

CHAPTER IV

FINDINGS AND DISCUSSION

After conducting the research, the researcher wrote the findings and discussions in this chapter. The discussion of the findings has significant meaning for all the research activity. The aims of the discussion is answering the statement of the problem and interpreting the findings based on the related theoretical review.

A. Findings

The data analyzed in this finding is taken from the interview and narrative frame with teacher 1 (T1) and teacher 2 (T2). The researcher used interview, narrative frame and documentation to know about teachers' view and experience with ICT. There are thirteen questions that researcher asked to the two participants and the narrative frame that participants filled it. There are three research questions that have to be answered in this research. The first is about kinds of ICT that teachers use for teaching English for young learners in SDIT Ukhuwah Banjarmasin. The second is about the teachers' view toward the use of ICT for teaching English for young learners in SDIT Ukhuwah Banjarmasin. The third is about the suggestions given by the teachers to overcome these issues and challenges in using ICT to teach English for young learners.

1. Kinds of ICT that teachers use in for teaching English for Young Learners

Teachers used variety of ICT tools to communicate, create, transmit, store, and manage information. Teacher must familiar with kinds of ICT that should they use in the class. In teaching young learners, teachers used various kinds of ICT, that can increase young learners' interest in learning because it is more attractive, efficient, effective, and stimulates. Based on narrative frame and interview, there are some kinds of ICT used by teachers in using ICT to teach English for young learners such as laptop, computer, LCD, projector, audio player, speaker, Microsoft PowerPoint, Microsoft Office, Google Form, Google Classroom, Kahoot!, Quizziz, Mentimeter, Padlet, Zoom, WhatsApp, Kinemaster, YouTube, Internet.

Teachers used various kinds of ICT was found from the narrative frame and interview by first teacher (T1) and the second teacher (T2).

T1 told that she used ICT for the beginning she taught at the school.

“I am an English teacher in elementary school. The first time I started teaching English using ICT was when I started teaching at this school. I usually prepare material using a laptop, present teaching materials using PowerPoint, LCD and projector, I played the songs with learning material content via an audio player and the learning video displayed through projector, LCD and speaker.” (T1NF.1)

The first teacher (T1) recognized various ICT tools such as Kinemaster, Padlet, Mentimeter, Quizziz, Kahoot!, Google Classroom, Google Form, Zoom, after years teaching English.

“I use various ICT tools and applications such as laptop, smartphone, LCD, projector, speaker, Google classroom, Google forms, YouTube, Kahoot!, Quizziz, Mentimeter, Padlet, Zoom, WhatsApp.” (T1NF.7)

The second teacher, T2 told that she used the ICT which is provided by school such as projector, LCD, and computer. These ICT tools can help teacher to teach material, and to help students understand the material with visual and audio visual.

“I started teaching English using ICT was when I have already taught at this school. There are several types of ICT that I use, they indeed supported by schools such as LCD and Projector, speaker, internet, and computer...” (T2NF.1)

At the beginning, the teachers used basic ICT that is provided by school. When the teachers are asked about the reason using ICT to teach English for young learners, they told that SDIT Ukhuwah Banjarmasin encourage all the teachers to use technology in teaching and learning process. The school also provided various ICT tools to support the teachers' activity in the classroom. They know that ICT has an important role to motivate students learn English. So, school held ICT training to upgrade teachers' skill and knowledge. The two teachers told some stories indicating their up moments. There was the moment when teachers gained lots of experience and joined ICT training by SDIT Ukhuwah Banjarmasin. T2 told the experience after she joined ICT training, and the development of her ICT's skill.

“I used various ICT tools and applications, such as laptop, smartphone, LCD, projector, speaker, Google Classroom, Google Form, Microsoft Office, Microsoft PowerPoint, Kahoot!, Quizziz, Mentimeter, Padlet, Zoom, WhatsApp, Kinemaster, YouTube, and others. I realized that it because I joined ICT training held by the institution, my skills in using ICT have improved.” (T2NF.7)

2. The teachers' view toward the use of ICT for teaching English for young learners

Teachers must have view about the using of ICT to teach English. It covers finding on the teachers view toward the use of ICT for teaching English for young learners (research questions number two). From the story, it was found that T1 and T2 have positive view toward the use of ICT to teach English for young learners.

The teachers shared that ICT has a very important role in teaching and learning activities. The teachers explained that the role of ICT that they feel is: 1) ICT makes teachers more innovative and creative, 2) ICT helps students be motivated in the learning process, 3) Develops and trains students' language skills, 4) ICT as a learning resource, 5) ICT helps teachers present material or information in a variety of ways, involving audio, visual. T1 told that ICT make teachers more innovative and creative. According to her, teachers must creative and innovative to facilitate information to students. T2 wrote that students are happy, and feel motivated because interesting material and fun learning are made by using ICT. Young learners have characteristic that they always curious and receptive to new ideas, using ICT in the classroom has very important to motivate students to learn English. T1 wrote about ICT can develop students' language skills. The fact which ICT helps teacher to guide students to learn English with audio book, e-book, video learning, chatting via messaging apps to develop speaking

skills. T2 told that ICT has role as a learning resource. Teacher and students can search material via search engine like google to gather information. T1 in interview told that ICT help teachers present material through variety of learning media to make easier for students to understand the material.

“In the learning process, we as teachers must always be able to facilitate and convey the information to students. I personally think that ICT make teachers more creative and innovative to develop learning materials and learning activities.” (T1IB.1)

“When I use ICT to teach English, the students feel happy, and feel motivated because learning and subject matter are made interesting and fun by using ICT.” (T2NF.5)

“Through ICT, students' language skills can develop well.” (T1NF.5)

“I decided to use various types of ICT and applications because they are needed for learning resources....” (T2NF.8)

“ICT is very important for us as teachers and also as a media for audio or visuals. ICT is more flexible to provide pictures and learning videos so that, students do not feel too monotonous in learning. Students will be bored if only face-to-face explanations, materials, questions. Just like that..” (T1IA.2)

All two teachers shared about benefits of ICT. The teachers told the benefits of ICT such as 1) ICT may help to motivate and engage learners, 2) Facilitating to assess learners, 3) Making effective presentation, 4) Communication channel increased, 5) ICT is flexible, 6) ICT opens up new opportunities for teaching and learning, 7) Autonomous learning. T2 wrote that ICT make learning process become interesting and she realized that students have more motivation to study. The needs of learners are different. ICT meets the needs of young learners to study based on their characteristic such as curious and

receptive new ideas, young learners can find something new in the learning process, and ICT can motivate young learners well. T1 told that she can use various ICT tools to assess students' performance. ICT provide feedback through feedback software or application. These softwares can tells them about their mistakes side by side during the learning process. T1 told that she used to use PowerPoint, projector, LCD, and speaker to present the material. ICT itself can make material more presentable and hence enhances the interest of the young learners. T2 shared that the teachers required ICT, she said that via ICT the distance never remains a problem, ICT can connect teachers in one place with students in another place. The school use Zoom Cloud Meeting to support distance learning. T2 in narrative frame write that ICT makes students easy to access material, they can learn anytime, anywhere through ICT, but she does not mention about ICT can be adapted to the young learners' need and their ability. It proves that ICT is flexible in accessing material context. T1 shared that ICT opens new opportunities for teaching and learning. ICT provides the opportunity for her to develop her skills in using ICT to make learning more effective and polish the teachers' careers more. T1 told that ICT provide students how to approach their study, with minimal teacher management, she explained that teachers usually send link of video learning to students, and they ask to watch and try to understand by their selves.

“ICT helps to presents material, the teaching media becomes more varied, the material I present also becomes interesting so that students are motivated and become more interested in learning the lesson.” (T2NF.1)

“To assess students, we gave exercise, we use applications such as Google Form besides that, there is also a quiz that we give with Quizizz. Then to record student activity surveys, we use Mentimeter...(T1IB.3)

...when distance learning like this. For example, for assessing students which is we don't have to input students' score, we can use Quizizz or Kahoot. So, the children feel more fun, but for assessing students that should input the score, we usually use Google Forms...” (T1IB.4)

“I usually prepare material using a laptop, present teaching materials using PowerPoint, LCD and projector, I play the songs with learning material content via an audio player and the learning video displaying through projector, LCD and speaker.” (T1NF.1)

“...We can use Google Classroom to create our own classes, communicate with students, inform announcements, share teaching materials, give tasks to assess students and task deadline..” (T1IB.3)

“...ICT makes students easy to access material, they can learn anytime, anywhere through ICT...” (T2NF.2)

“...because also we have been facilitated by the institution to take part in ICT training, which we were previously unfamiliar and did not know and had never used technology such as Google Forms, Google classroom and so on. Now, it is easy and can independently use it and also the previous one for making videos. In the past, we couldn't use video applications like Kinemaster at all. Gratefully, training from the institution make we are able to use the app to create and edit videos....” (T1IB.5)

“We made video learning by ourselves, then we uploaded on YouTube. Usually, we only send the link in Google Classroom or WA. So, students can click the URL and study independently to understand the material and we usually ask students to look for information related to the material on the internet.” (T1IB.3b)

Based on teachers' narrative on the dynamic changes they made, it can be identified that the teachers have positive view towards the use of ICT for teaching English for young learners.

3. The suggestions given by the teachers to overcome these issues and challenges in using ICT to teach English for Young Learners

After all teachers shared their positive view about the using of ICT to teach English for young learners, teachers also have issues and challenges in using ICT to teach English for young learners. Teachers as front executors have many issues or challenges, some of the challenges relate to the technical problems and lack of time. Other issues relate to students and parents. The issues or problem of students such as: they are inactivity, easy to be distracted, students' bad attitude (not independent, not responsible and less concerned) and students do not have smartphone, computer or laptop. The issues and problem of parents such as: the limited time in accompanying their children during online learning and illiterate in using ICT.

All teachers shared about issues and challenges in using ICT to teach English for young learners. T1 told that sometimes laptop that she used incompatible with projector and LCD, she said that it relates to technical problems. T1 wrote on her narrative frame that she has having time constraint, T2 has same speculation with T1. She explained that she needed more time to prepare ICT tools for presenting material, she also needed more time to make video learning for young learners. Time constraint or lack of time is a common issue faced by teachers in using ICT in learning process. These statements above can be seen in the following in the paragraphs bellow.

T1 told that they are struggling to handle students. Using ICT in learning process is easy for students to be distracted. Because, they

regularly use devices for social media, playing games, chatting rather than do their class work. T1 and T2 told that not every students or parents has technology at their home. Not all students or their parents have sufficient data or internet access. There is a digital divide of reduced computer literacy in students. T1 told that there are parents who are technology savvy. They also told that they needed support from parents as companion in distance learning process and homeroom teacher as a facilitator and controller.

“If the teaching and learning process in the classroom, when using the LCD and projector, it may not be supported, either because the device is damage or our laptop incompatible to connect. It relates to technical problems.” (T1IB.5)

“Sometimes, I faced ICT tools’ error that I used, it happened when I preparing lesson or in the middle teaching and learning happened.” (T1NF.3)

“So many things should be control or manage in using ICT.” (T2NF3)

“I encountered some problems and challenges in using ICT in teaching English, such as time constraints. I needed more time to prepare ICT tools for presenting materials with ICT. I also need more time to find reference and find suitable materials and modify it for presenting to the students.” (T1NF.3)

“I face some issues and challenges in using ICT in teaching English, lack of time, it is need more time to make lesson materials (video, slide presentation), designing lesson material is not simple, and using ICT also need more time to start the class.” (T2NF.3)

“Sometimes, students can delay do assignments that we have given. It because they are busy playing games, playing social media, chatting, and finally the assignments are not done and become piled up.” (T1IB.5a)

“Not all students are facilitated by mobile phone and have adequate internet access. Sometimes there are parents who give a certain time to facilitate mobile phone. It may because their parents are working, they just can accompany their child in the afternoon to study and there are even parents who get out of control the use of mobile phone by their child. We received the report as the English teacher, and it turns out that the student did not do the assignment at all.” (T1IB.5)

“There are parents who don't facilitate mobile phones for the entire family.” (T1IB.5)

“The problem that teacher face with many parents is technology stuttering. For example, they just only know mobile phone for call, message, and the most of parents just know about WhatsApp application.” (T1IB.5)

Based on teachers' narrative, they face many issues and challenges in using ICT for teaching and learning. Teachers are also aware of the need to reflect and evaluate and make improvements to overcome these problems. Homeroom teacher, schools and parents are needed to support the success of ICT in teaching and learning process.

It was time to share their suggestions and aspirations for their next better in using ICT to teach English for young learners. From the very beginning of the story, all the teachers shared about kinds of ICT that they used, they shared any ICT roles, ICT benefits, and good thing from using ICT to teach English. They still faced issues and challenges in using ICT to teach English. However, they still need to convince themselves to keep using ICT to teach English. Because, their positive view on ICT. They have knowledge about ICT's roles, ICT's benefits, the issues and challenges in using ICT, teachers have to overcome these issues and challenges with some strategy.

Teachers' narrative revealed about the suggestions to overcome the issues and challenges in using ICT. Teachers' role is very important to overcome challenges and issues. Teachers have experience and know what should they do to overcome challenges and issue in using ICT to teach English for young learners. The suggestions given by the teachers to overcome these issues and challenges in using ICT to teach English for young learners are for teacher itself, teachers can develop their skill and knowledge with practicing in using ICT and joining ICT training.

For school, school can give lesson with guidance and information for educators and students, support partnerships, provide technical support. For homeroom teacher, homeroom teacher can support English teacher with monitoring the students. For parents, parents are expected to accompany, facilitate, and support learning needs, during online learning. For students, students can develop their attitude during distance learning. The findings bellow supports these statements.

T1 gave her suggestions on narrative frame. She told that to overcome issues and challenges in using ICT, stakeholders or school can give lessons with guidance and information about ICT that are appropriate for educators and students. School can support partnerships that help teachers share effective technology practices and experiences. School also can offer technical support when needed.

“I suggest to overcome these issues and challenges in using ICT with providing lessons followed by guidance and information about ICT that are appropriate for educators and students. Schools can support partnerships that help teachers share effective technology practices and experiences, schools can also offer technical support when teachers needed.” (T1NF.10)

T2 gave her suggestions on narrative frame. She told that to overcome issues and challenges in using ICT, teachers can develop their skills, knowledge in using ICT. School or stakeholder can provide continuous training, can provide enough freedom for selecting material that integrated with ICT, can encourage positive attitudes about the importance of integrating ICT into instruction.

“Teachers must increase their knowledge and skills about the use of ICT. Schools or the stakeholders can provide effective, timely and continuous training to improve our ICT skills. Schools can also provide flexibility for teachers in selecting and covering

material that can be integrated with ICT. Schools can encourage positive attitudes about the importance of integrating ICT into teaching.” (T2NF.10)

The aspirations on using ICT revealed in narrative frame both T1 and T2. T1 wrote that her aspiration for using ICT is the needs more support by parents, school, and homeroom teacher. She told, that parents have to accompany, facilitate, look after their children in teaching and learning process at home. She has also aspirations for the schools to keep provide ICT skills training, ICT seminar and virtual class with other country. She also told that she needs support from home room teacher to observe and control students.

“I will try to learn more knowledge about ICT, which can be applied to the teaching and learning process. I also hope that parents can play a more role in motivating students during distance learning and supporting ICT tools, parents also need to supervise or guide their children during distance learning. I also hope that the school will continue to provide ICT trainings, so that our competence in using ICT can develop, also virtual class with other country still continue, so that, our ICT’s knowledge is upgraded. I also hope that communication with the homeroom teacher is more effective in monitoring the discipline and responsibility of students..” (T1NF.9)

T2 wrote that her aspiration for using ICT is learning, developing ICT knowledge and skills, finding more references about ICT that can be integrated with subject matter. School can continue to hold ICT training, workshop and seminar. Another aspiration is the students’ attitude and independence to access information will improve.

“I will try learn about ICT with current development. Attending ICT training, finding more references about ICT that can be integrated with the subject matter. My hope is that the school will continue to hold ICT training, or make ICT themed workshops and seminars. Another aspiration of mine is the students’ attitude and independence to access information will improve.” (T2NF.9)

B. Discussion

The purpose of this research is analyzing kinds of ICT, teachers' view toward the use of ICT and teachers' suggestions to overcome issues and challenges in using ICT to teach English for young learners. This part presents the discussion on the findings. Along with the teachers' narratives in interview, narrative frame, or documentation. Some statements relate to theories are made to show theoretical supports for the findings. This part is arranged based on research questions, such as: 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? and 3) What are the suggestions given by the teachers to overcome these issues and challenges in using ICT to teach English for young learners?

1. Kinds of ICT that teachers use in for teaching English for Young Learners

According to Kalas (2010) ICT in education is implementing various digital tools, techniques and equipment to support teaching, learning and other cognitive activities. There are four kinds of ICT tools such as 1) educational network, 2) web based learning, 3) mobile learning, and 4) classroom equipment.

The participants use ICT tools as educational network. The examples of educational networking that they use are Google Classroom and WhatsApp. They use Google Classroom as a main educational network because it can facilitate distance learning activities. According

to T1 in interview, Google Classroom is used to create class group to communicate with entire class members, send announcement, share material and assignment, share assignment deadline, etc. It relates to Iftakhar (2006) that Google Classroom is considered as one of the best platforms in enhancing teachers' workflow. Google Classroom provide a set of powerful features that makes it as an ideal tool to use. The benefits of using google classroom are the teachers can manage and create or collect students' assignment, teachers can spend more time for teaching students and less time on paperwork. It also very easy to use Google Classroom. It can facilitate communication between students and teacher.

Participants use WhatsApp as educational network because it can be alternative media for distance learning. Teacher can send message, send link, and control students' activity.

Participants use web-based learning. They use Google to get information, to find teaching material reference. Search engine like Google help users to seek information in a variety formats (documents, images, videos, etc). One of the main worries of all educators is the large amount of information available to their students that is inappropriate for their age. Teacher can use alternative search engine for young learners such as Kiddle, KidRex, and Safe Search Kids. They also use YouTube as distance learning media, they usually upload videos that they make for students. T1 shared that the teachers use YouTube to give

practice students' listening and pronunciation skills and upload learning video materials on YouTube, in case students can access easily. It relates to Chhabra (2012) that YouTube video can be used in English language teaching for many aspects. It can enhance vocabulary, pronunciations, listening, speaking skills, etc. the teacher can show some videos relates to the topic and students' level. In the classroom teacher can make various of activity to enhance students' skills. However, the use of YouTube must always be supervised by parents or teachers to prevent watch inappropriate video.

Presentation ICT tools that they use is PowerPoint. PowerPoint helps teacher to present the information for students. The information display contains text, images, videos, audio are used as an effective message communication for students. According to T1 and T2, PowerPoint is used as a presentation media that is supported by various features and makes interesting presentation for young learners. It relates to Patel in Ahmadi (2018) that using PowerPoint in teaching English as projected media makes interesting for teaching, also provides some alternative in traditional classroom.

Participants use ICT tools for assessment activity. They usually use Kahoot!, Mentimeter, Google Forms, Padlet, and Quizziz. They told assessment activity will be easy when they use ICT tools.

Participants use video conferencing ICT tools such as Zoom. They told, that they prefer Zoom than Google Meet. It because Zoom is

easier to use than Google Meet. T2 said that Zoom is more practice than Google Meet.

Mobile learning that participants use is smartphone. Smartphone is very important as a teaching media to support teaching and learning process.

Classroom equipment is stand-alone devices that are used in traditional classrooms to facilitate the interaction between teachers and students in different class activities. The participants tell that they use Computer, Laptop, Projector, LCD, Speaker, Audio player, Internet. They share these kinds of classroom equipment as ICT tools that they use for the first time to teach English for young learners. A computer and a laptop are the most important ICT tools. Computer and Laptop cannot do anything without program. One of the programs is Microsoft Office such as Microsoft Word, Microsoft PowerPoint, etc. Microsoft Office as processing tool. T2 told that one of ICT tools that she used is Microsoft Office. T1 told that the teachers used LCD. LCD helps teachers to create exciting and informative presentations which are helping their students to understand and get the information easily. She said LCD is ICT tools that can increase students' motivation. It relates to Aini (2013) that one of LCD benefits is developing students' motivation. T1 shared that speaker is one of classroom equipment that helping teachers in listening activity. They usually use speaker to play some video from YouTube and practice pronunciation. The use of

speaker in the classroom makes learning more effective. The statement from T2 relate to Hartoyo (2008) that sound system (speaker) is usually found in one part in a computer device. Sound systems are combined into one with a laptop, besides that there is also a separate device, and the use of speakers in the classroom makes learning more effective because of students can clearly hear the material and can develop students' skills in listening and pronunciation. In addition, the internet makes easier for students to research things relate to lesson.

As the result found that all of the teachers use various ICT tools such as Google Classroom, WhatsApp (Educational network), Google (Search Engine), YouTube (Video learning), PowerPoint (Presentation ICT Tools), Kahoot!, Mentimeter, Google Forms, Padlet, and Quizziz (Assessment Activity ICT Tools), Zoom and Google Meeting (Video Conference), Smartphone (Mobile Learning), Computer, Laptop, Microsoft Office (Processing Tool), Projector, LCD, Speaker, Audio player, internet (Classroom Equipment).

Researcher assumes that teachers have knowledge in using various ICT tools to support teaching and learning process. In addition, the use of alternative applications that are safe for young learners need to be considered by the teachers to prevent ICT tools from being used for negative things.

2. The teachers' view toward the use of ICT for teaching English for young learners

Teachers' view of using ICT was significant point in their teaching and learning process. T1 and T2 have positive view toward the use of ICT to teach English for young learners. The narrative frame and interview informed how using ICT contributed to teaching and learning practice. Based on the finding, it was found that the roles of ICT in education one of the reasons of using ICT to teach English for young learners. Based on the result of the analysis of teachers' narrative frame and interview related to the ICT roles in education. It can be concluded that several important facts that occur at SDIT Ukhuwah Banjarmasin. The condition of the ICT roles in SDIT Ukhuwah Banjarmasin is summarized in the following lists:

1. ICT makes teachers more innovative and creative
2. ICT helps students be motivated in the learning process
3. Developing students' language skills
4. ICT as a learning resource
5. ICT helps teachers present material or information in a variety of ways, involving audio and visual.

It relates to Loveless (2003) that ICT has important roles in education such as teachers become more innovative, creative and collaborative, stimulating interest and motivation in learning process, changing the traditional way of teaching implementing the use of multimedia technologies such as video, images, animation, and visual effect, the new oppurtunities for authentic tasks and materials,

developing and practice learners' skill such as reading, writing, listening, and speaking, and interaction between teachers and students can be effective and efficient, and enables children and teachers to work efficiently and present information clearly, ICT as a resource for learning, providing support in teaching and learning in the curriculum. There are some points that teachers do not know about ICT roles in education, but teachers' view is positive. They know that ICT is one of important tools in modern era. In some country, ICT understanding, ICT basic mastery, and having a concept about ICT roles is one of main parts of education.

Beside that ICT roles in education, ICT also has benefits in teaching and learning. Based on the finding, it can be concluded that several important facts that occur at SDIT Ukhuwah Banjarmasin. The condition of the benefits of ICT in teaching and learning is summarized in the following lists:

1. ICT helps in motivating and engaging learners, it because the using of ICT makes learning materials become interesting.
2. Facilitating to assess learners through applications such as, Google Form, Mentimeter, Quizziz, Kahoot!
3. Making effective presentation with Laptop, PowerPoint, LCD, Projector, and Speaker, Audio Player.
4. Communication channel increased, teacher and students can communicate with Google Classroom, WhatsApp, etc.

5. ICT is flexible in accessing material.
6. ICT opens up new opportunities for teaching and learning, such as educators can develop new skills from ICT training.
7. Autonomous learning, teacher asks students to approach their study by themselves, with minimal teacher management.

It relates to Kler (2014) that ICT has benefits in teaching and learning. It has follows: 1) ICT may help to motivate and engage learners, 2) In assessing learners, ICT can facilitate learners and teachers by providing feedback software or applications, 3) In effective presentation, the learning material can be presented more effectively through ICT, 4) Communication channel increased, 5) ICT is flexible, 6) ICT opens up new opportunities for teaching and learning, 7) Autonomous learning allows changing the role of both the teacher and the learners. There are two points that have difference between the data from the teachers and theory by Kler. Based on T1's view, point number five, about the flexibility of ICT. Her view is about the flexible of ICT in accessing material, but she does not mention about ICT can be adapted to the young learners' need and their ability. In addition, point number seven about autonomous learning, T1 said that she asked the students be independence to understand the material by their selves and using ICT would be keen to take responsibility for their homework since they can find relevant source easily but there are some students still need their parents to help accessing the learning material or doing

assignment. It because they do not familiar in using ICT, especially younger group (6-8 years old).

3. The suggestions given by the teachers to overcome these issues and challenges in using ICT to teach English for Young Learners

Although the participants enjoyed working with ICT and gained benefits and experienced the ICT's role in education, teachers as participants also stated that they faced issues and challenges in using ICT to teach English for young learners. Participants identified various issues and challenges to implementing ICT in their classroom. Based on the data from interview and narrative frame, there are two challenges that are faced by the teachers such as lack of time or time allocation and technical problems. These two challenges relate to previous research by Nikolopoulou and Gialamas (2013). These two challenges same as two items in barrier factors in using ICT which are, lack of time for teachers to plan, learn, or practice ways to use ICT and other item is technical problem or incompatible with ICT equipment.

T1 of this study remarked that one of the challenges that she faced was time allocation. She mentioned lack of time as the issue in using ICT. She explained that she spent more time to prepare ICT tools, she needed more time to find references and find appropriate materials and modificative them for lessons. Meanwhile T2 said that she has same experience with T1 she mentioned that she has lack of time to prepare lesson materials such as make video or presentation slide and she said

that designing the teaching material is not simple. She also needed more time to start the class when she used ICT. It is clear that lack of time is one of issues of using ICT to teach English for young learners. Other challenge of using ICT to teach English for young learners is technical problems or incompatible with ICT equipment. Technical problems or incompatible with ICT equipment is one of the five items of lack of equipment in barrier factor, T1 stated that she has experience with the error of ICT tools in preparing ICT tools or in the middle of teaching and learning process. T2 stated that there are a lot of things that should be controlled, or managed by the teacher when using ICT tools.

This finding, two challenges (time allocation and technical problems) faced by teachers in using ICT relates to previous research conducted by Al-Munawarah (2014). She found that the challenges encountered by the teachers in using ICT are time allocation and technical problem.

Other issues or problems relates to students or parents' expectations. The issues or problems of students in form of:

1. Some students are inactivity in following learning. They are easy to be distracted, it relates to Shin & Crandall (2014) that one of young learners' characteristic is easily distracted and have short attention spans (p. 25). It also because students are distracted by using devices for social media, playing games, text messaging, etc.

2. Some students do not have devices such as smartphone or personal computer as online learning media and sufficient data at home.
3. Classroom management problems caused by the students such as students' bad attitude. The example of students' bad attitude such, not independent to access learning material, not responsible and less concerned task submission).

The issues or problems of parents is in the form of:

3. The limited time in accompanying their children during online learning due to work or busy. So, they can hardly to monitor, guide, and assist their children in learning.
4. Illiterate with the using of ICT tools, the parents have no idea of how to support their children in online learning.

Based on the result of the analysis of teachers' interview and narrative frame about their aspiration and suggestion to overcome the issues and challenges in using ICT to teach English for young learners, it can be concluded several important findings related to the condition of SDIT Ukhuwah Banjarmasin. The suggestions to overcome issues and challenges in using ICT to teach English for young learners, such as:

- 1) School or stakeholders can give lessons with guidance and information about ICT that are appropriate for educators and students.

- 2) School can support partnerships that help teachers share effective technology practices and experience. It relates to Fu (2013) that school can support educators with partnership with other teachers about effective technology practices and experiences.
- 3) School can provide technical support. It relates with Fu (2013) that school can offer technical support when needed. Teacher can ask technician to help them to fix the technical problem.
- 4) Teachers can develop their skills and knowledge with learning, practicing teaching English with ICT tools.
- 5) Teachers can join ICT training, workshop, and seminar about integrating ICT in teaching and learning process.

According to finding of the research, it can be concluded the suggestions by the teachers to overcome issues and challenges in using ICT to teach English for young learners, such as:

- 1) Parents are expected to monitor or accompany, facilitate, motivate, assist their children in teaching and learning process at home.
- 2) School more provide ICT skills training, workshop or seminar.
- 3) Homeroom teacher is expected to help with giving information about students' learning progress.
- 4) Students are expected to have good attitude and independence to access learning materials and responsible do assignments.

To sum up. Teachers reflected their positive view towards the using of ICT in teaching English for young learners. It is clear that the

use of ICT has beneficial and important roles in teaching English for young learners. Besides that, teachers face issues and challenges in using ICT to teach English for young learners such as lack of time and technical problems and the issues relate to students and parents. Those issues and challenges faced by teachers can be overcome with some strategy. The strategy to overcome challenge with time allocation is developing their skills and knowledge in using ICT with joining ICT training, seminar, and workshop. The strategy to overcome the challenge with technical problem is requesting school to provide technical support. With technical support, teachers can ask technician to fix ICT tools. The issues relate to students, such as: first, students' bad attitudes and second, students do not have smartphone. According to the participants, the issue relates to bad attitudes, it can overcome by students with developing their attitude and to overcome issue relates to students do not have phone, parents can facilitate ICT tools such as smartphone or computer or laptop. In addition, the strategy from the researcher is participating educational programs through televisions broadcast organized by the Ministry of Education and Culture in collaboration with television station to facilitate education sector during the COVID-19 pandemic and doing the assignments manually. The issues that parents face in using ICT when online learning such as: 1) limited time and 2) illiterate using ICT. According to the participants, the strategy to overcome this issue is parents can actively contribute to

accompany, monitor, facilitate, motivate and assist children in distance learning. Moreover, the strategies from the researcher such as first, to overcome limited time issue, parents can make plans and manage time, create regular routine with learning time and children's activity time. Second, to overcome illiterate issue, parents can adapt and learn with ICT tools which used in online learning.