

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language is a tool of communication and interaction to convey thoughts, ideas, concepts or feelings. The most popular language in the world is English. English as international language that is spoken by most people around the world. The need for English speaking mastery has increased due to the status of English as a global language which is recognized in every country (Crystal, 2003, p. 3).

English has a function as the main gate to get a better job since it is used as the working language in international organizations and multinational companies (Nazara, 2010, p. 10). The need for getting a better job and globally participation become main reasons for non-native speakers to learn and master English. In Indonesia, mostly children learn English at elementary school. English is taught as a foreign language.

The aims and objectives of the English language learning program in elementary schools are: (1) developing basic communication skills in English, (2) encouraging fun and motivation, (3) promoting learning about other cultures, (4) developing skills cognitive children, (5) develop children's metalinguistic awareness, and encourage learning knowledge for learning (Pinter, 2006, p. 38). When referring to the opinion above, learning English in principle trains students in developing various skills that exist in themselves, both communication skills, knowing various cultures, and

encouraging children to be curious about new things. Teaching English as a foreign language is becoming more difficult to teach, especially for young learners. If the teacher wants to success teaching in the class, they have to know the condition and the needs of the students.

It is also implied in the Al-Qur'an surah An-Najm verses 39-41:

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى • وَأَنَّ سَعْيَهُ سَوْفَ يُرَى • ثُمَّ يُجْزَاهُ الْجَزَاءَ الْأَوْفَى

From the implied meaning of the above verse, it can be broadly explained that human must always develop themselves to be creative in order to have more abilities in certain matters, just as a teachers must be able to develop themselves to be able to do better in learning.

To make the students interested in learning English, teachers can use ICT in teaching and learning process. ICT stands for Information and Communication Technology. In this key term, the ICT is described as a variety of technical resources and tools for communicating and producing, disseminating, retaining and managing information. Using ICT, the classroom will be more flexible and more communicative. We can find many ways to motivate students to learn English with technology from the internet, song, YouTube, and other media.

In this case, Information and Communication Technology (ICT) plays an important role in supporting teachers to teach and learn English. Many scholars, educators and teachers believe that ICT has a positive effect on teaching and learning English. Although, teachers have a positive view about the use of ICT, they must have obstacles during the process of

adopting these technologies into their teaching and learning. Because of that the researcher thinks that the problem of this study is very important.

This study is related to previous study in the use of ICT. Many researchers have conducted the ICT topic. The difference between previous study with this research is this research analyzes the teacher's view toward the use of ICT to teach English for young learners. This study takes ICT as the object of the research. It is because ICT is one of the most important thing in teaching and learning process especially in pandemic situation. English Teachers in elementary school are the subject of this research. This study is conducted in SDIT Ukhuwah Banjarmasin. The researcher chooses SDIT Ukhuwah Banjarmasin because the school has English subject. SDIT Ukhuwah Banjarmasin has been accredited A (Excellent) by the BAN-S/M Banjarmasin. Researcher also founds that the English teacher in SDIT Ukhuwah Banjarmasin uses various of ICT tools to teach students. However, the researcher believes that the teacher has so many issues and challenges in using ICT to teach English for young learners. The issues and challenges related to using ICT to teach English for young learners can be solved if a teacher realizes the importance of the using of ICT plays significant roles in the language classroom. Also, if the teacher knows that the teacher has lack of ICT competence, lack of ICT facilities, oversized classes, heavy teaching load, lack of technical support, and lack of support from relevant authorities. This study is conducted out in order to identify some teacher's view toward the use of ICT for teaching English for young

learners in SDIT Ukhuwah Banjarmasin. By identifying these views of the teacher, may the concrete steps can be taken to overcome these issues and challenges in using ICT to teach English for young learners.

This study focused on the understanding teacher's view toward the use of ICT for teaching English for young learners. The study examined elementary school teachers in SDIT Ukhuwah Banjarmasin. Data collected from interview, narrative frame and documentation. Therefore, the researcher conducted a study entitled "AN ANALYSIS ON TEACHERS' VIEW TOWARD THE USE OF ICT FOR TEACHING ENGLISH FOR YOUNG LEARNERS".

## **B. Research Question**

The research questions of the research are:

1. What kinds of ICT that teachers use for teaching English for young learners in SDIT Ukhuwah Banjarmasin?
2. What are the teachers' views toward the use of ICT for teaching English for young learners in SDIT Ukhuwah Banjarmasin?
3. What are the suggestions given by the teachers to overcome these issues and challenges in using ICT to teach English for Young Learners?

## **C. Objective of Study**

Based on the research questions above, the objective of this study are:

1. To find the kinds of ICT that teachers use for teaching English for young learners in SDIT Ukhuwah Banjarmasin.

2. To find the teachers' view toward the use of ICT for teaching English for young learners in SDIT Ukhuwah Banjarmasin.
3. To find the teacher's suggestions to overcome the issues and challenges in using ICT to teach English for young learners.

#### **D. Significance of Study**

1. Theoretical
  - a. This research about kinds of ICT and the teachers' view in using ICT to teach English for young learners. This study hopefully give useful information to the teacher about teacher's view in using ICT in the young learners' classroom.
  - b. The result of this research can be used to help and evaluate teachers who teach English for young learners in their teaching practice of English with ICT and to improve their skill in teaching, so it can prompt students to learn English.
  - c. The result of this research can be used as reference for other researchers who want to conduct a research about the using of ICT.
2. Practical
  - a. For the university, the result of this research can be a reference for college students especially English Education Department.
  - b. For teachers who teach English for young learners, the result of this research is very useful as a reference for teachers in using ICT for teaching and learning process.

- c. For the next researcher, the result of this research has aim to give more understanding with the topic.

#### **E. Definition of Key Terms**

In order to avoid misconception, several terms related to the research are clarified as follow

1. View is the beliefs or opinions that you have about it (HarperCollins, 2015, p. 1456). This research focuses on positive and negative view of the English teacher in using ICT for teaching English for young learners.
2. ICT stands for Information and Communication Technology. ICT refers to telecommunications technologies that provide access to information.
3. TEYL stands for Teaching English for Young Learners. TEYL is a way of introducing young students with English as foreign language.
4. Young learners are those children who are studying from the first grade (five or six years old) to the sixth grade (eleven or twelve years old) of elementary or primary school (Phillip, 2001, p. 5). This research focuses on young learners at the third grade (eight or nine years old) until the sixth grade (eleven to twelve years old) of elementary or primary school.
5. ELT stands for English Language Teaching. It means to the activity of teaching English for people do not speak English as their first language.