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## Utilizing iPad in TEYL: Some benefits and barriers

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### ABSTRACT

At present, tablet devices are used in teaching in the schools across the nation, the most popular device is iPad and the role of teachers in using technology especially iPad is very crucial to serve the learners in order to make them learn better in a fun way. The objective of this study was to investigate the use of the iPad for teaching and learning in terms of benefits and the barriers through the experiences of classroom teachers and students in one of Primary School in Palembang, Indonesia. Qualitative methods, including teacher and student-participant interviews, classroom observations, and document review were utilized in this study. The purposefully selected sample consisted of three primary English teachers and two students grade 6 who were used iPad for teaching and learning. The research revealed that the use of iPad for teaching English for young learners was good. It had some advantages that support student learning and teacher teaching. However, despite the positive sides of using iPad, teachers and students faced numerous barriers, such as technical problem, lack of proper skill, and others.

**Keywords:** *benefits and barriers; teaching English for young learners; utilizing iPad*

## INTRODUCTION

ICT (Information- and Communication-Technology) significantly affect multiple aspects of education (Graafland, 2018). It means that the development of technology has increasing rapidly including educational aspect. Graafland (2018) also stated that the use of ICT and digital devices could give new opportunities for learners to learn not only in school but also outside of school, so this can change the learning experience of students in school and pedagogical approaches for teachers. Therefore, by considering the potential of technology devices to support the development of teaching and learning for young learners, many schools had implemented the use of ICT tools in teaching and learning. It is in line with what Indonesia Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan, 2019) stated that in the era of the industrial revolution 4.0, the role of learning technology based on information and communication technology (ICT) will continue to increase. Inderawati (2017) put forward that technology must be used in modern classes as the key component in the 21<sup>st</sup> century learning. Therefore, ICT can be integrated starts from early childhood education.

According to UNESCO, reported by Kalaš et al. (2012), there are changes in teaching and learning process and activity in primary education because of the implementation of ICT which can be a real barrier for teachers and students. The challenges can be caused by many different factors, strategies and approaches of the teachers and students, as well as positive and negative experiences toward the use of ICT. In addition, primary school teachers and school policymakers in all countries need support by having a better understanding of the process they will go through when trying to begin and even promote ICT as an instructional tool in their schools.

According to Kayode & Olaronke (2014), by preparing teachers using ICT in teaching activity can provide a chance to facilitate cognitive, physical and social-emotional development of young children. It means that the teachers can implement ICT to motivate children and make them more interest in learning activities. OECD (2020) states that the implementation of ICT in teaching could be encouraged and developed primarily through professional development activities (such as those involving individual or collaborative research or teacher networks) and a positive

classroom climate. Therefore, the teachers have an important role to prepare the students' needs and interests that are appropriate with the 21st-century era that is the ability in using technology.

Nowdays, there are many digital media which can be used for teaching and learning. Inderawati et al. (2018) found that mobile learning had a potential effect on reading achievement of the students. One of them is iPad. Ipad is one of technology devices that can entertain, apprehend, and even can be educational for young children (Khoo et al., 2013). Apple has introduced iPad in 2010 which provided a tablet which let pupils to make high-quality video recordings and sound, capture high-definition photographs, explore much information on many sources in the internet, all in one device which could be connected to a network.

Furthermore, there are already some research found that iPad has many advantages for teaching and learning (Campbell, 2016; Beauchamp & Hillier, 2014; Quniebi, 2016). Inspite of the advantages, research also showed that there are negative effects of implementing iPad for young learners. Quniebi (2016) conducted a research aimed to assess and evaluate the implementation of using iPad in classroom teaching and learning through students' experience. The findings of the study showed that iPad has some advantages that were students could use and navigate the internet easily and quickly to search information that enrich the lesson and they could handle the screen of this device easily because of the smaller size of the iPad. On the other hand, the result of study also found there were many negative effects on the use of this device such as iPad can distract students' concentration that were busy with games, other applications and websites, busy with irrelevant topics and access to prohibited sites as the worst effect.

There is a paucity of research toward teachers' successes and perceptions of iPads through their experience in their classrooms since more research is released toward students' outcomes and iPad use in education field, (Frazier & Trekles, 2018). Therefore, there is a need for further research which focuses on the way of teachers to use and manage technology within the classroom so they can make sure it is used appropriately for teaching and learning activity. Moreover, since it is rarely researchers conduct a study toward the topic about the use of iPad in Indonesian

context, especially for young learners. For that purpose, the researcher is interested in investigating the use of iPad for teaching and learning in one of primary school in Palembang in terms of its effectiveness and the barriers. The first question addressed in this paper is what are the benefits of using iPad for teaching and learning, especially in English classroom? The second question is what are the barriers of using iPad for teaching and learning, especially in English classroom? By finding out what teachers and students perceive on the use of iPad on their teaching and learning process, it is hoped the teachers will upgrade their skill and knowledge and will be used to ease meaningful digital teaching and learning practices with young learners. It is relevant to a research employed by Inderawati, Sofendi, et al. (2019) that utilizing technology to support the learning must be engaged by the teachers.

Conceptual framework is needed as guidance for teachers so they can consider what should do in order to have successful and better integration of technology in the classroom. This research paper used a TPACK (Technological Pedagogical Content Knowledge) model created by Koehler et al. in 2009 as a framework. In the TPACK framework, educators and teachers combine the technological, pedagogical, and content knowledge so by this framework, they can know and understand how to create and produce successful technology integration in their teaching activity (Koehler et al., 2013). This framework assimilates pedagogical, content knowledge and technology and how they are related to good teaching practices. In this framework, believes that the successful of technology integration is not only take place to technology as the learning center but also should emphasize on the pedagogy and content with the technology being used as an instructional tool to produce interactive and engaging experiences which can support learning of students (Koehler et al., 2013). Some previous studies have investigated enhancing students' literacy by the important roles of technology in learning English (Inderawati, 2011; Fajri et al., 2015; Inderawati, Petrus, et al., 2019).

However, teachers have to develop their abilities and skills in the use of technology. This is one of ways that can help them achieve their goal to produce successful technology integration. Thus, teachers will change their teaching methods and strategies to be better prepared to use technology in their classroom (Donovan et

al., 2007). In addition, teachers can also take advantage on the use of ICT to plan teaching sessions, assess students which is included in management purposes and can communicate and collaborate with fellow teachers, parents and students themselves so that it will correct and improve the quality of teaching and learning activities. It means that teachers can implement pedagogical practices.

iPad is one of the modern devices used by teachers and students in teaching and learning activities and is considered as a form of mobile learning that can facilitate these activities. This means that the iPad is defined as a tablet device that has a touch screen that allows users to control it using their fingers without the help of other connection tools. Al-Rwaily (2014) states that the iPad is a device that work with the IOS system and has several types of multimedia such as videos, music, digital games books, and other iPhone programs.

In addition, the iPad is the first tablet device developed by Apple. Due to its superiority in terms of mobility and accessibility features, physical size, speed of processor, storage capacity, Wi-Fi connectivity, etc. iPad is considered suitable for educational needs. Ireland & Woollerton (2011) stated that the iPad is a modern device that has the advantage of providing several facilities for the educational process, uploading and sharing information with others easily, students can determine and select audible and visual material tailored to their needs, and use it as a tool for presenting information and presentations using a variety of applications. Over the past two years, schools across the country have implemented the use of iPad in a variety of classroom settings in hopes of improving overall student achievement (Karsenti & Fievez, 2013).

Next, using iPad the teacher provides opportunities for young learners to do various activities and assignments at one time and in one classroom. Therefore, the popularity of the iPad for classroom teaching has grown over the past few years as it has a multipurpose tool for teachers and students to support the integration of technology for classroom teaching and learning. In addition, according to Beschorner & Hutchison (2013), iPad can be used and utilized in various ways as an instructional tool to support emergent literacy teaching in early childhood classes. Hence, the

mobility advantage of the iPad makes it the ideal modern classroom tool for integrating technology into classroom teaching.

Modern tools can help teachers and school principals to develop quality in terms of good practice and exchange ideas, inspire each other and create collaborative networks, as well as deep and collaborate on task completion so as to turn what was once an individual task into a collaborative process (OECD, 2016). This means that ICT can help teachers or educators prepare their learning materials before they are given to their students, although not all teachers will carry out technology-based activities in the classroom at the time they are introduced to new technology. The development of the use of this modern tool has caused teachers and students rush and learn it in a number of ways because of its features which differentiate it from other devices.

As has been previously passed, there are a lot of digital media for teaching and learning and the iPad is one of them. The use of the iPad provides a good advantage for teaching and learning activities that can be utilized by students and teachers. Additionally, teachers reported that iPad use had a positive effect on student learning. These teacher perspectives could be based on the improvements they noted in the quality of work and students' time on assignments (Ferguson & Oigara, 2017). For example, the results of a study also show that there are benefits to English learners using iPad to quickly search vocabulary and then pronounce it correctly using an application on the iPad (Demski, 2011). Thus, students can learn English more easily and effectively by using iPad.

In addition, some educators also believe that using this modern device means increasing student interaction with content, so that it will result in higher learning motivation for students. According to Campbell (2016), there are several advantages of using the iPad for teaching and learning, namely; easy to share material via airdrop, easy to use for children, making teaching and learning activities more interesting. In addition, Campbell (2016) has conducted research which findings show that iPad increase teachers and students' ability to create various media, such as making learning videos, making video tutorials and assignments/projects that are easy to use and implement by students. The iPad, compared to other devices, is a very easy-to-

use device for young learners. Another advantage is iPads will give them additional tools for various activities easily and quickly for students. In short, the applications of iPad are very effective for teaching young learners based on the perceptions of teachers.

Despite of the advantages and effectiveness of using iPad in learning and teaching for students and teachers, there are also barriers which found in teaching young learners. This is based on the results of data analysis that showed a lack of collegial support and experience, as well as insufficient iPad-specific training as obstacles in integrating iPad (Campbell, 2016). This means that the research results showed that teachers have not received adequate support in implementing and integrating iPad for teaching and learning processes in schools. According to Karsenti & Fievez (2013) there are several challenges faced in the process of using iPad in the classroom learning for teachers and students, namely as follows: 1) iPad break students' concentration when the teacher explains lessons in class so that it has a negative impact on their academic achievement. This means that using the iPad can make students not really focused on the teacher's explanation because they can open other applications easily. This is the biggest challenge for teachers; 2) Students have difficulty writing a long text on iPad Device.

Lack of planning and organization is one of the important barriers to technology integration in teaching and learning because teachers are accustomed to use and implement standard preparations and use the same learning methods. Teachers sometimes still use a conventional method in teaching their students in the classroom. Furthermore another barrier also found in a study conducted by Ahmed et al. (2020) which found teachers' lack of implementing ICTs in their EFL classes as a barrier. It could be attributed to many factors such as lack of ICT tools in their departments, unavailability of internet and lack of computer competence and training.

## METHODS

This study used a qualitative method approach. The study was conducted in Al Azhar Cairo Islamic Primary School due to the purpose of the study to investigate the implementation of iPad in teaching and learning in the classroom. Since that school is the only primary school in Palembang applied digital learning/class through

iPad education. Even this school has already been the first Islamic school (primary school and junior high school) in the world officially registered in iTunes U California. And for further information, there are some teachers in the school have already become ADE (Apple Distinguished Educator), the teacher who can teach in all digital school in the world. The participants of this study were three English teachers who teach grade 4, 5 and 6 and two students of grade 6.

The study used interviews, observation, and document review to collect data. And to find out students' and teachers' perception deeply will be achieved by carrying out interviews with teachers and students at school to get qualitative data about using iPad at that school. In addition, this study will also review documentation which the school has such as videos, photos, and lesson plans to get more data toward the frequency use of iPad and classroom interaction. In order to obtain the accuracy of the data, the data triangulation is used. The triangulation is done by comparing the data obtained from observation, interview, and documents. Data analysis was carried out by following these procedures; data display, data reduction and conclusion drawing.

## RESULTS AND DISCUSSION

### The benefits of using iPad

**Table 1**

*Descending order percentage of the benefits of using iPad from the teachers and students perspectives at interviews*

No	Benefits	Frequency	Percentage(%)
1	Creating fun learning (interactive classroom, interesting media, collaborative teaching method)	5	100%
2	Helpful Technology (for creating teaching media, as project media, for submitting assignment, etc)	5	100%
3	Become more effective teaching and learning (easy to access, to asses, to finish school project, to share, to submit assignment, oneclick finding material, and paper less)	5	100%
4	Motivating students (make students being active, confident, creative, and independent student)	4	80%
5	iPad supports English learning (to enhance speaking & writing skill, vocabulary builder)	3	60%



Table 1 shows the findings based on student and teacher interview which answered the research question number 1, what are the benefits of using iPad for teaching and learning, especially in English classroom? There were three benefits which have the highest percentage (100%). The others were motivating students with percentage (80%) and iPad for English learning media with percentage (60%). Here were the descriptions of participant responds toward the benefits above.

### ***Creating fun learning***

During the interview, the teachers and students expressed the classroom become more interactive by using iPad. As what one of teacher argued, *"Teachers can share screen the material easily and can share assignments easily using airdrops. Beside the teacher teaching in front of the class, students can also see the material on their iPad. So students do not just listen in one direction, it is two-way. Class learning becomes interactive. The students are happy the teachers are also happy."* Next, they also expressed iPad as an interesting media for teaching and learning. The student stated, *"Because using the iPad is more interesting, learning is more fun."*

In addition, another teacher also stated, *" They are interesting to learn with the touch screen on the screen."* Moreover, by implementing iPad also could creating collaborative teaching method. The teacher tried to be more creative to use various teaching method in order to adjust with various students' learning style. Teacher argued, *" Children have different learning styles, some are visual children who prefer watching, some are happy to write or move. So the teacher must know the children's learning style so they can adjust what iPad application will be used to suit the child's learning style. Therefore, the students will not feel bored in the teaching and learning activity"*

### ***Helpful technology***

The result of student and teacher interview revealed the satisfaction of teachers and students on using iPad for teaching and learning. One of satisfactions was helpful technology tool as one of benefits of using iPad. There were many benefits of using this sophisticated technology tool which have advanced features to support them for education needed. As we know there were many kinds of teaching and learning

activities in the classroom start from preparing the teaching material to be taught for students until assessing students' assignment and worksheet. Student and teacher' responses showed technology helped them to finish their works.

Based on the data collected from interview, teachers and students mentioned some of benefits of iPad that indicated iPad as helpful technology. They were for creating teaching media, for editing and creating video, as project media, for sharing screen, for sharing teaching material, or submitting the assignment, as zoom media. Teacher expressed, *"I can create learning media using applications on the iPad. Another teacher also added," the students can use iPad to complete tasks, create projects, submit tasks using iPad with the applications they use. On the other hand, student expressed, "Learning using the iPad is important because it makes it easier to study and send assignments."*

### ***More effective teaching and learning***

Another benefit of iPad that also got the highest percentage (100%) was teaching and learning become more effective by using iPad. From the result of interview, it is clear the students and teachers were agree that using iPad could make the teaching and learning activity easier so it became more effective. Student expressed, *"No need to bring many books because sometime I forget to bring book or paper from home. No need takes time to find the pencil and eraser since I can write and type on my iPad. So it makes me easy and it is more effective."* Some of their answers were iPad make them easy to share and access the materials, easy to asses students' work/assignment, easy to finish school project for students, easy to find the materials (one-click finding material), and paper-less.

Two teachers and one student reported, *"iPad make the students easy to submit the assignment to the teacher by using iTunes u. Then teacher can assess student's assignment/task directly. The students can also check their mistake after the teacher give feedback."* Teacher also added, *"iPad is used from Monday-Friday (every day) for each subject so it is paper-less. We do not use a lot of paper. But it is not no-paper. Students still use books but mostly use iPad."*

### ***Motivating students***

Motivating students was also the benefits of using iPad with percentage of 80%. The participating teachers and students described that iPads offered many benefits to both the students and the teacher. They believed that various benefits of the iPads included an increase in student motivation to become active student, creative student, independent student, and confident student. One of teacher stated, *"So with this iPad facility I want the students to use it further, for example processing and collecting their own data using numbers, making English conversation scenarios using pages then making individual and group videos using iMovie and then presenting them via keynote. I want the students to play an active role rather than the teacher with technological facilities that make it easier for them. So it is not the teacher who explains a lot and talks and the children only listen."*

Accordingly, another teacher reported, *"The use of iPad can also increase student's confidence to perform in front of the class. Students are accustomed to speaking in public."* Meanwhile the students also stated, *"It is easy to open material, send assignments directly, easier to make presentation materials and work on projects given by the teacher. it makes learning to be more independent."* Another student also said, *"Learning by using iPad allows me to be more creative and independent."*

### ***iPad supports English learning***

Based on interview result, iPad also give advantage for teaching English both for teachers and students with percentage of 60%. Using Ipad for teaching in English classroom provides active learning opportunity for students since it provides software supported with sound, pictures and video, which will attract the attention of students to learn and help students acquire language skills more easily and learn grammar and vocabulary and the correct pronunciation of words. It is in line with the answer of participating teachers and students. The teacher stated, *"To create a project using a video subscribe or poster design, to play games using Kahoot or Word Finder. There are lots of applications that can be used to learn English."* Another response of teacher was the students can enhance their speaking skill when they speak English for creating video in English project then they present their project result in front of the class in English. Furthermore, the students expressed, *"We can write English text or role play script by using pages easily then we can find difficult word easily by using iPad."*

By using the iPad in the English language instruction, enthusiasm and excitement among students can be sparked as well as indicated by Northrop & Killeen (2013), the increasing interest in iPad usage in the school setting has created opportunities to incorporate technology into early literacy skill development including English skill. During the classroom observation, the researcher noticed the classroom interaction was interactive and the students were active in the learning process. Based on the data analysis of interview, classroom observation, and document review, the researcher found that iPad gives many benefits both for teacher teaching and student learning.

The findings from this case study regarding the benefits of using iPad are consistent with the literature of Campbell's research findings in 2016 which found that the usage of iPad and apps can have a positive impact on the motivation and engagement of students in different educational settings, including primary education.

Moreover, it is also in line with Henderson & Yeow (2012) research findings in a study regarding the adoption and use of iPad in a primary school, it was found that the iPad can be as a tool to increase productivity in the classroom by making things easier and accessible and enhancing learning through the use of applications.

### **The barriers of implementing iPad**

Table 2 shows the findings based on student and teacher interview which answered the research question number 2, what are the barriers of using iPad for teaching and learning, especially in English classroom? As shown from table (2), the highest percentage was technical problems with the percentage of 80%. Problem at the beginning of iPad program, lack of classroom rules, and lack of proper application were the barriers with the percentage of 40%. And for the lowest percentage of 20% was lack of certain skill.

**Table 2**

*Descending order percentage of the barriers of using iPad from the teachers and students perspectives at interviews*

No	Benefits	Barriers	Percentage(%)
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1	Technical problems (bad connectivity and technical failure)	4	80%
2	Problem at the beginning of iPad program	2	40%
3	Lack of classroom rules	2	40%
4	Lack of proper application	2	40%
5	Lack of certain skill	1	20%

### **Technical problems**

Teacher told, *"I ever had a problem, the iPad upgraded iOs. When the iOS was upgraded, the iTunes U didn't support it, so it became problem when the students submitted their assignments. So, the students' assignment cannot be opened and the students cannot send their assignment. So, the solution is to ask a more experienced technology team to upgrade the device."* Next, teacher and student faced another problem because of connectivity. Teacher told, *"I've also had problems. The problem is with the connection. Because when I want to share a task, if the connection is not stable, it will take a long time to load. Student cannot access because of connection constraints."*

Another teacher also argued, *"There must be a problem using technology. It can't be 100% perfect. I have experienced technical problems such as a power outage that causes the wi-fi turns off so we have no connection. The solution is teacher can invite the students outside class because only online applications cannot be used. While other applications can still be used, for example: a camera to make videos or doing role play outside the classroom. Students can record their friends who are performing and edit them using i-movie."* On the other hand, the student also had problem. One of student said, *"I have problem when my iPad was error. So, I could not use it for a while."*

### **Problems at the beginning of iPad program**

Some teachers said that they faced problem when the first time introduce iPad to the students. It needs much effort to make them were able to use iPad to support their learning. The teachers argued, *"The problem was at the beginning of introducing the use of iPad to grade 4 students because it took efforts for the teacher to transfer knowledge to students. This problem can be resolved after students can learn using the iPad."* Accordingly, the students also faced the same problem. They had to learn and understand how to use the device. The students also expressed, *"The problem I experienced was at the beginning of learning to use the iPad. Because it took more time and concentration the first*

*time, I learned to use the iPad. Apart from that, there are no difficulties and problems.”* In addition, problem at the beginning of iPad program being a challenge both for teachers and students. Similarly, this also happened to university students at the time they did not know how to use the e-learning (Apriani et al., 2021).

#### ***Lack of classroom rules***

The teachers and students reported that lack of classroom rules was one of barriers and challenges in using iPad for teaching and learning. Lack of classroom rules could cause some negative effects, such as distracting students’ attention, addiction to use iPad and iPad causes health problem. The student said, *“At the beginning of learning to use iPad, I opened other videos besides learning materials before my iPad was restricted. After the teacher gave the rules I never did it again.”* While the teacher reported, *“The teacher must ensure that students do not access or do activities outside of learning such as access YouTube, social media, etc. Teachers restrict iPad so that no one access social media.”* Furthermore, the teacher also reported, *“The problem was when a student succeeds in breaking the restrict code so that the teacher finds out who broke the code. The solution was to apply the rules that have been set, such as students were given consequences by reducing the points or stars that have been collected.”* To sum up, it is clear that the classroom rule is essential when implementing technology for teaching and learning.

#### ***Lack of proper application***

The teacher faced some difficulties such as the iPad does not have the necessary application for English lessons and the full version application is not installed, which hinders progress for some students. The teacher reported, *“There are still limited applications on the iPad specifically for teaching English. I only use and develop default applications from the iPad such as: iTunes u, i-movie, keynote and pages.”* Nevertheless, in the interview the teacher explained that they could overcome this problem by working with the school's IT teacher and share with other teachers.

#### ***Lack of certain skill***

Lack of certain skill was being reported by the teacher as one of barriers in implementing iPad for teaching. She expressed that teachers should have not only technology skill and pedagogy. The teachers have to upgrade some skill to be better teacher in this 21<sup>st</sup> century era. She argued, *“In using the iPad, there is i-movie application*

*which I can use to make videos and compile materials. I think it requires a sense of art or a touch of art so that the video is good and interesting. I am lacking for that ability. That's why I have to keep trying to learn and explore so that it can be even better."* It is clear that teacher should upgrade their skill to be better teacher for their students. From the result of this study which found some barriers and challenges faced by teachers and students.

Therefore, the potential of a device may not be optimal without proper management, learning environment, and facilitation. Giving teachers more time and opportunity to explore the potential use of ICT has come up as an important issue in some recent research. Therefore, Raman & Yamat (2014) declared that the teachers should be given motivation, training, and encouragement in order to use ICT into their teaching lessons. They stated that teachers have to develop their skill especially in classroom management skills in order to control and involve the students in their lessons. Moreover, teachers or educators must learn and acquire the innovative and interesting ways of integrating ICT so they can improve teaching and learning process in their classrooms. In addition, teachers who still implement a traditional method and strategy should fulfill the demand of the world which is the use of ICT and be able to develop their teaching professionalism especially in technology skills.

The results of this study agree with Fu (2013) who suggested there are several strategies to face the challenge when implementing technology in school. Schools are expected to provide professional development activities to increase and update teachers' knowledge and ability in using technology and also offer technical support when needed. Furthermore, a teacher who has good skill can help other teachers who lack of technology with the aim of sharing experiences and effective technology practices. Next, provide effective timely and ongoing training such as workshops and seminars for teachers to improve ICT skills and manage technology integration in the classroom. From this study, the researcher found that the school has already had professional development program for teachers. Based on interview result, the teachers reported that the school already provided teacher training program. Then, there are two teachers as ADE (Apple Distinguish Teacher) who will train the teachers and share the information about iPad. The teacher also reported that they usually shared about iPad application and important information with other teachers or

partners. The researcher can conclude the barriers found in the school were not really considerable since the school already prepared quite well to implement iPad for teaching and learning.

Furthermore, it is in line with the TPACK framework of this study, teachers are able to effectively utilize technology in the classroom by combining knowledge of educational technologies with pedagogical knowledge (Koehler et al., 2013). Accordingly, OECD (2010) stated that teachers and educators should be done in the service of pedagogy when they want to integrate technology into the teaching process. Therefore, teachers have an important role to make sure technology integration in their classroom can run well. This study also found the teachers have considered the important things which they should prepared, such as classroom management skill, prepare the lesson plan and understand the knowledge about the subject matter when teaching using technology. In spite of the barriers found in this study, the teachers in the school had initiative to solve the problem they faced. They provided the solution for the problems quite well. They could overcome the problem by working with the school's IT teacher and using restriction code for students' iPad.

## CONCLUSIONS

Based on the findings and discussion above, it can be concluded that iPad has many advantages for teaching and learning and the use of iPad in teaching English for young learners is effective. In spite of the benefits, there are also the barriers of implementing iPad for teachers. The study concluded with some recommendations that may help in implementing iPad better in primary school. The teachers should upgrade their skill toward the use of iPad in their classroom. It means that teachers should train and learn how to use technology well to improve teaching methodologies, upgrade their technology skills for their professional development, and expand their management skills in the classroom to control students in their subjects and lessons, learn and acquire the innovative ways of integrating iPad.

Furthermore, the small number of students interviewed limited inferences regarding effectiveness and barriers of iPad implementation. This sample was intentionally limited due to the amount of time required for interviews and the fact that the researcher was working alone. Ideally, this would involve a large enough



sample of schools to provide statistically significant results. Further study should use mixed method (qualitative and quantitative data) to determine if the results align with one another. A future study should use larger participants and collecting the data by giving questionnaire.

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