

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Maghfira (2021, p. 50) state in her research that since Indonesia was busy in handling Corona virus (Covid 19) teaching and learning activity temporarily stop by face-to-face, instead teachers were suggest to do online teaching. That gives technology that can reach internet a huge role in teaching and learning activity. In research conducted by Arifin (2020, pp. 31-36), teachers as the research subject use a lot of technology as laptop, speaker, internet, Google Classroom, Email, WhatsApp, Facebook, Instagram, YouTube, and many more. The teachers also said that the children will be more excited to learn from visuals as in images or videos. The next study from Mulyono (2017, p. 9) stated that the English language teachers' perception of using instructional technology at several Senior High Schools in Makassar. Result of the research indicated that the English language teachers obtained the same barriers and challenges which generally referred to the electricity system and the limitedness of school facilities. As the implication, English language teachers had the similar perception of using instructional technology in the classroom. Despite the barriers and challenges they had, they all were positive toward the important of using instructional technology in the classroom.

There are so many exciting alternatives available to English teachers today for utilizing technology to improve language learning that can be overwhelming. It might be difficult even for individuals who like to experiment with new technologies to identify which resources, tools, or web sites may best fit a particular lesson, activity, or goal. Such technology use has become so ubiquitous in teaching and learning activity. Many of the most compelling opportunities are situated within the same global social and technology trends that have become commonplace in students' daily lives (Kessler, 2017, p. 206).

The use of technology in today's teaching and learning activities is significant, one of them is the use of ICT, stands for Information and Communication Technologies. ICT refers to technologies that provide information through telecommunication (Ratheeswari 2018, p. 45). According to Raja & Nagasubraman (2018, p. 33), teachers prefer to use technology and they are able to utilize it in a variety of ways. such as internet connection and round connectivity, using projectors and visuals, digital footprint in the education sector, and online degrees with the use of technology.

According to Cameron (2001, p. 1), young learners seem less embarrassed talking in a new language than adult and their lack of inhibition seems to help them to get a more native-like accent. However, these are generalizations that hide the individual differences of young learners. Teachers can find the important difference by how they teach English. The

younger learners engage in technological activity, the greater their confidence in their technological abilities may be established. Elementary school teachers who have introduced technology into their curriculum often comment that technology activities are a valuable vehicle for all types of learning. The technology activity often promotes a rich learning environment for a whole range of learning opportunities, thus providing an added value (Stables, 1997, p. 51).

Technology is commonly utilized and is already well-liked by students in middle and high school as well as older learners. On the other hand, young learners as in elemental school have gap on technologies in learning. Based on that problem, this study purpose is to identify the utilization of technology by the teacher and find out the kinds of technology are used by the teacher in teaching English for young learners.

Ali bin Abi Thalib had warned the teacher:

عَلِّمُوا أَوْلَادَكُمْ عَلَى غَيْرِ شَأْنِكُمْ فَإِنَّهُمْ مَخْلُوقُونَ لِزَمَانٍ غَيْرِ زَمَانِكُمْ

This means that science is dynamic and not static, its existence adjusts to current conditions and future life. Therefore, teachers should continue to develop their knowledge in science and teach young learners according to the needs of the future, not the present or the past. When times change, of course the challenges also change. These changing times also have an impact on the way we educate and communicate with young learners.

Lessons in the old school days have changed. Along with the times, various kinds of technology began to develop, such as the invention of machines and now entering the information age. Therefore, we can see, the most successful people are those who master information the fastest, this is characterized by the ease with which we get access to information through digital technology.

Teachers have a duty to ensure that students have the proper understanding of what they have been taught so that they can behave appropriately in daily life. This is a crucial message, particularly for elementary school teachers, as these students require more specific and straightforward guidance from their teachers. Moreover, it supports this research. In which, by using technology is one of the ways to guide and educate young learners to keep up with their era.

With an emphasis on outdoor learning and environmental care, nature-based schools provide an inventive approach to education. The benefits of this educational style, such as increased student participation and flexibility, have been highlighted by recent studies. Children develop more meaningfully and independently when a nature-based curriculum is integrated with national standards, according to Supriyoko et al. (2022) who also discovered that this integration fosters morality, scientific reasoning, leadership, and entrepreneurship, 1. Similar to this, Cree (2023) talks about how Forest Schools developed in the UK, highlighting the significance of comprehensive, long-term, learner-centered teaching that promotes a close

bond with nature, 2. These results imply that nature-based learning not only supports modern educational objectives but also raises a new generation of environmentally conscientious people.

The researcher discovered that there was a gap in technology utility for teaching in nature school. Nature school itself is an alternative school that uses nature as a media for teaching and learning. Compared to technology-using schools generally, it is a distinct situation. Additionally, teaching ICT to young learners differs from teaching to older or adult students in junior high school or senior high school.

In sum, we can agree that ICT can have a significant impact on teaching and learning activities in many ways based on previous studies. These are the objectives of this study. To identify the utilization of ICT by the teachers in teaching English for young learners and to find out the types of technology are used by the teacher in teaching English for young learners.

## **B. Definition of Key Terms**

### **1. Technology**

It refers to Information and Communication Technology (ICT) that focus on communication technology or can be characterized as anything that enables people to use electronic or digital devices to communicate with other people. There are two types of ICT included in this study, there are hardware and software. Hardware refers to any electronic device that can be used as communication device whether can connect to the internet or not. Meanwhile software indicates to any application

(apps) that can be accessed by electronic device both online and offline software.

## 2. Young Learners

It refers to English Young Learners (EYL) that indicates to elementary school students from the 1<sup>st</sup> grade to 5<sup>th</sup> grade, both male and female students who learn English in Bambu Hijau Elementary Nature School Tanah Laut (*SD Alam Bambu Hijau Tanah Laut*).

## 3. Elementary Nature School

It refers to schools that operates teaching and learning activity mostly in nature environment by elementary grade level of knowledge, children are mostly taught not in the classroom, but they learn in various places as gardens, farms, and any other places around the school.

### **C. Research Question**

1. How does the teacher utilize ICT in teaching English for young learners?
2. What types of technology are used by the teacher in teaching English for young learners?

### **D. Objective of Study**

1. To identify the utilization of ICT by the teacher in teaching English for young learners.
2. To find out the types of technology are used by the teacher in teaching English for young learners.

## **E. Significance of Study**

This study has two major significances:

### **1. Theoretical Significance**

- a. The findings of this study will provide young learners' teachers in elementary schools' useful information on using technology in teaching and learning activities. This study will give additional information as a reference for the next researchers who want to have the same case study.

### **2. Practical Significance**

- a. For the students

The results of this study are expected to benefit young learners, particularly young English learners, by allowing them to maximize the technology utilized by teachers in teaching and learning activities to increase the knowledge of young learners.

- b. For teachers

There are several ways that teachers can use technology. To teach young learners more effectively, teachers can experiment with different approaches or methods.