

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Description

1. English Teaching

a. The Definition of English Teaching

According to Matius Gana and his friends, teaching is an activity conducted by a teacher to students by providing insights, messages, skills, or knowledge through an interactive learning process.¹ While English in the Oxford dictionary is defined as a language originating from the British state, it has now been widely used as the world's most widely used communication tool.² Important aspects of English include reading, listening, writing, and speaking. In this explanation, in the context of learning, the term English Teaching is a process where a teacher teaches students the knowledge of English usage. The learning process refers to speaking, reading, listening, and writing skills.

In this world, millions of languages are used to communicate. However, English is the most chosen language as the main means of communication in several major countries. Asih Ati & Aseptiana Parmawati said that English is crucial to learn because it can make connecting with people from other countries easier.³ Niyozova Aziza Ilyosovna added several valuable reasons why English is important to learn. First, English provides access to world technology and information. Second, English can be useful when traveling abroad. Third, English is a communication tool in work, education, or other business abroad.⁴ Thus, someone who masters English gets many opportunities, both in career, education, work, and access to global information.

¹Matius Gana, Haryanto, and Kisman Salija, "Teachers' Strategies in Teaching Speaking (a Case Study of an English Teacher in Sma Negeri 1 Toraja Utara)," *Syntax Idea* 3, no. 8 (2021): 1–10.

²"English".Victoria Bull. 4th Edition.2008.*Oxford Learner's Pocket Dictionary*. Oxford University Press.

³Asih Ati and Aseptiana Parmawati, "The Use of Oral Presentation in Teaching English To Improve Students Speaking Skill," *PROJECT (Professional Journal of English Education)* 5, no. 2 (2022): 300–305, <https://doi.org/10.22460/project.v5i2.p300-305>.

⁴Niyozova Aziza, "The Importance of English Language," *International Journal on Orange Technologies* 2, no. 1 (2020): 22–24, www.researchparks.org.

b. English Teaching in Indonesia

Considering the account of learning English for the future needs of individuals. The Indonesian ministry has included English in the education curriculum from elementary school to university. However, English's status as a compulsory subject is only applied at the level of junior high school, senior high school, and university.⁵ Meanwhile, the status of English at the elementary school level is not a compulsory subject. Subhan Zein and friends say the Ministry of Education and Culture's Decree No. 060/U/1993 stipulates English as a Local Charge (Bahan Muatan Lokal) (mulok).⁶ Despite this, many elementary schools in Indonesia still make English the main subject in the education curriculum. In this case, English was introduced to students from an early age to increase interest and talent to be continued at the next level.

The upper level of elementary school is called junior high school. In Indonesia, the focus of English teaching at the junior high school level is still at the basic level. Students were taught about vocabulary, grammar, pronunciation, and so forth.⁷ In addition, at the Junior high school level, language teaching focuses on communication skills, critical thinking skills, and an introduction to the cultural and social characteristics of countries worldwide.⁸ Thus, students are taught the basics of communicating in English and are taught to improve their thinking skills. In this case, students can also develop their knowledge about the cultures of other countries and their own.

English continued as a compulsory subject at the senior high school level. M Zaim says that English teaching at this level aims to achieve students' functional and informational literacy

⁵Suryanto, "Issues in Teaching English in A Cultural Context : A Case Of Indonesia," *JELE The Journal of English Literacy Education* 1, no. 2 (2014): 75–83, <https://doi.org/10.36706/jele.v1i2.2075>.

⁶Subhan Zein et al., "English Language Education in Indonesia : A Review of Research (2011-2019)," *Language Teaching* 53, no. 4 (2020): 1–33, <https://doi.org/10.1017/S0261444820000208>.

⁷Husni Mubarak and Nina Sofiana, "An Evaluation of English Language Teaching in Indonesian Schools," *In 4th International Conference on Education and Social Science Research (ICESRE), KnE Social Science* 2022 (2022): 12–25, <https://doi.org/10.18502/kss.v7i14.11947>.

⁸British Council, *General Education English Language Curriculum* (United Kingdom: Ministry of Education and Training, 2018).

levels.⁹The purpose of teaching English is to help students improve their ability to use English in everyday life. On the other hand, informational means enabling students to understand information in newspapers, road signs, or any media that uses English. Thus, English teaching at the senior high school level is more specific than the previous level.

English teaching in senior high school focused on the basic aspects of English, namely, writing, reading, speaking, and also listening. Parupalli Srinivas Rao said that there are two categories of the basic aspects of English, namely active and passive or productive skills and receptive skills.¹⁰ Listening and reading are considered passive because students only learn to listen and read without producing any outcomes. Meanwhile, speaking and writing are active skills because students can produce sentences or utterances related to grammar, vocabulary, or others. In this case, the right teaching method is needed to maximize the students' mastery of these basic skills.

In Indonesia's higher education context, the government has issued a policy regarding English as a compulsory subject. This policy for taking English courses applies to all students in all majors. The number of credits in English courses in each university tends to vary. However, usually, the number of credits in this course is at least two credits during the study period. One of the purposes of teaching English at the university level is to equip students with basic skills in English that can be utilized when they are already in the world of work.¹¹In addition, English language teaching at the university level is designed to provide students with knowledge related to scientific texts that use English for academic purposes.¹² Therefore, it can be concluded that English teaching at the college level focuses on reading scholarly texts in English.

⁹M Zaim, "Implementing Scientific Approach to Teach English at Senior High School in Indonesia," *Asian Social Science* 13, no. 2 (2017): 33–40, <https://doi.org/10.5539/ass.v13n2p33>.

¹⁰Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal* 2, no. 2 (2019): 6–18, www.acielj.com.

¹¹Umi Rokhyati, "Teaching English at Higher Education in Indonesia: Searching for Usefulness," *Proceeding of ISELT FBS Universitas Negeri Padang* 1 (2013): 235–240.

¹²Umi Rokhyati, "Teaching English at Higher Education in Indonesia: Searching for Usefulness," *Proceeding of ISELT FBS Universitas Negeri Padang* 1 (2013): 235–240.

In summary, teaching English at each school level is very diverse. In this case, it requires the selection of suitable strategies and methods to be applied by adjusting to the students' needs. In addition, learning media also plays a crucial role in improving the quality of teaching. The application of learning media integrated into the education curriculum from the primary level to the higher level. The goal of this integration is to provide a stimulating and pleasurable learning environment while optimizing the efficacy of the teaching and learning process.

c. English Teaching in Elementary School

At the level of elementary school, the students generally still do not have a good enough ability to learn English. Meanwhile, when they are at the secondary school level, the material in English learning becomes more detailed and complex. In Indonesia's education curriculum policy, English lessons at the elementary school level are introductory, which aims to motivate students to explore more insights and knowledge as a provision for higher levels of education.¹³ With this, it is hoped that students will already have sufficient provisions to support English subject matter at the next level of education.

The implementation of English teaching at the elementary school level is introduced from grade one to grade six. However, to achieve teaching effectiveness, the pattern of English learning is divided into two levels: lower level and upper level. Mariska Sepyanda said that at the lower level, from grades one to three, English learning tends to focus on introducing basic vocabulary to students to provide further material. Whereas at the upper level, starting from grades four to six, English learning has begun to be introduced to the four basic skills of reading, speaking, writing, and listening to broaden the insight and knowledge of English, which is useful at the next level.¹⁴

At the elementary school level, the English material taught is still at the basic stage. In contrast to the secondary school level, the learning material is starting to become complex. In this case, teachers' teaching patterns, techniques, and strategies are

¹³Rofiatus Surul and Andi Prastowo, "Analysis of The Implementation of Independent Curriculum Assessment in English Courses at Elementary School," *Critical Review of English-Arabic World Journal* 1, no. 1 (2022): 1–10.

¹⁴Marsika Sepyanda, "The Importance of English Subject in Elementary School Curriculum," *English Language Teaching and Practice* 1, no. 1 (2017): 206–16.

different from those used at higher levels. Ni Lah Putu Titin Wulandari said that some techniques in teaching English that elementary school teachers often use include listening and repeating, listening, and doing, and question and answer.¹⁵ Based on these techniques, listening and repeating are quite effective when students learn vocabulary, pronunciation, and diction. Meanwhile, the listen-and-do technique is effective for students who want to memorize vocabulary through action. In addition, the question-and-answer technique is basic technique teachers widely used to measure students' understanding of the material taught.

Unfortunately, English learning at the level of Indonesian elementary school is still less than optimal. This is because the status of English is still a subject in local content and is considered a foreign language. The lack of competence of teachers who teach English in elementary schools is also why learning is less than optimal.¹⁶ This is especially true in rural primary schools with limited English teaching staff. In addition, the lack of infrastructure, inadequate textbooks, and the small amount of time allocated for English learning are challenges.¹⁷ Low learning motivation among students is also a challenge in optimizing English learning. So, in this case, special attention is needed to overcome these challenges by providing training for elementary school teachers who teach English.

2. Young Learner

a. The Definition of Young Learner

Young learner is a term used to define a student who learns early. This term can be interpreted in several contexts, namely, the context of education, the context of age, and the context of learning. Sahar Ameer Bakhsh says that in education, young learners refer to children aged five or six who are in the first year

¹⁵Ni Luh Putu Titin Wulandari, Ni Made Ratminingsih, and Dewa Putu Ramendra, "Strategies Implemented in Teaching English for Young Learners in Primary School," *Journal of Education Research and Evaluation* 4, no. 3 (2020): 235–41, <https://doi.org/10.23887/jere.v4i3.26228>.

¹⁶Sri Wahyuningsih et al., "Barriers to Teaching English to Non-Native English-Speaking Teachers In," *European Journal of Education Research* 12, no. 4 (2018): 1617–29.

¹⁷Mehmet Sercan Uztosun, "Pre-Service and In-Service English Teachers ' Efficacy Beliefs about Teaching Pre-Service and In-Service Engl Ish Teachers ' Efficacy Beliefs about Teaching English at Primary Schools Hizmet Öncesi ve Hizmet İçi İngilizce Öğretmenlerinin İlkokullarda İngi," *Elementary Education Online* 15, no. 4 (2016): 1191–1205, <https://doi.org/10.17051/ieo.2016.80068>.

of elementary school until the age of twelve.¹⁸ On the other hand, according to Suaibatul Aslamiah, young learners in the context of age can be divided into two categories: very young learners for children aged 6 to 8 years and young learners for children aged 9 to 12 years.¹⁹ Based on these two contexts, young learners can be defined as students studying in the early stages of elementary school, and their average age is five to twelve years.

Meanwhile, the term Young Learner can also be interpreted in the English learning context, which refers to experience. In this case, a young learner is a 15-year-old student who has never learned English.²⁰ In Indonesia, children start school at the kindergarten level at 5-7 years old. Meanwhile, at the elementary school level, at the age of 7-12, they will graduate from school at 13 years old.²¹ Thus, it can be said that young learners are students at the kindergarten and elementary school levels.

b. The Characteristics of Young Learners

Every individual has different characteristics within themselves. In this case, young learners have many unique characteristics that may not be found in adolescent learners or adult lessons. The existence of characteristics also allows English teachers to determine the right strategy to teach the material optimally. The following are the young learners's characteristics according to Scoot and Lisbeth cited in Hashemi and Azizinezhad's research as follows:²²

- 1) Young learners are of sufficient maturity.
- 2) Young learners have a particular point of view.
- 3) Young learners can distinguish between fiction and fact.

¹⁸ Sahar Ameer Bakhsh, "Using Games as a Tool in Teaching Vocabulary to Young Learners," *English Language Teaching* 9, no. 7 (2016): 120–28, <https://doi.org/10.5539/elt.v9n7p120>.

¹⁹ Suaiba Aslamiah, "Characteristic English Learning Style for Young Learner in New Normal Era," *Intensive Journal* 5, no. 2 (2022): 104–16, <https://doi.org/10.31602/intensive.v5i2.7334>.

²⁰ Zainurrahman Sehan, "An Investigation on the Last Year EFL University Students' Ideas on Using Story in Teaching English to Young Learners," *Journal of Language and Linguistic Studies* 14, no. 1 (2018): 125–138, www.jlls.org.

²¹ Zainurrahman Sehan, "An Investigation on the Last Year EFL University Students' Ideas on Using Story in Teaching English to Young Learners," *Journal of Language and Linguistic Studies* 14, no. 1 (2018): 125–138, www.jlls.org.

²² Masoud Hashemi and Masoud Azizinezhad, "Teaching English to Children: A Unique, Challenging Experience for Teachers, Effective Teaching Ideas," *Procedia - Social and Behavioral Sciences*, 2011, <https://doi.org/10.1016/j.sbspro.2011.10.405>.

- 4) Young learners are always asking many questions.
- 5) Young learners trust what they are told and the world to express and understand meanings and messages.
- 6) Young learners have differing viewpoints on what they like and dislike.
- 7) Young learners pay attention to what is happening in the class and question the teacher's decisions.
- 8) Young learners can work together and learn from one another.

In addition, Ida Prayatni also presents other characteristics of young learners that a teacher needs to consider when teaching English. Teaching young learners is not as easy as teaching teenagers or adults. Teaching young learners takes considerable skill, creativity, and careful preparation. These characteristics are described below:²³

- 1) The attention span of young learners is very short.
- 2) Attitudes of young learners are active, egocentric, and imaginative.
- 3) Young learners like praise, appreciation, and rewards when they succeed in doing something.
- 4) Young learners are less shyness than older learners.
- 5) Young learners are adept at listening accurately and imitating what they observe.
- 6) Young learners enjoy learning by playing, making, doing, and acting.
- 7) Young learners do not understand language as separate words but rather understand language as units.
- 8) Young learners can decipher the meaning of speech without paying attention to the Word.
- 9) Young learners prefer to learn indirectly rather than directly.
- 10) Young learners develop mentally, physically, and conceptually as well.

Every student, be it a young learner or an adult learner, has unique and different characteristics. Therefore, teachers must understand these characteristics to adjust the teaching approach according to the characteristics and students' needs. In addition, to deal with different characteristics, a teacher's patience and diligence are the main points. This will make students more enthusiastic and motivated to learn and achieve satisfactory learning outcomes.

²³ Ida Prayatni, "Teaching English for Young Learners," *Jurnal Ilmiah Profesi Pendidikan* 4, no. 2 (2019): 106–10, <https://doi.org/10.29303/jipp.v4i2.90>.

3. Learning Media

a. Definition of Learning Media

Learning media comes from a combination of the words media and learning. Media is the plural form of the word medium. In the Oxford Dictionary, a medium is a way to convey information to someone.²⁴ Meanwhile, learning is an activity someone conducts to gain insight, master a competency, or educate a student.²⁵ Media means distributing or delivering knowledge and information to students to create effective and efficient teaching.²⁶ Based on this explanation, learning media is an important tool to transfer information or messages from teachers to students. The goal is to achieve a more effective and efficient learning process. Thus, learning media is a crucial part of the examination process that can help teachers succeed.

Learning media have a role in the continuity of the teaching process, not only acting as a tool in teaching but also having many benefits for the smooth learning process. Durratul Hikmah said that media can facilitate an educator in transferring information to students and stimulate students' attention or interest in understanding learning materials easily.²⁷ This is clarified by another opinion, which states that learning media help facilitate, clarify, and create an interesting and Interactive learning process. It can motivate the learning process to be better.²⁸ Thus, it becomes easier for students to think deeply and critically through the application of media. In addition, the learning process using media also seems more creative, innovative, and interesting.

²⁴ "Medium".Victoria Bull. 4th Edition.2008.Oxford Learner's Pocket Dictionary.Oxford University Press.

²⁵ Yanuari Dwi Puspitarini and Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School," *Anatolian Journal of Education* 4, no. 2 (2019): 53–60, <https://doi.org/10.29333/aje.2019.426a>.

²⁶ Ahsan Akhtar Naz and Rafaqat Ali Akbar, "Use of Media for Effective Instruction Its Importance : Some Consideration," *Journal of Elementary Education* 18, no. 1–2 (n.d.): 35–40.

²⁷Durratul Hikmah and Universitas Nurul Jadid, "Media for Language Teaching and Learning in Digital Era," *IJOEEL; International Journal of English Education & Linguistic* 01, no. 02 (2019): 84–89.

²⁸ Jessie S. Barrot, "Social Media as a Language Learning Environment: A Systematic Review of the Literature (2008-2019)," *Computer Assisted Language Learning*, 2021, 1–29, <https://doi.org/10.1080/09588221.2021.1883673>.

Based on the theory expressed by Jerrold E. Kemp and Don C. Smellie, they said that the media contributes to learning including the following:²⁹

- 1) Increases the interactivity of learning: Through the application of accepted learning theories.
- 2) Reduces teaching time: Conveying a lot of information in a short period of time.
- 3) Improve the quality of learning: Conveys knowledge in an organized, specific, and clear manner.
- 4) Teaching flexibility: Media enables learning anywhere and anytime.
- 5) Increases students' motivation and positive attitude: Learning becomes more interesting and relevant.
- 6) More effective role of the teacher: Reduce the burden of repeating material and improve the function as a consultant.
- 7) Standardization and organization of teaching: Learning materials are more carefully selected and organized.
- 8) Attracting students' attention: Make learning more interesting and maintain attention longer.

In short, learning media does not only act as a complement to the teaching process. However, learning media provides various positive benefits to facilitate delivering material from teachers to students. The use of media in learning can be a bridge to enrich the learning experience of students and teachers. In addition, students can also learn to develop skills for critical thinking through the application of learning media. Therefore, learning media can help the teaching process to be more effective and high-quality.

b. Kinds of Learning Media

The learning process will be of high quality if accompanied using relevant media and learning methods that follow students' needs. Teachers must be smart when choosing the types of learning media that will be applied to the learning process. Sri Wahyuningsih said that creative and innovative media are useful and necessary in teaching and learning.³⁰ This is because creative and innovative learning media will make

²⁹Jerrold E. Kemp and Don C. Smellie, *Planning, Producing, and Using Instructional Media*, 6th ed. (New York: Harper & Row, 1989).

³⁰ Sri Wahyuningsih and Fifi Novita Fitriani, "Incorporating English Vocabulary Through the Use of Poster Media for Elementary School Students," *Edulingua: Jurnal Linguistik Terapan Dan Pendidikan Bahasa Inggris* 8, no. 2 (2022): 13–22, <https://doi.org/10.34001/edulingua.v8i2.2027>.

students more motivated to learn and make learning more interesting and fun. Therefore, teachers must understand the types of media to use as a reference when choosing the right learning media.

According to Nuhung Ruis and friends, the following are types of learning media used effectively in the learning process, including:³¹

1) Realia or real objects.

Realia or real objects refers to the context of real objects such as plants, animals, coins, tools, and so forth, which can serve as teaching material to make it easier for students to remember and understand the material.

2) Picture

Pictures are the easiest and most frequently used media in learning. In short, the teacher prepares and applies images in class to achieve the learning objectives.

3) Charts, posters, and cartoons

Charts are learning media through diagrams, sea maps, skies, and so forth. Posters are media in the form of images with learning material and a brief and clear explanation. In addition, cartoons are funny pictures that can be used as learning media to make learning fun and not boring. All these media are used by teachers in the context of language learning.

4) Media Audio

The tape recorder is a medium that is often used by teachers in learning, especially in listening activities. This is because cassettes are much more comfortable and practical and can help students listen more clearly during class.

5) Textbook for the course

Teachers use this textbook media as a guide in basic teaching, where this media contains printed material or verbal information.

6) Overhead Projector (OHP)

This overhead projector is a medium that is suitable for use in large classes. Using this media makes teachers freer to speak in front of the class, making teaching more organized.

³¹ Nuhung Ruis, Muhyidin, and Tri Waluyo, *Instructional Media* (Jakarta: Ministry of National Education, 2009).

7) LCD projector

Liquid Crystal Display, which is shortened to LCD, is a similar medium. This medium requires a laptop to display teaching materials to students. In this case, LCD is more effective and efficient than OHP.

Along with the times, technology is used as new media to help teachers maximize the use of old media. This new technology-based media, often called digital media, aims to improve students' ability to acquire and learn languages. In addition, digital media provides many contributions and benefits to students regarding authentic communication, such as interacting or receiving information.³² In this case, social media is considered the most popular digital technology-based media among teachers and students regarding its benefits as a learning medium.

According to Ubaedillah and his friends, the following are the types of social media that are used as digital learning media that used by teachers during the learning process:³³

1) YouTube

Teachers can utilize YouTube as a teaching medium by watching video content that is relevant to the material. In addition, teachers can create their materials and record them to be used as teaching materials in class. This can make learning more interesting because students not only listen to the teacher explain but can also watch videos with real examples following the material being taught. In addition, YouTube has become a useful tool for learning vocabulary. It also improves pronunciation, intonation, grammar, and listening skills.³⁴ The audio feature of YouTube videos can be utilized to practice improving

³² H Andeska, "Teacher Perception on Digital Media Fluency in English Language Teaching: Expectation and Reality in Indonesian Context," *International Seminar and Annual Meeting BKS-PTN Wilayah Barat* 1 (2018): 283–90, <http://www.conference.unsri.ac.id/index.php/semirata/article/view/1061>.

³³ Ubaedillah, U., Pratiwi, D.I., Huda, S.T., Kurniawan, D.A. (2021). An Exploratory Study of English Teachers: The Use of Social Media for Teaching English on Distance Learning. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5(2), 361-372

³⁴Thirumangai Rajendran and Melor Md Yunus, "A Systematic Literature Review on the Use of Mobile-Assisted Language Learning (MALL) for Enhancing Speaking Skills among ESL and EFL Learners," *International Journal of Academic Research in Progressive Education and Development* 10, no. 1 (2021): 586–609, <https://doi.org/10.6007/ijarped/v10-i1/8939>.

pronunciation skills better.³⁵ Sri Wahyuningsih believes that YouTube allows students to repeat and facilitates vocabulary learning.³⁶

2) Application

Nowadays, teachers use many learning applications. Teachers use these applications to create game-based quizzes that attract students' sympathy to do tasks well and have fun. Examples of applications that can be used in making games to answer quizzes include wordwall, kahoot, quiz, and so forth.

3) Blog

Teachers can use blogs to take notes and create practice questions that students can use as learning material outside school. Students can also do practice questions via the blog, and then teachers can provide feedback via the comments column.

4) Facebook

Facebook is a social media site that is widely used in all circles. In this case, teachers can use Facebook groups to make announcements, practice questions, and learn to interact with students.

5) WhatsApp

WhatsApp, in this case, is the same as Facebook. It can be used to share learning materials, make announcements, or even have students and teachers interact with each other and practice speaking English via the chat column.

4. English Singing YouTube Channel

English Singing is a YouTube channel from South Korea that has been operating for nine years. Since April 21, 2014, the English Singing YouTube channel has been broadcast to 4.15 million subscribers, and all its video content has been viewed 927,709,419 times. The English Singing YouTube channel is an educational channel that provides various kinds of video content for easy and fun learning English. English Singing is a YouTube

³⁵Reima 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>.

³⁶Sri Wahyuningsih and Siti Dewi, "Promoting Speaking Proficiency in Broadcasting Through YouTube Project: Perceptions of Undergraduate Students," *ELLiC*, 2019, 1–7, <https://doi.org/10.4108/eai.27-4-2019.2285332>.

channel designed to help children around the world learn and play with English in a fun way.

English Singing is a YouTube channel for children that is widely used as a recommendation from various internet websites. This channel offers various types of fun English learning video content and is specially designed for children and adults who are beginners in learning English. The educational video content uploaded on this YouTube channel includes nursery rhymes, songs, dialogue, rap, phonics, stories, and so forth. Since 2014, the total number of video uploads on the English Singing YouTube channel has reached 1.4k videos grouped into several playlist titles.

Some of the titles on the English Singing YouTube channel playlist are as follows:

- a. Kids Vocabulary | words & easy sentences | English educational videos There are 85 videos
- b. Kids Vocabulary| Ver.2 I For Alphabetical classification, there are 88 videos
- c. Nursery rhymes | Children's Songs with English Chants There are 107 videos
- d. Dialogue | Let's Role-play for ESL Students has 87 videos
- e. Alien Bob's Crew (ABC) has 17 videos
- f. Fairy Tale Songs | Children's Songs with English Singing Fairy Tales
- g. English Phonics Songs | Story & Word Songs, and so forth.

In education, digital-based learning media has been widely used to support the learning process. Like YouTube, many teachers have taken the initiative to use YouTube in teaching. In this case, the English Singing YouTube channel is considered a breakthrough in its use as a learning medium, especially in English classes. The video content of the English Singing YouTube channel is used as a learning media that can generate student motivation to learn English.

Students can more easily improve their English skills, such as memorizing vocabulary, phonics pronunciation, and speaking skills, through each video content on this YouTube channel. This is also emphasized by research conducted by Sonnya Kartika Sayidinand friends, which says that the English Singing YouTube channel can

be useful for many people in learning English, especially for young learners such as children and teenagers.³⁷

5. Scrapbook

a. Definition of Scrapbook

A scrapbook is a creative medium widely used by someone to record a memory in pictures, photos, writings, or even daily journals. This Scrapbook is one of the cultures that has existed in Europe, America, and England for 200 years.³⁸ In the Oxford Dictionary, a scrapbook contains blank pages to hold small pieces of paper containing drawings or photographs.³⁹ In another opinion, this Scrapbook is an activity that involves pasting various elements such as photos, images, decorations, or writings on paper-based media.⁴⁰ In this case, a Scrapbook can be interpreted as a medium used by someone to store memories in images, photos, decorations, writings, and so forth.

In the era before digital technology, scrapbooks became a popular way to capture important moments and historical events. People used to collect scraps of memories such as family photos, ornaments, or daily journals to paste into their scrapbooks.⁴¹ Over time, scrapbooks have adapted to the times. In today's digital age, scrapbooks have evolved into a digital form of e-books, which can also be called E-Scrapbooks, where individuals can share and showcase their memories in a more modern and accessible format.⁴² However, despite this, paper scrapbooks remain popular and appreciated for their sentimental

³⁷S K Sayidin, "An Analysis the Use of English Singing Channel in Youtube to Learning English Vocabulary to Young Learners at TK Kartika IV," *Edutama*, 2021, 1–7, <http://repository.ikipgribojonegoro.ac.id/1685/>.

³⁸Sumin Zhao and Michele Zappavigna, "Digital Scrapbooks, Everyday Aesthetics, and the Curatorial Self: Social Photography in Female Visual Blogging," *Multimodality and Aesthetics*, 2018, 1–22, <https://www.researchgate.net/publication/323604343%0ADigital>.

³⁹"Scrapbook". Victoria Bull. 4th Edition. 2008. *Oxford Learner's Pocket Dictionary*. Oxford University Press.

⁴⁰Mariyatul Kiptiyah and Untung, "The Scrapbook for the Students' Writing Ability at Junior High School (A Case Study at Junior High School)," *The Ellite of Unira* 6, no. 2 (2023): 39–42.

⁴¹Stephanie 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>.

⁴²I Gede Wahyu Suwela Antara and Kadek Andre Karisma Dewantara, "E-Scrapbook: The Needs of HOTS Oriented Digital Learning Media in Elementary Schools," *Journal for Lesson and Learning Studies* 5, no. 1 (2022): 71–76, <https://doi.org/10.23887/jlls.v5i1.48533>.

value and uniqueness. Scrapbooks have also been widely used for various purposes, such as learning media, assignments, and so forth.

b. Scrapbook as Learning Media

Increasingly, scrapbooks have developed into a medium during the learning process. Scrapbooks can help students because the material is arranged clearly and completely, accompanied by attractive color images and illustrations.⁴³ Thus, scrapbooks can be valuable, especially in improving students' learning skills. In this case, teachers can use scrapbooks to create creative media by including photos and decorations to increase student interest in the English learning process. In addition, research conducted by Salsabillah also shows that scrapbooks can serve as an effective medium in teaching writing and positively affect students' learning motivation.⁴⁴ In conclusion, scrapbooks can be an effective learning tool or medium to facilitate the teaching and learning process, especially in English learning.

According to Abdul MuktaDir & Prayuningtyas Angger Wardhani, there are several characteristics of scrapbooks as learning media that need to be considered, including the following:⁴⁵

- 1) The Scrapbook used is a book; the material becomes easier for students to understand by opening the pages page by page.
- 2) Theme or material. The theme or material in the Scrapbook must be following the learning objectives.
- 3) The focus of the material in the Scrapbook also needs to be considered and adjusted to the curriculum.
- 4) Simple and not excessive decoration can help to increase motivation in learning.

⁴³Dinda Addila Lubis, Abdurahman Adisaputera, and Asmin Panjaitan, "Development of Scrapbook Media to Improve Reading Ability," *EDUTEC : Journal of Education And Technology* 6, no. 3 (2023): 643–52, <https://doi.org/10.29062/edu.v6i3.540>.

⁴⁴Audy Salsabillah and Ilza Mayuni, "Digital Scrapbook for Learning Recount Text in Junior High School," *Stairs English Language Education Journal* 2, no. 2 (2021): 43–51, <https://doi.org/10.21009/stairs.2.2.5>.

⁴⁵Abdul MuktaDir and Prayuningtyas Angger Wardhani, "The Effect Scrapbook Media in Improving the Creativity of Primary School Students in Bengkulu," *Journal of Aesthetics, Design, and Art Management* 2, no. 1 (2022): 1–9, <https://doi.org/10.58982/jadam.v2i1.183>.

By paying attention to the above characteristics, scrapbooks can be a very interesting and effective learning medium in creating a conditioned and interactive learning environment. In addition, it can help students develop their skills, especially in English.

c. Advantages and Disadvantages of Scrapbook

Uswatun Hasanah and friends explained the advantages and disadvantages of using scrapbooks as a learning medium in their research. The following are the benefits generated from Scrapbook:⁴⁶

- 1) Interesting: Scrapbooks with photos, drawings, and notes make them look attractive.
- 2) Realistic: Displays objects in a real way through pictures or photos.
- 3) Solution: An alternative for displaying an event or an object that is difficult to present directly.
- 4) Easy to make: You only need to arrange pictures, notes, and embellishments.
- 5) Materials are easily available: You can use second-hand items.
- 6) Customizable: Made or designed as you wish.
- 7) The scrapbook can function as a learning material record, allowing students to put pictures and articles around them.⁴⁷

Meanwhile, apart from the benefits of implementing scrapbooks as a learning medium. Scrapbook also has disadvantages in learning, including:

- 1) Time-consuming: The manufacturing process can take a long time.
- 2) Complex images are less effective: Complex images can reduce concentration on the material.

Teachers can utilize scrapbooks as an effective and interesting creative medium by understanding these advantages and disadvantages. In addition, teachers can design appropriate strategies for learning by referring to these advantages and disadvantages. In essence, using scrapbooks in learning must be tailored to the needs of students. That way, learning can be maximized by using scrapbooks as a learning medium.

⁴⁶Uswatun Hasanah, Khairil Ansari, and M. Oky Gafari, "The Use of Learning Media Digital Scrapbook Theory Text Explanation Class VIII," in *AISTEEL*, 2022, 247–52, <https://doi.org/10.4108/eai.20-9-2022.2324825>.

⁴⁷Dodi Siraj Muamar Zain, "Introducing the Scrapbook-Based Learning Material," *Aplinesia: Journal of Applied Linguistics Indonesia* 1, no. 1 (2017): 60–66.

B. Theoretical Framework

Teaching English at the elementary school level is an important step in teaching the language to children from an early age. However, English is still considered a foreign language in Indonesia, which often causes some students to have difficulty learning it. Another reason for students' difficulties learning English is the lack of optimal learning in the classroom. This is due to teacher competence, lack of learning resources, inadequate textbooks, and insufficient learning time allocation. So, that causes students to master English less, especially in terms of vocabulary and pronunciation. These difficulties often make students feel bored and less motivated in the English learning process.

Jerrold E. Kemp and Don C. Smellie highlights that media contributes in increasing interactivity, reducing teaching time, improving learning quality, enabling flexibility, boosting motivation. In addition they also said that media can enhancing the teacher's role, standardizing teaching, and attracting students' attention effectively. According to the theory, learning media plays a crucial role in ensuring the continuity and quality of the learning process. The strategic use of different media can cater to diverse learning preferences and needs, ultimately enhancing the overall educational experience. By leveraging various tools, educators can create more engaging and effective learning environments.

In exploring practical applications of educational media, it becomes evident that various platforms and tools can significantly enhance the learning experience. Ubaidillah suggests that YouTube is a widely used platform for learning through video watching, while Dodi Siraj Muamar Zain mentions that Scrapbook, a conventional medium, can serve as a tool to record vocabulary and maximize the utilization of YouTube in learning. These tools complement each other by combining modern digital resources with traditional learning methods. In this case, the author aims to explore the use of the English Singing YouTube Channel media and scrapbooks, which can enhance the quality of teaching English. Using this media is expected to increase students' enthusiasm for learning and make language learning more interactive and fun.

The following is a chart of the theoretical framework in this research.

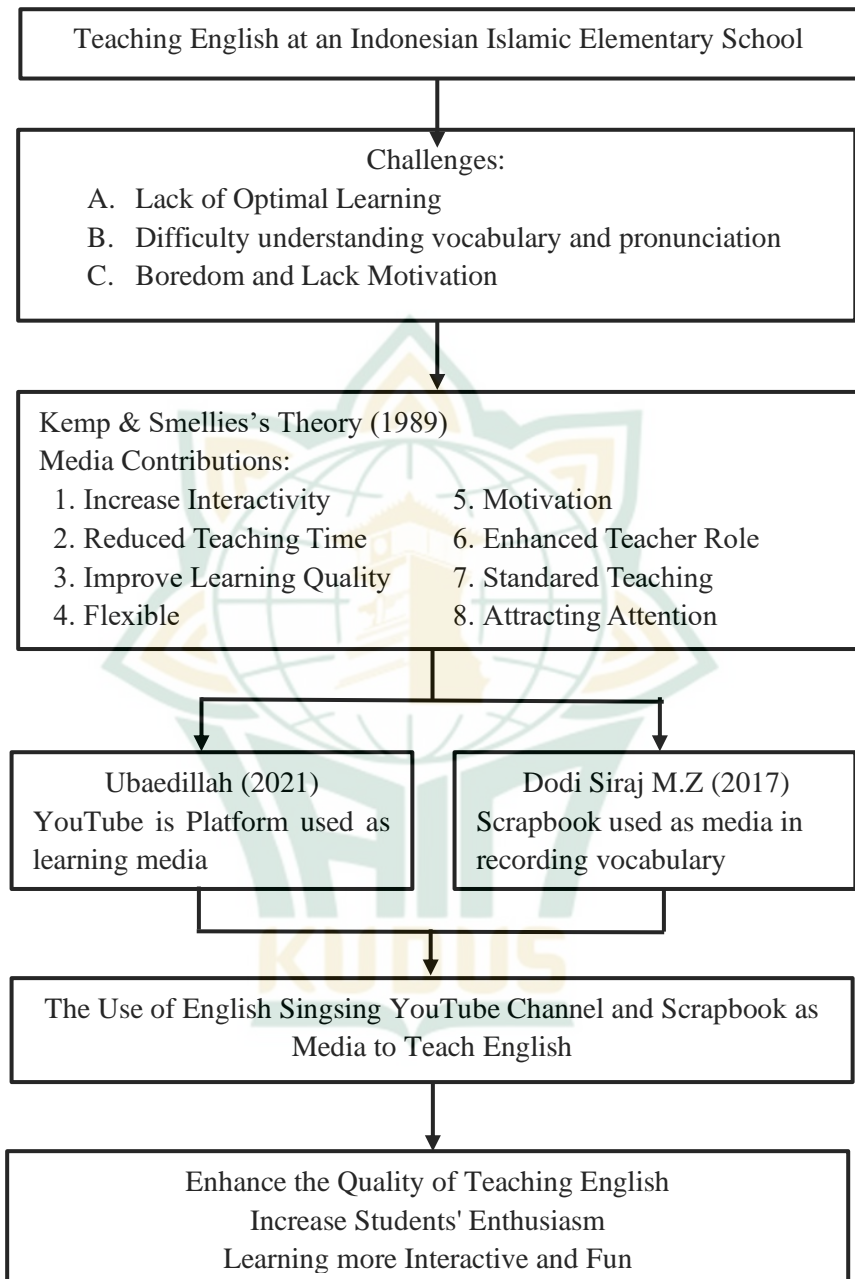


Figure 2. 1 The Theoretical Framework

C. Review of Previous Studies

1. The first study was conducted by Thamer Binmahboob. His journal article is "YouTube as a Learning Tool to Improve Students' Speaking Skills as Perceived by EFL Teachers in Secondary School." The approach used in this study was descriptive and analytical to explore teachers' perspectives on the use of YouTube as a medium to increase speaking skills. The results found that teachers viewed YouTube positively as a medium for improving students' speaking skills in secondary schools. The research explained that this platform can reduce anxiety levels, motivating and helping students to learn languages more easily and happily.

The difference between previous research and the author's thesis lies in the focus on using YouTube. In this study, YouTube was generally used to improve speaking skills by asking questions about YouTube content used in learning. Meanwhile, this thesis discusses using video content from the English Singing YouTube channel as teaching material for classroom learning. The author's thesis also combines Scrapbooks as a complement to English learning. Meanwhile, the similarity is that this research discusses using YouTube as a learning medium in English classes.⁴⁸

2. The second study was conducted by Teuku Maya Silviyanti. Her journal article is "Looking into EFL Students' Perceptions in Listening by Using English Movie Videos on YouTube." This study used open and closed questionnaires with a sample size of 45 students in a listening class. The research focused on the use of YouTube as a medium for learning and listening based on student perceptions. This study found that students feel motivated to learn listening because learning is more interesting. In addition, the subject matter is also relevant to the YouTube content used.

The difference between this research and the author's thesis is that the focus of this study is on YouTube, which is used to increase student motivation in listening and learning outside and inside the classroom. Whereas in the author's thesis, the focus is more on implementing YouTube English Singing as teaching material and Scrapbook as a complementary tool in learning English at the level of elementary school. Meanwhile, the similarity is both discuss

⁴⁸Thamer Binmahboob, "YouTube as a Learning Tool to Improve Students' Speaking Skills as Perceived by EFL Teachers in Secondary School," *International Journal of Applied Linguistic & English Literature* 9, no. 6 (2020): 13–22.

students' opinions about using YouTube learning media in learning English.⁴⁹

3. The third research was conducted by Abdul Khaliq R. Nasution. His journal article is "YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text." This research mainly focuses on discussing the reasons for using YouTube in cognitive and affective contexts through teaching procedure text in class. The results showed that YouTube videos are useful for reducing students' cognitive load and can adjust students' learning styles. The effective reason is that YouTube can increase students' motivation to learn because many are familiar with this platform.

The difference between this research and the author's thesis is that this research reveals the benefits of YouTube through learning procedure text. In the author's thesis, YouTube and Scrapbook are combined as media for teaching. Meanwhile, the similarity between these two studies is that they both discuss the benefits of using YouTube to increase students' interest in learning.⁵⁰

4. The fourth study was conducted by Rahmatika Kayyis, Fatma Yuniarti, and Milu Arumi Imaniar. Their journal article is "Designing Vocabulary Scrapbook Using Canva for Elementary School." This research uses R&D, which is analyzed qualitatively and quantitatively. The focus of this research is how to use Canva to design vocabulary scrapbooks as a learning medium in English classes. The results showed that the vocabulary scrapbook generated by Canva can be used to teach English effectively and creatively. Canva also contributes to creating media for English learning, such as a scrapbook.

The difference between this research and the thesis is in this research. The Scrapbook used as learning media was designed with the Canva application and applied without other supporting media. In the thesis, the researcher used scrapbook media as a complementary medium to record and write down student results from learning generated through YouTube videos. Meanwhile, the

⁴⁹Teuku Zulfikar, Syarifah Dahlia, and Riska Amelia Sari, "An Exploration of English Students' Attitude toward Learning English," *English Language Teaching Educational Journal* 2, no. 1 (2019): 1, <https://doi.org/10.12928/eltej.v2i1.947>.

⁵⁰Abdul Khaliq R Nasution, "YouTube as a Media in English Language Teaching (ELT) Context : Teaching Procedure Text," *UTAMAX: Journal of Ultimate Research and Trends in Education* 1, no. 1 (2019): 29–33.

similarity is that both discuss scrapbooks as learning media in English class.⁵¹

5. The fifth study was conducted by M. Wahyu Widiyanto, Ulfah, and Alfiana Zia. Their journal article is "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". This study discusses whether Scrapbook media is effective in English language learning, especially in the ability to write recount text. The results showed that students taught using scrapbooks had an average score of 74.57, which can be categorized as "good." Students not taught using scrapbooks had an average score of 65.75, categorized as "sufficient." It concluded that using scrapbooks in writing classes will help students to understand the material easily. Scrapbooks also make students more enthusiastic and improve their writing skills.

The difference between this research and the author's thesis is that this research only reveals the use of scrapbooks in learning to write recount texts. Meanwhile, the author's thesis uses scrapbooks as a learning medium in a broader context and combines them with YouTube media to improve teaching quality. The similarity is that they both discuss teaching English using scrapbooks as a learning medium.⁵²

⁵¹Rahmatika Kayyis, Fatma Yuni Arti, and Milu Arumi Imaniar, "Designing Vocabulary Scrapbook Using Canva For," *Premise: Journal of English Education and Applied Linguistic* 12, no. 2 (2023): 648–59, <https://doi.org/10.24127/pj.v12i2.7381>.

⁵²M 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>.