

Analysis of the Needs of English Learning Models in Basic Schools

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Abstract – The purpose of this study was to determine the analysis of the needs of the English learning model in elementary schools. Teaching English in elementary schools is currently still used as a subject of choice in local content whose implementation is still not optimal, so the results are also not optimal. Various problems and factors motivate why the results achieved have not been as expected. Qualitative descriptive research method. Data collection techniques through observation, interviews and tests. The results illustrate that the English speaking skills learning model carried out by the teacher, which is called the teacher model or conventional model, in-class V SDN 532 Merangin Regency emphasizes learning activities that are useful for developing writing skills. Learning that is carried out is teacher-centered where during the learning process the teacher plays a very dominant role while students are passive. The activities carried out do not support the development of students' English speaking skills.

Keywords – English Learning, Basic School, Merangin Regency.

I. INTRODUCTION

English as a global language has a very big function and role. This causes more and more people to try to learn to speak English well. To be able to speak English well, English should be started early or basic education (Zacharias, 2003). Schools are complex and unique institutions. It is complex because the school is an organization in which there are various dimensions which are interrelated and mutually determine each other, while what is unique shows that the school is an organization that has certain characteristics that are not shared by other organizations. The characteristics that occupy the school as a unique institution, namely the school has its character where there is a teaching and learning process as well as a place for human civilization (Schools, 2008).

Elementary school (SD) children aged 7-12 years are psychologically in middle childhood. Suyanto (2010), writes that young learners can be divided into two groups, namely; Younger Group (6-8 years) and Older Group (9-12 years)

according to their grade level children in grades 1, 2 and 3 are called the Younger Group, then grades 4, 5 and 6 are called the Older Group. This shows that learning a foreign language will not interfere with the linguistic performance of children in any language. There is no evidence that the first language will have problems learning a second, third, and so on because the middle children phase has cognitive flexibility and increased concept formation.

Elementary school children can understand foreign languages well as well as understanding their mother tongue in four language skills: listening, speaking, reading, and writing. Therefore, elementary age children are biologically in the golden age of learning English as a second language after Indonesian (Suyanto, 2010). On the other hand, parents and teachers are concerned about when children tend to choose English over Indonesian. Children are more motivated to learn English than Indonesian so that their mastery of Indonesian is worse than English. This doesn't need to be ignored, we live as parents and teachers both at home and at

school while maintaining our mother tongue and the first language of Indonesian and making English a foreign language.

Teaching English in elementary schools is currently still used as a subject of choice in local content whose implementation is still not optimal, so the results are also not optimal. Various problems and factors motivate why the results achieved have not been as expected. However, the problem is that the techniques or methods used by the teacher in the learning process still use conventional methods, so that most students feel bored in the process of learning English (Rao, 1996).

Maili (2018) explains one way for the government to improve students' ability to speak English is to introduce English earlier, starting from elementary school. This program is implemented based on the 1994 curriculum for elementary schools. Officially, the policy on including English lessons in elementary schools is by the Ministry of Education and Culture's policy No. 0487/1992, Chapter VIII, which states that elementary schools can add subjects to their curriculum, as long as these lessons do not conflict with the goals of national education. Then, this policy was followed by the Decree of the Minister of Education and Culture No. 060/1993 dated 25 February 1993 regarding the possibility of early English programs as a local content subject in elementary schools and can be started in grade 4 SD according to government recommendations.

Language development is also influenced by globalization when this has hit the world. The vast world has become as if it were narrow. Interaction between humans in certain forms cannot be limited by space and time. One of these interactions is in the form of communication. Communication through the media has now become a culture. The media commonly used are audio, visual and audio-visual media. The development of human interaction through the media is getting more advanced along with the development of science and technology which is increasingly advanced, where science makes the biggest contribution to the development of media technology (Ifigeneia and Dimitrios, 2018).

Audio, visual and audio-visual media are inseparable from today's human life. The information conveyed through the media gives a new colour to human civilization. The development of increasingly fast communication and information mobility requires the readiness of all parties to develop more communication skills effectively. This is necessary so that we are not only used by other parties but can take advantage of this information technology for our

welfare. The use of Information and Communication Technology media cannot be separated from the use of language. Mastering language is the first requirement if we want to communicate and get information effectively. The language currently considered as a language that can be used widely and effectively in English. This is because most of the world's population are users and have an interest in using English. Moreover, if it is associated with globalization which is marked by the rapid development of the internet, mastery of English is a must so that we can access information and communicate effectively and efficiently. Apart from being a world language, English is also used as a language in various fields of science, technology, economy, culture and others.

At present, the issuance of the 2013 Curriculum (K-13) certainly brings new changes to the curriculum, English in elementary schools is also not uniform, because now there are still those who teach English, as usual, starting from grade I to grade VI and there are also which only teaches it to grade VI because it considers children to face English lessons in junior high school later. This certainly confuses the public. Based on the results of temporary observations, the writer sees that the need for English at the elementary school level is very high. Then just look at the difficulty level of the material being taught is easier and on par with the beginner level. Along with technological developments, most of the facilities used in everyday life have used English. As we can see in general on mobile phones, tablets, iPad, iPod and so on.

In the concept of ICT learning according to Rusman and Cepi (2011); Putra (2010); Chandra *et al* (2019), several lessons are known, including: 1) Computer-Based Learning; 2) Learning through Television/Video Media; and 3) Web-Based Learning; 4) Learning based on Multimedia Presentation. In this case, the IMBTIK learning model belongs to multimedia presentation-based learning. Multimedia Presentations are used to explain the theoretical materials used in classical learning with quite a lot of study groups. This media is quite effective because it uses a multimedia projector that has a fairly large transmitting range. The advantage of this media is that it combines all media elements such as text, video, sound, images and graphics into a single presentation so that it accommodates according to student learning modalities (Rusman and Cepi, 2011). Furthermore, several presentation application programs can be used such as; Corel Presentation, KPresenter, OOO Impress, Microsoft PowerPoint and Macromedia Flash. In this case, the researcher tries to use the Macromedia Flash program as an innovative and fun ICT-

based presentation tool for English learning for elementary schools. With the developments described above, the IMBTIK learning model is very much needed to realize effective and efficient learning. In this case, the researcher will develop the Multi-Media Microsoft PowerPoint Presentation through the IMBTIK model as an innovative and fun model to teach speaking in English to elementary school students. So that students are motivated to learn and ultimately can improve student learning outcomes in English subjects.

II. METHODS

This type of qualitative descriptive research, primary school teacher research subjects, observation data collection techniques, interviews, tests and documentation. The instruments used were interview formats, questionnaires and

test questions. The data analysis technique used qualitative data.

III. RESULTS

Analysis Phase Based on the needs analysis of the ICT learning model, which the researchers have done by giving the English teacher the initial instrument, the ICT learning model is rarely used by the teacher in English learning in schools, this can be seen from the results Obtained, the overall score is 58, 93% are in the poor category. Needs Analysis About Innovative Learning in Primary School English Learning, needs analysis for innovative learning models is still categorized as lacking, meaning that the learning provided has not provided innovation in ICT learning. Needs analysis of fun learning in learning English in elementary school. For more details, it can be seen in Table 1 below.

Table. 1. Fun learning

Score	Statement	Category	Percentage
Creating a stress-free environment	60	60	Enough
Relevant teaching materials	58	58	Less
Safe and attractive	52	52	Less
There is full involvement	59.9	59.9	Less
Challenging students to be able to think ahead	52.8	52.8	Less
Excited and feeling happy	62	62	Enough
Total	57.21	57.21	Less

Analysis of English Learning Model Implemented by Teacher (Teacher Model). This section describes the research findings related to the teacher's learning model of speaking English skills (Teacher Model). These findings are based on the results of interviews with elementary school English teachers in Bangko District, Merangin Regency and observations made by researchers at the school. Interviews conducted with teachers were guided by the interview guide which included the structural components of the learning model. These components are 1) syntax (steps for a learning model, 2) the social system, 3) principles of reaction, 4) support system (support system), and effects of the model (effect of the learning model).

Interviews were conducted with three elementary schools English teachers in Bangko District, Merangin Regency. In the interview, the teacher explained the steps of the English learning model carried out, namely: 1) in the initial activities the teacher explained the learning material; 2) in the core activity the teacher asks students to work individually and on reading material students work in groups with 5 or 6

members; 3) in the closing activities the teacher motivates students.

Regarding the social system of the learning model, the teacher's explanation is: the teacher acts as the first model, motivates students so that students can speak, guides students and corrects when students make mistakes, and facilitates students during learning. Next, the teacher explains that the role of students is: imitating models, actively searching for vocabulary related to text, and appearing confident in front of the class. Furthermore, related to the principles of reaction (teacher's views and responses to students) the teacher's explanation is students do not have the motivation to learn, students are afraid and embarrassed to speak in English, the teacher always answers when students ask about learning material, and always guides and improve when students make mistakes in speaking. Regarding the supporting system in learning, the teacher's explanation is: the teaching materials used are teacher/student handbooks and worksheets. While the learning media used are real things and pictures. For fruit material, images and real things are used, while for fruit material, real things are used. As an effect of the learning

model the teacher explains that students: have not been able to correctly pronounce the vocabulary of fruits related to people, objects, and animals; not yet able to make oral procedure text; students are familiar with vocabulary related to everyday life.

The results of interviews with teachers have not been able to clearly describe the English learning model implemented in SD 253 in Bangko District, Merangin Regency. Therefore, other data is needed to support and complement existing data so that the learning model being implemented can truly be described as being implemented.

The steps in the learning model of English monologue speaking skills with descriptive text material and the procedures carried out by the teacher at SD 253 in Bangko District, Merangin Regency are: 1) the teacher provides an example of text using picture media 2) the teacher conducts verbal questions and answers related to with the vocabulary learned; 3) the teacher gives written questions related to the vocabulary learned; 4) the teacher and students discuss the answers written by the students, 5) the teacher assigns students individually to look for an image that is displayed using PowerPoint slides 6) the teacher asks students individually 8) the teacher gives rewards to students who are deemed able to pronounce vocabulary well. Related to the principles of reaction in the learning process, several things can be seen. The teacher helps students to understand the learning material. The teacher provides opportunities for students to ask things they do not understand. The teacher provides motivation and opportunities for students to dare to come to the front of the class to pronounce vocabulary related to fruits. The teacher also provides rewards or rewards in the form of praise to students who dare to come to the front of the class and can speak English well.

Implementation of learning is supported by textbooks and student worksheets provided by the school. The textbook used is entitled English SD Author Tiga Sertakai (2013). The book is loaned to students before learning begins and then collected again after learning is complete. The student worksheets used were in the form of English LKS books in SD. As a learning medium, they used slide powerpoints. The effect of the learning model carried out by the teacher is that students can understand the learning objectives well. Students also understand the structure of the text and aspects of the language used.

IV. CONCLUSION

The learning model of English speaking skills carried out by the teacher, which is called the teacher model or conventional model, in grade V SDN 532 Merangin District

emphasizes learning activities that are useful for developing writing skills. Learning that is carried out is teacher-centered where during the learning process the teacher plays a very dominant role while students are passive. The activities carried out do not support the development of students' English speaking skills. The English speaking skills learning model carried out by the teacher in grade V SDN 532 Merangin Regency has both strengths and weaknesses. The strength of the model implemented by the teacher is that the teacher always provides motivation and encouragement to students, the teacher always provides learning media and provides rewards for the efforts achieved by students. The weakness of the model implemented by the teacher is that the teacher does not carry out suitable activities to develop students' English speaking skills. Teachers do not provide opportunities for students to practice developing English speaking skills. The use of study time is ineffective so that learning that should be completed in one face-to-face process is not completed. Also, in assessing students' ability to pronounce vocabulary, the teacher does not have an instrument that should be used.

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