Teachers' Perception Towards Local Content-Based English Materials of Speaking Skill for Young Learners

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Abstract: As one of the most significant communication skills that one is required in the digital era, it is necessary to develop speaking skills among young learners who learn English at elementary school earlier. However, English was not the primary subject for Elementary students, especially in State Elementary schools. So, it made the English teachers have difficulty finding suitable textbooks for students. This article details the findings of a study conducted to learn more about the needs of young English learners in primary schools in the digital age. Four Elementary English teachers in Palangka Raya participated in the study. The study instruments were a questionnaire and interview guide. The survey results are revealed using percentages and qualitative descriptions. The findings will be utilized to create and develop an English e-book (based on local material) for young learners studying English at the elementary level.

Keywords: local content-based English materials, speaking skill, young learners

INTRODUCTION

English plays an important role in the international communication process and is becoming one of the subjects of the Indonesian curriculum. English was introduced as local content for elementary school students in 1994 with the Ministerial Decree No. 060/U/1993 of the Ministry of Education and Culture dated February 25, 1993. According to the Law of the Republic of Indonesia Number 20 the Year 2003 on National Education System, Culture-based education has been stipulated in Indonesia. Besides, one of the demands of the 2013 Curriculum is the integration of local content in the teaching-learning process. The Ministry of Education and Culture in regulation No. 79 the Year 2014 stated that the integration of local content in the teaching-learning process is to make students:

a. know and love the natural, social, cultural, and spiritual environment in their region;

b. preserve and develop excellence and wisdom of their region which are useful for themselves and their environment to support national development

Today, the contents of materials needed by students must implement the K-13 curriculum, for example, the material begins with students' daily life and it will encourage them in learning with something they know and are familiar with. In Palangka Raya, Central Kalimantan, the majority language used by people are the *"Dayak and Banjar"* languages. People use it to communicate with others in daily life. When the teachers asked students whether they know the meaning of *jenang*. Some students may not know the answer because they seldom hear the word. However, when the teachers asked about *kelakai*, they know the

answer. It was because they were familiar with it. Besides, not all the students here know the exact location of Bromo Mountain. However, they may know where Kum-Kum is located. It was because it about the local place around them that they often find or go there regularly. According to Handayani (2019), Local culture is a basic culture that is possessed by the local community in terms of ideas, beliefs, rules, and materials. Integrating local culture into the curriculum and teaching-learning process leads to the development of a creative personality so that learners can choose the cultural values that exist. One of the ways to integrate local content in the teaching-learning process of English is by developing English materials based on local content for students.

There were some studies about developing or inserting local content of English materials in the teaching and learning process and the result showed positive responses. First, Asjuh *et al.* (2019) developed Local Folktale-Based English Materials for Teaching Speaking Skill in Senior High School. This research was aimed to find out the learning needs and to develop Local Folktale-Based English Materials for Improving the Speaking Skill of the tenth-grade students at SMK-SMAK Makassar. The result of the research showed that local folktale-based English Materials were effective to be used as learning materials for improving students' speaking skills at SMK-SMAK Makassar.

Next, Latief (2017) developed English learning material for Speaking Skill based on ADDIE (analysis, design, development, implementation, and evaluation) in the first semester of seventh grade. The result of the research showed that all of the 25-students said that they felt happy. One of them said that he wanted to learn English using such kinds of this product while the other said that they were a little difficult with the material's instruction because some students didn't have enough vocabulary.

Then, an article journal about developing a model of supplementary English materials based on local content was written by Nurliana (2019) showed that the developed model of supplementary English materials was appropriate with students' needs. Moreover, the developed model of supplementary materials was in line with the demand for local content stated in the 2013 Curriculum. Therefore, it is suggested the English teachers who teach at the eighth grade of SMP Negeri 9 Palangka Raya use the developed materials in the teaching-learning process.

As one of the important skills in English, the purpose of teaching speaking is to improve students' communication skills to be able to express their thought, ideas, or feelings, and learn how to follow social rules in communication activities. It can be learned or taught by using many methods and media. But in some schools, teachers seldom use any of it to improve the students' speaking skills. The students are only asked to memorize words and their meanings, do the students' workbook, or memorize dialogues. There are some definitions of speaking proposed by some experts. Kayi (2006) defined speaking as the process of building and sharing meaning through using verbal and non-verbal symbols in a variety of contexts. Another definition is proposed by Harmer (2007: 343); he defines speaking as an activity that happens when two people are engaged in talking to each other like speakers share their ideas, thoughts, or opinions during the speaking activity. Furthermore, Brown (2011:257) stated that speaking is defined as saying things, expressing thought aloud, and using the voice. From those definitions, it can be concluded that speaking

is an activity involving two or more people to share their thoughts, ideas, or feelings by using verbal and nonverbal symbols.

Based on those explanations, it can be concluded that the goal of teaching speaking is to provide learners with communicative competence in classroom activities. Therefore, the teacher should consider some aspects in designing speaking activities that can cover the skills of speaking to make the students easier to learn. In designing speaking activities, teachers do not only teach how to speak English fluently but also have to be taught how to encourage the development of speaking strategies to know how to maintain the communication activity.

There were some definitions of young learners from some experts:
1. Scott and Ytreberg (2013:1), stated that young learners are children from 5 to 10 years.
2. According to Curtain and Dahlberg (2004), young learners are divided into four bases on their age:
    1)   Pre-school student (2-4 years) normally still at pre-school
    2)   Primary student (5-7 years) normally still at kindergarten
    3)   Intermediate students (8-10 years) formally at elementary school
    4)   Early adolescent students ages 11-14 formally at Junior high school
3. Suyanto (2007:15) refers to young learners as children from the first year of formal school 6-12 years.
4. Cameron (2005) young learner is learners aged elementary school between five and twelve years old.

Based on those explanations, it can be concluded that the definitions of young learners are learners who are two to fourteen years old. Besides, the characteristic of young learners can be observed by teaching them. Cameron (2005:1) states children as learners are enthusiastic and lively but they easy to lose interest when they found difficult tasks.

The principle of teaching English speaking for beginning learners is different from teaching speaking for intermediate or advanced learners. According to Bailley (2005:36-40), there were three principles for teaching English speaking for beginning learners as; providing something for learners to talk about, creating opportunities for students to interact by using group work or pair work, and manipulating physical arrangement to promote speaking practice. In creating those principles, the English teachers need to apply the techniques in teaching speaking for young learners.

According to Depdiknas (2006), the objective of teaching English in Elementary School is that the students can develop their communication competence orally in language accompanying action in the school context and motivate students about the meaning and the importance of English in the global community. Teaching English to elementary school students or young learners is a chance for teachers in designing the materials because of the limitations of textbooks provided by schools. So, the teachers must design English materials well which can catch students' interest in gaining their motivation to use the target language itself.

 According to Brown (2011:88), it can be done by providing authentic materials to make them see the benefits of learning the language for their real-life situation. Tomlinson (2015) stated that the kinds of materials that are suitable for teaching young learners are not

only teacher-friendly but also child-friendly. Thus, things related to teaching English for young learners must suit their needs such as the materials and the ways to deliver them.

Before developing the materials, there are some criteria for selecting English-speaking materials for young learners based on experts. According to Suyanto (2007), the characteristics such as the material uses daily and simple language to communicate, grammatically simple, vocabulary given is limited to about 500 words which there is no English exposure outside the classroom, the material should be inserted with illustrations or pictures and provide practice for repetition drill because students will rarely listen to English outside the classroom.

From the characteristics above, what the researcher must do in selecting and developing English Speaking Skill materials for young learners is that vocabularies and grammatically must be simple for young learners so they can practice it easier in daily life. Furthermore, Tomlinson (2015) stated that the kinds of materials that are suitable for teaching young learners are not only teacher-friendly but also child-friendly. Thus, things related to teaching English for young learners must suit their needs such as the materials and the ways to deliver them.

To find the information about what kind of materials are used by the teachers in teaching English for the fourth-grade students, the researcher did an informal interview with the English teachers at SDN 04 Menteng, SDN 04 Palangka, SDN Percobaan, and SDN 11 Langkai. The result from the researcher's interview found that all English teachers used English textbooks from authors/publishers outside Central Kalimantan such as Quadra, Erlangga, etc., as the primary teaching resources to teach students which provide fewer familiar contents for the students here. The materials may contain famous cultures such as the cultures of Java, Bali, and other Indonesian cultures, but the students are still difficult to comprehend because they do not have background knowledge of it.

Although the materials in the textbook have been matched with the existing basic competence in the curriculum, the contents are still not relevant to students' sociocultural environment because the students of each area have different needs. Based on the illustration above, the objective of the research is aimed to find out teachers' perception towards local content-based English materials of speaking skills for the fourth-grade students of elementary school.

METHOD

This research was qualitative. According to Sugiyono (2015:15), qualitative research methods are research methods used to examine the condition of natural objects and emphasize meaning over-generalizations, where the researcher is the key instrument. The objective of this research was to find out the teachers' perception towards Local Content-Based English Materials of Speaking Skill for the Fourth Grade Students of Elementary School. The research subjects were four of the fourth-grade English teachers of SDN 11 Langkai, SDN 04 Menteng, SDN Percobaan, and SDN 04 Palangka. The instruments applied in this research were a questionnaire and a guided interview. The questionnaire was used to know the teachers' perception of the English and textbook they used to teach students. Moreover, the purposes of the interview were to find out more about teachers'

perception of students' needs' in learning English and their perception toward local content-based English materials for teaching speaking skills.

In this research, the researcher distributed a questionnaire by using google form and interviewed the teachers by using the phone due to pandemic covid-19. In collecting the data, oral and written method was used to find out the information needed. The result from the interview was described qualitatively. Furthermore, the data gathered from the questionnaire and the score was tabulated. The result from the questionnaire was needed to analyze by using percentages. 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)

The formula for analyzing the questionnaire was drawn as follows:

$$\mathbf{R} = \frac{f}{n} \text{ x 100 \%}$$

Where:

R = Respondent's percentage

f = The number of respondents that choose each option

n = Number of all respondents *(Arikunto, 2010)*

Furthermore, in order to get the data deeper, the instrument used was interview-guided. The interview was based on the theory of need analysis by Nation and Macalister (2010) that classified the needs into necessities, lacks, and wants. The researcher interviewed the teachers to find the teachers' perception and expectation of the development of English materials based on local content for teaching speaking skills. After gathering the information from the interview, the researcher analyzed the data by describing the data and writing the conclusion.

RESULT

The researcher gave the questionnaire consisting of 15 (fifteen) questions to the fourth of four English elementary school teachers at SDN 04 Menteng, SDN 11 Langkai, SDN Percobaan, and SDN 4 Palangka. The questionnaire was given to see the teacher's opinions toward English materials in the textbook they used to teach the students. The result of the questionnaire was tabulated by using percentages. The percentage was converted into

qualitative data based on Table 2 as follows:

Table 2. The Calculation of English Teachers' Questionnaire

No.	Statement	Yes	No
1.	The syllabus used is suitable and organized appropriately for the fourth-grade elementary students	100%	-
2.	The syllabus used implemented curriculum K-13	50 %	50%
3.	The students like learning using digital media such as eBooks, laptops, youtube or any other media	100%	-
4.	The students are enthusiastic when teachers teach English Speaking Skills by using media/eBook rather than textbook	100%	-
5.	The school provides resources like laptops, projectors, etc. in every class in the school.	-	100%
6.	The materials in the textbook are relevant to the students' subject content (English subject)	100%	-
7.	The materials are appropriate for the Fourth Grade of Elementary School Students.	25%	75%
8.	The students are less familiar with the content of materials in the textbook	75%	25%
9.	The materials in the textbook are various kinds and are up-to-date	50%	50%
10.	The students easily understand the materials in the textbook	50%	50%
11.	The students feel enthusiastic when learning about speaking skill	25%	75%
12.	The students participate in speaking skills actively	50%	50%
13.	The contents of materials are suitable to speaking skill	100%	-
14.	The students got difficulty in expressing their ideas	50%	50%
15.	There is material about Palangka Raya local content in the textbook	-	100%

The responses of the questionnaire based on Table 2 were explained as follows:

1. Statement number 1 was *"The syllabus used is suitable and organized appropriately for the fourth-grade students*". The response from 4 (100%) teachers chose yes. They agree with the statement that the syllabus they used was appropriate for fourth-grade students and well arrange for them.

2. Statement number 2 was *"The syllabus implement curriculum K-13"*. The response from 4, 2 (50%) teachers chose yes and 2 (50%) teachers chose no. According to the result, it showed that the answer was equal. Some of them thought it implemented the

current curriculum and the other thought it did not carry out curriculum K-13.

3. Statement number 3 was *"The students like learning using digital things such as eBook, laptop, or any other media".* The response from 4 (100%) teachers chose yes. It stated that they strongly agree that students like learning using media.

4. Statement number 4 was *"The students are enthusiastic when teachers teach English Speaking Skills by using media/eBook rather than textbook*". The response from 4 (100%) teachers chose yes. The teachers said that students will feel more enthusiastic when they started teaching them by using media rather than textbooks.

5. Statement number 5 was *"The school provides resources like laptops, projectors, etc.* in every class*".* The response from 4 (100%) teachers chose no.

6. Statement number 6 was *"The materials in the textbook are relevant to the students' subject content".* The response from 4 (100%) teachers chose yes.

7. Statement number 7 was *"The materials are appropriate for the Fourth Grade of Elementary School Students".* The response from 4 (100%) teachers chose yes. They agree that the materials were suitable for students in the fourth grade.

8. Statement number 8 was *"The students less familiar with the content of materials".* The response from 4 (100%), 3 (75%) teachers chose yes, and 1 (25%) teachers chose no.

9. Statement number 9 was *"The materials are various kinds and are up-to-date".* The response from 4 (100%), 1 (25%) teachers chose yes, and 3 (75%) teachers chose no.

10. Statement number 10 was *"The students easily understand the materials in the textbook".* The response from 4 (100%), 2 (50%) teachers chose yes, and 2 (50%) teachers chose no.

11. Statement number 11 was *"The students actively participate in speaking skill".* The response from 4 (100%), 2 (50%) teachers chose yes, and 2 (50%) teachers chose no.

12. Statement number 12 was *"The students participate in speaking skills actively".* The response from 4 (100%), 1 (25%) teachers chose yes, and 3 (75%) teachers chose no.

13. Statement number 13 was *"The contents of materials are suitable to speaking skill".* The response from 4 (100%), 2 (50%) teachers chose yes, and 2 (50%) teachers chose no.

14. Statement number 14 was *"The students got difficulty in expressing their ideas".* The response from 4 (100%) teachers chose yes. Students faced some problems related to speaking or telling their ideas.

15. Statement number 15 was *"There is material about Palangka Raya local content in the textbook".* The response from 4 (100%) teachers chose no.

DISCUSSION

Based on the result of the teachers' questionnaire, there were different scores gained by the teachers. It is divided based on the criteria of the questions. The first score obtained is all (100%) that teachers agree the syllabus used by the teachers in teaching and learning was suitable and organized appropriately for the fourth-grade students. Also, they thought that the materials in the textbook were relevant to the students' subject content and the contents of materials were suitable for speaking skills. The other opinion was about media used in the

teaching and learning process. The teachers said that students like learning English by using media such as eBooks, laptops, etc. Unfortunately, the results showed many (50-75%) about the contents of the materials in the textbook used by teachers. The teachers said that the students did not feel enthusiastic about the materials. It may be because of the less familiar content of materials. Besides, they also got difficulty in expressing their idea in English and made them not active in participating in the discussion.

The second instrument used in this research was a guided interview, the interview sessions were done by phone due to pandemic covid-19 and then the researcher asked permission to record it. The result showed there were positive responses from the teachers toward Local Content-Based English Materials of Speaking Skill. They thought that Local Content-Based English Materials could cover the students' need in learning speaking skills and help the students to learn English easier because they learned something, they were familiar with.

In the first discussion of the interview, it was found that the teachers used different curriculums to teach the students. Elementary school was excluded from the current curriculum or K-13 curriculum, so it depends on the schools whether they wanted to use the current curriculum or the other curriculum to teach the students. So, some of the teachers made syllabus for students and some of them did not have a syllabus for their students. They just use a map in the textbook they used as their syllabus for the teaching and learning process.

Furthermore, the result from the interview found that some of the teachers use the K-13 curriculum, and some of them still used the KTSP curriculum. As for the textbook used by them, it was found that the teachers at the four schools used different English textbooks to teach the students. It showed that the teachers at SDN 11 Langkai and SDN 04 Palangka used the textbook title Joyful English by Quadra while the teachers at SDN 04 Menteng and SDN Percobaan used the book title Grow with English by Erlangga while the book used in the teaching-learning process was provided by their school. However, they assumed that most of the textbooks provided by them were easy because it includes nice pictures and full colors, but they thought it still did not enough to fulfill the students' needs in learning speaking skills since the available textbooks did not provide local culture because the books were printed from authors/publishers outside Central Kalimantan, which provided less familiar content for the students in Palangka Raya. They thought that the contents of 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 with something they know and are familiar with.

The next is about the student's difficulty in learning English speaking skills. There were some problems faced by the students, such had problems in having no courage to use English in daily conversation. One of the examples that were mentioned by the teachers like the students tend to have no confidence to greet the teachers by using English like say good morning, how are you, etc. The teachers must be active to ask the students to speak English regularly so they feel used to using English in their daily conversation. According to Kusumawati (2017), speaking is an important skill and one of the keys to communicating with other people to share ideas and know the situation in this world. By mastering speaking,

the student can share their though and give some vital information. Also, all the teachers stated that speaking skill was an important skill to be learned especially for elementary school students because it could help them to be more confident to express their feeling when learning English in class, especially in this global era, children should learn English at an early age.

Furthermore, all the teachers stated that they need English materials of speaking skills based on local content. They agree that if there are materials that are elaborated with local content-based is better because it can help the students want to learn more. One of the examples mentioned by the teacher at SDN 04 Menteng, asked the students to tell about their holiday. All of them never told about local tourism places in Palangka Raya or Central Kalimantan. They tended to tell about their holiday in Banjarmasin (South Kalimantan), or any other places. They may travel to the local tourist places but they may not know the name of the place or they may forget it. So, the teachers thought if there is an English book showing the local places in Palangka Raya, the students not only understand the lesson but also learn and know about the place around them.

Based on the discussion above, this article showed that the English teachers agree that the local content-based material of English was suitable for Elementary students to learn English. They thought that the students can learn materials and the local things around them so they will familiar with it. The conclusion was the teachers enthusiastic about the developed English-speaking skills materials of local content-based.

Moreover, some previous research concerned showed the positive result on developing local-based English materials. Some related studies about this concern showed the positive result on developing local based English material for teaching speaking skill. Asjuh *et al.* (2019) revealed that local folktale based English Materials were effective to be used as learning materials for improving students' speaking skill. It was proven by the result of the T-test (10.493) which was higher than T-table (2.032). Further, it stated that helped the teacher to add teaching resources used in teaching narrative text since the materials are suitable with curriculum 2013. The result of the research demonstrates that the questionnaire showed the students' learning needs who improve the students' speaking skills.

Furthermore, Nurliana (2019) had succeeded in developing supplementary English materials based on local content. It was appropriate to students' needs. Moreover, the developed model of supplementary materials was in line with the demand for local content stated in the 2013 Curriculum. Therefore, it is suggested the English teachers who teach at the eighth grade of SMP Negeri 9 Palangka Raya use the developed materials in the teaching-learning process.

Referred to the previous research related to developing local content material, it can be concluded this research was similar to the previous research. However, the similarity is only related to the first stage which is the teachers' perception of the local content materials that will be developed. This research only showed teachers' opinions about students' needs to give the opinion for the research to develop the product later.

CONCLUSION

This research was aimed to find out teachers' perception toward Local Content-Based English materials for teaching speaking skills for the fourth grade of elementary school students. The respondents were four English teachers of elementary schools in Palangka Raya; they were from SDN 11 Langkai, SDN 04 Menteng, SDN 07 Palangka, and SDN 04 Palangka. The instruments applied were a questionnaire and a guided interview. The researcher distributed the questionnaire using google form and interviewed them by using the phone and recording the responses.

Based on the discussion above, the teachers thought that English material based on local content was considered appropriate and supported the students in learning English speaking skills because it was developed based on need analysis, syllabus, and curriculum of Elementary School. However, the finding showed that the teachers had some problems in teaching speaking skills such as lack of speaking materials, limited sources, and lack of students' interests. The textbook's speaking materials were still not enough to fulfill the students' need in learning a speaking skill that they need additional related materials. Also, the teachers should be able to recognize the student's problems and create a conducive atmosphere in the classroom to improve the students' ability to speak English. Before doing that, they must know what the students need first. Moreover, the material used also should consider the target learning objectives in the syllabus to achieve well. To do that, the teachers are asked to organize the learning process well and be more prepared with the lesson plan. Besides, it suggests that teachers can manage or control the classroom better so that the teaching-learning process runs smoothly. In designing speaking activities, teachers teach how to speak English fluently and teach how to encourage the development of speaking strategies to know how to maintain the communication activity. So, they should consider some aspects of designing speaking activities that can cover speaking skills to make the students easier to learn. They are expected to apply the appropriate materials which will fulfill learners' needs quickly. Materials of speaking skills elaborated with Palangka Raya local content might give students the best impact to learn English to improve their knowledge. Besides, it will also help them be aware of how their local cultures enrich their linguistic resources and social practices.

This article hopefully gave the new knowledge not only to the students who have problems in speaking skill to have more confidence in learning speaking skills and expressing their idea by using English but also help the teachers or any other researcher who want to develop materials to find the need of the students first before developing the product. So that, the product developed could be given the best impact for them.

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