

# CHAPTER I

## INTRODUCTION

### A. Background of Study

In this era of globalization, the role of English as an international language is becoming increasingly important. Wafaa Salem Al-Yaseen stated in his research that English is a widely used language for communication almost worldwide.<sup>1</sup> Therefore, learning English must start early, and it cannot be underestimated because it can encourage someone's future success. Si Chen, Jing Zhao, and friends emphasize that the young age is the golden age for improving language skills compared to when they are older.<sup>2</sup> This means that the earlier someone learns English, the more likely it is that someone will reach a higher level of proficiency.

The early exposure to English language learning establishes a solid foundation for students to develop advanced language skills and fluency over time. This is related to the Indonesian government's policy on the use of English at the elementary school level. In this case, the Indonesian government also stipulates that English is used as an additional subject in conjunction with local languages to preserve local content.<sup>3</sup> The Indonesian curriculum has specifically designed English instruction for elementary school students, concentrating on the four key English skills: reading, writing, listening, and speaking.<sup>4</sup> These four skills are a strong foundation for learning early English.

Even though the foundation has been set, challenges still arise when we look at the real conditions in the classroom. Based on the interview with the English teacher who teaches at an Islamic elementary school in Kaliwungu Kudus, it was revealed that most

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<sup>1</sup>Wafaa Salem Al-Yaseen, "Teaching English to Young Children as an Innovative Practice: Kuwaiti Public Kindergarten Teachers' Beliefs," *Cogent Education* 8, no. 1 (2021), <https://doi.org/10.1080/2331186X.2021.1930492>.

<sup>2</sup>Si Chen et al., "International Journal of Bilingual Education and A Burden or a Boost : The Impact of Early Childhood English Learning Experience on Lower Elementary English and Chinese Achievement A Burden or a Boost : The Impact of Early Childhood English," *International Journal of Bilingual Education and Bilingualism* 0, no. 0 (2020): 1–18, <https://doi.org/10.1080/13670050.2020.1749230>.

<sup>3</sup>Herli Salim and Muhammad Hanif, "English Teaching Reconstruction at Indonesian Elementary Schools: Students' Point of View," *International Journal of Education and Practice* 9, no. 1 (2021): 49–62, <https://doi.org/10.18488/journal.61.2021.91.49.62>.

<sup>4</sup>Sri Wahyuningsih and Elvira Sho, "Utilizing Various Media in Teaching English To Young Learners : Is It Meaningful?," *Linguamedia Journal* 3, no. 2 (2022): 1–7.

students showed low interest in learning English. It results in low student participation in the learning process. This is due to difficulties in pronouncing and memorizing English vocabulary.<sup>5</sup> The issues that have been found are the challenges that elementary school pupils have been facing when studying English.

The students' difficulties are caused by inconsistent classroom conditions or a lack of motivation from teachers to study English more actively.<sup>6</sup> In this case, the role of the teacher is extremely significant in choosing learning methods and media used to support the learning process. Teachers must choose interactive learning methods and media that can encourage student engagement during the learning process. In this situation, learning media is crucial for raising student motivation and enhancing the quality of instruction.<sup>7</sup> Therefore, utilizing interactive teaching media is one of the important tasks of teachers, especially technology-based media, which is trending in the current era.

In education, technology is used as media that supports the learning process. This is because technology has a lot of potential to be used as a tool or media in learning that is more interactive than conventional media, which can facilitate better interaction between teachers and students.<sup>8</sup> YouTube is one of the most popular technology-based learning resources for learning English. YouTube is an internet platform that provides various kinds of videos that many people can access. In this case, YouTube is widely used as a learning media by teachers or students to help students learn, develop skills, and increase insight into learning English.<sup>9</sup>

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<sup>5</sup>Interview with an English teacher at an Islamic elementary school in Indonesia, November 04, 2023. Interviews about students' difficulties in learning English in class.

<sup>6</sup>Addisu Sewbihon Getie, "Factors Affecting the Attitudes of Students towards Learning English as a Foreign Language Factors Affecting the Attitudes of Students towards Learning English as a Foreign Language," *Cogent Education* 7, no. 1 (2020): 0–37, <https://doi.org/10.1080/2331186X.2020.1738184>.

<sup>7</sup>Nnenna Gertrude Ezeh, Ojel Clara Anidi, and Basil Okwudili Nwokolo, "Media-Support Teaching and Learning of English Language as a Second Language: Eliminating Stereotypes," *English Language Teaching* 14, no. 4 (2021): 94, <https://doi.org/10.5539/elt.v14n4p94>.

<sup>8</sup>I. Made Rajendra and I. Made Sudana, "The Influence of Interactive Multimedia Technology to Enhance Achievement Students on Practice Skills in Mechanical Technology," *Journal of Physics: Conference Series* 953, no. 1 (2018): 1–6, <https://doi.org/10.1088/1742-6596/953/1/012104>.

<sup>9</sup>Sumi Kim and Hyeon Cheol Kim, "The Benefits of Youtube in Learning English as a Second Language: A Qualitative Investigation of Korean Freshman Students' Experiences and Perspectives in the U.S.," *Sustainability (Switzerland)* 13, no. 13 (2021), <https://doi.org/10.3390/su13137365>.

Previous research has widely discussed the use of YouTube as a medium for learning English. One study was conducted by Hadeel and friends, who said that YouTube used to develop the learning process, specifically speaking and listening classes.<sup>10</sup> In addition, students are interested in learning through YouTube because it is more flexible, interesting, and interactive.<sup>11</sup> YouTube can help students understand and memorize English vocabulary more easily without boredom. YouTube also helps in developing teamwork skills, stress management skills, technology skills, creativity, and so forth.<sup>12</sup> In this context, it can be concluded that YouTube has functioned as a learning media and a platform that can help a person develop talents and interests in many other fields.

Even though digital media is becoming increasingly popular, the importance of conventional media in learning should not be ignored. Scrapbook, for example, is a conventional medium that can facilitate better interaction between students and teachers. Initially, a scrapbook contained decorations, photos, or diary entries.<sup>13</sup> However, in education, the function of a scrapbook has evolved into an interactive learning tool that can help students improve their vocabulary mastery.<sup>14</sup> Previous research confirms that scrapbooks are a medium that can help students increase enthusiasm, make it easier to learn the material, and make students feel happier in the process of learning English.<sup>15</sup> In this

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<sup>10</sup>Hadeel A. Saed et al., "The Use of YouTube in Developing the Speaking Skills of Jordanian EFL University Students," *Heliyon* 7, no. 7 (2021): e07543, <https://doi.org/10.1016/j.heliyon.2021.e07543>.

<sup>11</sup>Hung-chun Wang et al., "Learning English from YouTubers: English L2 Learners' Self-Regulated Language Learning on YouTube Learning English from YouTubers: English L2 Learners' Self-Regulated Language Learning on YouTube," *Innovation in Language Learning and Teaching* 0, no. 0 (2019): 1–14, <https://doi.org/10.1080/17501229.2019.1607356>.

<sup>12</sup>Reima Al-Jarf, "YouTube Videos as a Resource for Self-Regulated Pronunciation Practice in EFL Distance Learning Environments," *Journal of English Language Teaching and Applied Linguistics* 4, no. 2 (2022): 44–52, <https://doi.org/10.32996/jeltal.2022.4.2.4>.

<sup>13</sup>Stephanie Medley-Rath, "'tell Something about the Pictures': The Content and the Process of Autobiographical Work among Scrapbookers," *Symbolic Interaction* 39, no. 1 (2016): 86–105, <https://doi.org/10.1002/symb.219>.

<sup>14</sup>Dodi Siraj Muamar Zain, "Introducing the Scrapbook-Based Learning Material," *Aplinesia: Journal of Applied Linguistics Indonesia* 1, no. 1 (2017): 60–66.

<sup>15</sup>M Wahyu Widiyanto, Ulfah Ulfah, and Alfiana Zia, "The Effectiveness of Scrapbook as A Media to Improve Students' Ability in Writing Recount Text "a Case of The Eighth Grade Students of SMP N 2 Gubug in the 2015 / 2016 Academic Year," *ETERNAL (English Teaching Journal)* 6, no. 2 (2018): 34–45, <https://doi.org/10.26877/eternal.v6i2.2371>.

case, the Scrapbook acts as an interesting visual medium, especially in the context of English learning. Other studies also say that scrapbooks are used as a learning medium to improve English speaking skills.<sup>16</sup>

So far, the focus of previous research has emphasized the use of YouTube and scrapbooks as learning media separately. Based on observations, it has been found that an English teacher at an Islamic elementary school in Indonesia utilizes a combination of learning media in the form of the English Singing YouTube Channel and Scrapbook in English language teaching.<sup>17</sup> Notably, there has been a lack of research specifically focusing on the use of YouTube and Scrapbook as media in English language learning. Therefore, in this study, the author seeks to further investigate the combination of these media, especially in English learning at the Indonesian Islamic elementary school. In addition, this research used the YouTube channels English Singing and Scrapbook, which have never been used in this context before, thus hopefully providing a new perspective to this research.

The Singing English YouTube channel is the main medium for learning English in Islamic elementary schools. The English Singing YouTube channel provides various interesting and unique video content specifically created to motivate students to learn English. Meanwhile, the Scrapbook records student learning outcomes through small pieces of paper containing the subject matter in the English Singing YouTube content. Other authors have not previously researched this new approach, especially in the context of Islamic elementary schools.

The importance of this research is emphasized by the Indonesian government's policy that promotes the use of technology in education. Law Number 20 of 2003, Article 36, stipulates that the curriculum for primary and secondary education must be based on the principle of diversification according to the potential of each region, including the use of information and communication technology to enhance the effectiveness of learning.<sup>18</sup> Additionally, Article 7 and Article 12 in the Minister of Education and Culture Regulation Number 22 of 2016

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<sup>16</sup>Maryam Faizah, Ahmad Nur Ghofir Mahbudin, and Imam Rofiki, "The Effect of Scrapbook Media on Students' Skills Speaking /Pengaruh Media Scrapbook Terhadap Keterampilan Berbicara Siswa," *Journal AL-MUDARRIS* 3, no. 2 (2020): 105, <https://doi.org/10.32478/al-mudarris.v3i2.433>.

<sup>17</sup> The Observation conducted by reseacher, January<sup>8<sup>th</sup></sup>, 2024, 1<sup>st</sup>observation, transcript

<sup>18</sup> Republic of Indonesia, Law Number 20 of 2003 on the National Education System, Article 36.

highlight the importance of optimizing the use of resources and information and communication technology devices, as well as using various methods to achieve an enjoyable learning experience.<sup>19</sup>Therefore, this research is crucial to support policy implementation and enhance the effectiveness of learning through technology and diverse methods in line with the developments in education.

The main objective of this research is to find out how to use it, the supporting factors and obstacles, and students' perceptions of using the English Singing YouTube Channel and Scrapbook as media for learning English. In the previous explanation, the author is interested in researching "The Use of English Singing YouTube Channel and Scrapbook as Media to Teach English at an Indonesian Islamic Elementary School: A Qualitative Study."

## B. Research Focus and Scope

This research uses the English Singing YouTube Channel and Scrapbook as media for teaching English. This research emphasizes understanding how these innovative teaching media are implemented in English learning at Islamic elementary schools. In addition, this research seeks to understand the supporting and inhibiting factors for using this media and the perceptions of Islamic elementary school students in Kaliwungu Kudus regarding using English Singing and Scrapbook in learning English.

## C. Research Questions

In the context provided in the study's background, the author has constructed several research questions as follows:

1. How are the English Singing YouTube Channel and Scrapbook implemented as media for teaching English at Indonesian Islamic Elementary Schools?
2. What are the supporting factors and obstacles to implementing the English Singing YouTube channel and scrapbooks as media for teaching English at an Indonesian Islamic Elementary School?
3. What is the student's perception of using the English Singing YouTube channel and Scrapbook as media for teaching English at an Indonesian Islamic Elementary School?

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<sup>19</sup> Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. Regulation No. 16 of 2022 on Process Standards for Early Childhood Education, Basic Education, and Secondary Education. 2022.



#### **D. Research Objectives**

Based on the research questions stated previously, the objectives of this research are:

1. To find out how the English Singing YouTube Channel and Scrapbook were implemented as media for teaching English at an Indonesian Islamic Elementary School.
2. To find out the supporting factors and obstacles in implementing the English Singing YouTube Channel and scrapbooks as media for teaching English at an Indonesian Islamic Elementary School.
3. To find out the students' perceptions of using the English Singing YouTube channel and Scrapbook as media for teaching English at an Indonesian Islamic Elementary School.

#### **E. Research Significances**

The author expects this research to provide theoretical and practical benefits for schools, teachers, and researchers.

##### **1. Theoretically**

This research contributes to developing knowledge and insight into English education by introducing the use of the English Singing YouTube Channel and Scrapbook as learning media to raise the quality of English learning.

##### **2. Practically**

###### **a. For School**

This research inspires them to apply YouTube and scrapbook media in learning and encourages schools to combine these two media in their curriculum.

###### **b. For Teachers**

This research contributes to teachers increasing their insight into innovative learning media that can be implemented in the teaching process.

###### **c. For Researchers**

This research contributes to researchers and serves as a reference in future research related to YouTube and Scrapbook as learning media.

#### **F. Definition of Key Terms**

The following are definitions of key terms from this thesis:

##### **1. YouTube**

YouTube is an internet platform that provides various video content that is utilized as technology-based learning media to raise the quality of teaching.

2. Scrapbook

In education, the scrapbook is a paper-based medium that contains images or decorations used to learn and help improve student creativity.

3. English Teaching

In this case, English teaching can be interpreted as a classroom teaching activity that focuses on four skills: reading, writing, listening, and speaking.

4. Young Learner

A Young Learner is someone who learns about something at a young age. This research focuses on young learners at elementary school, namely in the age range of seven to twelve years, where children often experience difficulties in the learning process, especially in learning English.

**G. Organization of the Thesis**

This research is divided into five chapters:

**CHAPTER I: INTRODUCTION.**

This chapter contains the background of the study, research focus and scope, research questions, Research Objectives, Research significance, Definition of Key Terms, and the last one is the Organization of the Thesis.

**CHAPTER II: REVIEW OF THE RELATED LITERATURE.**

This presents A Theoretical Description, Theoretical Framework, and Review of Previous Studies.

**CHAPTER III: RESEARCH METHODOLOGY.**

This presents the Research Methodology, Research Setting, Research Participants, Data Collection, Instruments and Techniques, Research Data Validity, and Data Analysis Techniques.

**CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION.**

This presents the Research Results and Related Analysis.

**CHAPTER V: CONCLUSION AND RECOMMENDATIONS.**

This summarizes the essence of the research and provides suggestions based on the research findings.