A Need Analysis of EFL Learning at Elementary School: A Case Study

Ketut Santi Indriani✉

Universitas Udayana, Indonesia
E-mail: kt.santi.indriani@unud.ac.id

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi kendala dan menganalisis kebutuhan selama proses pembelajaran bahasa Inggris di SD Negeri 1 Kaba-Kaba, Tabanan, Bali. Hasil belajar selama dua tahun ajaran sebelumnya menunjukkan hasil yang kurang memuaskan. Oleh karena itu, penelitian ini dilakukan untuk mengetahui kendala dan kebutuhan proses pembelajaran di SD ini. Penelitian ini merupakan penelitian lapangan dengan pendekatan deskriptif kualitatif. Populasi data dalam penelitian ini adalah 107 siswa kelas 3-5 dan seorang guru bahasa Inggris. Data diperoleh melalui observasi dan wawancara dengan 31 siswa dan guru bahasa Inggris. Hasil analisis data menunjukkan bahwa ada beberapa kendala yang dihadapi selama proses pembelajaran bahasa Inggris, yaitu (i) siswa yang mengalami kesulitan berkonsentrasi selama proses pembelajaran, (ii) kondisi fisik siswa selama proses pembelajaran, (iii) aktif ditemukan siswa mengganggu proses pembelajaran, (iv) kurangnya sarana dan prasarana pendukung untuk mendukung pembelajaran di kelas dan (v) metode pengajaran yang monoton. Berkaitan dengan kendala tersebut, beberapa kebutuhan dalam proses pembelajaran adalah (i) pengelolaan kelas yang baik, (ii) metode pengajaran yang menarik, (iii) penggunaan alat peraga dalam proses pembelajaran dan (iv) penentuan hasil belajar berdasarkan kurikulum.

Kata Kunci: analisis kebutuhan, kendala pembelajaran; kendala pembelajaran.

Abstract

This study aims to identify obstacles and analyze needs during the English learning process at SD Negeri 1 Kaba-Kaba, Tabanan, Bali. Learning outcomes for the previous two academic years showed unsatisfactory results. Therefore, this study was conducted to determine the constraints and needs of the learning process in this elementary school. This research is field research with a qualitative descriptive approach. The data population in this study was 107 students in grades 3-5 and an English teacher. Data were obtained through observation and interviews with 31 students and English teachers. The results of the data analysis showed that there were several obstacles faced during the English learning process, namely (i) students who had difficulty concentrating during the learning process, (ii) students' physical condition during the learning process, (iii) active students were found to interfere with the learning process, (iv) lack of supporting facilities and infrastructure to support classroom learning and (v) monotonous teaching methods. Concerning these constraints, several needs in the learning process are (i) good classroom management, (ii) interesting teaching methods, (iii) use of teaching aids in the learning process, and (iv) determination of learning outcomes based on the curriculum.

Keywords: *learning constraints; EFL; needs analysis.*

INTRODUCTION

The term needs analysis was first used in the 1920s to refer to the determination of the needs of language learners, at that time English was learned by native speakers. But in the era of its emergence, this term is not used too much. This term was widely used again in the 1970s along with the emergence of learning English for certain purposes or English for Specific Purposes (West, 1997). Hutchinson & Waters (1987) define needs analysis as an analysis of the needs of the target situation, namely the type of language that the learner must learn according to the target situation. In other words, the analysis of the target situation is related to the goal of language learning itself. Dudley-Evans (2001) adds that the analysis of the target situation must be complemented by an analysis of learning needs, such as an analysis of the things that students must do to succeed in the learning process. However, those involved in the learning process are not only students. Teachers are also subjects in learning activities. Thus, the things that are needed by the teacher during the learning process are also worthy to be taken into account in an analysis of language learning needs. Analysis of target situations and learning needs is often known as subjective and objective needs analysis.

Robinson (1991, in Tudor, 1996) states that there are several ways that can be used to analyze objective needs, namely (i) analyzing the needs of the learning process with students as sources of information using questionnaires, interviews, tests, or participatory needs analysis and (ii) analyze the needs of the learning process by extracting information that can be obtained from the analysis of the target situation through observation techniques, case studies, or authentic data collection. Meanwhile, to analyze subjective needs, information can be obtained through student observation techniques during the learning process. In addition, another technique that can be used is to use the value of learning outcomes owned by the teacher. However, the most accurate information will be obtained from the students themselves through interview or questionnaire techniques.

Today's education is education that runs in the era of globalization which refers to the growth of industry 4.0. English is a basic need in the globalization era which is mainly used as a means of communication at the international level. There are so many global sources of information available using English (Durand, 2006). This triggers the emergence of opinions that expect English to be taught start from the basic education level. The education policy is also adjusted by giving full rights to each institution, in this case elementary schools, to teach English as an elective subject in their respective institutions. This is in accordance with the policy of the Ministry of Education and Culture of the Republic of Indonesia No. 0487/14/1992. If we look at specifically in the Province of Bali, English is a very important language. Bali as a famous tourist attraction in the world requires English in almost every aspect of life, especially those related to tourism, either directly or indirectly. Considering the importance of English for the lives of Balinese people, the government through the Bali Provincial Education and Culture Office issues a policy to the elementary education level to teach English with the hope that every student is equipped with English language skills from an early age.

Teaching English at the basic education level in Bali in order to achieve the objectives as mentioned above is endeavored to be carried out optimally to get maximum results. However, in practice, the English learning process is not able to achieve maximum results. This can be caused by the obstacles encountered during the learning process. This phenomenon can be found in one of the elementary schools (SD) in Tabanan district, Bali. SD Negeri 1 Kaba-Kaba is one of the public elementary schools located in Tabanan district, precisely in Kaba-Kaba village, Kediri sub district. English is one of the elective subjects taught at this school. English subject is taught once a week (70 minutes). Students' achievement of English learning outcomes for the last three years still shows unsatisfactory results. Most students still got scores below the standard of minimum completeness of mastery learning.

Several studies related to the subjective needs and objective needs have been carried out in the recent years. Subjective needs describe the things that students expect to learn and/or do during the learning process. This accommodation of subjective needs has been proven to increase student motivation in the learning process (Kuzembayeva & Zhakanova, 2021; Yamin, 2021; Fayzulloeva Ch. G.; et al., 2020). Objective needs refer to

the needs of the learning process in accordance with predetermined learning objectives, such as learning materials, learning methods and learning evaluations. Fulfillment of the objective needs will make students achieve learning objectives optimally (Birhan, 2019). However, those studies have only analyzed one of the learning needs, subjective or objective, and have not integrated the analysis of the two needs for improving the quality of the learning process. This research was conducted at SD Negeri 1 Kaba-Kaba to find out the obstacles that leads to this problem and identify the subjective and objective needs of the English learning process in this institution.

RESEARCH METHOD

This research is a field research conducted by taking data directly to the object of research (Nazir, 2005). This study applied a qualitative descriptive approach in analyzing data based on the theory used (Sugiyono, 2003). The population of data sources is 107 students of SD Negeri 1 Kaba-Kaba, consisting of 35 students from the third grade, 34 students from the fourth grade and 38 students from the fifth grade. The number of samples in this study were 31 students who were selected by simple random sampling using the Slovin formula with a margin of error of 15%.

The data in this study are grouped into two. The first one is the data related obstacles encountered in the English learning process at SD Negeri 1 Kaba-Kaba. They were collected using observation and interview methods. The observation method was carried out by observing and noting the obstacles encountered during the English learning process at SD Negeri 1 Kaba-Kaba. The observations were unstructured observations which was conducted without using observation guidelines hence that researcher developed observations based on the conditions in the field. The interview method applied to collect data related to the constraints found in the English learning process was carried out on students and teacher. Interviews were conducted unsystematically (without interview guidelines). These two methods were applied to obtain accurate and detailed data about the constraints experienced during the English learning process. The second one is the data related to needs of English learning process at SD Negeri 1 Kaba-Kaba. The data were collected using an unsystematic in-depth interview method. In-depth interviews were conducted to the English teacher to obtain accurate data on needs during the English learning process.

The data in this study were analyzed through several stages. Data related to the constraints found in the English learning process obtained through the interview method were analyzed in the following stages. Data in the form of information obtained from the results of interviews were collected based on the results of interviews with teacher and students. Then conclusions are drawn based on the information obtained and presented in narrative form. The data obtained from the observations were analyzed through several stages, namely the collection of information based on the results of observations and followed by drawing conclusions based on collected information. Data regarding needs analysis during the English learning process obtained from interviews with the English teacher were analyzed in the same stages, namely collecting information based on observations and followed by drawing conclusions based on the collected information.

FINDINGS AND DISCUSSION

In the process of learning foreign languages, such as English, learning activities often face obstacles that lead to the less achievement of learning objectives. These constraints may come from students, teachers and the environment. Khajloo (2013) formulates several obstacles in the English learning process, those are lack of teaching time, lack of concentration in class, lack of desire and motivation in learning English, differences in students' abilities, lack of teacher's competence in teaching English and lack of repetition and continuous practice for students.

English as a foreign language taught in schools often experiences a reduction in learning time caused by holidays. Khajloo (2013) states that many experts complain about the amount of the learning time and in many cases, many teachers are unable to complete the learning process in a very limited time. If we look at the time

allocation for the English learning process in Indonesia based on the K13 curriculum for the basic education level, the time allocation for English subject in one week is one meeting for two lesson hours or 70 minutes. Certainly, this time is not enough for students to be able to have competence in listening, reading, speaking, and writing in one semester according to their level of education.

English is an ellective subject taught at SD Negeri 1 Kaba-Kaba. Although as an elective subject that is not obligated in the K13 curriculum, the English learning process at SD Negeri 1 Kaba-Kaba must be well conducted. In the implementation, it was found that students' achievements at the end of the semester were still below the minimum completeness score. This reflects that the English learning process at SD Negeri 1 Kaba-Kaba had not run optimally. Based on the results of data analysis, several obstacles were found during the process of learning English. Those are described in detail as follows.

Students' Concentration Difficulty

Language is the main means used to communicate by humans. Language acquisition can be done in two ways, namely natural language acquisition (such as mother tongue) and learning (such as foreign language). Language cannot stand alone because language is much tied to non-linguistic elements, such as gestures, expressions, voice quality and attitudes when the language is used. In the language learning process, children tend to depend more on these non-linguistic elements (Clark, 2009). Wyatt (1969) states that a child will be able to easily learn a language through the process of transmitting language from adults to children. The transmission process is influenced by several factors, namely psychological, linguistic, physiological and acoustic factors.

The meaning of a foreign language is different from the second language. A second language is the language learned after the mother tongue and it is one of the main languages spoken in the country where it is learned. Meanwhile, a foreign language is a language that is not one of the main languages spoken in the country where it is learned. Thus, English's position in Indonesia is as a foreign language because it is not one of the main languages used in Indonesia. In its position as a foreign language, English has a role as (i) a means of international communication, (ii) a means of assisting the development of the Indonesian language and (iii) a tool for utilizing modern science and technology for the benefit of national development. Sakri (1988) states that English is very beneficial for the development of science and technology in Indonesia because we can increase our knowledge through foreign language libraries.

One of the obstacles in the English learning process is the lack of desire and motivation in studying English. This is often caused by the orientation of students in studying English just to pass from the subject. Often students do not want to listen to the material taught by the teacher because they feel bored, rarely repeat the material and often easily forget the material that has been taught. Seeing this phenomenon, the teacher's role is actually very important in increasing student motivation, not only through verbal ways but also by giving awards when students show an improvement in their language skills.

The lack of students' concentration during the English learning process is an obstacle that is often faced by teachers. According to Khajloo (2013), this lack of concentration can be caused by several factors, namely (i) fatigue and insomnia, (ii) environmental factors and (iii) family problems. Fatigue factor often appears in students at the elementary school level. They are still classified as a very active age. Especially if they do a lot of activities before the learning process takes place. Environmental factors also play an important role in the learning process. If the learning process is carried out in an environment that is noisy, hot and less conducive, it will reduce students' concentration in the learning process. Family problems are things that are difficult to detect for students but are quite influential on students' concentration in the learning process.

The success of a learning process in the classroom is strongly influenced by the success of students personally in the learning process. The success of students in the learning process is influenced by the factors from outside and within the students themselves. Two factors within students that affect the learning process are psychological and physical factors. Concentration is a psychological factor that affects students during the learning process. By concentrating, students are able to well understand the material being learned. If students cannot concentrate, then a mind blowing condition appears which affects their success in learning (Haryadi,

2017). Concentration can lead students to stay focused on what they are doing. If students concentrate during the process of learning English, then the students stay focused on the things they learn and the things they produce.

Based on the observations during the English learning process at SD Negeri 1 Kaba-Kaba, it was found that most of the students did not concentrate during the learning process. One of the attitudes that showed the lack of concentration was students often move from their seats just to approach other friends or just to walk around the classroom without purpose. In addition, students also easily diverted their attention from the teacher who was delivering the material written on the board. Another thing that showed that most students did not concentrate in the English learning process was that they often seemed to talk to their classmates on topics other than English being learned. These attitudes indicate that students less concentrated during the English learning process. With a lack concentration during the learning process, the learning process cannot run optimally which impacts students' achievement. These attitudes greatly hinder students in absorbing the important information they need during the English learning process. If they absorb only a little information about the language they are learning, then their understanding will also be very minimal. As a result, their ability to produce English both spoken and written is also very minimal.

Based on the results of interviews with teachers, it is found that the ability of each student to maintain their concentration are varies. During the observations, on average, students could maintain their concentration for 25 to 35 minutes. The rest, the focus of students had shifted from the material they were studying. It seems that they tried to concentrate again on the material they were learning. However, the duration of their ability to concentrate was decreasing, which ranges from 10 to 15 minutes. Meanwhile, the results of interviews with students showed that they did not understand the material they were learning hence they were unable to stay focused. In addition, they also considered that English is quite difficult subject. They tried to do the assignments given but chose to wait for the discussion from the teacher if they could not do the assignment. It can be stated that one of the obstacles experienced during the English learning process is the lack of students' concentration. This results in students not being able to focus on receiving the material being taught and not focusing on doing the assigned tasks. The duration of their concentration during the learning process was very short which resulted in their less ability to absorb the material, considering the time allocation for English subject was only 90 minutes for each meeting.

Students' Physical Condition during the English Learning Process

One of the factors that influence students in a learning process is a factor that comes from the students which consist of psychological and physical factors. The psychological factor has been explained above. Physical factor is an internal factor that cannot be separated from student success in the learning process (Haryadi, 2017). Maximum physical conditions will allow students to follow the learning process optimally. If students are in a tired condition, then this greatly affect their readiness to receive the material.

Based on the observations, it was found that the students of SD Negeri 1 Kaba-Kaba had English subject in the afternoon after the second break. This greatly affected their readiness to receive the material. They looked quite tired when they returned to the classroom after resting because during their break they did a lot of physical activity (playing) in the open field and under the sun. Often they seemed not ready to start learning when they entered the classroom. They looked sweaty and occasionally used their books to fan their sweaty faces. Most of the students looked quite tired after playing together. The results of interviews with students showed that they often spent their break time running around the school yard. They spent a lot of energy playing outside of the classroom and seemed very tired afterwards.

This phenomenon is difficult to avoid, especially for students who are still young. Outdoor physical activity actually has a very positive impact on children's health. The more often physical activity is carried out outdoors, the better the physical health of children will be (Mackett & Paskins, 2008). But what needs to be considered is the time the activity is carried out. The condition of students becomes very tired if they spend a lot of energy after playing outside. This condition greatly affects students in receiving the material.

Active Students Disrupt the Learning Process

If there are one or more students who have English skills above the average ability of other students in the class, then this will be an obstacle in learning English. If students who have abilities above the average of their classmates take English classes elsewhere, then repeating the material in class will be boring for them. In addition, adjusting the practice questions or subject matter to the abilities of most students in the class will make them underestimate the learning process. As a result, they will not take the learning process too seriously because they feel capable to do it easily.

In the learning process, especially English learning, being active is necessary. Students who are active during the learning process tend to show good learning outcomes (Sedova et al., 2019). Students' activeness can be seen from the frequency of students' involvement in class discussions and/or the frequency of students' participation in class. However, it should be noted that sometimes active students can interfere the learning process. According to Marzait (2021), students who actively speak in class can disturb other friends. Thus othe students may lose concentration and be distracted in doing his work.

This phenomenon was also found in the English learning process at SD Negeri1 Kaba-Kaba. Some of the students seemed very active in speaking. However, they occasionally interfered their friends who were doing their assignments. This certainly disturbs the concentration of other friends. They become unfocused or disturbed by the condition. The teacher had given a warning to the student. However, this condition persisted. In the language learning process, activeness in speaking is necessary. However, under certain conditions, active speaking can also interfere the learning process. Marzait (2021) adds that if it happens, the role of the teacher is needed. The teacher can reprimand students who do this actions. However, what needs to be considered is not to let the reprimand damage the atmosphere of learning in the classroom.

Lack of Learning Facilities

The language learning process, especially English, includes two main activities, namely receptive activities and productive activities (Lightbown & Spada, 2013). Receptive activities are activities carried out during the process of learning English when students receive as much information as possible that adds insight to the knowledge of the language they are learning. Receptive activities are in the form of reading and listening activities. Productive activities are activities in the process of learning English when students produce language, both spoken and written. Productive activities include speaking and writing activities in English. The more language information obtained during receptive activities, it affects students' ability to produce language.

To increase the absorption of information during receptive activities, it is necessary to make various efforts to make students to be able to absorb as much information as possible. Teaching aids and multimedia in learning English help students to absorb as much information as possible about the language they are learning. This will encourage students to be more interactive and reduce their fear of making mistakes and encourage them to actively participate in the learning process (Halwani, 2017; Shabiralyani et al., 2015). The use of teaching aids, both conventional and modern, is indispensable in the language learning process (Alduais, 2012; Li, 2016). The selection and use of the appropriate teaching aids in the language learning process will make students more stimulated, motivated and focused to improve the learning process (Pateşan et al., 2018).

The use of teaching aids found in everyday life can reduce anxiety and increase students' self-confidence when learning a language (Quecan, 2021). Hadi (2018) states that the use of teaching aids in the form of real objects found in everyday life makes it easier for students to associate objects with representative words or phrases. In addition, students will also be more interested in studying texts that contain abstract ideas. One example is the use of pictures to increase vocabulary. The use of pictures in the English learning process can not only expand vocabulary but can also increase student activity in the learning process (Kanwal, 2021). Visual aids are a combination of information and entertainment. Speaking skills can also be improved with the use of visuals because it provides students with a learning experience outside of the classroom context. In addition, speaking skills can also be improved (Bhatti et al., 2019). Although learning English using visual aids can make the material easier for students to remember, the teacher still has to choose the right teaching aids and in

accordance with the subject matter and students being taught (Awwad, 2018). For receptive listening activities, audio visual aids will provide many benefits. Audio visual demonstrations can stimulate students to think and can provide a new atmosphere thus the learning process is not monotonous. In addition, by using audio visual displays, the learning process is more fun for students which has an impact on increasing student understanding (Mathew & Alidmat, 2013). The lack of teaching aids will have an impact on the learning process (S. T. S. Ahmed & Qasem, 2019). Lack of repetition and continuous practice is closely related to the desire and motivation of students in learning English. If students do not have the desire and motivation in studying English, then students tend not to want to repeat learning the material they get in the class.

The results of interviews with teacher showed that teacher had a little difficulty in teaching the listening aspect because they did not have adequate equipment. For teaching aids, the teacher only used pictures in English textbooks and had never used other teaching aids, such as flash cards, real objects or videos. It was along with the fact found during the observations at SD Negeri 1 Kaba-Kaba. Teacher used very little teaching aids. This is due to the limited facilities provided at the school. There were no pictures that can be used as props in the classroom. In addition, there was no installation of loudspeakers, TV screens or LCD projectors in the classroom which were actually quite needed in the learning process, especially in listening activities. During the learning process, the teacher only focused on the textbooks and worksheets that each student had.

Monotonous Learning Method

Considering English's position as a foreign language, the English learning process in Indonesia generally takes place in the classrooms. The learning process of English as a foreign language includes four aspects of learning, those are reading, writing, listening and speaking. The purpose of learning these four aspects is that students have the ability to communicate in English both spoken and written. Sumardi (1992) states that in reality, language learning in the classroom does not achieve maximum results regarding students' ability to communicate both spoken and written. This caused by the English learning process which is dominated by teachers who provide theory and knowledge of English rather than practicing the language skills.

The monotonous learning process makes students tend to feel bored and less enthusiastic about participating in learning activities. This can hinder the students in submitting assignments or even reluctant to do the assignments (Putra, 2021; Indrayati N, 2018); Andrini, 2016). The teaching methods used by the teacher play an important role in the learning English process. The various teaching techniques encourage students to be more active and creative during the learning process which indirectly improve their English skills (Kurniliawati, 2016). Teacher's competence to communicate using English also greatly affect the English learning process. If the teacher is not able to communicate in English well, then the teacher will not be able to teach English well. Learning only certain aspects of English is not a good learning process. Students must experience an improvement in English language skills both spoken and written after the learning process ends.

Based on the observations, it was found that the English learning method applied at SD Negeri 1 Kaba-Kaba seemed to be monotonous. At each meeting, the same learning pattern was repeated. Learning activities were begun with the teacher explaining the learning material according to the material in the textbook. The teacher explained while writing on the blackboard some of the information that is considered to be important and students were asked to take notes in their notebooks. After explaining the material, the learning activities were continued with giving exercises to the students. All students were asked to work on the questions on the worksheets. The teacher gave time for approximately 15-30 minutes for students to do the assignment. After that, the teacher discussed the answers. This pattern was carried out in every meeting thus it created a monotonous impression. When the interview was conducted, students also stated the same pattern that they always did during the learning English process. They also said that the class began with an explanation from the teacher, followed by working on the workbook and ended with a discussion.

Based on the results of observations and interviews, it was found some needs of English learning process at SD Negeri 1 Kaba-Kaba. These needs include classroom management, interesting teaching methods, the use

of props and the determination of English learning objectives. Each analysis of such needs is described in more detail as follows.

Class Management

Classroom management usually begins with the identification of students' characteristics in the class to help the teachers determine the appropriate learning strategies. Classroom management is very important to do to ensure the learning process runs smoothly. If the students' attitudes are not well managed, then many problems will occur during the learning process (Cevallos & Soto, 2020). Based on the analysis, it can be identified that one of the needs of English learning at SD Negeri 1 Kaba-Kaba is a good classroom management. Problems which aroused due to the poor classroom management were the presence of students who interfered other students, the lack of concentration of students in participating the learning process and students seemed to be very tired when participating in English learning activities. Those can be overcome by the implementation of a good class management.

Rahimi & Hosseini K. (2012) recommends the most effective techniques in classroom management, namely recognition and appreciation for responsible attitudes as well as a good negotiation. Cevallos & Soto (2020) further mentioned several ways that can be done to implement classroom management are:

1. Define class rules and procedures. Determination of the rules should be done from the first meeting. Rules must be clear, specific, positive, consistent, explained or demonstrated in detail by the teacher. Meanwhile, class procedures should describe routines, class activities and describe assignments, such as when and how assignments are submitted.
2. Provide opportunities for self-regulation. Self-regulation is applied by providing opportunities for each student in turn to take a responsibility in the learning process. This involvement will reduce the monopoly of teachers in the learning process as well as stimulate students' good attitudes. This can be done through simple actions such as the responsibility of distributing worksheets, checking the attendance of friends, leading a group or looking after class equipment.
3. Build student-teacher relationships. The relationship between students and teachers will greatly affect students' acceptance of the class rules that will be and have been made. If students and teachers have a good relationship, students tend to easily accept the learning rules that are set. Conversely, if the relationship between students and teachers is not good, students tend to reject the set rules. These good relationships include mutual respect, assertiveness, getting to know students well, enthusiasm and the teacher's ability control the class without being arrogant or aggressive.
4. Management of student indiscipline. This can be done by identifying the needs and causes of the indiscipline. If in the learning process there are students who are starting to be undisciplined, it is better if the teacher approaches the student and talks while maintaining a positive relationship.
5. Class conflict management. The best thing that can be done to avoid conflict in the classroom is to prevent it through setting clear rules. However, if conflict is unavoidable then the teacher has an important role to play in resolving it. One way that can be taken is by class discussion to resolve the conflict. Conflict resolution through discussion can improve students' interpersonal communication skills.
6. Preparation before teaching. Time, activities, and assignments planning are very important in a learning process to prevent ineffective use of time. Preparation can also prevent students from losing their concentration.
7. Classroom arrangement. Classroom arrangement can affect the learning process. Class arrangements must be made to enable students to move freely, clearly see the writing on the board, work in groups (if needed), easily observed by the teacher as well as students can easily take/submit the assignments given.

The obstacles faced during the English learning process at SD Negeri 1 Kaba-Kaba can be overcome by applying the above suggested classroom management methods. For example, the application of rules in class can make students aware more about the consequences they will receive if they break the rules. As a result, they

will maintain their attitude in class. In addition, teacher preparation will also reduce the possibility of students to switch from learning activities to disturb other friends. Giving responsibility to active students after they finish their assignments can discipline them and give them the opportunity to practice self-regulation. Teacher preparation before teaching will facilitate the timing of activities during the learning process. In the case of students of SD Negeri 1 Kaba-Kaba who look tired during the English class (after doing a lot of physical activity), time management can be a solution. Teachers can place learning activities that use less energy at the beginning of the English lesson. This will provide an opportunity for students to recover their strength again. In addition, during the scheduled English learning process after the break, it is better not to involve a lot of physical activity.

Interesting Teaching Method

There are several learning strategies that are suitable for improving the English skills. Rost (2011) introduced the term selective listening, a listening activities for a planned purpose in the form of gathering specific information. Some strategies that are suitable to be applied in selective listening are listening to personal stories, interviews, telephone conversations or short speeches. Reading activities can be done with several learning strategies, such as seeking specific information from a discourse and summarizing a discourse. Especially for summarizing activities, students' ability to map their minds must be trained. The mind mapping steps suggested by Hernowo (2003) are (i) putting the main idea in the middle of the page, (ii) each idea is stated in the form of key words only, (iii) the ideas are linked to the main idea in the middle of the page using a line and (iv) the sub-ideas are placed next to each idea and connected by a line. Some learning strategies for speaking aspects that can be used include using image media or schematics. Bailey & Lance (1994) introduced a look and say strategy which can be done in several stages as follows: (i) students are divided into several groups and each group consists of 3-4 people. (ii) the teacher reads a short story with a maximum duration of 5 minutes, (iii) each group member retells the story in their group in turn, (iv) a representative from each group retells the story in front of the class, and (v) class discussion to discuss the language used in telling the story. Writing activities involve cognitive abilities, broad knowledge, and sensitivity in conveying ideas (Hedge, 1992). Several strategies that can be used in English writing are writing messages, making lists, creative writing, compiling information, and writing reports.

An obstacle in the English learning process which was also found at SD Negeri 1 Kaba-Kaba was the lack of student concentration during the learning process. Rahiminia et al. (2020) mentioned several things that might cause the lack of student concentration during the learning process, namely the uninteresting learning process, the teacher's word choices, students participation in discussions, holding classes at the wrong time. Cicekci & Sadik (2019) added that the lack of concentration and attention of students during the learning process can be a signal that the teacher must change the method teaching. Some students need more support considering that not all students have the same abilities, the teacher must provide appropriate teaching practices and teachers need to add insight into pedagogical knowledge.

The attention of students during the learning process greatly affects their achievements. Students can collect important information during the learning process if the learning process is supported by the students' full attention (Al'Omairi & Al Balushi, 2015). Attracting students' attention to stay focused in the learning process can be done by applying the appropriate learning methods. Le (2021) added that teachers should avoid using the same learning method continuously. Providing opportunities for students to have learning experiences with different teaching methods will prevent boredom which will have an impact on students' loss of concentration and attention. The use of various learning methods will stimulate students' curiosity and maintain student enthusiasm during the learning process.

Looking at the constraints of the lack of concentration of students at SD Negeri 1 Kaba-Kaba during the learning process, the lack of interest in the learning process could be one of the causes. For this reason, interesting teaching methods need to be developed. Some good learning methods to be applied in the English

learning process especially for children are the listen and repeat, listen and do, question and answer, working in pair, cooperative learning, and games (Wulandari et al., 2020).

Teaching Aids

Based on the observations at SD Negeri 1 Kaba-Kaba, it was found that teachers rarely used teaching aids. The use of visual aids in the form of pictures was only limited to the pictures on textbooks. The results of interviews with teacher showed that teacher found difficulties in finding teaching aids and had never made her own teaching aids. The need of teaching aids in the English learning process at SD Negeri 1 Kaba-Kaba is quite significant, considering that teacher did not prepare teaching aids for the learning process and the lack of learning facilities in the classroom (such as television, loudspeakers, VCD players, etc.).

Teaching aids play a very important role in the learning process, especially the language learning process. Kundu (2017) states that the use of teaching aids during the learning process will help students to achieve learning objectives effectively and interestingly. Teaching aids can be categorized into two based on the teaching approaches, the traditional approach and the technological approach. Each category of teaching aids in the language learning process is described in more detail as follows.

In the traditional approach, the teaching aids can be categorized into (i) audio aids, (ii) visual aids, (iii) audio-visual aids, and (iv) activity aids. Audio teaching aids are teaching aids that involve the senses of hearing and help students learn by listening, for example LPs, radio, broadcasts and magnetic tape recordings. Visual aids are teaching aids that involve the sense of sight and help students learn through viewing activities. Props of this type can be divided into two based on their projective properties, namely projective teaching aids, such as silent film and film strips, epidiascope, magic lantern, micro projection, and overhead projector; as well as non-projective teaching aids, such as blackboards, bulletin boards, photos, posters, maps, graphs, globes, specimens, textbooks, illustrations, and others. Audio-visual aids are teaching aids that involve the senses of hearing and sight and help students learn by listening and seeing, such as television, sound motion pictures, synchronized audio-slide projection, radio vision and computer-assisted instructions. Activity props are teaching aids that not only involve listening and seeing activities, but also performing actions, such as role playing, dramatization, or workshops. In addition, based on the technological approach, teaching aids can be categorized into three, (i) simple hardware (such as magic lanterns, epidiascopes, slide projectors, filmstrip projectors, opaque projectors and overhead projectors), (ii) hardware (such as radio, television, radio-vision, telelecture, records player, tape recorder, motion pictures, teaching machines, and computers) and (iii) software (such as slides and film strips, pictures and other printed materials, graphic aids nd three-dimensional objects such as models and specimens).

In fact, teachers can use simple teaching aids if there are no adequate facilities in the learning process, such as pictures, flash cards, posters and so on. Moreover, the teacher can use objects in the surrounding environment or what is commonly referred to as realia. Ahmed (2018) states that realia is designed to be used in everyday life. The examples of realia that can be used by the teacher in the classroom are clocks, groceries, calendars, plastic fruits and vegetables, maps, household objects, real money and toys, food containers, etc. Realia is very useful in teaching vocabulary and its meaning, especially for beginners. The use of teaching aids in the English learning process at SD Negeri 1 Kaba-Kaba is necessary because teaching aids can have a positive impact on learning achievement. The use of teaching aids can increase student interest, student involvement, increase understanding, stimulate self-activity, encourage continuity of thinking, help teachers to teach more effectively and make learning activities more varied (Patel, 2015). In addition, the use of teaching aids can increase motivation and attract students' attention to continue to be involved during the learning process (Ordu, 2021).

Determination of Learning Outcomes based on Curriculum

Learning outcomes are an important part of each learning topic. A learning outcome is a clear statement of the things that students are expected to do, know, and/or appreciate at the completion of learning materials

and the standards that students are expected to achieve (Mahajan & Singh, 2017). It states both the substance of the learning and how its achievement should be demonstrated. Learning outcomes not only describe the objectives, direct the content and design of the unit of study but also determine the basis of the assessment. Because of its clear link to assessment, students will achieve different levels of learning outcomes. Learning outcomes are strictly student focused and performance oriented, starting with action verbs (e.g. 'show', apply', etc.) and indicate the desired level of performance. Thus, learning outcomes are clear statements of what the student is expected to achieve and how he or she is expected to demonstrate that achievement.

Mahajan & Singh (2017) add that the preparation of appropriate and clear learning outcomes can provide benefits, both for teachers and students. The benefits obtained by the teacher through learning outcomes are that the teacher can clearly know the learning materials, the strategies to be used, the types of learning activities/tasks that will be given, the appropriate form of assessment and make it easier to evaluate learning. Meanwhile, the benefit of learning outcomes for students is that students know a definite learning framework so that it helps them in preparing for the assessment process.

Based on the results of interviews with teacher, it was found that teachers did not compile learning outcomes. The teacher only conducted the learning activities according to the textbook. Consequently, it was difficult for the teacher to have an overall picture of the material being taught, the methods to be used, and the assessment to be carried out. If the teacher does not have an idea about these things, it is certain that the variety of learning methods and assessment methods used will be very limited. Thus it can be said that the need for learning English in SD Negeri 1 Kaba-Kaba also includes the determination of learning outcomes.

The determination of good learning outcomes must contain elements of (i) identification of learning needs, (ii) use clear language and can be understood by students, (iii) can be achieved and assessed and (iv) contain an explicit statement of achievement. The determination of learning outcomes can be adjusted to class conditions. Modifying the curriculum, lesson plans, instructions and assessments based on classroom conditions will greatly assist the learning process (Wijaya et al., 2020).

CONCLUSSION

Based on the analysis, it was found that there are several things that become constraints in the English learning process at SD Negeri 1 Kaba-Kaba. These obstacles include (i) students who have difficulty in concentrating during the learning process, (ii) students' physical conditions during the learning process, (iii) active students were found to interfere with the learning process, (iv) lack of supporting facilities and infrastructure to support the learning in the classroom and (v) monotonous teaching methods. These constraints lead to minimum students' achievement. For this reason, it is necessary to conduct an analysis of the need for learning English in SD Negeri 1 Kaba-Kaba.

Several needs of the English learning process were found based on the analysis. These needs are solutions to the constraints faced during the learning process. The needs in the English learning process at SD Negeri 1 Kaba-Kaba are (i) good classroom management, (ii) interesting teaching methods, (iii) use of teaching aids in the learning process and (iv) determination of learning outcomes based on the curriculum. Classroom management is the teacher's authority. The teacher has the obligation and freedom to organize the class so that the learning process can take place smoothly. Teaching methods are also important. Interesting and varied learning methods will make students enthusiastic about participating in the learning process. This can be supported by the use of teaching aids during the learning process. What is no less important is the determination of appropriate and clear learning outcomes that will be the goal during the learning process.

REFERENCES

Ahmed, A. O. A. (2018). EFL Teachers' and Students' Approaches in Using Teaching Aids: A case Study. *Arab World English Journal*, *4*(4), 109–124. https://doi.org/10.24093/awej/call4.8

Ahmed, S. T. S., & Qasem, B. T. A. (2019). Problems of Teaching and Learning English as a Foreign Language

in South Yemen: A Case Study of Lahj Governorate. *ELS Journal on Interdisciplinary Studies in Humanities*, *2*(4), 485–492. https://doi.org/10.34050/els-jish.v2i4.7458

Al'Omairi, T., & Al Balushi, H. (2015). The Influence of Paying Attention in Classroom on Students' Academic Achievement in Terms of Their Comprehension and Recall Ability. *2Nd International Conference on Education and Social Sciences (Intcess'15)*, *February*, 684–693.

Alduais, A. M. (2012). The Use of Aids for Teaching Language Components. *International Journal of Learning and Development*, *2*(6), 136. https://doi.org/10.5296/ijld.v2i6.2615

Andrini, V. S. (2016). The Effectiveness of Inquiry Learning Method to Enhance Students ' Learning Outcome : A Theoritical and Empirical Review. *Journal of Education and Practice*, *7*(3), 38–42.

Awwad, O. A. A. (2018). EFL Teachers' and Students' Approaches in Using Teaching Aids: A case Study. *Arab World English Journal*, *4*(4), 109–124. https://doi.org/10.24093/awej/call4.8

Bailey, K. M., & Lance, S. (1994). *New Ways in Teaching Speaking*. Pantagraph Printing.

Bhatti, M. S., Mukhtar, R., Arshad, A., & Jabeen, Z. (2019). Investigating Teaching Speaking Skills Through a.V.Aids for Esl Learners. *IJAEDU- International E-Journal of Advances in Education*, *February*, 75–82. https://doi.org/10.18768/ijaedu.531549

Birhan, A. T. (2019). An investigation into Communicative English Language Needs and Perceptions of English for Specific Purposes Course: The Case of Holy Trinity Theological College. *International Journal of Education*, *12*(1), 26–33. https://doi.org/10.17509/ije.v12i1.17509

Cevallos, L. F. E., & Soto, S. T. (2020). EFL Classroom Management. *Mextesol Journal*, *44*(2).

Cicekci, M. A., & Sadik, F. (2019). Teachers' and Students' Opinions About Students' Attention Problems During the Lesson. *Journal of Education and Learning*, *8*(6), 15. https://doi.org/10.5539/jel.v8n6p15

Clark, E. V. (2009). *First Language Acquisition* (2nd ed.). Cambridge University Press.

Dudley-Evans, T. (2001). *English for Specific Purposes. In Carter, Ronald and Nunan, David (ed). The Cambridge Guide to Teaching English to Speakers of Other Languages.* Cambridge University Press.

Durand, C. X. (2006). If It's Not in English, It's Not Worth reading. *Issues in Language Planning*, *7*(1), 44–60.

Fayzulloeva Ch. G.;, O.R.;, A., & N.I., M. (2020). *EPRA International Journal of Research and Development (IJRD) EPRA International Journal of Research and Development (IJRD). 5*(3), 28–30.

Hadi, A. (2018). Effectiveness of using realia in teaching English vocabulary for ESL learners. *International Journal of Engineering Science Invention (IJESI)*, *7*(10), 65–72.

Halwani, N. (2017). Visual Aids and Multimedia in Second Language Acquisition. *English Language Teaching*, *10*(6), 53. https://doi.org/10.5539/elt.v10n6p53

Haryadi, H. (2017). Efektifitas Strategi Pengajaran Edutainment Dengan Metode Picture Terhadap Konsentrasi Belajar Matematika Materi Pokok Himpunan Pada Siswa Kelas VII Mts. Darussalam Bermi Tahun Pelajaran 2016/2017. *Jurnal Ilmiah Mandala Educartion*, *3*(2), 81–98. http://ejournal.mandalanursa.org/index.php/JIME/article/download/167/158

Hedge, T. (1992). *The Skill of Writing: Freestyle – Intermediate.* Pearson English Language Teaching.

Hernowo. (2003). *Quantum Writing: Cara Cepat dan Bermanfaat untuk Merangsang Munculnya Potensi Menulis.* MLC.

Hutchinson, T., & Waters. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge University Press.

Indrayati N. (2018). *on Transforming Monotonous Classes : Implementing Problem Based Learning Conjoined With Cooperative Learning in College*. April.

Kanwal, S. (2021). *Effects of Av Aids on ESL Learners ' Vocabulary Skills : An Investigation* (Dr. Muhammad Safdar Bhatti (ed.)). Novateur Publication.

Khajloo, A. I. (2013). Problems in Teaching and Learning English for Students. *International Journal of Engineering Research and Development*, *7*(3), 56–58.

Kundu, J. (2017). Use of Teaching Aids in Language Teaching. *International Journal of Research and Analytical Reviews*, *4*(3), 247–250. http://ijrar.com/

Kurniliawati, U. N. (2016). Classroom Techniques Used in the Teaching of English Based on Curriculum 2013: a Naturalistic Study At State Junior High School of Sawit 1 Boyolali. *Jurnal Penelitian Humaniora*, *17*(1), 23. https://doi.org/10.23917/humaniora.v17i1.2348

Kuzembayeva, G., & Zhakanova, B. (2021). Needs Analysis in English Language Teaching of Medical Students in Kazakhstan. *International Journal of Multilingual Education*, *X*(3), 45–55. https://doi.org/10.22333/ijme.2021.19005

Le, H. V. (2021). An Investigation into Factors Affecting Concentration of University Students. *Journal of English Language Teaching and Applied Linguistics*, *3*(6), 10–15. https://doi.org/10.32996/jeltal

Li, Y. W. (2016). Transforming Conventional Teaching Classroom to Learner-Centred Teaching Classroom Using Multimedia-Mediated Learning Module. *International Journal of Information and Education Technology*, *6*(2), 105–112. https://doi.org/10.7763/ijiet.2016.v6.667

Lightbown, & Spada. (2013). *How Languages are Learned*. 1–260.

Mackett, R. L., & Paskins, J. (2008). Children's physical activity: The contribution of playing and walking. *Children and Society*, *22*(5), 345–357. https://doi.org/10.1111/j.1099-0860.2007.00113.x

Mahajan, M., & Singh, M. K. S. (2017). Importance and Benefits of Learning Outcomes. *IOSR Journal of Humanities and Social Science*, *22*(03), 65–67. https://doi.org/10.9790/0837-2203056567

Marzait, S. (2021). *The Student'S Autonomy in Learning English*. http://idr.uin-antasari.ac.id/id/eprint/15238

Mathew, N. G., & Alidmat, A. O. H. (2013). A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction. *International Journal of Higher Education*, *2*(2), 86–92. https://doi.org/10.5430/ijhe.v2n2p86

Nazir, M. (2005). *Metode Penelitian*. Ghalia Indonesia.

Ordu, U. B. (2021). The Role of Teaching and Learning Aids / Methods in a Changing World. *Sofia: Bulgarian Comparative Education Society*, *19*, 210–216.

Patel, F. (2015). *Teaching English Language by Using Modern Teaching aids to Upper Primary Level Students Teaching English Language by Using Modern Teaching aids to Upper*. 12–18.

Pateşan, M., Balagiu, A., & Alibec, C. (2018). Visual Aids in Language Education. *International Conference KNOWLEDGE-BASED ORGANIZATION*, *24*(2), 356–361. https://doi.org/10.1515/kbo-2018-0115

Putra, R. W. P. (2021). Improving the Students' Motivation in Learning English through Google Meet during the Online Learning. *English Learning Innovation*, *2*(1), 35–42. https://doi.org/10.22219/englie.v2i1.14605

Quecan, L. (2021). *Visual Aids Make a Big Impact on ESL Students : A Guidebook for ESL Teachers*.

Rahimi, M., & Hosseini K., F. (2012). EFL teachers' classroom discipline strategies: The students? perspective. In *Procedia - Social and Behavioral Sciences* (Vol. 31, pp. 309–314). https://doi.org/10.1016/j.sbspro.2011.12.060

Rahiminia, E., Yazdani, S., & Rahiminia, H. (2020). Factors Affecting Concentration and Attendance in the Classroom from Students' Point of View in Qom University of Medical Sciences (2018). *Educational Research in Medical Sciences*, *8*(2). https://doi.org/10.5812/erms.93075

Rost, M. (2011). *Teaching and Researching Listening* (2nd ed.). Pearson Education Ltd.

Sakri, A. (1988). *Ilmuwan dan Bahasa Indonesia*. ITB.

Sedova, K., Sedlacek, M., Svaricek, R., Majcik, M., Navratilova, J., Drexlerova, A., Kychler, J., &

Salamounova, Z. (2019). Do those who talk more learn more? The relationship between student classroom talk and student achievement. *Learning and Instruction*, *63*(June), 101217. https://doi.org/10.1016/j.learninstruc.2019.101217

Shabiralyani, G., Hasan, K. S., Hamad, N., & Iqbal, N. (2015). Impact of Visual Aids in Enhancing the Learning Process Case Research: District Dera Ghazi Khan. *Journal of Education and Practice*, *6*(19), 226–233.

Sugiyono. (2003). *Metode Penelitian*. Alfabeta.

Sumardi, M. (1992). *Berbagai Pendekatan dalam Pengajaran Bahasa dan Sastra Struktur Humanistik Komunikatif Pragmatik*. Pustaka Sinar Harapan.

Tudor, I. (1996). *Learner-centredness as Language Education.* Cambridge University Press.

West, R. (1997). *Needs Analysis: State of the Art. In Howard, Ron and Brown, Gillian: Teacher Education for Languages for Specific Purposes*. Multilingual Matters.

Wijaya, E. A., Agustini, D. A. E., & Adnyani, L. D. S. (2020). EFL Teacher's Classroom Management Practices at an Inclusive School. *IJDS Indonesian Journal of Disability Studies*, *7*(2), 219–229. https://doi.org/10.21776/ub.ijds.2020.007.02.10

Wulandari, N. L. P. T., Ratminingsih, N. M., & Ramendra, D. P. (2020). Strategies Implemented in Teaching English for Young Learners in Primary School. *Journal of Education Research and Evaluation*, *4*(3), 227. https://doi.org/10.23887/jere.v4i3.26228

Wyatt, G. L. (1969). *Language Learning and Communication Disorders in Children*. The Free Press.

Yamin, A. A. (2021). Need Analysis on English Language Use by Hotel Staffs in Bandung. *ELTICS : Journal of English Language Teaching and English Linguistics*, *6*(2). https://doi.org/10.31316/eltics.v6i2.1521