachers, so the teacher cannot provide learning to develop students' collaboration skills in remote learning situations.

From the problems identified, it was needed to develop android-based English materials to provide digital Folktales that can develop young learners' collaboration skills, especially in a remote learning situation.

1.3 Research Questions

1. How to develop English learning materials to promote Collaboration skills for primary school students in remote learning situations?
2. How is the quality of English learning materials to promote Collaboration skills for primary school students in a remote learning situation?

1.4 Research Objectives

1. General Objective

The general objective of the present research was developing English learning material and describing the quality of English learning material which promotes collaboration skills for primary school students in a remote learning situation.

2. Specific Objectives

- 1) Describing the development of English learning material promotes Collaboration skills for primary school students in a remote learning situation.
- 2) Describing the quality of English learning material promotes Collaboration skills for primary school students in a remote learning situation.

1.5 The Specification of the Product

The specification of the developed product are:

- 1 The product is android-based English folktales learning materials which was developed for promoting the sixth-grade primary school students' collaboration skills.

- 2 The product provides narrative text materials, Indonesian folktales and its follow-up learning activity which assist the students to develop their collaboration skills.
- 3 The product was also developed to give better learning experience for students and also teacher during remote learning situation.

1.6 Research Significance

1. Theoretical Significance

The result of this research is expected to be one contribution to knowledge development and offer additional knowledge about English learning material in the form of Android-based application to promote collaboration skill which can be used in teaching English to primary school students in face-to-face or remote learning situation.

2. Practical Significance

The result of the research was expected to be useful for the students, teachers, the other researchers, and the researcher.

- 1) **For Students:** From the study result, students are supposed to be more involved and collaborate during teaching and learning activities although in a remote learning situation, and understand the material about folktales in the form of an Android-based application.
- 2) **For Teachers:** From the study result, it is expected to help the teachers in teaching English in a remote learning situation. Furthermore, this study's result can be used as an illustration in varying the media and the learning material that promotes collaboration skills in the learning process.

3) **For Researchers:** The study results will give the researchers an understanding of the importance of ICT and collaboration skill in the learning process. Furthermore, the result of this study can be used by the researchers as an illustration in varying the media, learning material that promotes collaboration skill in the learning process, and as the guidelines for conducting similar research.

1.7 Research Scope

The study was limited on developing English learning material and describing the quality of English learning material to promote collaboration skills for primary school students in a remote learning situation. The result of this study was in the form of an application. The study was developed by the design and development (D&D) method promoted by Richey and Klein (2007).

