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NEED ANALYSIS OF ENGLISH LEARNING DIGITAL MEDIA FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

The digital media are now widely spread in educational fields, unfortunately the use of digital learning media was not fully implemented in rural schools, almost several schools in rural areas are not accessible to the widespread and rapid development of digital media in learning, especially digital media for English learning. Investigating students' need in regard with the digital media for learning English is the purpose of this research. Mix Method (Quantitative and qualitative design) was used to dig students' need. This study included one English teacher as an informant in addition to thirty-two students of the eight grade of junior high school who were purposefully recruited as participants. Through interviews, FGD, and questionnaires, the data were acquired. The results showed there were (48,1 %) students were inadequate interest in learning English due to lack of learning media (62,1 %), in regard with students' need, (55,6 %) students need of digital learning media that used combination of semiotic resources such audio, visual, and linguistics. in regard with the English skills and English learning topic it's about (50,7 %) students need of English vocabulary, and for the English topic, they need short dialogue like introduction (44,4%) which supported by the use digital video animation which get (57,3 %), for the last need most of the students (63,2) % were motivated to have the opportunity to learn English using Digital learning media.

Keywords: *Need Analysis, English for Junior High School, Digital Learning Media.*

INTRODUCTION

Digital media and technology use are increasingly seen as tools to support students in their learning process. It is also mention that any information that is displayed on a screen is considered digital media. It includes information that is distributed over the internet comprises digital images, videos, text, audio, and graphics in addition to software, online pages and websites, social media, digital data and databases, digital audio (MP3, for example), electronic documents, and electronic books (Pischetola, 2011) Particularly among the younger generation, who are considered to be among the most frequent users of digital media (Makodamayanti, 2020) digital media use appears to be important to them. Numerous studies have focused on the application of digital media as a tactic to assist students in their educational journey, acquiring, or understanding a foreign language especially English, given the significance of digital media in language learning has become widespread.

Unfortunately, the use of digital learning media was not fully implemented in rural schools, almost several schools in rural areas are not accessible to the widespread and rapid development of digital media in learning. Hence, the purpose of this study is to investigate students need in regard with the digital media for learning English.

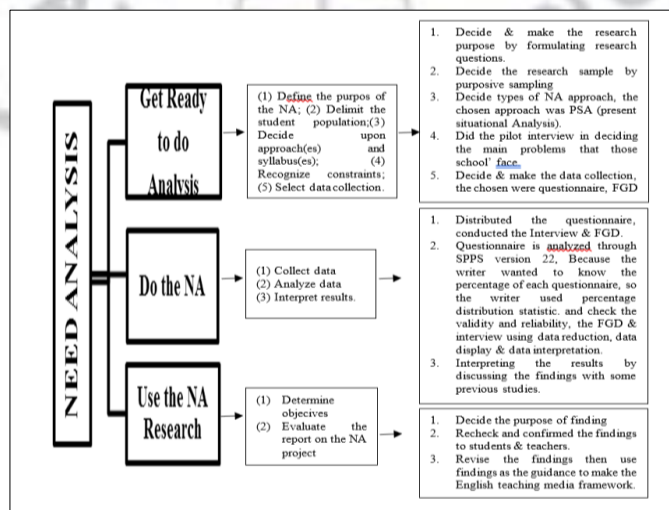
One way to dig students' need is by conducting the need analysis, the process of needs analysis itself is used to gather data regarding of students' need. Prior to creating and assessing courses, resources, or curriculum, it is crucial to do research for need analysis. This helps create a student profile and prioritize the needs for which students need. (Mehmet 2015, cited in Destianingsih & Satria, 2017) One may say that need analysis is the initial step that comes before trying to create a textbook, learning media, curriculum, exercise, and syllabus. As what Afyattena and Pravitasari (2022) did their study is about developing of students' English reading material, however, before designing the English reading material the first thing that they did is conducted the need analysis to know and to create the E-book based on students' need. Need analysis is not limited to the first phase; it can also occur before, during, or after a language program, Richard (2007, p. 54). Furthermore, "The activities involved in gathering information that will serve as the basis for developing a curriculum or syllabus, for adding supplementary learning material, and for creating learning media that will meet the learning needs of a particular group of learners" called as need analysis (Brown, 2007).

METHOD

Research Design, Data Collection and Participant

Mixed-method research design adapted from Creswell (2012, P. 535) are used in this study. Focus groups and teacher interviews provide as qualitative data, while the questionnaire yielded as quantitative data. Interviews and focus groups were held to make sure students provide accurate answers to the questionnaire. This study used a need analysis research design, which modified and adapted from Brown (2009). On his design, he has three steps. The first step is to prepare for the need analysis, which includes stating the goal of the study, determining the student population to be studied, choosing a method or methods and syllabus, identifying any limitations, and choosing a data collection method. The second step, called the need analysis, is gathering information, examining it, and extrapolating its implications. In contrast, the third method involves using the need analysis to determine the study objectives and assess the need analysis report.

Figure 1. Research Design Adapted from Brown, (2009)



The writer chose one of the Junior High School classes it was the students in the eighth grade as a study sample. Purposive sampling was employed by the author to select the sample; this method was chosen because it allows for easy concentration on experienced students, who are the primary subject of this study. The total sample were 32 students.

RESULTS AND DISCUSSIONS

As previously noted, this study has two sets of data: a questionnaire for the first set of data and an interview and focus group discussion for the second set of data. Prior to outlining the demands of the eighth-grade students, the researchers made an effort to find out students' interests, students' constraints, students' view of current teaching media and students' need. The following table is the result of students need.

No	Questionnaire Statements	Aspects	Score
1	Students' interest in learning English	Inadequate Interest	48,1 %
2	Students' English learning constraints	Inadequate learning media	62,1 %
3	Students Learning assistance	Teaching aid	54,3%
4	Students' need of Multimodal Media	Combination (Audio, visual, linguistics)	55,6 %
5	English Learning Topic	Introduction (short dialogue)	44,4 %
6	Students' need of English skill	Vocabulary	50,7%
7	Students' need of English learning media form	Video Animation	57,3 %
8	Students' need of learning and teaching activity	Practice	51,9%
9	Students' views in regard with current teaching media	Inadequate learning media	44,8%
10	Students' view in regard with planning to have a supplement teaching learning media	Very Motivated	63,2 %

The table above illustrates that (48.1%) students had inadequate interest in learning English, several reasons revealed through interview and FGD (Focus group discussion) as mentioned by student (4_Interview)

"I have inadequate interest in learning English because I felt so board to learn English through reading English textbook" in addition to as described by students (9 and 5_FGD)

"Learning English at class is monotonous because we were often asked to answer some activities in the textbook, not to mention we were also asked to read some English reading text then make a summary of what we had already read, because of those tiresome activities were sustainable, our interest in learning English were weaken."

It is claimed that students' motivation to learn English and pursue more information may be sparked by their passion or interest. Studies have indicated that for language learning to successfully transfer, elements like motivated teachers and pupils must continue to be present. (Finnocchiaro, 1982; Ngeow, 1998 cited in Amjah 2014) Moreover, they urged that creating a welcoming and enjoyable learning atmosphere was crucial to ensuring that kids could acquire English in a safe and comfortable setting. According to Krashen (1987), learning environments with a "low affective filter" help students acquire language skills in a relaxed and enjoyable setting.

As mentioned by student one of the factors that hinder their interest is monotonous of teaching learning activities at class it is evident from the questionnaire's results. It is about 62,1 % students revealed that lack of teaching media often obstructs students in learning English. Students need teaching aid to help comprehension while learning. As mentioned by (student 2) *"We often having constraints in comprehending the English words, English is hard to be understood from its pronunciation, its' vocabulary and its writing."* Moreover (student 3) testified that *"the teacher is lack of giving media, example or practice while teaching so it makes hard to understand"* It can be inferred from the students answers that they need teaching and learning aid to assist their understanding of the material. If the teacher doesn't use teaching and learning media it became one of the students' learning barriers.

The next finding relates to other resources that can support students' understanding in English, 54,3 % students mentioned that they need more teaching aid besides teacher's explanation. They also mention from the first teaching and learning process, the teacher always uses a textbook, and barely does the teacher use teaching aid or media. Hence, in the fourth question researcher asked about media that needed by the students. It is proven that 55,6 % of students need support of audio-visual teaching learning aid to support their understanding in comprehending the English lesson. As mentioned by (student 1) *"Type of Multimedia that I need consist of so many interesting features like Visual, audio, and video. I hope my teacher will use it someday."* In addition to student 3 urged that

"Multimedia is often interesting because it has interesting visual such as clear picture. audio is also needed to make me understand the sound. One more is Video because it can make me happy."

The next finding relates to the combination of media that can assists the students in learning English, 55,6% students chose the combination of visual, audio and linguistics. They also explore the reasons through interview as (Student 1) asserted, *"If there is multimedia yes it will even support my understanding further, in addition (Student 3) "100 % Yes. I hope there are exist here, especially learning media that integrated to technology". And (students 4)" I said Yes because it can help me to catch the complex material in English easily"*. Based on the finding most of the students were enthusiastic of the use of media whether it visual, audio or combination of them. As it is mentioned by Mathew and Alidmat (2013) audio- visual material or audio-visual aids AVAs) are a variety of learning-enhancing instruments that are used for presentations in the classroom. Video is one kind of audio-visual content that can add interest to the learning process. (Lutfia, 2021), moreover teaching media that integrated with technology, as Zhou and Teo (2017) suggested that employing technology in learning pique students' interest and make learning more engaging. The next finding relates to English skill. 50,7 % students need the English vocabulary. As it mentioned by student 2 *"Vocabulary will help me to understand all the English material."* *"All English skills are important but I choose vocabulary as the most I need."* (Student 3) This result is consistent with earlier researches (Afiyattena, 2019, Luankanokrat, 2011; and Karman 2017). They stated that vocabulary is the first thing that made the English text difficult to understand, thus many students need to study it more. They believe that the most important skill to acquire when studying English is vocabulary.

The next finding relates to English topic for short dialogue, 44,4 % students need to learn about introduction, as well as 51,9 % need for practice in class, some reasons are explored in interview *"For speaking practice we need a short dialogue that relate to asking for information because it often used in our daily activity"*. (Student 1) moreover *"I really want to practice speaking English, but barely did the teacher asked us to do it, and for the topic that need to be practiced for speaking is greeting"*. (student-3).

CONCLUSION

The result of this study' has provided students with the precise understanding of English learning media that students require. Most of the students need the teaching aid whether it is digital or non-digital, however based on this finding most of the students tend to have more interaction with the digital English learning media which combined with multimedia such audio, visual, and linguistic. Moreover, English has many skills that should be practiced like speaking, listening and reading, if the teachers barely do such activities, the English learning activities will be tiresome. The school stakeholders should aware with students' need. Schools in rural area should also open minded about the advance of technology. One of the activities that show more open minded in contributing with the advance of the technology can be done by inviting the digital teaching and learning trainer, coordination with the educational institution which can facilitate to have such seminar, conference that regard with the development of teaching learning activities that combine with the advancement of technology. Not to mention since the teacher is the primary class manager in this situation, their job is crucial. He or she has the power to choose, add, edit, and modify the instructional media and provide, among other things, up-to-date knowledge about technological advancements in order to make the process of teaching English more engaging.

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