THE NEEDS OF YOUNG LEARNERS FOR DEVELOPING E-BOOK
FOR TEACHING ENGLISH-SPEAKING SKILLS

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Abstract

Speaking English is one of the most significant communication skills that one is required in digital era of the 21th century. Therefore, it is necessary to develop speaking skill earlier for young learners who learn English at elementary school. This article reports a survey to explore the needs of young learners at elementary schools who learn English in digital era. The research subjects were four teachers of English and 258 students of the fourth grade at elementary schools in Palangka Raya. The research instruments are developed in the form of an interview guide and a questionnaire using google form for collecting data concerning the needs of young learners in learning English. Percentage and qualitative description are employed to expose the survey outcomes. The results are used the basis later for designing and developing an e-book of English (based on local content) for young learners who are learning English at elementary schools in Palangka Raya, Central Kalimantan.

Keywords: the needs, young learners, e-book, speaking skill

INTRODUCTION

As an important role in the international communication process and becomes one of the subjects in the curriculum of education in Indonesia, English has been introduced for the students in Elementary School as a local content since 1994 based on Minister of Education and Culture Decree No. 060/U/1993 dated February 25, 1993. Unfortunately, the current Curriculum 2013 show that English is excluded from the Elementary School Subjects, especially for the State Elementary Schools. The English teachers found difficulty providing a textbook covering the student's need. Besides, the textbooks used by English teachers are still lack of speaking material while speaking skill is significant skill to be mastered by students in terms of communication need. Also,

speaking English is one of the most significant communication skills that one is required in digital era of the 21th century.

As stated by Isnawati (2014: 37), by mastering speaking skill the students can express themselves, understand the aspects related to speaking and learn how to speak appropriately in communication so that the interlocutor can understand what the students say. This in line with Brown (2011:257) that speaking is literally defined as to say things, express thought aloud, and use the voice.

The definitions of young learners vary from some experts, such as from Scott and Ytreberg (2013:1), they stated that young learners are children from 5 to 10 years. While Curtain and Dahlberg (2004), divided young learners into four bases on their age: (1) Pre-

school students (2-4 years) normally still at pre-school, (2) Primary students (5-7 years) normally still at kindergarten. (3) Intermediate students (8-10 years) formally at elementary school, and (4) Early adolescent student ages 11-14 formally at Junior high school. In this article, students of elementary school (9-10 years) are considered.

Depdiknas (2006) stated that the objective of teaching English in Elementary School is that the students have ability to develop their communication competence orally in English to accompany action in school context and to motivate students to know the meaning and the importance of English in global community. Therefore, it is necessary to develop speaking skill earlier for young learners who learn English at elementary school It is a chance for teachers who are teaching English for elementary school students or young learners in designing the materials; this is because of the limitations of textbooks provided by schools and publishers based on the students' needs.

Furthermore, in this current pandemic Covid-19 while students are still studying from home, it is not efficient to use a textbook and make the English teachers take pictures one by one from the textbooks manually and send them to the students by using WhatsApp. Nowadays, mobile technology has influenced many aspects of education which provide new methods/learning resources for teachers to deliver materials or lesson and motivate students to engage in various learning activities. According to Haris (2011), one of the alternative learning resources that can be developed is an e-book (short for electronic books) or digital book. Nelson (2008:42) defines E-book as an electronic book that can be read digitally on a computer screen, special tools for e-book readers, personal digital assistants (PDAs), or even on a cell phone. Actually, e-book is nothing new in the teaching and learning process. Hopefully, e-book could help the teachers easier to deliver and distribute the materials. It can be restated that E-book is an electronic version of a

traditional print book in digital form, consisting of text, images, videos, symbols and soon, that can be read by using computers or other electronic devices. Today, many textbooks have been modified and adapted to a digital format that can be accessed anywhere and anytime using the devices electronically.

However, based on the researcher's informal interview to the English teachers at SDN 04 Menteng, SDN 04 Palangka, SDN Percobaan and SDN 11 Langkai Palangka Raya, it was found that the English teachers still used printed textbooks to teach the students and the textbooks used were from authors/ publishers outside Central Kalimantan, such as Quadra, Erlangga, etc., which provided fewer familiar contents for the students in Palangka Raya. The materials in that textbook contain cultures such as the cultures of Java, Bali, and other Indonesian cultures, but the students are still difficult to comprehend them because they do not have background knowledge of them. Athough the materials in the textbook have been matched with the existing basic competence in the curriculum, the contents may still not relevant with students' sociocultural environment because the students of each area have different needs.

The materials needed by students today must implement the K-13 curriculum; for example, the material begins with students' daily life to encourage them in learning something they have known and been familiar with. Besides, the majority language used in Palangka Raya is *"Dayak Ngaju"* language. It is used to communicate with each other in daily life. So, if the teachers ask the students what *"jenang"* Javanese) is, not all the students in Palangka Raya may know the meaning of it. But if the teachers ask what *"kelakai"* is, absolutely they know the meaning of it, because they have been familiar with it.

Moreover, according to Handayani (2019), the integration of local culture into

English learning does not only educate learners about various social cultures within their own country and in the world, but also make English language learning more relevant for students. In this article, the meaning of culture can be widely interpreted as a way of living, historical places, famous tourism places, traditional foods, etc. Thus, those things can be adapted to be good resources for developing the English materials. Actually there were many studies about developing or inserting local content of English materials in teaching and learning process and the result showed positive responses. One of the examples mentioned in this article is an article journal entitled *"Developing a Model of Supplementary English Materials Based on Local Content"* written by Nurliana (2019) which showed that the developed model of supplementary English materials was appropriate with students' needs. The developed model of supplementary materials was in line with the demand of local content stated in 2013 Curriculum and it is suggested the English teachers who teach at the eighth-grade of SMP Negeri 9 Palangka Raya to use the developed materials in teaching-learning process.

Based on the explanation above, the present article provides the findings of a research on the students' needs to be able to develop e-book of local content for teaching English speaking skill.

MATERIALS AND METHODS

This research was done to do the first step of the design of Research and Development (R&D) based on ADDIE (need analysis, design, development, implementation and evaluation) as proposed by Branch (2009) elaborated with local content in Palangka Raya. The ADDIE model was used in this research with the consideration that it was designed to ensure that the learners would achieve the goals and objectives of the learning purposes based on the curriculum and syllabus. It also allowed the evaluation of students' needs and provided simple procedures to design and develop speaking materials. Besides, Aldoobie (2015: 68) remarked that ADDIE model is one of the most common models used in the instructional design field as a guide to producing an effective design. The elements of ADDIE model can be used in any environment such as online or face-to-face.

The subjects of this research were four (4) English teachers and 258 the fourth grade students of elementary schools at Palangka Raya, i.e. SDN 11 Langkai, SDN 04 Menteng, SDN, SDN 04 Palangka, and SDN Percobaan. The instruments used in this research were interview and questionnaire. Before the researcher interviewed English teachers and gave questionnaire to the students, the researcher did informal interviews to find the students' profile, the syllabus, the textbook used and the school's availability of resources such as laptops, internet, projector, etc. After finding out all of them, the last activity was doing interview and giving questionnaire. At the interview session, the researcher asked specific questions to teachers to find the needs of the students, problems faced by teachers and students in English teaching-learning process at their schools, and their perception and expectation toward e- book to be developed. From the interview result, the researcher would see the specific needs of learners, which became the main factor of developing the product. Then, after the researcher interviewed the teachers, she distributed questionnaire to the students to find the students' needs, perception and expectation of the development of E-book for learning English speaking.

The data gathered from the interview were analyzed qualitatively by describing the data and writing the conclusion to develop e-book for teaching English speaking skill for the fourth grade of elementary school students. Moreover, the data gathered from questionnaire in form of score were tabulated. Every component was evaluated by using percentage, thus, it was converted into qualitative data such as follows:

Table 1. The Criteria of Percentage toward Questionnaire Response

Percentage	Criteria
100	All
90 - 99	Mostly
80 - 89	A lot of
50 - 79	Many
30 - 49	Some
1 - 29	Less
0	None

(adapted from Qamariah, 2010:46)

According to Arikunto (2010), the formula used in calculating the data of questionnaire is as follows:

$$R = \frac{f}{n} \times 100 \%$$

In which:
R = Respondent's percentage
f = Number of respondents who choose each option
n = Number of all respondents

RESULT AND DISCUSSION

Need analysis was as the main factor of developing the e-book in this present research. It was done in order to find out the students' needs and also the teachers' perception and expectation of the development of E-book to be developed. The data for the need analysis were taken by using an interview given to the English teachers and questionnaire to the fourth-grade students.

The Result of English Teachers' Interview

The interview sessions were done by phone and the researcher recorded them. The interview was done to the English teachers to gather information related to the students' needs and the teachers' needs toward a model of English-Speaking Skill material. The researcher gave some questions to be used to develop e-book for teaching English speaking skill for the fourth Grade Students of Elementary School.

The first discussion in the interview was about the textbook and syllabus used by the English teachers in teaching English for the fourth-grade students at SDN 11 Langkai, SDN 04 Menteng, SDN Percobaan, and SDN 04 Palangka and their opinion about the difficulty of the existing textbook they were using. It was found that the English teachers at the four schools used different English textbooks. The teachers at SDN 11 Langkai and SDN 04 Palangka used "Joyful English" published by Quadra and the teachers at SDN 04 Menteng and SDN Percobaan used "Grow with English" by Erlangga. However, they was no syllabus available for English elementary school students. They used a map available in the textbooks above and used it as a syllabus for teaching and learning process. All of them agreed that the textbooks used were easy to understand because it contains many pictures in the textbook that made students happy and easy to understand the material. Also, the textbook was in full color and made students easy to learn.

The second discussion was about speaking skill. Firstly, the researcher asked to the teachers about importance of English speaking skill to be learnt by the students. All of them said that speaking skill was an important skill to be learnt especially for elementary school students with the reason that it could help them to be more confident to express their feeling when learning English in the class. Also, in this global era, it was better for children to learn English at early age. Then, the researcher asked about some problems faced by students in learning English speaking skill. The teachers claimed that there were some problems that faced by students in learning English, such as problems in having no courage to use English daily. One of the examples that was mentioned by the teachers is that the students tended to have no confidence to greet the teachers by using English, like saying 'good morning', 'how are you', etc. Moreover, the researcher asked whether the speaking skill in the textbook has already appropriate with students' needs. They

answered that the speaking skill in the textbooks was still not sufficient to fulfil students' needs, such as the dialogue in the textbook must be simpler for elementary students.

The next discussion was about the use of e-book by the teachers in teaching English to the students. Most of them have never used e-book in teaching the students. Actually, in this pandemic covid-19, all of the teachers were teaching the students by using Whatsapp application. The teachers asked the students to open their book and mentioned the number of the page with the topic to be discussed. However, they said that the students were happy when they were teaching them using other media like video or you tube.

The last discussion was about the teachers' needs toward a model of English-Speaking Skill material. All of them stated that they needed materials for speaking skill based on local content because they thought it would help students learn English better as well as learn something that they were familiar with. One of examples mentioned by the teacher at SDN 04 Menteng is when she asked the students to tell about their holiday. All of them did not tell about local tourism places in Palangka Raya or Central Kalimantan; they tended to tell about their holiday in Banjarmasin or any other places. The teacher stated that the students might better be go to the local tourism places in Palangka Raa, such as Balanga museum, but they migh not know the name of the place or they might forget some other local places that could be visited. It is a good chance for the teacher to develop English speaking material if there are materials based on local content to increase students' knowledge about culture around them.

The Result of English Students' Questionnaire

The researcher gave the question-naire consisting of 10 questions to the 258 fourth grade students of elementary schools at SDN 04 Menteng, SDN 11 Langkai, SDN Percobaan and SDN 04 Palangka. The questionnaire was given to see the students' opinion toward e-book of English to be developed. The result of questionnaire was tabulated by using percentage. The percentage was converted into qualitative data based on Table 1 as follows:

Table 2. Percentage of Student's Responses in the Questionnaire

No	Statement	Yes	No
1	The students like learning English	98.8	1.2
2	The students have problems in learning English	98.8	1.2
3	English subject is so difficult to learn	100	0
4	The English Book used by the teacher is difficult	94.6	5.4
5	Learning speaking skill is so important	100	0
6	Students have difficulty in speaking skill	97.7	2.3
7	Speaking skill materials in the textbook has already suitable for students need	5.4	94.6
8	The teachers must add speaking skill materials based local content	97.3	2.7
9	The teachers sometimes use e-book for teaching the students	2.7	97.3
10	The students need digital materials based on local content	99.2	0.8

The responses of questionnaire based on Table 1 are explained as follows:
1. Statement number 1: whether the students like learning English, from 258 students, 255 students (98.8%) chose 'yes' and 3 (1.2%) students chose no.
2. Statement number 2 whether the students have problems in learning English, the response showed that 255 (98.8%) students chose 'yes' and 3 (1.2%) students chose ' no'.
3. Statement number 3 whether English subject is so difficult to learn, the response showed that 258 (100%) students chose 'yes' and 0 (0%) students chose ' no'.

4. Statement number 4 whether the English Book used by the teacher was difficult, 244 (94.6%) students chose 'yes' and 14 (5.4%) students chose ' no'.
5. Statement number 5 whether learning English speaking skill is so important, all of the students (258 students or (100%) chose 'yes' and 0 (0%) students chose ' no'.
6. Statement number 6 whether students have difficulty in speaking skill, the response indicated that 252 (97.7%) students chose 'yes and only 6 (2.3%) students chose ' no'.
7. Statement number 7 whether Speaking skill materials in the textbook has already suitable for students need, the response showed only 14 (5.4%) students chose ' yes and 244 (94.6%) students chose 'no'.
8. Statement number 8 The teachers must add speaking skill materials based local content, the response showed that 251 students (97.3%) chose 'yes' and 7 (2.7%) students chose ' no'.
9. Statement number 9 whether The teachers sometimes use e-book for teaching the students, it was seen that only 7 (2.7%) students chose 'yes' and 251 (97.3%) students chose ' no'.
10. Statement number 10 whether the students need digital materials based local content, 256 students (99.2%) responded 'yes' and 2 (0.8%) students responded ' no;.

From the result above, it is indicated that mostly the fourth-grade students of Elementary School stated that English was difficult and an important subject to learn. They thought that the teachers must teach them by using digital book or e-book. Also, they stated that they need supplementary materials based local content and it's better to have the materials in the form of digital format or e-book.

CONCLUSION

The purpose of this research was to find out the needs of young learners for developing e-book for teaching English speaking skill. The subject of this research was four fourth grade English teachers and 258 of the fourth grade students at SDN 04 Menteng, SDN 04 Palangka, SDN Percobaan and SDN 11 Langkai, Palangka Raya. Interview to the teacher and questionnaire for the students were used as the instrument to obtain the data. The results proved that the students and the teachers have problems in teaching and learning English speaking skill such as the lack of speaking materials, lack of students' interests and also lack of students' confidence. They also stated that they need material in digital format based on local content. This result became the basis for developing E-book for teaching English speaking skill.

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