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IMPROVING SIXTH GRADE STUDENTS' LANGUAGE LITERACY BY UTILIZING DIGITAL MULTILINGUAL THEMATIC DICTIONARY

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ABSTRACT

This recent study examines the impact of the Digital Multilingual Thematic Dictionary in improving students' literacy skills; ability to read and write which built from vocabulary. The findings of this research are expected to show a significant impact after the application of digital multilingual thematic dictionaries in improving students' literacy skills. Kurt Lewin's Classroom Action Research (CAR) consist of planning, acting, observing, and reflecting was employed in this study. The subject of this study was sixth-grade students of SD N 3 Banjar Jawa in the first semester of 2023/2024, which involved one class with a total of 30 students. The instrument used in this current research were literacy skill tests which include pre-test and post-test questions. The results of this study were analyzed with quantitative descriptive using descriptive statistical analysis. The descriptive statistics analysis was carried out with the aim of knowing the mean, median, mode, and dispersion which includes range, standard deviation and variance. The result of this study was based on the improvement in each student score from pre-test, post-test 1 and post-test 2. The research finding showed that the use of the Digital Multilingual Thematic Dictionary significantly improves language literacy skills of sixth-grade students. Thus, it can be concluded that Digital Multilingual Thematic Dictionary can improve students' language literacy skills.

Keywords: literacy, young learners, digital multilingual thematic dictionary

INTRODUCTION

The use of English language has a very rapid development and has a great influence in the world. English has been claimed as an international language used by six hundred to six hundred fifty million citizens of other countries in the world (Amandjonovna, 2022). In Indonesia, English has been taught to students from

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elementary schools. In learning English in elementary schools, there are four basic skills taught to students, namely, reading, writing, listening and speaking (Mulyana et al., 2024). In line with these basic skills, literacy is an important foundation that must be mastered. Literacy in the field of education is an ability beyond reading and writing which includes intellectual, cultural and electronic literacy skills (Paneton, 2015; Wulandari et al., 2021). Having high literacy skills can increase learning motivation, academic success, future career, and self-esteem (Carroll et al., 2019; Salim et al., 2018; Suniyasih et al., 2020). For language learners, literacy is essential since literacy indicates that a person can create, understand, and communicate whether the information is in spoken, written, or even digital (Wulandari et al., 2021). Reading and vocabulary are the most important literacy skills to master. Without good reading skills, a person's literacy ability will be poor (Ratminingsih et al, 2021). Additionally, vocabulary is crucial for language development since it serves as a foundation for understanding information, communicating ideas and meaning, and mastering other language skills (Alamri & Hakami, 2022). Therefore, literacy is very important to teach as early as possible.

Unfortunately, according to Sumaryanti (2018), there is a low perception of literacy among Indonesians, particularly among younger students. Moreover, Indonesia is rated 71st out of 79 nations according to the results of the 2018 PISA (The Program for International Students Assessment) test (Yani et al., 2021). It is evident that Indonesian students have relatively low literacy levels, and a movement is required to change this. The Minister of Education and Culture Regulation Number 23 in 2015 regulates a solution in the form of The School Literacy Movement (GLS), where students are expected to begin reading non-lesson books fifteen minutes before the start of the learning process, and they are invited to share what they have read after the learning process has begun (Parmawati et al., 2022a). By holding this movement, it is hope that it can improve the literacy skills of Indonesian students.

In teaching language literacy skills in elementary schools, a learning media that can help students is needed. One of the media that plays an important role in improving students' language literacy skills is the dictionary. The use of dictionaries can help students in learning because dictionaries provide sources of words, meanings, and pronunciations, besides that, dictionaries can also help students improve vocabulary mastery (Barham, 2017; Suniyasih et al., 2020; Taj Abbasi et al., 2019). Dictionaries are also very useful because it can help students find meaning, find translations, synonyms, and paraphrase (Nematollahi et al., 2017; Suniyasih et al., 2020; Tsai, 2019). In the 21st century which is considered the era of globalization, the use of technology continues to increase so that the use of digital media in various aspects continues to expand. Santosa (2022) state that in the language teaching context, technology also develops very rapidly to suit to needs of the instructional process. Thus technology must be utilized properly so that it can produce great benefits in the field of education. Multilingual dictionary is a dictionary that provides a list of words and their meanings in more than two

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languages (Baskin & Mumcu, 2018; Suniyasih et al., 2020; Yurtbağı, 2017). According to Biesaga (2017) a thematic dictionary is a dictionary consisting of simple words adapted to a particular theme and sometimes followed by graphics or illustrations. According to Parmawati et al. (2022) digital multilingual thematic dictionary is a digital dictionary that contains three languages, namely English, Indonesian, and Balinese which of course makes it very easy and helps students in learning. Elementary school children sometimes experience problems understanding language, and the dictionaries that are often used in Bali are usually bilingual dictionaries (English-Indonesian and Indonesian-English). So the use of multilingual media which contains three languages is very important because it can facilitate and assist students in learning.

The use of an appropriate learning media is very needed in order to improve student language literacy skills. Previously, there were several studies related to the use of digital dictionaries. Ratminingsih and Budasi (2020) found that the digital media was more effective than the printed media used in teaching with dialogic reading strategy. Further research conducted by Ratminingsih et al. (2021) showed that multilingual, printed and digital dictionary were very helpful for students in practicing literacy skills. The dictionary used by researcher is a multilingual thematic dictionary (English, Indonesia, and Balinese). The dictionary is equipped with colorful pictures so that it attracts the attention of young learners. Suniyasih et al. (2020) found that students needed an English dictionary to help them learn and multilingual thematic picture dictionaries were dictionaries categorized as 'excellent'. Parmawati et al. (2022) found that multilingual thematic digital dictionaries are categorized as interesting media to help improve students' literacy skills. Amirian & Heshmatifar (2013) found that students who were taught using electronic dictionaries were superior to students who were taught using paper dictionaries. Santoso & Andriyadi (2019) found that teaching vocabulary using the My Dictionary Application significantly increased the students' vocabulary.

As mentioned above, the use of dictionaries is very helpful as the guidance to improve students' vocabulary and literacy skills. Apart from those things, how effectively digital dictionaries can improve student's literacy skills still needs further research (Helmie et al., 2023). Digital multilingual thematic dictionary is a learning tool that can help students understand vocabulary in foreign languages. This research objectives were to examine the use of the Digital Multilingual Thematic Dictionary whether or not it can improve the literacy skills of sixth grade students at SDN 3 Banjar Jawa. By this current research, the findings are expected to show a significant impact after the application of digital multilingual thematic dictionaries in improving sixth grade students' literacy skills. The literacy meant in this study is students' ability to read and write which built from vocabulary. Therefore, the purpose of this classroom action research is to provide readers, educators, and other practitioners in the field of education with information and understanding regarding the benefits of digital multilingual thematic dictionaries for the literacy development of young learners (Helmie, 2019).

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METHOD

This study uses Classroom Action Research (CAR) as the research design. According to Syah (2016) Classroom Action Research is research where teachers will study and reflect on any problems, conundrums, and concepts they want to understand better in the classroom. The Classroom Action Research (CAR) design used in this study is Kurt Lewin's design. According to Ulviana (2011), the concept of Kurt Lewins action research design contains of four elements; planning, acting, observing, and reflecting. In line with that, according to Kemmis & Mc Taggart (2014) classroom action research consist of plan, act, observe, and reflect. According to Puspitaningsih (2023) the plan includes a planned action plan to address the issue. The act contains a description of the implementation of planned action including action process. The process of observing how the learning implementation is carried out and the effects that arise from it are included in the observe. In the reflection stage, the data gathered in the previous stage is analyzed and evaluated. Planning, acting, observing, and reflecting are the steps in each cycles of this clasroom action research.
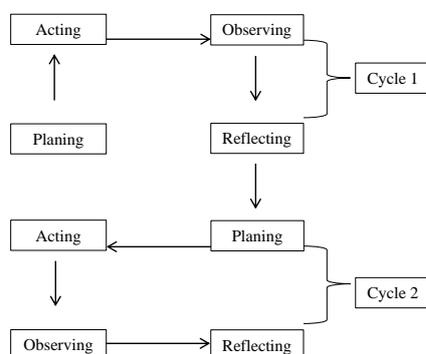

Figure 1. Action Research Design

The subjects of this study were sixth-grade students of SD N 3 Banjar Jawa in the first semester of 2023/2024, which involved one class with a total of 30 students. Purposive sampling was the method of sampling that was employed. Purposive sampling, according to Sugiyono (2016), is a sampling technique that takes specific factors into consideration. The considerations why the researcher chose SDN 3 Banjar Jawa are; (1) Students at SDN 3 Banjar Jawa already learn English since first grade. (2) Students at SDN 3 Banjar Jawa have experienced in using printed dictionary. (3) There are computers laboratory room in this school to support student in online learning. (4) Students are allowed to carry smartphones when learning required the use of digital media. Base on that, the subject of this study is sixth-grade students of SD N 3 Banjar Jawa.

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The instrument used in this current research were language literacy skill tests which included pre-test and post-test questions. The instruments had been through the validity testing. The validity test used was content validity test, that used to prove that the pre-test and post-test questions that have been made were in accordance with the material, learning objectives, and students' abilities. The researcher used an expert judgment technique to test the validity of the research instruments. Experts involved were two lecturers at the Faculty of Language and Arts, Ganesha University of Education, who are experts in the field of content analysis. The two experts tested the content of the pre-test and post-test using the Gregory Cross Tabulation formula.

The results of this research collected from pre-test and post-test were analyzed with descriptive statistical analysis. In general, descriptive statistical analysis mainly present the dispersion and the calculation of the central tendency of the obtained data (Trochim W, 2020). All numerical data in the pre-test and post-test were described and summarized descriptively. Descriptive statistical refers to central tendency of the data in which it is used to analyze the data in order to find the mean, median, mode, and dispersion which includes range, standard deviation and variance. The descriptive statistical were analyzed by using SPSS version 26.

RESULT AND DISCUSSION

Result

Before the acting phase of Classroom Action Research, the students were assigned to answer a pre-test (literacy test). The literacy test consisted of 10 multiple-choice questions, 5 questions about rearranging irregular words into correct sentences, and 5 questions about translating sentences into English / Indonesian. The results of the pre-test showed that there were 6 students who passes the Minimum Mastery Criteria of 70, while 25 students did not pass the Minimum Mastery Criteria of 70. The data that has been collected then analysed with descriptive statistic which was analysed by using SPSS version 26.

Table 1. Descriptive Statistical Analysis for the Pre-Test

Statistic		
No	**Valid**	**30**
	Missing	**0**
Mean		55.3333
Media		55.0000
Mode		55.00[a]
Std. Deviation		16.02441
Variance		256.782
Range		65.00

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Minimum	25.00
Maximum	90.00
a. Multiple modes exist. The smallest value is shown	

Table 1 shows the result of the descriptive statistical analysis of the pre-test scores. The table also represent the measurement of central tendency and dispersion measurement of the pre-test data obtained by the researcher. The mean score of the pre-test was 55.3333. The median score of the pre-test was 55.0000. The mode of the pre-test score was 55.00. The standard deviation of the pre-test score was 16.02441. The variance of the pre-test score was 256.782. And the range of the pre-test score was 65.00.

To get the class percentages that passes the Minimum Mastery Criteria of 70, the formula uses as follows:

$$P = \frac{Number\ of\ student\ who\ pass\ the\ KKM}{Number\ of\ students} \, x \, 100\%$$

$$P = \frac{6}{30} x \, 100\%$$

$$P = 20\%$$

Then, to get the class percentage that not passes the Minimum Mastery Criteria of 70, the formula uses as follows:

$$P = \frac{Number\ of\ student\ who\ did\ not\ pass\ the\ KKM}{Number\ of\ students} \, x \, 100\%$$

$$P = \frac{24}{30} x \, 100\%$$

$$P = 80\%$$

From the result of the pre-test, it was obtained that 6 of 30 students or 20%, pass the minimum mastery criteria (KKM) at SDN 3 Banjar Jawa, which is 70. On the other hand, 24 of 30 students or 80%, did not meet the minimum mastery criteria. This research revealed that twenty-four students' literacy achievement was still below the minimum mastery criteria of 70.

Cycle 1

Here, the researcher aims to present the results of the research, based on the four steps of classroom action research in cycle one. Based on the issues students were having with students' literacy achievement, the researcher developed a plan

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of action. In this case the researcher used media of Digital Multilingual Thematic Dictionary in the teaching and learning process to organize the select materials and activities into a lesson plan. In planning phase, the researcher prepares the lesson plan for the first and second sessions and also prepare the instrument of the literacy test. The main material that thought in first and second session of the first cycle was Transportation.

The first cycle consisted of three meetings, and the researchers take action based on the lesson plan that have been made, there are three activities in the learning process. Those are; opening activity, core activity, and closing activity. In the core activity the researcher take action based on the project-based learning model with the following steps: (1) stimulation, (2) problem identification, (3) data collection, (4) data processing, (5) verification, and (6) drawing conclusions. After implementing the Digital Multilingual thematic Dictionary in learning activities, researchers conducted post-test 1. The result showed that 25 students have passes the Minimum Mastery Criteria pf 70, while there are still 5 students who did not pass the Minimum Mastery Criteria of 70. The data that has been collected then analysed with descriptive statistic which was analysed by using SPSS version 26.

Table 2. Descriptive Statistical Analysis for the Post-Test 1

Statistic		
No	**Valid**	**30**
	Missing	**0**
Mean		83.3333
Media		90.0000
Mode		95.00
Std. Deviation		16.12095
Variance		259.885
Range		65.00
Minimum		35.00
Maximum		100.00

Table 2 shows the result of the descriptive statistical analysis of the post-test 1 scores. The table also represent the measurement of central tendency and dispersion measurement of the post-test 1 data obtained by the researcher. The mean score of the post-test 1 was 82.3333. The median score of the post-test 1 was 90.0000. The mode of the post-test 1 score was 95.00. The standard deviation of the post-test 1 score was 16.12095. The variance of the post-test 1 score was 259.885. The range of the post-test 1 score was 65.00.

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To get the class percentages that passes the Minimum Mastery Criteria of 70, the formula uses as follows:

$$P = \frac{Number\ of\ student\ who\ pass\ the\ KKM}{Number\ of\ students} x\ 100\%$$

$$P = \frac{25}{30} x\ 100\%$$

$$P = 83\%$$

Then, to get the class percentage that not passes the Minimum Mastery Criteria of 70, the formula uses as follows:

$$P = \frac{Number\ of\ student\ who\ did\ not\ pass\ the\ KKM}{Number\ of\ students} x\ 100\%$$

$$P = \frac{5}{30} x\ 100\%$$

$$P = 17\%$$

From the result of the pre-test, it was obtained that 25 of 30 students or 83%, pass the minimum mastery criteria (KKM) at SDN 3 Banjar Jawa, which is 70. On the other hand, 5 of 30 students or 17%, did not meet the minimum mastery criteria. This research revealed that five students' literacy achievement was still below the minimum mastery criteria of 70.

Researchers found several findings during learning activities and post-test carried out in cycle 1, those are; (1) When the pair work took place, the students were less disciplined in doing the task in the class activity. (2) Students have not been accustomed to concluding the learning activities conducted. They still have difficulty in making systematic conclusions as expected. (3). Their average post-test scores have reached the Minimum Mastery Criteria, but the distribution of their scores is very far, which is 16.12095. (4) There are still 5 of 30 students or 17% of students who get low scores and below the Minimum Mastery Criteria of 70. Based on that, the corrective actions taken in the second cycle are as follows: (1) The researcher added more exercises about translating sentences and rearranging words into correct sentences. (2) Students who participate with a lack of discipline will get a reprimand from the researcher. In addition, researchers will convey more detailed rules related to activities in the classroom. (3) The researcher will direct students to make conclusions by asking questions that direct students to make conclusions as expected. In addition, researchers also provide affirmation related to the conclusions given by students so that misconceptions do not occur.

The students score increased from pre-test to post-test 1, however, five students' scores were still below the Minimum Mastery Criteria of 70. So, cycle 2

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of the research was intended based on the analysis of the data from post-test 1 and finding of reflection on the current constraint.

Cycle 2

After carrying out cycle 1 for 3 meetings, it was found that students' literacy skills have improved, but there are still some things that must be improved and there are some students whose scores have not reached the KKM score. In addition, the distribution of students' grades is also very far away. Thus, the planning for cycle 2 was carried out. Based on the results of reflection in cycle 1, the researcher developed a plan of action. In this case, the researcher used media of Digital Multilingual Thematic Dictionary in the teaching and learning process to organize the select materials and activities into a lesson plan. In addition, researchers also added "Exercise" practice activities aimed at training students' literacy skills. The main material that thought in first and second session of the second cycle was Public Places.

The second cycle also consisted of three meetings and the researchers take action based on the lesson plan, there are three activities in the learning process. Those are; opening activity, core activity, and closing activity. After implementing the Digital Multilingual Thematic Dictionary in learning activities, researchers conducted post-test 1. The result showed that 30 students have passes the Minimum Mastery Criteria of 70, while there are no students who did not pass the Minimum Mastery Criteria of 70. The data that has been collected then analysed with descriptive statistic which was analysed by using SPSS version 26.

Table 3. Descriptive Statistical Analysis for the Post-Test 2

Statistic		
No	**Valid**	**30**
	Missing	**0**
Mean		92.5000
Media		95.0000
Mode		95.00
Std. Deviation		7.74040
Variance		59.914
Range		30.00
Minimum		70.00
Maximum		100.00

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Table 3 shows the result of the descriptive statistical analysis of the post-test 2 scores. The table also represent the measurement of central tendency and dispersion measurement of the pre-test data obtained by the researcher. The mean score of the post-test 2 was 92.5000. The median score of the post-test 2 was 95.0000. The mode of the post-test 2 score was 95.00. The standard deviation of the post-test 2 score was 7.74040. The variance of the post-test 2 score was 59.914. The range of the post-test 2 score was 30.00.

To get the class percentages that passes the Minimum Mastery Criteria of 70, the formula uses as follows:

$$P = \frac{Number\ of\ student\ who\ pass\ the\ KKM}{Number\ of\ students} x\ 100\%$$

$$P = \frac{30}{30} x\ 100\%$$

$$P = 100\%$$

Then, to get the class percentage that not passes the Minimum Mastery Criteria of 70, the formula uses as follows:

$$P = \frac{Number\ of\ student\ who\ did\ not\ pass\ the\ KKM}{Number\ of\ students} x\ 100\%$$

$$P = \frac{0}{30} x\ 100\%$$

$$P = 0\%$$

From the result of the pre-test, it was obtained that 30 of 30 students or 100%, pass the minimum mastery criteria (KKM) at SDN 3 Banjar Jawa, which is 70. On the other hand, there were no students that did not meet the minimum mastery criteria. This research revealed that thirty students' literacy achievement was above the minimum mastery criteria of 70.

The result of post-test 2 indicated that 100% of students' scores were above the Minimum Mastery Criteria of 70. This study was successful because the students score was higher from cycle to cycle and passed the Minimum Mastery Criteria of 70, this is in line with Arifah (2023) that state the classroom action research is successful or complete if 70% of students get a Minimum Mastery Criteria. So, the researcher, considered the students language literacy skills was improved by using Digital Multilingual Thematic Dictionary. Besides that, the deficiencies and obstacle in the first cycle had been resolved. Due to this, the teacher and researcher decided to end the Classroom Action Research. It could be assumed that implementing Digital Multilingual Thematic Dictionary to improve students' language literacy skills was suitable to used.

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DISCUSSION

The research findings for sixth-grade students at SDN 3 Banjar Jawa executed throughout two cycles, implementing Digital Multilingual Thematic Dictionary has improved students' language literacy skills. This study was successful because the students score was higher from cycle to cycle and passed the Minimum Mastery Criteria of 70, this is in line with Handoko (2011), that states the classroom action research is success if there are 75% of the students who pass the Minimum Mastey Criteria. This is also supported by Arifah (2023), that conveys the classroom action research is successful or complete if 70% of students get a Minimum Mastery Criteria.

The current study's outcome aligned with several previous studies. Electronic dictionaries, according to Zheng & Wang (2016), have several advantages over paper dictionaries, it's faster and allow for more effective use of the limited class time. Students' vocabulary knowledge can be enhanced by using an electronic dictionary (Yanti, 2017). Furthermore, Santoso & Andriyadi (2019), found that teaching vocabulary through the use of the My Dictionary Application greatly increased students' vocabulary. According to Ambarwati and Mandasari (2020), students' pronunciation and vocabulary are influenced by the online Cambridge dictionary in terms of both mastery of pronunciation and vocabulary enrichment. Increasing vocabulary and simplifying the learning process were two advantages of utilizing a dictionary (Akramah et al., 2020).

The current research was also relevant with the previous studies that mention that multilingual thematic picture dictionaries are categorized as 'excellent' media that can be used as media to support students in developing their literacy skills (Suniyasih et al., 2020). The digital dictionary's ease of use, simplicity, mobility, and adaptability made it a useful tool for vocabulary teaching and learning. Besides that, according to Lamido et al. (2021), finding the meaning of new vocabulary is the primary purpose of digital dictionaries when it comes to writing, spelling, pronunciation, and punctuation. This is in line with Ratminingsih et al. (2021) that state digital dictionary was very helpful for students in practicing literacy skills, especially in term of vocabulary understanding. Furthermore, the multilingual thematic digital dictionaries were categorized as interesting media to help students' literacy skills. In addition, according to Sarmila et al. (2023) the use of electronic dictionary is effective in learning vocabulary. It's possible to draw the conclusion that the digital multilingual thematic dictionary's success in this classroom action research was mainly due to the fact that digital dictionary has many features and its reputation as an engaging and excellent resource for enhancing students' literacy skills.

The findings of this current study also align with the relevant theory. Examining whether or not sixth grade students' literacy skills can be improved by

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using the Digital Multilingual Thematic Dictionary was the novelty component of this study. Since sixth-grade elementary school students were the research subject, it was confirmed that the study was relevant to both thematic learning and the Teaching English to Young Learners theory. Young learners are defined by Ratminingsih & Budasi (2018), as those who are 3 to 12 years old. Furthermore, according to Bakhsh (2016), students in the age range of 5 to 12 are regarded as young learners. It may be concluded that sixth-grade students are within the category of young learners, which is defined as children between the ages of 3 and 12. The thematic learning strategy must be applied while teaching English to young students. Thematic learning, according to Handini et al. (2022), is a model of learning created based on specific themes derived by combining a concept into multiple materials with the goal of giving students experience. The goal of using thematic learning is to provide students the chance to become more engaged and active participants in their education, gain knowledge in ways that suit them best, and to satisfy their natural curiosity. The teaching scenarios prepared for two cycles in this classroom action research were adjusted to thematic learning. In term of the dictionary used, the Digital Multilingual Thematic Dictionary was in line with the theory of digital learning media, digital dictionary, and thematic learning. According to Zamzani (2022), digital learning is defined as learning that actively uses technology. For this reason, digital learning is frequently referred to as learning media, since learning media is a tool that supports the process of giving information to students. So, digital learning media is a tool that provide facilities for teacher to teach by utilizing technology to achieve learning goals and to improve the quality of learning. Digital dictionary is a part of digital learning media. According to Ratminingsih et al. (2021) the use of digital dictionaries can be utilized effectively in classroom activities and allows students to study anywhere, both inside and outside the classroom. The three languages included in the Digital Multilingual Thematic Dictionary are English, Indonesian, and Balinese. This dictionary adapted to the elementary school curriculum and is organized thematically. This dictionary includes three languages' worth of pictures, example sentences, and audio pronunciations.

Since the study's success criteria were achieved and the results were consistent with the relevant theories, it is possible to draw the conclusion that the sixth-grade students' language literacy skills were significantly improved by the Digital Multilingual Thematic Dictionary. The Digital Multilingual Thematic Dictionary was shown to be very effective in assisting students learn languages, and it might be used to enhance the reading skills of sixth-grade students. In this instance, the student's proficiency with reading vocabulary and pronouncing words correctly, writing vocabulary and sentences with proper spelling, and comprehending the meaning of words associated with the concepts being taught are all considered literacy abilities.

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CONCLUSION

In conclusion, the use of the Digital Multilingual Thematic Dictionary significantly improved the reading skills of sixth grade students, it was deemed appropriate for use in learning a foreign language. The results demonstrated that the Digital Multilingual Thematic Dictionary enhances students' language literacy skill, as seen by the fact that students' mean scores improved from the pre-test to the first post-test and then again in the second post-test. Furthermore, post-test 2 results indicate that 30 out of 30 children, or 100%, pass the Minimum Mastery Criteria. The use of the Digital Multilingual Thematic Dictionary has thereby affected and has the potential to enhance the language literacy skills of sixth-grade students.

Suggestions

Based on the finding and result of this current research, the researcher gives several suggestions. The suggestion given are; (1) The findings and results obtained in this research showed that students literacy skill was improved after the implementation of Digital Multilingual Thematic Dictionary in the teaching and learning process. Therefore, it is suggested to teachers to use Digital Multilingual Thematic Dictionary in language learning, especially for teaching young learners. (2) The implementation of Digital Multilingual Thematic Dictionary was proven to be effective enough in improving students' language literacy. Based on that, it is suggested to students to use the Digital Multilingual Thematic Dictionary in learning language literacy. (3) For other researcher, it is suggested to carry out similar research on the use of Digital Multilingual Thematic Dictionary in its application to other subject or to other English skills. Therefore, the finding and result obtained in the further research can provide substantial empirical review towards media for teaching English for young learners.

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