Trilingual Supplementary Learning Material: Needs of English Learning Materials for First Grade Elementary School Students

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A B S T R A K

Salah satu faktor yang sangat mempengaruhi tidak efektifnya pembelajaran bahasa di sekolah adalah terbatasnya sumber daya, antara lain buku teks, bahan ajar, dan alat pendukung lainnya yang diperlukan untuk pembelajaran bahasa Inggris yang efektif. Oleh karena itu diperlukan bahan pembelajaran tambahan yang mampu melengkapi kekurangan bahan ajar di kelas dalam pembelajaran bahasa Inggris. Sebagai tahap awal dalam merancang dan mengembangkan bahan pembelajaran tambahan, penelitian ini bertujuan untuk melakukan analisis kebutuhan di dua sekolah dasar untuk mendapatkan gambaran awal mengenai kebutuhan guru dan siswa sebagai dasar merancang bahan pembelajaran tambahan. Penelitian ini merupakan penelitian deskriptif kualitatif. Data diambil dengan wawancara dan observasi langsung. Data hasil wawancara dianalisis secara deskriptif. Berdasarkan hasil analisis diketahui terdapat beberapa permasalahan seperti kesulitan guru dalam berbicara bahasa Inggris, ketidaktertarikan siswa dalam belajar bahasa Inggris karena keterbatasan kosakata, dan kurangnya kegiatan pembelajaran interaktif. Oleh karena itu diperlukan tambahan materi pembelajaran trilingual dengan tiga bahasa padanannya yaitu Inggris, Indonesia, dan Bali. Pemberian materi pembelajaran mencakup tiga bahasa dan diintegrasikan dengan kegiatan dan permainan interaktif diharapkan dapat menjadi solusi yang lebih inklusif dan efektif dalam meningkatkan kemampuan berbahasa siswa.

A B S T R A C T

One of the factors that greatly influence the ineffectiveness of language learning in schools is the limited resources, including textbooks, teaching materials, and other supporting tools needed for effective English learning. Therefore, supplementary learning materials are needed that can complement the lack of teaching materials in English Classes. As an initial stage in designing and developing supplementary learning materials, this research aims to conduct a needs analysis in two elementary schools to obtain an initial picture of the needs of teachers and students as a basis for designing supplementary learning materials. This research is a qualitative descriptive study. Data were collected by interviews and direct observation. Data from the interview were analyzed descriptively. Based on the results of the analysis, it is known that there are several problems, such as teachers' difficulties in speaking English, students' disinterest in learning English due to limited vocabulary, and lack of interactive learning activities. Therefore, additional trilingual learning materials are needed with three equivalent languages: English, Indonesian, and Balinese. Providing learning materials covering three languages and integrated with interactive activities and games is expected to be a more inclusive and effective solution for improving students' language skills.

1. INTRODUCTION

Since the implementation of the independent curriculum in the academic year 2021/2022, primary schools (SD) have entered a new era in English language education. This is also reflected in the amendment to the decision of the Head of the Standards, Curriculum, and Assessment Agency of the Ministry of Education and Culture No. 008/H/KR/2022 regarding learning outcomes in early childhood education, primary education, and secondary education levels in the independent curriculum (Kemendikbudristek, 2022). A provision of this regulation is that the English language is designated as an elective subject. Based on that decision, many elementary schools take advantage of this opportunity by integrating English teaching from the first grade. This step indicates a positive change in providing students with the opportunity to learn English from an early age, preparing them for broader and deeper learning in the future (Antika & Syari, 2022; Ardaya et al., 2022; Wulan Dari et al., 2022). Foreign languages are highly beneficial when introduced at the elementary school level, where students are in the stage of concrete operational development (Rosyida et al., 2018; Zuliana et al., 2019). Introducing a second language at this stage enables them to master foreign languages more quickly and naturally (Maharani & Astuti, 2018; Paul et al., 2018; Salim & Hanif, 2021).

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In formal education, students learn at least three languages: Indonesian as the national language, local languages as local content, and English as a foreign language. The three-language teaching policy causes an imbalance in the proportion of languages that students learn. This inequality causes difficulties in effectively realizing bilingual learning at the elementary school level. Even though it is in Indonesia, it is hoped that the use of Indonesian, English, and local languages can be balanced (Adnyani et al., 2019, 2023; Supriatin & Rizkilillah, 2018). This is synergistic with the slogan "*Trigatra Bangun Bahasa*" by the Ministry of Education and Culture's Language Development, which states, "Prioritize Indonesian, preserve regional languages, and master foreign languages" (Anto et al., 2019; Maryanto, 2023). This slogan emphasizes that Indonesian as the national language and regional languages as local cultural identity are very important to master. In addition, the English language is also important. The English language is used to adapt to and participate in the international world.

In addition, there is a phenomenon in society where the Balinese language is increasingly marginalized among Balinese people, especially in urban areas. Students have the perception that Balinese or other regional languages have lower value or are less useful than Indonesian or English (Bonafix & Manara, 2016; Ma'ruf & Sari, 2020; Quinteros Baumgart & Billick, 2018). If this phenomenon is not handled properly, the death of the Balinese language cannot be avoided. This phenomenon cannot be separated from the sociocultural changes faced by Balinese people after Bali entered the era of modernization and then continued in the era of globalization (Amalia & Husna, 2020; Giri, 2017; Yulianti et al., 2019). Schools need and educational institutions to recognize the importance of the Balinese language as a part of students' cultural identity and heritage. Regional language teaching must be empowered with an appropriate curriculum and adequate learning resources. Apart from local languages, English learning methods used in elementary schools are not effective in improving students' English skills in speaking, reading, writing, and listening. Unlike learning Indonesian, which is integrated as a thematic subject, English learning in elementary schools is only optional (Maili & Hestiningsih, 2017; Qadafi, 2020; Utiarahman, 2020). If the educational unit chooses to teach English, They taught for two hours per week. Two hours of learning still needs to be improved to allow students to learn English. A lack of opportunities for students to interact with the English language can limit their progress in language acquisition. Students lose interest in learning English if they do not see its relevance or benefit in everyday life. One factor that greatly influences the ineffectiveness of language learning in schools is limited resources, including textbooks, teaching materials, and other supporting tools needed for effective English learning. The main support for language learning in elementary schools is less varied because they only use textbooks. Limitations of teaching materials often result in the use of monotonous and less interesting material, thereby reducing student interest and motivation (Ibad & Sarifah, 2021; Kusumawardani et al., 2021). The textbook learning resources at the elementary school level should introduce students to vocabulary, especially in Balinese and English. In addition, the learning materials available at school have yet to optimally help students develop receptive skills (listening, reading, and viewing) and productive skills (speaking, writing, and presenting).

Currently, in the *Merdeka* curriculum, teachers are required to teach according to the learning phases and outcomes that have been determined. Students in the first grade of elementary school belong to phase A in the *Merdeka* Curriculum. However, the teacher explained that the textbooks used were still not sufficient to facilitate learning needs, especially English. No special teaching material can facilitate students' productive and receptive skills. In conclusion teacher need teaching materials that can be a link between the English language and the language that students already understand. The novelty of this research provides innovation in English learning in elementary schools by presenting supplementary learning that has Indonesian and Balinese equivalents. As an initial stage in designing and developing supplementary learning materials, the author specifically conducted a needs analysis in two elementary schools to get an initial picture of what teachers and students need as a basis for designing supplementary learning materials.

2. METHOD

This research is a qualitative descriptive study (Almeida, 2020). Qualitative descriptive research is a type of research used to explain observed phenomena in detail and depth. This method aims to understand the meaning of individual or group experiences and, describe the characteristics or nature of an event, situation, or phenomenon. In this study, a need analysis of the learning environment was carried out. The analysis was conducted to analyze the use of learning media, process of learning, and obstacles faced by teachers and students in class during English learning. Data were obtained by interviewing and direct observation of the condition of learning media in schools. Interviews were conducted with the teacher. The teacher was asked questions about the use of learning material during English learning. Furthermore, learning observations were also carried out to determine the use of learning material in schools directly, and the observations also aimed to strengthen the results of the analysis. The instrument was developed by

considering five aspects: (1) the types of learning media commonly used; (2) how teacher use teaching materials in class; (3) shortcomings of the teaching material; (4) Teacher teaching strategies in the English learning process; and (5) problem during the English learning process. These five aspects are used because they are considered the main aspects that need to be considered in order to understand the real situation in the field before designing additional teaching materials that can be a solution.

Data from interviews were analysed descriptively to explore the reasons behind the use of teaching materials and how they were implemented in the classroom. This analysis describes in detail how learning materials are used. The results of the data analysis are presented in the form of a narrative description that provides a complete picture of the situation in the field. In this description, the use of learning materials will be explained in terms of implementation, student response, shortcomings of teaching materials, problems with implementing learning materials, and other relevant factors. This descriptive analysis aims to provide in-depth insight into the use of learning materials and allow for the development of additional teaching materials that are more effective in improving English language learning in first-grade elementary schools.

3. RESULT AND DISCUSSION

Result
Result of the Observation

The researchers conducted observations at two different elementary schools. Observations were performed using an observation sheet. This observation was carried out to determine the teaching materials used, the learning process, the obstacles faced, and so on. The observation results are shown in Table 1.

Table 1. Observation Result

No	Aspect	Observation Result
1.	The type of teaching material commonly used in class	Student textbooks from the Ministry of education and Culture and Worksheets Created by teachers.
2.	How the teacher teaching materials in class	Used as a medium for introducing the material and students practice.
3.	The shortcomings of the teaching material used in the class	The teaching materials used have not been complete with listening practice.
4.	Teacher teaching strategies for English learning process	Learning that occur using the strategy of teacher center. During learning, the teacher explain and guides students in English learning.
5.	Problems during the English learning process	Students seemed disinterested during learning process, which is shown by students do not listen to the teacher well, many students enjoy themselves and play during the learning process.

Based on Table 1, the main teaching materials used in schools are textbooks from the Ministry of Education and Culture. These textbooks contain materials and exercises that train students in skills. In one school, it was also noted that teachers designed worksheets as additional teaching materials for instructing students. However, observations revealed that the teaching materials used in the classroom have not yet integrated exercises for listening skills. This is because listening exercises require the integration of technology in the form of audio or audio-visual resources. Based on the problem in the field, supplementary learning materials are designed to complement the shortcomings of the teaching materials used in class. Supplementary learning material will include listening exercises integrated with audio-visual media. It is hoped that this exercise will become a more interactive learning resource and improve students listening skills in an effort to improve their receptive and productive skills in English.

Moreover, during the observation, it was found that the teaching conducted by the teacher was primarily teacher-centered. The teacher spent more time explaining the lesson material and did not involve the students much in the learning process. This resulted in the students being less interested in learning English. It was observed that many students were not focused on listening to the teacher's explanations, as the lack of interactive learning made them feel bored and uninterested in the learning process. To address this issue, researchers have attempted to create supplementary learning materials enriched with various engaging activities, such as group singing or games, in each chapter. This approach is expected to create a fun learning environment that makes students feel comfortable while learning English. The inclusion of these activities makes the learning process more interactive and engaging. Group singing, for instance, can

help students remember vocabulary and sentence structures through easily memorable song lyrics. These songs can also help students develop their listening and speaking skills in English in a more natural and enjoyable way. In addition, the games included in each chapter reinforce students' understanding of the material they have learned. Through games, students can practice English in a more relaxed and casual context, reducing any pressure or anxiety they might feel while learning a new language. Games often involve interactions among students, which can enhance their communication and teamwork skills.

Result of the Interview

Apart from observations, interviews were also conducted with teachers who taught English. Based on the results of the interview, it is known that English learning in first-grade elementary school is taught by the class teacher. The class teachers who teach are PGSD graduates, who actually do not have formal degrees in the field of English learning. Therefore, in learning, teachers often experience difficulties, especially in pronunciation and limited knowledge of English vocabulary. This is supported by the results of an interview with one of the class teachers who teach English: "I also often encounter difficulties because I do not have skills in English, especially in pronunciation and limited vocabulary. So, when teaching, I really need the help of Google Translate." Similar information conveys by other school teachers in Sukasada District. Excerpts from the interview are as follows: "I have experienced great challenges in learning English. When I teach, I often feel limited in the pronunciation of English words. This became a major obstacle in my efforts to provide effective teaching." Based on the above-mentioned problem, trilingual supplementary learning materials could be a solution in helping teachers teach English. Supplementary learning material will present learning material in three equivalent languages: English, Indonesian, and Balinese. This language equivalent can help teachers if they have problems with English vocabulary. This can be helped by looking at the Indonesian and Balinese versions. This can make it easier for teachers to provide English learning.

The teacher also stated that the main difficulty faced by students is the limited basic vocabulary they master. As a result, students have difficulty understanding the material provided in textbooks, let alone connecting the information in the text with their own knowledge. Most students also have difficulty pronouncing English words correctly. This makes students not have confidence in speaking English, especially when in front of their friends. This is supported by the teacher's statement in the interview results. The following is a quote from the teacher's statement: "Students have very limited focus in listening, whereas in English they need a lot of time to learn new vocabulary. They often forget basic vocabulary that has been taught many times." This statement is also support by statements from other school teachers in Sukasada District. The following is an excerpt from his statement: "Students show disinterest in learning English because they have limited basic vocabulary. Without sufficient vocabulary, students will have difficulty understanding the material in textbooks, let alone connecting it with the knowledge they have." Based on this issue, the designed supplementary learning materials will be presented in three equivalent languages. This is expected to help students understand English vocabulary more easily and quickly. Special attention is given to ensure that the content presented in the three languages. Including the students' native language, the national language, and English, is equivalent in terms of meaning and usage. In this way, students can see and understand how vocabulary and sentence structures in English relate to the languages they already know, which facilitates the learning process.

Additionally, this approach also considers the needs of students with diverse language backgrounds. By providing materials in the three languages, it is hoped to not only assist students who already have a strong foundation in English but also support those who are still in the early stages of learning. Thus, the aim of this supplementary learning material is to create a holistic and enjoyable learning experience that not only focuses on mastering English but also considers students' emotional well-being and active engagement in the learning process. In this way, it is expected that students will not only become more proficient in English but also be more motivated and enthusiastic about learning.

Discussion

The results of the need analysis found that teachers who teach English are not those who have a formal educational background in English. It makes teachers experience difficulties in teaching English effectively to students. This is in accordance with the results of previous research, which highlighted that the success of learning English depends not only on the individual abilities of students but, also on the teacher's ability to teach the language (Mudofir, 2016). Therefore, teacher without a formal educational background in English often experience difficulties in teaching effectively. Another obstacle in teaching English in elementary schools is students' disinterest in learning English. This student disinterest was due to the students' very limited vocabulary knowledge. Various previous studies have provided support for these findings. For example, Supriatin & Rizkilillah (2018) found that students who have broader

vocabulary knowledge tend to be more interested and motivated in learning English. The research emphasizes the importance of expanding students' vocabularies as a first step in increasing their interest in English. The challenges in teaching English in elementary schools are quite heavy because students at this level cannot focus on studying for long periods of time. A fun teaching environment and the integration of games are very necessary in the learning process. Castillo-Cuesta (2022) highlighted the important role of games in increasing students' participation and prolonging their concentration in learning. The results of this research show that students tend to be more enthusiastic and involved in learning when the material is taught through interesting games.

Problems in language learning often arise due to the lack of adequate resources. To address this issue researchers are trying to design additional learning materials that contain three equivalent languages: English, Indonesian, and Balinese. These supplementary learning materials provide convenience for students who may have difficulty understanding the material in pure English or Indonesian. With three languages provided, students can choose the language they understand the most or feel most comfortable with when learning (Widła, 2019; Wisudariani et al., 2022). This also helps overcome the language and cultural barriers that students may experience, especially in areas where Balinese is used as the primary language. Furthermore, the use of these three languages can also enrich students' understanding of local culture and context. By incorporating Balinese, for example, students not only learn the language but also understand the culture and social context in which the language is used.

The development of supplementary learning materials is also expected to enhance students' interest in learning English. By providing more variety in learning approaches, students feel more engaged and motivated to learn. In other words, the provision of learning materials covering these three languages is expected to be a more inclusive and effective solution for improving students' language abilities well as strengthening cross-cultural and linguistic learning. In accordance with previous research, a multilingual approach or using students' mother tongue as a tool in second language learning can help strengthen students' understanding and acceptance of the material being taught (Hardiyana, 2016; Xu, 2017). In addition, supplementary teaching materials will be integrated with audio-visual and engaging games to make students feel comfortable during the learning process. The integration of these teaching materials enhances student engagement and interest in the subject matter. The use of audio-visual, such as videos, animations, and multimedia presentations, can help students understand complex concepts more easily and engagingly (Heinich et al., 2012; Yildirim, 2017). Furthermore, visual and auditory elements can create a more profound and interactive learning experience. Specially designed educational games will also be used as learning aids. These games are not only entertaining but also educational, presenting challenges and tasks that encourage students to think critically and solve problems. Through these games, students can learn in a more enjoyable and non-monotonous way, thus enhancing their motivation to continue learning (Hendrizal & Chandra, 2018; Nurpratiwiningsih et al., 2018). By combining audio-visual elements and gaming, this learning method create a dynamic and enjoyable learning environment. It is expected to reduce any anxiety or stress that students may experience during traditional learning processes, making them feel more comfortable and confident. Ultimately, this approach enhances the effectiveness of learning and help students achieve better learning outcomes.

The implications of this research can provide valuable insights for developing for developing education curriculum in primary schools, especially for first-grade students. The research findings can be used as a basis for designing additional learning materials that suit students' needs. Consequently, the direct implication of this research is the development of English teaching materials that align with students' needs. This can help teachers create more relevant and engaging teaching materials for first-grade students. However, this research has limitations in generalizing the results because of its focus on first-grade students in one school or specific region. The results may not be fully applicable across various contexts. Furthermore, the research is constrained by time and available resources. Conducting broader data collection and more in-depth research might be challenging within these limitations.

4. CONCLUSION

Based on the results of the analysis, it is known that there were several problems, as teacher as teachers' difficulties in English, students' disinterest in learning English due to limited vocabulary, and less interactive learning activities. Therefore, trilingual supplementary learning materials are needed with three equivalent languages, namely English, Indonesian, and Balinese. The provision of learning materials covering the three languages is expected to be a more inclusive and effective solution for improving students' language abilities. Supplementary learning materials are provided with colourful designs, pictures, games, audio visuals, and interactive exercises that can assist the main learning material to maximize the improvement of students' English ability.

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