

INNOVATIVE ENGLISH LANGUAGE LEARNING USE INFORMATION TECHNOLOGY FOR PRIMARY SCHOOL STUDENT

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ABSTRACT

English language learning in elementary schools is one of the important aspects of education to prepare students to face global challenges in the digital era. The lack of education about English and information technology in this school is an important reason for research on English learning as well as the introduction of computer-based information technology. Since almost all teachers at SDN X are not very proficient in English language materials, implementing innovative English language learning at SDN X by utilizing information technology and this innovative approach aims to improve students' English language skills through the use of relevant and interesting technology and be able to improve the quality of human resources (HR) at SDN X school. The research method used was a case study with a qualitative approach. Data was collected through classroom observation and document analysis related to the curriculum and student learning outcomes. The results show that the integration of information technology in English language learning at SDN X has a significant positive impact on the progress and development of students' English language skills. However, there are also some areas where English language learning at SDN X can be further improved to ensure that English language learning works well. These results show how important it is to continuously develop and improve English language learning in schools to meet the needs and expectations of the students of SDN X and ensure that education is of high quality in the future.

Keywords: emerging trends, english, technology, e-learning

1. PREFACE

According to Pratiwi (2017) Language is a symbol used by a group of social groups to communicate and identify themselves. In Indonesia itself, there are three types of languages used, namely Indonesian, regional languages, and the last is a foreign language (Hernanda et al., 2022). The progress of the times has made the provision of foreign language education, especially English, no longer considered elite, because it is easily accessible to everyone (Simarmata et al., 2020). The development of time and technology has brought English to the second place in international languages. With its status as the second international language and the increasing technological advances around the world, everyone must learn it to compete with others in this ever-evolving era (Subekti, 2019). Students have to improve their English skills both orally or written. It is to support the academic field and to sustain the quality of self-skill after graduation (Thariq et al., 2021).

Individuals can communicate with each other using English as an international language, even if they master a different language as their daily language. Hernanda et al. (2022) revealed that today's modern society has become a global community without distance due to advances in information and transportation technology.

More and more people in Indonesia are speaking a foreign language, and schools and international programmes are increasingly taking precedence over it. (Wijana, 2018). This phenomenon is very good because it can help students master English in a variety of places other than at specific courses or institutions. However, for those who don't have the money, the cost of training will prevent them from studying at the course institution. However, to learn English in the modern era, do not have to go to the course institute. One solution is to download a variety of mobile learning apps available in the Playstore or App store. (Mika & Mardiana, 2023). This mobile application can help them to deepen English vocabulary, fluency in pronunciation and other skills that will be needed. This must be supported by self-awareness to practice adding new vocabulary in the form of dialogue and repeating every word spoken to facilitate understanding of it. This can help teenagers to improve their ability to think and provide an understanding of efforts to introduce English (Harun, 2014).

Technological developments are developing rapidly, especially gadgets that contribute to learning systems aimed at children. Therefore, learning applications are one of the technology media that can be used in learning systems especially for early childhood (Aini & Riyantomo, 2019). Children at the age of 7-11 years can think with more mature logic and have new abilities that include reversible operations (Piaget, 1936; Marinda, 2020). In addition, at this stage, children already have thoughts that are not centered on one thing and reduced abstract thinking. Currently, SDN X does not have English teachers, and the teachers currently teaching do not have the competence to teach English, this factor has caused the lack of knowledge and experience of the students in English. We held the work program with the aim and hope to be able to improve the quality of human resources at SDN X. English learning is a teaching activity that starts from introductory material, learning vocabulary, and its daily use. The work program aims to maximize the use of English in connection with the determination that English has become an international language, so this language is very useful in everyday life. Efforts to implement English language learning are still minimal and need to be strengthened at SDN X to improve the ability to master foreign languages.

2. RESEARCH METHOD

In order to overcome the challenge of the lack of understanding of English at SDN X, a work program was created that aims to improve English language skills among teaching staff and students. We realize that English proficiency has a very important role in the current era of globalization and are determined to provide the needed support to all parties at SDN X school. With this program, we sincerely hope to help develop human resources at SDN X school so that students can compete more effectively at local and international levels in the future. This work program was further followed up using a case study research method that combines quantitative and qualitative approaches. To collect quantitative data, descriptive methods will be used by distributing questionnaires to 75 students from various grade levels, namely 22 students from grade 4, 27 students from grade 5, and 24 students from grade 6. This data will provide an overview of student performance. The descriptive method is a research approach that aims to describe or explain a phenomenon or event systematically and in detail. In the context of this work program, descriptive methods will be used to collect quantitative data about students' perceptions of the learning they receive.

By applying questionnaires to 75 students from various grade levels, namely 22 students from grade 4, 27 students from grade 5, and 24 students from grade 6, the descriptive method will allow researchers to collect data about the extent of students' understanding, perceptions and responses to learning provided at the school. The results of this questionnaire will be in the form of numbers and statistics that can provide a numerical picture of students' views on various aspects of learning. Perceptions of the learning they receive. Apart from that, to obtain qualitative data, we will conduct interviews with 12 respondents, with 4 students in each class. This approach is expected to provide a deeper understanding of students' experiences in learning. Thus, with these diverse methods, we will be able to radiate the effectiveness of diverse and interesting learning programs for students at SDN X, thereby increasing their motivation and involvement in the teaching and learning process.

3. RESULT AND DISCUSSION

Based on the descriptive method used in this research, it appears that the majority of students at SDN X have little exposure to technology and are less proficient in English. This lack hinders their ability to use existing technological resources effectively and communicate in English. The research team addressed this problem by applying qualitative data collection methods, including questionnaires administered to 73 students and interviews conducted with 12 students. Data collected through this method reveals insight into the current conditions regarding technology and English mastery among students. Analysis of the information collected, aided by tools such as Microsoft Excel, allows for the organization and tabulation of observational findings. Through the interpretation of data compiled in tabular form, the research team gained a thorough understanding of the challenges faced by students in this field. Through this descriptive approach, the research team were able to understand the existing acumen in technology exposure and English language mastery among SDN X Interviews on the English language learning program were conducted as a qualitative research method held at SDN X with 4 interviewees in each grade 4, 5, 6 (see Figure 1).

Figure 1

Photo of Research Team Interview with Interviewee



According to the interviewees, they were able to learn about introductions, basic vocabulary and English sentences with KKN-T students of Universitas Tarumanagara and all students in grades 4,5,6 were able to understand and comprehend what was taught by KKN-T students of Universitas Tarumanagara. All students in grades 4,5,6 stated that they could better understand and communicate using English, and previously they had learned about English learning with their respective class teachers. Then KKN-T students of Universitas Tarumanagara used an online-based method using a laptop with the Duolingo application and introduced it to all 4th, 5th, 6th grade students. Almost 100% of students in grades 4, 5, and 6 did not know about the application and then the students of KKN-T Universitas Tarumanagara taught and introduced all students in grades 4, 5, and 6 about the application with introductory material, basic vocabulary and English sentences. Students in grades 4, 5, and 6 are very happy and like to learn English

using the Duolingo application and 100% of students in grades 4, 5, and 6 really understand and easily use the Duolingo application.

Data collection through pre-test questionnaires, questionnaires, and post-test on the English language learning program was conducted as one of the qualitative research methods held at SDN X with grades 4, 5, 6 as objects in data collection. Based on the results of data collection through the pre-test questionnaire on the English learning program for grade 4 of SDN X, some interesting patterns were found that can be revealed in the results and discussion chapter. There are five categories determined based on the percentage value, including (a) 0% - 19,9%: Very (poor or dissatisfied); (b) 20% - 39,9%: Poor or dissatisfied; (c) 40% - 59,9%: Fair or neutral; (d) 60% - 79,9%: Good or satisfied; (e) 80% - 100%: Very (good or satisfied).

In the pre-test questionnaire, the data showed the level of understanding of Grade 4 learners of material that had never been taught before (see Table 1). 74% of Grade 4 learners stated that they had heard of English before and 26% had not. Most of these Grade 4 learners heard about English through their family, teachers and the internet. 44% of Grade 4 learners expressed interest in learning English and 56% were not interested. All students in grade 4 100% knew that English is widely spoken around the world. This ensures that in addition to mastering one's own national language, it is also necessary to learn a foreign language to broaden one's knowledge. 29% of Grade 4 students are interested in learning English and 71% of them are not interested. And the last statement, 92% of Grade 4 learners have watched movies or heard songs in English before.

Table 1
Pre-test Data of Class 4

	Questionnaire 1 (%)		Digital (%)	
	Yes	No	Yes	No
Q1	74	26	29	71
Q2	44	56	7	93
Q3	81	19	18	82
Q4	29	71	0	100
Q5	92	8	0	100

In terms of understanding in learning English using information technology, it was stated that only 29% of Grade 4 learners had heard of digital apps for learning English before and 71% had not. A total of 7% of Grade 4 learners know the names of digital apps that can help learn English and 93% do not know. 18% of Year 4 learners had used digital apps to learn English before and 82% had not. All Grade 4 learners 100% did not know about the features that are usually available in digital apps for learning English. And the last statement is that 100% of Grade 4 learners have no preference for digital apps for learning English. In the questionnaire, the data shows the level of understanding of Grade 4 learners of the material that has been taught before. The questionnaire is divided into 3 parts where questionnaire 1 is a statement of whether or not they feel confident in learning English and also the learner's feelings in learning English. Questionnaires 2 and 3 briefly contain statements to measure the ability to understand basic English vocabulary (see Table 2).

Table 2

Questionnaire Data for Grade 4

Questionnaire 1 (%)		Questionnaire 2 (%)		Questionnaire 3 (%)	
Yes	No	Yes	No	Yes	No
-	-	66	34	55	45
-	-	12	88	74	26
-	-	70	30	62	38
44	56	70	30	88	12
29	71	51	49	74	26
-	-	77	23	92	8
-	-	92	8	37	63

In questionnaire 1, 44% of Year 4 learners felt positive about learning English, while 56% felt less confident. 29% of Grade 4 learners were confident that they would be able to learn English well, while 71% were not confident. In questionnaire 2 70% of Year 4 learners could name some English words that they knew, while 30% did not know.

Similarly, 70% of Grade 4 learners could name some colors in English, while 30% could not. About 51% of Grade 4 learners have learned numbers in English, such as numbers 1-10, while 49% have not. 77% of Grade 4 learners can understand some simple, everyday sentences in English, such as "What's your name?" or "How old are you?", while 23% do not. 92% of Grade 4 learners know the meaning of some common English vocabulary such as "hello", "thank you" or "goodbye", while 8% do not. 70% of Grade 4 learners could name some English words that they knew, while 30% could not. Just like before, 70% of Grade 4 learners could name some colors in English, while 30% could not. About 51% of Grade 4 learners have learned numbers in English, such as numbers 1-10, while 49% have not. 77% of Grade 4 learners can understand some simple, everyday sentences in English, such as "What's your name?" or "How old are you?", while 23% cannot. And the last statement, 92% of Grade 4 learners know the meaning of some common English words such as "hello", "thank you", or "goodbye", while 8% do not.

In Questionnaire 3, 62% of Grade 4 learners could name some simple words or phrases in English that are usually used when introducing themselves, while 38% could not. 88% of Grade 4 learners could name some basic information about themselves in English, such as their name, age and hobbies, while 12% could not. 74% of Grade 4 learners knew how to answer when someone asked "What's your name?" or "How old are you?" in English, while 26% did not. 92% of Grade 4 learners know the meaning of the word "hello" in English, while 8% don't know. And the last statement, only 37% of Grade 4 learners felt positive about learning to introduce themselves in English, while 63% felt not positive. In the post-test questionnaire, the data shows the testimonials of Grade 4 students towards the English learning facilitated by the KKN-T students of Universitas Tarumanagara (see Table 3).

Table 3

Post Test Data of Grade 4

Response (%)	Description
15.80	Very Dissatisfied
18.30	Very Dissatisfied
18.20	Very Dissatisfied
13.30	Very Dissatisfied
25.60	Dissatisfied
21.8	Dissatisfied
15	Very Dissatisfied
25.20	Dissatisfied
19.30	Very Dissatisfied
15.20	Very Dissatisfied

A total of 15.8% of Grade 4 learners expressed high satisfaction with the quality of English teaching provided, indicating a marked dissatisfaction among the majority of Grade 4 learners regarding their English learning experience. In addition, 18.3% of Grade 4 learners felt that the study time allocated for understanding English materials was insufficient, indicating the lack of time they spent on English learning activities. However, it should be noted that 18.2% of Grade 4 learners found the basic English materials provided by the 2024 Universitas Tarumanagara KKN-T students satisfactory, suggesting some areas of content satisfaction amid broader concerns.

In addition, 13.3% of Grade 4 learners recognized the politeness and friendliness of the KKN-T students, although the significance of this aspect in the context of English language learning is ambiguous. Furthermore, although 25.6% of Year 4 students felt that the opportunities for discussion and asking questions were adequate, there was still a significant proportion of Year 4 students who wanted a more interactive learning experience. Interestingly, 21.8% of the students considered their English knowledge to be sufficient prior to the intervention by the 2024 KKN-T students of Universitas Tarumanagara, indicating varied self-assessments among the respondents. Regarding English proficiency, 15% of Grade 4 students expressed high satisfaction with their English proficiency after the intervention, which may indicate positive learning outcomes for some individuals. In addition, 25.2% of Grade 4 learners showed a strong interest in learning English compared to other subjects, indicating their preference for English education. Regarding their awareness of the importance of English, 19.3% of Grade 4 learners recognized the importance and usefulness of English for their daily activities, which underscores the practical value of English proficiency. Finally, 15.2% of Grade 4 students expressed interest in continuing to improve their English skills, even without the guidance of KKN-T students from Universitas Tarumanagara 2024, indicating a strong motivation to master English among a minority of students in Grade 4.

For the 5th grade learner questionnaire data collection, the data shows the 5th grade learner's level of understanding of the material that has been taught previously. The questionnaire is divided into 3 parts where questionnaire 1 is a statement of whether or not they feel confident in learning English and also the learner's feelings in learning English. Questionnaires 2 and 3 briefly contain statements to measure the ability to understand basic English vocabulary. In questionnaire 1, 100% of Grade 5 students expressed happiness and enthusiasm for their English lessons. In addition, 95% of Grade 5 learners felt confident in their ability to learn English well, while only 5% felt unsure. These findings indicate a generally positive outlook towards learning English among Grade 5 learners, with most feeling confident in the language skills they have

been taught. However, there is a small group who may benefit from extra support to improve their confidence in learning English (see Table 4).

Table 4

Questionnaire data of grade 5

Questionnaire 1 (%)		Questionnaire 2 (%)		Questionnaire 3 (%)	
Yes	No	Yes	No	Yes	No
-	-	60	40	50	50
-	-	40	60	60	40
-	-	80	20	65	35
65	35	70	30	65	35
75	25	35	65	50	50
-	-	60	40	90	10
-	-	80	20	40	60

In Questionnaire 2, data on the English language proficiency of Grade 5 students is presented. 80% showed the ability to understand certain vocabulary or sentences found in English songs or movies, while 20% had difficulty in understanding them. Regarding oral communication, only 40% had engaged or tried to communicate in English, and the remaining 60% had not done so. In terms of vocabulary acquisition, 87% of Grade 5 learners could recall some English vocabulary, while 13% could not. In addition, 95% of Grade 5 learners can identify colors in English, while 5% cannot. In terms of numerical skills, 80% of Grade 5 learners have learned the numbers 1 to 10 and can write them in English, while 20% have not. Furthermore, 87% of Grade 5 learners understand simple sentences of everyday life such as “What is your name?” and “How old are you?”, with 13% having difficulty in understanding. Notably, Grade 5 learners (100%) understood common English words such as “Hello”, “Thank you” and “Goodbye”. These findings highlight the varying levels of English proficiency of Grade 5 learners, highlighting areas of strength as well as areas that may require further attention and support.

In questionnaire 3, 66% of Grade 5 learners had previously used English to introduce themselves, while the remaining 34% had not engaged in such introductions. Notably, all Grade 5 learners 100% expressed interest in learning how to introduce themselves in English. Regarding proficiency, 87% of Grade 5 learners could articulate simple words or phrases commonly used in self-introductions, and 13% were unable to do so. In addition, 63% of students demonstrated the ability to construct sentences containing basic personal information, such as name, age and hobbies, while 17% lacked this skill. In addition, 87% of students understood how to respond to common introductory questions in English, such as “What is your name?” and “How old are you?”, while 13% struggled with understanding. It is noteworthy that all students (100%) understood the meaning of the word “Hello”. Finally, most Grade 5 students, 92%, expressed pleasure and enthusiasm in learning how to introduce themselves in English, while 8% showed less enthusiasm. The findings provide valuable insights into Year 5 students' English learning journey, highlighting areas of proficiency and interest, as well as areas that may require further attention and support.

Table 5
Post Test Data of Grade 5

Response (%)	Description
16.20	Very Dissatisfied
22.00	Dissatisfied
22.20	Dissatisfied
20.50	Dissatisfied
22.50	Dissatisfied
23.0	Dissatisfied
25	Dissatisfied
26.40	Dissatisfied
25.30	Dissatisfied
22.30	Dissatisfied

Testimonial data collected after English language learning sessions delivered by KKN-T students at Tarumanagara University provided in-depth data on student satisfaction and perceptions (see Table 5). Among the respondents, 16.2% were satisfied with the quality of English teaching provided by the KKN-T students of Universitas Tarumanagara. A total of 22.5% of Grade 5 students felt that they had adequate opportunities to discuss and ask questions, thus highlighting a positive aspect of the learning environment. In addition, 22.2% of respondents recognized the effectiveness of Universitas Tarumanagara SCS-CEL students in teaching basic English materials. However, concerns were raised by 20.5% of Grade 5 students about the courtesy and friendliness of the students. Interestingly, another 22.5% of Grade 5 students emphasized the importance of having many opportunities to discuss and ask questions. In addition, 23% of Grade 5 students expressed satisfaction or adequacy with their English knowledge before being taught by the KKN-T students of Universitas Tarumanagara. Following the guidance provided by the students, 25% of the 5th graders reported feeling more satisfied with their English skills.

The positive impact of the education provided was further seen when 26.4% of 5th graders expressed a higher interest in learning English compared to other subjects at school. In addition, 25.3% of Grade 5 students consider English to be very important and useful in their daily activities. However, only 22.3% of 5th graders showed interest in exploring English learning independently, without the guidance of Universitas Tarumanagara KKN-T students. This comprehensive feedback provides valuable insight into the effectiveness of the English language teaching provided by the KKN-T students of Universitas Tarumanagara, as well as highlighting areas for improvement in future teaching efforts.

The pretest questionnaire data collection for Grade 6 learners provided valuable insights into their familiarity and attitudes towards English. Notably, 83% of Grade 6 learners reported having had prior exposure to English, while 17% reported having had no prior exposure. In addition, 50% of Grade 6 learners reported having family members or friends who speak English, while the same percentage had no such connections. In addition, all Grade 6 learners, comprising 100% of the students, recognized the global importance of English. Regarding interest in learning English, a majority of 92% expressed interest, while 8% showed no interest. In addition, all Grade 6 students, representing 100% of respondents, had previously seen an English movie or song (see Table 6).

Table 6

Pre-Test Data of Grade 6

	Questionnaire 1 (%)		Questionnaire 2 (%)	
	Yes	No	Yes	No
Q1	83	17	50	50
Q2	50	50	5	95
Q3	100	0	33	67
Q4	92	8	17	83
Q5	100	0	5	95

In terms of understanding in learning English using information technology, it was stated that only 50% of Grade 6 students had prior knowledge of digital apps for English learning, while the remaining 50% did not. However, only 5% of students knew the names of digital apps that can help with English learning, while 95% did not. Furthermore, only 33% of Grade 6 learners had used digital apps for English language learning before, and the majority, 67%, had no previous experience. Furthermore, a small proportion, only 17% of students, knew the features commonly available in digital apps for English language learning, while most, 83%, did not have such knowledge. In addition, only 5% of students had a preference for a particular digital app for learning English, and most, 95%, lacked a preference. These findings shed light on the diverse levels of digital literacy among Grade 6 learners and underscore the need for further exploration and guidance in this aspect of language learning.

In the questionnaire, the data shows the level of understanding of Grade 6 learners of the material that has been taught before. The questionnaire is divided into 3 parts where questionnaire 1 is a statement of whether or not they feel confident in learning English and also the learner's feelings in learning English. Questionnaires 2 and 3 briefly contain statements to measure the ability to understand basic English vocabulary. In Questionnaire 1, 100% of Grade 6 students were happy and enthusiastic about English lessons. 95% of Year 6 learners felt confident that they could learn English well and only 5% felt unsure. These findings indicate a generally positive outlook towards learning English among Year 6 learners, with most feeling confident in the language skills they have been taught. However, there are some who may benefit from extra support to increase their confidence in learning English (see Table 7).

Table 7

Post Test Data of Class 5

Questionnaire 1 (%)		Questionnaire 2 (%)		Questionnaire 3 (%)	
Yes	No	Yes	No	Yes	No
83	17	80	20	66	34%
92	8	40	60	100	0%
100	0	87	13	87	13%
100	0	95	5	63	37%
95	5	80	20	87	13%
-	-	87	13	100	0%
-	-	100	0	92	8%

In Questionnaire 2, data on Grade 6 learners' English language proficiency is presented. 80% of Grade 6 learners could understand some of the vocabulary or sentences in the English songs or movies they watched or heard, and only 20% could not. 40% of Grade 6 learners have spoken or tried to communicate with others using English and 60% of them have not. 87% of Grade 6 learners were able to name some English vocabulary based on what they knew and 13% were unable to. 95% of Grade 6 learners are able to name some colors using English and only 5% of them are not able to. 80% of Grade 6 learners have learned the numbers 1 to 10 and are able to

write them in English, 20% of them have not and are unable to. 87% of Grade 6 learners can understand simple everyday sentences such as “What's your name?” and “How old are you?”, 13% of whom are unable. All 100% of Grade 6 learners understand the meaning of some common words used in English such as “Hello”, “Thank you”, and “Goodbye”.

In questionnaire 3, 66% of Year 6 learners had previously used English to introduce themselves to others and 34% of them had not. All 100% of Year 6 learners were interested in learning how to introduce themselves using English. 87% of Year 6 learners are able to name some simple English words or sentences that are usually used when introducing themselves and 13% of them are not able. 63% of Year 6 learners are able to write sentences containing basic information such as name, age and hobbies and 17% are unable to do so. 87% of Year 6 learners understood how to answer the questions “What's your name?” and “How old are you?”, while 13% did not. All 100% of Year 6 learners understood the meaning of the word “Hello”. And the statement 92% of Grade 6 learners feel happy and enthusiastic to learn to introduce themselves in English and 8% of them are not enthusiastic.

In the assessment conducted on Grade 6 students, significant trends and perspectives emerged regarding the English language teaching provided by the KKN-T students of Universitas Tarumanagara. Remarkably, the majority of students, 83%, were very satisfied with the quality of English learning delivered by the students. Furthermore, 45.9% of students stated that they felt that they were given enough time to study to understand the English material delivered by KKN-T students of Universitas Tarumanagara (see Table 8).

Table 8

Post Test Data of Grade 6

Response (%)	Description
83.00	Very Satisfied
45.90	Fair
80.40	Very Satisfied
80.40	Very Satisfied
41.70	Fair
48	Fair
93	Very Satisfied
56.00	Fair
50.00	Fair
69.40	Fair

In addition, 80.4% of students rated the basic English materials taught by KKN-T students as very effective. Equally important was the positive response to the politeness and friendliness shown by the students, with 80.4% of students recognizing this aspect. However, although 41.7% of students felt that the opportunity or time allocated for discussion and questions was sufficient, there is still room for improvement in this regard. In addition, 48% of students expressed satisfaction with the knowledge of English they already had before receiving education from KKN-T students of Universitas Tarumanagara. Furthermore, 93% of the students reported great satisfaction with the improvement of their English language proficiency following the education by the KKN-T students of Universitas Tarumanagara. This positive impact was further seen when 59% of the students showed a higher interest in learning English compared to other subjects in their school curriculum. Half of the students, 50%, realized the importance and usefulness of English for their daily activities. Encouragingly, 69.4% of the students expressed interest in exploring English learning independently, even without the guidance of Universitas Tarumanagara KKN-T students. This comprehensive feedback underscores the effectiveness of

the English language instruction provided by the KKN-T students of Universitas Tarumanagara while also indicating areas for continued growth and improvement in future educational endeavors.

4. CONCLUSIONS AND RECOMMENDATIONS

The results of the questionnaire given to Grade 4 students of SDN X provide a fairly broad picture of their understanding of English, as well as their perceptions of the English learning methods used. According to the pre-test results, most Grade 4 learners have an initial understanding of English, especially in terms of listening and recognizing some common words or phrases. However, their understanding of the use of technology in English learning is still limited. This shows that there is still room for improvement in the use of technology in schools. According to the survey, most learners showed a desire to learn English, but some lacked confidence in their abilities. This suggests that learning English at school has had a positive impact on their understanding and language proficiency. The post-test results show that there are some areas for improvement in English language learning, such as teaching quality, sufficient learning time and interactivity. However, some students showed good results in English and realized how important English is in daily life. The results show that there are several steps that can be taken to improve SDN X students' proficiency in English are (a) Increase the use of technology in English learning, such as the use of digital applications that help students; (b) Improve the quality of English teaching by providing more effective and interactive learning time; (c) Increase students' confidence and optimism about their ability to learn English; (d) Increase the number of activities and exercises that involve direct interaction between students and teachers. It is hoped that by implementing these recommendations, English language learning at SDN X will become more efficient and have a better impact on proficiency.

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