

CHAPTER I

INTRODUCTION

This chapter explains about background of the study, research problem, research objective, scope and limitation, and definition of key terms.

1.1 Research Background

The 21st century more commonly called era 4.0 is also known as the Industrial Revolution 4.0, where digital technology and artificial intelligence (AI) have become major forces in human life, changing the way people work, interact, and live socially (YULIANTO et al., 2019). Era 4.0 is a new stage of the technological and industrial revolution and is characterized by the merging of digital, physical, and biological technologies (Harahap & Rafika, 2020). Era 4.0 has had a significant impact on many aspects of human life, including in the fields of education, economy, industry, and Health (Dhivya et al., 2023). Due to the continuous high demand for learning and teaching English, there is a constant search for new and efficient methods to teach the language (Dudeny & Hockly, 1990).

The profitability of using multimedia is considered important, especially by young people and language teachers English that understand and support ideas regarding the usage of technology in class, otherwise, there are also older generations who criticize and belittle existence. First of all, it can meet the individual needs of students and apply various methods and approaches that can be met by introducing digital materials. This allows for customization with individual expectations, interests, or the needs of language learners in the Group. Such activities are not only thought-provoking and creative, but also encourage students to practice the language within and outside the classroom. What's

more, they expose students to language practice in a familiar environment. This can help them break the language barrier because they don't feel isolated anymore (SUHARDIANA, 2019).

Technological developments make it easier for teachers to become creative and productive teachers. They get a lot of information and learning resources easily. Compared to teachers in the past, they had to figure out for themselves how to compile and develop learning plans. Furthermore, the development of science and technology in the 21st century has changed the characteristics of students so that they require orientation and innovative ways of learning. Adjustment of the teacher's role needs to be done mainly because of changes in the characteristics of students from the millennial generation to the characteristics of the z generation, a term that represents the 21st century generation. Changes in 21st-century learning include changes in learning patterns, changes in the orientation of needs, and changes in students' learning habits 21st century (Wahyuni et al., 2023).

English has long been an integral part of the education system in Indonesia, which was initially only given at the higher educational level. However, over time the need and popularity of English is increasing, resulting in a curriculum about teaching English has changed. To improve students' capabilities and mastery of English, the government finally introduced English lessons at a lower level of education, namely at the primary education level. English as a foreign language in Indonesia has become a concern.

Along with the development of English in elementary schools, learning English experiences problems, resulting in unsatisfactory results, even though every level of education uses methods, this indicates that there are problems that cause English to

experience less than optimal development. One problem is that the implementation of English invites controversy among English teachers. How important it is to carry out English language learning in elementary schools (Suryana et al., 2021). The aim is so that students can progress more smoothly to secondary school and feel more prepared when facing English subjects. Even though learning English in elementary school is different from that in secondary school, at least once children in elementary school gain an appropriate understanding of English according to their character and development, they will be better prepared to face challenges in the future (Suryana et al., 2021).

YouTube is an online video platform that allows users to upload, watch, and share videos. YouTube has become an effective learning media by utilizing videos as a means to increase student's learning motivation (Maulani et al., 2022). Videos on YouTube can also be used to provide study tips, such as in the TOEFL Online Special Ramadhan training, where YouTube videos help in understanding the material better (Badi'ah et al., 2022). YouTube has a significant role in learning. This platform not only provides access to a variety of educational content but also allows users to learn independently. Research shows that YouTube videos can increase students' interest in learning, especially in understanding difficult material such as learning English (Rachmawati et al., 2005).

Using YouTube in learning can also increase student engagement. Educational videos on YouTube can make learning more interesting and interactive, thereby helping students understand the concepts being taught better (Rabiman et al., 2021). Apart from that, YouTube also allows students to learn at their own pace and learning style, thereby increasing learning effectiveness (Trang, 2022).

E-books are an electronic form of books that can be accessed via electronic devices such as computers, tablets, or cell phones. Using eBooks provides flexibility for

readers because they can be accessed anywhere and at any time (Aini et al., 2022). In a learning context, eBooks can be an effective learning resource. Using eBooks in learning can help increase students' interest in learning, especially in the current digital era (Wardani et al., 2021).

Research related to learning English using e-books and YouTube has shown significant results in increasing student interest and learning outcomes. For example, research by Lengkanawati (2007) shows that learning English using multimedia, including e-books, provides more significant results compared to conventional learning methods (Wardhani & Setiyawati, 2022). Meanwhile, YouTube has also become an effective tool for learning English. Research highlighting the acquisition of English in 5-year-old children through YouTube media shows that YouTube can be an effective learning medium, especially in enriching vocabulary and grammar mastery (Fadhli, 2023).

The reason the researcher was interested in taking this research was because the researcher wanted to see to what extent technology was used as a learning method in Indonesia which could make students more enthusiastic in learning English. This research is different from other research that focuses specifically on how "Teachers' Perception on the Use of E-Books and YouTube in Teaching Elementary School" distinguishes itself from other studies by focusing specifically on how elementary school teachers perceive and utilize e-books and YouTube in their teaching practices. While existing literature covers various aspects of EFL teaching, such as teacher characteristics, and professional competence, my study delves into the perceptions of elementary school teachers regarding the integration of e-books and YouTube in language instruction. The study aims to explore how elementary school EFL teachers view the effectiveness, challenges, and

benefits of incorporating e-books and YouTube into their teaching methodologies. By focusing on this specific aspect, the research contributes to understanding how modern digital resources are perceived and utilized by teachers in the context of elementary school education.

Based on the phenomena above the researcher is interested in conducting research that focuses investigation on how elementary school teachers perceive and employ e-books and YouTube in teaching English at Elementary School.

In this research, researcher choose SDN Bakalanpule 2 as the research location to understand more deeply about teachers' perceptions of the use of e-books and YouTube in teaching English in elementary schools. The choice of this school was based on the consideration that SDN Bakalanpule 2 has a policy that supports the use of technology in the learning process, including the use of e-books and YouTube. This is in line with the research objective to examine teachers' perceptions of the use of technology in teaching English. Apart from that, SDN Bakalanpule 2 was chosen because this school has teachers who are experienced in integrating e-books and YouTube in the learning process. This condition allows researchers to obtain data through the research methods used, namely observation, interview and documentation. Thus, this school provides an opportunity for researchers to obtain information that is relevant and in accordance with the research focus. Accessibility and ease of communication were also important reasons for choosing SDN Bakalanpule 2 as a research location. This school is easy to reach for researchers, so that the data collection process can be carried out effectively and efficiently. Apart from that, teachers at the school showed a cooperative attitude and were willing to participate in the research, which was a supporting factor for the success of this research.

1.2 Research Problems

The research problems can be formulated as follows.

1. What are the teachers' perceptions of the use of e-books and YouTube in teaching English at Elementary School?
2. What are the advantages and disadvantages of e-books and YouTube in teaching English at Elementary School?

1.3 Research Objectives

Based on the statements problems, the objectives of the research can be deduced

1. To analyze teachers' perceptions of the use of e-books and YouTube in teaching English at Elementary school.
2. To describe the advantages and disadvantages of the use of e-books and YouTube at Elementary school.

1.4 Scope and Limitation

Use of use of e-books and YouTube in teaching English is badly needed in every level of education. The study will focus on the experiences, attitudes, and perceptions of technology integration in English language learning among this specific group of participants. This study limits teachers' perspectives on using e-books and YouTube assistance in teaching English at elementary school.

1.5 Research Significance

The significance of the present study is that it can contribute to the field of English language teaching and learning, especially in exploring the use of technology to enhance language learning outcomes in elementary schools. Overall, this study's significance lies in its potential to inform language teaching practice and contribute to the improvement of English language teaching and learning in elementary schools such as:

1. Teachers

This research has an important meaning because it explores the integration of innovative technology to improve the quality of English language teaching in elementary schools, thereby paving the way for more effective language. As an aspiring educator, the findings of this research can provide valuable insight into developments in language teaching, equipping with knowledge about how to effectively incorporate technology into future classrooms.

2. Students

This research has significance for students as it explores how the integration of technology in language education in primary schools can enhance their learning experiences, offering insights into modern pedagogical techniques that may be beneficial in their language acquisition journey.

1.6 Definition of Key Terms

To provide a clearer understanding of the study, the definitions of key terms will be explained below:

1. **Perception**

Perception is a process in which individuals organize and interpret sensory information received through their senses. It encompasses how someone sees, hears, feels, smells, and senses their surrounding environment. Perception can be influenced by factors such as previous experiences, knowledge, expectations, and social context (Proctor et al., 2021).

2. **E-Book**

E-books, or electronic books, can be defined as digital versions of printed books that provide readers with the opportunity to access the content of a book in electronic form. They have been the subject of extensive research, with studies exploring various aspects such as user attitudes, acceptance, and the impact of e-books on the publishing industry and libraries. The convenience, compatibility, and media richness of e-books have been found to significantly contribute to their acceptance (Willison & Buisman-Pijlman, 2016).

3. **YouTube**

YouTube is a widely used online video-sharing platform that has become a significant medium for various purposes, including education, entertainment, and social interaction. It allows users to upload, view, rate, share, and comment on videos, making it a versatile tool for content creation and consumption. YouTube has been recognized for its potential to provide educational content, with studies highlighting its effectiveness as a learning resource (Zhou et al., 2020).

4. **Elementary school**

Elementary School refers to the initial stage of formal education attended by children usually between the ages of 6 and 12, encompassing the early to late primary grades.