

THE ICT AT ELEMENTARY SCHOOL: PROBLEMS AND SOLUTIONS

Ari Saputra Ramadhani^{1*}, Widya Syafitri^{2*}

^{1,2} Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

Email Correspondence: arisaputragagah@gmail.com

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ABSTRACT

This research aimed to figure out the problems faced by English teachers and provided some solutions to overcome the problems in the EFL classroom. This study was qualitative research. The informant of this research was an English teacher at SDIT Mutiara Global Kampar, Riau. The data collection in this study was an interview. The researcher investigated the use of ICT during teaching and learning process and found that teachers used powerpoint but not actively yet. The problems faced during teaching and learning English Language were identified as follows: students lack vocabulary, listening skills, and pronunciation skills. But the researcher focused on overcoming the problem in pronunciation when teaching pronunciation because when teaching pronunciation, the vocabulary skill and listening were also taught at the same time. To address these challenges, the solution involves utilizing an application named ELSA, The English Language Speak Assistant.

Keywords: ICT, English, problems, solutions, ELSA

INTRODUCTION

Currently, the new Information, communication and technology (ICT) has dramatically changed the way people live, learn, work, and others. The most exciting changes in education are related to the use of technology in the teaching and learning process. Even though the effectiveness of using technology in the educational field is still debatable (Masruddin 2014). Most of the researchers agree that technology can be used effectively as both an educational medium and a cognitive tool. Furthermore, the use of technology can be helpful in classroom settings by promoting investigation, facilitating communication, creating instructional materials, and supporting students' self-expression (Masruddin 2014). Besides, the ICT in learning helps students become more concentrated, active and focused, hence teaching and learning becomes more interesting (Sahlin, Tsertsidis, and Islam 2017).

Students who often utilize computers for independent study have a very beneficial direct and indirect influence (Nursanti, Sugiatno, and Hartoyo 2015). ICT-based learning media effectively developed to improve student learning outcomes (Yuliandari and Wahjudi 2016). In Australia, it is understood that technological advancements impact how individuals generate, disseminate, utilize, and develop information within society, and that young people must possess advanced skills in using ICTs (Eady and Lockyer 2013).

The terms of Information and Communication Technology (ICT) refers to the use of technologies during teaching and learning process to manage and deliver information. The

use of PowerPoint slides, pictures and photos, animations, films and videos, radio and television broadcasts, websites, programs, computer-assisted learning, and software applications that promote learning (Hidayah et al. 2020). Furthermore, ICT refers to technological systems that are utilized for electronic information transmission, processing, storing, creation, sharing, and exchange. Radio, television, video, DVD, telephone (both landline and cell phones), satellite systems, computer and network hardware and software, as well as the tools and services related to these technologies, like video conferencing, email, and blogs (Adulkareem Alkamel, Chouthaiwale, and Adulkareem Santosh Chouthaiwale 2018). Meanwhile the term of technology refers to the electro mechanical system used for teaching language learning (Masruddin 2014).

ICT is being used as a tool to improve the quality of teaching learning process and play an important role especially in English Language Teaching (Adulkareem Alkamel et al. 2018). ICT has changed the pace of teaching strategies to appropriate to the goals and objectives of the students. On the other hand, ICT has given the students many times and opportunities to practice English in and outside the class. Besides, learners have a positive attitude toward computers, even though modern technologies such as double-edged swords, their benefits clearly outweigh their drawbacks. ICT has positive impacts on ELT such as availability of material, students' attitudes toward ELT, students' autonomy and authenticity. The use of ICT helps teachers to prepare, produce, store and retrieve the materials, and conduct the assessment easily and effectively. Assist the student with writing and editing their work so they may generate a well-published piece (Jayanthi and Kumar 2016).

The appropriate approach to technology in the educational field must consider some aspects such as the ages of children, class size, teachers' competency, resources availability, school context and framework. In ICT learners are divided into three kinds of ages; primary level, secondary level, and adult level (García Quijano 2014). That's why every learner has different characteristics in learning, especially for primary level. Primary teachers have to know how to handle primary learners in the classroom because their ages tend to have fun and play. Thus, primary teachers should have the ability to teach them effectively and communicatively based on the appropriate media in teaching in order to achieve learning goals. Besides, teachers must be able to master the technology, because they play a crucial role (Hidayah et al. 2020).

There were several studies on ICT. First, research conducted by (Uluyol and Şahin 2016). The purpose of the research was to investigate elementary school teachers' ICT use and their motivation. The participants consist of 101 elementary school teachers from 24 elementary schools located in the Turkish Capital. To understand the current situation of teachers' ICT use and reasons for its utilization, we examine and discuss our findings. Overall, the findings point to the need for more opportunities, encouragement, and support to be created in order to motivate instructors to raise the quantity and caliber of ICT use in the classroom.

Another research conducted by Hidayah et al. (2020). The aims of the study were to examine the attitudes and motivations of primary school teachers on the use of ICT-based learning resources in their lessons. Data were collected through surveys, interviews, and observations utilizing a quantitative survey methodology. The findings of quantitative research on primary school teachers are frequently grouped according to how they employ

instructional material. These findings demonstrate that instructors' opinions on the use of ICT in instructional activities are positive. It is not ideal to use ICT-based media, nevertheless.

The next research was conducted by Anwariningsih and Ernawati (2013). The research developed Research and Development (R & D). The Objective of the study was 20 elementary schools in the District of Terrace, Boyolali, Indonesia. The purpose of this study is to describe the elementary school ICT study paradigm and the use of learning media. Furthermore, the description may end up being one of the fundamentals in the creation of an interactive study model based on independent learning by students. Furthermore, the purpose of this study model's arrangement is self-learning and ingrained. The researcher designed Interactive media to be implemented during classroom teaching and learning.

In Indonesian contexts, there are some benefits and problems faced by teachers and students. Based on the previous study above, the research on problems and solutions on ICT in ELT classrooms is still limited. This research aimed to figure out the advantages and challenges faced by teachers and learners during English classroom in applying ICT. The research question in this study can be seen as follows: 1) what are the advantages of using ICT in EFL classroom? 2). What are the problems in using ICT in an EFL classroom? 3). What are the solutions to overcome the problems?

RESEARCH METHOD

This research was a qualitative research methodology to explore the problems faced by the teacher and learner in implementing ICT in the English classroom. Qualitative researchers were interested in understanding how people interpret their experiences, how they constructed their worlds, and what meaning they attributed to their experiences (Gay et al., 2012). The research was conducted at SDIT Mutiara Global located in Jl. Kubang Raya, KM. 5, Kualu, Tambang, Kampar, Riau. Data collection method conducted by online interview on Friday, 11 May 2024. The researcher asked several questions related to teaching and learning process to the teacher including the problems in ICT. Sample in this research was an English Teacher of SDIT Mutiara Global, her name was Shintya Laila Nasution, Bachelor of English Education from the State Islamic Institute of Bukittinggi. She has been teaching English for two and half years. She teaches English in 13 classes, which consist of five classes of first grade, four classes of second grade, and four classes of third grade. To analyze the data, the researcher conducted data reduction, data display, and drawing conclusions.

RESULTS AND DISCUSSION

1. Technology Integration

In this study, interviews that have been conducted with English teachers, teachers had integrated and incorporated learning using technology during the process of teaching English in the classroom. It can be seen by the use of projectors during teaching and learning activities. However, the use of technology has not been very effective and efficient due to limited facilities at the school. Another reason was due to restrictions on the use of language labor, because the use of labor only could be accessed by upper level classes. On the other hand, technology was used outside the classroom. Teacher provided an overview of the next meeting material to parents and parents gave the material to their children from the cell phone through the video you tube that has been shared. Based on interviews with teachers, giving video could

enhance learning and build students' engagement in class. Thus, it makes it easier for students to connect the learning that will be learned in class.

2. Problems in Using ICT in EFL Classroom

Based on the results of the researcher's interview with the English teacher at SDIT mutiara global, the researcher classified several major problems in teaching English: lack of vocabulary, weak listening skills, and lack of pronunciation skills. Elementary level students, mastering basic vocabulary is very important because vocabulary can enrich students' linguistic skills. It can support students' ability to generalize ideas well, respond to convey messages through oral and written. Vocabulary mastery should be balanced with listening ability and how to pronounce the word correctly. Primary students should be taught correctly, in order to minimize the error and mistakes during teaching that result in fossilization. Students' ability to listen will have an impact on students' ability to respond to the information obtained, this is because students have captured well what is heard. So that the responses given are more structured and accurate. Without a sufficient vocabulary,

Listening and pronunciation skills, students may find it difficult to deliver ideas, understand text, give comments, participate in classroom group discussion, and even become passive students. To address this, a teaching method that integrates the teaching of vocabulary, listening, and pronunciation with technology is essential, using attractive multimedia that can increase students' input into vocabulary mastery, listening mastery and pronunciation mastery. Because these three aspects cannot be separated in primary school teaching because they are related to each other, when students are taught a vocabulary, students are listened to how to pronounce it, and at the end they practice the pronunciation. So by focusing on these aspects in primary school teaching, teachers are able to help students in the learning process so that students gain success in English teaching.

3. Solutions to overcome the problems

Dealing with this problem, teachers can use ELSA. The English Language Speak Assistant (ELSA) is an application designed by Vu Van established 2015 and has its headquarters in San Francisco, California. It makes use of speech recognition and artificial intelligence (AI) to aid with English pronunciation (Anggraini 2022). This application uses speech recognition technology that can help the learner to improve their ability in English, especially pronunciation. ELSA provides a lot of lessons and topics to the learner to practice pronunciation such as practicing English words, phrases and sentences. An interactive dictionary that teaches users how to pronounce the word or phrase they're looking for is another element of the ELSA Speak program.

Several researchers claim there are three cycles that teachers can use in applying ELSA are planning, acting and observing and learning process. The activity starts with greetings and an explanation of the lesson plan and learning objectives in the preparation phase. Previously, brainstorming with students involved in the learning process usually came before beginning teaching and learning activities. Following that,

examples are used to clarify the subject. Given that this is a study session, find out how students interpret inappropriate speech. The two major activities are training and word repetition.

Before the students utter the text, the researcher occasionally reads it to them. Next, the researcher displayed the ELSA Speak application that could be downloaded from a computer or smartphone. In order to assess students' pronunciation abilities prior to utilizing the ELSA Speak application, the researcher required students to read the complete book aloud one by one for the core exercise. During teaching and learning with ELSA, learners become interested and enthusiastic in learning. Correction and feedback are provided immediately when we use the ELSA application. When a teacher pronounces some word even a learner, we can consult it with ELSA to cross check the word accuracy that we mention

There are some benefits in using ELSA as followed: Teaching and learning; become more effectively and enthusiastic; ELSA can improve student's score in pronounce the word; Learner get better pronunciation; Increase rate of the learner; ELSA Speak application allows students to learn pronunciation more easily and quickly; Provide correction and feedback; The ELSA Speak app is useful for learning how to pronounce words.

There are numerous excellent content categories accessible, including classes pertaining to varying levels of English competence. In fact, characteristics like word stress, vowel and consonant sounds, diphthongs, and syllables can serve as study aids. Students can benefit from additional input and stimulation when learning to pronounce and even speak thanks to the ELSA Speak Application. Excellent and practical for students to utilize in the classroom. Other than that, it's a brand-new software with a ton of features, including student English grades ranging from basic to advanced. Instructors can utilize it whenever they need assistance with pedagogical design (Anggraini 2022).

CONCLUSIONS AND SUGGESTIONS

The use of technology in teaching and learning activities has become something very important lately because globalization has changed all human aspects in life including the educational field. Using ICT in this modern era could help the teacher to teach learners more effectively and more interested, also solve the problem faced by the teacher regarding teaching and learning in the classroom. Besides, teachers must be able to use technology at least basic ability in order to maximize the process. One of the technologies that can be used in teaching English at the primary level is ELSA, it can help the learner to improve their ability in pronouncing the word.

As a result, the researcher suggests the teacher to use technology during teaching and learning process in order to give the new color to the learner, make active learning process, and enhance students mastery in Learning Language. For the next researcher to conduct the further research related to the use of technology to increase students' mastery in Language Learning.

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