

**An analysis of Teachers' Pedagogical Competence in Using Technology for
Young Learners**

THESIS

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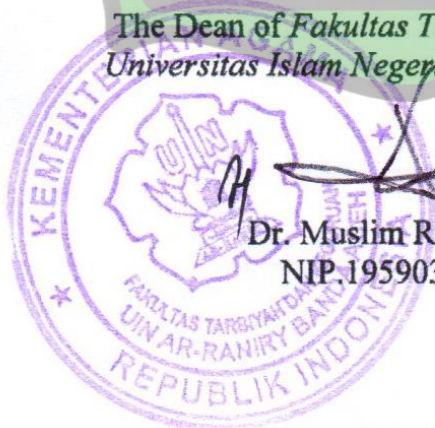
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ABSTRACT

Pedagogic competence is the ability to manage student education, prepare learning tools, implement learning, and evaluate the teaching and learning process. This study aims to know the pedagogical competence of English teacher in teaching English at MIN 2 Banda Aceh. The method used in this research is qualitative descriptive research and the participants were 3 students and 3 teachers of MIN 2 Banda Aceh. This research used purposive sampling to obtain the data through interview. According to the result of the interview, teacher's pedagogic competence was a good category to improve student quality in learning. Moreover, this study found that the use of the instructional media in elementary schools in Banda Aceh still needs to be improved. The lack of instructional media availability in the school also one of the obstacle for teacher, the impact is the lack of utilization of various instructional media. The government needs to find right solutions and to give more attention to supplying instructional media in all elementary schools in Banda Aceh.

Keyword : Competence, Pedagogical Competence, Teaching English

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CHAPTER I

INTRODUCTION

A. Background of Study

Learning English in Indonesia evolve from a strategy that focuses on learning language rules to a technique for using language in a practical and communicative method. One way of communicative learning can be achieved is through classroom interactions between teachers and students. In the classroom, ideally, an English teacher has an important role in the classroom as a real model for using the target language during learning activities. In addition, the English teacher also has the opportunity to convey language material through linguistic means.

English is one of the most widely taught international languages in many world countries. Many citizens in various countries use English as a means of communication in various important meetings at the international level (Gunantar, 2016). In the education system, English has a big share because almost all textbooks in various disciplines are written in English, from elementary to tertiary education.

Education is highly valued in Indonesia and learning English is an important part of the education system. Teaching English in elementary schools in Indonesia is not effective (Atsuyama, 2008). This fact shows that English education for young learners is limited to a few private schools in big cities.

Likewise, only prestigious primary schools can provide English lessons with native-speaking teachers who can provide good English education. The majority of rural elementary school students are weak in English due to a lack of skilled teachers who use modern teaching methods and approaches, as well as a lack of classroom teaching facilities (Hossain, 2016).

In teaching young learners, a teacher has many options when choosing a strategy to teach. What the teachers teach and how to make the condition of the class effectively, the impact of the strategy is to increase the students' skills. The teacher must be required to be more progressive than the students and they should also have more knowledge about things that the teacher would explain to their students (Livia, 2010). By knowing the teaching strategy in the class, the teachers may know how to treat and teach students English in the classroom successfully. It can also lead the teachers to select the materials appropriate to how students acquire the lesson.

Teachers' pedagogic competency should be recognized because it is linked to curriculum development and the classroom learning process. After knowing the pedagogical competence of teachers, this study hopes that becomes a reference for further research on other competencies, namely personality competence, social competence, and professional competence.

Teachers are considered competent if they have high levels of competence and performance because both are critical components of successful classroom learning implementation (Brown, 2001). Therefore, competence and

performance in teaching has become a crucial aspect of effective teaching and learning. Currently, learning at elementary school sometimes still uses conventional methods, but all methods definitely have advantages and disadvantages, because the learning outcomes of elementary level students in Banda Aceh are currently quite good, but not fully maximized. Fun learning will produce good learning outcomes with good learning activities, it is hoped that it can improve learning outcomes.

Based on my observations at MIN 2 Banda Aceh, one teacher stated that the pedagogical competence of each teacher has advantages and disadvantages. The pedagogical competence is the crucial aspects in teaching and learning especially at MIN 2 Banda Aceh.

B. Research Question

Based on background of study above, the writer formulates the following research questions:

1. How do the teachers use instructional technology in teaching English for young learners?
2. What challenges do they face in using technology?
3. What conditions support the use of technology in teaching English for young learners?

C. Research Aim

Based to the research question above, the aim of this research as follow:

1. To know instructional technology that the teacher use in teaching English for young learners
2. To find out the challenges that the teacher face in using technology
3. To find out the conditions support the use of technology in teaching English for young learner.

D. The Significance of the Study

This research is expected to benefit all parties involved in education. This study also provides some information on how to be a good teacher in teaching English to young learners and how to appropriately use instructional media in teaching, particularly in the aspect of pedagogical competence, as a result of the findings of this research.

Practically, this study is expected to help readers gain a better understanding of teachers' pedagogical competence, particularly those who want to teach English to young learners in bilingual schools. This study is also very crucial to explore the reader's ability in teaching English to young learners. Besides, this research is expected to become a reference in conducting similar research in the future. Finally, for researchers and other readers who are concerned with this study is one of the resources and additional information.

E. Research Terminology

1. Competence

Competence can be defined as knowledge, skills, and abilities controlled by someone in order to perform cognitive, affective, and psychomotor behavior as well as possible. On the other hand, competence is an underlying personality trait that is connected to criterion-referenced effective and superior performance in a job or situation. Characteristics are a fairly complex and long part of a person's personality that can understand behavior in a variety of situations and tasks. Especially, competence causes or predicts behavior and performance (Afrilia, 2019).

Related to the conclusion above, competence in the context of education refers to the capacity to perform. Competence is defined as the ability of a teacher to perform their duties effectively and rationally. Because competency has a clear direction and goal. According to Gordon (2007), there are six aspects of domains contained in the concept of competence, namely as follows:

1. Knowledge is awareness in the cognitive sciences. For instance, a teacher is aware of the pupils' learning requirements and how to better serve those requirements.
2. Understanding is the depth of cognition and emotion that a person possesses. For instance, a teacher conducting the study needs to be well-versed in the traits and circumstances of the students.
3. Capacity (skill) is something possessed by a person to carry out a task or job entrusted to him, such as the ability of teachers to select and produce straightforward props to facilitate learners' learning.

4. Values are a set of behaviors that a person adheres to and integrates psychologically, such as the expected behavior of instructors when teaching (honesty, openness, democratic, and others).
5. An attitude is an emotion such as happy, dissatisfied, loves, hates or a response to an outside stimulus, a response to the economic crisis or the perception of a pay raise, among other things.
6. Interest is a person's tendency to engage in an action, such as a desire to learn or accomplish something.

2. Pedagogical Competence

Competence is defined as the capacity of an individual to perform a particular task based on the skills, knowledge, and attitudes that are supported by the work connected to the task's requirements. Megahed (2018) argues that Competence is a person's traits that are related to how effectively they perform at work or fundamental traits of people who have a causal relationship or effective performance in a specific setting. Pedagogic competence refers to the idea that learning requires certain competencies. One type of competency that teachers certainly must possess is pedagogic competence. In essence, pedagogic competence refers to a teacher's capacity to oversee students' educational needs. The term "pedagogic competence" refers to a teacher's ability to manage the four parts of teaching: lesson planning, lesson performance, teaching and learning processes, and learning outcomes evaluation.

According to Saud (2011), There are three words in English that define competency. The first statement, "Competence means being competent, the ability to accomplish a task," implies that competence essentially denotes the capacity or aptitude to perform a work. The second is "competent," which denotes someone who possesses the aptitude, strength, control, knowledge, expertise, etc. required to fulfill that person's requirements. It also demonstrates that competence is essentially a quality of a competent individual who has the capacity to carry out necessary tasks. The third statement, "competence is a reasonable performance that achieves the aim for the desired condition," denotes a rational behavior or activity that may achieve its objectives successfully based on the anticipated circumstances.

According to Susilo (2011), Teachers' pedagogic competence is defined as their ability to manage student education, prepare learning tools, implement learning, and evaluate. The authors focus only on one aspect of pedagogic competence in this study, namely teachers' ability to carry out the learning process, which includes how teachers manage classes and use learning media.

3. Teaching English for Young Learners

Teaching English to children differs from teaching English to adults. Students enjoy learning English. Students must learn English at a young age, and they can become bored and annoyed if the material is too difficult. As a result, in order to achieve learning objectives, a teacher must make the classroom environment more attractive. English teachers are not only good teachers, but they also know a lot about teaching English.

There are three parts that the writer wants to explain, which are the importance of learning English, classification of young learners and how to teach English for young learners. English is the language that is utilized to converse with foreigners. Therefore, they are not required to study every language spoken in every nation. The most popular language used by visitors is English. even if learning English can be challenging at times. Young learners fall into three categories: very young learners (ages 3-6), young learners (ages 7-9), and young/old/late learners (10-12 years old). At pre-school grade or around 3-6 years old, students learn on listening and speaking courses.



CHAPTER II

LITERATURE REVIEW

This chapter deals with the literature review related to the topic, some theories were included to tell the information relevant to the present study. There are some theories discussed in this chapter including competence, pedagogical competence and teaching English for young learners.

A. Competence

1. Definition of Competence

Competence is the ability to conduct cognitive, emotional, and psychomotor actions as well as possible. It is the mastery of knowledge, skills, and talents by someone who has become a part of him. The concept of competence center on ability or capability, which in turn focuses attention on the attributes that comprise this ability or capability (Paul & Andrew, 2009).

According to Mulyasa (2009), competence is a set of knowledge, skills, values, and attitudes reflected in one's thinking habits. Competence is used in the teaching system to describe the ability of professionalism, which is the ability to demonstrate knowledge at a higher level. These abilities can be acquired through education and training. **A R - R A N I R Y**

According to Part One of Law 14 of 2005 Concerning Teachers and Lecturers, competence (ability) is a set of knowledge and behaviors that teachers or lecturers must possess and control in order to carry out their duties. Meanwhile, the decree of Diknas no. 45 / U / 002 revealed that competence is a set of

intelligent actions and full responsibility that a person must demonstrate in order to be considered capable by the community of performing tasks in specific positions.

Samana (2011) stated competence is a teacher's ability to carry out his obligations to provide educational services to students. From the various definitions above, the definition of competence in this study is a set of mastery of abilities, skills, values, and attitudes that English teachers must possess, internalize, and master in order to professionally carry out their duties.

B. Pedagogical Competence

Academic competence could be a competency that decides student success within the instructing and learning handle, particularly student learning result. Competence is the capacity of an individual to carry out an assignment related to abilities, information, and attitudes that are supported by suitable work.

Mulyasa (2007) stated that competence is a characteristic that supports a person's effectiveness of individual performance on the job or individual basic characteristics related to causality with the referred-to criteria, effective or superior performance at work or in certain situations. In pedagogy, content knowledge is a teacher's understanding of how to help students understand specific subject matter. This includes subject matter knowledge or issues that are tailored to learners' diverse interests and abilities and then presented for teaching.

Susilo (2011) argued teachers' pedagogic competence refers to the ability of teachers to manage student education, which includes developing learning

tools, implementing learning, and evaluating. The writer focused only on one aspect of pedagogic competence in this study, namely teachers' ability to carry out the learning process, which includes how teachers manage classes and use technology.

Based on the definition of teachers' pedagogical competence provided by some experts above, we can conclude that teachers' pedagogical competence is a skill that every teacher must possess. The following are some competencies that the teacher should possess:

1. Students' Characteristics

The teacher must comprehend the child's world, the educational process, and characteristics such as interests, talents, motivation, learning absorption, intelligence level, and social development of the child (Janawi ,2011). When a teacher understands the characteristics of his or her students, he or she can plan the teaching and learning process by employing appropriate learning strategies, methods, and materials for students. By mastering the characteristics of learners, teachers can organize a learning process that helps various aspects of student development, such as cognitive aspects, psychomotor aspects, affective aspects, creativity aspects, and emotional aspects, aspects of special talents, aspects of social relations, aspects of independence, language aspects, and moral aspects (Irwanto & Suryana, 2016).

2. Learning Theory and learning Principles

Mastery of learning theory and instructional principles is critical for teachers to achieve effectiveness, efficiency, and optimal learning. The teacher can determine various strategies, methods, and learning techniques creatively in accordance to teacher competency standards in this competency. The teacher adapts the learning method to the students' characteristics and motivates them to learn.

3. Curriculum Development

In the curriculum development process, Teachers are the most crucial persons to interact with. As a result, for the curriculum development process to be successful and meaningful, teachers must be implementers. (Alsubaie, 2016). In order to create an effective education, an effective classroom management is considered important. Classroom management includes preparing and planning lessons, organizing materials, designing the classroom, creating a positive learning environment, and maintaining rules in the classroom (Tan, et al, 2003)

Teachers must master learning arrangements because they can help them create an affective teaching and learning process. Teachers must plan their lessons ahead of time before entering the classroom. A lesson plan is a crucial tool that combines a guide, a resource, and a historical description of the subject matter, student population, textbook, and teachers' objectives for their students (Jensen, 2001).

4. Learning Activities

Learning activities are primary activities that are carried out consciously and in a well-organized manner in order to achieve institutional goals that carry out educational missions (Mukhtar and Iskandar, 2010). One of the institutional goals that educational institutions must achieve is the achievement of national education goals, which means that learning activities must reflect the goals of national education, namely developing self-potential in order to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible human beings.

5. Development of Students' Potential

Students' potential development is a very essential in the field of education. Hafera (2002) stated that the true meaning of education is to maximize students' potential to develop, empower, and useful to others. Education is a conscious and planned effort to create a learning environment and learning process in which participants are actively examined to develop their potential for religious spiritual power, self-control, personality, intelligence, noble character, and skills required by himself, society, nation, and country.

6. Communication with Students

Communication can be defined as a way of transferring thoughts and ideas to other people. Zaeema (2018) revealed that teachers must communicate with students throughout the learning process because students spend approximately 7 to 9 hours per day with the teacher. Teachers can convey messages in the form of information, ideas, directions, expectations, and

explanations of learning materials by communicating. Teachers can also motivate and move students to study hard through communication, as well as establish close relationships with students for a smooth learning process.

Therefore, teachers must be able to communicate effectively with their students. In the world of education, good communication with students is essential, especially during the learning process. Mulyoto (2004) stated Without good communication, the message that the teacher wants to convey, which is the goal of education, will be difficult for students to understand, resulting in students becoming bored and disinterested in learning.

7. Assessment and Evaluation

Assessment and evaluation are critical processes in formal education. Teachers can use evaluation to assess the efficacy of their students' performance. In terms of curriculum evaluation development, it can provide information for ongoing curriculum improvement. Students frequently regard evaluation as one of the things they fear because evaluation activities can determine the outcome of the next learning process. Thus, the needs of students should be evaluated, because the evaluation of students will expose the success of their learning (Sanjana, 2011).

C. Using Technology for Young Learners

1. Young Learners

Young learners usually considered to be children between six to ten or eleven years of age. Since there are marked differences in the abilities of children aged five and ten. The first group of young learners will be the focus of the

practical portion of this undergraduate thesis. Before we begin teaching English to young learners, it is important to understand some specifics about young learners. The key to teaching English to young learners is to always make light of the classroom environment and to keep them interested in the material we provide.

According to Harmer (2007), young learners have different characteristics and they learn differently from adolescents, adults and even from older children. Actually, there are numerous methods to make young learners have fun while learning English. Then we can be good teachers by assisting our students in becoming international people through the use of English. As a result, learning English is not always straightforward. Make students discover a variety of English-learning experiences. We try to get through difficult situations when we want to enjoy and love something.

2. Characteristics of Young Learners

Young learners are generally enthusiastic about learning and curious about their environment (Harmer, 2007). They are inventive, sharp, and inquisitive. Students can enjoy repetition of routines and activities, as well as being creative. In comparison to other age groups, students were not inhibited, but their self-control was very poor. Physical movement should be an important part of learning for them because they have a lot of physical energy (Brendon, 2012).

Children are drawn not only to the physical, but also to the mental. Students start picking up on their surroundings and gain knowledge through their eyes and ears. Students learn by example, and the most important role a teacher can play in

their lives is to be a role model (Harmer, 2007). These children are also enthused about learning, and discovering new things is an adventure for them. According to Harmer (2007), young learners have different characteristics and learn differently than adolescents, adults, and even older children.

Students' attention and concentration spans are extremely short. As a result, they could become bored and lose interest in learning. These kids are sensitive and dislike being criticized. They are looking for guidance and support, and as a result, they require individual attention and approval from their teachers. They respond well to compliments, and it is important to praise them for their efforts.

There are several basic characteristics of young learners:

1. Children can also have difficulty distinguishing between the real and imaginary worlds. It can be difficult for teachers to cope with and comprehend their students' perceptions of reality.
2. When working or playing they like to be accompanied with others. Most of them do not like to work alone.
3. They use language skills long before they are aware of them.
4. They love to play and the learning itself can be effective only in case they are enjoying themselves.
5. They learn by mimics, using gestures and body movements. The physical world is very important and dominant at all times.
6. They have a very short attention and concentration span.

7. They do not always understand the world of adults. The teacher needs to use the instructions in an appropriate way and use the language and phrases so that the children can easily get the message.

3. Teaching Technology

Many benefits of Technology in learning English Ahmadi (2018) stated through using technology, Learners have control over their learning process and have access to a wealth of information that their teachers do not. Technology plays an important role in promoting learner activities and has a significant impact on teachers' teaching methods. The effects of technological advancement learning programs like online learning, blended learning, and distance education systems have all been significantly impacted by technology.

Cakici (2016) discusses the positive effects of technology on English teaching, such as the availability of materials such as images, animation, audio, and video to help with presenting and practicing a language, assisting teachers, and being student-centered. Technology provides numerous opportunities to improve learning. According to Zhao in Hidayati (2016), these various uses and effectiveness can be divided into four categories: access to learning materials, communication opportunities, feedback, and learner motivation. Benefit of using technology:

1. Access to learning materials

Technology is used and benefited because multimedia technologies boost access efficiency, video and internet use improve

authenticity, learner control and multimedia annotations improve comprehensibility. Opportunities for communication technology allows for communication in two different ways through computer interaction.

2. Feedback more current application

Technologies enable more contextualized and pedagogically relevant feedback, such as grammar checkers, spell checkers, pronunciation correctors, and behavior and error tracking by analyzing students' responses stored in the computer.

3. Learner motivation

Technology is a potent instrument that may improve and revolutionize education in many ways, from facilitating the development of instructional materials by teachers to enabling individuals to work and learn in new ways.

Cahyani and Cahyono (2012) stated that the various types of technology have shaped the way teachers teach English, and language laboratories are one of the types of technology that provide language learners. Teachers believe that the use of technology to make language teaching more exciting is inextricably linked to the success of teaching and learning activities. Technology, whether non-web-based or web-based, facilitates language learning. However, teaching a language using technology poses many challenges, and teachers must be able to solve some technical problems in the classroom.

The submission although two aspects of language teaching can be performed by the availability of teachers and the usage of language teaching media, technology has transformed the way teaching methods are done. As we

know, there are such alternatives as making learning exciting. The media can be used as a tool to explain the teacher's message when students are learning English.

Abdulhak in Rusman (2015) classifies Three categories may be established for just how technology is used in education: first, as a media tool or educational tool that helps teachers clarify their lessons; second, as a source of information that students use to get the knowledge they need; and third, as a system for learning. As a function of media, resources, and learning systems or procedures of the three types of utilization that can be chosen as needed, technology is developed in such a way as to be an integrated learning system.

Technology-based learning media serves a specific purpose to clarify, facilitate, and make interesting learning messages for teachers to convey to students in order to motivate them to learn and streamline the learning process.

Rusman (2015) states that Teaching and learning activities will be more effective and easier if visual aids are used, as 11 percent of what is learned occurs through hearing and 83 percent through sight. Furthermore, it has been stated that we can only remember 20% of what we hear, but 50% of what we see and hear. A computer is one of the media that can virtually provide an immediate response to the results of student learning.

CHAPTER III

RESEARCH METHOD

This chapter explains the procedures used in this study to find the answer to the question previously stated in chapter one. The aspects of methodology including research design, research participant, technique of data collection and technique of data analysis. Each explanation is elaborated as follow:

A. Research Design

The research design is the strategy to integrate the different components of a research project. Boru (2018) stated that research design is the procedure of collecting, analyzing, interpreting, and reporting data in research studies.

In this study, I used qualitative research methods. The approach used in this research was qualitative descriptive research. Amanda and Palmer (2016) stated that qualitative research is an approach that focuses on participants' subjective experiences to gain insight into the particular meanings and behaviors of social phenomena. According to Nazir (2015), the main purpose of conducting descriptive research is to describe systematically the facts and characteristics of the object or subject under study accurately.

The qualitative descriptive method was chosen by the researcher because the analysis cannot be in the form of a number, the researcher wants to describe more phenomena in society. Some of the stages were carried out by this research.

This study aims to describe a situation and describe the pedagogical competence of teachers at MIN 2 Banda Aceh in English subjects.

B. Research Participants

The participant of this research is the students of MIN 2 Banda Aceh in the fifth grade. The participants in this study are obtained by using the purposive sampling technique. Purposive sampling is the sample chosen based on the characteristic of the population that the researcher need for the research (Mackey and Gass, 2005). The purposive sampling technique is based on the idea that finding the best cases for a study generates the best data, and that the cases sampled directly affect the result (Patton, 2015).

In selecting the participants, I choose fifth grade because this class frequently applies technology media for learning based on the information of the teacher. When deciding on the participant in the study, I must consider a particular approach with certain characteristics to achieve the goals of the research. I interviewed 3 students and 3 teachers of MIN 2 Banda Aceh. The participants were chosen because several reasons:

1. The teachers and students were selected from the class using technology teaching learning process
2. The participating students were chosen based on recommendation of the teacher
3. The participants are students and teachers of MIN 2 Banda Aceh.

C. Technique of Data Collection

1. Observation

I used direct observations on the object of research because I wanted to know about the activities that were currently happening. I learned about behavior and the meaning of behavior through observation. In addition, I chosen passive as participation during the observation, which means that I was present at the scene but had no interaction or participation. I gathered the information by observing the teacher's pedagogical competence, particularly mastery of students' characteristics.

Based on observations, the writer intended to collect data using field notes and a video recorder that captured events in the field. Observations were made during learning by observing the teacher who directly provides learning material and the teacher's pedagogical competence, particularly mastery of students' characteristics in providing English learning. Observation is a technique that involves carefully observing and diligently recording the observation tool. (Zein, S. 2013).

2. Interview

The interview is a question and answer method with sources whose aim is to get answers either directly or through media channels. Interviews were conducted with class II, IV, and V teachers at MIN 2 Banda Aceh as a pre-research measure to determine the problems that should be researched. Meanwhile, at the time of the research, interviews were conducted with the principal and teachers from grades I to grade VI. The purpose of this interview is

to find out how the pedagogical competence of teachers at MIN 2 Banda Aceh in English.

3. Documentation

Documents are records of events that have passed. Documents can be in the form of writings, pictures, or monumental works of a person (Sugiyono, 2017). The documentation in this study is in the form of examples of learning tools such as syllabus, lesson plans, and worksheets as well as photos of research activities that support the results of research on teacher pedagogical competence at MIN 2 Banda Aceh.

D. Data Analysis

Miles and Huberman argued that activities in qualitative data analysis were carried out interactively and continued to completion, so that the data was saturated. Researchers used the data analysis model of Miles and Huberman which included three stages, namely data reduction, data display, and conclusion drawing (Sugiyono, 2017).

1. Data reduction

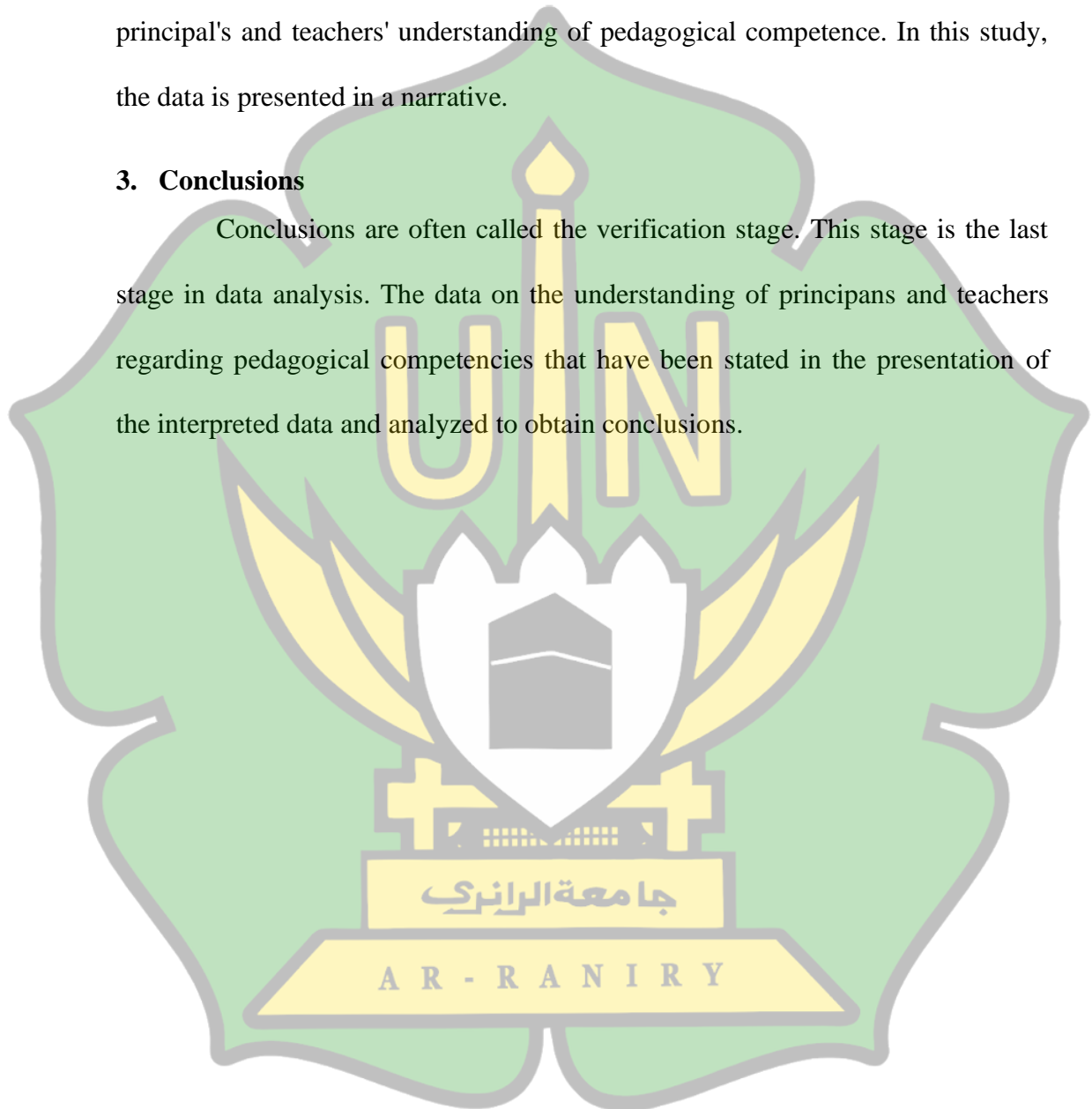
Reducing data means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns and removing unnecessary. During the data collection period, I collected data from observations, interviews and documentation. I reduced the data by taking the main things according to the focus of the research, and discarding data that was deemed unnecessary.

2. Data Display

In displaying data, it can present in the form of brief descriptions, flowcharts, charts, and the like. The researcher presented data in the form of the principal's and teachers' understanding of pedagogical competence. In this study, the data is presented in a narrative.

3. Conclusions

Conclusions are often called the verification stage. This stage is the last stage in data analysis. The data on the understanding of principals and teachers regarding pedagogical competencies that have been stated in the presentation of the interpreted data and analyzed to obtain conclusions.



CHAPTER IV

FINDING AND DISCUSSION

This chapter elaborates the findings of research based on data collection. The findings are meant to answer the research question in chapter one, how the teachers use instructional technology in teaching English for young learners, what challenges do the teachers face in using the technology, and what condition supports the use of technology in teaching English or young learner.

Teaching English to young learners is considered necessary needs in Indonesia especially in big cities (Rodliyah, 2009). Many parents compete to make their children learn English as younger as they are. The issue is how the school deals with this phenomenon and how they could provide the students with effective and efficient learning. There are many factors influencing the effective and efficient of learning. Two of them are the media and the characteristics of the students. Smaldino et al., (2006) argue when media is used for instructional purposes and utilized to canalize teacher-students communication, it categorized as instructional media. Nevertheless, the utilization of the instructional media seems not effective in teaching English to young learners in Indonesia (Mutohhar, 2009). The effectiveness of media is not about the teachers utilize media or not in the classroom, but it deals with how the teachers optimize the utilization of the instructional media in the classroom.

According to a study conducted by Mutohhar (2009), many elementary school teachers in Indonesia deliver their material in such a way but makes the students still bored, not enjoying the learning process. Many of the teachers only utilize the provided media in the schools and utilize it to show the materials only without transferring the knowledge in attractive ways to the students. This phenomenon appears because some of them think that a good media is expensive media and sophisticated media which needs cost much money. Whereas, Mutohhar (2009) argues that a good media is media which is suitable for the topic, material, the students, and practical to use. In other expensive, it just needs to be reusable, and so it can help the teacher to create an effective instruction in the classroom. The study related to utilization in teaching young learners and how the on the media utilization is still limited in Indonesian context. Thus, this study aims to find out the utilization of instructional media in teaching English to young learners and how the teacher media utilization, specifically to teacher who teachers in elementary school which has A grade level accreditation.

A. Research Findings

This research aims to find out the teachers' pedagogical competencies in using technology for young learners at MIN 2 Banda Aceh. It includes the challenges when using the technology and conditions to support the use of the technology based on their experience. In this study, the researcher conducted the interview, with three teachers who have become civil servants and three students

from MIN 2 Banda Aceh were the participants, six participants including teachers and students who had the experience of using technology when learning English shared their opinion. The researcher conducted Interviews with students aimed to look at the students' opinions toward the learning process using the technology in the classroom.

Regarding the research question in this study, the participants mentioned the ways teachers used instructional media in teaching and learning. All the participants admitted to learning using the technology during the teaching and learning process. Some teachers stated they used the media for learning depending on the students' material, condition, and situation, the facilitation of the school to provide the technology. (Cakici, 2016) explains the positive effects of technology on English teaching, such as the availability of materials such as images, animation, audio, and video to facilitate language presentation and practice, assisting teachers and students in learning. Young learners are generally enthusiastic about learning and curious about their surroundings (Harmer, 2007).

1. The Instructional Media used by Teacher and Its Utilization

Each participant has used the media in learning. Harmer (2007) stated that young learners are generally enthusiastic about learning and curious about their surroundings (Harmer, 2007). They are creative, perceptive, outspoken, and inquisitive. Young learners enjoy routines and activities that they can repeat, and they enjoy being creative.

a. The Teacher Used Realia Type of Instructional Media

The participants explain the use the media make students enjoy the learning process. Realia is defined as objects from the world outside the classroom that are used or teaching and learning (Nunan, 1999). Realia can be used as starting point to introduce the lesson or understanding the concept of material. They agreed this media is a solution for explaining the material for students.

Realia is unmodified real things inside or outside the classroom which is used by the teacher for teaching learning process. Realia can be used as starting point to introduce the lesson and understanding concept of the material. The real object or it is usually called as realia can be used as the media when the teacher wants to introduce the material or stimulate the students about the material that they will learn. It is also according to Harmer (2007) that the real object or realia can help the teaching process because it stimulates students the activity they will learn. For example the topic of learning is color, so the teacher can bring many things with different colors in the bag as the real objects then the students pick the object from the bag and mention the color. But, there is one thing that the teacher needs to pay attention when they use realia in which the teacher must notice well the limitation of the objects.

According to Harmer (2007), “the only limitation on the things which the teachers bring to class are the size and the quantity of the objects themselves and

the students' tolerance". It means the realia used in the class should be proper with the situation of the class.

SU as Teacher Explained:

Based on my experience, Sometime I ask the student to imagine about the things outside the classroom as an object for learning, I used it to make the students attention and make them think the material that I want to explain.

From the answer above, the researcher can conclude that Realia is the type of instructional media that the teacher frequently use in MIN 2 Banda Aceh.

b. Teachers used laptop, Lcd, picture, and speaker as instructional media or teaching and learning

Every instructional media that the teacher used for teaching and learning different purpose in the instruction. Some of teachers and students said that they used Laptop, picture and Lcd in learning English for the material that suitable for students. English teachers must be creative and use media in teaching English instead of teaching will be more interesting, understand the lessons that they receive, provide motivation, attract the attention, stimulate students' response, and make the class more meaningful and enjoyable. The media used by the teacher can make students are happy and enthusiastic in teaching English, students are

easier to understand the materials can repair their pronunciation and increase their vocabulary.

IY teacher argued:

Yaaa sometime I used the picture for explaining the vocabularies to students. As we know that children are very interesting to learn with the colorful material, so yahh I used picture to make them enjoy the learning process

AA as a teacher also stated:

..Hmmm I used the technology in the classroom, such as laptop and Lcd to engage he participation of the student, but using laptop to show the power point make students more interesting to learn material. The technology I used depend on the material that I want to explain for students...

Based on the extract above the researcher found, the teachers used laptop, LCD, speakers as a tool and pictures in delivering material in teaching process. In teaching and learning process while observing in the class the students directly enthused and focused on the LCD projector through the power point while the teachers displaying materials. In delivering material the teacher used the technology depend on the material at that time.

c. The teacher given an explanation by using Board and Book

Based on the teacher answer, teacher already use books and board to display material also used board to make presentation the material clearly. Besides, book utilized by the teachers to do give exercises to the students about the lesson and to be used as sources for the material.

Participant 1 stated:

Yah, the teacher used board in the classroom...besides, we used Tema book for learning with my friend, we also do the exercise from the book based on the explanation of the students..

This kind of instructional media was used for both engaging and eliciting the students in teaching learning activities. The teacher chooses to use book and boards in the classroom to display material because effective and efficient in teaching and learning process and it does not take long for the teacher to write the material on the board. The students claimed that they do the exercise from the book based on their teacher explanation.

2. Teachers' Challenges in Using Instructional Media

a. Limited Time in Using Technology for Teaching Learning

Technology provides great opportunities to make learning more effective and efficient. But, Using Technology take a lot of time for learning, Teacher must prepare all the tools for showing the material to the students.

SU as teacher also supports this idea of utilizing Technology take a lot of time:

Yapp, one of the most enjoyable learning through technology is interesting, students is very enjoy the learning process but yahh, especially when using technology such as laptop and showing the power point to students , sometime it take a lot of time to prepare all the tools of the technology.

From the participant answers, I believe that the technology can waste the time, preparing lesson on technology or for situation in which teacher deliver the class with the help of technology is time-consuming. It takes a lot of time to prepare slides and to keep the device charge and safe to be delivered on time.

b. Lack Availability of Instructional Media

The main important of using technology is available of the instructional media that suitable for teaching and learning. The primary challenge the teacher face is lack of infrastructure such high-speed internet.

AA Teacher stated that:

...Well, in my opinion learning through the technology based on my experienced sometime the school does not support the technology that we want to use for teaching, this is one of the challenges that teachers always complain...

Similarly, IY also stated:

In my opinion, when we are talking about using the Instructional Media, I can say yap providing the media is the first thing that the school must give to the teacher. Good internet connection is one of the things that the school have provide when using the technology...

Based on the answers, the researcher can conclude that one of the problem in using the technology is available the instructional media. The teachers have to give their effort by preparing back-up the instructional media.

3. The Conditions Support Using The technology

a. Pandemic COVID-19

In current condition, technology is a very viable option to be used. Particularly, in the world of education where the world needs alternatives due to the COVID-19 pandemic. Using the technology is the way to consider flexibility and convenience without sacrificing quality of learning. One method for

achieving the teaching and learning process during the covid pandemic is to use the instructional media, which provides to students' various learning goals (Ananga, 2020).

Participant 1 stated:

...During COVID 19, we learn English subject through WhatsApp application...

AA as teacher also argued:

...We currently used WhatsApp Application for learning last time during pandemic covid-19, this condition support us to use online learning platform for teaching and learning because we could not learn face to face in the classroom..

All the participants agreed that using technology can be the solution in pandemic COVID-19. This condition is very supported using instructional media in education life.

b. The Developing Era Demands the Use of Technology

These days, students might use technology as an alternative to assist them in the teaching and learning process due to technological developments. Students would be more motivated to learn if the students are confident using technology (Hon Keung & Lai Fong, 2012).

IY Teacher claimed:

Based on my experience, I notice that learning through technology is modern than traditional learning, we used the technology so that teacher also developing their skill depend on the era.

SU as teacher also stated:

To be honest, this is a very good chance to us when learning through media, because it can be a solution during a pandemic, teachers can be a modern and creative teacher when using the technology that the students also can develop their skill because of the ability of teacher.

Technology has changed many aspects of human life including the teaching and learning process. According to the university level students, technology helps students in learning and gives a positive perception of learning. Using technology has a lot of benefits such as increasing their knowledge, addressing different student learning styles, academic achievement, deeper understanding, and making learning easy and simple (Sisay, 2017).

B. Discussion

The instructional media is used to help students in learning during the Covid-19 pandemic. Of eight types of instructional media classified by Harmer (2007), there were only four types of instructional media that are utilized by the teachers in this study. They comprise: (1) The teacher used Realia type of Instructional Media (2) Teachers used pictures as instructional media in teaching and learning (3) The teacher given an explanation by using a Board and (4) books.

Each of those instructional media was used for various purposes. The purposes also were taken according to Harmer (2007). The first one is Realia. This type of instructional media was used to engage and elicit students' participation in teaching and learning activities. With exception of Realia, pictures in the instructions provided different functions. Based on the findings, teachers used pictures to drill vocabulary, present meaning, and discuss the lesson. Next, boards were generally used as notepads, explanation aid, picture frame, and public workbook. Next is a book, which was utilized by the teachers to give exercises to the students about the lesson and to be used as a source for the material.

Based on the data, Teachers had difficulties not only using but also selecting instructional media. The teachers' problems in selecting instructional media were limited time in using technology for teaching and learning. Technology provides various opportunities to improve the effectiveness and efficiency of learning. But, using technology for learning takes a lot of time and the teacher must prepare all of the tools for showing the material to the students. According to Zhao in Hidayati (2016), the various applications and effectiveness of technology can be divided into four categories: access to learning materials, communication opportunities, feedback, and learner motivation.

Furthermore, the problems were also experienced by the teachers in the process of utilizing media. The difficulties when using media were also experienced by the teachers. The use of high-tech instructional media by the teachers frequently resulted in supply constraints and other technical issues. The main importance of using technology is available in the instructional media for

teaching and learning. The main problem the teachers face is a lack of infrastructure such as high-speed internet.

The conditions that support using the technology are pandemic Covid-19 and the developing era demanded people to use the technology. In the current condition, technology is a very viable option to be used. Particularly, in the world of education where the world needs alternatives due to the COVID-19 pandemic, using technology allows for flexibility and convenience without sacrificing learning quality. Technology helps students in learning and gives a positive perception of learning. Using technology has a lot of benefits such as increasing students' knowledge, addressing different student learning styles, academic achievement, deeper understanding, and making learning easy and simple.



CHAPTER V

CONCLUSIONS AND IMPLICATION

This chapter presented the conclusions and the recommendations of this study. The conclusions are drawn based on the data analysis of the research findings on the previous chapter. Meanwhile, the recommendations are written to improve the future research of this field.

A. Conclusions

Based on the findings and discussions in the previous chapter, the conclusion can be drawn that teachers' use of instructional media in elementary schools in Banda Aceh still needs to be improved. It is proved by the lack of instructional media availability in the school also the lack of utilization of various instructional media. Besides, the appropriateness of the instructional media to student characteristics was less considered by the teachers. The use of educational technology to learn English both inside and outside the classroom keeps students motivated. This is because nowadays students usually feel more comfortable using digital devices when learning a language, mainly due to tools such as voice recognition and interactive multimedia exercises.

Moreover, the difficulties faced by the teachers during selection and implementation appeared to be due to a lack of instructional media availability and the teachers themselves. Thus, it is expected that the local government to give more attention to supplying instructional media in all elementary schools in Banda

Aceh. Besides, the teacher, it is also expected that they can use the available instructional media without taking aside student characteristics. Furthermore, teachers are also expected to learn by utilizing high-tech instructional media so that they can explore them to enhance the quality of instruction. Based on the data, problems were encountered by the teachers not only in using instructional media but also in selecting them. In selecting instructional media the problems encountered by the teachers were limited time, limited cost allocation, availability of instructional media, appropriateness of instructional media, and teachers' negative belief towards instructional media. Problems were also experienced by the teachers in the process of utilizing media. The teachers often encountered technical problems, for instance running out of supply and the dysfunction of high-tech instructional media used. The last was personal problem. It dealt with the difficulty experienced by the teacher in explaining content in the instructional media.

Each participant has used the media in learning. Harmer (2007) stated that young learners are generally enthusiastic about learning and curious about their environment. Some of the instructional media that the teacher can use in the teaching and learning process. The teacher used realia for learning, teachers can use the laptop, Lcd, picture, and speaker as instructional media in learning in the classroom, using board and texts book is one of the basic media that the teacher always uses for achieving the teaching-learning process.

Even though, most of the teachers faced difficulty in using the instructional media in learning. Technology provides opportunities to make learning more effective and efficient. But, using technology takes a lot of time for learning, and teachers must prepare all the tools for showing the material to the students in the classroom. The primary challenge the teachers face is a lack of infrastructure such as high-speed internet. Lack of availability of media can be one of the obstacles when using it for teaching in the classroom, it is expected that the local government gives more attention to supplying instructional media in all elementary schools in Banda Aceh. Besides, the teacher, it is also expected that they can use the available instructional media without taking aside students' characteristics. Furthermore, teachers are also expected to learn by utilizing high-tech instructional media so that they can explore them to enhance the quality of instruction. Thus, pandemic Covid 19 and the developing era demand the use of technology in this condition.

B. Implication

The researcher would like to give some recommendations for teachers and next researchers. The result of this research should provide the way how the teacher can manage young learner classroom, this study also provides some information on how to be a good teacher in teaching English to young learners and how to appropriately use instructional media in teaching especially in the aspect of pedagogical competence. This research can be an evaluation of teacher pedagogical competence in teaching and learning. School and mentors should

facilitate student teachers, the school should care of student teachers and should give facilities at least a room for teaching. Then, the mentors can guide student teachers, give evaluation after each teaching practicum, observe student teachers while they teach, and give feedbacks of their teaching.

Teachers also have to be more creative in preparing the material or the way how teachers teach. The researcher hopes this research could be a reference for the next researcher to research this case. There are many limitations of this research. Therefore the researcher hopes that this research can be continued by other researchers to study deeper into this research.

The use of technology is undeniably close to children's environment and can be applied in early childhood education classrooms. Hence, teachers' mastery is expected to facilitate its optimal application for learning. The results of reviewing various literature showed that the technology applied in the classroom positively influences the development and learning in early childhood education. However, besides the benefits and good practices, teachers need to provide rules for children on using technology at school and at home to reduce the negative impacts that concern adults. They can also minimize their obstacles by participating in training programs to support the integration of technology into the classroom. Overall, the summary of the results of the review on studies that apply technology in early childhood education learning can affect children's abilities including numeracy, ability to find and solve problems, language skills cognitive development abilities, self-confidence, curiosity, creativity, motivation, and interest in learning emotional and social. Another finding states that there are

supporting and inhibiting factors that are observed from the teacher's point of view. However, a more in-depth study is needed to review not only the technology as a whole but more specifically (computers, tablets, etc.). Subjects who use technology also need to be covered in subsequent studies (younger or older children) as well as the arrangement of technology in the classroom and the time required to use technology.



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