CHAPTER I

INTRODUCTION

This chapter discusses a brief introduction of the study including background of the study that consists of successful learning, learning objectives based on *Merdeka Belajar* curriculum, the role of technology on supporting independent learning as well as video lessons to support independent learning. It was followed by the statement of problems, purpose of the study, scope of the study, significance of the study, clarification of key terms, and organization of the paper.

1.1 Background of the Study

During the progressive of global era, EFL teachers are required to help their students to achieve successful learning so they can be competent learners both inside and outside the classroom. It is stated by Egel (2009) that a teacher has a responsibility to help their students improve their education, empower them to prepare for sustainable life learning. It is in line with a statement proposed by Dang (2012) that one alternative that can enhance the proficiency of English learners is by developing their independent learning that has a potential to raise the awareness especially on their efforts and strategies in sustaining language learning.

To enable the students to achieve successful sustainable life learning, independent learning should be promoted. This is based on the implementation of the *Merdeka Belajar (*Freedom to Learn) curriculum for English lessons that students are expected to obtain the learning objectives which covers improving learners' communicative skill through multimodal texts and developing their confidence specifically on expressing themselves as independent and responsible individuals (Kemdikbud, 2022). In addition, this issue is also raised in *Proyek Penguatan Profil Pelajar Pancasila* (P5) that is currently promoted by the Indonesian government that the principle of *Merdeka Belajar* curriculum is to create a holistic, contextual, student centered and explorative learning environment. Thus, to achieve the aforementioned purposes, a learning media should be chosen to support teachers and help the students to learn by themselves.

Using technology in English language teaching tends to be a more effective process (Coskun & Marlowe, 2015) rather than using a traditional textbook, especially to achieve the skills, needs, and preferences of students in the 21st century. To be more specific, the students grow up immersed in a wide range of digital devices. This leads them to different learning styles, motivation, and engagement during the learning process (Hwang, et al., 2015). Some English skills such as listening, speaking, reading, and writing can be learned through additional resources aside from the teacher. Herewith, video lessons offer the same role as traditional textbooks with more distinct features that can help students enhance their independent learning. Technology allows learning to be more accessible. It helps the user to gain knowledge through any applications, website or video explanation by themselves.

Video lesson becomes a valuable educational tool since there are a number of various advantages of using it and some of which are the convenience of use and its interactivity with the reader as it offers a rich source of input as its visual and audio elements will help learners to understand the text better (Granitz, et al., 2021). Compared to traditional textbooks, video lessons have more benefits since they not only focus on one or two elements. When a traditional book only accommodates visual and verbal elements, video lessons can have more elements including audio, gesture, spoken text or speech, and posture of embodiment. Video lessons can be easily edited to deliver a better understanding of the material by providing a speaker or adding more details to help the audience learn better. To be more specific, video lessons combines written language with multimodal elements such as spoken language, visual (still and moving image), audio, gestural, and spatial meaning. Multimodal elements in the video lesson can make students more engaged in the topic they are learning, especially for EFL primary students since it has various ways of communication to support students' multiple intelligences. It is in line with the principle of independent learning whereas the students have the right to choose their own learning style according to their own objectives or needs (Gardner and Hatch, 1989). Moreover, students can use video lessons as the learning material outside the classroom since it can be published in social platforms such as YouTube, where the students can access the video through the link given by the teacher.

To determine students' successful learning by using video lessons, students' attitude toward independent learning is a crucial aspect to be studied. It is important for the teacher to make sure that their students not only absorb the knowledge from the class but also keep their motivation and their other work consistently during the teaching and learning activities outside the class. According to Khotimah, et al., (2019), many research related to independent learning and how students being responsible for their own language learning has been studied in Australia, China, France, Hong Kong, Iran, and Malaysia (Kaur & Sidhu, 2010). Nevertheless, the research focusing on how video lessons are used to support independent learning is still rarely found in Indonesian EFL context.

This paper focuses on fostering students' independent learning using video lessons for EFL primary school students. This study expected video lessons can give contribution on increasing EFL learners' understanding and comprehension on the lesson. Various multimodal elements consisting in video lessons are also expected to support EFL primary school students to be independent learners. Video lessons raised as one of the variables with the consideration that it can be easily accessed by the teacher and the students as it can be uploaded in many familiar social platforms, for instance, YouTube. It can also be recreated by the teacher to match the students' needs.

1.2 Research Question

According to the background indicated above, the central question in this study is: How are the selected video lessons used to support primary school students' independent learning?

1.3 Aims of the Study

Related to the research questions, this study is conducted to find out how the selected video lessons are used to support primary school students' independent learning.

1.4 Scope of the Study

This study limits the area of research by focusing on the analysis of an Indonesian EFL video lesson. According to the researcher's interest in space, the video lesson used is for sixth-grade primary school students entitled "Bahasa Inggris Kelas 6 – *Grow with English Book 6 - Lesson 1 I Had a Great Holiday"*. The printed book was published by Indonesian publisher, Erlangga, with the title *Grow with English* and the video lesson version is uploaded on YouTube by SD Juara Bandung channel. The study focuses on discovering the use of video lessons to support students' independent learning.

1.5   Significances of the Study

This section of the study has a purpose to present the benefit of the study theoretically, practically and professionally.

1.5.1   Theoretical benefit

The study is expected to provide limited information regarding the use of video lessons to support independent learning specifically for primary school students in Indonesia. The finding of this study can be used to additional resource to help the future researchers on conducting further research discussing video lessons towards students' independent learning.

1.5.2   Practical benefit

The study can promote video lessons as digital learning material that can be used by the teacher in both online and face to face classroom. This form of learning material is beneficial since it can be easily accessed by both the students and the teacher either for main learning material or supporting learning material. The information regarding the criteria of video lessons can also help the teacher to choose appropriate learning material that can support students' independent learning. If the video is designed fulfilling the requirement criteria, it can increase students understanding and comprehension towards the lessons as the features can help them to learn independently.

1.5.3 Professional benefit

The results are expected to help educational institutions in determining appropriate English language materials. Especially in choosing materials that can help students to be independent learners.

1.6 Clarification of Key Terms

This section of the study has a purpose to prevent the misinterpretation toward a concept used in this study that leads to the clarification of this following term:

1.6.1 Independent Learning

Independent learning, as a part of autonomous learning, in language education has a definition of the ability to be responsible and to take care of someone's own learning (Holec, 1981). It allows the students to take roles for their own learning with minimum intervention from the teacher inside and outside the classroom. However, to achieve independent learning, the teacher can still help them in providing appropriate learning materials to support them.

1.6.2 English as a Foreign Language (EFL)

English as a Foreign Language is a term used in English learning for students whose first language is not English. In this study, EFL students referred to Indonesian students who learn English in school but use Indonesian as their first language.

1.6.3 Video lesson

Video lesson, also known as part of digital learning material, is a form of recorded educational video and it can be accessed digitally via computers, laptops or smartphones. The presentation can be varied, it will be different based on the creator or the video. This study will use a digital learning source (video lessons) with the title "Bahasa Inggris Kelas 6 - *Grow*

with English Book" for sixth-grade primary school students. The video was uploaded on YouTube by SD Juara Bandung channel.

1.6.4 Primary School

Primary school can be defined as the Elementary School or early grade of Junior High School students. It is basically for 4-11 years old children that have passed preschool and have not attended secondary school. In this study, primary school will be referred to the elementary school, especially the 6th grade, according to the objective of video lessons.

1.7 Organization of the Paper

The organization of this paper will be divided into five chapters and each chapter will consist of subtopics to give an insight related to the topic studied.

- The first chapter is the introduction section. This chapter provides brief information about the background related to the topic, statement of problems, purpose of the study, scope of the study, significance of the study, clarification of key terms, and the organization of the paper.

- The second chapter is the theoretical foundation. In this chapter, the elaboration of theories about independent learning, the level of independent learning, independent learning in cognitive, metacognitive, and affective domain, multimodality, modes in multimodality, digital learning sources, video lesson, criteria of video lessons, video lesson in Indonesian EFL context, affordances between video lesson and independent learning as well as the related studies.

- The third chapter is methodology. This chapter mainly focuses on how the research is conducted which covers the research design, research participant, data collection, and data analysis.

- The fourth chapter is findings and discussions. This chapter discusses themes including teacher's strategy in using video lessons and the use of

video lessons to support students' independent learning that will further divided into five sub-themes.

- The fifth chapter is conclusion and suggestions. This chapter briefly concluded the research and gave the information regarding the implication of the study, the limitations of the study as well as the recommendation for the further study.