

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher would like to explain education English language, teaching, and teaching media.

#### **2.1 Education English Language**

Language stands as the cornerstone of human interaction, the primary conduit through which we exchange thoughts, ideas, and emotions. Its diversity is as vast as the world itself, with thousands of languages serving as cultural touchstones for nations and communities. While every country boasts its official tongue, a rich tapestry of regional dialects further enriches linguistic landscapes. English, a global lingua franca, exemplifies this diversity while simultaneously transcending borders. Its widespread adoption extends far beyond its Anglophone heartlands, a testament to the enduring legacy of the British Empire. Though not the most spoken language numerically, English holds the distinction of being the official language in a remarkable 53 countries, with approximately 400 million individuals worldwide calling it their own.

English could increase and widespread today cannot be separated from globalization effect (Brewster, et al, 2004:1). Globalization has boosted English as the primary language for international communication, leading to widespread interest in learning it across different cultures. The main motivation for English language education often comes from parents who believe it will provide their children with greater opportunities in the fields of business, arts and culture, and academia (Brewster, et al., 2004: 1). It makes the government as well private school

to teach English at an early age, with consideration that children will be faster and easier to absorb the lessons (Brewster, et al., 2004: 1).

The world is a vibrant tapestry woven from countless threads of language, each distinct and imbued with cultural richness. These linguistic variations, spanning from the intimate dialects of isolated communities to the global reach of major tongues, are a testament to the human capacity for creativity and adaptation. Yet, the precise origins of language remain shrouded in the mists of prehistory. Scholars hypothesize that our earliest ancestors may have relied on a complex interplay of vocalizations, gestures, and perhaps even rudimentary symbols to convey meaning. This primordial communicative system, born from the crucible of survival and social interaction, would eventually evolve into the sophisticated linguistic frameworks that shape our world today (Parel & Jain, 2008). Language is a complex system of symbols, primarily represented by alphabets, which are combined according to specific rules to form meaningful words. These linguistic conventions, though relatively stable over time, are not entirely rigid. Language exhibits a remarkable capacity for adaptation, allowing it to evolve and expand in response to changing human experiences and needs. As the quintessential medium of human communication, language teaching is inevitably influenced by its dynamic and multifaceted nature. At its core, language is a creative process involving the manipulation of symbols to represent and convey the intricacies of human thought, perception, and experience.

## **2.2 Teaching Media**

The word media comes from the Latin “medius”, which has means intermediary or introduction. According to Ibrahim (2001), teaching media are everything that can be used to provide stimuli that occur in teaching and learning interactions in order to achieve certain instructional goals. Teaching media is anything that can transmit messages, can stimulate the thoughts, feelings and students' safety, which is can encourage the processes of creation in students. The definition of media in the learning process, more specifically, according to Arsyad (2011: 3) tends to be defined as graphic, photographic, or electronic devices for capturing, processing, and rearranging visual or verbal information. In short, media is a tool that conveys or delivers learning messages.

Teaching media is one component of learning that has an important role in teaching and learning activities. The accuracy of the use of teaching media can affect the quality of the process and the results achieved. Munadi (2010: 7) defines teaching media as "everything that can convey and transmit messages from planned sources so as to create a conducive learning environment where the receiver can carry out the learning process efficiently and effectively". Kustandi & Sutjipto (2011: 9) also concluded "teaching media is a tool that can help the teaching and learning process and work to clarify the message conveyed, so that it can achieve learning objectives better and more perfect".

From some of the definitions above, the researcher concludes that the teaching media is anything that can be used to transmit a message from a teacher to students that stimulates the mind, feelings, attention, and interest of students. So, there is a good learning process.

### 2.2.1 English Teaching Media for Young learners

Young learners are the children from the first year of formal school (five or six years old) to eleven years of age. According to Hartina (2018) young learners are divided into level one (5-7 years old) and level two (8-9 years old). The characteristics of young learners as active learners, learn through sensory and five sense, respond the language well through concrete things (visual things), interested in physical movements and real activities or being involved in activities, love to play, and learn best when they are enjoying themselves. Moreover, Hartina (2018) stated pre-school children are in a sensitive period for development. They absorb the languages effortlessly and are a dept imitators of speech sounds.

If the media carries messages or information that aims to convey teaching purpose, then the media is called learning media. Suhana (2014) said that in the learning process, teaching media is one of the stimulants and tools provided by the teacher to encourage students to learn quickly, precisely, efficiently, and correctly, and there is no verbalism (Suhana, 2014: 61). Before using the media as a teaching medium, the teacher should first know the forms of media so that it is easier to choose the suitable media in the teaching process.

Hamalik (Arsyad, 2019: 19) suggests that teaching media in the teaching and teaching process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological effects on students. Learning media will make transferring knowledge to students more straightforward and more enjoyable. Sujana & Rivai, (Arsyad, 2019: 28) stated the benefits of teaching media in the student learning process, namely:

1. Teaching media will attract more attention so that it fosters teaching motivation.
2. Teaching media will have a more straightforward meaning to understand students better and allow them to master and achieve teaching objectives.
3. Teaching methods will be more varied, not merely verbal communication through the teacher's speech so that students do not get bored and the teacher does not run out of energy, mainly if the teacher teaches at every lesson.

Students can do more teaching activities because they listen to the teacher's description and other activities such as observing, doing, demonstrating, and acting.

### **2.2.2 Kind of Media**

Each type of learning media has unique qualities. These qualities can be determined by how well the media stimulates the senses of sight, hearing, touch, taste, and smell (Hikmah, 2019).

#### **a. Visual Media**

Visual media use symbols to convey messages. These symbols must be clearly understood for the message to be communicated effectively and efficiently.

#### **b. Picture**

Commonly used pictures include photographs, postcards, book illustrations, and study prints. These can make abstract ideas easier to understand by presenting them visually. They can be sourced from drawings, magazines, professional publications, postcards, and photographs.

#### **c. Board**

There are several types of board media, including whiteboards, sticky boards, flannel boards, and magnetic boards. Whiteboards are used to write down key

points, summaries, illustrations, charts, or drawings. They are versatile, easy to monitor student engagement with, affordable, and reusable.

d. Textbook

A textbook is a structured and organized collection of printed information on a specific subject. It serves multiple purposes: as a self-study resource, a teacher's guide, a tool for students to develop learning strategies, and a means for teachers to improve lesson planning. Textbooks offer several advantages: they are cost-effective, comprehensive, well-structured, and can foster independent learning.

e. Comics

Comics are a form of storytelling using funny drawings. They present stories in a simple and easy-to-understand way. Commercial comics are popular and often feature simple plots, moral lessons, and heroic characters. Educational comics, on the other hand, focus on providing information.

f. Audio Media

Audio media is a powerful tool that engages the sense of hearing to transmit information. Unlike visual media, which rely on sight, audio media exclusively employ auditory symbols, encompassing both spoken words and non-verbal sounds. In the realm of education, audio media are recognized as valuable learning resources capable of stimulating students' cognitive, emotional, and attentional processes.

By presenting content in an auditory format, audio media can foster critical thinking, evoke emotional responses, and capture students' focus. This sensory engagement can enhance comprehension, retention, and overall learning outcomes.

Moreover, audio media offer flexibility and accessibility, allowing students to learn at their own pace and in various environments. Whether through recorded lectures, audiobooks, podcasts, or music, audio media have the potential to enrich the educational experience and create a more inclusive learning atmosphere (Riyana, 2012).

g. Tape Recorder

Tape recorder can be used for playing textbook tapes, tapes of people speaking and music tapes. They also can be used by students in recording their own speaking (for checking the pronunciation, intonation, fluency, accent, etc.). A teacher can improve the students' ability in listening or speaking by using this media.

h. Radio

Radio is an "audio media whose delivery of messages is carried out through the emission of electromagnetic waves from a transmitter (Riyana, 2012)". Sounds that contain messages are communicated or informed through microphone that will then be transmitted through electromagnetic waves and the listener captures that information by radio.

i. Audio Visual Media

Audio-Visual Media: It comprises a sequence of electronic images accompanied by audio elements, stored on video tape. These images are played back using a video cassette recorder or video player. Audio-visual media combines both auditory and visual components, often referred to as "hearing media." With its comprehensive features, audio-visual media addresses the limitations of pure audio or visual media.

Furthermore, when enhanced with motion characteristics, it becomes capable of conveying more intricate and lifelike messages.

### **2.3 Advantages using Media**

Education is a foundation in life which aims to improve and develop each individual. The world of education is entering the era of the digital world, where the learning process is required to reduce the lecture method and replace it with the use of media to make it easier for students to gain understanding. The understanding gained by students can be improved through the use of learning media. The role of media in the learning process, apart from being able to improve the quality of the learning process, can also help improve the understanding gained by students (Darwis et al., 2019). In a learning process, there are still many educators who use learning strategies inappropriately, resulting in students' understanding of concepts and learning outcomes being less than satisfactory. Therefore, the use of media in the learning process is very necessary. As an educator, you must try to use modern electronic technology tools that are developing and use simple media that will be used in the learning process.

Using appropriate media can support students' understanding. As said in (Darwis et al., 2019) that "the learning process will not run well without learning resources which include messages, materials, tools, techniques and environments that can influence the student learning process and outcomes". The word understanding is a translation of the term understanding which is defined as in-depth absorption of the material being studied. According to (Rachman, 2018) "Indicators of understanding are the same, that is, understanding something means



someone can defend, differentiate, suspect, explain, interpret, predict, determine, expand, give examples, and rewrite. This indicator shows that understanding is broader than knowledge”.

