CHAPTER II

REVIEW OF RELATED LITERATURE

This Chapter elaborates the topics such as Teaching Challenges, Teaching English at Elementary School, TEFL, Technology, Types of Media, and Perception.

2.1 Teaching English at Elementary School

English language learning in the Merdeka curriculum focuses on strengthening skills in using English in six language skills, like listening, speaking, reading, viewing, writing, and presenting or presenting inclusively, in various types of texts. The learning outcomes of these six English language skills are aligned with the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR) and are equivalent to level B1. Level B1 (CEFR) reflects specifications that can be seen in the student's ability to maintain interaction and convey something desired in various contexts with clear articulation, express the main idea to be conveyed comprehensively, and practice communication even though he is not yet fluent (Rohimajaya et al., 2022).

2.2 Teaching English for Young Learners

Teaching English for Young Learners (TEFL) has been characterized by efforts to find more effective teaching methods for teaching second or foreign languages. (Salinas et al., 2006). For over a century, the teaching community has frequently engaged in deliberations and conversations concerning various topics, including the importance of grammar in language education, the cultivation of both precision and fluency in instruction, the selection of syllabus structures in course planning, the significance of vocabulary acquisition in language learning, the teaching of both productive and receptive skills, the application of learning theories in pedagogy, the processes of memorization

and learning, methods to inspire learners, efficient learning approaches, strategies for instructing the four language skills, and the utilization of materials and technology (Moussu & Llurda, 2008).

2.3   Technology

2.3.1 Media Based Technology

Technology wields such significant influence that it has led to the emergence of numerous educational tools and platforms, such as Google Classroom, Discord, multimedia resources, and more. In our current circumstances, we rely on technology for learning, even in situations where traditional face-to-face classes are not feasible. Contemporary students are inhabitants of the digital era. While we should harness the potential of technology, it also means that education is not limited to traditional classroom environments in terms of time and place. Enhancing the educational experience aligns with the daily requirements and lifestyle patterns of students. Considering their daily use of social media, the internet, and video games, students anticipate a school experience that mirrors the information presentation methods they encounter in their daily lives. Technology-based media simplify and expand the accessibility of teaching and learning. Prospective educators ought to incorporate this technology-driven approach as it fosters collaboration, elevates students' spirit, cultivates technological awareness, and empowers students to engage in independent, creative learning (Maulina et al., 2022).

2.4   Types of Media

2.4.1 E-Book

The use of e-books has experienced rapid growth alongside the advancements in information and communication technology (ICT). It is naturally anticipated that e-books have a promising future as on-screen reading becomes increasingly user-friendly. When considering the use of e-books, they can be seen as a more efficient alternative to paper-based books from various perspectives, including storage, transfer, delivery, and accessibility. Nowadays, it is no longer surprising to witness individuals reading e-books on handheld mobile devices, or even on mobile smartphones while commuting on subways. Additionally, with its diverse multimedia features and hypertext links, an e-book empowers readers to access video clips, audio narrations, or web content with a simple click. Electronic books, or e-books, provide robust digital capabilities like annotating, conducting keyword searches, effortless navigation, and access to linked content. Consequently, they unquestionably deliver users not only a convenient platform but also an enhanced and enjoyable reading experience (Yoon, 2012).

2.4.2 YouTube

YouTube is a platform for sharing videos, where users can upload, share, and watch videos. It's widely recognized as a pioneer in the rise of social media and the growth of user-generated content. Additionally, it's seen by some as a catalyst for promoting societal inclusivity and giving individuals more influence. YouTube can be harnessed to support and improve the learning process. In the realm of English language education, YouTube is possibly even more valuable compared to other educational settings. Alimemaj (2010) asserts that the advancements in technology and the widespread

availability of high-speed internet in conventional classrooms have introduced a highly diverse resource for English learners to enhance their language skills (Alwehaibi, 2015).

The use of technology in teaching has become increasingly common at various levels of education. The use of technology in education brings many significant benefits. One of the main advantages is increased accessibility and flexibility in the teaching and learning process. With technology, learning materials can be accessed by students anytime and anywhere, allowing for more independent learning and according to individual learning pace. Online learning can improve student learning outcomes, especially in the context of blended learning which combines face-to-face and online teaching Study by (Means et al., 2013).

Additionally, technology allows for more interactive and engaging teaching methods. The use of visual aids, simulations, and multimedia can increase student engagement and make it easier to understand complex concepts. For example, interactive animations and videos in science lessons can help students understand processes that are difficult to explain with text alone (Sung et al., 2016). Additionally, e-learning platforms and educational apps enable teachers to provide real-time feedback and adapt teaching methods according to student needs.

However, there are also some challenges and drawbacks associated with using technology in teaching. One of the main problems is the gap in access to technology. Not all students have adequate access to devices and stable internet connections, which can create a digital divide and inequality in education. The digital divide can widen educational disparities between students from different socio-economic backgrounds (Warschauer & Matuchniak, 2010).

Apart from that, the use of technology in teaching can also cause distraction and reduce student attention. Students may be more tempted to access social media or non-educational content when using digital devices during lessons. This can reduce the effectiveness of teaching and disrupt student learning concentration (Larry D. et al., 2011). Teachers also face challenges in effectively integrating technology into the curriculum and require specialized training to master new technology tools and platforms.

2.5   Advantages and Disadvantages Technology

Technology has become an integral part of human life and brings many benefits and challenges. One of the main advantages of technology is increased efficiency and productivity. Technology enables the automation of routine tasks that previously took time and human effort, such as facilitating communication and global access to information. With the internet, information can be accessed from anywhere in the world in seconds. It has changed the way we work, learn, and interact with each other. For example, e-learning platforms allow students to access education from top universities without having to leave their homes (Means et al., 2013).

However, technology also brings some drawbacks that need to be taken into account. One of the main drawbacks is over-reliance on technology, which can lead to a loss of basic human skills. For example, with the advent of calculators and computer software, basic math and handwriting skills may become less developed (Carr, 2010).

In addition, privacy and security issues are also a serious concern with technological developments. Personal data stored digitally is vulnerable to theft and misuse. Cybercrimes such as hacking and identity fraud are on the rise, necessitating stricter security measures. Technology can also cause social problems, such as social

isolation and addiction. People may become too glued to their devices and ignore face-to-face interactions. This phenomenon has been linked to an increase in mental health problems, including anxiety and depression (Twenge, 2017).

2.6 Perception

Perception is an individual process in interpreting interactions with perceived objects. According to Irwanto (1994: 71), the results of this perception process can be divided into two, namely:

a. Positive perception is an understanding that describes knowledge and responses that are in harmony with the object being perceived.

b. Negative perception is an understanding that describes knowledge and responses that are not in harmony with the object of attention.

Thus, based on this view, the author can conclude that the types of perception can be divided into two parts, namely positive perception and negative perception.

Perception can be defined as the process of recognizing, organizing, and interpreting sensory information to understand the environment and make sense of experiences. It involves the way individuals interpret and understand stimuli, events, or situations based on their sensory input, cognitive processes, and previous experiences. Furthermore, perception has been examined in the context of medical education, including learners' and teachers' perceptions of online teaching, teaching history-taking, and physical examination skills (Motte-Signoret et al., 2021).