

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. The Utilization of ICT by the Teacher in Teaching English for Young Learners

a. ICT Hardware Tools

Based on the observations, the researcher found the result as follow:

1) Laptop Computer

The observation in February 12th result showed that the teacher utilizes laptop computer mainly in main/while activity. The teacher utilizes laptop computer to access WordWall.com for students to play random cards and flashcards as an authoring system and random wheel as an educational game. For the 2nd grade, teacher use random cards as the game and animal adjective as learning material, when the random cards show an animal, the students call out the animal's adjectives for example if an elephant shows in the card, the students calls out "big" or "grey".

The teacher also uses same type of game to teach 1st and 5th grade, for 1st grade, the teaching material was he/she, using the students friends pictures, the students identify whether their friend is a he/she and for 5th grade it was parts of body function, when parts of body shows in the cards, students told to explain how that body parts function.

2) Projector

From the observation in January 10th, it is proved that the teacher utilize projector to watch animation videos from YouTube for 3rd to 5th grade students, this activity goes from opening activity until last minute of while activity. The students asked to watch the animation video and take notes of any new vocabulary they have learned from the video, and in the closing activity all students and the teacher reviews the notes.

3) Smartphones

The observation from February 13th result showed two activities that involved the use of smartphones for educational purposes. Firstly, for the 1st grade students the smartphone being utilized in the opening activity, the students engage in listening skill development by listening to audio and playing games related to animals. This activity aimed to enhance their ability to comprehend and understand spoken language. Secondly, for the 4th grade students, smartphones utilized in main/while activity, it is focused on improving their writing skills. They wrote about their daily activities and then utilized Canva.com, a graphic design platform, to edit their written work.

4) Speaker & Microphone

The observation from February 8th result showed that The teacher utilized speaker and microphone for students in a special program as in Isra Mi'raj, the students roled as MC (Master of Ceremonies) and English Translator, the students read Qur'an verse that has been

translated to English. This aims for students pronunciation skill development. The teacher also uses speaker and microphone in outdoor activity to instruct students easier.

2. The Types of Technology are Used by the Teacher in Teaching English for Young Learners

a. ICT Hardware Tools

1) Laptop computer

The observation result proved that the use of a laptop computer to access WordWall.com for educational purposes. In the 1st grade, students focused on discussing adjectives related to animals. Moving on to the 2nd grade, the students engaged in conversations about the subject pronouns, He/She. Lastly, in the 5th grade, the students studied the functions of different parts of the body. Those activities could help students improve their vocabulary and speaking skills.

2) Projector

The teacher used a projector to show short animations to 3rd, 4th, and 5th grade as extra learning material during their free time. The students were instructed to write down any new vocabulary they had learnt in writing after watching the animations. The purpose of this practice was to improve student listening comprehension and vocabulary.

3) Smartphone

The observation result showed two activities that involved the use of smartphones for educational purposes. The 1st grade students engage in activity as listening to audio and playing games related to animals. Meanwhile the 4th grade students wrote about their daily activities in Canva. This activity aimed to enhance their writing proficiency and provide them with an opportunity to explore digital tools for editing and enhancing their written content. Overall, these activities demonstrated the integration of technology, specifically smartphones, into the classroom to facilitate learning and skill development in listening and writing.

4) Speaker

The speaker and microphone were utilized by the teacher and students during special events or outdoor activities. These devices were used for the students' roles of MC (Master of Ceremonies) and English Translator. Special events and outdoor activities provided opportunities for students to practice their pronunciation skills in a real-life setting.

b. ICT Software Tools

1) Authoring system

The point of the observation result that the teacher used flashcards on Wordwall.com to help students memorize vocabulary. This practice was implemented across all grades, indicating that it was a consistent

and effective method used by the teacher. The use of flashcards could be beneficial for students as it aided in the retention and recalled of vocabulary words. Wordwall.com was the specific platform utilized for this purpose, suggesting that it offered a user-friendly interface and features suitable for educational purposes. Overall, the use of flashcards on Wordwall.com served as a valuable tool for vocabulary learning in the classroom.

2) Drill & Practice Software

The observation results outlined a structured approach to teaching for 1st, 2nd, and 3rd grade students. It began with the teacher reviewing the material before engaging the students in interactive activities such as playing a true/false game on Wordwall.com, practicing on Quizizz.com, or answering a crossword on Crosswordlabs.com. Following these activities, the evaluation was done collaboratively. This approach ensured active student participation and engagement in the learning process. By incorporating various online platforms and interactive games, the teacher made the learning experience more enjoyable and effective for young students. The emphasis on interactive learning and collaborative evaluation highlighted a student-centered approach to education, fostering a deeper understanding of the material.

3) Tutorial Software

The teacher sent all grades a PowerPoint after outdoor activities or special events, allowing students time to learn and practice at home.

This practice could improve their writing skills as they are required to complete exercises. This method of providing additional resources outside of the classroom could enhance student learning and engagement. By incorporating technology such as PowerPoint presentations, teachers could effectively supplement traditional teaching methods and catered to different learning styles. Encouraging students to practice independently could lead to increased proficiency in writing and overall academic performance.

4) Educational Games

The observation result described a series of activities designed for 4th grade students to improve their skills in writing about time and daily activities. The first activity involved the use of a random wheel on Wordwall.com to determine the order in which students would participate. This added an element of excitement and randomness to the learning process. Next, the students engaged in a game of snake and ladder. During the game, they were required to answer questions on Liveworksheet.com related to time. This interactive game helped reinforce their understanding of time concepts while making the learning experience enjoyable. After the game, the students were instructed to write about their daily activities. This activity encouraged them to reflect on their own routines and practiced expressing themselves in writing. Finally, the students checked their answers together and edited their writing using Canva.com. This collaborative

activity allowed them to learn from each other's work and improve their writing skills through friends' feedback. Overall, these activities provided a comprehensive approach to teaching 4th grade students about time and daily activities, combining interactive games, writing exercises, and collaborative editing.

5) Vocabulary Software

The observation result showed a language learning activity where 3rd, 4th, and 5th grade students watched short animation videos on YouTube to improve their listening skills. Following the video, the students were required to write down vocabulary words based on what they heard. This activity aimed to enhance the students' listening comprehension and vocabulary acquisition through engaging visual content. By incorporating multimedia resources like YouTube videos, educators could create interactive and effective learning experiences for young learners. This method not only helped students memorize and use fresh words in context, but it also made learning more fun. All things considered, using short animated films in language class could be a useful strategy for helping students in elementary school improve their vocabulary and listening comprehension.

B. Discussion

1. The Utilization of ICT by the Teacher in Teaching English for Young Learners

a. ICT Hardware Tools

According to on the observation, the teacher utilized various hardware devices such as a laptop, smartphone, LCD projector, speaker, and microphone to enhance the learning experience. Based on the observation, The students engaged in activities such as playing games on smartphones or laptops from WordWall.com, Liveworksheet.com, Crosswordlab.com, Canva, PowerPoint and Quizzizz, watching animation videos from Youtube using an LCD projector, also practicing with a microphone and speaker in special program as Isra Mi'raj and teachers use it for outdoor activity. From the interview, there are additional information from the interview as Interviewer (I) and Teacher (T). (I) "How is the technology applied in the classroom" (T) "The students are not permitted to bring smartphone, so I use my own hardware stuff, such as smartphone and laptop". (I) "How to utilize the hardware tools in teaching and learning process?" (T) "For the example, there are some programs that need LCD projector, speaker, and microphone, such as Commemoration of Ramadhan, Isra Mi'raj, Tasmi', and so on. The students are being MC and reading the translation of verse of Al-Qur'an in English". This approach seemed to integrate technology into the classroom for various educational purposes. This practical application of technology enhanced student engagement and improved learning experiences

during special events. Moreover, the teacher did not need to print out the material.

Abdullah (n.d., pp. 1-8) supported that hardware is made up of the actual devices that are used to process information in different ways such as desktop computer, laptop, tablet, projector, smartboard, smartphones, radio, and speaker. Many educators it is an expectation that technology such as laptops and the day-to-day learning experiences be integrated into the curriculum (Rosmiyati, 2017, p. 20). Using projectors was easy and could attract the attention of students and save energy in learning (Sofian & Anggraeni, 2021, p. 624). Smartphone encourages digital literacy and going paperless. One of the advantages of smartphones for learners is to use them in learning foreign languages (Ta'amneh, 2021, p. 1). According to Arifin (2020, p. 32), teachers typically used speakers to play parts of the YouTube videos and practice pronouncing words correctly.

b. ICT Software Tools

Based on the observation, the teacher mentioned several websites and tools that they used for software, including WordWall.com, Crosswordlab.com, Liveworksheet.com, Canva.com, and YouTube. These platforms likely assisted in creating interactive and engaging learning materials for the students. Additionally, the teacher mentioned sending PowerPoint presentations and Quizizz to the students after outdoor activities.

The teacher utilized various technical resources such as educational apps and online platforms for different activities in the classroom to achieve their teaching goals. WordWall.com was used for playing games like wheel of fortune, flashcards, random cards, and drill and practice. Crosswordlab.com was employed for creating crosswords to review material. Liveworksheet.com was utilized for activities related to speaking, listening, reading, and vocabulary. Canva was used for editing writing tasks, YouTube was utilized for watching videos, PowerPoint was used for self-study, and Quizizz for answering questions.

As additional information the researcher also interviews the teacher. (I) “How to utilize the offline software tools in teaching and learning process” (T) “It is as simple as open the website or application and use it”. The teacher claims that it is easy to use an offline software in teaching and learning activities. (I) “How to utilize the online software tools in teaching and learning process?” (T) “Of course, I need kuota and good internet connection in the classroom or outside the classroom”. According to this question, the teacher claims kuota usage and signal stability is one of the difficulties faced when using online software.

According to Abdullah (n.d., pp. 1-8), to teach kids certain ideas, educators can make electronic flash cards or index cards. They are also capable of producing tutorials, classes, and reviews in multimedia

format. Teachers might provide them drills and practice software. Teachers can use this program to help students get ready for quizzes and exams. With tutorial software, students are given new material to learn, given time to practice it, and then their performance is assessed. Companies who create educational software have integrated gaming and learning into one. Younger children benefit greatly from this kind of software since it inspires them to learn. vocabulary software is intended to assist children with spelling, pronouncing, and comprehending new words more quickly and effectively.

The teacher emphasized the use of interactive audiovisual materials such as animation movies and listening tools to enhance listening skills. Voice recording apps and language learning apps with speaking practice tasks were recommended for improving speaking skills. Canva.com was mentioned as a writing exercise tool for 4th and 5th grades. The teacher highlighted the continued use of the drill & practice method for reading across all grade levels. This suggested a balanced approach to language skill development, combining traditional and technological resources based on the specific needs of each skill and grade level.

As stated in Kastuhandani (2014, p. 4), teachers can employ a variety of methods and exercises to help their students become better listeners. According to Kastuhandani (2014, p. 5), these include the following: games, the Communicative Language Teaching method,

games, the Audio-lingual Method, dialogues, the use of puppets to present dialogues, the Fishbowl technique, teaching pronunciation, and error correction (Linse, 2005). For reading activity, the kids repeat the word on the card when they hear the teacher speak it when a specific slide comes up (Kastuhandani, 2014, p. 6). In writing activity, to make the literary piece suitable for sharing or publication, it is rewritten on a computer in a published or presentable format. In addition, the kids may publish their work on their own blogs or the class blog so that all of the parents could see it (Kastuhandani, 2014, p. 6).

According to the result, technology in education enhanced student engagement and motivation through the use of interactive tools. This led to increased activity in learning English, with students finding it enjoyable and expressing a desire for more technology-based learning experiences.

As stated on theory above, Kastuhandani (2014, p. 2) concluded that teaching young learners with ICT-based media need considerations as 1) make the activity as simple as possible, 2) student's task should be within their abilities, 3) activity should mostly be oral based, and 4) written activities should be considered for higher grades. The four fundamental of language learning (Listening, Speaking, Writing and Reading) can also be taught with ICT-based media with the correct hardware, software and method.

2. The Types of Technology are Used by the Teacher in Teaching English for Young Learners

1) Laptop computer

The teacher used a laptop computer to access WordWall.com for educational purposes. Those activities could help students improve their vocabulary and speaking skills.

Teachers must be challenged to not only integrate the use of laptops with traditional aspects of pen and paper literacy instruction, but they must also engage students in emerging technological illiteracies (Rosmiyati, 2017, p. 20).

2) Projector

The teacher used a projector to show short animations. The students were instructed to write down any new vocabulary they had learnt in after watching the animations. The purpose of this practice was to improve student listening comprehension and vocabulary.

Using projector was easy and could attract the attention of students and save energy in learning (Sofian & Anggraeni, 2021, p. 624). This kind of multimedia guarantees excellent education. Giving the huge class the context is a crucial visual aid. They are user-friendly, adaptable, and simple for students to take notes from (Alkamel & Chouthaiwale, 2018, p. 31).

3) Smartphone

There were two activities that involved the use of smartphones for educational purposes. Firstly, the 1st grade students engage in listening skill development. Secondly, the 4th grade students focus on improving their writing skills. Overall, these activities demonstrated the integration of technology, specifically smartphones, into the classroom to facilitate learning and skill development in listening and writing.

Using smartphones in learning and exchanging ideas through the World Wide Web is a new trend in the twenty-one century. This trend enables educators to learn and obtain what they want through innovative ways. One of the advantages of smartphones for learners is to use them in learning foreign languages (Ta'amneh, 2021, p. 1).

4) Speaker

The speaker and microphone were utilized by the teacher and students during special events or outdoor activities. Special events and outdoor activities provided opportunities for students to practice their pronunciation skills in a real-life setting.

Hartoyo (2008) as cited in Pasaribu, Daulay, & Saragih (2023, p. 56) stated that a laptop and its sound system are merged into one, however there is also an additional component. Because students can clearly hear the offered material and develop their listening skills, the use of speakers in the classroom enhances the effectiveness of instruction.

b. ICT Software Tools

1) Authoring system

The teacher used flashcards on Wordwall.com to help students memorize vocabulary. Wordwall.com was the specific platform utilized for this purpose. Overall, the use of flashcards on Wordwall.com served as a valuable tool for vocabulary learning in the classroom.

In English language teaching, teachers can make use of authoring tools to create web-based materials including tests, quizzes and exercises. They can also enrich the teaching material with audio and video. Moreover, language teachers can easily combine text, video, audio and image for creating more interactive and interesting materials (Basal, 2012, p. 165).

2) Drill & Practice Software

The teacher reviewing the material before engaging the students in interactive activities such as playing a true/false game on Wordwall.com, practicing on Quizizz.com, or answering a crossword on Crosswordlabs.com. This approach ensured active student participation and engagement in the learning process. The teacher made the learning experience more enjoyable and effective for young learners. The emphasis on interactive learning and collaborative evaluation highlighted a student-centered approach to education, fostering a deeper understanding of the material.

Teachers' uses a drill and practice (D&P) method to build understanding and to encourage students to become active participation in the activities (Rathakrishnan, Raman, Haniffa, et.al., 2018, p. 102). Teachers can use this program to help students get ready for quizzes and exams (Abdullah, n.d., p. 5).

3) Tutorial Software

The teacher sent all grades a PowerPoint after outdoor activities or special events, allowing students time to learn and practice at home. Encouraging students to practice independently could lead to increased proficiency in writing and overall academic performance.

The slide of PowerPoint used by the teacher contains pictures related to the material so that it is easily understood by students and attracts more attention (Sofian, et.al., 2021, p. 625).

4) Educational Games

The first activity involved the use of a random wheel on Wordwall.com to determine the order in which students would participate. This added an element of excitement and randomness to the learning process. Next, the students engaged in a game of snake and ladder. During the game, they were required to answer questions on Liveworksheet.com related to time. This interactive game helped reinforce their understanding of time concepts while making the learning experience enjoyable. Finally, the students checked their answers together and edited their writing using Canva.com. This

collaborative activity allowed them to learn from each other's work and improve their writing skills through friends' feedback.

Inevitably, games happen to be a customary way in learners' lives regardless of their grade level (Marzano, 2010) as cited in Zhu, 2017, p. 4). The importance of games has highly been valued in teaching. They do not only help students to learn more effectively but also to have fun at the same time. Games will serve not only as an 'amusing activity', but also as a technique to carry out tasks to learners in an amusing kind of way as well (S.M. Silvers as cited in Uberman, 1998) in Zhu (2017, p. 5).

5) Vocabulary Software

The students watched short animation videos on YouTube to improve their listening skills. Following the video, the students were required to write down vocabulary words based on what they heard. This activity aimed to enhance the students' listening comprehension and vocabulary acquisition through engaging visual content. All things considered, using short animation films in language class could be a useful strategy for helping students in elementary school improve their vocabulary and listening comprehension. In teaching vocabulary to young learners the lesson should be creative and lively. Teacher should use a variety of teaching methods, approaches and techniques to make learning more interesting (Hanif, n.d., p. 25).