IPAD IMPLEMENTATION IN TEACHING ENGLISH AT SMP ISLAM AL-AZHAR CAIRO BANDA ACEH

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Abstract

Despite the fact that incorporating technology into English learning at school has numerous benefits, there are currently very few teachers who have done so. The iPad has been widely used as a learning medium in English language study in various nations. However, using an iPad for English language learning in Banda Aceh is still unusual. Descriptive qualitative research with a case study approach was carried to describe how the teacher uses the iPad in teaching English for the seventh-grade students at SMP Islam Al Azhar Cairo Banda Aceh. An observation sheet and interview guide were used to gather the data. The data analysis was processed in the form of condensation data, display data, and conclusion data which are proposed by Miles, Huberman, and Saldana (2014). The findings show that some applications were used by the English teacher to support the learning atmosphere, such as; iTunes U App, Keynote App, Pages App, and iTunes U App. Furthermore, the web browsing function is the most commonly used and important feature for students at SMP Islam Al-Azhar Cairo Banda Aceh. It provides quick and easy access to the students and the support it provides for collaboration.

Keywords: Technology, IPAD Implementation, Teaching English

1. Introduction

In the twenty-first century, the industrial revolution 4.0 becomes a bigger aspect of students' lives. It provides teachers with a variety of learning options to reach students of all skills and interests. Teachers can include teaching approaches that match the demands of today's learners by integrating technology into the learning environment to create an environment in which students' learning can thrive. It is important to point out that only one school in Banda Aceh, Al-Azhar Cairo Islamic Junior High School, has employed an iPad for English language instruction. It's also worth noting that only one English teacher has iPad access within her lesson. This case is growing more fascinating because the iPad has been widely used as a teaching tool in English schools in several countries (Huber, 2012). Using instructional technologies can provide numerous benefits to students. One advantage of studying with technology is that students can assist themselves with learning resources, allowing them to study on one's own (Holstein, 2011, as cited in Huber, 2012). The iPad can boost pupils' motivation to learn (Huber, 2012; Kuznia, 2012; Ortega, 2017), allow students to communicate and interact (Kuznia, 2012), and also

encourage and support students' willingness to study (Huber, 2012). According to Kuznia (2012), One significant advantage of utilizing an iPad is that it allows children to develop at their own speed and stage of learning. In other words, students can tailor their learning cadence to their own abilities. Students' familiarity with cell phones can be used during class as a means of English learning. It should come as no surprise that the iPad is one of the keys to success for students seeking to gain and develop 21st-century learning skills (Murray & Olcese, 2011).

Increased teaching capability is one of the advantages of using the iPad in the English language learning process for instructors (Barone & Wright, 2008; Kharbach, 2011). The iPad can also be used to assist students learn as a teaching tool (Nooriafshar, 2011). According to Foote (2012), the iPad may increase teacher efficiency by reducing paper usage and shortening the time required for teaching tasks. Teachers are able to utilize iPad to link student learning activities at school and at home (Ortega, 2017). The iPad allows teachers to meet their English learning objectives in a more efficient, engaging, and enjoyable way (Anderson, 2011). As a result, iPads can be an excellent learning tool for English teachers.

However, there are several factors underlying some educators to be hesitant to adopt iPads in their classrooms. These factors entail the length of time required to investigate the benefits provided by the equipment used (Valstad, 2011). The pleasure of playing games on the iPad may distract students (Clark, Svanaes & Zimmermann, 2013). Some educators and schools are also hesitant to employ iPads for English language learning due to the high initial and ongoing costs (Huber, 2012). Efficiency and cost considerations are two issues that schools in low-income nations continue to face.

Despite the good and bad features of using an iPad in the classroom to learn English, the instructor views iPad use in the English language teaching and learning process as beneficial (Huber, 2012). She goes on to argue that the iPad is an educational tool that may improve student education not only in the short and medium term, but also in the long run. This is due to the iPad's all-electronic features, which can be learned at any time and from any location. This article will explore how teacher can integrate iPad into the English classroom while considering the benefits and drawbacks of using iPad in the English language learning process.

2. Literature Review

Integrating Technology in Education

Information and Communication Technologies (ICTs) play an essential role in education because they can influence the learning environment and make teachings more accessible (Mishra & Koehler, 2006). Integrating technology in education entails more than just teaching computer skills; it also involves boosting students' participation and enthusiasm in their study. As a result, it is crucial to explore how to properly employ technology in English instruction.

It can be proof that ICTs play an important role in education. Several studies have been undertaken to demonstrate the essential of using ICTs in the English teaching. According to Ilter (2009, p. 136), one of the things that can positively influence student learning is technology. Meanwhile, technology, according to O'Dwyer, Russell, Bebell, and Tucker-Seeley (2005), allows pupils to think critically, obtain a high degree of comprehension, and solve problems. As a result, it is critical to be aware of the beneficial effects of technology in education, particularly in English teaching.

A variety of technological tools can be applied to assist students in boosting their English study. English language learning websites, Computer-Assisted Language Learning systems, Presentation Software, electronic dictionaries, chatting and email messaging systems, and studying video clips are

among the resources (Nomass, 2013). The tools indicated above can be used in the classroom by the instructor based on the right manner and resources.

Mobile Learning (m-learning)

Mobile learning (m-learning) is learning that utilizes technology and mobile devices. Personal Digital Assistants (PDAs), Mobile Phones, Tablet PCs, and Laptops are all examples of devices that can be used in this situation. Users can access educational material anywhere and anytime by employing mobile learning, eliminating the need to attend a specific location at a specific time. As a result, individuals can access educational content without being constrained by place or time. According to Brown (2001), m-Learning is a notion of distance learning that utilizes telecommunications technology and information. According to these definitions, mobile learning is a type of learning that involves the use of information and communication technologies.

E-learning includes mobile learning. M-learning eliminates limitations in the learning process through the mobility of portable devices and gives the benefits of having educational materials available at all times and the visualization of engaging stuff. Mobile learning is aimed at increasing students' activeness in the learning process and saving time because when applied in the learning process. Besides, students do not need to attend class to collect assignments, they can send assignments through an application on a mobile phone or tablet PC for instead, which will indirectly improve the quality of the learning process.

Types of Communication Mobile Devices

Al-Omari (2012) categorizes learning Mobile Devices that can be utilized in the learning process as Mobile Phones, Tablet Personal Computers, Laptops, and Personal Digital Assistants (PDAs). First, there are mobile phones, which rely on wireless communication and are movable within a specified area covered by a Wireless Broadcasting Network.

Second, there are tablet personal computers, which are roughly the size of a palm. It is portable and can be used to store and examine text data and multimedia. With all of its applications, it may be used as a desktop computer. Third, a laptop is a sort of computer that is slightly larger in size than a tablet computer. It has virtually the same features as the Tablet Personal Computer, however its storage capacity may be larger.

The last, Personal Digital Assistants (PDAs) are portable computer devices used to store and organize data, organize personal appointments, create lists of personal tasks, write notices, run text format programs, calculation tables, games, and read E-Books, communicate with the internet, and send and review emails.

The iPad Use in the Classroom

According to Huber (2012, p. 8), "Apple Company released the iPad in 2010, which focused more on usability and simplicity, proved to be more cost-effective, and formed the commercial market for tablet computers. With Apple's iPhone, the stage was already set for the iOS mobile operating system's multitouch finger-sensitive touchscreen interface, which the iPad could eventually benefit from." Since its release, the iPad has been employed in educational institutions and in the learning process. Al-Rwaily (2014) adds that multimedia resources like as newspapers, magazines, digital books, video, music, games, and all applications of Apple's iPad tablet are available on the iPad.

Thus, both the teacher and the pupils can use the iPad during the teaching and learning process. It can assist students in improving their learning and facilitating them through the use of various applications. Irelan and Woollerton (2010) mention that iPad plays a part in the learning process since

students can choose their needs connected to the topic, share knowledge among students, and present utilizing Apple's Applications.

The adoption of iPads in classrooms has the potential to revolutionize the way teachers educate. Foote (2012) points out that the teachers can find a number of ways to teach using the iPad and applications provided. It can help with the learning process, eliminate paper, save the teacher time and effort, and save money. Scanning an assignment and saving readings as PDFs, posting materials on websites, opening documents in PDF reader on students' iPads, asking students to write directly into a PDF file, then saving and emailing it back to the teacher for feedback and grading are all ways of teaching using iPad in the classroom. Foote further notes that iPad use in the classroom can be facilitated by the iPad's camera and educational applications. This means that the iPad can help kids be more creative when working on assignments in the classroom. The use of iPads may be critical in the development of kids' digital skills.

Henderson and Yeow (2012) conducted a case study to explore the adoption and use of iPads in a primary school. The most popular among senior students' learning activities is web browsing on the iPad, which allows pupils to search numerous topics covered in class. The teacher then instructed the students to use Apple's Pages to type up what they had learned through their efforts. Following that, students' work will be presented using Apple's Keynote to share information about what they have learnt with their classmates. They were able to display the content effortlessly by connecting their iPad to a projector over Wireless (without a VGA converter). In addition, e-books were employed for instruction in this study; for example, the teacher reads a piece of fiction using the iBook Application. Students also install the iBook Application, which allows them to engage in both independent and group reading. Application games and textbooks in PDF format were used to provide them with additional practice outside of the classroom.

Furthermore, Manuguerra and Petocz (2011) stated that the use of the iPad can assist teachers in quickly and efficiently grading students' work. The teacher instructs the students to submit their homework electronically. As a result, it is simple to retrieve students' work without having to print it out for grading. It also enables the teacher to handwrite, make notes, insert photographs, and record audio commentary before sending the students' work via email or the application of choice. Meanwhile, Guillen-Gamez and Mayorga-Fernandez (2020) conducted a study on the attitudes of higher education teachers regarding information and communication technology (ICT). The findings revealed that some instructors did not implement technological media because they did not participate in ICT training and so had less competence to use it.

Many educational institutions make extensive use of iPad and other tablet devices, which can provide an enjoyable learning experience for both language teachers and pupils. According to Raine (2013), the iPad is becoming a highly beneficial tool for English language learners due to multiple benefits if teachers integrate it into the classroom context. She cites several reasons why Apple's iPad should be used in English language teaching, including: Students can create reports with text, photos, and magazine-style formatting, which improves communication abilities; students can record themselves speaking and then assess their own performances; students can verify their pronunciation with Siri and the voice-to-text functionality offered by iOS; students can both view and produce podcasts, and discuss their knowledge, experience, opinions, advice, and issues among other English learners.

There are several valuable applications that can be employed in various schools when integrating iPad. Wolff (2011) classified applications into three categories: classroom use, outside the classroom use, and professional development. Teachers are able to utilize Evernote, Evernote Peek, Notability, Keynote,

Wikipanion, Dictionary.com, iTunes U, and Facetime in the classroom. The teacher can utilize Dropbox, Dragron Dictation, and Google Translate for iOS outside of the classroom. Midori, iBooks, Newsstand, and Miscellaneous iPad Tips/Resources can also be used for professional development by instructors.

3. Research Method

The researcher reported the way of the teacher's activities in using iPad for the seventh-grade students at SMP Islam Al Azhar Cairo Banda Aceh using a descriptive qualitative design. Purposive sampling was used to select an English instructor at SMP Islam Al Azhar Cairo Banda Aceh. Surprisingly, this was the only school in Banda Aceh that utilized iPads in the classroom. Furthermore, the English teacher has a certificate of training for integrating iPads into the English learning process.

The data were obtained through classroom observation, which was guided by an observation sheet. The researcher set up a video camera to record the learning sessions. Following data collection, the researcher confirmed the information with the subject through a guided interview. Interviews were conducted several times, including before and after classroom observations, as well as after all observations were completed.

The data analysis technique was based on the Interactive models technique developed by Miles et al. (2014, p.34). Data condensation, data display, and conclusion drawing or verification are the main phases in data analysis. The first stage is to pick data based on learning activities, which are classified as opening activities, main activities, and closing activities. The researcher then presented the data from the learning activities in the form of a diagram in the second stage. The final stage was to derive a conclusion from the data presented in the data display.

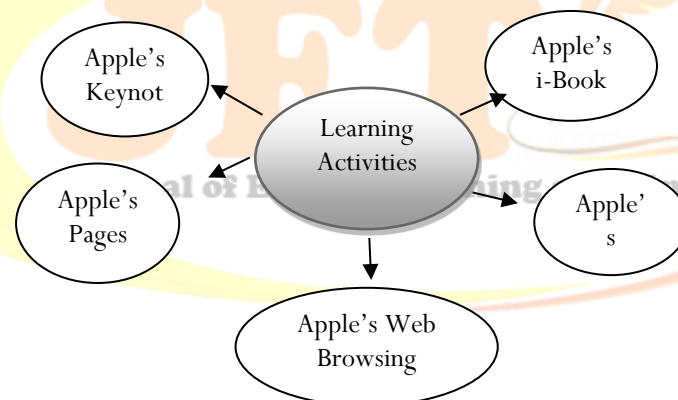## 4. Results and Discussion
Result

Figure 1. iPad implementation in teaching English.

The English instructor presents three learning activities while incorporating iPad into the classroom: opening activities, main activities, and closing activities. The following is a description:

Opening Activities

In opening Activities, the teacher greets the students and then pray together. The teacher asks the students' condition first and checks the students' attendance. Furthermore, she asks the students to open their iPad and mentions the purpose of study.

Main Activities

In this activity, the materials are explained by linking the iPad into the projector. Meanwhile, the students pay attention of learning materials. In this activity, the teacher presents the material that supported by Apple application, namely iBook application. Students also can use the iBook application to individually or peer read. In presenting the material, the teacher also uses iPad's web browsing which allowed teacher to find out several topics learned in the English classroom. This application is the most commonly used during the learning activities.

Furthermore, the teacher gives some questions to the students related to the topic that is being discussed. Then, the teacher shows the video that related to the topic and asks them to type up what they have learned in their Pages application. Pages application allows the teacher and the students to type up anything like Microsoft Word. So, it can be helpful the teaching and learning process paperlessly. After the students find out it, the teacher allows them to present directly what they have typed through Apple's Keynote to discuss information with their classmates by linking their iPad into projector. Interestingly, in linking the iPad into projector, they no need to use cable or VGA adapter, but it can easily mirror screen into projector. Furthermore, the teacher gives students' task related to the topic being discussed. During the teaching and learning process, the teacher also guides the students that have some difficulties. Then, the students present the task in front of the class through Apple keynote. In this activity, cooperative learning and discussion are applied. All the students can participate actively during the presentation running. The teacher and students give appreciation to the students who present the task. Next, the teacher gives reinforcement of the materials.

Closing Activities

In this activity, the students conclude the materials that have learned. Furthermore, the teacher gives assignments related to the materials through Apple iTunes U and delivers the next materials to be discussed. In examining the students' work, the teacher can do it through Apple iTunes U by making cross marks on the students' work. The iPad stylus pen is used for easy work. This application is used to easily teacher shares some topics and materials and also some exercises to the students. The teacher also gives the English students' score through iTunes U application by providing fun emotions to increase students' motivation in learning English.

Discussion

The results reported in the results section reveal that the teacher integrates iPad by using some Apple applications to help the teaching and learning process, specifically apple's pages, iTunesU, keynote, iBook, and online browsing. This finding implies that the teacher successfully uses an iPad that is supported by Apple programs during English language instruction. The findings of this study corroborate those of Al-Rwaily (2014), Irelan and Woolerton (2010), Foote (2012), and Manuguerra and Petocz (2011). These studies believe that integrating an iPad can help students achieve learning goals in an innovative, effective, and fun way by utilizing Apple's applications. Furthermore, the findings of this study indicate that iPad online browsing is often used during the teaching and learning process. This finding corresponds with Henderson and Yeow (2012)'s research, which found that during learning activities, the iPad's online browsing function was often used, allowing students to search numerous topics discussed in the classroom. Furthermore, various Apple apps, such as Pages, Keynote, and iBook, are included. It has the potential to actively engage students in the teaching and learning process

Furthermore, teachers who successfully integrate the iPad into the English teaching and learning process are inspired by technological media training that incorporates learning technology devices into the classroom (Guillen-Gamez & Mayorga-Fernandez, 2020). The technical media training that the instructor attended provided a knowledge of the integration of technology, specifically the iPad. It provides an opportunity for both teachers and students to improve their skills in the digital age.

Apart from being in accordance with the findings of previous investigations, this study contradicts previous findings. According to Guillen-Gamez and Mayorga-Fernandez (2020), educators are unable to integrate technology into the classroom since they are not involved in ICT training on integrating technological media. As a result, a teacher's competence and talents determine how he or she teaches using technology medium. It is crucial to guarantee that the iPad is successfully integrated into the English teaching and learning process.

5. Conclusion

The English instructor successfully integrates iPad into English language learning. Both teacher and students can benefit from electronic media in making the teaching and learning process more

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enjoyable and exciting. Among the iPad applications, the most commonly utilized by English teacher is online browsing, which allows teacher to gain information about a variety of topics in English. Furthermore, the English teacher's capacity to integrate iPad that developed was a result of training on the integration of electronic media into the classroom, namely iPad. Before introducing iPads into the classroom, teachers should have appropriate knowledge and skill. It is achieved by participating in iPad training.

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