

THE USE OF VARIOUS MEDIA IN TEACHING ENGLISH TO ELEMENTARY SCHOOL STUDENT

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ABSTRACT

The use of diverse media in teaching English to primary school students has become a topic of interest in education today. This research explores the different types of media used in English language teaching at primary school level and their impact on student learning. The research method used was a literature review and interviews to gather information about the different media that have been used in the context of English language teaching at the primary school level. The findings show that the use of varied media, such as images, audio, video, and interactive games, can increase student engagement, facilitate understanding of concepts, and increase learning motivation. The implication of this study is the importance of integrating diverse media in English language learning in primary schools to create an interesting and effective learning experience for students.

Keywords: *Media, Student Engagement, Primary School Students*

INRTRODUCTION

Since English is declared as the lingua franca, all countries implemented English lessons into their education curriculum. Several studies claimed a "critical period" which means that a child can learn English as a foreign language and acquire natively like proficiency. Then, Lenneberg (1967) proposed the term "lateralization," which means a period when the localization of language processing ability in the human's left hemisphere was connected with human's biological change or development. His study indicates that children's brains are more flexible than adults' in learning a foreign language. Moreover, someone exposed to a foreign language at earlier ages consistently would perform well in language learning (Adisti *et al.*, 2023). Those theories strengthen that a child should learn a language earlier since childhood is the appropriate time to acquire a foreign language, as also said by (Amin *et al.*, 2023) That the earlier the better.

Teaching English for young learners in Indonesian primary schools is primarily intended to introduce students to the existence of a language other than their mother tongue (Suwanto and Rahman, 2022). In the Indonesian educational context, Teaching English to Young Learners (TEYL) is becoming increasingly relevant as awareness of the importance of mastering English from an early age increases. Like the opinion (Sukmahidayanti, 2015) learning media is defined as a tool that is used in an educational environment to convey material, information to achieve effective teaching and learning. This mini-research aims to investigate TEYL teaching practices in primary schools in Indonesia, focusing on effective learning approaches through the use of media, the application of technology in learning, and the challenges and opportunities faced by teachers in delivering English language materials to preschool and primary school children. By understanding current TEYL teaching practices, this research is expected to provide valuable insights for the development of more effective curricula and teaching strategies in preparing young Indonesians to master English comprehensively from an early age.

LITERATURE REVIEW

Media

The use of media dates back to ancient times. One famous example is the ancient Greek philosopher, Socrates, who used dialog and questions as a medium to teach philosophical concepts to his students. The definition of learning media itself as said (W. Gary, 2006). "More specifically, the definition of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and reconstructing visual and verbal information". From the above opinion, it

can be concluded that media is an intermediary that can be visual and verbal, which aims to convey information accurately and with the hope that the class given the information can easily capture and digest it. Learning media also has the potential to provide an exciting and interesting classroom atmosphere, which makes students more interested and excited about learning.

English is a foreign language as well as an international language, there are some difficulties in teaching EFL to students, teachers must have the right methods and techniques to teach EFL so that students are happy and also understand. Learning media plays an important role in building a pleasant classroom atmosphere and making the material presented easier to understand. As explained by one learning media expert (Mayer, 1997) "That students who receive explanations in the form of narratives coordinated with animations will produce more creative solutions to problem-solving transfer questions than students who receive explanations in the form of narratives alone." The media mentioned above are animations, and there are many other media that can support EFL teaching. This is also supported by one media expert who focuses on gamification saying that " This is also crucial because traditional methods of learning are losing favor, most page-turning elearning modules are boring people who have grown up playing video games for an average of twelve years." He made it clear that teachers need to keep up with the trends if they don't want their students to get bored with outdated traditional methods. This opinion indirectly conveys that learning media is very important, given the growing technology and changing times. In EFL, there are many things that must be explained visually and clearly so that students understand the material to the roots with the help of learning media. Robert B. Kozma categorizes learning media into four main categories:

1. Visual Media: This includes images, diagrams, graphs, and animations. Visual media is highly effective in helping students understand abstract and complex concepts.
2. Audio Media: This category includes sound recordings, podcasts, and music. Audio media can enhance student engagement and facilitate auditory learning.
3. Interactive Media: This encompasses games, simulations, and computer-based activities. Interactive media allows students to actively engage in learning and enhances their understanding of concepts.
4. Textual Media: It refers to text-based media such as books, articles, and other reading materials. Although simple, textual media remains important in learning and is often used as a reference and source of information (B. Kozma, 1991)

As stated by Naiman, Frolich, Stem, and Todesco (1978), referenced in Huang Tiing et al. (2021), the term "strategy" in the context of language acquisition refers to a certain kind of learner behavior modification to increase performance in both using and learning

a language.(Hui Tiing, et al., 2021) . The strategy is an action plan that incorporates the different teaching and learning materials and methodologies. It implies that developing a strategy is merely the preparatory phase and not the actual action. And the plan is designed to achieve the objective. It suggests that achieving objectives in real life is the primary reason for developing a plan. (Ridha, Bahrani, & Komariah, 2022) Griffiths (2015), referenced by (Hui Tiing, et al., 2021), defines language learning

strategies as the intentional and inadvertent behaviors that learners use to learn or manage language acquisition. The actions students take to meet their learning objectives are known as learning strategies (LS). Strategic learners are able to plan the methods that will best fit their own learning preferences and task requirements, as well as choose learning strategies that will support their learning.. (Hui Tiing, et al., 2021) Oxford (1996) cited by (Hui Tiing, et al., 2021), LLS is broken down into six smaller categories, which include primarily memory, cognitive, reward, affective, metacognitive, and social learning strategies. The two primary categories of language learning strategies are direct and indirect strategies. Indirect language learning strategies facilitate and manage learning without explicitly involving the target language, whereas direct language learning strategies engage the target language directly. Three substrategies fall under the direct strategy category: memory,cognitive, and compensatory; three more substrategies go under the indirect strategy category:metacognitive, affective, and social. According to (Newby, et al., 2000), learning media is anything that can carry messages for the achievement of learning objectives. In another explanation, Richad E. Mayer, who states that multimedia instruction is one of the new examples of of new instructional research and practice that has generated a huge amount of excitement. excitement. (Learning media is one of the most recent examples of a new area of instructional research and practice that has generated a lot of excitement. instructional research and practice that has generated a great deal of excitement) (Mayer, Multi Media Learning : Prinsip-prinsip dan aplikasi, 2009). The use of interesting media is very important in the world of education, especially in teaching children because children really like visual and interactive things. Thus, the use of interesting media can enhance children's learning experiences and increase their understanding of the material being taught. Children, or young children, learn in different ways than adults. Hands-on experience, play, and interaction with their environment help them learn. Therefore, the use of appropriate and useful learning media is very important in the teaching and learning process of early childhood. The benefits of learning media in the teaching and learning process are numerous, Hamalik (1985) from (Kristanto, 2016) book's, suggests the following:

- Clarify the presentation of the message so that it is not too verbose (in the form of written or spoken words only).

- Enlarge the attention of students, increase enthusiasm for learning, increase more direct interaction between students and the environment and reality. environment and reality.
- Laying important foundations for the development of learning, therefore making the lesson more stable therefore making the lesson more stable.
- Provide real experience so that it can foster activities among students according to their abilities and interests. interests.
- Fosters regular and continuous thinking, which is especially found in live pictures. Especially found in live pictures.
- Overcomes the limitations of space, time and sensory power

The Important of Media

Learning media is important in English language teaching because it can increase student motivation and engagement, provide real context, and facilitate the understanding of difficult concepts. The use of video, audio and interactive materials makes the learning process more interesting and effective, helping students understand and use English in everyday situations better. Media plays an important role in English language teaching as it improves the learning process, makes students more engaged, and provides a more interactive and immersive experience. As stated by Reiser & Dick, (1996) Besides knowing children characteristics, using appropriate instructional media is one of the key principles in creating effective instruction. Supported by opinion Hakim & Wahyuni, (2024) Technology-based learning media for beginning reading is a potential option for teachers looking for effective methods to introduce letters and words to their students. Media can be very important in the teaching and learning process because the effectiveness of the learning process is seen from how the teacher creates an atmosphere in the classroom, with the media the teacher will be greatly helped to create a pleasant classroom atmosphere. when students feel comfortable in the classroom, the teacher will find it easier to convey material to students.

Elementary School Student

Elementary school students play an important role in the educational process as they build the foundation for future learning and development. This literature review aims to summarize key findings from various studies on elementary school students, focusing on learning outcomes, character development and motor skills. Research shows that digital learning tools significantly impact learning outcomes (Rahayu et al., 2023) ; for

example, digital student worksheets developed using a discovery learning model have been shown to improve collaboration skills and overall student performance.

In addition, blended learning approaches in elementary school science education have a positive impact on students and teachers by creating a more dynamic learning environment (Kartikasari & Nuryasana, 2022). Character development, another important aspect, can be effectively promoted through children's literature, which helps teach cultural and moral values (Murwaningsih et al., 2022). In addition, the success of a school literacy program largely depends on the availability of reading materials and the dedication of the school principal (Purnama et al., 2023). Motor skill development is also important for early childhood students, and research shows that traditional game-based learning through play models can optimize basic motor skills in early childhood and primary school students (Conesa et al., 2022).

Overall, these findings underscore the importance of integrating digital learning tools, children's literature and play-based learning into educational practice to support the all-round development of elementary school students.

The Use of Media in Elementary School Student

The process of learning is a communication process. The five elements of communication that make up the learning process are students (communicants), teachers (communicators), learning materials, and learning media. Hence, learning media refers to everything that can be utilized to channel messages (learning materials) to pique students' interest, attention, sentiments, and thoughts to accomplish learning objectives. The word "media" is sometimes used in place of the term "mediator," which governs an efficient relationship between two parties in the learning process students and the lesson's contents (Hikmah, 2019). While as stated by Fadilah (2021) learning media is any tool that a teacher can utilize to deliver or distribute content in a planned way so that students learn effectively and efficiently. In this instance, whatever that is utilized has to be able to stimulate the student's ideas, feelings, attention, and abilities or skills in order to support the learning process.

Learning media as anything that has the ability to transmit and disseminate information from prearranged sources in order to establish a favorable learning environment in which the information's recipients may carry out the learning process correctly and successfully Munandi (2008) as cited by Theresa et al. (2022). In primary schools, the usage of media can assist teachers in presenting English subject. more straightforward (Resti & Rachmijati, 2020). As stated by Hikmah (2019) it can be easier for teachers to impart knowledge to pupils when media is used in the teaching and learning process. Additionally, incorporating media into the educational process may stimulate

students' interest in and attention to the subject matter they are studying. The goal of employing learning media in the classroom is to enhance the quality of instruction by making the process of teaching and learning easier. It also serves to draw students' attention and finish the learning process.

Young learner's propensity for activity is their most significant quality; teachers need to be aware of which students are active and passive Cahyati as cited by Resti & Rachmijati (2020). Children's high activity levels and natural curiosity are nearly considered characteristics of them. Young kids have a limited attention span of 15 to 20 minutes. Adults, on the other hand, can concentrate on learning for extended periods. According to Pinter (2006) as cited by Sofian & Anggraeni (2021) due to their limited word knowledge, young learners find it challenging to understand abstract concepts. It is the responsibility of educators to design engaging and innovative learning activities that will keep students engaged and engaged throughout the process, preventing boredom or passive behavior.

The use of media for young learners is very important, it can spark their curiosity and excitement for learning as well as have psychological benefits for them Hamalik as cited by (Theresa et al., 2022). Help improve student motivation, prevent student boredom, facilitate easy comprehension of the curriculum, and streamline the teaching and learning process Sukartiwi (Sofian & Anggraeni, 2021). And assist students in developing comprehension, foster creativity and dependability in data presentation, and facilitate students' comprehension of instructional materials Suryani (2017) as cited by (Theresa et al., 2022). But the problem is that, despite being mandated to use many English learning methods and models, some instructors continue to employ the old strategy of teaching English using just one model or method (Sofian & Anggraeni, 2021). And teaching young learners can be challenging, particularly when it comes to English courses. Although elementary school kids are taught English using local content, primary school teachers will encounter students that possess distinct traits from those of adult learners. That is a significant factor in the use of media in the teaching and learning activities of young students, but in practice, elementary school teachers hardly ever use media in their lessons, and many of them only use the media that the school provides, sometimes using it inconsistently with the curriculum, the learning objectives, and the characteristics of the students (Winola, 2021).

PREVIOUS STUDY

Educative Learning Media for Elementary School Students was conducted by Yalvema Miaz et al., 2019. The study's findings indicate that social studies instruction in

elementary schools is improved by the use of instructional media. It produced numerous benefits for the teaching and learning process, including improved learning outcomes, more student engagement and motivation, and efficient information delivery.

The study's findings with the advancement of technology, teachers need to create or seek new innovations in teaching English in the classroom, such as using online application-based media. Teaching media serves as a tool that helps teachers develop an effective and efficient learning process. The use of technology as learning media can increase students' interest, motivation and attention in learning (Hakim & Wahyuni, 2024).

METODOLOGY

This study aims to determine how influential learning media is in improving understanding of the material conveyed by teachers to elementary school students in one of the schools in Sukabumi city and Bogor city, using a qualitative approach. The sample consisted of two purposively selected primary school English teachers from two schools, one from Sukabumi and one from Bogor, who actively used learning media. Data were collected through in-depth interviews using a semi-structured guide that focused on the influence, variety of media, effectiveness, and achievements regarding the use of various media in learning which were organized into five questions. Interviews were recorded with the participant's permission, analyzed and transcribed for relevance to our research.

The results show that learning media is very influential in the teaching and learning process, many media are used, for example, such as the use of flashcards, YouTube videos, narrative texts taken from certain websites and many more media are used. Teacher 1 and 2 said the effectiveness of learning media is seen from how related the media is to the material, it will be effective if the media is in accordance with the topic or theme to be conveyed. The results of using learning media are, a pleasant classroom atmosphere, the level of student understanding also increases, students' interest in continuing to learn also increases. This is evidenced by the high average score of students and also the satisfactory exam results. This research shows that oral delivery alone is not enough to make students understand and be interested in learning, no matter how the teacher still needs media assistance to achieve student understanding and interest.

RESULT AND DISCUSSION

The researchers will explain the results obtained from semi-structured interviews in this chapter. This theory explores information about the use of media among teachers. The researcher summarized it into four questions. That is by knowing how important the media is, then finding what media is effective, then what achievements students have achieved after using the media and want to see the creativity and innovativeness of

teachers in teaching by knowing what media will be used for teaching English next. The following data is taken from 3 teachers from elementary schools in Bogor city :

Table 1

NO	QUESTION	ANSWER
1	How important do you think it is to use media in teaching English?	<p>T 1 : The use of media, especially for elementary school children, is very influential, moreover, if there is a form of image (visual).</p> <p>T 2 : It is very important especially for me who teaches in elementary school. Because in elementary school the children in terms of learning prefer game-based learning, they don't like learning in a boring way. Therefore this media is designed to support their learning process. And with this media students will be more active and motivated in learning, with this image media students will be more excited.</p> <p>T 3 : Very important because this media will give more meaning so that it is easy to understand and will make it easier to achieve learning goals. This media is also a carrier of information from the teacher as a source and towards students as recipients of learning media will also clarify the content or learning messages, this media will also motivate students, students' attention will be centered when participating in teaching and learning.</p>
2	What is the most effective media to help students understand the material?	<p>T 1 : Usually children are more excited and quickly catch the material with something pictorial (there are visuals), games, Quizziz applications</p> <p>T 2 : Using audio is the most effective media so far, because when they learn with audio they are interested in the worksheet that has been given and look for answers from the audio. So students are forced to look for answers based on the audio so students can pay more attention, understand and understand because they are looking for answers from the audio.</p>

- T 3 : In using learning media, it is adjusted to the material, the method is also adjusted to the learning objectives, and of course it is adjusted to the existing conditions or school facilities, One example is using the TPR (total physical response) method.
- 3 What achievements have you made in using the media?
- T 1: For example yesterday about Behind Beside Infront off. I put an eraser on the table, students will know that it is on (atas) if I write on the blackboard (on = atas) it takes a long time for students to understand and understand. And usually children in one material cannot be reached in one method, it takes several media to be able to make children understand one material.
- T 2: In terms of assessment and student scores above KKM, and from speaking, writing, listening, vocab skills students increased from semester 1 to semester 2 when I used these media. and the specific effectiveness is that students who are passive become active and also become fluent in using English, especially in the scope of daily life and daily conversational expressions.
- T 3: The achievements that teachers have made are the success of students understanding the material well when using media in the learning process, and students look more enthusiastic because the use of this media makes the classroom atmosphere fun.
- 4 Is there any other media that you would like to try and have not tried during your teaching career?
- T 1: Wanting to implement games directly in the classroom but there are still many obstacles that might occur, such as time-consuming preparation, taking longer in class, and children are kinesthetic, quiet etc. So teachers are difficult to organize and equalize methods for games in the classroom. So it is difficult for teachers to organize and equalize methods for games in the classroom
- T 2: I want to use media games on smartphones but unfortunately my elementary school students are not allowed to use
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smartphones, so it's difficult because there are so many things that can be utilized from learning media through smartphones such as kahoot, quizziz etc. But students have to use smartphones in class but unfortunately they can't, it is not yet possible, if maybe it can be tried I think students' English skills will improve.

T 3: I will always apply various learning media that are in accordance with the material, method, then in accordance with the learning objectives and adapted to the conditions in my school, for example utilizing the environment or nature.

*T = Teacher

Table 1 shows that teachers 1, 2 and 3 agree that the use of media in the classroom is very important for primary school children. They believe that media can help students understand and master the material more effectively and efficiently. According to teachers 1 and 2, the most effective media is media that has visual and audio elements in it. Meanwhile, teacher 3 is more inclined to learning media that is in accordance with the material, method, learning objectives and of course school facilities. Teachers 1, 2 and 3 argue that media with visual and audio elements can help students understand concepts more clearly and easily. Due to different situations and conditions, there are different needs between teachers 1 and 2, teacher 1 wants to try hands-on game learning media that can help students interact with the material and increase their awareness of the importance of English but is constrained by the situation that is difficult to control. Teacher 2, on the other hand, would like to try more varied and fun smartphone learning media that can help students access materials and practice more easily. Teacher 3 would like to create visualizations from the environment or nature.

DISCUSSION

From the result above, the researcher found that the use of media in learning English to elementary school students is very important and influential on children's language acquisition. This is because media can help students understand and master English more effectively and efficiently. Especially if the media used is one that emphasizes sound and visuals as well as fun activities, it will greatly motivate students to be active and enthusiastic in class. Thus, students will find it easier to understand English concepts and can practice better. In addition, the use of interactive and fun media can also increase

students' awareness of the importance of English as an international language and increase their motivation to learn English further.

CONCLUSION

Teaching English to early learners is important because children's brains are more flexible and able to acquire language skills more effectively than adults, with early exposure leading to better language proficiency. Learning media, including visual, audio, interactive, and textual formats, are essential tools that help make lessons more engaging and comprehensible, increase student motivation, prevent boredom, and facilitate better understanding of learning materials. Despite the recognized benefits, many teachers still rely on traditional single-method approaches and rarely use media in their lessons, which can hinder the learning process, especially considering the characteristics and needs of students who are different from adults.

Previous research has shown that the use of learning media in subjects such as social studies has resulted in improved learning outcomes, increased student engagement, and more efficient delivery of information. In conclusion, this study underscores the importance of integrating diverse and effective media in TEYL to improve educational experiences and outcomes for young learners. Addressing current challenges in media use and adopting more dynamic teaching strategies are important steps towards achieving this goal.

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