EFL TEACHING IN INDONESIA ELEMENTARY SCHOOL: INSIGHTS INTO GENERATION Z

Mutiara Chodhori[1], Imam Musthafa Diastama[2]
[1,2] Pendidikan Bahasa Inggris, Universitas Negeri Semarang, Indonesia

Article Information	ABSTRACT
	With an emphasis on the needs of students in Generation Z, this study investigates the English instruction methods used at Elementary School in Indonesia. This study examines the materials and approaches utilized to successfully teach English, which is becoming increasingly important in today's globalized society. To further understand instructional strategies and student involvement, the study incorporates observations from classrooms as well as instructor interviews. The study, which was divided into two stages, featured observations of The teacher's class and an interview with her. The need for more participatory teaching techniques, a lack of resources, and constrained learning time are among the major issues that have been noted. The school uses the Cambridge curriculum, but it also takes Indonesia's Merdeka curriculum into account. It suggests incorporating more interactive exercises, such as games, to maintain students' interest. The results emphasize how crucial it is to modify teaching strategies to fit the demands of contemporary students and provide a welcoming environment where English can be learned successfully. *This is an open access article under the CC BY-SA license.*

Corresponding Author:

Mutiara Chodhori,
Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni
Universitas Negeri Semarang,
Sekaran Gunungpati, Kota Semarang, Indonesia
Email: creepypastacode47@gmail.com

1. INTRODUCTION

English language education is recognized as an important part of the elementary school curriculum throughout Indonesia. This concern is particularly crucial for Generation Z students, who are growing up in an age of rapid technology innovation and globalization. This study provides information about English teaching education. The foundation is dedicated to providing high-quality education through a defined vision and mission, aided by highly trained and technologically adept teachers. This commitment guarantees that the learning process is adapted to the needs of students at each level, creating an environment suitable to effective learning.

The "A" elementary school's proximity to the researcher's campus and the established connection with one of its teachers, The teacher, played a role in the strategic selection for this investigation. The research involved obtaining permission to conduct observations, which were conducted in two phases. An interview with english teacher on April 4 focused on various factors influencing education, such as teacher and student dynamics and institutional characteristics. The second phase involved classroom observations on April 18, during which the researcher assessed teaching methods, student engagement, and the overall learning environment..

The significance of this study lies in its potential to enhance our understanding of how English education is being implemented at the elementary level in Indonesia, particularly in a rapidly evolving

educational landscape influenced by Generation Z's unique characteristics and needs. The urgent need stems from the need to address the challenges and opportunities presented by integrating modern educational practices and technological tools into traditional learning environments.

The study identifies several issues impacting English education at The "A" elementary school, including the adequacy of teaching resources, the alignment of lesson plans across different subjects, and the management of classroom environments to support student engagement. The lack of adequate learning time and the need for more interactive and engaging teaching methods were some of the specific issues highlighted.

While the school primarily follows the Cambridge curriculum, it is important to contextualize this within the broader educational policies in Indonesia, such as the Merdeka Curriculum. The school doesn't directly implement the Merdeka curriculum, but understanding the regulatory frameworks within which the school operates is crucial.

The authors identify a research gap in the practical application of English teaching methods suited to Generation Z students in Indonesian elementary schools. Real-world observations and interactions at The "A" elementary school are the focus of the study. Evaluation of current teaching practices, identification of areas for improvement, and recommendations for enhancing English education are some of the objectives.

This research provides valuable insights into the current state of English teaching education at The "A" elementary school, highlighting the difficulties and opportunities encountered by teachers. The study aims to improve English language education practices for elementary school students in Indonesia by addressing these issues.

The investigation seeks to answer the following inquiries.
1. What resources and methods do The "A" elementary school's teachers use to teach English effectively?
2. What strategies do teachers employ to identify and assist students who require additional assistance in mastering the English language?
3. What impact does the classroom setting have on student interest and participation in English lessons?
4. What effects does the curriculum and management have on the English instruction at the school?

2.   RESEARCH METHODS

This study takes a qualitative approach, using descriptive analytic methods. The primary goal is to get a thorough understanding of English teaching procedures in elementary schools, with a particular emphasis on the characteristics and demands of Generation Z. The research is carried out through classroom observations and teacher interviews.

The primary data source is the The "A" elementary school in Semarang, Indonesia. Data comprises teacher interview results, classroom observations, and field notes based on firsthand observations. Data is collected through organized interviews with selected teachers who serve as research subjects. In addition, direct classroom observations are undertaken to provide insight into the interaction between teachers and students during English instruction.

The acquired data is evaluated qualitatively using a descriptive method. Interview transcripts and field notes from classroom observations are evaluated to find trends and significant themes in English teaching approaches in primary schools.

The researcher is the primary data collector, using organized interviews and direct observations as the main techniques. The research subjects are teachers at The "A" elementary school, with additional informants being pupils observed during the learning process. The research is conducted in the school itself, with observation lasting many learning sessions. Researchers know that needs and situational analyses are needed to determine the similarities and differences in each school, as well as to determine appropriate curricular approaches and practical pedagogical strategies. Researchers carried out the first data collection on April 4, 2024, and the second data collection on April 18, 2024.

Data analysis

By considering factors social and institutional, researchers used situational analysis to assess the potential of the data to be taken and the usefulness of the data for existing curricular needs. Environment analysis refers to other terms such as "situation analysis" (Richards, 2001) or "constraints analysis". Data triangulation ensures the validity of research results by comparing findings from many data sources such as teacher interviews, classroom observations, and field notes. This is done to verify uniformity, validity of research findings.

3.   RESULTS AND DISCUSSION

The researchers describe the research's findings and the discussion section consists of description data analysis. The findings description contains results of need and situational analysis, differences and similarities

between each school, suitable curricular approaches to teach English in elementary school for Gen Z learners, and practical pedagogical strategy.

Environmental analysis is carried out by considering factors influencing the goals, the materials to be included, and the way of teaching and assessing it (Tessmer, 1990, cited in Nation & Macalister). These prevailing factors may result from the learners, the teachers, and the teaching and learning situation. This is an analysis of factors in the context of a planned or present curriculum that is created to assess their potential impact on the project. It is evident from the study that English language learning outcomes in elementary schools can be greatly enhanced by a well-rounded strategy that includes interactive activities, supportive teaching tactics, and consideration of students' interests and needs. Students are more likely to acquire the abilities and motivation needed to succeed in their English studies when a supportive and stimulating learning environment is provided.

The teacher relies on textbooks as the primary tool for teaching. They identify students who need extra help by observing their engagement during lessons and asking if they have any problems with the material. Teachers collaborate to ensure that their lessons fit well together and meet students' needs by discussing and equating the material to be taught. They also adjust their teaching strategies to accommodate students' strengths and weaknesses. When faced with limited resources or time, teachers provide homework or continue the material the following week. To ensure they have enough time to teach everything, teachers sort out the stages that require more time and make adjustments accordingly. The teacher has not worked on projects with other teachers or institutions due to limited resources but has a native friend and students are excited about it.

Learning By Game to get student Attention

Students learn best through activities such as games or questions, which are more interactive and create a warmer learning environment compared to learning with books. Students prefer to have enough time to learn everything and will study the material in their free time if the teacher has covered it. If students do not have enough time due to conflicting events or assignments, they may not be able to learn everything.

Teachers face challenges in maintaining a comfortable learning environment in the classroom, such as managing the behavior of small children. They try to remain patient and cheerful when in front of the students. The seating arrangement in the classroom is arranged so that male students are separated from female students, and students are not allowed to change positions due to the school's Islamic foundation. Teachers handle students who cause problems by providing questions and activities, rather than punishment. The seating arrangement supports student engagement and participation, as the teacher knows that the back seat is the most vulnerable seat for students. Students feel comfortable in the classroom during learning activities because the teacher is cool and fun, making it easy for them to pay attention. Students sometimes bring smartphones when the teacher gives instructions for learning.

The school has not adopted the Merdeka Curriculum, so teachers have not been involved in creating a new program based on the new curriculum. The school handles school activities, such as extracurricular activities, by allocating the monthly funding received from the government to facilities and activities. Hutchinson and Waters (1987, in Nation and Macalister, 2010) categorize needs into TARGET NEEDS (i.e. what the learner needs to do in the target situation) and LEARNING NEEDS (i.e. what the learner needs to do to learn).

Following the Eid al-Fitr celebrations, the researcher reached out to teachers at The "A" elementary school to arrange for direct observations of teaching and learning activities. With permission granted, the researcher observed a grade 4 class on the morning of April 18, noting that the students appeared to enjoy their learning experience.

In assessing the needs of the students, it was found that their aspirations post-graduation varied, with some expressing a serious intent to continue their education at state junior high schools or Al-Madinah Middle School, while others responded with levity. When queried about the future utility of English, the majority of students were uncertain, although a few expressed a desire to use it for international travel. The teachers, meanwhile, anticipate that their students will proceed to Al-Madinah Middle School, with a collective hope that each student will grow to contribute positively to society and the nation.

Addressing the gaps in the current educational landscape, students reported that their current English course topic was the adverb of time. While they generally did not encounter significant issues in learning English, some students admitted to occasionally forgetting vocabulary meanings. The teachers, for their part, did not report any substantial difficulties in delivering their classroom material.

When it came to the desires of the students, there was a clear preference for topics related to toys, food, and games in their English studies. Male students often expressed a wish to engage with game-related content daily, while female students showed a keen interest in learning about foreign countries. Overall, the students felt comfortable with their school environment and did not offer suggestions for improvement. Teachers, on the other hand, shared anecdotes about responding humorously to students who voiced their

favorite topics, ensuring that the curriculum remained balanced. Aspirations for the semester included a teacher's wish for students to expand their vocabulary weekly. Additionally, the idea of conducting English lessons outside the classroom was considered, though ultimately deemed impractical due to concerns that the novel environment might distract students from the learning material.

The researcher created a table containing indicators and descriptions of the actual class condition and S (students) and or T (teacher) response. This table is intended to find out what actually happens in the classroom. Researchers took 4th grade elementary school at Al-Madinah school, Semarang. There were 10 boys and 14 girls in the class. The teacher who taught was named Mrs. Putri Novitasari.

Based on the result of the interview, there are several crosses used. This happened because the researcher saw and observed that the implementation of activities in the class did not match the researcher's indicators. Seeing this, researchers hypothesize that not all schools experience the same thing on each indicator. Researchers estimate that there are similarities and differences in each different school.

The table is a reference for researchers to find where there are significant differences. The differences found are not much different from the table, namely the indicators that teachers do not return assignments that have been completed by students and continue the material and use games to ensure student's comprehension. The indicator shows that the teacher immediately started the learning activity without any explanation of the syllabus, considering that the material was provided 2 weeks ago since the Eid al-Fitr holiday.

Schools also give teachers the freedom to teach students using smartphones or other technology, but teachers only use textbooks as teaching media. Researchers also saw that the teacher did not provide a group discussion method and did not explain the scoring system. The class taken was an elementary school class, so the researcher realized that this indicator did not need to be implemented in the classroom.

4.   CONCLUSION

This study shows the importance of English language teaching in Indonesian elementary schools, particularly in meeting the demands of Generation Z. It identifies major elements influencing English instruction success at The "A" elementary school through classroom observations and interviews, including resource adequacy, teaching strategies, and classroom management. The study emphasizes the necessity of interactive and engaging teaching styles in addressing these issues and increasing student involvement. The study's goal is to help Indonesian young learners learn English more effectively by offering insights into present methods and areas for improvement.

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