INNOVATIVE TECHNOLOGY IN ENGLISH LANGUAGE TEACHING: ENHANCING EARLY START IN TEACHING ENGLISH THROUGH ZOOM

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A R T I C L E   I N F O

A B S T R A C T

Eearly start in teaching English became an ability to create successful learning by using innovative technology. The purpose of this study is to investigate an early start to learn the English using Zoom by enrolling five students to participate along with problems. The researcher gained by observation techniques, interview and uses qualitative method. The finding revealed that students are more interested while learning by Zoom. The problem was the unstable internet connection.

INTRODUCTION

(Parab, 2015) said that teaching English in earlier grades at school have been applied in some countries. For instance, Saudi Arabia and Vietnam have introduced English to Grade-IV students since 2011, while Japan introduced English in the primary stage in 2011. The earlier teaching had been introduced to the Kindergarten stage by Dubai in 2012. Surprisingly, since 1994 the English language has entered Indonesia to become a local content learning material as an optional subject course. Since then, English subjects started to be taught in 2013 at KTSP curriculum or K-13 curriculum. Yet, teaching English at primary school happens at school until now. Unfortunately, by considering today's situation, the education system now must adapt due to the covid-19 pandemic to keep the learning process stable. Therefore, the government of Indonesia appeals to all schools to implement online learning or e-learning. A survey from the Ministry of Education and Culture shows that 99% of the teachers, students, and parents

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in whole areas including 3T areas know this program (Ministry of Education and Culture regulations, 2020).

The introduction of the English language at an early start will ease pupils at primary schools to adapt to technology well. The early introduction to English is now called an early start in teaching English. Moreover, (Porter, 2020) also stated that an early start in teaching is beneficial to inform young learners in learning empirical and pedagogic evidence. In addition, (Octaviana, 2017) learning English is important skill that will be needed by children in reaching their potential future. They will learn quick and effective English if the techniques are right. That is why, they are supposed to learn practical and useful English. It should not be stressful for children. English learning should be fun and stimulating.

Some previous studies deal with an early start in teaching have been conducted earlier. (Uysal & Yavuz, 2015) pointed out that children need activities to engage the learning materials by their own style of learning. Concreate material eases them to understand and process the meaning of the materials. Teachers set a strategy to get young learner's attention and build a constant interest. As (Cameron, 2010) stated that young learners are only introduced to the spoken language for a few years to engage with the English language. In addition, (Savic, 2018) revealed some issues regard to the age in learning English such as type of exposure, the challenges of bilingual application, teacher qualifications, availability of the resources, parent's role, curriculum development, the suitable methods, and approaches, also learner's motivation and attitude.

Likewise, a study conducted by (Chen, Zhao, de Ruiter, Zhou, & Huang, 2020) found that the experience of earlier age positively in learning English leads to attitude toward English learning. Moreover, (Amankulova & Seisembieva, 2011) supported the basic principle that stated young age learns English better.

Some studies were conducted in several areas. In the research of an early start in teaching English, (Cahyati & Madya, 2019) said that learning English can help children achieve their potential success by considering the right techniques used. So, they can learn English quickly and effectively. The key point in learning English is a regular practice. However, learning should be fun and stimulate their skills. Teaching English in primary school provides both benefits and challenges. The beneficial side gives students more time and chances to learn English and its challenge with the result of open-minded thought, asking willing ness, reading habit, and curiosity, especially primary students. (Shobikah, 2006) discussed education in English for early childhood. It is stated that children in a range of 2-7 years are categorized as a golden age period which is beneficial to develop children's language skills. However, children at an early age facing a preoperational cognitive development phase that has high egocentricity.

Therefore, it is necessary to use a kind of technology in enhancing early start teaching English. Innovative technology is an improved product or process in which technological characteristics are significantly different from traditional learning. Technological innovations are having a significant impact on educational systems at all levels to support online learning. Zoom is one of the kinds of technology in online learning. Zoom is a user-friendly video conference tool great for online lessons. Nobre (2018) stated many features are provided, such as the chat feature, video camera, sharing screen, and recording features. Sharing screen can be annotated while sharing by using a whiteboard feature. Even though many studies have investigated early start in teaching English, so in response to these issues, this present study aims to explore a deeper understanding of the implementation of innovative technology by using zoom at

the early start in teaching English and to identify challenges faced by students to get the best solution. Therefore, alternative solutions can be taken to overcome constraints in order to be able to solve their problems in their courses successfully.

Research Questions: (a)How can zoom as innovative technology be implemented at early start in teaching English? (b) What are the problems faced by students in learning English at early start through zoom?

METHOD

Five students of the primary level participated in this study. As the member of a private course, they have the same interest in learning English, because of that, the five students and their parents take them to learn the English language more in a private course. The meeting is held for 40 minutes until one hour, once a week for four meetings.

The research design of this study is qualitative research. The researcher emphasized the students' implementation of Zoom in enhancing their capabilities to utilize innovative technology along with problems that were faced by students. It is based on the research questions which have to identify, to analyze, and to probe to get the data. That is why qualitative research is appropriately used in this study. According to Robert Bogdan in *Pengantar metode kualitatif, he* explains that the qualitative method is a research procedure that produces descriptive data (speech or writing and behavior that can be observed from the subjects themselves. This approach directly shows the setting and people inside relatively either in the form of organization or individual. It is not limited to be a separate variable or hypothesis, but it is part of a whole. The definition includes descriptive data that is appropriate to the research problem and research question in this study.

The data were collected through observation and interview. The interview consists of ten questions. After the researcher interviewed the students, the researcher gained the data. Moreover, the researcher analysed the data used steps (Bhagan, 2019). The researcher interpreted the data by describing the result of the observation. After the researcher got the final results, they are represented in the form of paragraphs. The data used to conduct this research are the results of the observation and the interview of the students in order to acknowledge the student's problems after using zoom. The source of the data is the transcripts of zoom records while implementing zoom at an early start.

FINDING AND DISCUSSION

The result and discussions are presented in two main topics. It consists of the implementation of Zoom to enhance early start in teaching English and the problems that are faced by students and the researcher during classes. Data are found through observation and interviews regarding problems faced by students while operating Zoom. Data were presented based on object observation which is described by the descriptive qualitative method.

The results consist of two sections. The first section about implementing zoom at an early start in teaching English. The second section about problems that are faced by students in implementing zoom. Below each of these two topics is elucidated through observation and interview and discussed based on the theoretical framework described previously.

Finding
Implementing zoom at ealy start in teaching English.
From the observation that the researcher conducted, the first section of the question focused on how implementing zoom at an early start in teaching English. The implementation itself consists of four meetings.

First Meeting
In the first meeting, early start students were trained by showing the picture of the body's part and giving some general information about a certain part of the body. Students were also trained to follow the instruction of spelling the word, then stimulate students to remember it by singing each part of the vocabulary given based on the lesson plan.

In the first step, the researcher provides a link to sign up for a Zoom meeting which has been shared with students. At the agreed time, students started to join the link helped by their parents. However, such technology has been known by some of the students their selves. Then the researcher asked some questions related to the early start in teaching English to gain a fun atmosphere by asking which subject that they liked, and their knowledge over the name of part our body in the English language. After that, the researcher gave information about the lesson that will be learned by using a song based on lesson plan.

Going deeper, the researcher showed the materials and let them be ready. She started by asking the bravest one who willing to read the material first. There was once trouble regarding unstable internet connection, so she helped them to practice the song with students. After doing the practice, students seemed unfamiliar with the song, but then she showed them some pictures regarding the materials.

Second meeting
In the second meeting, the researcher focused on recalling their memory about the materials given and helping the students how to spell the words before singing the song. The second meeting was held like the first meeting by ensuring internet stability first. After that, she showed them a screen sharing the materials. Unfortunately, students seemed not focused at first, but after the researcher read the materials first, some of them automatically follow her, some of them did not give a response. In the end, the researcher stimulated their interest by singing the song first, then all of them started to give a response.

Third meeting
In this meeting, the researcher kept recalling their memories like in the second meeting to strengthen their understanding of the materials given. In this meeting, students started to show their excitement about joining the Zoom meeting. The result of the third meeting is that all students started to follow and pay attention to the researcher. They was more powerful than the second meeting. Moreover, in the third meeting the learning process was started with sing a song "part of body". In the end, they can answer every exercise based on lesson plan.

Figure 1
The students follow the researcher on learning through zoom

Fourth meeting

The activities conducted in the last meeting were singing the song about the part of the body and giving them a simple exercise as Bhagan (2019) suggested keeping the simplicity when teaching English at an early start. The researcher helped them by practicing the song to recall their memory first before the exercise was given. The answers to the exercise were put at the chatting feature. Surprisingly, all of the students can answer the exercise correctly. It proves that the implementation of e-technology (Zoom) in the early start in teaching English was successful.

Figure 2
The students can answer the exercise correctly
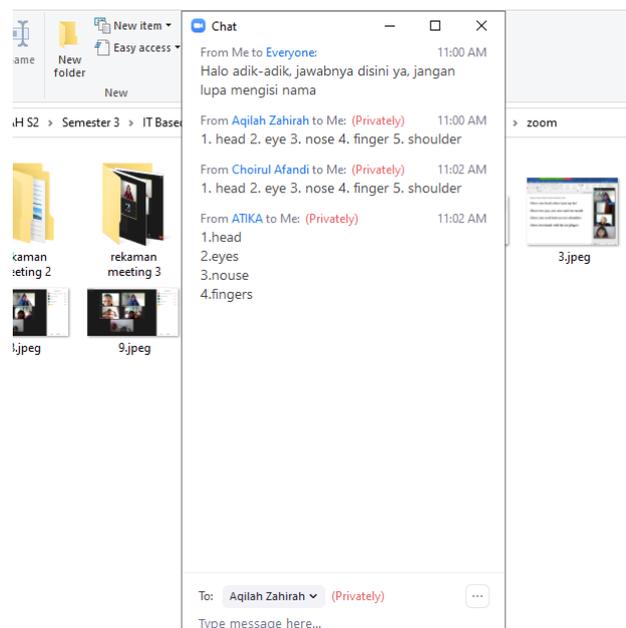
The problems that students faced in implementing zoom.

Below is the questionnaire's table!

No	Questionnaire	Answer
1)	How far do you know about zoom?	Not too far, start to know it deeper since pandemic
2)	How do you feel after using zoom?	Quite fun
3)	How huge is the benefit zoom be applied in	It helps alot in keeping in touch, with academic

	your learning English in this ?	things especially
4)	What's your point of view regard to the challenges in your learning process?	Since we are not be able to communicate directly with the teacher, we may not know the real results of learning
5)	Is the time given in using zoom enough?	Enough.
6)	Does the material during English learning using zoom meet your need?	I like the material and it was not boring. Now, I memorized the name of the limb.
7)	What's your wish regard to the use of Zoom?	I wish that I can improve both Subject and Technological knowledge
8)	Is it easy for you to use Zoom application?	Yes, zoom is easy to understand. I love it
9)	Do you easily understand the material conveyed through zoom?	Quite understand because the way of teaching is simple.
10)	What are the obstacles when you are using zoom?	Signal interference.

Table 1.1 Questionnaire

The table above serves the list of interview questions given to the students. It is used to answer the research question number 2. The answer is taken from one of the students while the others students will be described by paragraph. Based on table number 1, student's response about zoom implementing in learning process conveys that students did not very well know what zoom is. Student starts to know about zoom implementing since the pandemic of Covid 19. Then when they are asked how useful zoom is for learning process, they said that zoom is quite helpful particularly in academic field as the substitute of face to face learning. Nevertheless, there are some obstacles of online learning process trough zoom. The obstacles conveyed by the students are that they cannot communicate directly with the teacher so they do not know the real results of learning. Another obstacle is signal interference that makes the audio cannot connect stably. In the end, the researcher gives some positives impression to the students.

According to the researcher, the students who did not on time in joining zoom are the real problem. It delays the learning process because the material will only be presented when the every students is present. Moreover, not only students who are disturbed with the buzzing noise but also the researcher. This buzzing noise usually occurs because the unstable signal.

DISCUSSION

From the result above, there are two main findings based on the research questions of this study. For the first finding related to the implementing zoom at early start students, the findings showed that there are many positive results that student got during the implementation of innovative technology through zoom. It is because they feel fun while doing learning process using zoom. However, the first meeting run quite awkward, shy and silent. For instance, when they was asked to sing a song, they tended to be chosen by the researcher. Nevertheless, the next meeting run more fun. Moreover, the innovative technology through zoom eases the way of learning.

Those result, are in line with the previous study by (Sahoo, English, & Education, 2018)), he said that the innovative methods are very useful, efficient, and effective in helping both teacher and students in teaching and learning English. Moreover, Hewson (2008), Horrell, Stephens, and Breheny (2015) conveyed that online methods are more attractive than in person interviews. It is because the features like convenience, efficiency, cost effectiveness, and flexibility. It implies that when the students use zoom

in this learning process, they feel enjoy meet the researcher via zoom as innovative technology.

Moreover, the second finding showed that students faced problems while implementing zoom. The problems are the unstable internet. However, the unstable internet only run in short time and the learning process still continued. Those results support by the previous study of early start in teaching English theory. These results inform that on one hand, the students get more interesting by implementing learning process through zoom. The interesting one was when the researcher used song to convey the materials. On the other hand, when they were doing exercise in the last meeting, the students could answer all questions correctly.

CONCLUSIONS AND SUGGESTIONS

This research revealed that the implementation of Zoom at an early start in teaching English giving a good impression to students. Students gave positive feedback regarding the use of Zoom in learning English. They were happier to have an online class when going to school is not permitted since the pandemic. Besides, the use of innovative technology through zoom is more interesting because it is set properly following the materials needed that is simple, and fun by applying music. The song also helped students to gain easier vocabulary and interesting memorization. Zoom as an innovative technology improved students' ability in learning English at an early start or primary level. It was proved by the students in answering the interview after using Zoom meeting. It is a chance to integrate technology for learning a new language. In addition, they are still passionate about learning and signed up in a course. Besides, the bilingual educational success occurs when teacher and parents introduce bilingual education since in the primary education.

The problem faced by students were unstable internet connection, a short amount of time, and the change of student's mood at that time. Furthermore, this research suggested enhancing the learning medium to be combined with the innovative technology following the material characteristics. Therefore, the use of Zoom can be beneficial to students in this digital era.

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