

**THE USE OF PICTURE BOOKS AS ONLINE LEARNING MEDIA FOR
YOUNG LEARNERS IN PRIVATE ENGLISH COURSES IN
YOGYAKARTA**

A Thesis

**Presented to the Department of English Language Education
as a Partial Fulfillment of Requirements to Obtain the Sarjana Pendidikan
Degree
in English Language Education**



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STATEMENT OF WORK'S ORIGINALITY

I Honestly declare that this thesis, which I have written, does not contain the work of parts of the work of the people, except those cited in the quotations and references, as a scientific paper should.

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MOTTO

وَأَوْعَسَدَ لَكُمْ خَيْرٌ وَهُوَ شَيْءٌ تَكْرَهُوْا أَنْ وَعَسَىٰ لَكُمْ كُرْهُ وَهُوَ الْقِتَالُ عَلَيْكُمْ كُتِبَ
تَعْلَمُونَ لَا وَأَنْتُمْ يَعْلَمُ وَاللَّهُ لَكُمْ شَرٌّ وَهُوَ شَيْءٌ تُحِبُّوْا أَنْ

You may despise something while it is very good for you, and you may be pleased with something while it is very bad for you. Allah knows, and you do not know."

(QS. Al Baqarah: 216).

People plan, Allah have a plan, but Allah's plan is the greatest. (RM)

Going through the process and then taking a break if needed and having to continue until the end that is to be achieved. (RM)

DEDICATION

I dedicate my thesis to:

1. My family, who provided support and prayed for me.
2. Myself, who has diligently worked on and made progress despite the numerous challenges and difficulties I faced while working on this thesis.
3. To my two participants who were very helpful and took the time to share about the topic of this research, and were very open and always supportive for this writing even until the end of this thesis was written.
4. My friends, who have consistently supported and understood my struggles in writing this thesis. They have also provided fun and practical solutions by visiting me at the boarding house and occasionally inviting me out to work or to unwind and vent online.
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Yogyakarta, 21 July 2024



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ABSTRACT

Although many studies have discussed using picture books as learning media for young learners, there are still few studies on using picture books as online learning media in the context of private English courses. The main objective of this study is to describe the private course teacher's perspective on how picture books are used as an online learning media for young learners in their English classes. This study employed descriptive qualitative and involved two teachers from two different private courses in Yogyakarta who are a novice and an experienced teacher. To collect data from the research participants, the researcher used interviews as the main data collection technique. This study has two main findings and one emergent theme. First, there was a development in two language skills, vocabulary and reading. Second, picture books have an impact on providing motivating and engaging media on relevant themes and content. Then for emergent themes, there are two points, such as the challenges and benefits of using online picture books from the teacher's perspective.

Keywords: *Online Learning Media, Picture Books, Teaching English Young Learners (TEYL)*

CHAPTER 1

INTRODUCTION

1.1 Background of The Study

Learning media is used in teaching and learning activities to convey learning material to students. Based on Ghosn (2013) picture books and other children's literature frequently have immediate relevance and are inspiring to readers because they cover subjects and reader-interesting topics, as well as considering their needs for growth. Picture books also illustrate colorful images and are more interesting for young learners. In the line "Picture is a tool in the learning process in conveying various messages from the subject matter that the teacher will convey to the students" (Djamarah, 2006:122). Picture books are intended to convey material to students more concisely, with little writing but how the material can be understood later. Picture books are used in conveying vocabulary to young learners. Besides that, picture books can be used effectively with the characteristics of active children who need something diverse and not boring.

Furthermore, Jalinus and Ambiyar (2016) argued that instructional media includes all tangible objects and pictures that are used to teach and communicate with students, to be able to communicate with students requires two interacting parties where using picture books is one of the media used by the teacher to students. Using picture books has several roles in the student learning process. Ristyani et al., (2020)

research findings revealed that using pictures from the media during the learning process can affordances students' interest in learning English vocabulary. According to Schoch (n.d.), picture books link vocabulary and concepts through illustrations, making it simple for readers to recognize unfamiliar words through context cues. Through picture books with stories that depict universal themes, children can connect character values and attitudes toward their own lives, making studying valuable (Ghosn, 2002). Their goal was to affordances students` interest in English vocabulary. Students become enthusiastic and excited when learning is made enjoyable through picture books.

According to research findings by Ristyani et al., (2020) incorporating image media into the teaching process can improve students' enthusiasm for learning English vocabulary. Furthermore, Kochiyama (2016) found many advantages to using picture books in English classes. Picture books can help children improve their language abilities, particularly in reading, grammar, and vocabulary. Thus, children's literature presents themes and information pertinent to early readers and tackles their worries, anxieties, and goals to offer engaging and inspiring media.

In light of the above, this study aims to describe teachers' perspectives on using online picture books for young learners in private English courses as a media of learning. The participants of this study were novice and experienced teachers. The researcher chose this research criterion to differentiate from previous studies that

examined the use of picture books in offline classes and in regular school classes, not in private lessons.

1.2 Identification of The Problem

Picture books are one of the media that are still used today, because they are proven to be effective in providing interesting and motivating media, especially for early childhood. In addition, picture books are one of the interesting learning media so that students are not bored and interested in the learning process. Therefore, teachers' skills and knowledge are needed to be able to use picture books as well as possible. Picture books, both in physical and electronic or online formats, have an important role in supporting English language learning for children. They not only help in the development of language skills, but also offer interesting and varied learning experiences. In addition, the use of picture books online has been widely used and enhanced with different types of picture books. Thus, the effective use of picture books in learning requires teachers' skills and knowledge to maximize the benefits that can be gained from this media.

1.3 Limitation of The Problem

From the problem identification that has been mentioned in the previous sub-chapter, the researcher limits this study only to the identification and description of the merits and perspective of teachers on the use of picture books as online learning media for young learners in private English courses that are organized by novice teachers and experienced teachers.

1.4 Formulation of The Problem

This study attempts to describe teachers' perspectives on the use of online picture books as learning media in private English courses for young learners in Yogyakarta. Specifically, one research question guiding this study is: How do teachers perceive the use of picture books as an online learning media for young learners in private English courses?

1.5 Objectives of the Study

The objective of this study is to describe private course teachers' perspectives on how picture books are used as online learning media for young learners in English classes at private courses.

1.6 Significance of the study

The study is expected to have a practical contribution in describing the teacher's perception of using picture books as online learning media in private courses. Another empirical contribution served by this study is its attempt to describe the use of picture books as an online teaching media for young learners in private classes, thereby giving insight and reference points for such implementation to those teaching young learners in online mode.

CHAPTER II

LITERATURE REVIEW

2.1 EFL Learning Media for Young Learners

In developing the learning media used by teachers during the student learning process, many types of learning media are used according to the goals to be achieved. Young learners are no exception, with technology learning media increasingly diverse. "Media is media that contains the material to be conveyed and the goal to be achieved is the learning process" (Susilana & Riyana, 2018:80). Media can also be called a tool or intermediary in conveying learning. In the educational process, objects have a high intensity of perception towards the subject, compared to verbal delivery which is less successful (Sumiharsono & Hasanah, 2018). Based on Jalinus and Ambiyar (2016), learning media is everything related to the use of real objects and visual images that are used to teach and convey to students.

According to Satrianawati (2018), there are four types of learning media: visual, audio, audiovisual, and multimedia. Each type has its form and method of application. For example, visual media such as picture books, photos, and posters. Audio media includes songs, while audiovisual media includes YouTube videos, films, and animated cartoons. Multimedia can be in the form of games, music, or films. This media is used to afford motivation, and varied learning, facilitate understanding of the material, present information systematically, focus and

analyze students, and create a learning atmosphere without pressure (Sanaky, 2009). Then there are pop-up books that display three-dimensional images when opened and have a distinctive visual effect if drawn in several parts (Sari, 2017). Furthermore, Hernawan (2013) revealed that learning media can realize abstract or difficult concepts to explain directly to students, thus making them more concrete.

Apart from that, according to Sanaky's (2009) statement, the following are several advantages of using learning media: first, making the learning process more interesting by using learning media can motivate students to learn. Second, clarify the learning material so that students can grasp the material and master the learning objectives. Third, it makes the learning process more varied and students receive material more effectively and efficiently than just orally. Fourth, by listening to the teacher presenting material and participating in additional learning activities such as doing, observing, and demonstrating. Sardiman et al., (2012) stated that media in general education has several objectives as follows: (a) Making information or messages presented more clearly (b) Overcoming obstacles related to time, space, and the senses; for example, large objects can be replaced with pictures or films; (c) encourage students to participate actively in their education and will strengthen their active attitude; and (d) as a tool to remember the characteristics, environment, and experiences of students. This is because the same learning environment, the same learning media, and the same provisions are incentives for students. With learning media, students can capture material more easily and effectively based on what they see and in a real visual way that has its

image when dealing with the media. This is so that children can see clearly and learning becomes easier to understand (Latrijanah et al., 2017).

In addition, Hsiu-Chih (2008) conducted research on the efficacy of children's picture books in Taiwanese classrooms where foreign language instruction is provided in English. In English classrooms, learning focused on the teacher's perception through the use of children's picture books. Results include child-themed illustrations and indicate that the book helps students with reading, vocabulary acquisition, and critical thinking. In line with this, picture book illustrations can encourage students to learn from within. Ultimately, employ picture books to help students become actively involved in class when they are learning from them. In line with this picture books effectively enhance young learners' reading abilities and interest, making the teaching-learning process more enjoyable and attractive (Oktarina et al., 2020).

Therefore, media is needed to facilitate children in the learning process. Media plays an important role in learning because it can create interaction between children and the material to be studied. This is related to the use of media to afford children's learning motivation so that children's attention to learning material afford. The use of media will help educators and children in the learning process. Through the use of appropriate media and learning needs, learning objectives will be easy to reach. The challenge for educators is to be able to provide a touch of education, namely creative, innovative, intelligent, and fun to develop children's

intelligence optimally. Then the need for interesting and fun media for children of course is very high.

2.2 Young EFL Learner's Learning Characteristics

Young learners can generally learn at each stage of age and the development that occurs while learning the material. The child's learning period when in the course then in elementary school is often called the golden age, this is because they can learn anything and can receive information from around them, especially during the learning process including language. English-competent children in this golden age can learn anything easily. Competence in children is linguistics, competence, and performance. In line, Chomsky and Clark (1977) mention that it reveals that linguistic competence is a person's ability to use language, while linguistic performance is the ability to speak or listen. Subsequently, young learners are more often to tell stories or ask questions when they want to know something and share what they experience, not to mention they sometimes also hear things that make them interested in being silent and listening to it. On the other hand, in Indonesia, young learners mainly relate to the age of elementary school students. "To teach young learners, there are some characteristics to consider, such as intellectual development, attention span, sensory input, affective factors, and authentic-meaningful language (Brown, 2001)".

According to Mansur (2005), early childhood is defined as a group of children who are in a unique process of growth and development. They have growth or development in terms of special patterns that are by the level of growth and development of children. In line with this according to the Ministry of National Education (2005), early childhood is children aged 0-6 years. At the age of 4-6 years, children need to get an education because they have aspects that must be developed, namely aspects of language, cognitive, social-emotional, religious and moral values, and physical motor aspects. However, it is not easy for a teacher later to provide instruction or how teachers transfer material to young learners because they have different characteristics from adult learners.

Early infancy is the ideal time to build a variety of potentials and has its characteristics based on the stages of their age. “They are not motivated to study the target language” (Otsuki & Takase, 2012). The learner's limited exposure to English in daily life becomes one of the major challenges associated with learning English in an EFL environment. Finding motivation to learn English is challenging for learners due to limited opportunities to do so. On the other hand, according to Scott and Ytreberg (2004) sometimes young learners do not grasp what the teachers are asking them to do. Young children often enjoy playing and working alone but in the company of others. Besides that, they have very short attention spans and concentration periods as stated by Scott and Ytreberg (2004). This basic is not uncommon even though they have high intuition for something, especially new things, but it can also make them feel bored quickly. Moreover, according to

Nuraeni (2019) young learners, in particular, are connected to their environment and are more interested in physical activities. Then they are usually happy with objects that they can see directly, they touch or touch and can even play especially with their friends. In addition, children are very talkative, less focused, run their own business, and like catching up with pals. This was also conveyed by Nuraeni (2019).

2.3 Previous Studies

The use of learning media with various types and forms for young learners can make good facilities and means of delivering material, one of which is used by young learners is picture books. As Meek (1995:42) noted, "The relation of pictures to stories and the nature of the reader's interaction with both are an important aspect of literacy that is too little regarded and even less understood". Children can connect character values and attitudes toward their own lives through picture books whose stories depict universal themes, which makes learning meaningful (Ghosn, 2002). Children's literature, including picture books, frequently addresses current events and inspires discussion of subjects and themes that interest readers while taking their developmental needs into account. A picture is a tool in the learning process in conveying various messages from the subject matter that will be conveyed by the teacher to the students (Djamarah, 2006).

According to Onodera (2008), a picture is something that imitates nature. Several of them have the same picture as the original object, for example, beaches, mountains, rivers, hills, and others. On the other hand, sometimes the theme is fruit, type of work, animals, colors combined with motorcycle taxis, and parts of the body. Then addressing young learners' concerns, fears, and aspirations through children's literature, which displays the theme and pertinent content, can serve as a motivating and interesting teaching tool (Ghosn, 2013). Besides, visual references can be informative and enliven discourse, debate, and storytelling. In the sense that "students must understand words and stories by visually examining and interpreting the illustrations" (Nicholas, 2007), picture books can function as a suitable media for combining visual literacy to affordances verbal literacy.

Reading picture books to children has a positive effect on the development of their reading and writing skills as well as their general English skills, according to studies on Korean primary EFL (Cho & Kim, 2016; Kwon & Kim, 2012; Parks, 2011; Shin & Kim, 2017). Then, Apsari (2017) also suggests that visuals can play a variety of roles in the teaching of writing. First, images have the power to compel children to focus and participate. Additionally, images help to set the tone for language use. Third, responses to images can be both subjective and objective. Fourth, visual cues can indicate answers to queries.

However, the needs and suitability of the theme with the pictures will also determine the level of understanding of children when viewing and learning through the media of picture books. Based on research by Kochiyama (2016) A picture book can potentially help students improve their language skills, particularly their vocabulary, grammar, and reading abilities. This is one benefit of using picture books in English classes. Furthermore, Ristyani et al., (2020) research results stated that to affordances students' learning interest in English vocabulary can be achieved by using media images in the learning process". It was found that media images were successful in piquing pupil's interest in vocabulary in English. In addition, based on Schoch (n.d.) picture books connect concepts and vocabulary through illustrations, making it simple for readers to identify unfamiliar words through context cues. Additionally, since picture books do not waste a lot of time, space, or words, specific sentences, and paragraphs can be taken out of context to check the author's craft without detracting from the text's overall feel.

Therefore, from the results of the study, Permatasari et al. (2018) revealed that the development of picture storybook media in learning beginning reading for children aged 5 to 6 years includes (1) picture storybook media is a medium that modifies comics into a learning media in comic form. The requirements needed in developing this media include (a) beginning reading material that is visual, visual discrimination, perceptual motor, and early literacy which is poured in the form of illustrations (b) media layouts that are attractive to children (c) illustrations that are attractive to children, (d) interesting color selection, (e) effective use of sentences,

and (f) picture storybook designs that are easy and comfortable to use by children. 2.

There is a significant improvement in children's beginning reading ability.

In addition, the results of research by Yanti and Purnamaningsih (2021) revealed that in terms of using online picture books for young learners, online picture books can be used as an innovative learning media to improve English language skills, especially for young learners and make it easier for teachers in teaching and learning activities. Online picture books can be used as an innovative learning media to improve English language skills, especially for young learners, and make it easier for teachers to teach and learn activities. It is useful and appropriate to use digital picture books during online learning because it makes it easier for teachers to provide materials without burdening students to buy printed books. Thus, many other features are available such as music that can make the story real, moving animations that make the story more vivid, and some games such as puzzles and read-to-me features so that students can hear the story so that they can hear the pronunciation well even without being read by the teacher. This is because digital picture storybooks are a practical and flexible learning media.

2.4 Theoretical Framework

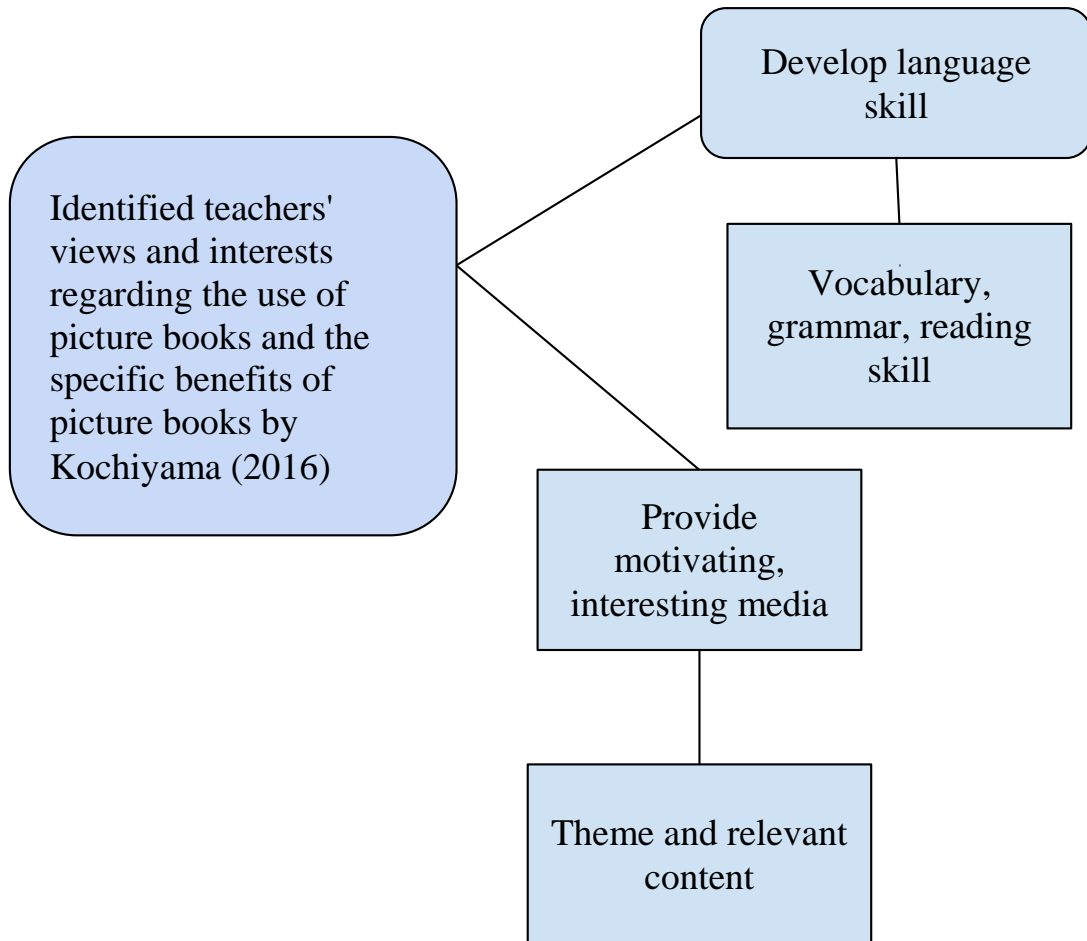
Determining learning media to teach English to young learners needs to be carefully considered by teachers. Picture books are one of the learning media that can be used and are effective for teaching English to young students. This was conveyed by Kochiyama (2016) in his study as he researched the use of picture books as learning media and unveiled positive teacher attitudes towards the use of picture books in English class. Kochiyama (2016) identified teachers' views and interests regarding the use of picture books, the criteria for selection, and the specific benefits of picture books. The results show several benefits of using picture books to teach reading comprehension, grammar, and English vocabulary to young learners.

The researcher then used this as a reference to explore teachers' perspectives when using picture books in online English courses for young learners. The aim was to determine if the same results would be achieved and if any new points emerged that were not covered and identified in Kochiyama's research.

The figure below (2.1) illustrates the components of the merits of using picture books in English language learning for young learners in accordance with Kochiyama, 2016.

Figure 2. 1 The Merits of English Teaching with Picture Books as Learning

Media



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study aims to explore the use of picture books as learning media for young learners in an online private course. The design used in this research is qualitative research. Lambert and Lambert (2012) state that the data collection in a qualitative descriptive study aims to understand the nature of the specific event being studied. This involves conducting minimal to moderately structured, open-ended, individual, or focus group interviews. The data to be collected was descriptive and derived from interview responses, thus the researcher chose this research design and argued that the qualitative descriptive method would be suitable given the nature of the data and the goals of this study. Furthermore, the participant's perspective is a key consideration in qualitative research (Fraenkel et al., 2012).

3.2 Setting & Participant

This study involved two females in their 20s and 30s teachers from two different online English course institutions in Yogyakarta. The two teachers were selected based on certain criteria; one was a novice teacher with less than 2 years of teaching experience, while the other was a more experienced teacher with more than 18 years of teaching experience. The novice teacher has been teaching online for less than a year, with 3-7 students in a class, teaching for 30-40 minutes per session,

5 days a week. Then for experienced teachers have more than 4 years of online teaching experience, with 9-12 students in a class, teaching for 15 minutes per session, 5 days a week. Both teachers used picture books as learning media in almost every session. Novice teachers are defined as educators who have been teaching for less than five years. It is crucial for them to adapt quickly to various teaching environments, including different cultures, backgrounds, and student backgrounds (Makoa & Segalo, 2021).

This selection aimed to explore the unique experiences and diverse perspectives of participants with different backgrounds on the topic under study. The researcher used a maximum variation approach, investigating the phenomenon from multiple perspectives to gain a deeper understanding. This approach helped identify common themes across the sample (Rai & Thapa, 2015).

3.3 Data Collection Technique & Instrument

In this study, the researcher used in-depth interviews as data collection technique. The researcher conducted online interviews with participants via Zoom meeting. This technique was chosen because it is one of the ideal data collection techniques for interviewing participants who are comfortable, sociable, and not hesitant in expressing their ideas (Creswell, 2012). An in-depth interview is a qualitative research technique that involves individual interviews with a small number of respondents to explore their perspectives on a particular idea, behavior and situation (Boyce & Neale, 2006). Then to delve deeper into the collected data,

the researcher implemented the following steps: 1. Plan: Identifying who, what is needed, and what information to ask questions about. 2. Develop instruments: discussion between the researcher and the participant as for when the interview will be conducted. 3. Train Data Collectors: the process of checking or re-questioning the readiness of the participant during the interview. 4. Collect Data: the process of collecting information and verifying the information provided in the interview as necessary. 5. Analyze Data: transcript and review the data. 6. Disseminate Findings: Writing the report.

In addition, the researcher gained access to the school through one of the participants who owned the learning center. Additionally, the participants provided their consent through various online discussions before the research where the purpose and methodology of the study were explained. The researcher also confirmed the participants' willingness to take part in the research and obtained their approval for conducting interviews. This process involved discussing the interview schedule and techniques with the participants.

For the research instrument, a list of interview questions adapted from Kochiyama's (2016) study were used to elicit teachers' reasons for using picture books, selection criteria for book use, specific uses and benefits as well as other teachers' perspectives on using picture books.

The list of interview questions below is adapted from two key concepts from Kochiyama (2016).

Table 3.3.1 List Interview Questions

Concept	Component	Interview Questions
Providing Motivating and Intresting Media	Relevant Themes and Content	<ol style="list-style-type: none">1. How useful or effective are the themes and content in the picture books to be delivered in online classes for English language learning?2. What criteria would you use to select picture books to help increase students' motivation in online learning? Why are those criteria important?
Increase Language Skills	Vocabulary, Grammar and Reading	<ol style="list-style-type: none">1. What did you think of the benefits of using picture books for children's (English) vocabulary, reading skills and grammar in online mode?2. What are the selection criteria for the story books that you think can facilitate and improve children's language skills?

3.4 Data Analysis Technique

The researcher used thematic analysis to process the data. Thematic examination was a technique for consistently locating, examining, and reporting thematic patterns in the data; it aided in classifying and organizing the data (Braun & Clarke, 2006).

Braun and Clarke (2006) also emphasized the usefulness of thematic analysis and its versatility in analyzing various theories for conversing and interpreting phenomena, for example. There are six thematic phases: first getting acquainted with the information by reading and transcribing the teaching diaries, listening to interview recordings, conducting interviews, thoroughly reviewing the teaching diaries carefully, and locating intriguing concepts in the information. Second, when creating the first codes, the researcher writes some preliminary code to make it simpler to locate and identify the constructs and to assemble all the components after gathering all the necessary information. Third, in search of themes, the researcher reviewed the teaching notes and interview transcripts and classified them into the appropriate themes. Generated themes were reviewed, and the researcher refined the themes and ensured that each theme worked coherently. The researcher re-read the data and edited themes or codes as needed for themes that did not reflect the data analysis. Fifth, defining and naming the themes, at this stage the researcher defines the themes in detail and gives each theme a name that can make the reader understand the meaning when reading the name. Lastly is the creation of the report, the findings of the analysis conducted for this study must be presented by the researcher.

3.4.1 Thematizing

Data analysis is referred to as "thematization," which is the classification of the gathered data. Based on a review of the information provided in the replies and whether or not they aligned with the theoretical framework, the researcher in this study assigned themes to each participant's response. Additionally, the researcher referred to the chosen concepts as major themes classification. The two teachers' viewpoints on the usage of picture books, based on Kochiyama (2016), and the impact that picture books have on young learners were the main themes. A subtheme that disagreed with Kochiyama's conclusions, on the other hand, became a new subtheme and was included in one of the major themes that were associated with or related to it. After that, if the results do not support Kochiyama's, they were not reported and included. Table 4.1 shows the themes and subthemes that are described in the appendix.

Table 3.4.1*Themes and Sub-Themes*

Themes	Sub-Themes	Abbreviated Themes	Frequency
Provide and Motivating Interesting Media	Relevant Themes	PMIM (RT)	7
	Relevant Content	PMIM (RC)	9
Develop Language Skills	Vocabulary	DLS (V)	4
	Reading	DLS (R)	5
Emergent Themes	Challenges	ET (C)	6
	Benefits	ET (B)	5
Total		6	25

3.4.2 Coding

Coding the data according to the recognized themes is one technique to maintain source evidence. Based on the motifs that have been found. The researcher in this study generated coding, which is proof of every source of data that came from the interviews.

The coding scheme for each data source is displayed in Table 4.1.5.1

Table 3.4.2*Sample of coding and its meaning*

CODING	MEANING
Interview, S, Line 003, PMIM&RT	The datum is taken from the interview with the initial participant S in line 3 About Providing Motivating and Interesting Media and Relevant Themes
Interview, A, Line 020, PMIM&RC	The datum is taken from the interview with the initial participant S in line 5 About Providing Motivating and Interesting Media and Relevant Content
Interview, S, Line 010, DLS&V	The datum is taken from the interview with the initial participant S in line 10 About Develop Language Skills and Vocabulary
Interview, A, Line 027, DLS&R	The datum is taken from the interview with the initial participant S in line 17 About Develop Language Skills and Reading
Interview, S, Line 025, ET&C&B	The datum is taken from the interview with the initial participant S in line 25 About Teacher's Perspective and Challenges and Benefits.

CODE	MEANING
S	Initial participant 1
A	Initial participant 2
Line 0..	shows the line on which transcript there is a participant's answer that matches the theme.
PMIM	Providing Motivating Intresting Media
DLS	Develop Language Skills
V	Vocabulary

R	Reading
ET	Emergent Themes
C	Challenges.
B	Benefit

3.5 Trustworthiness

Trustworthiness is a crucial aspect that needs to be established to prove the trustworthiness of research. According to Lincoln and Guba (1985), for qualitative research, trustworthiness is determined by four aspects: confirmability, credibility, transferability, and dependability. To confirm the credibility of research findings, it is necessary to recheck and reread the data to theoretically validate and reinvestigate. (Braun & Clarke, 2006). During this process, the researcher double-checked the data by replaying the audio and transcript recordings. In the credibility process, the thematic analysis method was used by thematically coding the data obtained from the participants, categorizing each aspect of the answers in the interview transcripts, and grouping similar answers by providing main themes. Credibility demonstrates the accuracy of the information and the opinions and interpretations of the responders (Enworo, 2023). Transferability was achieved when the researcher presented findings in a comprehensive and detailed manner (Ghafouri & Ofoghi, 2016). The data collection process began with interviews, followed by transcription to facilitate the analysis of participant answers. Dependability shows the accuracy of the information

and the perspectives and interpretations of the responders (Riazi & Ghanbar, 2023). Dependability helps overcome mistakes made during the research process, and researchers must rely on advice from other experts in the field. Confirmability is established by using previous dependability to validate the supporting data used to support findings, analysis, and recommendations. By proving that conclusions, interpretations, and outcomes are directly derived from the data, researchers can provide congruent explanations (Riazi & Ghanbar, 2023).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and is followed by a discussion of the research findings. In this section, the data results of this study were obtained from the interviews. The data were coded and organized into themes to answer the research questions and provide a more in-depth discussion on how people perceive picture books as learning media for young learners in an online private course and their use.

4.1 Findings

In response to the research question, both participants highlighted the following aspects when asked regarding the benefits of picture books: 1. develop language skills, i.e. improve vocabulary and attracting children's interest in reading. 2. the impact of picture books in providing an engaging media that motivates i.e. on relevant themes relating to how the impact and criteria of good themes for children and relevant content relating to what content, commonly selected content, and the impact of content on children. These findings are in line with Kochiyama's (2016) research. However, there is one point on increasing language skills, namely grammar, that researchers did not find in the results of this study. In addition, from the data collection process, researchers found emergent themes related to how teachers' perspectives on using picture books as learning media in online classes, namely the challenges and benefits of using picture storybooks in online classes which were not present in Kochiyama (2016) findings.

4.1.2 Develop Language Skills

In developing language skills, there were two sub-themes, namely vocabulary and reading.

4.1.2.1 Vocabulary

Both participants stated that the use of picture books as online learning media for young learners can help children better understand difficult or unfamiliar words. Then, when the teacher told stories, the children understood better, both of these things were conveyed by experienced teachers. In line with this, novice teachers stated that using picture books for their students can help answer difficult vocabulary, and better understand unknown vocabulary because pictures support it.

So, what is the style to teach vocab by storytelling this is interrelated to make them even more improved. We understand more like that. (Interview, S, Line 010, DLS&V)

Well, so in my opinion, the benefits are more like the first English vocabulary because, with the p, pictures, I understand what they want to answer from the difficult vocabulary. (Interview, A, Line 005, DLS&V)

Ok, for picture books for vocabulary, I think it is the most dominant aspect compared to other aspects. Because what is clear is that if they don't know, they can see from the picture and understand. (Interview, A, Line 018, DLS&V)

4.1.2.2 Reading

This finding for the reading aspect was to help construct children's reading comprehension, this is because the presence of images such as in comics can reconstruct the meaning contained in the book, and emphasize it again during the comprehension process, the first participant conveyed this. Then the second participant

stated that short conversations accompanied by pictures make children not too lazy to read, and the existence of short sentences with pictures makes children curious to try reading in books because in the pictures they can see colors, expressions, and shapes.

Usually picture books are used for reading to help build understanding, like we read comics that have pictures. Well, the picture is like we construct it, oh it means like this. Apart from writing, pictures help to illustrate like that. (Interview, S, Line 017, DLS&R)

There are benefits to using books for your reading skills because. Usually in the textbooks I use there will be a short conversation before starting the lesson. So not everything goes directly to vocab. Later there I will test the student's reading ability whether he reads fast or slow. (Interview, A, Line 027, DLS&R)

Maybe it's more in the form of a short conversation, but it has to be accompanied by a picture next to it, but like a normal conversation, it's like a dialog. There might be conversations with each other. Another one is just one paragraph of 6 sentences, usually like that, then ask them to try to identify, for example, what did we learn about today? (Interview. A. Line 32, DLS&R)

We can see the picture, the expression, the color, the shape. The second is reading because if you read it accompanied by pictures, mostly in my shorter version or in dialog form so students won't be lazy to read it. (Interview. A. Line 34, DLS&R)

4.1.3 Providing Motivating Interesting Media

In providing and motivating interest, the results of the interviews of the two participants obtained two sub-categories in the perspective of using picture books as online learning media for young learners, namely how relevant theme and relevant content are related to picture books.

4.1.3.1 Relevant Themes

This part of both participants stated that having criteria relevant to the theme is necessary for students. The first participant said that the themes that are often used are about family, color, and marine life. Then for the picture what do you want to convey and the conditions and situation of the students. The second participant said that the relevant theme must be adjusted to the student's character and according to the child's level.

Thus, I use level one, because it is easier, the most basic, but it is still adjusted to the situation and conditions of the child, sometimes even though level one there are vocabs, some are still unfamiliar to them, so it is adjusted.” (Interview, S, Line 003, PMIM&TR)

If there are more criteria, the important thing is not to have too many words or sentences. I sometimes make up my own words. Basically, since it's kindergarten age, it shouldn't be too much, because with lots of colorful pictures, it's interesting. (Interview, S, Line 006, PMIM&TR)

The pictures are interesting, but it depends on the students' interests, so there are colorful books. Well, they like Kris because the pictures are interesting to them. So, I think the pictures are important to attract their attention and then they start reading for fun. The pictures are cute and students often talk about them. (Interview, S, Line 006, PMIM&TR)

I use the theme and content in the text of the book is useful. There are picture books, but the subject matter is different, but according to the students' English level, like for example A1, so the content corresponds to the free one. If it's A1, then it can be used. (Interview, A, Line 015, PMIM&TR)

4.1.3.2 Relevant Content

In this aspect of relevant content, the first participant stated that children's imagination will develop with the visualization they see, with colorful and interesting pictures it is easier to convey the story so that they do not feel bored, besides that there are not many rich and five words to be a criterion for choosing the right book used for children. The second participant stated that cartoons are easy to understand because they are funny and colorful, then students are happier and more cheerful when learning, and the use of pictures with real context and authentic photos is a criterion for choosing picture books used for children.

In the experience of Aquila's children, they are kindergarten-age children, they like books with lots of pictures and lots of colors. Thus, the pictures are interesting. (Interview, S, Line 018, PMIM&RC)

For my criteria, I usually prefer cartoons, for children who are learning, because they are usually easier to understand. For cartoons that are cute, funny, and colorful. For young children, it should be colorful so that they don't only know the English meaning, because they can say colors and so on. (Interview, A, Line 008, PMIM&RC)

Increasing interest in learning and motivation to learn something, I think it's almost the same with my students, if you give them colored ones with pictures, they are happier.” (Interview, A, Line 012, PMIM&RC)

4.1.4 Emergent Themes

In this aspect, teachers gave their perspectives on the challenges and benefits of using online picture books in their private courses.

4.1.4.1 The Challenges Using Picture Books in Online Class

In this part, it is mentioned that both participants have challenges in using picture books in online classes, namely not maximizing the display of body gestures when storytelling, not being able to interact directly using body gestures, and less engagement with students.

Yes, because the screen at school is small, it is not optimal. So it cannot be maximized in displaying body gestures in storytelling. (Interview, S, Line 024, ET&C)

Then for the disadvantages it is less able to interact directly by using body gestures, and engagement with students is lacking. (Interview, S, Line 025, ET&C)

However, drawbacks include the limitation of direct interaction, which can reduce the effectiveness of learning. In addition, not all students have adequate access to devices and a stable internet connection. Picture books may not always be visible on screen. (Interview, A, Line 037, ET&C)

4.1.4.2 The Benefits of Using Picture Books in Online Class

This section explains how the benefits of using online picture books from both participants are that they can familiarize themselves and learn digital literature, and can be done anywhere. Then on the teacher and student side, it is more easy going and can zoom anywhere and students can learn anywhere without any rain or other constraints.

The advantages are that it can familiarize & learn digital literature, and can be done anywhere for teachers. Then for the disadvantages it is less able to interact directly by using body gestures, and engagement with students is lacking. (Interview, S, Line 025, ET&B)

The reason is that this class is designed as an online class, the advantages may be on my side and the students are more easygoing, you can zoom anywhere. Students can study anywhere without any rain or other constraints.”(Interview, A, Line 035, ET&B)

The advantages of picture books in the online classroom include increasing student engagement and understanding, simplifying complex concepts through visual, and stimulating imagination and creativity. Picture books support a variety of learning styles and help keep students' attention longer. (Interview, A, Line 037, ET&B)

4.2 Discussion

This section presents a discussion of the research findings. The findings show how the use of picture books develop language skills by improving vocabulary and attracting children's interest in reading. Then the impact of picture books as an interesting and motivating media related to relevant themes and relevant content with any content, content that is usually chosen, and the impact of content on children is divided into several themes. In addition, the researcher did not find the impact of developed language skills on children's grammar because the two teachers have not focused on grammar due to the level of children and the age of children around 5-6 years old which is not yet in the stage of learning structure and still focusing on children's motor skills and not even time to learn grammar. Thus, there are a total of 4 sub-themes from Kochiyama (2016), which are further grouped into the main themes, namely Increasing language skills and providing motivating and interesting media discussed in this discussion.

4.2.1 Develop Language Skills

In this discussion point, the researcher discusses two results, namely developing language skills in vocabulary and reading.

4.2.1.1 Vocabulary

Referring to the findings by Ristiyani et al., (2020) stated that researchers used pictures as one type of visual media to afford students' interest in English vocabulary. Students who use picture media find the learning process to be interesting and fun. According to Kochiyama (2016), children who read picture books can improve their language skills, particularly in reading, grammar, and vocabulary. In line with the results of this study, the participant with the initials or the first participant stated that using picture books when teaching can help in delivering storytelling so that students better understand it because the context of the picture helps them. Then the second participant with the initials A also stated that the use of picture books can help students answer difficult or unfamiliar vocabulary and can help to understand the vocabulary. Schoch (n.d.) claims that picture books use pictures to connect language and ideas, which makes it easier for readers to identify new words by using context clues.

Furthermore, picture books are one of the media that teachers use to communicate with students; Jalinus and Ambiyar (2016) argued that instructional media includes all tangible objects and pictures that are used to teach and communicate with students. Using picture books helps students learn in several ways. According to

studies by Ristyani et al., (2020), employing media images in the classroom can make students more interested in learning vocabulary in the English language.

4.2.1.2 Reading

According to Oktarina et al., (2020), picture books have been proven to improve reading skills and early childhood engagement, thus making the teaching and learning process more fun and interesting. From this, the first participant stated that using picture books for reading can help the construction of student understanding because there are pictures that construct the meaning like this story, and there is also writing that helps to describe and emphasize.

Then for aspect findings, Permatasari et al., (2018) found that picture books that have letters, words, and sentences with accompanying pictures are now used more in kindergartens for storytelling than as an early teaching tool for reading. The second part revealed that when using picture books for students accompanied by short conversations, students are active in reading because the sentences are short and accompanied by pictures. According to the results of research from Kochiyama (2016), reading picture books can help children become more proficient in language, especially in reading, grammar, and vocabulary. Then from Kochiyama's (2016), in using picture books there is one of the benefits of language skills, namely students' reading ability.

4.2.2 Providing Motivating and Interesting Media

The researcher discusses two findings in this discussion point: relevant themes and relevant content

4.2.2.1 Relevant Themes

Following Kochiyama's (2016) research findings, since well-chosen picture books offer students the opportunity to learn not only language skills but also some universal aspects of the human condition with which readers can make meaningful connections, they can be used as an alternative to traditional EFL textbooks in reading classes. Thus, the two participants stated that in choosing picture books for young learners according to the character and level of the students, this was conveyed by the participant with the initials A. Then the participant with the initials S stated that he chose books according to the theme in question, books that were appropriate to the situation, and the child's condition, usually about family, skin color, and marine life, and must be by what is being conveyed.

Followed by research from Ghosn (2002), which found that children may relate character values and attitudes toward their own lives through picture books whose stories portray universal themes, making learning meaningful. Children's literature, especially picture books, frequently has an instantaneous relevance and inspires the reader by discussing subjects and ideas that appeal to them while also taking into account their developmental needs. Then certain characteristics, such as intellectual development, attention span, sensory input, affective aspects, and real and meaningful language, must be taken into account when teaching young learners (Brown, 2001).

4.2.2.2 Relevant Content

According to the findings from Kochiyama (2016), which took inspiration from Sutardi (2011), state that in creating learning content that attracts students, the appearance should be considered such as the use of colorful images, simple and insightful stories, games that encourage dialogue and fun. Then in terms of comics themselves, they can affordances students' interest in learning as comics can entertain readers (Putra & Milenia, 2021). The following are the results of the first participant's research which states that relevant content in picture books can affordances children's imagination with the visuals they see. This is supported by the presence of interesting and colorful pictures as criteria for selecting books and not many words and sentences so it is easy to tell stories and children do not get bored. In line with the second insert, it was stated that when choosing book content, she usually chose cartoon films because they were easy to understand, in a real context or with authentic photos, and with cute and colorful pictures that made students happier and more cheerful. and interested.

Based on the result of research by Permatasari et al., (2018), the following requirements were needed to develop this media: (a) early reading materials that teach visual discrimination, perceptual motor skills, and early literacy through picture illustrations and tasks in picture book media with motoric activities; (b) kid-friendly layouts and picture illustrations; (c) interesting color selection; (d) concise sentences; and (f) kid-friendly picture book designs.

4.2.3 Emergent Themes

In this aspect, teachers shared their perspectives on the challenges and benefits of using online picture books in their private classes.

4.2.3.1 The Challenges Using Picture Books in Online Class

According to Yan & Wang (2022), teachers face challenges in dealing with student-related issues such as low engagement, boredom, and technology-related problems like unreliable internet connections. Additionally, online learning is a concern due to the lack of interaction between students and between students and teachers (Yuliansyah & Ayu, 2021). Dong & Li's research (2020) highlights the challenges of online learning, including the lack of social interaction among peers, students not treating online learning as formal, leading to a lack of focus, and reduced physical activity. Participants faced similar challenges when using online picture books, such as not being able to display body gestures effectively during storytelling, lack of direct interaction using body gestures, and limited student engagement.

4.2.3.2 The Benefits of Using Picture Books in Online Class

Smedley (2010) states that one advantage of online learning is that it fosters flexibility in both teaching and learning. The benefits of this online class were also felt by the first and second participants, such as being able to familiarize themselves with online learning that can be conducted anywhere and whenever needed.

The interaction between teachers and students is more flexible through online education, allowing students to learn from anywhere. This eliminates issues related to weather or other constraints. From the results of research conducted by Kim (2020), the early childhood educator's utilization of technology directly impacts the effectiveness of distance learning. In addition, the technology attitudes and skills of these educators also affect children's motivation and learning.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The research explores how both new and experienced teachers perceive the use of picture books as a learning tool for young students in online private courses. It also investigates effective strategies for utilizing them. The study is based on Kochiyama's (2016). The findings indicate that picture books can develop language skills, particularly by improve vocabulary and generating children's interest in reading. The research also examines the impact and criteria for selecting suitable themes for children, as well as how content selection can influence their learning. The research identifies two primary categories: First the development of language skills in specifically vocabulary and reading: Picture books aid in vocabulary improvement through storytelling, making it easier for children to understand difficult or unfamiliar words. When accompanied by brief conversations and illustrations, they also promote comprehension and engagement during reading. Second providing motivating content with relevant themes and appropriate material: Common themes include family, colors, and marine life, tailored to suit the child's circumstances, age, and personality. The selection of content encourages imaginative visualization through easily understandable cartoons, authentic photos, and vibrant colors, helping to maintain children's interest and keeping them engaged in the learning process.

Furthermore, for the emergent themes that the researcher found after collecting and organizing the data from the teachers' perspective, the use of online picture books presents some challenges such as not being able to fully display body gestures when telling stories, lack of direct interaction using body gestures, and reduced student interaction. On the other hand, in the benefits of using online picture books, both teachers and students can familiarize themselves and learn from digital literature, and learning can be done anywhere. Moreover, from the point of view of teachers and students, it is more flexible because learning can be accessed from anywhere.

5.2 Suggestion

Based on this study's findings, several suggestions are made to enhance further research on using picture books as an online learning medium for beginning foreign language learners. First, future research could explore how these benefits relate to teaching strategies to further utilize them. Second, data collection techniques can be improved to examine how online picture books are used, with observation supported by data documentation for further confirmation. Lastly, future researchers can add more participants so that more perspectives and data are obtained which will strengthen the research results. Then use case studies as a research technique for data reinforcement with the case experienced by participants so that they can obtain evidence and a lot of data.

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APPENDICES

Appendix 1

Table of Themes and Sub-themes

Themes	Sub-Themes	Abbreviated Themes	Frequency
Provide and Motivating Interesting Media	Relevant Themes	PMIM (RT)	7
	Relevant Content	PMIM (RC)	9
Develop Language Skills	Vocabulary	DLS (V)	4
	Reading	DLS (R)	5
Emergent Themes	Challenges	ET (C)	6
	Benefits	ET (B)	5
Total		6	25

Appendix 2

Table of Coding and its Meaning

CODING	MEANING
Interview, S, Line 003, PMIM&RT	The datum is taken from the interview with the initial participant S in line 3 About Providing Motivating and Interesting Media and Relevant Themes
Interview, S, Line 005, PMIM&RC	The datum is taken from the interview with the initial participant S in line 5 About Providing Motivating and Interesting Media and Relevant Content
Interview, S, Line 006, PMIM&RT&RC	The datum is taken from the interview with the initial participant S in line 6 About Providing Motivating and Interesting Media and Relevant Themes and Relevant Content
Interview, S, Line 007, PMIM&RC	The datum is taken from the interview with the initial participant S in line 7 About Providing Motivating and Interesting Media and Relevant Content
Interview, S, Line 010, DLS&V	The datum is taken from the interview with the initial participant S in line 10 About Affordances Language Skills and Vocabulary
Interview, S, Line 011, PMIM&RC	The datum is taken from the interview with the initial participant S in line 11 About Providing Motivating and Interesting Media and Relevant Content
Interview, S, Line 013, PMIM&RC	The datum is taken from the interview with the initial participant S in line 13 About Providing Motivating and Interesting Media and Relevant Content
Interview, S, Line 017, DLS&R	The datum is taken from the interview with the initial participant S in line 17 About Affordances Language Skills and Reading

Interview, S, Line 018, PMIM&RC&RT	The datum is taken from the interview with the initial participant S in line 18 About Providing Motivating and Interesting Media and Relevant Themes and Relevant Content
Interview, S, Line 024, ET&C	The datum is taken from the interview with the initial participant S in line 24 About Teacher's Perspective and Challenges.
Interview, S, Line 025, ET&C&B	The datum is taken from the interview with the initial participant S in line 25 About Teacher's Perspective and Challenges and Benefits.
<hr/>	
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CODING	MEANING
Interview, A, Line 005, DLS&V	The datum is taken from the interview with the initial participant A in line 5 About Affordances Language Skills and Vocabulary
Interview, A, Line 008, PMIM&RC	The datum is taken from the interview with the initial participant A in line 8 About Providing Motivating and Interesting Media and Relevant Content
Interview, A, Line 012, PMIM& RC	The datum is taken from the interview with the initial participant A in line 12 About Providing Motivating and Interesting Media and Relevant Content
Interview, A, Line 015, PMIM&RT	The datum is taken from the interview with the initial participant A in line 15 About Providing Motivating and Interesting Media and Relevant Themes
Interview, A, Line 018, DLS&V	The datum is taken from the interview with the initial participant A in line 18 About Affordances Language Skills and Vocabulary
Interview, A, Line 020, PMIM&RC	The datum is taken from the interview with the initial participant A in line 20 About Providing

Motivating and Interesting Media and Relevant Content

- Interview, A, Line 027, DLS&R The datum is taken from the interview with the initial participant A in line 27 About Affordances Language Skills and Reading
- Interview, A, Line 032, DLS&R The datum is taken from the interview with the initial participant A in line 32 About Affordances Language Skills and Reading
- Interview, A, Line 034, DLS&V&R The datum is taken from the interview with the initial participant A in line 34 About Affordances Language Skills Vocabulary and Reading
- Interview, A, Line 035, ET&B The datum is taken from the interview with the initial participant A in line 36 About Teacher's Perspective and Benefits.
- Interview, A, Line 036, ET&C The datum is taken from the interview with the initial participant A in line 36 About Teacher's Perspective and Challenges.
- Interview, A, Line 037, ET&C The datum is taken from the interview with the initial participant A in line 37 About Teacher's Perspective and Challenges.
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Appendix 3

Interview Transcript

COLOR CODE

No.	Categories	Abbreviated	Sub-categories	Frequency
1.	Provide and Motivating Interesting Media	PMIM	Relevant Theme (RT)	7
			Relevant Content (RC)	9
2.	Develop Language Skill	DLS	Vocabulary (V)	4
			Reading (R)	5
			Grammar (G)	0
3.	Emergent Themes	ET	Challenges	8
			Benefits	5

Transcript Interview

Participant 1

Participant : Miss S (experienced teachers)

School : Sayyida Maryam Al Keela Foundation

Hari : Sunday, 26th May, 2024

Durasi : 27.05

Code : R=Rui

S = Initial participant 1

I/E	Line	Transcript	Sub-Themes/themes
R		Assalamualaikum miss sari, baik miss izin ya mis untuk ngobrol sharing-sharing. Ok miss, dalam kelas miss sari menggunakan picture books nggak ya miss?	
S	001	Iya dipakai dalam kelas apalagi untuk young learners ya	
R		Baik miss kalau alasan miss sendiri menggunakan picture books ini apa miss?	
S	002	Karena satu ininya apa siswanya? Itu kan masih usia ini ya paud ya usia TK begitu nah mereka. Butuh banyak stimulan gitu agar imajinasinya itu	

lebih berkembang. Nah, salah satu medianya itu kan gambar tuh. Nah itu salah satu tujuannya itu sih poin utamanya itu gambar jadi. Selain ya biar mereka enggak bosan ya, tapi lebih dari itu ada. Inilah apa sih Namanya biar visualnya itu jalan imajinasinya jalan sehingga mereka lebih harapannya sih bisa lebih kritikal gitu ke depannya. Harapannya sih begitu.

R Kalau miss sendiri ada enggak sih? Misalnya buku yang digunakan itu biasanya buku yang seperti apa miss?

S 003 Kalau dulu waktu masih di jogja itu saya enggak ada spesifikasi khusus tapi ini ya. Nanti kalau pakai Jakarta karena online seperti apa. Begitu saya biasanya sesuaikan dengan pesannya. Jadi hari ini gitu pengen belajar apa. Nah, saya sesuaikan dengan dengan itu atau biasanya apa yang tersedia di perusahaan sekolah gitu juga. Jadi ya tergantung situasi dan kondisi terus apa ya. Bahkan kadang saya kalau ini pakai picture books butuh ini saya maka saya kan bahasa Inggris gitu. Tapi kadang juga andai kata oh topiknya nih lagi cocok apa ya family tapi tidak ada buku tentang family di perpustakaan sekolah adanya I mean tidak ada buku berbahasa Inggris tentang family di sekolah adanya bahasa Indonesia ya saya pakai dengan versi bahasa Indonesia, nanti saya translate sendiri kayak gitu

PMIM (RT)

itu. Untungnya offline kalau yang online karena di Jakarta kan pak ininya ini ya. Sekarang saya pakai zoom gitu ketemuan sama katanya pakai zoom itu biasanya saya pakai ntar saya share screen with. Literary klo kalau dulu awalnya sih saya pakai youtube awalnya cari cerita ke youtube gitu oh ini iya enggak saya kirim linknya aja kali ya awalnya kayaknya youtube kayak nyari nyari cerita di youtube gitu nanti terus nanti di pause pause kalau sekarang saya pakai liter rekrut literary quote yang saya share di. Nah itu saya pakai yang level satu level satu karena dia lebih mudah lah ya kalau level satu paling dasar tapi tetap juga disesuaikan dengan ini situasi kondisi anak anak gitu kadang level satu pun ada vocab-vocab ada hal hal yang mungkin masih asing buat mereka jadi disesuaikan gitu.

PMIM (RT)

R Ok berarti nanti ketika masih menggunakan picture books. Sebagai ini learning media dalam proses pembelajaran itu berarti bisa menggunakan dari youtube ya miss. Kemudian kalau sekarang yang literasi yang club itu ya miss berarti ya iya sekarang sih karena ini ya pak online sih pakainya liter literary club ini. Mungkin bisa diceritakan sedikit gitu, misalnya miss ketika menggunakan buku itu biasanya tahapannya gimana miss ketika menggunakan buku bergambar itu pas proses pembelajarannya miss?

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- S 004 Kadang sih kalau ada kayak nyanyinya itu kita mulai dari nyanyi dulu nyarinya di youtube gitu nyanyi atau kalau ada gerakannya atau ada untuk inilah warming up dulu pemanasan dulu dulu kan gitu kan waktunya juga tidak banyak, jadi sekitar 15 menit saja. Nah terus habis itu ini sih ya langsung ke ini langsung apa namanya langsung ke cerita diawali dengan tanya jawab dulu kayak gitu, jadi mengajak mereka untuk ikut interaksi. Contoh apa ya colorful bus ini? Ini apa ya? What is the colour terus? What is this? kayak gitu apa ya? Ada interaksi dulu dengan mereka, habis itu baru nanti ke isinya cerita diakhirinya juga mengajak mereka ada yang mau apa mau cerita atau ada yang pernah punya pengalaman yang sama. Contohnya kayak gitu gitu sih kurang lebih.
- R Ok miss kemudian tadi misalnya ada yang mention untuk motivasi belajar gitu ya miss biar enggak bosan gitu ya kalau sendiri itu kenapa memilih atau enggak kriteria yang digunakan miss sari untuk memilih buku bergambar dalam meningkatkan motivasi belajar gitu miss.
- S 005 Biar apa kalau anak anak satu ya biar enggak bosen PMIM (RC) begitu. Jadi ada visual yang mereka lihat terus biar imajinasinya itu lebih berkembang dengan adanya gambar. Jadi mereka bebas untuk mendeskripsikan
-

sesuai dengan apa ide mereka begitu terus juga kalau anak-anak kan tidak terpaku pada cerita itu gitu dari satu gambar itu nanti bisa banyak hal yang diceritakan sebenarnya contoh ini saya sambil buka yang apa bus cerita tentang bus. Nah di cerita tentang bus ini tidak hanya gambarnya tidak hanya bagus, tapi ada juga pohon gedung apa ya situ apa open spesies kayak gitu? Nah itu jadi banyak hal yang bisa kita juga ceritakan gitu. Meskipun itu tentang bus, tapi dari gambar itu tuh kita bisa apa lebih jauh lagi gitu untuk cerita hal-hal lain yang mungkin ini ya sesuai lah dengan mereka gitu.

R Ok, tapi kalau misalnya yang ini miss dari minat belajar gitu, misal ada kriteria buku tersendiri enggak miss.

S 006 Kalau kriterianya sih lebih ini yang penting jangan banyak kata apa ya kata ya sentence nya gitu tidak terlalu banyak. Kalaupun terlalu banyak akhirnya nanti. Ini sendiri lagi gitu retail dengan kata-kata kita sendiri tuh kalau andaikata enggak nemu buku yang sesuai. Tapi gambarnya nih sesuai nih dengan apa yang mau disampaikan gitu. Akhirnya sih pakai ini yang bikin kata-kata sendiri gitu. Pokoknya sih iya karena usia TK berarti harus yang enggak terlalu banyak. Kalimat gitu ya gambarnya yang

PMIM (RC)

PMIM (RT)

PMIM (RC)

dibanyakin gambarnya yang iya colorfull gitu yang menarik gitu. Lebih ke situ sih mbak ok.

R Kemudian kalau menurut miss sari sendiri mengapa kriteria tersebut penting bagi miss?

S 007 Iya satu sebagai alat bantu juga ya alat bantu memudahkan saya menyampaikan cerita gitu terus. Tapi balik lagi sih dengan banyaknya gambar di situ. Iya imajinasinya mereka lebih berkembang. Critical thinking nya juga lebih berkembang gitu terus mereka jadi enggak bosan gitu kalau. Usia anak anak kan begitu harus yang apa namanya ya rame lah kayak gitu. PMIM (RC) PMIM (RC)

R Ok miss dari hal tersebut, mungkin ini menurut miss sari ada kelebihan atau kekurangan penggunaan dari picture book untuk anak enggak miss?

S 008 Kalau menurut saya sih sudah bagus ya sudah, apalagi sekarang sudah beraneka ragam jenis media gitu kita. Tinggal milih mau pakai yang. Pakai buku gitu pakai paket jadi apa ada juga buku yang ada bonus ini ya paketnya gitu. Online pun juga sudah sudah banyak intinya apa sih namanya jenisnya juga seperti liter godleader record ini sudah disediakan cerita kita tinggal menyampaikan saja gitu, bahkan ada yang ada ininya audionya suaranya gitu tinggal klik. Bisa sekalian diputar

gitu bisa juga kalau di sini saya sih lupa ya literacy cloud ini bisa atau video. Nah ini video pak saya jarang pakai karena lebih oh harus begini tapi ada gitu dan macamnya juga banyak sih enggak ada selain literally club ada juga itu, tapi saya lupa nama websitenya, tapi ini salah satu yang menjadi andalan saya gitu karena bagus gambarnya bagus gitu ceritanya juga macam macam penulisnya juga dari berbagai negara gitu. Bahkan ada saya cerita penulis Indonesia di ini yang jadi apa ya? Jadi kontributor di website ini gitu jadi menarik.

R Ok berarti kalau dari kekurangannya sendiri ketika miss selama menggunakan itu belum ada ya miss.

S 009 Saat ini sih saya merasa terbantu ya jadi gitu malah lebih sebenarnya sih kalau masalah apa ya drow base nya ini saya belum tahu ya seberapa efektif ini lebih ke teknis bukan lebih ke bukan ke bukunya tapi lebih ke teknis penyampaian melalui zoom untuk anak anak itu. Seberapa efektifnya itu saya belum. Nah ini menggali tato neliti. Menarik juga sih. Kira kira sejauh mana kalau to face kan lebih kenapa lebih mudah face to face daripada zoom atau gimana ya itu salah satunya juga efeknya gitu ini saya belum pernah baca, belum menggali lagi literatur literatur efektivitas of apa ya online story telling the students itu saya belum menggali lebih

jauh seberapa ininya gitu, seberapa efektifnya gitu ok.

R Kalau misalnya kadang kan tadi kan ini miss mention untuk penggunaan tema yang sesuai gitu kan ya? Misalnya ketika mengajar itu seberapa berguna si miss atau efektif dalam menentukan tema konten yang tepat gitu, misal ketika proses pembelajaran.

S 010 Nah ini pentingnya itu untuk keefektifan belajar jadi anak anak itu kan juga ada mata pelajaran apa bahasa Inggris, English literasinya itu juga ada gitu. Nah ketika disambungkan sama pelajaran ini pelajaran story telling dengan picture begini itu jadi kayak apa ya? Recalling lagi gitu di apa ketika di kelas itu pelajaran biasa mereka belajar tentang colors. Nah dicerita itu juga bus busnya itu banyak colornya gitu. Jadi apa ya style untuk mengajarkan vocab dengan cara story telling gitu jadi ini sih saling berkait gitu untuk membuat mereka jadi lebih meningkat lagi. Lebih paham lagi kayak gitu kami.

DLS (V)

R Kemudian menurut miss sari sendiri, manfaat menggunakan picture books untuk kosa kata atau

vocabulary bahasa Inggris anak-anak itu seperti apa miss?

S 011 Kalau baca kan mereka masih belum ya lebih ya jadi lebih ke kita menyampaikan secara oral. Nah, dengan adanya gambar itu saya rasa ini deh anak-anak. Iya lebih tervisualisasi kan gitu lebih bisa apa ya? Teringatlah gitu daripada kita hanya ngomong saja jadi medianya tuh banyak gitu alat bantu untuk belajar mereka banyak gitu visual iya auditori iya gitu.

PMIM (RC)

R Ok kalau misalnya dari miss sendiri itu ada kriteria untuk pemilihan buku-buku yang memfasilitasi kosakata gitu enggak?

012 Biasanya saya ya ini karena penyampaian bahasanya ya atau gimana ya jadi kadang saya terjemahkan, kadang enggak gitu. Tergantung kalau saya rasa mereka sudah tahu kayak color kan. Pada umumnya udah pada hafal ya gitu nah sebut nih gambar balon gitu. Ok there are many balon? Yellow, purple gitu terus what is this gitu ini apa? What is this? Mereka bilang kuning oh iya this is yellow gitu. Jadi ya mix lah tergantung kalau full karena gini background dari anak-anaknya sendiri kan di rumah mereka tidak ini ya. Mostly itu tidak diajarkan bahasa Inggris gitu jadi. Iya apa hanya kasusnya hanya dari sekolah nih kita. Ini yang yang

harus menyiasati gitu tetap tetap biar mereka paham, tapi juga dengan cara yang. apa ya wes lah gitu nggak yang kaku.

R Ok kalau misalnya dari miss sendiri itu ada kriteria untuk pemilihan buku buku yang memfasilitasi kosakata gitu enggak?

S 013 Enggak sih bukunya ya? Saya sumbernya macam macam sih sesuaikan sama kebutuhan sesuaikan dengan kira kira temanya ini cocok enggak gitu, tapi rata rata. Ini apa? Tidak terlalu susah gitu menemukan buku yang memang cocok untuk ini disampaikan anak anak gak ada kriteria khusus yang kita nih enggak banyak kata gitu. Gambarnya yang menarik, colourful bagus bagus itu ya ini ya apa ya yang cocok buat anak anak gitu itu sih mbak

PMIM (RC)

R Berarti kayak konteksnya di gambar sama ini mereka kadang belum bisa yang jelasin itu gitu ya kadang

S 014 Ok mis kemudian kalau misalnya dari miss sendiri ini enggak bisa ada manfaat picture books untuk di spesifik tata bahasa atau grammar anak gitu enggak?

R Ok berarti kalau misalnya jadi grammar sendiri
belum menggunakan buku yang manfaat untuk tata
bahasa atau grammar anak itu belum ya

S 015 belum belum untuk usia mereka sih belum.

R Kalau misalnya ini secara general aja ya, soalnya
lagi ada ini nih ada pertanyaan yang mengarah ke
situ. Kalau misalnya menurut situ. Manfaat buku
bergambar dalam pembelajaran anak di grammar
itu seperti apa miss.

S 016 Ya ini ya apa saya rasa sih cocok untuk anak anak
usia SD, SD pun juga mungkin secara umum di
Indonesia ya secara umum di Indonesia kan bahasa
inggrisnya ya seperti yang kita ketahui lah ya bagus
gitu. Nah itu SD nya itu saya rasa untuk grammar
bisa diajarkan yang kelas 4 5 6 ke atas lah itu itu
cocok satu nah untuk gambar. Penting juga sih usia
mereka usia sd itu juga ya konsep gitu dan saya
ingin jadi ini flashback ketika saya masih bahkan
waktu itu. Seingat saya SMP gitu ada kamus. Kalau
sekarang sih udah udah udah umum ya kalau zaman
dulu tuh kamus yang sampulnya itu gambarnya
mickey mouse minnie mouse itu kalau pernah baru
pernah lihat anak anak itu kan kamusnya lucu itu
ada gambar gambarnya. Nah itu sangat menarik
sekali gitu dan di situ ya itu sih kamu vocab ya, tapi
maksudnya adalah nah dari gambar itu tuh **menarik**

anak anak seusia saya ketika itu gitu untuk tertarik gitu jadi senang belajarnya jadi ingin tahu itu apa cari kamus gitu karena gambarnya menarik warna warni kayak gitu macam macam gitu. Nah saya rasa sih sama halnya juga dengan grammar gitu sama juga gitu kalau untuk usia anak anak ya kita perlu. Perlu itu sih apalagi. Bukan apa lagi sih ya saya pernah ini karena lihat di youtube, kalau enggak salah ya sekolah di Jepang gitu ya sekolah di negara negara maju lah itu tuh mereka untuk usia anak anak. Kertas soalnya ketika ujian itu banyak gambarnya gitu jadi. Saya rasa ini sih apa? Ya itu menjadi salah satu apa ya? Alat untuk membuat anak anak itu minat untuk belajarnya lebih tinggi kayak gitu selain hal positif lainnya gitu. Penting sih mbak i think optimis,

R Ok miss kemudian kalau misalnya manfaat picture books untuk kemampuan membaca anak itu seperti apa miss.

S 017 Nah ini harus harus ini ya harus ada penelitian juga sih saya coba membayangkan dulu. Biasanya sih kalau picture book untuk membaca untuk raeding untuk membantu konstruksi Pemahaman ya kayak kita baca komik lah kayak gitu kan ada gambarnya tuh. Nah gambar itu kan kayak kita mengkonstruksi oh. Maksudnya seperti ini kayak gitu oh maksudnya ceritanya begini gitu. Selain ada

DLS (R)

DLS (R)

tulisannya juga bantu untuk. Menggambarkan gitu.
Ok sebagai sebagai apa ya **empasasing untuk menekankan kembali gitu sih saya rasa begitu.**

R Kalau misalnya dari kriteria pengguna pemilihan buku untuk meningkatkan atau apa ya miss membaca siswa itu seperti apa miss. pemilihan buku yang kayak khusus untuk meningkatkan minat baca gitu.

S 018 Kalau pengalaman anak anak aqila sih mereka ya **PMIM (RC)**
kan anak usia TK mereka senang dengan buku yang ya pasti banya banyak **gambaranya banyak warna warni gambaranya kayak gitu. Gambaranya menarik mbak** tapi bahkan ini sih tergantung interest nya juga gitu ada buku dia warna warni, tapi itu bukunya tuh tentang alam, tentang laut gitu sebenarnya itu bukan buat anak anak tapi ada di perpustakaan dan taruh di situ. Nah itu juga mereka mereka krus juga gitu karena gambaranya menarik **PMIM (RT)**
buat mereka. Jadi kalau menurut saya sih gambar itu penting ya. Menarik perhatian ok **menarik perhatian dulu terus kayak mereka iseng iseng baca gitu. Jadi mereka lihat gambar gambaranya gitu. Gambaranya lucu terus sering kita dibuka buka tentang. Waktu itu sih tentang ini hidupan di laut gitu**

-
- R Ok ok mis kemudian ini miss dari ketika tadi kan kita ini yang membahas tentang kayak picture books untuk di grammar terus vocabulary sama reading skill gitu. Nah dari ketiga itu menurut miss sari yang lebih memperoleh manfaat atau lebih dari penggunaan picture book untuk anak itu yang mana miss?
- S 019 Anak anak sih masih lebih ke vocab karena di situ banyak benda banyak kata gitu. Terus juga message nya apa biasanya cerita kan ada message nya nah itu lumayan bisa mengena gitu untuk anak anak kalau apa namanya. Kita menyampaikan sesuatu lewat cerita biasanya mereka lebih intresting.
- R Mengapa yang vocabulary itu menurut miss sari lebih bermanfaat atau lebih menarik buat anak gitu miss.
- S 020 Iya, karena untuk usianya untuk belajar grammar secara ini apa namanya secara. Apa namanya lupa ya cara usianya ya didaktis itu belum ya? Belum usianya belum belajar belajar grammar ya kalau untuk anak anak secara teori itu belum gitu, tapi lebih ke ya udah kebiasaan aja gitu dan tentunya mereka belum sepenuhnya ya miss dan readingnya belum ya intinya, dirinya juga belum sepenuhnya gitu ya kalau mereka iya masih belum bisa baca,
-

masih belum bisa baca dan kebetulan di sekolah di aqila saya memang tidak buat membuat kurikulum mereka bisa membaca di usia TK ini usia atau usia main main enggak boleh? Enggak boleh ya ini belum saatnya mereka diajari baca baca gitu ya ya meskipun ada bekal tetapi bukan keharusan gitu. Jadi belum jadi masih bokap sama aja sih. Baca belum? atau mungkin ya dari situ dari vocab itu kan pernah sih retail gitu, mereka retail story itu juga pernah pake bahasa Indonesia sih. Kalau retail story mereka milih buku sendiri.

R Kalau misalnya sendiri kayak selama mengajar ini ada buku terfavorit gitu enggak sih yang kayak yang sering banget bisa digunakan gitu miss.

S 021 Apa ya nggak ganti-ganti sih ya karena. Ok, mas enggak ada yang spesifik. Mungkin ini sih ya. Tidak hanya saya pakai ini di luar apa picture books, tapi enggak hanya di sekolah, ya di di apa komunitas itu. Yang terkenal tuh ini udah hampir kata The Hungry Katifiller itu kan seru ya udah segalanya sudah sedia ada banyak jadi apa? Di Google filler ada lagunya ada bukunya ada apa activity nya gitu? Itu sih saya salah satu favorit anda filler.

R Mengapa miss menggunakan picture books di kelas online?

-
- S 022 Karena saya posisi tidak di Jogja sehingga agar bisa tetap memantau perkembangan siswa, saya melakukannya secara online
- R Bagaimana miss biasanya menggunakan picture books di kelas online miss?
- S 023 Saya biasanya pakai zoom mba terus nanti share screen begitu.
- R Apakah ada tantangan saat menggunakan picture books di kelas online anda?
- S 024 Ya, karena layar di sekolah kecil sehingga agak kurang maksimal. Sehingga tidak bisa maksimal dalam menampilkan body gesture dalam mendongeng.
- R Apa pendapat miss tentang kelebihan dan kekurangan penggunaan picture books di kelas online?
- S 025 Kalau kelebihanannya itu bisa membiasakan & belajar digital literature, bisa dilakukan dimana saja untuk pengajar. Kemudian untuk kekurangannya itu kurang dapat berinteraksi secara langsung dengan menggunakan body gesture, dan engagement dengan siswanya juga kurang.
-

R Seberapa bermanfaat atau efektifkah tema dan konten yang ada dalam picture books di kelas online untuk pembelajaran bahasa Inggris miss?

S 026 Saya rasa cukup efektif dan bermanfaat karena cerita anak pasti mengandung pesan positif untuk perkembangan karakter anak.

R Baik miss mungkin itu dulu dari rui terimakasih banyak ya miss untuk sharing-sharingnya.

S 027 Ok mba sama-sama.

Transcript Interview

Participant 2

Transcript Wawancara

Participant : A (novice teachers)

School : Joytalk

Date : Monday, 27th of May, 2024

Duration : 23.16

Codes : R = Rui

: A = Initial participant 2

I/E	Line	Transcript	Sub-Themes/themes
R		Hallo amel, ok kita ngobrol santai aja ya. Kamu udah ngajar berapa lama mel yang aktif ini?	
A	001	Halo kak ok sebenarnya kalau ngajar aku tuh mulainya udah satu tahun lebih. Jika kurang lebih kalau yang selama private ya gimana sebelumnya aku punya pengalaman ngajar dari jaman aku selalu lulus itu ngajar di TK ngajar di SMK sekitar setahun setengah di total honorer dulu.	
R		Ok berarti ini online ya yang satu tahun ini ya?	
A	002	Kalau satu tahun ini ada online ada offline	
R		Ok kalau yang online ini kamu ngajar anak TK fokusnya atau gimana mel?	

-
- A 003 Iya kak ada young learners nya untuk online ini.
- R Terus untuk kelas ini kamu pakai picture books nggak mel waktu mengajar?
- A 004 Iya kebetulan dari lembaganya sendiri tuh ngasih kita buku atau e-modal yang kebetulan itu modulnya udah banyak gambar gambarnya sih kak karena emang muridnya kan young learner ya jadi emang mungkin itu jadi salah satu daya tarik siswa sih biar dia tau mau belajar beda tarik dengan gambarnya gitu.
- R Ok terus amel sediri ada enggak alasan tersendiri kenapa gunain picture book di dalam kelas amel?
- A 005 Sebenarnya kalau dari aku sendiri. Alasannya pakai picture books itu lebih ke siswanya itu lebih paham gitu loh kak. Kadang ada beberapa kosa kata yang mereka tuh enggak ngerti kayak misalnya aku punya kelas public speaking nih muridnya ternyata inggrisnya masih sangat law nah kadang ada beberapa kata yang aku ucapin dia enggak ngerti. Jadi aku biasanya udah sediain dia picture picture gitu atau kadang aku udah ada nih di apa namanya di modulnya. Jadi biar sebenarnya aku sambil tunjakin skin boleh ngasih kak. OK contohnya kayak gini kak nah contohnya kayak gini kak biar ada gambaran ya kak. Nah misalnya kayak gini di lesson 5 tuh kita belajar tentang ini nih ada freezing mereka kan ini kan enggak ada enggak tau artinya ya yang merah ini tadi aku bahas di kelas, jadi misalnya ini enggak ada nih, nah nanti aku tanya coba freez artinya apa gitu tapi full English ya karena ini kelas public speaking terus dia enggak tahu aku bilang coba lihat di wajahnya ekspresi apa sih? Nah itu jadi menurut aku tuh benefitnya lebih kayak ke pertama itu Inggris vocabulary ya kak karena dengan adanya gambar ngerti mereka mau jawab apa dari kosa kata yang sulit gitu.
- DLS (V)
-

R		Ok terus amal sendiri dari hal itu gimana sih mel amel gunain picture books ini selama proses pembelajaran amel mungkin bisa diceritain gitu mel.	
A	006	Ok cara gunainnya sebenarnya let it flow aja ya kak. Kayak di awal udah opening pada umumnya, terus kita coba tanya dulu kemarin masih enggak materinya apa, terus akhirnya kita masuk ke pelajaran. Mungkin yang pertama aku bakal tanya dulu kayak setiap lesson kan ada judulnya jadi judul ini maknanya apa gitu kalau dia belum tahu nanti aku bantu pakai gambar weather itu yang udah ada di texts books nya atau aku cari gambar lain gitu sih kak. Mostly kayak gitu kegiatannya karena kebetulan bukunya ini kan udah banyak banget gambarnya. Jadi bukunya udah cukup membantu untuk aku. Jadi pada enggak perlu nyiapin lagi. Tapi kalau emang tiba tiba muridnya enggak tahu nih udah dikasih gambaran ada di modul dia tetap nggak tahu. Aku biasanya tambahin lagi pakai mungkin kayak aku jadi Google enggak gambar yang maknanya ini merepresentasikan ya kak jadinya bisnis. Maksudnya kayak gitu kak.	
R		Ok berarti apa gitu kalau misalnya di zoom gitu sama screen gitu ya berarti ya.	
A	007	Iya ka kalau aku sendiri itu.	
R		Ok terus amel sendiri ada nggak kriteria ketika amel menggunakan atau memilih picture books dalam meningkatkan motivasi siswa dalam belajar?	
A	008	Kalau kriteria sendiri biasanya aku lebih kayak ke kartun kartun ya untuk yang anak anak yang learner ini karena biasanya lebih mudah dipahami, mereka lebih paham atau kadang aku juga ada di modulnya ini yang pakai kayak real kayak dia tuh real kak real konteks gitu ya dia otentik fotonya kadang ada cuma kalau aku sih untuk murid young learner kayak siswa yang umurnya 4 tahun itu lebih ke. Yang kartun kartun yang lucu, lucu yang berwarna kriterianya kayak gitu kalau untuk anak anak kecil harusnya berwarna biar mereka juga enggak cuma	PMIM (RC) PMIM (RC)

		sekedar tahu ini bahasa inggrisnya apa, karena mereka juga bisa sebutin color dan sebagainya gitu sih kak.	
R		Ok, berarti itu kriteria yang digunakan untuk ini ya, meningkatkan motivasi belajar ya	
A	009	Pakai itu karena kalau misalnya kadang gambarnya ini enggak berwarna terus siswanya jadi kayak ke mungkin enggak ada gambaran gitu loh. Kayak enggak tahu miss kita jadi kalau misalnya ada gambar biasanya siswanya lebih tertarik kayak langsung senyum senyum. Oh tahu miss oh ini tahu gitu.	
R		Oo ok mel berarti nanti amel modelnya kayak repetition gitu	
A	010	Kalau repetition ketika muridnya itu salah ngejawab ya kak. Tapi kalau misalnya enggak salah jawab ya aku enggak ada repetition misalnya habis nebak ini misalnya ini bebek. Terus aku tanya what the color of the duck? Terus baru bilang oh yellow bilang gitu terus aku jawab ok good job aku kasih reward gitu.	
R		Ok berarti kayak mostly kayak discussion question and answer gitu ya berarti ya kalau amel	
A	011	Iya kak bener.	
R		ok terus kalau amat sendiri ada bedanya enggak sih tadi kan seperti motivasi. Nah kalau misalnya untuk meningkatkan minat belajar siswa gitu ama ada kriteria untuk memilih buku enggak?	
A	012	Sebenarnya maksudnya hampir sama ya kak. Untuk yang kriteria untuk. Meningkatkan minat belajar dengan yang motivasi belajar sesuatu menurut aku sih hampir sama ya karena murid aku itu casenya siswanya kalau dikasih yang berwarna yang bergambar dia lebih ceria, dia lebih senang gitu masih sama kak	PMIM (RC)

R Ok terus ini mau selama awal menggunakan picture book ini amel ada ini enggak bisa diceritain, mungkin kelebihan dan kekurangan dari penggunaan pictures untuk anak gitu mel.

A 013 Kalau dari aku sendiri sih, kelebihanannya itu yang pertama, jelas siswanya lebih senang ya kak karena ada gambar gambarnya, ada gambar kartun segala macam mereka senang mereka happy kalau belajar cuma minusnya, kadang gambarnya juga kurang bisa dipahami masih semuanya gitu jadi kayak misalnya tadi aku di materi yang tadi itu ada yang kata kata boiling itu kan very hot ya udah enggak ini tired ini ya, kata dia. Oh bukan itu bukan gue bilang gitu kadang tuh masih ada gambar yang kurang dipahami gitu kak.

R Berarti kayak konteksnya di gambar sama ini mereka kadang belum bisa yang jelasin itu gitu ya kadang

A 014 Iya kak betul.

R Kalau menurut amel sendiri kayak seberapa berguna sih mel atau keefektifan tema dan konten dalam buku bergambar gitu mel.

A 015 Ok kalau ditanya seberapa berguna atau efektif sih sudah pasti efektif ya kalau untuk aku apalagi kalau tiap tema dan kontennya tiap lesson itu beda beda cuma perlu digaris bawahhi walaupun kayak tema dan kontennya ini kan tiap hari kan ganti ya kak, tapi itu harus sesuai dengan karakternya siswa sih. Jadi kalau ditanya berguna itu pasti berguna karena tema dan konten yang ada di teks buku ini aku pakai ada picture books ini staples kan beda beda tapi dia itu sudah sesuai dengan level Englishnya

PMIM (RT)

siswa kayak misalnya pre A1 ya kontennya sesuai dengan free a one. Kalau yang A1 satu gitu kak

R ok berarti amel sendiri kayak udah netapin ini maksudnya sesuai dengan level dan pemilihan tema atau konten dalam buku pas ngajar gitu mel?

A 016 Kebetulan kalau untuk itu emang dari pihak perusahaannya sih kak oh ini ada trial rasanya ada trial class nanti speaking itu trik kelasnya 6 bukan itu, tuturnya kan misalnya murid akun real question sama akun seperti speaking, nanti aku yang nilai. Oh, apakah di tretes ini dia bisa langsung ikut di lesson di step one atau mereka harus matrikulation dulu gitu. Tapi untuk yang selain kelas public speaking itu nanti yang menilai adalah dari pihak lembaganya sendiri. Jadi nanti ketika diserahkan oleh tutor tutor oleh lipstick itu kita udah dapat oh adik ini kelas ini terus Minggu berapa kali levelnya ini gitu kak

R Mungkin sekalian ditentukan nanti kayak temanya apa gitu gitu udah ada ya berarti ya.

A 017 Udah ada kak kalau itu udah ada.

R Ok kalau misalnya ini tadi kan amel sempet mention ini ya kayak manfaat penggunaan itu ada di kosa kata vocabulary anak gitu ya. Nah mungkin bisa dijelasin nggak mau kayak pendapat amel tentang manfaat menggunakan picture books untuk kosa kata bahasa Inggris anak gitu.

A 018 Ok kalau untuk sebenarnya picture books untuk kosakata tuh menurut aku emang itu yang paling dominan ya kak dibanding aspek aspek yang lain. Karena yang jelas misalnya mereka enggak tahu itu mereka bisa lihat dari gambarnya dan mereka jadi paham. Cuma itu tadi ada minusnya tetap, tapi tetap ini sih kak paling dominan itu

DLS (V)

hasilnya apa impact nya dari picture books itu ya kosa kata menurut aku karena bisa dilihat dari gambarnya ekspresinya atau mungkin begitu.

R Iya itu siswa paham juga gitu ok dan mungkin siswa lebih tertarik gitu ya mel ya. Kalau gambar gambar gitu. Ok kalau dari a sendiri boleh diceritain enggak mel ketika amel menggunakan picture book untuk mengenalkan kosa kata atau menambah kosa kata itu bagaimana menggunakannya?

A 019 Ok kalau untuk itu biasanya aku bakal share screen dulu sampai ku bilang kata apakah di gambar ini ada 9 kosakata nih mana yang paling familiar? Aku tanya dulu sebelum aku nanya dia udah tau belum artinya? Misalnya dia bilang yang paling aku tahu yang delicious miss ok dilicious tuh artinya apa kotanya dulu kak terus hours kalau yang lainnya gimana sudah tahu belum belum ok kalau belum coba kita simak satu satu bakal aku bahas perkosa kataku baska. Karena beda gambarnya gampang kayak ok misalnya ferius, coba kita lihat ekspresinya di buku ini seperti apa orangnya sebelah kita. Aku tanya gitu pasti.

R Ok berarti amel ini ya kayak dari awal meeting pun udah mention kita akan belajar berapa kosakata gitu terus kosakata dikenalin dan dibahas gitu ya sama konteks bukunya. Kalau untuk buku mel pas amel menggunakan apa ya picture books. Untuk memfasilitasi penguasaan kosakata gitu amel ada kriteria enggak?

A 020 Untuk yang kosakata kak. Kalau kosakata lebih semua kriteria itu aku balik lagi ke yang pertama tadi ya kak tetap kayak yang bergambar berwarna menarik. Kalau untuk yang anak anak lebih ke kartun kartun itu. Terus PMIM (RC)

kayak intinya yang cukup interesting deh untuk siswa kayak. Misalnya kita bahas tentang misalnya tentang family. Nah itu nanti dia ada pohonnya jadi kayak dari yang tua ke orang tua ke kita keponakan ke sepupu terus nanti bawaannya tetap ada real konteksnya kadang kayak gitu sih kak.

R Kalau misalnya ini mel manfaat menggunakan picture book dari segi tata bahasa atau grammar gitu amel ada enggak?

A 021 Ok kalau ini sebenarnya cukup fifty fifty. Kalau menurut aku karena ada beberapa siswa yang bahasa Inggrisnya tuh udah fluent mereka kalau dikasih gambar dia bisa menyusun kata. Tapi kalau untuk siswa yang bahasa Inggrisnya masih low itu sulit, jadi mereka cuma bisa nebak pakai satu kata saja. Tapi kalau untuk merangkai satu kalimat itu kadang belum bisa.

R Berarti tuh jarang ya pas sama gunaan itu ya mel ya.

A 022 Jarang kayaknya 50% siswa aku yang bisa ngerangkai karena dia emang udah punya versi English yang bagus ya. Jadi mereka kalau dikasih gambar bisa explain with English dengan correct grammar. Tapi kalau untuk yang masih low itu belum bisa.

R Ok kalau misalnya ini mau boleh diceritain enggak pas pengalaman amel gitu yang mungkin. Harusnya udah hight gitu, pas bisa ngerangkai apa tata bahasa gitu kan? Nah itu gimana memperkenalkan atau fasilitasi? Students amel itu untuk mengenalkan itu mel tata bahasa itu gitu

A 023 Ok kalau untuk grammar ini fokusnya digrammar ya. Ok kalau misalnya untuk siswa siswa yang sudah cukup mahir, biasanya kan bakal pakai gambar, tapi nanti aku bakal lebih. Apa ya kak soal yang diberikan itu beda, misalnya kayak setelah pelajaran tentang adjektif ini nanti di akhirnya di akhir lesson ini aku bakal aku bakal

suruh mereka untuk. Misalnya, imagine your dream room karena materinya itu tentang hero, tentang white slide baby gitu gitu. Aku minta mereka untuk cerita lebih ke bikin short story gitu loh. Cuma langsung di depan aku. Kadang aku fasilitasnya seperti itu karena. Aku yang pertama udah kukasih kosakata sudah aku bahas. Tapi nanti di akhir lesson bakal aku kasih gambar seperti ini sebentar. Nah gambarnya seperti ini nanti nah tapi nanti soalnya itu imagine your dream room jadi sudah ada gambarnya. Jadi kadang kalau misalnya siswanya bingung aku kasih jawaban versi aku dulu, jadi biar siswa itu ada contohnya, jadi aku harus modeling dulu kak.

R Ok kita. Berarti nanti siswanya juga langsung English gitu ya ketika mereka explain gitu.

A 024 Harus-harus English gitu.

R Kalau dari amel waktu menggunakan picture books untuk grammar anak ada kriteria pemilihan bukunya nggak mel?

A 025 Kalau dari aku sendiri ada kriteria enggak untuk memilih buku yang khusus apa ya digunakan anak ketika amel fokus ke grammar anak atau tetap bahasa anak aku sebenarnya belum ngerti belum dapat kriteria seperti apa ya kak. Karena mostly siswa yang berhasil menerapkan pakai picture box ini dia ini kan emang udah punya basic English entah itu sekolahnya dia internasional atau dia itu sesuai yang level inggrisnya udah tinggi. Jadi kalau untuk yang. Cara milih atau kriteria pictbox atau textbook yang untuk grammar tuh aku belum ini sih kak belum nemu jawabannya karena emang itu kadang balik lagi ke siswanya sendiri gitu

R Ok berarti kalau misalnya bisa dibilang amel ketika fokus ke situ bisa menggunakan buku yang ada cuma ambil improve lagi gitu ya amel ya kan enggak ada kriteria khusus gitu loh.

A 026 Betul kadang emang bukunya sudah disediakan, cuma mungkin kegiatannya ya kak yang aku kebanyakan untuk speaking speaking speaking gitu.

R Kalau misalnya menurut amel ada nggak sih manfaat menggunakan picture book untuk kemampuan membaca siswa gitu?

A 027 Ada manfaatnya ada ya kak untuk pakai buku untuk kemampuan membaca itu karena. Biasanya di text book yang aku pakai ini nanti ada short conversation dulu sebelum mulai pelajaran. Jadi enggak semuanya langsung di vocab. Ada yang nanti di lesson. Sekian kita latihan baca dulu nanti di situ tuh nanti ada kemampuan baca siswa nya aku uji entah itu pokoknya sudah betul panasnya atau belum atau mungkin cara dia bacanya cepat atau lambat seperti itu karena nanti kalau speaking itu tetap ada gambar orang orangnya dipinggirnya kak gitu.

DLS (R)

R Berarti siswa yang amel pegang ini mereka udah bisa baca ya mel.

A 028 Di usia mereka yang levelnya a satu itu masih sudah pada bisa. Tapi kalau untuk yang pree satu itu belum bisa karena mereka masih fokusnya di leta.

R Kalau yang A1 itu sekitar kelas berapa mel?

A 029 Kalau A1 itu sekitar sudah kelas 3 SD itu udah mulai A1.

R Ok berarti itu ya kalau misalnya yang digunakan reading itu untuk satu, kalau pree A satu emang belum ya fokusnya ke reading gitu ya.

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- A 030 Kalau a satu di modulnya pun hanya isinya gambar gambar sama.
- R Terus kalau dari kriteria amel sendiri untuk menggunakan picture book ini sebagai media atau untuk memfasilitasi keterampilan reading skill gitu untuk siswa gimana?
- A 031 kalau A1 di modulnya pun hanya isinya gambar gambar sama.
- R Terus kalau dari kriteria amel sendiri untuk menggunakan picture book ini sebagai media atau untuk memfasilitasi keterampilan reading skill gitu untuk siswa gimana?
- A 032 Mungkin lebih kaya ke short conversation, tapi harus disertai oleh gambar gambar juga di sebelahnya kayak tetap kayak percakapan pada umumnya bentuknya dialog atau mungkin. itu aja sih kayaknya kak kalau untuk yang reading ya lebih itu apa gitu ya berarti ya fokusnya ada 2 kak. Mungkin ada conversation sama satu lagi. Satu lagi tuh kayak cuma paragraf yang terdiri dari 6 kalimat lah itu biasanya kayak gitu kak, nanti minta mereka untuk kak coba diidentifikasi misalnya hari ini kita belajar tentang gitu. Nanti dari paragraf ini aku suruh dia baca dulu, nanti aku cek dulu action nya, terus setelah itu aku suruh mereka lingkari kan kalo di zoom ada fitur ini kan nggak ditulis aku kadang suruh dia untuk dilingkari yang mana verb artinya apa gitu? DLS (R)
- R Berarti kan siswa enjoy ketika mereka dihadapi dengan reading dengan konteks atau pemilihan amel yang benar itu mereka masih mau baca gitu masih terus untuk reading gitu gitu ya.
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- A 033 Betul kak.
- R Ok nah ini terakhir dari ketiga keterampilan yang kita bahas tadi kan kita fokusnya kan ke vocabulary, grammar, reading skill. Dari ketiga keterampilan itu menurut amel manfaat lebih baik atau lebih banyak dari penggunaan picture books untuk pembelajaran bahasa Inggris di kelas amel atau siswa amel tuh yang mana amel?
- A 034 Kalau aku kasih urutan aja ya kak. Yang pertama itu impactnya paling gede itu vocabularry, karena kalau misalnya mereka enggak bisa deh bisa ngeliat gambarnya, ekspresinya warnanya bentuknya terus. Yang kedua itu di reading karena kalau reading yang disertai gambar gambar itu kan kebanyakan kalau di versi aku tuh kan lebih pendek pendek atau bentuknya dialog jadi sesuatu enggak males bacanya dan kalau untuk grammar itu aku taruh nomor 3 paling terakhir karena. Based on my students itu mostly dia itu ok speakingnya apakah ok di speaking versi gambar yang betulnya ya kak? Betul digrammarnya asal emang mereka udah punya basic English yang bagus tapi untungnya masih low itu kadang masih salah salah gitu.
- DLS (V)
- DLS (R)
- R Kalau alasan amel ngunain zoom atau online sama kelebihan kelas online menggunakan picture books gimana mell?
- A 035 alasanya emg kelas ini di design sebagai kelas online ka, kelebihanannya mungkin di sisi aku dan murid itu lebih easy going yaa ka, bisa zoom dimana saja. Murid bisa belajar dimana saja tanpa ada kendala hujan atau sebagainya
- R Apakah ada tantangan saat menggunakan picture books di kelas online mel?
-

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- A 036 Sebenarnya kalau untuk belajar pake zoom ini, kadang kendala ada di zoom nya ka, dan kekurangannya itu kalo siswanya masi kecil-kecil itu suka bosan kaya 1 sesi cuma 40 menit aja ada yang udah bosen gitu kak. Tapi sejauh ini tidak ada tantangan justru sangat membantu saya kak.
- R Kalau kelebihan dan kekurangan picture books di online class amel ini gimana?
- A 037 Kelebihan picture books di kelas online meliputi peningkatan keterlibatan dan pemahaman siswa, penyederhanaan konsep kompleks melalui visual, dan merangsang imajinasi serta kreativitas. Picture books juga mendukung berbagai gaya belajar dan membantu menjaga perhatian siswa lebih lama. Namun, kekurangannya meliputi keterbatasan interaksi langsung, yang bisa mengurangi efektivitas pembelajaran. Selain itu, tidak semua siswa memiliki akses yang memadai ke perangkat dan koneksi internet yang stabil. Picture books juga mungkin tidak selalu terlihat dilayar.
- R Ok mungkin itu dulu dari aku makasih banyak untuk sharing-sharingnya ya mel
- A 038 Ok kak sama-sama
- R Ok berarti bisa disimpulkan dari ketiga itu vocabuly yang menurut ane yang kayak aman ngerasain banget manfaatnya gitu.
-
-