An EFL Novice Teachers' Media & Technology Beliefs in Teaching English to Young Learners

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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that my work titled "**An EFL Novice Teachers' Media & Technology Beliefs in Teaching English to Young Learners**" the thesis and its contents are an original work without any instances of plagiarism or improper citation. I take full responsibility for any breaches of academic ethics or any claims of non-originality that may arise in the future.

Yogyakarta, January 10, 2023

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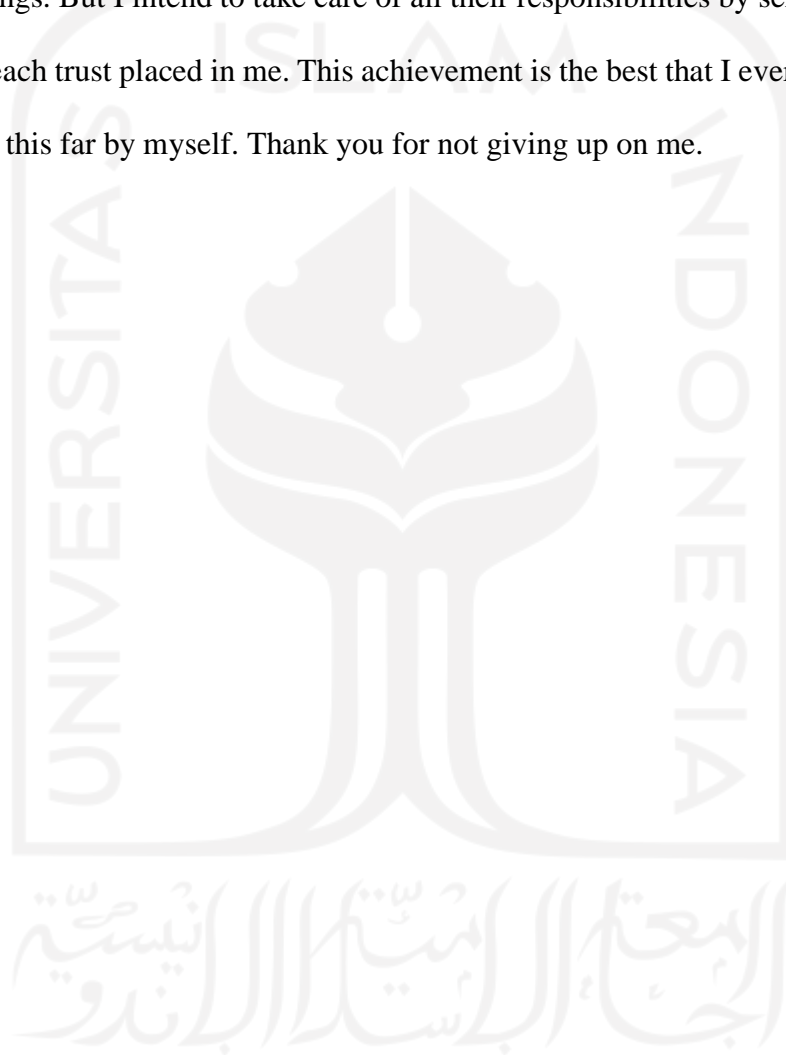
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MOTTO

"Let your past flow with you, grow with you, and take it as a lesson.

Just let it be, it will make you a better version of yourself."

DEDICATION

Gratefully and thankfully, I dedicated this thesis to the people I really care about especially my parent that endured a great deal of hard work and sacrifices. Sometimes, when I lose faith in myself, they are here to believe in me. Sometimes, when things are going wrong, they seem close and fix things. But I intend to take care of all their responsibilities by serving them well. I vow to honor each trust placed in me. This achievement is the best that I ever can give so far. I could not do it this far by myself. Thank you for not giving up on me.
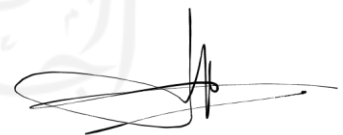
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ABSTRACT

This research aimed to investigate novice teachers' beliefs about media and technology in teaching English for young learners. The participant was a novice elementary school teacher in Yogyakarta who had several achievements. The data were collected through in-depth interviews as the instrument of the study, which explored the respondents' perspectives on teaching English for Young Learners and integrating digital technology in the classroom. The data were analyzed using thematic analysis. This study examined the optimization of media and devices in primary school education, based on the experiences of a novice primary school teacher. Four key themes were identified: students' needs, learning mode, teachers' and students' abilities, and function and benefits. Findings suggest that it is important to consider these factors when integrating technology into the classroom.

Keywords: *media and technology, teachers' beliefs, young learners, thematic analysis*

CHAPTER I
INTRODUCTION

1.1 Background of the study

In recent years, age has been regarded as a major factor in determining whether language learners can successfully learn foreign languages. Since English has become the most common medium of communication in the world, most parents try to teach English in their early childhood. In terms of language learning, the earlier the better ideas have gained many supporters (Cameron, 2003). But there are many people who say that age does not affect learning. Yet, there is much evidence that grown-ups who begin learning a second language can not accomplish fluency. On the other hand, kids who have been presented with a second language at an early age appear to be pretty much as capable as local speakers and near-fluent (Ruyun, 2016). From a teacher's perspective, it is more challenging to teach a second language to a kid than a teenager or a grown-up person in many aspects, one of them is beliefs.

Teacher beliefs are an important theme in teacher education and are designed to help teachers develop their ideas and principles. Teachers' beliefs have more influence on their lesson plans, the types of decisions they make, and classroom practices than teachers' knowledge. Teachers' beliefs determine their true behavior toward students. If teachers can identify learners' abilities, they will be able to appropriately select and change their behavioral and educational choices (Li, 2012, Pajares, 1992 as cited in Branch, 2017). Regardless of whether they are teaching children, teenagers, or adults, it is important for teachers to have positive beliefs about language learning and teaching in order to create an effective and supportive learning environment for their students. Belief is subjective, experience-based knowledge. The term belief comes from a personal judgment derived from a person's experience. As pointed out by (Rokeach, 1972., and Gilakjani, 2012., as cited in Branch, 2017) belief is the premise of anything beginning with the word "I believe". Beliefs related to other

beliefs are considered core or central beliefs, and when a belief is related to other beliefs, it has more influence on them. Furthermore, Zheng (2009) pointed out that teacher belief is an important idea to understand teachers' thinking processes, teaching methods, and teaching learning.

Previous research conducted by Nafissi & Shafiee (2019) on the beliefs of kindergarten English language teachers concludes that kindergarten teachers viewed themselves as persuasive in advancing teenagers' public culture, qualities, religion, and personalities. Also, they had confidence in the significance of their endeavors to improve youth EFL status by including parents in the guidance, advising their associates, and improving institutional arrangements. Baker (2014) conducted a separate study on the beliefs of kindergarten English language teachers and found similar results. The researchers found that these teachers were actively seeking ways to address the challenges of teaching and had ideas for leadership in order to support the development of strong English language skills among young children. In addition, the teachers in this study believed that positive progress was being made in their efforts to help young children develop strong English language skills.

However, there is a lack of research examining the specific beliefs of novice teachers about the use of media and technology in teaching English to young learners and how these beliefs may influence their classroom practices and student outcomes. It would be valuable to explore the factors that shape novice teachers' beliefs about technology and media use and the ways in which these beliefs may impact their use of these tools in the classroom. The purpose of this study is to inquire as to how novice teachers' beliefs about media and technology when they are teaching young learners. In particular, to examine whether novice teachers are likely to limit the technology to younger students in the classroom, why that is happening, and what impact this has on students' academic outcomes. It is hoped that this research can help pre- and

teachers to have an appropriate method, attitude, manner, and behavior in teaching EYL by using media & technology.

Furthermore, technology plays a vital role in teaching English to young learners by providing them with access to authentic language materials, interactive activities, and personalized instruction. It can also enhance motivation and engagement, which can help young learners to become more motivated and engaged in the learning process. It is proven several studies by Laksmi, et al (2021), Erbas, et al (2021), and Mustikawati, A (2013) have shown the positive impact of technology on young learners' vocabulary acquisition, motivation, and engagement in English language learning. Therefore, technology should be considered as an important resource for educators and teachers when teaching English to young learners. Harmanto, B (2016) said that technology has the potential to greatly benefit the education of students by developing the whole child, serving the common good, preparing them for future employment, fostering a social conscience and global consciousness, and promoting clear thinking.

1.2 Formulation of the study

In reference to the issues above, this research aims to answer the following questions:

- What are novice teachers' beliefs about media and technology in teaching young learners?

1.3 Objective of the Study

The objectives of this study are:

- To investigate novice teachers' beliefs about media and technology in teaching English to young learners and to determine whether they are more likely to limit the use of

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technology to younger students and the reasons for this, as well as to examine the potential impact of novice teachers' beliefs about technology and media use on student outcomes.

1.4 Significance of the Study

From this study by understanding the beliefs of novice teachers about technology and media use in teaching English to young learners, this study aims to provide valuable insights that can inform teacher education programs and support novice teachers in their use of technology in the classroom. This information can help to improve the effectiveness of technology use in the language learning process for young learners.
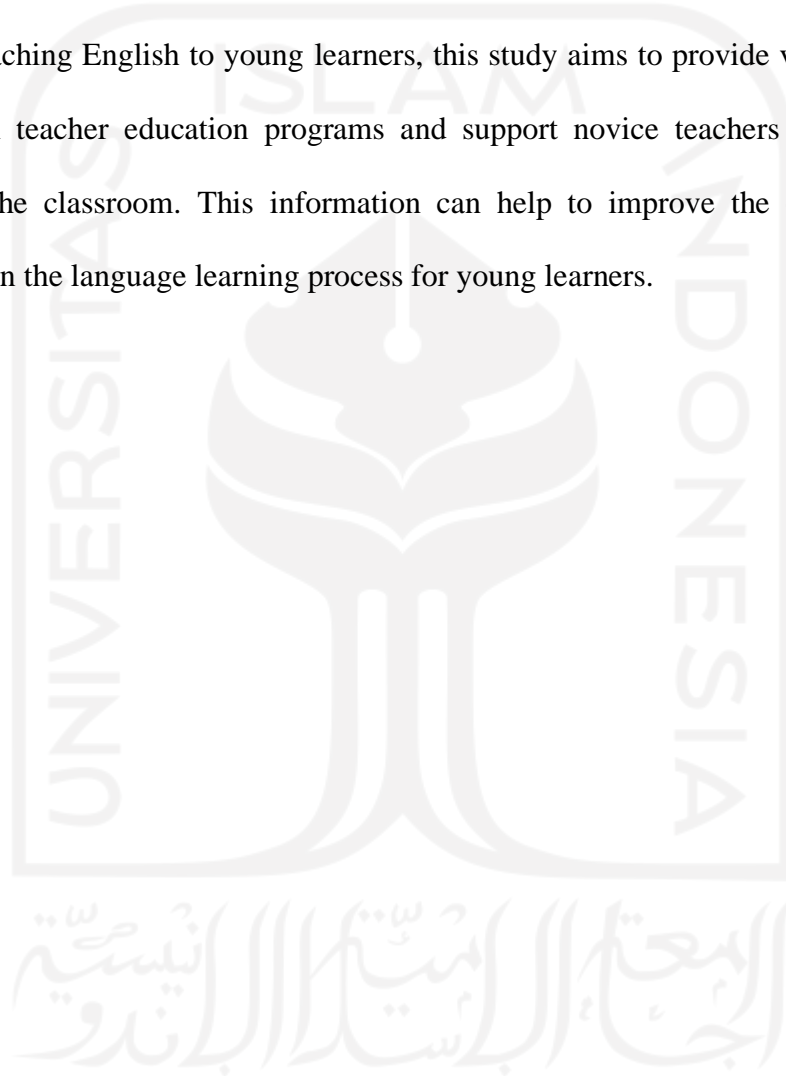
CHAPTER II
LITERATURE REVIEW

2.1. Teachers' Beliefs in EYL

Teachers' beliefs have long been recognized as a significant factor in language teaching and learning. These beliefs, which are often shaped by a teacher's personal experiences, education, and cultural background, can have a significant impact on the way they approach their classroom practice and on students' outcomes (Richard & Lockhart, 1994). Research has shown that teachers' beliefs about language learning, language teaching, and the role of the teacher can significantly influence the classroom environment and ultimately impact student learning outcomes (Borg, 2003). For instance, a teacher who believes that language learning is a natural process that occurs through authentic communication and interaction may be more likely to create a supportive and engaging classroom environment, encourage student participation and collaboration, and provide opportunities for authentic language use. On the other hand, a teacher who believes that language learning is a more formal and structured process may be more likely to rely on traditional methods such as drills and exercises and may create a more controlled and teacher-centered classroom environment (Borg, 2003). These different beliefs about language learning and teaching can have a significant impact on the effectiveness of language instruction and the overall language development of young learners.

Kindergarten teachers' understanding of children's development, beliefs, and self-esteem is part of the complex system of early care and education classroom quality. Usually, teachers' beliefs are included in the study of teacher characteristics because those might affect teaching behavior. Dowell et al., (2006) stated that teachers' beliefs and practices are influenced by their experience and professional background. Therefore, what educators believe, know, and can do will ultimately affect classroom practice and affect children's learning and development. With several teacher beliefs such as skills, knowledge, and experiences, students will get the

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benefits. That is the reason why teachers need to be able to make wise decisions based on thought, responsibility, ethics, creativity, and attention. As a result, teachers in early childhood settings need to participate in professional development that enables critical reflection, as Early et al., (2006) proved that EYL teachers who participate in professional development often create a better classroom environment and help children improve their academic skills. There are a lot of beliefs that teachers should consider to learn them.

In addition to the impact of teachers' beliefs on their classroom practices, research has also shown that these beliefs can influence the way teachers use technology in their classrooms. Warschauer (2003) found that teachers with positive beliefs about the benefits of technology were more likely to use computers, tablets, and other digital resources in their teaching. These teachers reported using technology to create engaging and interactive learning experiences for their students, as well as to facilitate communication and collaboration among students. It is clear that teachers' beliefs play a significant role in shaping their use of technology in the classroom, and it is important for teachers to consider these beliefs as they integrate technology into their teaching practices.

2.2. Teachers' Media & Technology Beliefs

One specific area in which teachers' beliefs can have a significant impact on their practice is in the use of media and technology in the classroom. Research has shown that teachers' beliefs about the role of technology in education can influence their adoption and integration of technology in their teaching (Akyol & Garrison, 2009). Some teachers may believe that technology is an essential tool for engaging and motivating young learners, while others may see it as a distraction or believe that traditional methods of teaching are more effective. These beliefs can shape how teachers approach the use of technology in their classrooms, including the types of technologies they use and the ways in which they use them. It is important for teachers to reflect on their beliefs about technology and to consider the

potential benefits and drawbacks of using technology in their teaching. This can help teachers make informed decisions about the role of technology in their classrooms and ensure that they are effectively leveraging its potential to support student learning and development.

Media and Technology Beliefs towards EYL (English for Young Learners) teachers have been found to be an important factor in their adoption and integration of technology in their classrooms. Studies have shown that EYL teachers who hold positive beliefs about the role of media and technology in education are more likely to integrate these tools into their teaching practice. Teachers' intention to use technology can be influenced by their beliefs about the ease of use and usefulness of technology in the classroom. Within the theme of teachers' media and technology beliefs, this concept suggests that if teachers perceive technology to be easy to use and beneficial for learning and teaching, they are more likely to have the intention to incorporate it into their teaching practices. These beliefs may include the belief that technology can enhance learning, support student-centered learning, facilitate differentiation, and facilitate collaboration and communication.

However, EYL teachers may also have concerns about the potential negative impacts of technology, such as the potential for distraction or the need for ongoing training and support. As highlighted in the study by Fuchs and Akbar (2013) negative prior experiences and logistical issues such as timing, insufficient preparation and support, and learners' lack of access and electronic literacy skills can all contribute to the limited use of technology in classrooms. Additionally, some teachers may view technology as separate from lesson planning rather than an essential part of it. It is important for EYL teachers to be aware of their own beliefs about media and technology and to reflect on how these beliefs may impact their teaching practice.
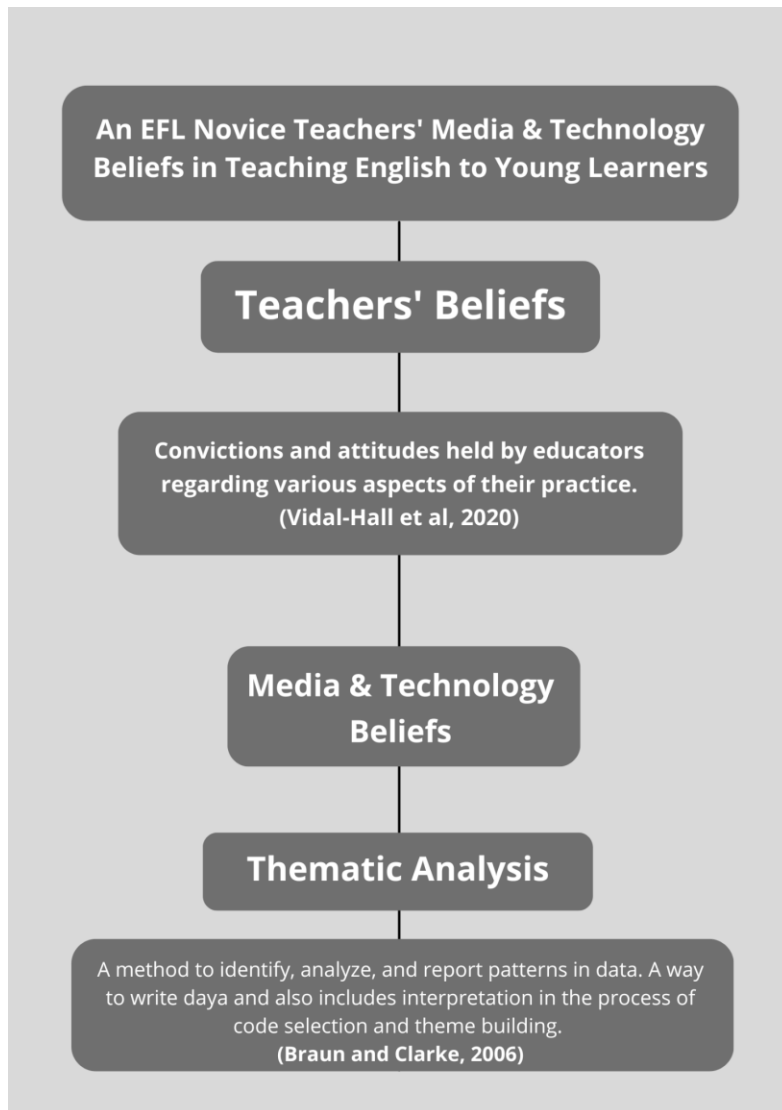
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Teachers' Beliefs

Convictions and attitudes held by educators regarding various aspects of their practice. (Vidal-Hall et al, 2020)

Media & Technology Beliefs

Thematic Analysis

A method to identify, analyze, and report patterns in data. A way to write daya and also includes interpretation in the process of code selection and theme building. (Braun and Clarke, 2006)

The purpose of this study is to inquire as to how novice teachers' beliefs about media and technology when they are teaching young learners. This means how novice teachers implement media & technology into their classroom activity to help students to achieve their academic peak performance. Teachers' beliefs refer to the convictions and attitudes held by educators about the nature of teaching and learning, the role of technology in education, and the value of play-based learning in early childhood education. These beliefs shape their decisions, practices, and approaches to integrating digital media into the classroom (Vidal-Hall et al, 2020).

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This study was designed as a thematic analysis and using a qualitative research method, qualitative research methods are used to understand personal beliefs, experiences, attitudes, behavior, and interaction (Pathak et al, 2013). The thematic analysis is chosen because all the required data comes from the in-depth analysis of a small sample, in this case, there was only one participant. As the theory mentioned, thematic analysis can be used to analyze small amounts of data with 1 - 2 participants (Cedervall & Aberg, 2010) to large amounts of data with 60 or more participants (Mooney-Somers, Perz, & Ussher, 2008).

3.2 Data Preparation

3.2.1 Consent form

A participant was informed with a consent form that was sent to each school's teacher involved that should be signed by willing participants to get involved in this study through an interview with them. A consent form is a legal form signed by participants for evidence of an agreement to be involved in this study. The participant was informed why this study was conducted and what is the purpose of this study. The data processing procedures were outlined to the participants, including how they withdrew from the study and how they prevented any data from being disclosed.

3.2.2 Data Sources

Data sources in this study were from participant answers to the following in-depth interview questions which explore respondent's points of view, experiences, feelings, and perspectives on teaching EYL. The interview was recorded with a smartphone at the appointed place to facilitate data collection/transcription to be

credible. The participant was required to answer multiple questions about their beliefs in teaching EYL. In interviews, the depth of data was increased because the participants were encouraged to share their thoughts, beliefs, and experiences (Denzin & Lincoln, 2003).

3.3 Setting and Participant

This research was conducted with one novice elementary school teacher in Yogyakarta. The participant of this research is Simon (pseudonym). He has been teaching for a year. He is a first-grade teacher in one of the international elementary schools in Yogyakarta. The international school he teaches is an educational institution at the level of Pre-School, Kindergarten, Elementary School, Junior High School, and Senior High School that implements an international standard curriculum. The schools' curriculum refers to the National-Plus Curriculum within the Indonesian national socio-cultural framework, which is enriched with the perspective of international life and applied to everyday life.

Simon graduated from a well-known private university in Indonesia. He accomplished a number of achievements when he was in university. Some of his accomplishments are, he graduated with a cumlaude result from the university and being a Speaker at International Conference in Osaka Japan. Furthermore, with those many achievements, he still had a lot of experience in several organizations, including participating in a central language improvement organization in his university to improve his language skills. He was also studying student psychology, practicing patience, and good communication in one of the university organizations to increase sensitivity in dealing with students in the teaching process.

3.4 Research Instrument

Refers to the research design, the instrument used in the study is an in-depth interview in which the goals are to explore in-depth a respondent's point of view, experiences, feelings, and perspectives on teaching EYL.

Interview Questions

No.	Teachers' Beliefs	Definition	Questions
1	Media & Technology beliefs	Teachers' beliefs refer to the convictions and attitudes held by educators about the nature of teaching and learning, the role of technology in education, and the value of play-based learning in early childhood education. These beliefs shape their decisions, practices, and approaches to integrating digital media into the classroom (Vidal-Hall et al, 2020)	Main: 1. To what extent do you think the use of media and tools can support early childhood language learning? 2. What is Your Belief About Media & Tools in Teaching EYL students? Sub: 1). What is your personal beliefs about technology? 2). Do you limit your student's gadget use in class? 3). Which one do you prefer? Using traditional whiteboard or presentation using media

			4). How internet should be used to achieve learning goals?
			5). Where do you learn those skills?
			6). Do you think the all the material can be taught with the help of technology?
			7). How can you tell if the technology/media is not fit for the students?

3.5 Data Collection

The researcher has prepared the questions for the interview. In the interview process, the researcher was trying to get as much information as possible in order to make the research as credible as possible. The main focus of this study is to analyze the aspects of teachers' technology and media beliefs of teachers in teaching English for Young Learners. The participant was interviewed based on the questions that the researchers made. For further information needed for the research, in-depth interview questions were conducted right after the main questions are answered. The interview was conducted online on the 29th of May 2022 and occurred for around an hour. The interview was recorded with a Zoom meeting to facilitate data collection/transcription to be credible and not a fictional result. The transcript was generated by using a manual method. The final goal in the research process is to collect as complete data as possible from experienced teachers.

3.6 Data Analysis

After the researcher conducted the interview, the results were analyzed with thematic analysis. Thematic analysis is a way for qualitative researchers to collect data for their research. After the data is collected, the researcher examines the data at different points in the process to find patterns in the data. Afterward, with a lead of six-phase on conducting thematic analysis (Braun & Clarke, 2006); (1) Familiarizing researcher with data collected, (2) Generate initial codes, (3) Search for themes (4) Review themes, (5) Defining and naming themes, (6) Producing the report, the results were found.

3.7 Trustworthiness

The concept of trustworthiness is concerned with credibility, which is the investigator's confidence in the veracity of the research. Researchers can use triangulation to show that the research study's findings are credible. As Patton (1999) said that triangulation refers to the use of multiple methods or data sources to develop a comprehensive understanding of phenomena, it can be used as a qualitative research strategy to test validity by the convergence of information from different sources. The triangulation used was Triangulation Through Multiple Analysts, in this case, the research was observed and analyzed by a supervised lecturer to reduce potential bias that comes from a single researcher who did all the data collection.

CHAPTER IV
FINDINGS & DISCUSSION

This chapter contains the research findings from the gathered data and was analyzed using a qualitative method (thematic analysis). It describes the novice teachers' beliefs about

media and technology in teaching English to young learners. Moreover, this chapter presents the findings to answer the research question as mentioned earlier in chapter 1 which is:

1. What are novice teachers' beliefs about media and technology in teaching young learners?

In answering the research questions, the data was collected by interviewing the novice teacher who was recommended by the researcher's lecturer.

4.1 Findings

In this section, the researcher presents themes that have been found in the interview transcript. The data are presented based on the interview that has been conducted before. On the interview day, the researcher reminded the participant about the appointment made a day before. The researcher recorded the interview process using the Zoom recording feature. The interview began at 13:30 and ended at 14:30. The interview was conducted with the teacher and "Simon" was used as his pseudonym and organized through an in-depth conversation type of interview to make Simon comfortable and give rich information. From the data collected, the researcher provided information about Simon's experiences, benefits, and difficulties by using media and technology in teaching English to young learners. The interview and transcript of the interview were written in Bahasa Indonesia, which was then translated into English and organized based on the themes. All of the data's codes and themes can be seen in table 4.1 below:

Table 4.1 Coding and Themes

No.	Frameworks	Code	Data Number	Theme	Sub Code
1.	Integrating to	**ICR**	**002**	• Optimizing Media & Devices	**(ICR01)**

No.					
	Classroom Rules			Based on Teachers and Students' Abilities • Optimizing Media & Devices Based on Function and Benefits	
2.	Integrating to Content	**ICO**	**005**	• Optimizing Media & Devices Based on Students' Needs	**(ICO01)**
3.	Integrating to Learning Experience	**ILE**	**013** **003** **012** **007**	• Optimizing Media & Devices Based on Students' Needs • Optimizing Media & Devices Based on Learning Mode • Optimizing Media & Devices Based on Teachers' and Students' Ability • Optimizing Media & Devices Based on Function and Benefit	**(ILE11),** **(ILE03),** **(ILE10),** **(ILE05)**

Based on the data collection method, there are 6 steps to get the data about teachers' media and technology beliefs in teaching EYL using thematic analysis, they are; familiarizing data, making the initial codes, searching themes, reviewing themes, defining themes, and reporting the data based on themes that have been found. The researcher concluded that five themes focused on media and device optimization emerged from 21 statements uttered by Simon. The first theme is optimizing media and devices based on students' characteristics. The second theme is optimizing media and devices based on students' needs in and outside class activity. The third is optimizing media and devices based on learning mode. The fourth theme is optimizing media and devices based on teachers' and students' abilities and their familiarity with the technology. The last theme is optimizing media and devices based on the function and benefit of those media and devices.

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Simon's statements implied meaning that is relevant to the framework which is revealed through keywords. The codes were generated with the abbreviation technique those are, Integrating to Classroom Rules (ICR), Integrating to Content (ICO), and Integrating to Learning Experiences (ILE).

4.2 Discussion

4.2.1 Optimizing Media and Devices Based on Students' Needs

Understanding students' characteristics in media and device optimization is a critical thing that must be considered because there will be differences in the character of young learners with adult learners. Students have different levels of motivation, different attitudes about teaching and learning, and different responses to certain issues in teaching environments and practices. Moreover, the more teachers understand the differences the better opportunities to meet the diverse learning needs of all students.

In the case of young learners, they love to play with their friends. Playing is a form of child effort to learn everything that they observe. It is necessary for every early childhood because all aspects of development are stimulated through playing. Playtime is a moment for children to discover all their potential. When playing, children move freely, interact with their peers, and when playing, children express their ideas to achieve their game goals (Marlina et al., 2020). Therefore, playtime is essential for the development of young learners. It allows them to explore, interact with others, and express themselves, which helps them discover their potential and learn from their experiences. One way to facilitate that need is by using learning media that provides interactive content. This also applies to Simon's statement in the interview.

"**Mostly, first grader orientation is to play, but not all children like to play, there are children who are really focused on studying**, they enjoy learning, there are students who are calm, there are children who obey which so good to learn, **there are students who really are very active in class, they are walking around, but they are focused on learning**." **(ILE11)**

From the statement above, Simon implies that the diversity in learning styles and preferences among first graders highlights the need for teachers to be flexible and adaptable in their teaching approaches. In case to engage and support all learners, a variety of teaching strategies and activities should be used in the classroom, including play and interactive learning media. By recognizing and responding to the diverse needs of first-grade students, teachers can facilitate their development and learning. The differences between the characteristics of each student will need different approaches to teach each student. Simon also said:

"**Now there are many media specifically for learning. For example, Class Dojo.** Class Dojo is a website where students will definitely be interested because on that website they can see a 'monster' and the monster can be fed. **It means Class Dojo is a technology and interactive learning media for children. Thus, teachers can collaborate between the media and traditional blackboard to take notes**" **(ICO01)**

As it can be seen from the statement, Simon said that ClassDojo is an effective technology and interactive learning media for children. ClassDojo offers a range of interactive features and activities that can engage and motivate students, such as the ability to feed a virtual

monster or earn rewards for good behavior. This can make learning more enjoyable and rewarding for students, which can increase their interest and engagement in the classroom. Simon specifically mentions that students will be interested in ClassDojo because it features a "monster" that can be fed. This suggests that Simon views ClassDojo as an engaging and interactive learning tool that can capture the attention and interest of students. Additionally, he suggests that teachers can use ClassDojo in combination with traditional blackboards to support student learning and engagement. This implies that Simon believes ClassDojo can be a valuable addition to the classroom and can be used in conjunction with other teaching methods to enhance student learning. This is directly proportional to what he said in the previous statement that said **"Mostly**, **first grader orientation is to play,"** and that is the reason why Simon chose interactive media to create a fun mood. As the previous study found that by considering the needs and preferences of students, teachers can choose media and technology tools that will be most effective in supporting their learning and development (Kawashima, 2018). The use of interactive and engaging media and technology tools, such as ClassDojo, can create a more enjoyable and motivating learning environment for young students. As Kustyarini et al., (2020) said, the purpose of the interactive game model is to build an atmosphere that provides learning facilities that enhance students' abilities.

4.2.2 Optimizing Media and Devices Based on Learning Mode

A key finding that emerged from the data analysis was the significance of optimizing media and devices to support effective learning modes. Learning mode refers to the various methods or channels through which students can access education and knowledge, including both virtual and in-person approaches. The optimization of media and devices, therefore, requires ensuring their suitability and effectiveness in facilitating the delivery of education and knowledge to students in the chosen learning mode. This may involve choosing appropriate technologies, configuring them in a way that supports the learning process, and providing

training and support to students to help them effectively utilize the technologies. The following information presents Simon's experiences on this topic:

"Because of the current **pandemic situation**, **learning activity switched to online**, automatically students or even students who have just entered school at an early age need computers or laptops or other devices such as smartphones. So automatically they need skills to operate gadgets, especially laptops and the Zoom apps. So, **media is quite important but cannot be prioritized**. **Because the most important thing is the direct learning process in the classroom, which means direct interaction and face-to-face between teachers and students**." **(ILE01)**

Based on those statements, Simon implied that while media and devices are necessary for facilitating online learning, they should not be prioritized over in-person classroom instruction, which has been shown to be the most effective form of learning. He also thinks that teachers should carefully consider how they can optimize the use of media and devices in order to support learning, while also maintaining the value of direct interaction and face-to-face communication with their students. This balance is crucial in ensuring that students receive a high-quality education, regardless of whether it is being delivered in person or online. Simon also said that:

"In online it is difficult, so we **can't interact directly, we can't see the student's expression directly,** where is the difficulty, we can't feel it directly, actually the **teacher must support**, **accompany the student directly**, k**nowing their difficulties, what are the student's needs**.. so online needs extra energy, and extra assistance" **(ILE03)**

Simon pointed out one of the main challenges of teaching online is lack of direct interaction and visual expression that can help teachers understand their students' needs and challenges. In a direct learning setting, teachers can observe their students' expressions and body language, ask them questions, and provide feedback and support in real time. In contrast to direct learning, it is more difficult to do online, where communication is often mediated through technology and there is a lack of physical presence. This lack of direct interaction and visual expression can also make teaching online more demanding for teachers, as they may need to put in extra effort to engage their students and ensure that they are learning effectively.

Previous research has shown that effective communication is key to successful teaching and learning, but the lack of direct interaction can be a major barrier to effective online teaching (Garrison & Cleveland-Innes, 2005). Other studies have also found that visual expression can play a crucial role in teaching and learning, as it can help teachers to understand better the needs and challenges of their students (Mayer & Moreno, 2003). Therefore, it is important for teachers to find ways to optimize media and devices in order to facilitate effective communication and facilitate visual expression in the online learning environment.

4.2.3 Optimizing Media and Devices Based on Teachers and Students' Ability

Another theme identified from the data is teachers' and students' abilities that can influence their approach to using technology in the classroom. Teachers who belief in the potential of technology to support student learning and engagement might be more likely to use a variety of media and devices in the classroom and adapt their use to the individual abilities of students and teachers.

"Eh, maybe it can add insight in using more media. **There are a lot of teaching resources and options**, we can choose this one, **if your students' characteristics like this, we should use this one**,. it should be like this, etc. **so at the moment I know what to do and choose**" **(ILE10)**

From the statement that Simon utters, teachers should carefully consider the abilities and characteristics of both themselves and their students when choosing media and devices for teaching, in order to create more effective and engaging learning experiences. This may involve considering factors such as the student's learning styles, interests, and lesson goals, as well as the teachers' expertise and comfort level with technology, to create lessons that are adapted to the unique needs and abilities of their students. As (Ertmer and Ottenbreit-Leftwich, 2010) state that using technology in the classroom can be beneficial for student learning, but it is important that teachers should feel comfortable and confident with the resources they choose to use. If a teacher is not familiar with a particular device or software, they may struggle to effectively incorporate it into their teaching, which could hinder student learning. By doing so, teachers

can help their students to achieve their learning objectives more effectively. Simon shared his personal experiences by saying:

"Even in Kindergarten, the school where I teach... **before Covid subsides teaching activity was fully online**, they went through Google Classroom and Zoom meetings, **there was assistance from their respective parents, not all of the children operated on their own, so assistance and support from student guardians is needed even from the teacher himself**." **(ICR01)**

Simon said that even at the Kindergarten level, it is evident that assistance and support from student guardians are necessary for the successful integration of technology and media into the classroom. As the previous study conducted by Grinager et al. (2013) found that when teachers and parents worked together to support the use of technology in classrooms, students demonstrated higher levels of engagement and achievement. Another study provided by (Erdem and Kaya, 2020) supports the idea that parent involvement in education was consistently associated with increased student achievement. In order to optimize the use of technology and media in the classroom for students at the kindergarten level, it is important for teachers to provide support and assistance and for student guardians to be involved in the process. This was especially apparent during the period of full online teaching activity that preceded the Covid-19 pandemic. Through the use of platforms such as Google Classroom and Zoom meetings, it became clear that many students required support from their parents or guardians in order to effectively navigate and engage with these tools. As a result, teachers have come to understand the importance of optimizing the use of media and devices based on the abilities of both themselves and their students, including providing additional support or resources as needed. It is clear that the successful implementation of technology in the classroom requires a collaborative effort between teachers, students, and parents or guardians.

4.2.4 Optimizing Media and Devices Based on Function and Benefits

The function of media and devices are explained in the previous study conducted by Musfiqon (2012, as cited in Puspitarini & Hanif, 2019) that teachers use learning media as a tool for efficiently and effectively conveying information to their students. Using technology in the classroom can have a positive impact on student learning and achievement. Previous research has shown that students who use technology in their education tend to have higher levels of engagement and motivation, as well as better problem-solving and critical-thinking skills (Bitter and Osterlund, 2016). In addition, technology can provide students with access to a wider range of learning materials and resources, and can facilitate collaboration and communication among students (Coates and Stansfield, 1995). However, it is important to consider the specific learning goals and objectives, as well as the needs and abilities of the students, when integrating technology into the classroom (Hanson and Cavanaugh, 2015). This includes both physical and non-physical media that support learning. Those media allow students to process the material and maintain their inclusivity quickly. It helps students gain more interest in the material by attracting more students to learn more. Yet, teachers should consider whether a particular piece of technology will help students understand a concept more clearly, engage them in the material more effectively, or allow them to practice a particular skill.

"If in school **they have to use their gadgets for learning** .. for example, google classroom, **they have to be able to submit their assignments** in google classroom, **that's the technology they have to know and even learn from an early age, from 6 years old**." **(ICR01)**

From the statement above, Simon suggests that students should be taught how to use technology for learning from an early age. In this specific example, he mentioned the use of Google Classroom, a platform for online learning, and suggested that students as young as six years old should be taught how to use it in order to submit assignments and participate in online

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learning activities. By teaching students how to use technology for learning at an early age, teachers can help them develop the skills and knowledge they need to use technology effectively in school and beyond. This aligns with the concept of optimizing media and devices based on function and benefits, as the use of technology in education can provide various benefits such as improved access to information, increased collaboration, and communication (Coates and Stansfield, 1995).

"**We need direct teaching**, like how to read, how to read, how to spell, how to write, so the children are taught directly, not just watching it through a projector, but the teacher directly teaches how to write A, B, C, D to Z, that's **the case for early childhood**. Seeing like, oh kinesthetic, then visual, then auditory, so the **teacher must provide a lot of teaching media and can support all students**." **(ILE05)**

As stated previously, Simon emphasized the importance of directly teaching basic skills like reading, spelling, and writing in early childhood education, rather than relying on technology like videos. In addition to providing various learning platforms, teachers should also maintain a social presence by giving recorded oral feedback or preparing authentic teaching videos. There is evidence to suggest that the use of recorded oral feedback and authentic teaching videos can be effective in supporting the learning of young English language learners. For example, research conducted by Liu (2015) has indicated that the implementation of video feedback in the teaching of English to young learners can significantly improve the accuracy and fluency of their spoken language. This suggests that the use of such media and technology can be a valuable addition to traditional teaching methods, providing learners with an additional source of feedback and support that can help to enhance their language skills. Simon also mentioned the importance of using a variety of teaching media and methods to support all students, which suggests that the teacher believes in using media and devices in a way that optimizes their function and benefits. This could involve selecting media and devices that are appropriate for the age and developmental level of the students, as well as those that align with the learning objectives and teaching strategies being used. The teacher should also

consider the different learning styles of their students, such as kinesthetic, visual, and auditory, and choose media and devices that support a range of learning styles.

CHAPTER V

CONCLUSION & SUGGESTION

5.1 Conclusion

In terms of the specific implications of these findings for young learners, the analysis suggests that the use of media and devices in the classroom can have a significant impact on student learning. Teachers should be mindful of the diverse needs and characteristics of their young students when choosing and using these tools. This includes recognizing the importance of play and interactive learning for young learners and using a range of teaching strategies and

activities to engage and support all students. Teachers should also consider their own expertise and comfort level with technology and provide support and resources for young students as needed. When choosing and using media and devices in the classroom, it is important to consider the function and benefits of these tools, such as whether they will help young students understand a concept more clearly or allow them to practice a particular skill. Additionally, the potential impact of technology and media on young student learning, such as the ability to access a wider range of learning materials and resources or facilitate collaboration and communication, should be considered.

5.2 Recommendations & Suggestions

In the context of teachers' media and technology beliefs in teaching English to young learners, this study suggest that there are several important factors to consider when optimizing media and devices for use in the classroom. Teachers should be aware of the diverse needs and characteristics of their students and choose media and devices that are suitable and effective for meeting these needs. They should also evaluate the benefits and limitations of different learning modes, and consider the abilities of both themselves and their students when choosing technology and media. In addition, it is important to evaluate the function and benefits of media and devices and choose those that will support student learning and engagement.

Future research could further investigate the most effective ways to use technology and media in education, as well as the impact of teacher expertise and confidence with technology on student learning. It could also explore the impact of student characteristics on the use of technology and media, and examine the role of parent and guardian involvement in the

successful integration of technology in the classroom. Such research could provide valuable insights and guidance for educators seeking to optimize the use of media and devices in their classrooms.

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APPENDICES

Appendix 1. Consent Form

CONSENT FORM

Saya yang bertanda tangan di bawah ini:

Nama : Simon (*pseudonym*)

Dengan ini menyatakan bahwa saya telah memahami penjelasan segala sesuatu penelitian yang berjudul "**An EFL Novice Teachers' Media & Technology Beliefs in Teaching English to Young Learners**" dan saya bersedia untuk ikut berpartisipasi dalam penelitian ini dengan penuh kesadaran dan tanpa paksaan dari siapapun dengan kondisi:

a) Data yang diperoleh dari penelitian ini akan dijaga kerahasiaanya dan hanya digunakan untuk kepentingan riset.
b) Apabila saya menginginkan, saya dapat memutuskan untuk tidak berpartisipasi lagi dalam penelitian ini tanpa harus menyampaikan alasan apapun.

Yogyakarta, 27 Mei 2022

Peneliti   Partisipan

Michael Moon (*pseudonym*)   Simon (*pseudonym*)

Appendix 2. Permit Letter

Tanggal   : Senin, 23 Mei 2022
Nomor   :
Hal   : Permohonan Ijin Pengambilan Data Skripsi

Kepada Yth.

Bapak/Ibu Pimpinan

Yayasan Pendidikan Mutiara Persada Yogyakarta

Jl. Sumberan Baru, Sumberan, Ngestiharjo, Kec. Kasihan, Kabupaten Bantul, Daerah Istimewa Yogyakarta 55182

Assalamu'alaikum wr. wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa   : WAHYU ARISTA DWIYANTORO
Nomor Induk Mahasiswa   : 18322121
Program Studi   : Sarjana Pendidikan Bahasa Inggris
Pembimbing Skripsi   : Anandayu Suri Ardini, S.S., M.A.
Judul Skripsi   :

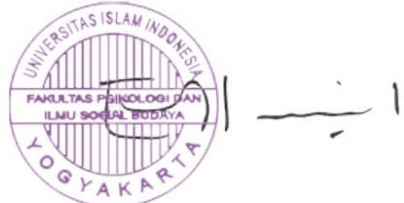**"Thematic Analysis: An EFL Novice Teachers'
Media & Technology Beliefs in Teaching English to Young Learner"**

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamu'alaikum wr. wb

Yogyakarta,   <u>18 Syaaban 1443 H</u>
        22 Maret 2022 M
Dekan Fakultas Psikologi dan Ilmu Sosial Budaya,

Dr. H. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog

Appendix 3. Interview Transcriptions

Data Number	Interview	Data Reduction	Coding	Sub Coding
001	(A): …… Nah jika teachers' media & technology beliefs berarti cara pandangs sorang guru dalam melihat Pendidikan dari sudut pandang media dan teknologi yang mereka gunakan pada saat pembelajaran. Nah dari pernyataan tersebut muncul-lah pertanyaan nomor 1 mas Simon, yaitu: Menurut mas Simon sejauh mana penggunaan media dan alat bantu dapat mendukung pembelajaran bahasa Inggris untuk anak usia dini mas? (S): Terimakasih mas saya bantu jawab terkait media pembelajaran bagi anak usia dini, itu tergantung kondisi dan situasi, karena situasi sekarang pandemi, pembelajaran juga melalui daring, otomatis anak2 atau bahkan anak yang baru masuk sekolah di usia dini mereka membutuhkan perangkat computer atau laptop atau device yang lainnya seperti handphone. Nah otomatis mereka memerlukan skill untuk mengoprasikan gadget, terutama laptop dan aplikasi zoom.. Jadi media itu cukup penting tapi tidak bisa diutamakan. Karena yang paling utama adalah proses pembelajaran di kelasnya langsung yang berarti interaksi langsung antara guru dan murid. Selebihnya sebagai pendukung saja mas kalau media di pembelajaran, begitu mas.. **(ILE01)**	1. Integrating to classroom rules means the process of teaching students to understand and respect the rules of the classroom and to see them as an integral part of their learning environment. 2. Integrating to content means the process of incorporating content from various sources into a lesson plan or curriculum in order to create a comprehensive learning experience. 3. Integrating to learning experiences means the process of incorporating a variety of experiences into a lesson plan or curriculum in order to create a comprehensive learning experience.	(ICR) Integrating to Classroom Rules (ICO) Integrating to Content (ILE) Integrating to Learning Experience	**(ILE01)** Need operating skills, direct interaction between teacher and student. **(ICR01)** Assistance from parents. Children don't fully operate the devices. Early age student have to know and learn media. **(ILE02)** Online learning constraints **(ILE03)** Can't see students' facial expression **(ICR02)**
002	(A): Nah itukan dari bagian medianya ya mas Simon, kalau dari bagian teknologinya bagaimana ya menurut mas Simon? (S): Teknologi, berarti contohnya perangkatnya ya mas? Di usia dini anak anak mungkin tidak familiar ya			

	mas, maksudnya penggunaan teknologi dalam pembelajaran itu hanya untuk kalau di kesehariannya hanya untuk main, gadget itu untuk permainan, kalau di sekolah…. kalau di sekolah mereka harus menggunakan gadgetnya mereka itu untuk pembelajaran.. ya misalnya google classroom, mereka yang harus bisa submit tugasnya di google classroom, nah itukan teknologi yang harus mereka ketahui bahkan harus pelajari bahkan dari usia dini, dari 6 tahun.. bahkan di TK, di sekolahnya mas Simon tempat mengajar.. sebelum covid melandai itukan online full, mereka lewat google classroom dan zoom meeting, itu ada pendampingan dari orang tua masing masing, tidak sepenuhnya anak2 mengoprasikannya sendiri, jadi perlu pendampingan dan support dari wali murid bahkan dari gurunya sendiri. **(ICR01)**			Students are not recommended to bring gadgets **(ILE04)** Can't choose yet, need a combination between teaching media **(ICO01)** Banyak media khusus pembelajaran, contohnya ClassDojo **(ICO02)** Using media provided by the school, eBooks, Google forms. **(ILE05)** Need direct teaching, see the class situation, and provide
003	(A): Berarti jika ada pendampingan dari orang tua seperti itu ada kendala tidak ya mas dalam pembelajaran dari online? (S): Terkait kendala, semua pihak pasti ada ya mas, karena kuncinya ada di komunikasi. Teknologi sendiri kita komunikasi menggunakan tehnologi, kita menggunakan whatsapp, google classroom, guru bisa berkomentar di google classroom, guru bisa memberi informasi di whatsapp. Jadi kuncinya komunikasi, jadi kita harus bisa mengintegrasikan antara teknologi dan medianya sendiri mas. Jadi pasti ada kendala.. **(ILE02)** Bahkan di online itu susah mas, jadi kita tidak bisa berinteraksi langsung, kita tidak bisa melihat ekspresi si siswa secara langsung, kesuilitannya dimana, kita tidak bisa merasakannya langsung, sejatinya gurukan harus support, mendaingi anaknya			

	langsung, susahnya dimana, kebutuhan siswanya apa.. jadi online tu butuh ekstra tenaga mas, dan ekstra pendampingan**..(ILE03)**			teaching media that can support all students
004	(A): Jadi mas Simon cenderung membatasi penggunaan gadget atau tidak mas? (S): Untuk penggunaan gadget sendiri, anak usia dini tidak dianjurkan untuk membawa ya mas ya.. mungkin dari gurunya sendiri saja mas.. mungkin seperti proyektor, menampilkan di powerpoint, gitu aja sih mas kalo teknologi.. kalau membawa handphone sendiri belum sih mas kalau untuk anak usia dini.. di sekolah mas Simon belum bisa, belum boleh**..(ICR02)**			**(ILE06)** How to deal with students who quickly understand and vice versa. **(ILE07)** Games for cross-checking students' understanding and enthusiasm
005	(A): Ee, selanjutnya, mas Simon itu jika di kelas lebih prefer menggunakan papantulis atau peresentasi menggunakan kayak media seperti powerpoint dan sebagainya..? (S): Kalau untuk memilih, mas Simon belum bisa memilih yang mana, tapi Cuma kayaknya setiap guru perlu kombinasi antara papantulis dan media ajar yang terkini seperti powerpoint, proyektor, atau bahkan hal lain seperti medianya sendiri di online **(ILE04),** seeprti sekarang banyak di media khusus untuk pembelajaran.. contohnya kayak, kalau mas tau, kelas dojo, kelas dojo itu sebuah website yang dimana anaka anak pasti tertarik karena disana anaka2 bisa melihat monster dan monsternya bisa dikasih makan, nah itukan termasuk teknologi dan media pembelajaran yang interaktif untuk anak anak, nah guru bisa kolaborasi antara media itu dan papantulis itu buat mencatat **(ICO01),** kayak menulis, harus menulis, kita harus mengecek mereka			**(ILE08)** Learnt from senior teacher **(ICO03)** Clock Puzzle, Blocks, Global perspective as teaching media **(ILE09)** Sometimes students' get bored with

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				game-based app.
006	bisanya dimana, terus kurangnya dimana si anak teserbut, gitu.. ya dibilang prefer yang mana, mas Simon kombinasi saja mas.. tidak condong kemana.. karena setiap guru harus bisa elaborate antara media yang satu dan yang lainnya.			
	(A): Tadi sudah di bagian media dan tekonlogi, sekarang kita masuk lebih dalam lagi ya mas Simon.. yaitu internetnya sendiri.. menurut mas Simon internet itu harusnya digunakan untuk mencapai tujuan pembelajaran itu bagaimana mas Simon? mungkin bisa untuk mencari media pembelajaran yang cocok untuk anak usia dini.. mungkin seperti quizziz, dan lain lain.. dan mungkin bisa buat games untuk media pembelajaran.			**(ILE10)** Gain insight into using more media, more sources, and more option
	(S): Ya, internet sendiri kan luas ya mas ya, guru itu bisa mengoptimalisasikan tentang internet sendiri seperti untuk pembelajaran, untuk sumber belajar, atau media ajar.. contohnya seperti penggunaan google classroom aja bisa explore lebih mas kayak google classroom kan bisa mencantumkan link, google form, anak anak pasti baru kenal google form itu apa.. ternyata google form itu bisa buat assess pengetahuan mereka kan.. ya apa ya. Kita bisa explore lebih di internet sih mas, tapi tidak bisa jadi patokan, karena setiap sekolah atau Yayasan, atau bahkan universitas punya sumber medianya sendiri, seperti buku, tapi semua buku buku di sekolah mas Simon sekarang tu, eh bukan sekolah sekarang doang sih, mungkin sebelumnya sudah terintegrasi dengan online jadi sudah ada ebooknya.. jadi semasa kita perlu login dengan online, kita bisa menggunakan ebooknya.. begitu mas. **(ICO02)**			**(ILE11)** Elementary school students are playing oriented. Yet, there are many characteristics differences between each student.

(ICO04) Extracurricular which assist students to learn

(ICO05) Using Google Classroom and WhatsApp is |

007	(A): Selanjutnya ee, menurut mas Simon apakah semua materi Bahasa inggris dapat di ajarkan dengan bantuan tehnologi dan media?			the effective app
				(ICO06) ClassDojo, Room to Read, Literacy Cloud, learning video can help teachers to teach student.
	(S): Ee sebetulnya tidak mas, karena kita butuh kayak ajar langsung gitu, seperti how to read, gimana cara baca, gimana cara ngeja, gimana cara nulis, jadi anak2 diajarkan langsung tidak Cuma dilihatkan saja lewat proyektor, tapi si gurunya langsung ngajarin gimana cara nulis A,B,C,D samapai Z, gitu kan kalau anak usia dini.. gimana kalau cara nulis digabung, itukan perlu diajarkan langsung, ada kan itu tergantung tipe muridnya mas.. kalau misalkan si guru pandai melihat situasi kelasnya pasti apaya. Melihat kayak, oh kinestetik, terus visual, terus auditory, jadi guru psti menyediakan media ajar yang banyak dan bisa mengampu semua murid, begitu.. **(ILE05)**			
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009	(A): Nah saya juga waktu PPL itu punya pengalaman gitu mas.. jadi waktu ditanyain itu pada diem aja gitu mas.. jadi bingung, mana yang sudah paham atau yang belum paham itu yang mana. (S): Oh dikemas dengan games saja mas.. Pertanyaan kita itu dikemas atau dicrosschecknya dengan games.. jadi anak anak atau siswa antusias untuk main jadi ketauan mana murid yang paham dan mana yang antusias dengan pelajaran tersebut.. **(ILE07)** saya juga masih belajar mas.. saya juga masih belajar dari guru guru senior.. karena mereka ini juga mas, kreatif banyak media ajar yang mas Simon tidak tahu, mereka pakai, dan ya terbukti, itu bisa berjalan lancar.. **(ILE08)**			
010	(A): Kalau di sekolah mas Simon sendiri, ee mereka punya media sendiri atau tidak ya mas? Kayak mempunyai apa ya namanya,, kreasi sendiri untuk mengajar, mungkin games tersendiri (S): Ya, sekolahan mas Simon itu lumayan cukup lengkap ya mas ya, jadi kelas bawah kelas 1 2 3 kelas nasional bahkan internasoinal itu punya media sendiri, contoh pelajaran matematika, di sekolahan itu ada jam permainan gitu apa yang isinya kayak, bukan puzzle tapi pokoknya bentuknya jam terus ada angka angkanya, mereka bisa mainin gitu, itu contoh permainan langsung, mungkin ada puzzle, lalu ada blocks. Ada timbangan, timbangan kayak			

	mainan gitu, buat ngukur.. Ya itu contohnya pelajaran matematika, terus apa lagi ya.. kalau, ee ada Namanya kalau di international class itu ada yang Namanya global perspective perlajaran global perspective, ada globe itu mereka bisa melihat peta dunia, terus apa ya.. science, kelas bawah itu ada alat alat sendiri, kayak telescope, kaca pembesar, gitu mas.. mereka diperkenalkan dari usia dini.. **(ICO03)**			
011	(A): Ee, berarti kan siswa siswa mas Simon masih suka bermain gitu kan.. berarti kalau diberi aplikasi berbasis game itu cocok atau tidak ya mas? (S): Kadang mereka suka kadang mereka juga cukup bosen juga mas aris.. karena kayak udah kenal gitu, kayak "oh ini udah pernah", "ini udah tau", "udah pernah main".. nahh itu mereka cepet bosen dan cepet pahamnya mas aris, kadang bingung sendiri gurunya, ngajar apa algi ya, aktivitasnya apalagi ya.. malah lancar siswanya mas, malah kalah saya *hehehe*.. **(ILE09)**			
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	ajarnya harusnya begini, jadi udah kayak sedikit paham mas aris..**(ILE10)**			
013	(A): Lalu cara untuk memaksimalkan pembelajaran di kelas itu bagaimana ya mas syahrul untuk anak usia dini? (S): Emm, kelas satu sd itu mas mereka itu orientasinya main, tapi tidak semua anak gemar bermain, ada anak anak itu ada yang bener fokusnya belajar, mereka senengnya belajar, ada yang anaknya anteng, ada yang anaknya nurut, enak gitu belajarnya, ada yang emang apa ya aktif banget gitu, di kelas tu jalan jalan, tapi anak anak yang jalan2 tu fokus belajarnya. Nangkepnya tu cepet lah.. Cuma emang tipikal anaknya yang beda beda, jadi kalau dibilang maksimalkan pembelajaran itu, merata tidak bisa mas, karena anak anak beda, cara menangkepnya kan beda beda, jadi sebisa mungkin sebagai guru bisa apaa ya menyeluruh lah, walaupun ada yang telat, ada yang lambat dalam menangkap pembelajaran.. **(ILE11)**			
014	(A): Kalau untuk pendekatan antara guru dan siswa itu bagai mana mas Simon? (S): Kalau pendekatan siswa, bisa dari grup mas Simon kontak kontakan dengan muridnya kelas 1, kelas 1 itu unik unik mas aris, mereka bisa bikin grup sendiri di whatsapp terus undang wali kelasnya, undang temennya, terutama bestienya, mereka undang, kadang nanyain tugas, kadang nanyain kabar si guru, kadang ngirim stiker lucu lucu, kalau kelas 1. Kalau di rumah itu lewat whatsapp.. kalau di kelas itu mungkin jam istirahat mungkin ya atau sebelum masuk, saya biasanya ngobrol dulu sama anak anak satu persatu gitu, tadi bangunnya jam			

	berapa, udah sarapan belum, terus jam istirahat, mereka boleh main, mereka boleh bercerita,, si guru nanya juga, gimana hari ini, sampe istirahat ini seneng apa engga? Apa yang bikin seneng apa yang bikin engga? Kayak gitu, ditanya gitu.. terus setiap hari kayak gitu kalau offline, terus kalau online ya di zoom nanya nanyannya.. gitu sih pendekatannya. Kadang kelasnya main gitu mas, jadi gurunya ikut gitu, bikin kerajinan gitu misalnya.
015	(A): Berarti di sana juga ada ekstrakurikuler ya mas Simon?
	(S): Emm untuk ekstrakurikulernya bukan Bahasa Inggris tapi kelas satu itu ada bisa ngambil ekskul menari, ekskul menggambar, terus science, udah kayaknya itu aja.. untuk kelas bawah, kelas 1 2 3, kalau kelas atas ada cinamotografi, robotic, terus apalagi ya, public speaking gitu gitu kalau kelas atas… **(ICO04)**
016	(A): Oo gitu ya mas.. terakhir ya mas Simon.. dalam experience mas Simon 2 tahun terakhir aplikasi yang paling efektif dalam pengajaran mas Simon apa ya?
	(S): Mungkin saat ini mas Simon mau jawab google classroom aja mas.. Google classroom, tapi dibarengi dengan whatsapp, support applicationnya WA. Kalau kelas satu itu mas kita komunikasinya tidak langsung sama anaknya, tapi sama wali muridnya jadi perantara juga kan. Kadang ke anaknya udah oke, kadang ke wali muridnya yang belum.. jadi harus 2x dan harus konfirmasinya pas gitu.. kalau di google classroom interaksinya Cuma di komentar, jadi kalau sudah diberi tugas, nah mas Simon respon, lalu kadang mereka komentar lagi gitu,

	Cuma sebates komentar gitu kalau di google classroom**..(ICO05)**			
017	(A): Oh gitu mas Simon.. jadi Cuma google classroom dan WA saja ya mas? Nah itukan menurut pandangan mas Simon.. kalau pendapat si siswa bagaimana ya mas? mungkin kalau dari respon si siswa lebih cepat dalam mengikuti pelajarannya kalau memakai media tersebut gitu mas..			
	(S): em sampai saat ini mas Simon Cuma pake google classroom sih mas media pembelajaran, kalau untuk media ajar yang lain seperti class dojo, terus kalau membaca ee roomtoread, kayak apasih Namanya ya,, literacy cloud nah itu untuk membaca.. nah kalau di class dojo itu ada video pembelajaran juga mas jadi kita bisa explore, download, atau ditontonin mereka.. soalnya ada poin poin penting seperti misalkan how to discipline, gitu gitu..**(ICO06)**			

Data Number	Interview	Data Reduction	Coding	Sub Coding
001	(A): …… Nah jika teachers' media & technology beliefs berarti cara pandangs sorang guru dalam melihat Pendidikan dari sudut pandang media dan teknologi yang mereka gunakan pada saat pembelajaran. Nah dari pernyataan tersebut muncul-lah pertanyaan nomor 1 mas Simon, yaitu: Menurut mas Simon sejauh mana penggunaan media dan alat bantu dapat mendukung pembelajaran bahasa Inggris untuk anak usia dini mas?	1. Integrating to classroom rules means the process of teaching students to understand and respect the rules of the classroom and to see them as an integral part of their learning environment.	(ICR) Integrating to Classroom Rules	**(ILE01)** Need operating skills, direct interaction between teacher and student.
	(S): Terimakasih mas saya bantu jawab terkait media pembelajaran bagi anak usia dini, itu tergantung kondisi dan situasi, karena situasi sekarang pandemi, pembelajaran juga melalui daring, otomatis anak2 atau bahkan anak yang baru masuk sekolah di usia dini mereka membutuhkan perangkat computer atau laptop atau device yang lainnya seperti handphone. Nah otomatis mereka memerlukan skill untuk mengoprasikan gadget, terutama laptop dan aplikasi zoom.. Jadi media itu cukup penting tapi tidak bisa diutamakan. Karena yang paling utama adalah proses pembelajaran di kelasnya langsung yang berarti interaksi langsung antara guru dan murid. Selebihnya sebagai pendukung saja mas kalau media di pembelajaran, begitu mas.. **(ILE01)**	2. Integrating to content means the process of incorporating content from various sources into a lesson plan or curriculum in order to create a comprehensive learning experience.	(ICO) Integrating to Content	**(ICR01)** Assistance from parents. Children don't fully operate the devices. Early age student have to know and learn media.
002	(A): Nah itukan dari bagian medianya ya mas Simon, kalau dari bagian teknologinya bagaimana ya menurut mas Simon?	3. Integrating to learning experiences means the process of incorporating a variety of experiences into a lesson plan or curriculum in order to create a comprehensive learning experience.	(ILE) Integrating to Learning Experience	**(ILE02)** Online learning constraints
	(S): Teknologi, berarti contohnya perangkatnya ya mas? Di usia dini anak anak mungkin tidak familiar ya mas, maksudnya penggunaan			**(ILE03)** Can't see students' facial expression
				(ICR02) Students are not recommended

003	teknologi dalam pembelajaran itu hanya untuk kalau di kesehariannya hanya untuk main, gadget itu untuk permainan, kalau di sekolah…. kalau di sekolah mereka harus menggunakan gadgetnya mereka itu untuk pembelajaran.. ya misalnya google classroom, mereka yang harus bisa submit tugasnya di google classroom, nah itukan teknologi yang harus mereka ketahui bahkan harus pelajari bahkan dari usia dini, dari 6 tahun.. bahkan di TK, di sekolahnya mas Simon tempat mengajar.. sebelum covid melandai itukan online full, mereka lewat google classroom dan zoom meeting, itu ada pendampingan dari orang tua masing masing, tidak sepenuhnya anak2 mengoprasikannya sendiri, jadi perlu pendampingan dan support dari wali murid bahkan dari gurunya sendiri. **(ICR01)** (A): Berarti jika ada pendampingan dari orang tua seperti itu ada kendala tidak ya mas dalam pembelajaran dari online? (S): Terkait kendala, semua pihak pasti ada ya mas, karena kuncinya ada di komunikasi. Teknologi sendiri kita komunikasi menggunakan tehnologi, kita menggunakan whatsapp, google classroom, guru bisa berkomentar di google classroom, guru bisa memberi informasi di whatsapp. Jadi kuncinya komunikasi, jadi kita harus bisa mengintegrasikan antara teknologi dan medianya sendiri mas. Jadi pasti ada kendala.. **(ILE02)** Bahkan di online itu susah mas, jadi kita tidak bisa berinteraksi langsung, kita tidak bisa melihat ekspresi si siswa secara langsung, kesuilitannya dimana, kita tidak bisa merasakannya langsung, sejatinya			to bring gadgets **(ILE04)** Can't choose yet, need a combination between teaching media **(ICO01)** Banyak media khusus pembelajaran, contohnya ClassDojo **(ICO02)** Using media provided by the school, eBooks, Google forms. **(ILE05)** Need direct teaching, see the class situation, and provide teaching media that can

004	gurukan harus support, mendaingi anaknya langsung, susahnya dimana, kebutuhan siswanya apa.. jadi online tu butuh ekstra tenaga mas, dan ekstra pendampingan..(ILE03)			support all students
005	(A): Jadi mas Simon cenderung membatasi penggunaan gadget atau tidak mas?

(S): Untuk penggunaan gadget sendiri, anak usia dini tidak dianjurkan untuk membawa ya mas ya.. mungkin dari gurunya sendiri saja mas.. mungkin seperti proyektor, menampilkan di powerpoint, gitu aja sih mas kalo teknologi.. kalau membawa handphone sendiri belum sih mas kalau untuk anak usia dini.. di sekolah mas Simon belum bisa, belum boleh..(ICR02)

(A): Ee, selanjutnya, mas Simon itu jika di kelas lebih prefer menggunakan papantulis atau peresentasi menggunakan kayak media seperti powerpoint dan sebagainya..?

(S): Kalau untuk memilih, mas Simon belum bisa memilih yang mana, tapi Cuma kayaknya setiap guru perlu kombinasi antara papantulis dan media ajar yang terkini seperti powerpoint, proyektor, atau bahkan hal lain seperti medianya sendiri di online (ILE04), seeprti sekarang banyak di media khusus untuk pembelajaran.. contohnya kayak, kalau mas tau, kelas dojo, kelas dojo itu sebuah website yang dimana anaka anak pasti tertarik karena disana anaka2 bisa melihat monster dan monsternya bisa dikasih makan, nah itukan termasuk teknologi dan media pembelajaran yang interaktif untuk anak anak, nah guru bisa | | | **(ILE06)** How to deal with students who quickly understand and vice versa.

(ILE07) Games for cross-checking students' understanding and enthusiasm

(ILE08) Learnt from senior teacher

(ICO03) Clock Puzzle, Blocks, Global perspective as teaching media

(ILE09) Sometimes students' get bored with |

006	kolaborasi antara media itu dan papantulis itu buat mencatat **(ICO01),** kayak menulis, harus menulis, kita harus mengecek mereka bisanya dimana, terus kurangnya dimana si anak teserbut, gitu.. ya dibilang prefer yang mana, mas Simon kombinasi saja mas.. tidak condong kemana.. karena setiap guru harus bisa elaborate antara media yang satu dan yang lainnya. (A): Tadi sudah di bagian media dan tekonlogi, sekarang kita masuk lebih dalam lagi ya mas Simon.. yaitu internetnya sendiri.. menurut mas Simon internet itu harusnya digunakan untuk mencapai tujuan pembelajaran itu bagaimana mas Simon? mungkin bisa untuk mencari media pembelajaran yang cocok untuk anak usia dini.. mungkin seperti quizziz, dan lain lain.. dan mungkin bisa buat games untuk media pembelajaran.		game-based app. **(ILE10)** Gain insight into using more media, more sources, and more option **(ILE11)** Elementary school students are playing oriented. Yet, there are many characteristics differences between each student.
007	(S): Ya, internet sendiri kan luas ya mas ya, guru itu bisa mengoptimalisasikan tentang internet sendiri seperti untuk pembelajaran, untuk sumber belajar, atau media ajar.. contohnya seperti penggunaan google classroom aja bisa explore lebih mas kayak google classroom kan bisa mencantumkan link, google form, anak anak pasti baru kenal google form itu apa.. ternyata google form itu bisa buat assess pengetahuan mereka kan.. ya apa ya. Kita bisa explore lebih di internet sih mas, tapi tidak bisa jadi patokan, karena setiap sekolah atau Yayasan, atau bahkan universitas punya sumber medianya sendiri, seperti buku, tapi semua buku buku di sekolah mas Simon sekarang tu, eh bukan sekolah sekarang doang sih, mungkin sebelumnya sudah terintegrasi dengan online jadi sudah		**(ICO04)** Extracurricular which assist students to learn **(ICO05)** Using Google Classroom and WhatsApp is

	ada ebooknya.. jadi semasa kita perlu login dengan online, kita bisa menggunakan ebooknya.. begitu mas. **(ICO02)**		the effective app
008	(A): Selanjutnya ee, menurut mas Simon apakah semua materi Bahasa inggris dapat di ajarkan dengan bantuan tehnologi dan media?		**(ICO06)** ClassDojo, Room to Read, Literacy Cloud, learning video can help teachers to teach student.
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013	(S): Ee mungkin bisa menambah wawasan dalam menggunakan media lebih banyak.. ya begitu, terus ee apalagi yaa.. udah sih, lebih banyak sumber ajar aja sih mas, jadi banyak option begitu, oh milih ini, oh kalo anaknya kayak gini jadi media ajarnya harusnya begini, jadi udah kayak sedikit paham mas aris..**(ILE10)**			
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	(A): Kalau untuk pendekatan antara guru dan siswa itu bagai mana mas Simon?			
	(S): Kalau pendekatan siswa, bisa dari grup mas Simon kontak kontakan dengan muridnya kelas 1, kelas 1 itu unik unik mas aris, mereka bisa bikin grup sendiri di whatsapp terus undang wali kelasnya, undang temennya, terutama bestienya, mereka undang,			

015	kadang nanyain tugas, kadang nanyain kabar si guru, kadang ngirim stiker lucu lucu, kalau kelas 1. Kalau di rumah itu lewat whatsapp.. kalau di kelas itu mungkin jam istirahat mungkin ya atau sebelum masuk, saya biasanya ngobrol dulu sama anak anak satu persatu gitu, tadi bangunnya jam berapa, udah sarapan belum, terus jam istirahat, mereka boleh main, mereka boleh bercerita,, si guru nanya juga, gimana hari ini, sampe istirahat ini seneng apa engga? Apa yang bikin seneng apa yang bikin engga? Kayak gitu, ditanya gitu.. terus setiap hari kayak gitu kalau offline, terus kalau online ya di zoom nanya nanyannya.. gitu sih pendekatannya. Kadang kelasnya main gitu mas, jadi gurunya ikut gitu, bikin kerajinan gitu misalnya.			
016	(A): Berarti di sana juga ada ekstrakurikuler ya mas Simon? (S): Emm untuk ekstrakurikulernya bukan Bahasa Inggris tapi kelas satu itu ada bisa ngambil ekskul menari, ekskul menggambar, terus science, udah kayaknya itu aja.. untuk kelas bawah, kelas 1 2 3, kalau kelas atas ada cinamotografi, robotic, terus apalagi ya, public speaking gitu gitu kalau kelas atas… **(ICO04)** (A): Oo gitu ya mas.. terakhir ya mas Simon.. dalam experience mas Simon 2 tahun terakhir aplikasi yang paling efektif dalam pengajaran mas Simon apa ya? (S): Mungkin saat ini mas Simon mau jawab google classroom aja mas.. Google classroom, tapi dibarengi dengan whatsapp, support applicationnya WA. Kalau kelas satu itu mas kita komunikasinya tidak langsung sama anaknya, tapi sama wali muridnya jadi perantara			

017	juga kan. Kadang ke anaknya udah oke, kadang ke wali muridnya yang belum.. jadi harus 2x dan harus konfirmasinya pas gitu.. kalau di google classroom interaksinya Cuma di komentar, jadi kalau sudah diberi tugas, nah mas Simon respon, lalu kadang mereka komentar lagi gitu, Cuma sebates komentar gitu kalau di google classroom**..(ICO05)** (A): Oh gitu mas Simon.. jadi Cuma google classroom dan WA saja ya mas? Nah itukan menurut pandangan mas Simon.. kalau pendapat si siswa bagaimana ya mas? mungkin kalau dari respon si siswa lebih cepat dalam mengikuti pelajarannya kalau memakai media tersebut gitu mas.. (S): em sampai saat ini mas Simon Cuma pake google classroom sih mas media pembelajaran, kalau untuk media ajar yang lain seperti class dojo, terus kalau membaca ee roomtoread, kayak apasih Namanya ya,, literacy cloud nah itu untuk membaca.. nah kalau di class dojo itu ada video pembelajaran juga mas jadi kita bisa explore, download, atau ditontonin mereka.. soalnya ada poin poin penting seperti misalkan how to discipline, gitu gitu..**(ICO06)**			