

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Research Background**

There are many medical, economic, education, and social impacts caused of Covid19 (Corona Virus Diseased 2019) which is now a world health threat (Jelahut et al., 2020). A very big impact made several sectors hampered and did not run optimally. This virus was found in Wuhan city, China in November 2019 and shocked the world (Zaharah & Kirilova, 2020). This virus spreads to almost all over the earth, including Indonesia. Many countries have lockdown and also closing schools and other public areas. In Indonesia, the government announced to do social distancing, stay at home, worship at home work from home and learn at home (Zaharah & Kirilova, 2020). Many things are harmed because of this pandemic. The economic sector has declined considerably because many tourist attractions have closed.

Due the spread of the virus is fast, the government decided to ban the normal activities of educational institutions to prevent the spread of the virus (Abidah, Hidaayatullaah, Simamora, Fehabutar, & Mutakinati, 2020). Education is carried out online using several applications that allow students and teachers to interact well and of course can be reached by students. So that all teachers and students in Indonesia must be prepared for this situation. Teachers are required to be more active in choosing teaching media by circumstances. According to Cheung (2018), as cited in (Sutarto, Sari, & Fathurrochman, 2020) the important aspect of learning

is interest in learning. Teachers have to ready teaching online. But the fact, teachers face some problems, one of them is one of them is to foster students' interest in learning because teacher face a different condition (Sutarto et al., 2020). According to (Nurhasanah, S & Sobandi, A, 2016) as cited in (Sutarto et al., 2020) some of the deficiencies in learning online are causing boredom, reducing work motivation and increasing electricity costs. The online learning is not always effective if the teachers are not using variation for the online learning. Technology advances comes fast and told us to follow the changes, teacher can't teach students by just giving discourse. At present, technological advances are very useful, one of which is in the field of education during a pandemic which requires learning from home. In fact, technology has long been used in the field of education. One of them is mathematics which uses a calculator to help calculate quickly.

Actually, in this pandemic, the use of media cannot be avoided during this online learning period because media is one of the most important things (Lestiyanawati & Widyantoro, 2020). Creativity as well as careful instructional considerations from the teacher are needed in online classrooms (Lestiyanawati & Widyantoro, 2020). Teachers will face many challenges; they need to find a good method to solve the problem faced. In reading comprehension in senior high school, the students must more active to read the book. In other hand, the teachers have to find the best method to make the students understand and not easily feels bored in reading class and makes them active in online teaching and learning process. Seen from the students' background, there is a good alternative media, teacher can use game-based learning platform. According to Said, Fathan, and Syafii (2018), game-based learning platform is very interested and popular in teaching and learning. It

is because game-based learning platform is less expensive and more flexible. Game-based learning platform is an effective way to overcome boredom in overcoming boredom in reading.

With the development of technological tools, many have a positive impact, because students will enthusiastic about learning English in the midst of a pandemic or when learning from home, or at school. The existence of technology can be an interesting learning medium as well as by utilizing learning applications can make it easier for teachers in managing and delivering messages to students. This can provide positive impact on learning English, because by playing children tend to be more understanding and more effective than not using platform media. So that students no longer feel afraid, difficult or bored in learning English in the classroom.

In this study, the problem of choosing the right application to make learning media for one semester for 10<sup>th</sup> grade students at SMA Negeri 5 Denpasar. This study conducted in SMA Negeri 5 Denpasar because the researcher found that there are some teacher's challenges especially in doing an online teaching process. One of the big challenges that the teacher face is the student's internet connection. Some students have a bad connection and sometimes it does not allow students to join the lesson. The teacher also tried to use several ways to make the online learning effective, such as trying the Kahoot application to give quizzes. However, not all students can join it due to problems with unstable and bad internet connections.

10<sup>th</sup> grade students were chosen because 10<sup>th</sup> grade students are the youngest level at the high school level. 10<sup>th</sup> grade students have never participated in direct learning, nor have students fully known each other. 11<sup>th</sup> and 12<sup>th</sup> grade students are

considered to be able to learn independently because they can discuss with their friends in participating in learning.

This study discusses how teachers deal with problems faced during online teaching. The use of appropriate media in overcoming online teaching problems is an application that will be used in teaching online. Technology development with Animaker application makes it easier for teachers to provide material by using video. The sample in this study used 10th grade students at SMA Negeri 5 Denpasar. Animaker can be used as an alternative way for learning media. According to Munawar, Farid Hasyim, & Ma'arif (2020), Animaker is an application that easy to find on the internet. Animaker can create complete movements with animation-based sounds and transitions, with that advantages, learning using instructional video more interesting.

Based on the explanation above, the development of teaching media is needed by using “Animaker” application. This video developed by using Design and Development research by Richey and Klein (2007). The video developed for 10<sup>th</sup> grade teachers in senior high school since the material is suitable with the syllabus.

## **1.2 Problem Identification**

Based on the explanation above, the researcher formulates problem identification such as:

1. The impact of pandemic covid-19 in education field
2. Teachers face a different condition in conduct online teaching, it makes some problem and obstacles to conduct online teaching and learning process
3. There were some student obstacles, such as unstable connection

### 1.3 Research Questions

Based on the explanation above, the researcher formulates research questions such as:

1. How is the development of English instructional videos by using *Animaker* application as instructional media to teach English to the tenth-grade students?
2. What is the quality of the instructional videos developed by using *Animaker* application to teach English?

### 1.4 Research Objective

Based on the explanation above, the researcher conclude that the objective of this study is to know the development of English instructional video consist the by using *Animaker* application in the 10<sup>th</sup> grade students and to know the quality of the video that designed and developed by using *Animaker* application.

### 1.5 Significance of the Study

#### a. Theoretical significance

Theoretically, the result of this study will facilitate the teacher an English instructional video designed by *Animaker* application based on the syllabus for teaching English in the 10<sup>th</sup> grade in SMA Negeri 5 Denpasar

#### b. Practical Significance

##### a) For teachers

The results of this study would be useful for teacher to be more creative in teaching using video as a media



b) For students

The results of this study used to improve students' motivation, achievement and also performance to learn English.

c) For another researcher

This study is expected to be a reference in order to help the other researchers in making research which is related with *Animaker* application as media to develop an instructional teaching material.

### **1.6 Scope of the Study**

In this study, the scope is only for the tenth-grade student of senior high school. This study is about the development of English instructional teaching material by using video developed by "Animaker" application and the video will be inserting voice with good pronunciation. There will be three videos in the form of animation and explain the material about Self-introduction, Descriptive text, and Announcement text based on the syllable for teaching tenth grade students.

### **1.7 Definition of Key Term**

#### **1.1.1 Conceptual Definition**

a. Animaker

Animaker is a digital application that can create animated videos with motions, sounds, and transitions that make learning videos are more interesting (Munawar et al., 2020). Animaker is also available on the

internet and can be used easily to create learning media. Animaker is free to use with a wide selection of animated characters.

b. Instructional Video

Due to new forms of online education, the use of video in learning is increasing (Obagah & Brisibe, 2017). Now days, children are growing up receiving visual stimuli such as videos and television. Therefore, in learning it is necessary to use video as learning media.

**1.1.2 Operational Definition**

a. Animaker

Animaker is an application used as a learning media to help teachers in teaching English at 10<sup>th</sup> grade in SMA Negeri 5 Denpasar. There will be 3 videos based on the topics in the 10<sup>th</sup> grade syllabus.

b. Instructional Video

At SMA Negeri 5 Denpasar, video is one of the instructional media used for teaching. Videos help teachers to divert students' concentration in learning because videos are considered as a learning media that makes students interested and not easily bored in learning, therefore teachers use videos to teach English. Hopefully, students understand the learning material better. Videos can also be voiced and makes students feel like they are watching while studying.