CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses EFYL instructional media and board books of a media in the EFYL classroom. Each section will be discussed below.

2.1 EFYL (English for Young Learners) Instructional Media

EFYL (English for Young Learners) Instructional Media refers to the tools and resources teachers use to make learning English engaging and effective for young students. These resources can be anything that helps capture their attention, introduce new concepts, and reinforce their understanding in a fun and interactive way.

2.1.1 Kinds of Instructional Media

The types of instructional media encompass a wide variety that can be understood from various perspectives. This diversity of instructional media ranges from the simple to the modern. Hamdani (2011:248) classifies the types of instructional media as follows:

1. Visual Media

   Visual media are types of media that can only be seen with the naked eye. These are often used by teachers to aid in delivering instructional materials. Visual media can be divided into two categories: non-projected visuals and projected visuals. Projected visuals can include still pictures or motion pictures.

2. Audio Media

   Audio media are types of media that contain messages in the form of sound, which can only be heard. This media has the ability to stimulate the minds, emotions, attention, and the students' ability to learn the subject matter. Examples of audio media include audio cassette programs and radio programs, typically used to deliver lessons related to listening.

3. Audiovisual Media

   As the name suggests, audiovisual media is a combination of audio and visual elements that can be both seen and heard. This combination provides a more comprehensive and optimal presentation of instructional materials to students. At times, audiovisual media can also replace the role of the teacher, as it can effectively deliver the material, allowing the teacher to act as a learning facilitator. Examples of audiovisual media include video programs or television, instructional videos or television, and sound slide programs.

Meanwhile, Ali (2008:91) classifies instructional media into 8 types:Audio-Motion. There are including this all:

1. Visual Media

   This media includes sound, motion, and visible objects, such as television, video, tape, and motion pictures.

2. Audio-Still-Visual Media

   This media has sound and visible objects but no motion, such as sound films, sound slides, or television recordings with static images.

3. Audio-Semi Motion Media

   This media has sound and motion but cannot fully display motion, such as tele-writing or teleboard.

4. Motion-Visual Media

   This media features moving objects, such as motion pictures.

5. Still-Visual Media

   This media has visible objects but no motion, such as images or printed pages.

6. Semi-Motion Media

   This media uses lines and writing, such as tele-autograph.

7. Audio Media

   This media uses only sound, such as radio, telephone, or audio tapes.

8. Print Media

   This media displays specific symbols, such as letters (sound symbols).

With various opinions presented above, it can be concluded that instructional media can be categorized into 8 types, each with distinct characteristics, including the ability to see, hear, and the presence of motion in the media.

2.1.2 The Strengths of Instructional Media in EFYL Classroom

Instructional media in the Early Childhood Education (EFYL) classroom are tools or resources used to aid the learning process for young children. The advantages of using instructional media in the EFYL classroom are crucial for creating an effective and enjoyable learning environment (Epstein, 2019). In this context, several strengths of instructional media in the EFYL classroom are as follows (Howard, 2017):

1. Maximizing Child Engagement

Instructional media like pictures, videos, and toys can capture children's attention and motivate them to learn. Children tend to be more enthusiastic to participate when learning is made engaging through visual or interactive media.

2. Assisting with Understanding Abstract Concepts

Children in EFYL may struggle to comprehend abstract concepts. Media such as pictures, diagrams, or props can help them understand these concepts better.

3. Facilitating Collaborative Learning

Instructional media can be used to support collaborative learning among children. For instance, group projects or activities with the help of media can promote cooperation and social skills.

4. Enhancing Language Comprehension

For children learning a language, instructional media can help them understand new words and concepts with supporting visuals.

5. Monitoring Child Progress

Some instructional media can be used to measure a child's progress, such as educational games that provide immediate feedback.

6. Facilitating Self-Learning

Children can learn independently through instructional media, which can help them develop independence and lifelong learning skills.

7. Assisting Children with Special Needs

Instructional media can be customized to help children with special needs, such as those with developmental disorders or disabilities.

8. Enhancing Material Retention and Understanding

The combination of visual, audio, and tactile elements in instructional media can help children understand and retain material better.

2.1.3 The Weakness of Instructional Media in EFYL Classroom

Instructional media plays a vital role in enhancing the overall effectiveness of the learning process, especially in the preschool education level, often referred to as Early Childhood Education (ECE) or Early Years and Foundation Stage (EFYL). In the modern era, the role of instructional media is further empowered by evolving technology, presenting various possibilities in the approach to learning. In this context, instructional media serves not only as a tool for teaching but also as a means to spark interest in learning, create more interactive learning experiences, and facilitate deeper concept understanding. One of the key

benefits of instructional media is its ability to enhance student engagement in the learning process. With various multimedia formats, such as videos, images, animations, and educational games, students can actively engage and feel more involved in the subject matter (Prensky, 2001).

However, like everything else, instructional media also has some weaknesses that need to be considered. Here are the weaknesses of instructional media in the EFYL classroom (Garrison, 2019):

1. Excessive Screen Time

   The primary weakness of instructional media in the EFYL classroom is an overreliance on electronic devices and screens. Children who are exposed to screens too frequently may experience sleep disturbances, eye health issues, and an increased risk of language and social development delays.

2. Limited Social Interaction

   Electronic instructional media can reduce opportunities for social interaction among children. This can affect their ability to communicate, collaborate, and learn alongside peers.

3. Lack of Physical and Motor Experiences

   Many instructional media in the EFYL classroom focus on verbal or visual concept comprehension, while physical and motor experiences are essential for children's development. This can hinder the development of their gross and fine motor skills.

4. Potential Isolation

   Children who interact with electronic instructional media too often may experience social isolation. They may feel more comfortable in front of a screen than interacting with peers or adults.

5. Technology Dependency

   Excessive use of electronic instructional media can create technology dependency at a very young age. Children may find it difficult to focus on activities away from screens and struggle with managing their screen time.

6. Mismatch with Children's Learning Styles

   Each child has a different learning style. Some children may understand material better through hands-on experiences and physical activities, while others

prefer visual or auditory learning. Instructional media may not cater to all these learning styles.

7. Lack of Parental Supervision and Control

The use of instructional media at home can make it challenging for parents to supervise and control what content their children access online. This can increase the risk of exposure to age-inappropriate content.

8. Inadequate Content Quality

Not all instructional media have high-quality content. Some applications or websites may not align with good educational standards or may not follow the latest scientific developments in children's education.

9. Limited Internet Connectivity

In some areas, poor or unstable internet connectivity can be a barrier to using online instructional media, disrupting the learning process.

10. High Costs

Procuring electronic devices and educational applications can be a significant additional cost for schools or parents. This can be a barrier to access for some children.

2.2 Board Book as Media in the EFYL Classroom

2.2.1 Definition

A board book is a type of book specially designed for toddlers or young children. This book possesses several distinct characteristics that set it apart from regular books. Here is a detailed explanation of the definition of a board book (Smith, 2018):

1. Sturdy Material

Board books are made from sturdy materials, such as thick cardboard or textured board. This makes them durable and able to withstand rough handling by little hands.

2. Board Pages

Board book pages are made of board, not regular paper. This makes them resistant to damage from water or folds, which often occur in regular books.

3. Appropriate Size for Children

Board books often have larger dimensions than regular books, making them easier for small children to hold. This also allows for larger and more engaging illustrations.

4. Richly Colored Illustrations

    Board books tend to have bright, colorful, and easily recognizable illustrations. These images are designed to capture children's attention and help them understand the story or concepts being conveyed.

5. Simple Text

    Text in board books is usually very simple and concise, suitable for children who are learning to read or may not be able to read at all yet.

6. Themes Suitable for Children

    Board books often feature themes appropriate for children, such as introducing colors, shapes, numbers, animals, family members, or simple stories teaching moral values.

7. Resistance to Abrasion

    Since board books are meant for children, they need to withstand abrasion, especially if children chew on or tear them.

8. Free from Hazardous Materials

    Produced board books must comply with child safety standards and be free from hazardous materials like poisonous ink or other dangerous chemicals.

2.2.2 Types

Board books are children's books made from thick paper, such as cardboard, coated with protective layers to make them durable and waterproof. Board books are specifically designed for toddlers or preschoolers, who tend to be less careful when using them. Here are some common types of board books (Smith, 2018):

1. Large Picture Board Books

    These board books feature large and bright pictures on every page. Usually, a single simple word or phrase is repeated on each page to help children learn their first words.

2. Shaped Board Books

    These board books have specific shapes, such as animals, fruits, or toys. This can provide an interactive aspect for younger children.

3. Textured Board Books

Some board books have textured elements like fur, cloth, or other different materials on their pages. This can help develop children's sensory and touch skills.

4. Flap Board Books

These board books have flaps that children can lift. Under these flaps, there are usually additional pictures or text that can surprise or delight children.

5. Sound Board Books

These board books have sounds or music that can be activated by children by pressing buttons or moving sliders. This can pique children's interest and attention.

6. Interactive Board Books

These board books can engage children in activities such as matching shapes, moving elements on the pages, or turning small wheels to change pictures.

7. Short Story Board Books

Some board books have short stories or slightly longer narratives, intended for slightly older children, but still in a durable board book format.

8. Educational Board Books

These types of board books focus on teaching concepts such as the alphabet, numbers, shapes, colors, and other educational topics.

2.2.3 Benefits

Board books, typically made from thick cardboard, are primarily used for children. As learning tools, board books offer several important benefits, especially when used in early childhood education. Here are some of the benefits of board books as learning media (Brown & Johnson, 2020):

1. Durability

Board books are made from thick cardboard that is durable, allowing them to be used repeatedly without easy damage. This is crucial when used by children who tend to handle books roughly.

2. Ease of Use

Board books have large, thick pages that make it easy for children to hold and interact with the book without the risk of tearing or damaging the pages.

3. Engaging Visuals

Board books often feature colorful and captivating illustrations that can capture children's attention. These images can help children better understand the story or concepts being taught.

4. Simple Text

Board books usually use simple and easily understandable text, making them suitable for children who are just learning to read.

5. Fine Motor Skills Development

Using board books can help develop children's fine motor skills. They can learn to turn pages, move their fingers to point at pictures or words, and so on.

6. Early Education

Board books are often designed to teach basic concepts such as letters, numbers, shapes, and colors. They can also be used to introduce words and language to children.

7. Social Interaction

Board books can also be used in group settings, such as in school environments or playgroups, helping children interact with their peers while learning together.

8. Promotion of Reading Interest

Introducing books to children through board books can help create an early interest in reading and nurture their love for literacy.

2.2.4 Board Book in Teaching English Skill

A board book is a type of book made from thick cardboard and designed specifically for young children. These books are often used in teaching English to preschool and early childhood children. They typically have thick and durable pages, making them suitable for little hands that are still learning to grip. In the context of teaching English, board books can be an effective tool for developing language skills in children (Feinberg & Gallerani, 2015).

Research conducted before shows that the research intervention, the English language vocabulary of children in Group B of young learners was only at 50.52%. After implementing the agreed-upon action, which involved using the picture-play method, there was a significant increase in the children's English language vocabulary. The results of Cycle I reached 62.63%, and in Cycle II, it further increased to 77.50%. This indicates that this research successfully achieved a 75% target. Research data also indicates that learning English through picture play is easily understood by children. Therefore, it can be concluded that the use of the picture-play method is effective in enhancing the English language vocabulary of young learners, and the results of this research are considered valid.

Here are some ways to use board books in teaching English language skills (Genishi & Dyson, 2009) Inggris (Genishi & Dyson, 2009):

1. Vocabulary Introduction

   Board books can be used to introduce English vocabulary to children. Each page can focus on a single word or object. For example, one page could feature a picture and the word "cat," while another page could feature a picture and the word "ball." Teachers or parents can read these words while showing the corresponding pictures.

2. Listening Skills Development

   Board books can help children develop listening skills. By reading simple stories or sentences from these books, children can become familiar with the sounds and intonation of the English language.

3. Stimulating Speaking Skills

   Board books can also be used to stimulate children's speaking skills. Teachers or parents can encourage children to repeat the words or sentences they hear in the book. This can help them pronounce English sounds correctly.

4. Reading Skills Improvement

   Although board books are generally designed for preschoolers who can't read yet, they can help familiarize children with English letters and words. This can be a first step in preparing them for learning to read.

5. Imagination and Creativity Stimulation

   Board books with engaging illustrations can stimulate children's imagination. They can start creating their own stories based on the pictures in the book.

6. Interactive Activities

   Board books often have interactive elements like lift-the-flap features or touchable objects. These can help children interact with their learning materials.

7. Fine Motor Skills

   Using board books can aid in the development of children's fine motor skills, such as moving their fingers as they try to turn pages or lift flaps.

2.2.5 Board Book in Teaching Reading

Board books are picture books specifically designed for children who are learning to read. These books are typically made from thick and durable cardboard, making them resistant to damage that may be caused by young children. They also often feature large and colorful

illustrations that help children develop an understanding of words and stories. Here are some key components of using board books in reading instruction (Carle, 2009):

1. Engaging Illustrations

    Board books usually contain large and colorful illustrations. These illustrations help children connect words with objects and concepts presented in the story. They can also spark children's interest in reading and learning.

2. Simple Words

    Board books generally use simple words that are easy for early readers to understand. These words often follow phonetic patterns that are easy to grasp.

3. Repetition

    Board books often use repetition of words or phrases to reinforce children's understanding of specific sounds and words.

4. Short Stories

    Board books tend to have short and simple stories. This helps children understand the story's plot and follow its development more easily.

5. Interactivity

    Some board books include interactive elements such as flaps to lift or textures to touch. This helps develop children's motor skills while facilitating reading instruction.

6. Connection to Children's Experiences

    Board books often strive to create a connection between the story and children's experiences, making it easier for them to identify with the story.

7. Role of Parents or Teachers

    In reading instruction, parents or teachers often play a crucial role in reading board books to children, helping them understand words and stories, and stimulating discussions about the book's content.

8. Vocabulary Development

    Board books help children expand their vocabulary by introducing new words in a fun and engaging context.

9. Early Literacy Stimulation

    Board books are a valuable tool for stimulating early literacy, which is the first step in the process of learning to read.

10. Age-Appropriate Books

It's important to choose board books that are suitable for children's age and development level. Books that are too easy or too difficult may be ineffective.

2.2.6 Implementation

Implementing board books in English language skill instruction can be a creative and effective approach. Board books are books with laminated or whiteboard-type pages, allowing them to be written on and drawn on with special pens (Richards & Schmidt, 2010). Here are some examples of implementing board books in teaching English language skills (Harmer, 2007):

1. Speaking

    To create a more interactive and enjoyable learning experience, we highly recommend the use of board books as a valuable tool. With board books, students have an incredible opportunity to express themselves and deepen their understanding of the lesson material. By using board books, students can make the learning process come alive by taking on roles as characters in situations relevant to the topic being taught. They can use the dialogues they've written on interactive boards to communicate with their classmates. This not only enhances their speaking skills but also helps them understand the context and usage of English words in real-life situations.

    Additionally, boards can be used to draw pictures that illustrate words or phrases related to the topic being studied. This allows students to associate images with words, which is a highly effective method for better understanding and remembering vocabulary. It also facilitates the understanding of concepts that may be difficult to explain with words alone. So, by incorporating board books as interactive tools in learning, we not only improve students' speaking skills but also deepen their understanding of the lesson material and help them remember it better through strong visual imagery.

2. Listening

    In order to support effective learning, the use of boards becomes a very important aspect. Boards can be used as valuable tools to display complete transcripts of conversations or audio being studied. Thus, students can easily follow and understand every word spoken in the audio. Moreover, the use of boards can enhance student engagement in the learning process. Students can actively participate by taking notes of key points that arise while they listen to the audio. In

this way, they can focus on relevant information and maintain useful notes for their own understanding.

Not only as a tool for note-taking, but boards can also be used to create interesting listening games. For example, teachers can write some key words or phrases from the audio on the board and then ask students to find the corresponding words as they listen to the audio. This not only enhances students' listening skills but also encourages them to think quickly and respond accurately. Therefore, the use of boards in the context of learning not only facilitates better understanding but also creates an interactive and enjoyable classroom atmosphere. All of this helps students become more active in their learning process and better prepared to face the challenges of understanding the material presented through audio.

3. Reading

To improve reading skills and English comprehension, we encourage the use of whiteboards as effective teaching aids. By using these boards, teachers can create English-language newsboards or articles that are interesting to read. Then, students can carefully and actively read the text, looking for words or phrases that may be challenging for them.

After students have read the text, teachers can encourage them to participate more actively by assigning tasks related to the board. Students can be asked to create a brief summary of the text they have read. This will help them absorb the essence of the text and identify its key points. Additionally, creating short notes will train students in describing information concisely and clearly. In this way, the use of whiteboards not only enhances students' reading skills in English but also develops their ability to summarize and communicate ideas efficiently.

4. Writing

When facing writing assignments, students have access to a very useful tool called "Boards Book," which allows them to express their ideas in the form of short essays or longer stories. This tool not only helps them in the process of writing but also enables students to revise and edit their texts easily before submitting their assignments. Thus, students can sharpen their writing skills more effectively.

In addition, teachers also benefit greatly from "Boards Book" in teaching the writing process. They have the ability to provide direct feedback on the board as students present their writing. This creates a highly interactive and productive learning experience because students can receive instant feedback, which helps

16

them continuously improve their writing skills. Teachers can explain key points, offer praise, or highlight areas that need improvement, all in real-time.

By combining "Boards Book" capabilities to support students' writing process and provide a powerful tool for teachers to give relevant feedback, the learning experience in writing becomes more meaningful and efficient. This helps students grow and develop their writing skills while facilitating more effective communication between teachers and students in the learning process.