

Teacher's and Young Learners' Needs in English Teaching and Learning Environment

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ABSTRACT

The goal of this study was to analyze teachers' obstacles in teaching English in SD Negeri 3 Banjar Jawa and students' issues in the classroom from the teacher's perspective. The issues and solutions in teaching English to teachers were identified using a qualitative technique. The participant was interviewed using a Google Form. Based on the teacher's perspective, the results indicated that the teacher has two main problems, being that students have difficulties in learning vocabulary and pronunciation and that the teachers needed engaging learning material for the students. Teachers are encouraged to bring technology to the classroom to motivate the students during the teaching and learning process.

Keywords: *Learning Materials, Needs Analysis*

INTRODUCTION

Teaching English to children differs from teaching English to adults because children are typically more positive, involved, and adaptable than adults. Teaching English to young learners can be difficult due to their poor attention span (Anggraini, 2014). The learning process should incorporate movement and use the senses in order to capture their attention and keep them engaged. Supplementary materials, such as colorful visuals, toys, puppets, pictures, or objects, should be used by the instructor (Hashemi & Azizinezhad, 2011).

The linguistic development of each child, on the other hand, might differ significantly. Some kids grow up quickly, while others take longer. To provide a fun, interesting, and clear learning experience for students, teachers must be aware of their characteristics (Scott & Ytreberg, 1990). There should be a technique, learning material, and medium that are appropriate for them to do so (Permana, 2020). Using technology is one useful. Some children mature early, while others mature later. To provide students with a pleasurable, fascinating, and intelligible learning experience, teachers must be aware of their students' characteristics (Putri et al., 2022). There

should be a suitable approach, learning material, and media for them to do so. Technology is one useful notion that might be used in teaching English to young learners. The application of technology to language acquisition has a good influence. Students may study English at their own speed, with technology assisting them in self-understanding and enhancing motivation and engagement in the learning process (Ahmadi, 2018). According to Manurung (2016), employing video clips for English learning at a 2nd grade elementary school is quite beneficial in terms of improving students' achievement. Lokanita et al., (2020) also found that using video could improve students' learning motivation.

The use of technology could also enhance their ability in English teaching and learning process. Audiovisual as a learning medium has a considerable impact on students' listening comprehension, according to Brian et al (2017). According to Puspitaloka et al (2017), an android instructional app for primary school students increased students' language learning skills. Furthermore, pupils are cheerful, have a good time, and do not feel compelled to learn Santosa et al, (2020) backed up this claim by stating that the smartphone app provides a lot of benefits that motivate kids to study English. Mobile phones are compact, simple to carry, sophisticated, and easy to use, and they have quickly become the primary means of learning. Mobile phone software also allows for an interactive learning experience (He et al., 2014). According to Kacetl and Klímová (2019), mobile learning enhances individualized learning and assists low-performing students in reaching their academic goals.

In recent years, augmented reality has grown in popularity as a cutting-edge technology in the field of education. Compared to virtual reality, the key benefit of augmented reality is that it is easier and less expensive to produce (Kan & Kaufmann, 2012). In education, AR-based learning, as opposed to traditional learning environments, can increase learners' hands-on ability and motivation (Campos & Pessanha, 2011). Augmented Reality is also commonly used in the classroom to teach English to young learners, with positive results. Augmented Reality has the potential to improve a young learner's cognitive abilities in vocabulary and pronunciation, as well as increasing involvement and interest, making learning more exciting and engaging (Nugraha et al., 2019; Saurina, 2016). With all of these advantages, augmented reality is a potential technology to employ as a learning media or material for learning English.

Because it is engaging, entertaining, and provides interactive engagement, augmented reality has a lot of potential to be used as English learning material for young learners. He et al (2014) did empirical research to look into the impact of augmented reality on kindergarten children' learning interest. It was discovered that augmented reality could aid non-native speaker students in the acquisition of vocabulary. Safar et al (2017) did a similar study and discovered that Augmented Reality improved students' English exam scores. In his research, Atmajaya (2017) found that augmented reality was able to increase student excitement and engagement amongst students as well as between students and teachers.

Meanwhile, primary school instructors are having difficulty obtaining and instructing on English learning materials. The findings of the preliminary interviews with two elementary school teachers revealed that, until now, the instructors had relied solely on teaching resources given by the school in the form of printed

books/worksheets for learning activities in the English subject. While slide presentations are the sole medium employed. Ratminingsih et al, (2015) explained this situation by stating that the majority of primary school teachers in Buleleng solely utilize government-provided English textbooks and worksheets. Students' involvement is likewise minimal, according to teachers. The majority of pupils are passive learners who want learning materials that will encourage them to participate more actively. According to Listia (2008), a lack of effective learning resources results in low student enthusiasm and involvement. As a result, attempts to design learning materials must be focused on the use of a contextual approach that may be used to build language competency in line with market expectations. Because of this, learning materials play a critical role in the execution of primary school English instructions.

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METHOD

Design

Qualitative research is a research design that was employed to achieve the goals of this study. The researcher may obtain a plethora of information from the participants' experiences from this approach. "Qualitative research is comprehensive and frequently comprises a rich gathering of data from many sources to acquire a deeper knowledge of individual participants, including their ideas, perspectives, and attitudes," (Nassaji, 2015). This approach enables the researcher to analyze the data based on the data collection sources.

Participant

The study's subject was a teacher with around seven years of experience. In SD Negeri 3 Banjar Jawa, Bali, she teaches 1st to 6th-grade with 3 classrooms in each grade.

Instrument

The data for this study were collected from the participants through an interview. To begin, the researcher conducted an interview with the participant using a Google Form to gather information regarding the teacher's challenges in teaching English and the students' difficulties in learning English. The interview guide was validated through theoretical triangulation.

Data Analysis

The primary data of the current study is in the form of interview. In analyzing the interview, the guidance by Miles et al., (2014) was employed. It consisted of data collection, data reduction, data presentation and conclusion drawing.

FINDINGS & DISCUSSIONS

The goal of the interview was to figure out what issues EFL teachers have and what problems EFL students face in the classroom. The search for a teacher answer to the challenges that arise in teaching English was then pursued.

Table 1. Teachers' Response

No.	Question	Answer
1	Do students like English lessons?	The students really like English lessons. They are very enthusiastic in learning English.
2	In the learning process, what learning materials and learning media have you ever used?	The teaching materials I use are mostly books, modules and worksheets provided by the school. For learning media, I use video, animation, pictures, and power point.
3	Have you ever used interactive learning media such as games, VR, AR?	I have never used the aforementioned interactive learning media.
4	In your opinion, what are the difficulties faced by students in learning English?	For students' difficulties in learning English, they are more difficult in mastering vocabulary. Students still have difficulty in remembering vocabulary in English. In addition, many students' pronunciation is still not good, especially in early classes such as in grades 1-4.
5	What have you done to help students overcome these difficulties?	To help students overcome these difficulties, I use interesting learning media such as videos, animations and also worksheets (worksheets) so that they can learn and practice not only at school but also at home. If there are interactive learning media that can be used by students to learn and practice vocabulary and pronunciation at home, it will definitely be able to help students learn.
6	Have you ever heard/know about AR?	I have heard of AR but have no knowledge of AR and have never used it in school.
7	In your opinion, are AR-based teaching materials/teaching media able to help students learn English?	In my opinion, it will be very helpful in learning English, because students will be very enthusiastic in learning. It's a new thing for the students too so they will definitely be very excited. Also because many students are now very fluent in using smartphones, learning using smartphones will also be interesting for them.

From the result of interview, it was discovered that students have trouble understanding vocabulary and pronunciation based on the results of an interview session with an English instructor from SD Negeri 3 Banjar Jawa. This claim is backed up by Sintadewi et al, (2020), who argue that vocabulary mastery is still inadequate in primary school children, resulting in difficulty in following lessons, and that vocabulary mastery influences students' abilities to read, write, listen, and speak, as well as pronunciation. This result is corroborated by Rahayu and Rosa (2021), who claim that the obstacles that primary school students have in learning English are a

lack of vocabulary and difficulty with pronunciation. As a result, learning media geared at helping pupils improve their vocabulary and pronunciation should be developed.

The teacher indicated that she frequently utilized government-supplied textbooks and videos as lesson materials. The teacher also indicated that she needs an engaging learning media that would encourage students to participate in learning activities and actively participate, while also pointing out the potential of smartphone as learning aid, as the students nowadays are articulate in using smartphone. The findings point to the need for more innovative and dynamic learning materials that may be tailored to the students' specific language learning challenges. Interactive media is used to aid students in learning and reaching learning objectives by making the information simpler to absorb (Kustyarini et al., 2020). Students might also be engaged by providing them with activities through interactive media. Interactive mobile applications, according to Gautam (2014), provide a flexible, timely, and highly successful approach of teaching and learning a foreign language. Mobile phones are small and easy to carry around with you. On a daily basis, students may utilize the English language to improve their vocabulary, grammar, and recall. As a result, the learning material that should be created is in the form of a smartphone application.

The teacher also mentioned that using AR-based learning materials would be really effective in learning English since students would be extremely enthusiastic and interested. According to Mahadzir and Phung (2013), students were seen showing delight during the session when Augmented Reality was used as a learning medium. The significance of AR, according to Santos et al (2016), resides in the difference in the learning experience, especially in lowering cognitive load, boosting attention, and increasing enjoyment. Although the results are preliminary, the trials show that using AR as multimedia can improve attention and enjoyment.

CONCLUSION

From the discussion above, it can be concluded that students at SD Negeri 3 Banjar Jawa are very enthusiastic in learning English. Although the teacher lacks in learning materials to help the students in learning English, as they have difficulties in learning vocabularies and pronunciations. It is possible to conclude that the students require interactive learning materials to assist them master vocabulary and pronunciation. As a complement to traditional learning materials, the interactive learning material should be in the form of Augmented Reality, as the students are fluent in using mobile devices such as smartphone. Further study is encouraged to explore how the current trend of English teaching could be inserted in young learners' learning environment.

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