**English Teachers' Perception of Technology Integration into EYL (English For Young Learners) Activity**

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**Abstract**

English has an essential role in various aspects of world life since it is an international language. In Indonesia, the terms of teaching English have improved in the last few decades. Books have been a medium of learning in teaching English. However, in this digital era, teachers are starting to integrate technology as a learning medium to maximize learning activities in the classroom. Fraillon et al. (2019) and Hartman et al. (2019) have found that incorporating technology into teaching can enhance students' learning and empower them to engage in a digital society. This research aims to investigate English teachers' perceptions of technology integration in young learners' learning activities and identify the process of technology integration in learning and teaching activities in the classroom. This research uses a case study method using observation, interviews, and artifacts as data collection techniques: this research included three classes at the Al Firdaus World Class Islamic School - Primary Years Programme. This research shows that the three teachers have positive perceptions about using technology in English language learning. They agree that technology can significantly improve students' English language skills. The findings also show that the various media and platforms used by the three teachers can make the learning atmosphere more attractive and enjoyable.

Keywords: case study, TEYL (Teaching English for Young Learners), technology, teacher's perception, and technology integration

**INTRODUCTION**

The English language has an essential role in various aspects in world life since it is used as an international language. In Indonesia, the term of teaching English has been improved in the last few decades. Books have been a medium of learning in teaching English, but in this digital era, teachers are starting to integrate technology as a learning

medium to maximize learning activities in the classroom. Teachers combine technology in the classroom by using an LCD projector, and the internet to find various information, videos, and PowerPoint to present the material. Not only for learning and teaching activities during school hours, student assignments given by teachers are also related to technology, such as making YouTube videos of conversations in English, explaining ideas or materials using Microsoft PowerPoint, and using Prezi for presentations and other media.

Genota (2018) in Hartman et al. (2019) observed a significant shift in students' learning preferences with the advent of the internet. Students are no longer interested in learning that is only delivered by the teacher in front of the class, but students are more interested in learning that involves technology. Because of these changes, teachers need to take control of technology as a capable learning medium following current technological developments.

Fraillon et al. (2019) discovered in Hartman et al. (2019) that incorporating technologies into education can simultaneously enhance students' learning and empower them to engage in a digitalized society. After Generation Z, which was born in 1996-2010, now is the time for the Alpha generation, which was born in 2011-2025. According to Mark McCrindle, the alpha generation is the generation that is most familiar with digital technology and is claimed to be the smartest generation compared to previous generations. Children who have been born in this generation are children who make digital technology an important necessity in everyday life, because from a young age they have adapted to using computers, social media, online or digital games, cell phones, the internet, video games, and other digital technologies. Technology that they have known since they were little, has a big influence on how they learn. Thus, to be able to meet the needs for more effective learning in today's students who are the alpha generation, teachers must be able to adapt to rapidly changing technology because no matter how sophisticated technology is, it cannot replace the teacher's role.

In this study, the researcher focused on the perceptions of English teachers about how they applied technology in the classroom. According to Rakhmat Jalaluddin (2007) etymologically perception comes from the Latin perceptio, and percipere, which means to take or receive. Perception is an experience about an object or event that is obtained by inferring information and interpreting messages. In teaching and learning activities in the classroom, teachers' role is very important for the continuity of learning activities. In this study, the perception of teachers is also important because teachers are the person who directly deals with students in class, so that teachers know the condition of the class and understands the needs of their students.

This study aims to bridge this gap by providing insights into the perceptions of English teachers regarding the integration of technology into English for Young Learners activities. The findings are expected to contribute valuable information for technology developers, educational institution teachers, preservice teachers, and other researchers seeking to enhance English language instruction for young learners in the digital age.

## LITERATURE REVIEW

The following theories were implemented in this investigation.

### The Perception in Using Technology

Perception, as defined by Rakhmat (2007), refers to the act of observing objects, events, or relationships and deriving information and interpreting messages from them. Suharman (2005) defines perception as the process of interpreting information acquired through the human sensory system. He states that three characteristics of perception, specifically sensory registration, pattern recognition, and attention, are deemed significant in human cognition. Furthermore, Zeni (2009), as cited in Musen (1994), perception is the process by which information about a stimulus (eyes, ears, nose, and skin) is interpreted. It is then converted into a perceptual representation of our thoughts, visions, sounds, smells, tastes, and sensations. According to Walgito (2004), several factors can be identified for the factors that play a role in perception, there are: 1) Perceived object, 2) Sense organs, nerves and nervous system, and 3) Attention. In the learning process, students can then contextualize what they see, hear and how they respond to the application of technology-based learning. From this understanding of perception, it can be concluded that technology as an object perceived by students through various learning tools, represented by the five senses, can understand the learning material.

### Technology in ELT

Technology has become an integral component of education in the 21st century. Ghavifekr & Rosdy (2015) defined the integration of technology as the incorporation of learning technologies in schools to facilitate technology-based teaching and learning. Integration of Information and Communication Technology in English language teaching pertains to the use of computer-mediated communication that is seamlessly incorporated into the regular learning process within the classroom. Gunuc and Ersoy (2013), as mentioned in Gunuc and Babacan (2017), assert that technology, which has become ubiquitous in all facets of our life, has also exerted influence on education. Consequently, conventional educational methods have not met the desired standards. It is necessary to use technology in educational settings, especially since native digital students prefer to learn in a technological environment. Kristiani (2016) claimed that technology is very well used in education. This is due to an application that is a part of it and is utilized by both students and educators to enhance global education. Based on a study on the use of technology in education in America, Alavi and Gallupe (2003) in Anshori's research (2021) found several benefits of using technology in English language teaching, namely: 1) Improve competitive positioning, 2) Can improve the quality of learning, and teaching between teachers and students in the classroom, 3) Increase student satisfaction; broaden the student base, and 4) Improve the quality of services in schools.

### TEYL (Teaching English for Young Learners)

In Nurhadi's research (2012), the way early childhood learns English and how to teach it depends on their level of development. Early childhood assumes that language is based on what they can do. They usually imitate what they see and are excited to do the activities in the classroom that have been prepared by their teacher. According to Keser and Ozdamli (2012) in Suhardiana (2019), early childhood students frequently remark that

books are the only medium of learning in the classroom. The advancement of modern technology gives a variety of free learning media designed specifically for young learner, which may be accessed via various media such as iTunes, YouTube, SoundCloud, and so on. Radio is another trustworthy option for listening activities. Based on Baytak (2011) in Suhardiana (2019) research, the use of technology has significantly affected the technique of teaching English. In a typical classroom, the teacher normally stands in front of the students and speaks to them while also writing on the chalkboard. In order to keep up with technological advancements, the technique must be slightly modified. Multimedia-based English instruction makes the classroom environment more exciting and enjoyable. Various media such as movies, podcasts, worksheets, e-learning, programs, and websites, as well as other technology tools, are very valuable and help optimize learning activities in the classroom.

## RESEARCH METHOD

The research study was qualitative, employing a case study design. The case study design in this research aims to find out what teachers' perceptions are regarding the integration of technology in the English learning process for young learners and how the technology integration process is in the classroom by involving three English teachers as participants in the 2022/2023 learning period at Al school. Firdaus World Class Islamic School - Primary Years Programme, Surakarta City, Central Java, Indonesia.

The researcher utilised two data collection methodologies to acquire the information. Given that the study is a case study, the author utilised an extensive interview method as the main approach and subsequently complemented by classroom observation to verify accuracy. According to Yin (2018), observational evidence is frequently valuable in providing more information about the topic under study. Some aspects the researcher observed in observation are what technology teachers use in the class, how students respond to using this technology, how students understand learning material, and what media and platforms the teacher uses in classroom learning activities. Furthermore, interviews were used to provide additional possibilities for both the researcher and the participants to engage in two-way communication. Teachers were interviewed to learn about their experiences, knowledge, and feelings regarding integrating technology into the teaching and learning process.

After collecting the data sets, researchers analyzed the data that had been obtained and transferred the data into the transcript and fields-note form. The transcripts sheet and field notes contain interviews and observation notes. Using descriptive techniques aims to analyze and present the data after collecting them.

## FINDINGS AND DISCUSSION

In this research, three English teachers at the Al Firdaus World Class Islamic School - Primary Years Programme responded to the interview. The results of the interviews have answered the questions and aims of research regarding English teachers' perceptions of integrating technology into young learners' learning activities. Apart from that, the results

of the observations show how the three English teachers have carried out the technology integration process during teaching and what media and platforms have been used.

1. **Perceptions of English teachers of the use of technology by young learners in Al Firdaus World Class Islamic School - Primary Years Programme**

The researcher found several perceptions regarding the use of technology in teaching from three English teachers namely AN, IM, and HA through interviews.

Teacher 1 (AN)

*"Persepsi saya terhadap teknologi adalah salah satu alat dalam pembelajaran yang dapat memberikan banyak manfaat, terutama dalam memfasilitasi siswa untuk memperoleh pengetahuan dan keterampilan bahasa yang lebih baik. Dengan bantuan teknologi, siswa dapat memiliki akses ke berbagai sumber daya belajar seperti video, audio, game, aplikasi, situs web, dan lain-lain yang dapat membantu mereka meningkatkan kemampuan bahasa Inggris mereka dalam kemampuan bahasa inggris seperti; listening, speaking, writing and reading.. Akan tetapi penggunaan teknologi dalam pembelajaran bahasa Inggris ini perlu diimbangi dengan kebijakan yang jelas dan pengawasan yang ketat. Karena saya percaya bahwa penggunaan teknologi dalam pembelajaran bahasa Inggris dapat memberikan manfaat yang besar jika dilakukan dengan bijak dan terarah."*

Teacher 2 (IM)

*"Teknologi itu membantu seorang guru untuk mentransfer ilmu. Karena kalau hanya menggunakan buku itu cukup sulit, karena dalam mengajar bahasa inggris, kita harus mengajarkan empat skill yaitu listening, reading, writing, dan speaking. lalu kita harus bisa kombinasikan antara buku dan teknologi. Teknologi sangat membantu sekali apalagi di pada saat ini semuanya serba digital, contoh dapat membantu anak untuk meningkatkan skill listening dengan menggunakan audio yang dapat ditemukan dari berbagai platform. saat ini, anak-anak pun sudah tidak asing lagi dengan teknologi seperti gadget, tab, laptop, computer, dan lainnya."*

Teacher 3 (HA)

*"Dengan adanya teknologi cukup membantu para guru untuk menyiapkan materi ajar, dan menjelaskan materi ajar. Seperti yang saya katakan tadi, siswa terlihat lebih enjoy, lebih happy ketika belajar menggunakan teknologi, hasil pemahaman mereka juga baik. Jadi saya merasa teknologi berperan sangat penting pada era modern ini"*

Based on data obtained from the field, it shows that the three English teachers, namely AN, IM, and HA, perceive that the use of technology in learning English positively impacts young learners. According to Adisel & Prananosa (2020), based on a report written by the National Institute of Multimedia Education in Japan, technology integration has positively impacted the uptake of students using technology in learning. Technology also has a positive influence on knowledge, understanding, and skills. Technology in education also makes it easier for teachers to prepare and provide teaching materials. Several platforms can be used in learning at school. Such as

PowerPoint, YouTube videos, Wordwall, Quizizz, ClassDojo, Classpoint, and so on, which can support four English language skills such as listening, speaking, writing, and reading.

Suharman (2005) defines perception as the cognitive process of interpreting and making sense of information received through the sensory system of a human being. He states that three components of perception are deemed pertinent to human cognition: Sensory registration, pattern recognition, and attention are cognitive processes. Based on the data obtained, the three English teachers have perceptions about using technology in learning English for young learners based on the human sensory system. There are four skills that students need to master in learning English, namely, listening, speaking, writing, and reading. These four skills are obtained through a learning process that involves the human sensory system. For example, when wanting to master the ability to hear, students can use the sense of hearing to master this ability.

Furthermore, when students want to master reading skills, they can use their sense of sight by looking at various examples of text in books and other learning media. The same thing also applies to speaking and writing skills. Apart from that, the three teachers can also have perceptions about the use of technology in learning because they also assess student learning outcomes using the human sensory system.

2. **The process of implementing technology in English learning and teaching activities at the Al Firdaus World Class Islamic School - Primary Years Programme**

The researcher explains in detail the process of implementing technology by three English teachers at the Al Firdaus World Class Islamic School - Primary Years Programme. These data were obtain through observation in classroom.

Teacher 1 (AN)
AN is an English teacher who has taught at the Al Firdaus World Class Islamic School - Primary Years Programme for three years and teaches class 1A with 16 students, consisting of 6 girls and ten boys. At the beginning of the learning hour, AN started the class with greetings and invited students to recall the learning material that had been studied at the previous meeting. After this activity, AN explained the material that would be studied at today's meeting, namely "Learn Domestic Animals & Wild Animals." The presentation of this material uses YouTube videos, which are supported by several other technologies, such as Wi-Fi, laptops, projectors, projector screens, and speakers. AN guides her students to pay attention to the YouTube video, then AN gives an example of how to pronounce the names of animals in the video, then asks the students to imitate it. After feeling that the students could differentiate between the two types of animals, AN opened a guessing quiz session using the Wordwall website. On this Wordwall website, participants are asked to choose which types of animals are included in the domestic and wild types. In this activity, students looked enthusiastic about answering the quiz, and most of the students could answer the quiz correctly. After

the quiz session was finished, AN returned to repeat today's learning material. The final activity is coloring various pictures of domestic and wild animals and then writing the English language of these animals until the lesson ends. Students who have not been able to complete their work can continue it at home. The lesson closed with songs and greetings.

Teacher 2 (IM)

IM is an English teacher who has taught at the Al Firdaus World Class Islamic School - Primary Years Programme for 16 years and teaches class 2B with 15 students, consisting of 4 girls and 11 boys. IM starts the class by saying hello and then checks the attendance of the students present in the class. After that, IM prepared learning materials in the form of YouTube videos using a laptop, projector, projector screen, and Wi-Fi. After everything was ready, IM invited students to pay attention to the YouTube video shown in front of the class. The material that students will study is "Ordering Food". IM explains the competencies that will be achieved in the "Ordering Food" learning material. When IM explains the material, students pay attention and focus on learning activities in class. Not only using YouTube videos, IM also uses books to support learning. Until IM invites students to practice the material they learned that day in pairs in front of the class. IM uses the Wheel of Names website to determine who will come forward in pairs. Students who come to the front of the class practice ordering food using good and correct English in turns. Accompanied by the teacher, if students make mistakes in pronouncing words or sentences, the teacher will immediately correct and direct the correct pronunciation. After the activity is completed, IM gives students assignments to do at home. Then, the lesson closed with greetings.

Teacher 3 (HA)

HA is an English teacher who has taught at the Al Firdaus World Class Islamic School - Primary Years Programme for four months and teaches class 2B with 20 students, consisting of 8 girls and 12 boys. HA starts the class by saying hello and checking the students' attendance. Next, HA prepared teaching materials using Wi-Fi, a laptop, a projector, a screen projector, and speakers. HA displays YouTube videos regarding learning material about "Occupation". HA explains what students will achieve in learning at that time. When HA played a YouTube video, students seemed to pay close attention. Students look interested in the video shown. HA asks students to follow him when he mentions an English word and guides students to be able to imitate it correctly. After finishing, HA played the video again and asked the students to mention again in English the various professions and jobs they had studied previously. Once it is felt that students can understand and memorize the English vocabulary in the Occupation material, HA invites students to play a game in the form of a quiz from the Wordwall website and asks students to guess which word is the right one to indicate the profession as shown in the picture. The students looked enthusiastic and scrambled to answer

the quiz, but HA asked them to form two teams and answer the quiz together. Of the ten quiz questions, all answers were answered correctly by both teams so that HA considered that the students could understand the material presented well. The lesson closed with greetings, and HA provided information about activities that would be carried out at the next meeting.

The results of this study indicate that three English teachers, AN, IM, and HA, are integrating and using technology in the learning and teaching process in classrooms facilitated by Wi-Fi-enabled schools. Learning in class begins with greetings and checking the attendance list of students, after which the teacher displays material that has been prepared previously using a laptop, projector, and projector screen. The platforms used are usually PowerPoint and YouTube videos, so students focus their gaze forward when the teacher explains the material. In the next activity, the teacher gives quizzes or practice questions through worksheets or games obtained through various platforms, such as British Council, English 4 Kids, Reading ISL Collective, and Quizizz. When the material taught is speaking material, the teacher usually uses the Wheel of Names to select students who will practice coming to the front of the class.

Observation results show that the three teachers have good abilities in integrating technology in the classroom, as evidenced by increased students' understanding of the lessons. This finding is consistent with Riadil et al. (2020), who stated that there are several things to consider and prepare for when integrating technology, such as the teacher's ability to use technology, mobile phones or laptops, and adequate quotas and Internet networks.

3. **Medias are used by Al Firdaus World Class Islamic School - Primary Years Programme English teachers for teaching in classroom**

The researcher will show what media and platforms English teachers at Al Firdaus World Class Islamic School – Primary Years Programme use to learn and teach English in the classroom.

Based on the results of observations made by researchers, some of the media used for teaching are facilities provided by the school. These media are laptops, projectors, screen projectors, speakers, Wi-Fi, computers, and printers. Every teacher has a laptop and uses it every time he teaches in class. Meanwhile, other media such as projectors, screen projectors, speakers, Wi-Fi, computers, and printers are provided in each class and are facilities provided by the school.

Besides media, English teachers also use various platforms when teaching at school. One of the platforms used by all teachers at Al Firdaus World Class Islamic School – Primary Years Programme is ClassDojo. ClassDojo is an interactive platform that helps teachers and students learn. This platform presents material and teacher directions at the next meeting. ClassDojo also provides a feature that can save the development and progress that students have made. Apart from teachers and students, parents can also be involved in monitoring their child's learning progress by using this platform. Other platforms used by English teachers are PowerPoint, YouTube video,

Wordwall, Quizizz, Classpoint, Jamboard, Jigsaw Puzzle, Toddle, British Council, English 4 Kids, Listening 123, Wheel of Names, and Reading ISL Collective.

According to Levent (2012), the learning mediums teachers and students influence the success of language learning use. Not just books, they can also use the internet as a learning tool. They can learn languages from different media, like reading authentic material online, watching videos, and listening to podcasts. Based on the data obtained by researchers, the three teachers used various media and technology platforms besides books for class learning. In each class, the school has provided WiFi, projectors, projector screens, computers, and printers that teachers and students can use.

There are four skills that young learners need to learn, namely listening, speaking, writing, and reading. Students learn these four skills through media provided by the school and various platforms used by teachers. Teachers use PowerPoint, YouTube videos, British Council, English 4 Kids, and Listening123 platforms to hone listening skills. In honing writing skills, teachers use platforms.

The researcher found that the three English teachers used different media and platforms to support learning, in line with what Nurhadi (2012) said; other learning methods that teachers can use when teaching English that integrate technology, such as using images or videos, PowerPoint presentations, games, and quizzes.

## CONCLUSION AND SUGGESTION

These conclusions consist of three essential aspects.

1. The results of this research show that the three English teachers who integrate technology in classroom learning have the perception that technology has a lot of positive impacts on young learners, especially in honing English language learning skills learned at school. Through technology, such as various media and platforms, students have many broader learning opportunities with the stimulus they have. Students can hone listening skills, which involve hearing through audio, which can be obtained via YouTube, British Council, English 4 Kids, Listening 123, and so on. Students can hone reading skills that involve the sense of sight and understanding, which can be obtained through PowerPoint, British Council, English 4 Kids, Reading ESL Collective, and Wordwall. The third skill, writing, which involves students' understanding and creativity, can be honed through various platforms, such as PowerPoint, British Council, English 4 Kids, and Jamboard. Finally, speaking skills that involve students' sense of hearing and understanding can be obtained through YouTube, the British Council, and English 4 Kids.

2. The three English teachers implement technology in English learning at each meeting. The day before English learning, the teacher provided information about what material they would study on the Class Dojo platform at tomorrow's meeting. The platform is connected to students' parents so parents can discover their child's learning track record. At the beginning of the lesson, the teacher informs the students what material they will study at that meeting. The three teachers usually use YouTube videos and PowerPoint to explain learning material. After explaining the material, the teacher uses various platforms to test students' understanding, such as Quizizz, Wordwall, Wheel

of Names, Classpoint, Jamboard, English 4 Kids, Jigsaw Puzzle, British Council, Listening 123.com, and Reading ISL Collective.

3. The three teachers in English language learning use various media and platforms that integrate technology. The school provides WiFi, computers, printers, speakers, projectors, and projector screens in each class that teachers and students can use. One of the platforms used by all teachers at Al-Firdaus School is ClassDojo. ClassDojo is a platform that helps teachers provide material, monitor student activities, and store student development data digitally. This platform can also help parents monitor their children through a portfolio of every activity and development they follow. Apart from that, the three teachers use various platforms in learning English, namely PowerPoint, YouTube, Wordwall, Quizizz, Canva, Classpoint, Jamboard, Zoom, Jigsaw Puzzle, Toddle, British Council, English 4 Kids, Listening 123.com, Wheel of Names, and Reading ISL Collective.

The findings in this research relate to the perceptions of English teachers who integrate technology into young learners' learning activities and what media and platforms have been used to support learning in the classroom. Researchers hope there will be further detailed research on integrating technology into learning activities because technology will develop further.

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