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THE USE OF iPad IN TEACHING ENGLISH FOR YOUNG LEARNERS AT AL AZHAR CAIRO PRIMARY SCHOOL PALEMBANG

A THESIS

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2021

The Use of iPad in Teaching English for Young Learners at Al Azhar Cairo Primary School Palembang

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Palembang,   July 2021
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Dedication

This thesis is dedicated to:

- ➤ *My beloved husband, Chandra Irawan, ST. & my beloved daughter, Arsyila Ufairah Hayfa Prendra*
- ➤ *My beloved father, H. Hasanuddin, SH. MH. & my beloved mother, Hj. Ermawati, SH. MH.*
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- ➤ *My classmates*

Motto

"If you don't go after what you want, you'll never have it. And if you don't ask, the answer is always no. Also if you don't step forward, you're always in the same place." - Nora Roberts

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ABSTRACT

At present, tablet devices are used in teaching in schools across the nation, the most popular device is iPad and the role of teachers in using technology especially iPad is very crucial to serve the learners in order to make them learn better in a fun way. The objective of this study was to investigate the use of the iPad for teaching and learning in terms of benefits, the barriers, and the needs for better iPad implementation through the experiences of classroom teachers and students in one of Primary School in Palembang, Indonesia. Qualitative methods, including teacher and student-participant interviews, classroom observations, and document review were utilized in this study. The purposefully selected participants consisted of three primary English teachers and two students grade 6 who were used iPad for teaching and learning. Based on the collected data through interview, observation and document review, the research revealed that the use of iPad for teaching English for young learners was good. It had some advantages that support student learning and teacher teaching. However, despite the positive sides of using iPad, teachers and students faced numerous barriers, such as technical problems, lack of proper skill, and others. Furthermore, by knowing the needs of teachers, they could prepare to have better iPad implementation in the future.

Key words: *teaching English for young learners, utilizing iPad, benefits and barriers, teachers' needs*

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CHAPTER I

INTRODUCTION

This chapter presents: (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the study

The implementation of digital technology in education fields is increasing; many teachers and also students use digital devices in the classrooms. The use of the digital device is not only for the students in the higher education level but also in the early childhood education level. Willis and Weiser (2014) declare that the advantages of applying technology for young learners are motivating today's children and developing children's ability to be independent thinkers. Then, technology can give chances for student-centered teaching style, cooperative learning, and increase the interaction in the classroom between the students and the teachers. The teacher should use ICT appropriately to the childhood, as McManis and Gunnewig (2012) state that appropriate use of technology requires the teacher to be in close interaction with children, guide them about how to use the technology, and ask them to interact with others so that they can learn from each other.

In the 21st century, it is not rare anymore that teachers and students use ICT or digital media in teaching and learning. It is in line with the era of the industrial revolution 4.0 where it is a response to the needs of a digital era where human and technology are aligned to enable new possibilities (Hussin, 2018). It means that the new vision of learning promotes learners to learn not only skills and knowledge that are needed but also to identify the source to learn these skills and knowledge.

According to UNESCO (2016), Information and Communication Technology (ICT) can give a contribution to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional

development, and more efficient education management, governance and administration. While OECD (2015) declares that the use of ICT in teaching can be encouraged particularly by participation in professional development activities (such as those that involve individual or collaborative research or networks of teachers) and a positive classroom climate.

Nowadays there are many kinds of digital media, one of them is iPad. iPad is one of ICT that is entertaining, capturing, and can be educational for young children (Khoo, Merry, Nguyen, Bennett & MacMillan, 2013). iPad is a digital device that allowing users to use texts, pictures, and sounds and has three features that have the potential to make a positive difference to early education. iPad is a portable and light-weight device which eliminates the need for separate input devices requiring certain levels of dexterity and they are also specifically designed to accommodate a number of applications, many of which have a child's friendly intuitive design. (Kucirkova, 2014).

Next, many investigations showed that the use of iPad could give many benefits both for teachers and students in teaching and learning. Quniebi (2016) had done a research concerning evaluation of using iPad in classroom learning and teaching with aim to evaluate the experience of using the iPad in education and classroom learning. His research findings showed that the most important advantages of iPad were navigating the internet quickly to search for more information that enrich the lesson, the smaller size of the iPad could make the students handling the screen easily. This case study also indicates that children can develop emerging knowledge about print in digital contexts using an iPad and it offers unique ways to employ reading, writing, listening, and speaking within one context. Moreover, iPad also can enhance students in learning English as shown in a research finding conducted by Joy and Rachel (2019) which found that iPad devices can be great technological tools for students to learn English and will foster their confidence in communicating with peers and teachers, so they can catch up with their English-speaking peers and become competent in learning English.

In spite of the benefits of iPad to engage children (and their learning), concerns have been raised about the potential harm of exposing young children to such technologies for fear of this being detrimental to their learning and overall development (Churchill, Fox, & King, 2012). That is why it is hoped there will be an evaluation on the use of iPad in teaching and learning in the classroom in order to have better digital teaching and learning activity.

Furthermore, as more research is released concerning student outcomes and iPad use in education, there is a paucity of research regarding teacher successes and perceptions of iPad in their classrooms (Frazier & Trekles, 2017). It means that the previous research just focused on students' outcome in the use of iPad but it is still rare the research which focuses on teachers' and students' perceptions toward iPad implementation, especially in young learners. Therefore, there is a need for further research into how teachers can manage technologies within the classroom to be sure it is used appropriately so can enhance students' outcomes.

Framed by the technological pedagogical content knowledge model (TPACK) established by Koehler and Mishra in 2009, the writers' mixed-method case study will be guided by research questions that explore primary teachers' and students' needs, successes, and barriers regarding iPad integration in the school. TPACK is a framework that combines technological, pedagogical, and content knowledge so by considering this framework the teachers can know and understand successful technology integration.

The writers' prospective study will conduct in Al Azhar Cairo Islamic Primary School due to the purpose of the study to investigate and to evaluate the implementation of iPad in teaching and learning in the classroom. Since that school is the only one primary school in Palembang which implement digital learning/class through iPad education. And based on the informal conversation between the writer and one of English teachers there, the school never had some evaluation due to the use of iPad for teaching and learning in the school in depth. Although English from national regulation is not a compulsory subject, in that

school English is still an important subject. That is why the time distribution of English is four hours in a week. Briefly, the writer is interested in doing a research on the evaluation of iPad use in the school on teachers' and students' perceptions and to investigate the advantages, barriers, and the needs of using iPad in that school.

1.2 Problems of the Study

The problems of this study are formulated into the following questions:

1. How is the implementation of iPad use in classroom in terms of classroom interaction and frequency of iPad use to support students' learning and teachers' teaching?
2. What are the benefits of using iPad for teaching and learning, especially in English classroom?
3. What are the barriers of using iPad for teaching and learning, especially in English classroom?
4. What are the needs of teachers and students to have better iPad implementation in the future?

1.3 The Objectives of the study

Based on the research questions, the objectives of this study are:

1. To find out how the iPad is implemented in the classroom in terms of classroom interaction and frequency of iPad use to support students' learning and teachers' teaching.
2. To find out the benefits of using iPad for teaching and learning, especially in English classroom.
3. To find out the barriers of using iPad for teaching and learning, especially in English classroom.

4. To find out the needs of teachers and students to have better iPad implementation in the future.

1.4 The Significance of the study

It is hoped that this prospective study can give benefits to:

1) School

This study is expected can give contribution for the school to have better and successful deployments of this technology (iPad education) to classrooms. And also to discover if there are any issues involved in using the iPad, based on the responses given by participants. In addition to helping the schools achieve their education mission, is to gain a deeper understanding of the uses, benefits, and challenges of using the iPad in school. This study may provide information to schools that could help support the integration of technology in the classroom.

2) Teachers

This research can serve as a good input not only for the teachers who teach English at the school but also for other teachers. They also can open their mind that they need to have an evaluation on the implementation of iPad, especially for their teaching activities. So, they will increase their ability to optimize the use of iPad. Furthermore, they will be willing not only to learn from pupils but also to allow them to become expert advisors (for example as digital leaders) for other staff and pupils.

3) The Writer

This study can give the writer the knowledge about the topic which can be applied in her teaching in the classroom since the study will seek to explore why the iPad was selected, how it has been used in an educational context. Conducting this study will also provide her with some experiences in conducting educational research especially in doing a qualitative method research.

4) The other Scholars

This study is expected can give contribution to other scholars as sources and references toward the topic "investigation on the use of iPad for young learners", especially in an Indonesian context.

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