

# JEPAL

**Journal of English Pedagogy and Applied Linguistics**  
<https://jurnal.masoemiversity.ac.id/index.php/englishpedagogy>

*Submitted: 1 December 2022 Accepted: 27 February 2023 Available Online: 28 February 2023*

## THE USE OF ICT BY EFL TEACHERS IN YOUNG LEARNER CLASSROOM DURING COVID-19 PANDEMIC AT A STATE SCHOOL IN GARUT

**Muhammad Fikri Taufik; Rahma Sakina;**

**Shadam Hussaeni Handi Pratama**

Masoem University

*muhammadfikritaufik@gmail.com; rahmasakina@masoemiversity.ac.id;*

*shadam@masoemiversity.ac.id*

**Abstract:** Since the COVID-19 pandemic, online learning has become familiar to teachers and students, including in learning English for young learners. ICT is useful for student presentation learning media, such as Power Point, and learning to use Microsoft Word, Excel, and others. ICT is also useful as an independent learning medium such as E-Learning which can be done at school or at home. The various types of ICT have begun to be used by teachers and students of ELT media. The type of ICT that teachers use in English learning activities for young learners is software, including WhatsApp and YouTube. From this study, the researchers can find out the perceptions of teachers and parents regarding the advantages and disadvantages of using ICT in learning English for young learners. This study used the descriptive method to reveal the research problems. The interview is used to collect the data was conducted to English teachers. One of them, there are 32.2% who have not been able to fully operate ICT as a learning medium. This becomes a difficulty for young learners because they have not been able to master technology properly and correctly due to limited understanding.

**Keywords:** ELT media, ICT, teaching English to young learners.

### INTRODUCTION

English as an international language is often used to communicate. McKay (2002) distinguishes, "English as an international language" in a global and a local sense. English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies. Meanwhile, Indonesia is a country that has a mother tongue, so Indonesia is not a country that uses English as its mother tongue but as a foreign language. Therefore, Indonesian citizens are required to learn English as foreign language both formally and non-formally. Mitchell & Myles (2001, p. 11) define second language learning as "the learning of any language to any

level, provided only that learning of the 'second' language takes place sometime later than the acquisition of the first language."

Learning English for EFL learners is not only intended for adults, but children also need to learn about English in accordance with language acquisition. Usually, children will tend to learn vocabulary, structure, and pronunciation, and of course it will be more fun if using the appropriate learning media for children, one of them is learning media that use ICT-based method. As technology develops, the use of ICT in teaching and learning activities actually helps make it easier and unusual. Teachers and students can explore more about the media and even access teaching materials easily anytime and anywhere.

To provide a quality teaching, a program should be supported by such other factors as institution, teachers, teaching process and learners. In additions, among those factors, it is teachers who hold prominent role in teaching (Richards, 2001). Therefore, the teacher also plays important role in the ongoing teaching and learning activities. In addition, qualified teachers are able to develop an innovative method used for teaching and learning activities.

Along with the times, learning methods are also growing, especially the EFL learning method. In 2020, since the spread of COVID-19 in Indonesia, the government has started implementing online learning policy for students. With that, schools are closed and students are required to carry out learning activities at home. This makes teachers required to innovate for the continuity of teaching and learning activities which are very unfamiliar with how to use unique and effective methods, one of which is an ICT-based method. As Brush et al., (2008) have stated, ICT is used as a tool for teacher and students to discover learning topics, solve problems, and provide solutions to the problems in the learning process ICT makes knowledge acquisition more accessible, and concepts in learning areas are understood while engaging students in the application of ICT. The rapid increase in the spread of Covid-19 at this time has caused online learning which use ICT-based method to become the main focus so that learning activities can continue to be carried out, as well as replacing all face-to-face learning schemes into online learning. This causes some schools and students to need special adjustments to this massive change.

However, based on the above statement, it is possible that young learners cannot participate in using ICT as a learning medium. Age limitations in the use of gadgets make parents limit their children's facilities. It is also possible for parents to support facilitating their children in the form of gadgets to help their child's learning activities.

There are two related research that can be compared by the authors. The first one is conducted by (Faoziah et al., 2019). The study showed that (1) The types of ICTs that teachers use in EFL Classroom are set of computer; (2) The obstacles that teachers faced in using ICTs is less participation, not all students have the smartphone, technical-based problem had biggest obstacle which lack of facilities from the school. The main point in this study is the researchers found the types of ICTs that they used during ELT activities that teachers used in EFL classroom based on ICT-based method such as a set of computer (language laboratory) which provided in every schools for teaching and learning process, internet connection, some applications as well and any LCD projector which most teachers used in their teaching by using Power Point (PPT) as a media that used the teachers to deliver the material more interesting.

The second research was conducted by Sakina et al., (2020) that focused on describing how the teacher integrates technologies in English classroom during pandemic Covid-19 and analyzing students' perception and challenges with the technology integration utilized by the teacher. The results show that the teacher had already integrated technologies to run the process of teaching and learning in the new normal era as a replacement of a face to face learning due to Covid-19 pandemic. The teacher integrated the variety of technologies in

teaching-learning activities, namely Zoom Meeting and WhatsApp group chatting for the synchronous learning and she utilized Google Classroom, screencast o matic screen recorder, viva video editor, YouTube, and Quizizz the synchronous learning. The students perceived the integration of technologies positively and determined that it is one of the effective ways of teaching. The biggest challenge overcome by the teacher is more time needed to learn and adapt to this new situation where they must employ technology in our educational culture. For the students, the stability of internet connection also becomes major obstacle in their learning.

Based on the statement above, the authors conducted research focusing on some things; to investigate what ICT is used by the EFL teacher in the classroom during the COVID-19 pandemic at a State Elementary School in Garut. Based on the interview and observation, to find out parents' perceptions about the advantages and disadvantages of using ICT for Young Learners in Learning English and also to find out the challenging of using ICT for Young Learners and the teacher in the EFL classroom. With this research, it is expected that teachers, students, and even parents are wiser in using ICT as a learning method and media, as well as enabling teachers to develop and innovate about appropriate learning media to use for teaching and learning English for young learners, especially during the pandemic is taking place.

## **LITERATURE REVIEW**

### **The Understanding of ICT**

#### *Meaning and definition*

ICT stands for "Information and Communication Technology". It refers to technologies that provide access to information through telecommunication. It is similar to Information Technology (IT) but focuses primarily on communication technologies. This includes the internet, wireless networks, cell phones and other communication mediums. It means we have more opportunities to use ICT in teacher training programs now days and improve quality of teacher for teach effectively. According to UNESCO "ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters". Meanwhile, according to (Williams & Sawyer, 2001) information technology is a technology that combines computing (computers) with high-speed communication lines that carry data, voice, and video.

In addition, in schools students learn ICT. ICT is useful for student presentation learning media, such as Power Point, and learning to use Microsoft Word, Excel, and others. ICT is also useful as an independent learning medium such as E-Learning / Online Learning which can be done at school or at home. In the context of learning, according to (Siahaan, 2003) the use of computers is emphasized. However, ICT does not mean that it is limited to the use of sophisticated electronic devices, such as the use of computers and the internet, but also includes conventional tools, such as printed 18 materials, audio tapes, Overhead Transparency (OHT) / Overhead Projector (OHP). ), sound frames (sound slides), radio, and television.

Based on the above statement, we can see that ICT is a tool used to help facilitate human work associated with social, economic and cultural associations. Even (Haag & Keen, 1996) stated that ICT is a set of tools that will help humans work. In this case, human work will be assisted with information. As well as perform tasks that will be related to information processing.

### ***The types of ICT***

There are many types of utilization in the use of ICT for learning activities. Bambang Warsita (2008: 150-151) stated that in general there are three uses of information technology or instructional computers and the internet for education and learning. The first one is learning about computers and the internet. Computers can be used as learning objects, for example computer science. The second one is learning with computers and the internet, it means information technology that facilitates learning in accordance with the applicable curriculum at school. For example Pustekkom, the Ministry of National Education developed an interactive multimedia CD program for subjects.

As Brush et al., (2008) have stated, ICT is used as a tool for teacher and students to discover learning topics, solve problems, and provide solutions to the problems in the learning process. Therefore, there is ICT-based method that can be used for solve problems and provide solution about how to make learning activities more effective and efficient. ICT makes knowledge acquisition more accessible, and concepts in learning areas are understood while engaging students in the application of ICT.

Since the COVID-19 pandemic, online learning has become one of the main learning methods using various learning media, because at the beginning of the pandemic, the minister of education and culture of the Republic of Indonesia issued a regulation regarding the implementation of online learning during the pandemic. Minister of Education Nadiem Anwar Makarim issued Circular Letter Number 3 of 2020 to the Education Unit and Number 36962/MPK.A/HK/2020 concerning the Implementation of Education in the Emergency Coronavirus Disease (COVID-19) so learning activities are carried out online in the prevention context of the spread of coronavirus disease (COVID-19).

ICT improves teaching and learning and its importance for teachers in performing their role of creators of pedagogical environments. One of the uses of ICT is the use of the internet as a learning medium, and this is often called e-learning. E-learning is a learning program that makes use of an information network- such as the internet, an intranet (LAN) or extranet (WAN) whether wholly or in part, for course delivery, interaction and/or facilitation. Web-based learning is a subset of e learning and refers to learning using an internet browser such as the model, blackboard or internet explorer (Tinio, 2002). Online learning is a learning process that utilizes the internet network in the learning process. Online learning provides opportunities for students to learn with the flexibility of learning time and wherever students and teachers are. Using several applications such as classroom, video conference, telephone or live chat, zoom or via WhatsApp group also helps in interaction between teachers and students (Isman, 2017).

It is undeniable that online learning actually helps teachers and students innovate in the implementation of teaching and learning activities and further adapt to the use of ICT as a learning medium. Almost all schools in Indonesia have used the internet to simplify the learning process. Today everyone in the world must be familiar with the internet. Almost every day we take advantage of the internet. The Internet is a global network that connects thousands or even millions of computer networks (local/wide area network) and personal computers (stand-alone), which allows every computer connected to it can communicate with each other (Hardjito, 2002).

Research done recently revealed that “students in online classes have greater control over their learning (Sloboda, 2005 as cited in Stone et al., 2011, p. 394) experience high levels of interactivity with other students, and are able to construct new knowledge”.

### **Teaching English to Young Learners**

According to (Brown, 2007), teaching is presenting and serving someone to learn how to do something, giving knowledge, guiding in learning something, in which the purpose is

to understand. The point is student will learn something new about anything including a language.

Teaching English to young learners is very different and even difficult to do than teaching English to adults. Beckman & Klinghammer (2006) State that young learners have a shorter attention span than adults, which suggests that a variety of short activities during a class would be better than one long activity. However, as they get older, children's attention span becomes longer, their motor skills develop, and they are able to do more reading and writing. Then Cameron (2005) stated that the teacher of children needs to be highly skilled to reach into children's worlds and lead them to develop their misunderstandings towards more formal, more extensive and differently organized concepts. It means teachers must really understand the characteristics of young learners and their world so that teachers can adapt the teaching methods implemented in the classroom properly. As stated by (Cameron, 2005), teachers have to show more potential for giving the basic knowledge to the young learner. Teaching into young learner must give an extra attention for caring in learning process. The teacher must have sense of patient, creative, humor, high of spirit, and become such a parent of the young learner.

### *The Characteristic of Young Learners*

There are several characteristics possessed by young learners. According to Beckman & Klinghammer (2006) the first one of younger learners' characteristics is they need to have opportunities to physically move during class and to play. The second one, as they play, they learn and practice social skills, including communication and language skills. The third one, they are curious and usually willing to learn another language. The fourth one, their cognitive abilities are still developing; they deal better with language as a whole, rather than with rules about language. The fifth one, since they are still in the stage of developing their native language rules, they are able to generalize and create their own rules about a second language as they use it. And the last one, their cognitive and motor skills are still developing; they have stronger oral skills than literate skills, so this strength can be used in teaching a second language. To do so it requires a lot of repetition and clear directions.

Meanwhile, Cameron (2005) stated that there are 5 characteristics of young learners. *First*, they can use intonation pattern in their mother tongue. *Second*, they may not always understand the rules. *Third*, use language skills long before they are aware of them. *Fourth*, they have very short attention and concentration span. *Fifth*, they are difficult to differentiate between the fact and the fiction.

### **METHOD**

This research used descriptive qualitative method. According to Sugiyono (2016, p. 9) qualitative descriptive method is a research method based on the philosophy of post positivism used to examine the condition of natural objects (as opposed to experiments) where the researcher is the key instrument of data collection techniques carried out by triangulation (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalizations. This research was conducted at SD Negeri in Garut, considering that the school is a very strategic place and is one of the best elementary schools. Therefore, this one school is very suitable as a place for research. The subject in this study was an English teacher with 30 students in grade IV A in the academic year 2021/2022. As well as parents/guardians of students.

The interview technique used in this study was a semi-structured interview which was conducted to English teachers. The purpose of using semi-structured interviews is to find problems more openly, interviewees can be asked to express their opinions and ideas

(Sugiyono, 2015, p. 73). The questions in the questionnaire used in this study were adapted from Bachrintania (2012). Observation is a systematic observation and recording of the elements that appear in a symptom in the object of research (Widiyoko, 2014, p. 46). Data collection using this observation was done by way of researchers participating in teaching and learning activities in a hybrid way. With this, the researcher can observe what types of ICT are used by English teachers (EFL teachers) in children's classrooms during the COVID-19 pandemic at an elementary school in Garut and to find out the challenges and barriers in the use of ICT for teachers and students in English learning classrooms.

## **FINDINGS AND DISCUSSION**

### **The Use of ICT by EFL Teachers in Young Learner during Covid-19 Pandemic at Garut**

In this chapter, the researchers present the findings from this study by conducting observation, interview and questionnaire. These instruments answered the aims of the research, namely; to investigate what ICT are used by the EFL teacher in the classroom during COVID-19 pandemic at a State Elementary School in Garut, to find out parents' perception about the advantages and disadvantages of using ICT for Young Learners in Learning English and also to find out the challenging of using ICT for Young Learners and the teacher in EFL classroom.

Based on data obtained from interviews and observations, EFL teachers used several types of ICT hardware as learning media including laptops, projectors, cellphones, and others. In addition, teachers also use several application such as WhatsApp, YouTube, and Duo lingo. With the application of some of these media, teachers are very helpful when delivering learning materials and can attract the attention of students in learning activities. As (Brush, Glazewski, & Hew, 2008) have stated, ICT is used as a tool for teacher and students to discover learning topics, solve problems, and provide solutions to the problems in the learning process.

Because teaching English is done in the 4th grade of elementary school, it is said that the teacher teaches in the young learner class based on young learners' characteristics. There are 5 characteristics of young learners. First, they can use intonation pattern in their mother tongue. Second, they may not always understand the rules. Third, use language skills long before they are aware of them. Fourth, they have very short attention and concentration span. Fifth, they are difficult to differentiate between the fact and the fiction (Cameron, 2005). Therefore, the teacher applies several media by considering the characteristics of young learners so that they can be applied appropriately and effectively. For example the use of YouTube, the use of this application considers the characteristics of children who have very short attention and concentration span. In addition to facilitating access anywhere, children can also use YouTube as a learning medium with a variety of videos showing interesting visuals and audio, such as animations and songs. So that children can be more enthusiastic and focused in learning activities.

### **The Advantages and Disadvantages of Using ICT for Young Learners in Learning English**

Researchers obtained data generated from interviews with EFL teachers and parents of students. There are several advantages and disadvantages of using ICT for Young Learners in Learning English. In the teacher's opinion, the advantages of using ICT for young learners are can make it easier to find learning resources on the internet independently and can be used as a learning medium by supporting applications that are in accordance with what is used by the teacher considering some of the characteristics of the children so that it fits. In addition, the use of ICT can also help children to better master

technology as the times develop, especially during the COVID-19 pandemic where online learning began to be implemented. However, not all students are facilitated by gadgets by their parents and students are limited in understanding the use of existing technology. (Isman, 2017) Explained that online learning is a learning process that utilizes the internet network in the learning process. Online learning provides opportunities for students to learn with the flexibility of learning time and wherever students and teachers are.

By using several applications such as classroom, video conference, telephone or live chat, zoom or via WhatsApp group also helps in interaction between teachers and students. In addition, based on parents' perception, the advantages of using ICT for young learners include increasing children's creativity in learning, with several applications such as games, quiz applications, and others that can help children in learning English. (Handrianto, 2013) Stated that gadgets have both positive and negative impacts, these positive impacts include: 1) Development of imagination, (seeing pictures and then drawing them according to their imagination which trains thinking power without being limited by reality). 2) Train intelligence, (in this case the child can get used to writing, numbers, pictures that help train the learning process). 3) Increase self-confidence. (When the child wins a game will be motivated to finish the game). 4) Develop skills in reading, mathematics, and problem solving. (In this case the child will arise the nature of curiosity about something that makes the child will emerge awareness of the need to learn by himself without being forced). Then, during the pandemic, children can learn to be independent and parents occasionally control their children's learning activities while doing other obligations at home.

When there are advantages, there must be disadvantages. There are similarities between the perceptions of teachers and parents when interviewed about the shortcomings in the use of ICT for young learners, namely that children are less wise in using ICT devices, one of which is cellphones. Children tend to be more preoccupied with using cellphones as a play tool than as a learning medium. In addition, the negative impact that is most vulnerable to occur is that children have closed personalities and excessive radiation because children tend to spend their time playing gadgets even though there are opportunities to learn languages in several applications.

### **The Challenging of Using ICT in Learning English for Young Learners**

Given the limited characteristics and abilities of children, there are challenges faced by both teachers and students. Researchers obtained data from the results of questionnaires distributed to 28 students who became a reference in the challenging of using ICT for Young Learners and the teacher in EFL classroom.

**Table 1. The generated data**

Statement	Agree	Disagree
I can operate ICT as a learning medium	67,8%	32,2%
English teacher provides an interesting learning method	75%	25%
In learning, teachers use media such as LCDs, laptops, E-learning and E-books	78,5%	21,5%
Learning English becomes more fun by utilizing information and communication technology	67,8%	32,2%
By utilizing information and communication technology, I am able to complete work easily and quickly	50%	50%
I use the internet as a means to study	89,3%	10,7%

---

When I have difficulty in English subjects, I will look for answers via the internet	100%	0%
I like to learn English independently through ICT-based media	71,4%	28,6%
I was given information and communication technology support facilities by my parents/guardians	85,7%	14,3%

---

The data above shows that not all students are provided with ICT support facilities by their parents, only 85.7% (24 students) are facilitated by their parents. In addition, about 50% of students can complete their assignments with the help of ICT media, meaning that half of the other students are less helped when using ICT to complete their assignments. It is also possible that students cannot operate ICT as a learning medium. There are 9 students (32.2%) who have not been able to fully operate ICT as a learning medium. This becomes a difficulty for young learners because they have not been able to master technology properly and correctly due to limited understanding. However, the data also shows that 100% (28 students) look for answers on the internet when experiencing difficulties. Therefore, all students can operate one of the search applications on the internet (Google), so the researcher believes that students cannot operate it fully but they are accustomed to using google as a search tool on the internet.

Online learning actually helps teachers and students innovate in the implementation of teaching and learning activities and further adapt to the use of ICT as a learning medium. Almost all schools in Indonesia have used the internet to simplify the learning process. The Internet is a global network that connects thousands or even millions of computer networks (local/wide area network) and personal computers (stand-alone), which allows every computer connected to it can communicate with each other (Hardjito, 2002). The researchers can match the results of interviews with teachers that have challenges in carrying out teaching activities to young learners due to several aspects including not all students are given supporting facilities by their parents and students' limited understanding of existing technology so that teachers find it difficult to choose media that which is used in teaching which ultimately chooses YouTube as a medium of learning which is quite simple compared to other media.

## CONCLUSION

By conducting this research, researchers were also able to find out the challenging of using ICT in learning English for young learners based on the data generated from questionnaires filled out by 28 students. The data is supported by interviews conducted with teachers regarding these problems. The challenge faced in using ICT in learning English for young learners is that not all students are given supporting facilities by their parents and students' limited understanding of existing technology, besides that there are 32.3% of students who have not been able to operate ICT properly and correctly. So that teachers find it difficult to choose media that which is used in teaching which ultimately chooses YouTube as a medium of learning which is quite simple compared to other media. And what is very unfortunate is that 100% of students said that they would look for answers on the internet when experiencing difficulties. This will become a dependency for children who make them vulnerable to lazy learning because they think the answer can be found on the internet.

Teachers must be more innovative in applying learning media using ICT because of technological developments, in addition to simplifying the learning process, teachers also help students in mastering various types of existing ICT in order to become accustomed. Teachers also have to adapt more learning methods by considering various aspects, one of which is the characteristics of students, especially

*Taufik, M. F., Sakina, R., & Pratama, S. H. H. The Use of ICT By EFL Teachers in Young Learner Classroom during Covid-19 Pandemic At A State School In Garut*

young learners. The role of parents is very important in children's learning activities, especially in the use of ICT as a learning medium. Parents should supervise their children more during learning activities. It is possible that, given ICT facilities, children tend to use it as a tool for playing, not for learning. Therefore, parents must limit their children to use gadgets as necessary.

## REFERENCES

- Bachrintania, A. F. (2012). Pengaruh pemanfaatan teknologi informasi dan komunikasi (TIK) dalam pembelajaran Ekonomi terhadap motivasi dan prestasi belajar ekonomi siswa kelas X di SMAN 3 Yogyakarta. *Lumbung Pustaka UNY*, 19.
- Beckman, & Klinghammer. (2006). *Shaping the way we teach English instructor's manual*. University of Oregon.
- Brown, H. D. (2007). *Principles of language learning and teaching*. Pearson Longman.
- Brush, Glazewski, & Hew. (2008). Development of an instrument to measure preservice teachers' technology skills, technology beliefs, and technology barriers. *Computers in the Schools*, 112-115.
- Cameron. (2005). *Teaching languages to young learners*. Cambridge University Press.
- Faoziah, Jubaedah, Kodir, & Syarifah. (2019). The use of ICT in EFL Classroom. *Journal of English Language Learning*, 16-24.
- Haag, & Keen. (1996). *Information technology: Tomorrow's advantage today*. McGraw-Hill.
- Handrianto. (2013, August 6). *Dampak smartphone*. Retrieved from unair.ac: [http://sainsjournal-fst11.web.unair.ac.id/artikel\\_detai\\_1-75305-KESEHATAN-Dampak%20Smart%20phone](http://sainsjournal-fst11.web.unair.ac.id/artikel_detai_1-75305-KESEHATAN-Dampak%20Smart%20phone)
- Hardjito. (2002). Internet untuk pembelajaran. *Jurnal Teknologi Pendidikan*, 10.
- Isman. (2017). Pembelajaran moda dalam jaringan (moda daring). *The Progressive and Fun Education Seminar*, 586-588.
- McKay. (2002). *Teaching English as an international language*. Oxford University Press.
- Mitchell, & Myles. (2001). *Second language learning theories*. Arnold.
- Richards. (2001). *Curriculum development in language teaching*. Cambridge University Press.
- Sakina, R., Kulsum, E. M., & Uyun, A. S. (2020). Integrating technologies in the new normal: A study of blended learning. *International Journal of Quantitative Research and Modeling*, 1(4), 181-193.
- Siahaan. (2003). E-learning (pembelajaran elektronik) sebagai salah satu alternatif kegiatan pembelajaran. *Jurnal Pendidikan dan Kebudayaan*.
- Sloboda. (2005). Improving the teaching of Statistics online: A multi-faceted approach. *Journal of Educators Online*, 2.
- Stone, & Perumean-Caney. (2011). The benefits of online teaching for traditional classroom pedagogy: A case study for improving face-to-face instruction. *MERLOT Journal of Online Learning and Teaching*, 3.
- Sugiyono. (2015). *Metode penelitian kombinasi (Mix Methods)*. Alfabeta.
- Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif dan R&D*. PT Alfabet.
- Tinio. (2002, March 22). <http://www.eprmers.org>. Retrieved from ICT in Education: UN Development Programme.
- Widiyoko, E. P. (2014). *Teknik penyusunan instrumen penelitian*. Pustaka Pelajar.

*Taufik, M. F., Sakina, R., & Pratama, S. H. H. The Use of ICT By EFL Teachers in Young Learner Classroom during Covid-19 Pandemic At A State School In Garut*

Williams, & Sawyer. (2001). *Using information technology: A practical introduction to computer and communication*. McGraw-Hill.