CHAPTER I

INTRODUCTION

This chapter, the writer discusses about, 1) Background of the Problem, 2) Identification Problem, 3) Limitation of Problem, 4) Problem of Formulation, 5) Objectives of Research, 6) Significances of Research, 7) Specification of Development Product.

1.1 Background of the Problem

In the era of the Industrial Revolution 4.0, technological advances such as digitalization, the Internet of things, artificial intelligence, and robotic automation affect all aspects of human life. Video technology advancement is one of the narrowest technological advancements during the Industrial Revolution. Video technologies are still largely based on theory and technique. Video is now a crucial component of today's digital society, and advancements in video technology have changed how people communicate and exchange information— even in educational fields. In the context of education, education is an individual's interaction with their social and physical environment resulting in a process of growth and development that lasts throughout life, from birth (Sadulloh et al., 2021). Education has a very important role in efforts to educate the nation's life and prepare future generations. Therefore, Frydenberg and Andone (2011);(in Sari et al., 2022) assert that to face the learning revolution 4.0, everyone must have various ability such as critical thinking ability, digital literacy knowledge and ability, information, media, and also ability in the field of communication and

information technology. Therefore, to improve the quality and quantity of education in the ever-changing world of education, various updates are needed. It is essential to innovate in curriculum, educational supplies and learning resources.

Through education, students are not only required to master academic knowledge but also develop critical thinking ability, creativity, communication, and collaboration. Based on Indonesian Law No. 20 of 2003 concerning the National Education system, it is said that "Education is a systematic and conscious effort to create a teaching and learning environment where students can achieve their best potential" (Susanto & Rozali, 2020). This also requires education to adjust the curriculum, teaching methods, and assessments to be relevant to the needs of the times.

Talking about education, cannot be separated from a curriculum system used in learning at every level of education. According to Kamiludin and Suryaman (in Rahmadayanti & Hartoyo, 2022), the curriculum is a set of educational programs designed and implemented to achieve academic goals. Its components are interdependent and mutually supportive. Based on a decision made by the Ministry of Education, Culture Decree, Research, and technology No. 56/M/2022 dated 11 February 2022, which stipulates Curriculum Implementation Guidelines in the Framework of Learning Recovery that supports curriculum improvement in Indonesia and aims to realize an advanced Indonesia that is sovereign, Merdeka, and has a personality. This will produce students who are critically minded, creative, Merdeka, faithful, and devoted to God Almighty. The school implemented the Merdeka Belajar Curriculum in the 2022/2023 school year.

Educators in various regions witnessed this phenomenon, which made them respond quickly to adapt learning to the appropriate Merdeka Belajar Curriculum (Aji, 2023). At the SMA level, it has now implemented the latest curriculum, the Merdeka Curriculum. In the Merdeka Curriculum, there is no longer a science, social studies, or language major system, and students are given the freedom to choose subjects according to their interests and talents. One of the general subjects that is in demand and very useful for the future in facing the outside world is English.

English is one of the languages that has become the standard language in every country, one of which is Indonesia, which occupies English as the first foreign language. English is an international language that is used in almost all areas of life in the world, besides being used to relate between countries, this language is also used for research and development of science because most scientific literature comes from abroad (Izzan & Mahfuddin, 2014). This is in line with the opinion of (Crystal's, 2003; in Jaya et al., 2019), which states that there are two main reasons why a language is considered a global language: it becomes an official language in many countries, and it becomes the most important language to learn in countries where foreign languages are spoken. English language learning aims to improve students' ability in English, including acquiring functional literacy. The learning process also enhances students' understanding of the nature and value of English, as well as improving their understanding of the interaction between language and culture. According to experts such as (Thornbury, 2005) states that "Speaking is a part of everyday life that we take for

granted, and everyone produces tens of thousands of words every day. He also says that we forget how difficult it is to master this ability to the point of having to learn a foreign language from scratch".

Many students assume that the purpose of learning a foreign language is to be able to speak that language. Based on the results of observations of students in the eleventh grade at SMA Negeri 1 Payung and interviews with educators in English subjects, it is revealed that several problems occur, namely Students have difficulty in pronouncing words so that students' speaking ability are still relatively low, have limited vocabulary and grammar knowledge, lack of understanding of the material presented and learning resources used are still in the form of English Handout or books in the library, learning modules, or other conventional media. Taking all these factors into account, the researcher estimates that the percentage of English-speaking ability of students generally ranges between 30-50%. This figure is based on the assumption that at least half of the students still face difficulties speaking fluently and appropriately in English. Research (Hermansyah et al., 2021) found that students' problems in speaking English can come from drive, confidence, and courage, as well as from speaking elements such as pronunciation, expression, vocabulary, and fluency. This statement is supported by research by Sujiyanti (2023) who stated that students' speaking ability does not reach the minimum completeness criteria (KKM), which is 75 still classified as low in terms of fluency, vocabulary, grammar, and student understanding in learning. This is in line with the research of Suryani, Suarnajaya, & Pratiwi (2020), which states that students' scores below the minimum

completion score in speaking classes are evidence that they face serious problems in speaking. Therefore, the role of teachers has changed, not only transferring knowledge but also helping to make learning more interesting and innovative by using learning media that can attract students' interest and encourage them to learn optimally both in class and Merdekaly. Especially now that technology plays a huge role in the English learning process.

Realizing how important the function of English is in human life, various efforts are made to support learning activities in adjusting English lessons to be sustainable with the life of the outside world, such as conducting collaborative learning projects with partner schools abroad, involving native English speakers and one of them is the use of authentic teaching materials from the internet or interactive and interesting learning media. Learning media is anything that can be used to convey messages from sender to receiver to increase thoughts, feelings, attention, and interests and encouraging their desire to learn (Hasan et al., 2021). Media, according to the *Association for Education and Communication Technology* (AECT), is any medium that is used to disseminate information. According to the *National Education Association* (NEA), media are objects that may be moved, heard, read, or discussed; when used appropriately in educational activities, they can impact how successful a program is as a teacher (Ilmu et al., 2020). One of the media for learning innovation and creativity is learning video media.

Video is a learning media that consists of interconnected audio and visual components. Learning videos are effective media that utilize sound and images

simultaneously to convey information and form opinions and are specifically designed for use in learning activities such as increasing understanding, improving ability, showing something virtually and realistically, fostering attitudes, and attracting community empathy (Hasiru et al., 2021). The use of video media in the learning process allows students to become more interested and makes lessons easier to accept. The use of video media can even have a psychological impact on students.

Therefore, researcher feel the need for learning media that supports students to be more active in improving their speaking ability through the material "Love Your Environment" where this material discusses environmental topics and this material is related to everyday life. So researcher will develop media in the form of learning videos because researcher believe that using learning videos can improve student learning outcomes, especially in English language learning (speaking). According to Fitri, Darmawan, and Siagiyanto (2022) stated that "Learning videos about the English learning profession are very feasible and interesting to use in learning". Reasoning with this, Sujiyati (2023) states that "Learning videos can improve students' speaking ability and with learning videos students can practice pronouncing words with correct intonation and memorization, developing ideas for speaking, using appropriate gestures so that students can improve their speaking ability in English".

The needs analysis of previous research shows that learning videos have shortcomings such as less clear sound recording, and less smooth animation, and previous researcher did not apply learning videos thoroughly. The advantage of

previous research, the use of learning video media can expand knowledge and greatly motivate students. This makes researcher think to further develop English learning videos that are by the ability to be achieved and add variations such as animation, background, and others to make it more interesting.

Based on the previous research problems, the use of video media is an option for learning because it allows students to improve their speaking ability in English and gain a deeper understanding of the subject matter. To help students with this problem, the researcher conducted a study with the title **"DEVELOPMENT OF LEARNING VIDEO AS A RESOURCE FOR LEARNING ENGLISH IN THE ELEVENTH GRADE 'LOVE YOUR ENVIRONMENT' MATERIAL TO IMPROVE STUDENTS' SPEAKING ABILITY"**.

1.2 Identification of Problem

Based on the background explanation above, the problem identification obtained in this study is as follows:

1) English speaking ability of the eleventh grade students is still said to be low.

2) The eleventh grade students based on the percentage of English speaking ability generally range from 30-50% because half at least of the students still have difficulty expressing ideas, thoughts, and feelings in English orally fluently.

3) In learning, teachers are still fixated on learning books and other conventional media.

4) The development of learning videos by teachers as learning resources is still rarely done in schools.

1.3 Limitation of Problem

Based on the background explanation above, the researcher limits this research to:

1) Research subjects in the eleventh grade of SMA Negeri 1 Payung.

2) Development of learning videos as an English language learning resource on the material "Love Your Environment" the eleventh grade to improve students' speaking ability.

1.4 Problem of Formulation

Based on the background above, the following problem formulation can be compiled:

1) How is the validity of learning videos as a learning resource for Learning English in the eleventh grade "Love Your Environment" material to improve students' speaking ability?

2) How is the learning media in the form of videos as a resource for learning English in the eleventh grade "Love Your Environment" material which was developed practically when used to improve students' speaking ability?

3) How effective is the use of learning video media developed as a resource for learning English in the eleventh grade "Love Your Environment" material to improve students' speaking ability at SMA Negeri 1 Payung?

1.5 Objectives of Research

1) To find out how is the validity of learning videos as a learning resource in English class XI material "Love Your Environment" to improve students' speaking skills.

2) To find out how is the learning media in the form of videos as an English learning resource on the material "Love Your Environment" eleventh grade developed practically when used to improve students' speaking skills.

3) To find out How effective is the use of learning video media developed as a resource for learning English in the eleventh grade "Love Your Environment" material to improve students' speaking ability at SMA Negeri 1 Payung.

1.6 Significances of Research

Every research must have significances both theoretically and practically. The benefits of research are:

1.6.1 Significances Theoretically

The results of this research can be used as an innovation in the teaching and learning process. This learning media is expected to be applied as an English learning resource so that during the teaching and learning process does not only use the English handbook.

1.6.2   Significances Practically

1.6.2.1 For Learners

The benefits of learning media in the form of videos in this study will help students understand the material provided and enable learning that is not only interesting or fun but also effective and efficient.

1.6.2.2 For Teachers

The benefits of learning videos for teachers in this study can be a solution in improving proficiency in teaching and learning activities and improving learning outcomes and students' speaking ability in English.

1.6.2.3 For Schools

The results of this study are expected to be material for reflection to further develop innovations in learning media to be even better in all related aspects.

1.7 Specification of Development Product

The product developed by researcher is a learning video. The following are the specifications of the media developed:

1. The learning media developed is by the Learning Outcomes (CP) and Flow of Learning Objectives (ATP) of the subject matter taught.

2. The video learning media was developed to improve speaking ability in English.

3. The media is created using several applications such as Capcut which are equipped with various animations, backgrounds, sound recordings, and images so that the learning video looks more interesting.

4. This media is also made by using the help of the Canva application to edit the background and design the theme in the learning video.

5. The theme presented in the learning video is Love Your Environment material for eleventh grade high school.