

DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS FOR YOUNG LEARNERS ORIENTED TO LEFT AND RIGHT BRAIN ACCOMMODATION

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Article Info	Abstract
Article History Received: August 2023 Revised: September 2023 Published: October 2023	The development and formulation of English language learning materials, meticulously tailored to encompass the cognitive processes of both the left and right brain hemispheres, emerge as a matter of profound import in the realm of promoting efficacious language acquisition among Junior High School students. In light of this imperative, the present research endeavors to construct and design English instructional materials with a distinct focus on seventh-grade learners within the Junior High School milieu, with an overarching objective of optimizing left- and right-brain accommodation. The research methodology employed is Research and Development (R&D). The procedural trajectory encompassed writing a syllabus, designing the materials, doing material evaluation, and revising the material draft. In the context of data collection, a twofold approach was undertaken, featuring targeted questionnaires designed to elicit data pertaining to both the students' instructional requisites and their perceived learning needs. This validation is derived from a tripartite evaluation, encompassing data analysis, expert assessment, and student feedback. Expert judgment, indicative of the materials' categorization as falling within the "good" bracket, substantiates the meticulous development process, with an average score of 3.8. Likewise, the evaluation, reflected in an average score of 3.13, corroborates the materials' efficacy in cultivating a conducive learning environment. In summation, this study epitomizes a deliberate and comprehensive endeavor to forge English instructional materials that transcend conventional paradigms by cognizantly accommodating the cognitive dimensions of learners' brains. The harmonious fusion of pedagogical design and cognitive insight, as evinced in the development and evaluation process, advocates for a dynamic shift in instructional material construction to better align with the multifaceted cognitive attributes of students in Junior High Schools.
Keywords English materials; Young learners; Left- and right-brain;	
How to cite: Berutu, N.N., & Margana, M. (2023). Developing English Instructional Materials for Young Learners Oriented to Left and Right Brain Accommodation. <i>JOLLT Journal of Languages and Language Teaching</i> , 11(4), pp. 735-747. DOI: https://doi.org/10.33394/jolllt.v%vi%i.8900	

INTRODUCTION

The creation and design of English language learning materials targeted at young learners, specifically tailored to accommodate both left and right brain cognitive processes, assumes paramount significance in facilitating effective language acquisition among students in Junior High Schools. The developmental phase of adolescence encompasses a period of heightened neural plasticity and cognitive development (Deni & Fahriany, 2020; Irwansyah, 2023), during which a pedagogical approach that integrates left-brain analytical thinking with right-brain creative and intuitive processing can profoundly influence language learning outcomes. By strategically formulating educational resources that engage and stimulate both hemispheres of the brain, educators can harness the inherent cognitive strengths of learners, thereby fostering a holistic grasp of language skills encompassing linguistic, communicative, and cognitive dimensions (Llinares, 2021; Sawi & Rueckl, 2019). This multidimensional approach not only aligns with the diverse cognitive profiles of individual learners but also

capitalizes on the intricate interplay between linguistic and creative faculties, ultimately culminating in enhanced English language proficiency and communicative efficacy.

Within the context of middle schools in Indonesia, a notable imperative for the enhancement of the pedagogical landscape arises from the recognition that the present state of the teaching and learning process necessitates substantial amelioration (Sudiatama et al., 2023; Jupri et al., 2022). This need for refinement can be attributed to the observation that the English language instruction tailored for young learners has not been inherently informed by a nuanced understanding of the distinctive attributes and propensities intrinsic to this demographic. Historically, the educational paradigm predominantly adhered to the structured curriculum, with an approach that failed to resonate with the dynamic cognitive dispositions of young learners. The didactic framework, centered around didactically presented textbooks as the singular medium of instruction, manifested as insufficiently engaging and stimulating for the youthful recipients of education. The intrinsic limitations of this conventional methodology have become apparent, prompting educators to explore alternative strategies to invigorate the pedagogical experience.

To address this, educators find themselves compelled to seek innovative and captivating methods that foster an optimal environment for language acquisition. In this reciprocal process, students, buoyed by their teachers' inventive efforts, must reciprocate with a heightened enthusiasm to actively participate in language acquisition and subsequent practice, thereby ensuring a lasting imprint of linguistic knowledge (Lee & Song, 2020; Sotlikova, 2023). As such, the role of educators transcends the conventional archetype, requiring a dual proficiency encompassing resourceful content creation and adept content delivery. Moreover, an intriguing parallel emerges in the prevalent misconception that the acquisition of a foreign language mirrors the organic acquisition of one's native tongue—a notion that merits analytical scrutiny (Othman & Kiely, 2016; Valenti-Puspa et al., 2022). Consequently, an imperative materializes, demanding a paradigmatic shift towards a pedagogical framework that amalgamates tailored instructional methodologies with a discerning cognizance of the intrinsic parallels and divergences between primary language acquisition and foreign language learning.

Basically, children have the potential to acquire and learn a foreign language, and they learn it faster than those who study it after puberty (McLaughlin 1978). Children, on the other hand, are less capable of optimally absorbing or acquiring a foreign language (Long, 1990). In addition (Cameron Lynne, 2001), as referenced in (Hashemi & Azizinezhad, 2011), states that there is a significant difference between teaching a foreign language to young learners versus adults. It should be made clear that teachers are responsible for introducing students to the role of language as a medium of communication and encouraging students to take pleasure in using language (Nufus, 2019). The internal problems that the students encountered dealt with low self-confidence and skill factors such as having bad pronunciation; lack of vocabulary; grammatical accuracy; and lack of motivation. These elements had an impact on learning the English language, as Megawati (2016) stated all of these components are very important for improving optimal English language skills. Furthermore, vocabulary is a key component for achieving English language abilities as a second or foreign language (Susanto, 2017; Susanto, et al. 2018). On the other hand, Dudley-Evans and John (1998) mentioned that the pupils' challenges with grammatical accuracy and vocabulary might cause problems with their productive skills such as speaking.

The external problem that the students faced was the learning materials. The learning materials that were provided by the school were insufficient to meet the learning needs of students. As a matter of fact, the materials that were designed partly do not provide the learning activities that are oriented for the left and right brain accommodation. As we know, the learning materials which support the left and right brain in balance are needed due to the

demand of students' ways of learning, especially for young learners. As stated in Buzan (1984), it is vital to employ both sides of the brain because it supports us in memorization, note-taking, communication, and even advanced mind-mapping skills. It suggests that teachers who understand the tactics and characteristics of the left and right brains and can accommodate them together help students improve their language learning abilities. Thus, there is an urgency to create learning materials that are specifically designed for accommodating the left and right brain in balance.

Considering the number of issues that influence the teaching and learning process for young learners, this study focused on learning materials development. As a result, this study focused on developing learning materials that can meet the students' needs and interests in learning the English language and promote their brain accommodation in balance. This is due to the importance of materials in delivering the intelligible information that students require in order to develop their competence. The items that the researcher is attempting to create are English learning materials for grade VII Junior High School. The developed learning materials are in the form of a course book which consists of five units. Based on the research problems, the current study is focused on answering the questions of the problems as follows: (1) What are the target needs of the Junior High School students?, (2) What are the learning needs of the Junior High School students?, and (3) What are the appropriate English learning materials for the Junior High School students?

RESEARCH METHOD

Educational Design Research is defined as organized research; with the goal of designing, developing, and evaluating educational-related matters such as teaching-learning programs, materials, products, and systems in order to solve specific challenges (Plomp, as in Plomp and Nieveen, 2007). The author goes on to clarify that instructional design research aims to improve understanding concerning the qualities and procedures of creating, producing, and manufacturing appraising educational-related problems. In the meantime, Anderson and Shattuck (2012) define the study using the phrase design-based research. They explain DBR, or design-based research, is defined as "... a methodology developed by and for researchers." Educators who strive to improve the impact, transfer, and translation of education Anderson and Shattuck (2012) state that "research into improved practice" (p. 16).

According to the definitions given, educational design research, also known as design-based research, is a study in which the researcher, using his or her capabilities and resources, leverages and synergizes all necessary parts to offer valuable learning products. In this case, the researcher aimed to create learning materials for dentistry students that focused on public speaking. As a result, the study is classified as Design-Based Research (DBR). The materials development concept in this study was based on The Dick and Carey model. According to Mulyatiningsih (2011), the goal of research and development is to create new goods through the development process. The development model was based on the concept proposed by Dick and Carey (2005). The Dick and Carey methodology is characterized by clearly systematic, and measurable learning objectives. It is also the attention to detail and the revisions made at each stage of the process.

Research Design

The method used in this study is based on the system approach model proposed by Dick and Carey in Borg, Gall, and Gall (2003). However, the researcher has modified the system approach model to address the situation of research. The protocols for the study cover needs analysis; planning; designing materials; evaluating, and revising. The goal of the needs analysis is to collect information about learners' and learning needs. The results were examined and used to create English learning resources for seven grade students of Junior High School 3 Depok. The syllabus was created at this stage using the students' needs analysis

questionnaire. There is additional thought given to the fundamental competencies and basic competencies that underpin English instruction at Vocational High School. The curriculum is divided into core competency and basic competence, subjects, unit titles, indicators, input texts, language focus (vocabulary and grammar), and learning procedure/activities.

The syllabus served as the foundation for the materials that were created. There were three of them. Each unit contains 25 activities. Each unit is broken down into two parts: spoken (hearing and speaking) and written (reading and writing). Each component adheres to the scientific process, which includes the following steps: observing, inquiring, experimenting or collecting data, associating or analysing data, communicating, and creating. An expert analysed the materials in order to determine their suitability. The expert judgment questionnaire is used in the assessment process. The questionnaire is based on the materials development criteria proposed by BNSP in 2011. The experts are also given some open-ended questions to submit their thoughts or comments on. The material evaluation was conducted for the students. The try-out had done five times in Junior High School 3 Depok Sleman. The expert judgment questionnaire responses were examined and used to rewrite the final draft of the materials. The modifications are based on several criteria, including content, language, presentation, and layout. Following revision, the resources are deemed adequate English learning materials for seven grade students of Junior High School 3 Depok.

Research Participants

In this research study, the primary cohort of participants consisted of seventh-grade students enrolled at Junior High School 3 Depok. The selection of these students as testing subjects was a deliberate choice, as this specific grade level is a critical juncture in the educational journey, marking the transition from elementary to more advanced levels of learning. Moreover, students at this stage are at a critical point in their academic development, making them an apt group for assessing the effectiveness of various pedagogical approaches. In addition to the students, the research design incorporated the involvement of other educators who collaborated with the primary researcher in various aspects of the study. These educators played vital roles in facilitating research planning, engaging in meaningful discussions, and providing valuable insights during the evaluation phase. The inclusion of multiple educators not only added a diverse perspective to the research but also ensured a robust and comprehensive approach to the study's methodology.

To assess the specific educational needs and preferences of the participants, a needs analysis was conducted within a dental class consisting of 21 students. This analytical step allowed the researchers to gain a deeper understanding of the unique requirements and challenges faced by this group of learners, serving as a crucial foundation for designing and implementing the educational intervention. Furthermore, the study incorporated a try-out phase involving a larger cohort of students, totaling 65 participants. This substantial sample size was chosen to enhance the statistical robustness of the study's findings and to assess the generalizability of the proposed educational intervention. The inclusion of a diverse set of participants in the try-out phase was instrumental in gauging the intervention's effectiveness across a broader spectrum of students, providing valuable insights for educational practitioners and policymakers alike.

Research Instruments

In the context of this research endeavor, a pivotal aspect of data collection involved the distribution of questionnaires to the student participants, as well as to a material expert. This strategic data gathering method was employed to systematically acquire valuable insights and information, thus underpinning the empirical foundation of the study. Notably, two distinct types of questionnaires were utilized in this research project: the needs analysis questionnaire and the expert opinion questionnaire. These instruments were thoughtfully

designed to capture multifaceted perspectives on the educational requirements and preferences within the study's scope. The needs analysis questionnaire, a principal component of the data collection process, was meticulously constructed to encompass a comprehensive spectrum of inquiries. This instrument consisted of a structured set of 21 questions, each meticulously crafted to extract critical information pertaining to the study's objectives.

Within this framework, the questions were thoughtfully categorized into three distinct clusters. The first cluster comprised nine questions focused on delineating the target needs of the student population, thereby shedding light on their specific educational necessities. The second cluster, comprising ten questions, sought to delve into the students' desires and preferences, encapsulating their aspirational objectives. The third cluster, albeit smaller with just two questions, honed in on the areas where students perceived gaps or shortcomings in their educational experiences. This well-organized questionnaire structure enabled a systematic exploration of various facets of student needs and preferences, thereby affording a holistic view of the educational landscape under investigation. Additionally, beyond the student perspective, the inclusion of an expert opinion questionnaire within the research framework added another layer of depth and rigor to the data collection process. By soliciting the insights and expertise of a material expert, this study ensured that a well-rounded and balanced assessment of educational requirements and pedagogical recommendations was achieved.

This questionnaire was instrumental in guiding the research towards a more precise understanding of the unique necessities and preferences of the target student population, which in turn informed the subsequent development of tailored educational interventions. To construct the needs analysis questionnaire, this study drew upon the theoretical framework of needs assessment as articulated by Hutchinson and Waters (1987) and further refined by Graves and Nunan (2004). These established frameworks provided a solid foundation for the design of the questionnaire, ensuring that the assessment of learning needs was underpinned by recognized pedagogical principles and scholarly guidance. By adhering to these established methodologies, the research aimed to ensure the validity and reliability of the data collected and subsequently enhance the robustness of the study's findings.

The multifaceted aspect of learning needs was meticulously considered within the questionnaire. It encompassed a range of dimensions critical to the effectiveness of educational materials, including content, language, presentation, and graphic elements. This comprehensive approach aimed to capture the intricacies of the students' requirements, acknowledging that effective learning materials should not only deliver pertinent content but also engage students through the medium of language and the manner of presentation, while leveraging visuals and graphics to enhance comprehension. The composition of the questionnaire was thoughtfully structured to cover these various aspects of learning needs. Specifically, the questionnaire consisted of a series of targeted questions, with nine questions devoted to evaluating content-related needs, five questions addressing language proficiency requirements, ten questions focusing on aspects of presentation, and an additional eight questions honing in on the graphic elements. This well-organized structure ensured a systematic exploration of the multifaceted learning needs of the Grade 7 students, affording a detailed and nuanced understanding of their educational requirements.

Data Analysis

In this research study, a systematic approach was employed to analyze the data collected from the needs analysis questionnaire. Frequencies and percentages were utilized as analytical tools to gain valuable insights into the students' educational requirements and preferences. The use of frequencies and percentages allowed for a quantitative assessment of the responses provided by the participants, thereby facilitating a clear understanding of the

prevailing trends and priorities. To determine the students' requirements for each question within the questionnaire, the greatest percentages of responses were identified and considered representative of their collective needs. This process involved calculating the percentage by dividing the frequency of each response option by the total number of respondents and then multiplying the result by 100%.

This methodological approach ensured that the analysis was rooted in empirical data, enabling the research to prioritize the most salient educational needs identified by the student participants. In addition to the needs analysis questionnaire, the research also incorporated an expert judgment questionnaire to assess the perspectives of material experts. To gauge these opinions, a Likert Scale was employed as the measurement instrument. The Likert Scale is a well-established tool for eliciting expert judgments and quantifying their responses. To derive meaningful results from the expert judgment questionnaire, the research followed a specific formula presented by Suharto (2006: 52-53), which ensured a standardized and systematic approach to aggregating the expert opinions. Furthermore, the materials evaluation phase in the study utilized a scoring system, with a maximum score of 4 and a minimum score of 3. This scoring system allowed for a nuanced assessment of the quality and suitability of the educational materials under consideration. The use of a defined scoring range provided clarity and structure to the evaluation process, enabling the research to discern variations in material quality and make informed recommendations based on the findings.

According to the data calculated above, the range of each of the four groups was 0.25. Furthermore, the computation results were translated to descriptive analysis by ordering its goodness as Suharto (2006: 52-53) proposed. The Mean score is the indicator to be measured.

Table 1
The Organization of Descriptive Analysis

Scales	Interval	Descriptive Categories
1	$3.24 < X \leq 4$	Very Good
2	$2.5 < X \leq 3.24$	Good
3	$1.75 < X \leq 2.24$	Fair
4	$1 < X \leq 1.74$	Poor

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Based on the judgment by the expert, the results showed that the total score for appropriateness of content was 3.7 out of 4. This indicates a value of "very good" with the range of values $3.25 < x \leq 4$ that the material presented is very suitable for young learners. In accordance with the curriculum and relevant to the context of students' lives. While for appropriateness of the presentation, the expert gave an average score of 4 out of 4 or "perfect". Meanwhile, the mean of appropriateness of the language is categorized as "very good" with the range $3.5 < x \leq 4$ since the average fulfilment score was 3.5. Finally, the appropriateness of the graphics is also "excellent" with the 4 score. To sum up, the four aspects of material development are classified as "very good" with a final average score of 3.8 out of 4.

Based on the table above, the mean of four aspects resulting from the students' evaluation was around 3.13. It was equivalent to the score range of $3.00 \leq x \leq 4$. It was fitted to the criteria of "good". We can see the content appropriateness is 3.11, the presentation appropriateness 3.16, the language appropriateness is 3.12, the graphic appropriateness is 3.14. The total mean from the student's evaluation is 3.13. There was no modification in the component of each lesson that concentrated on language salutation, called "greetings." The availability of varied activities was nevertheless followed by the development of materials based on left and right brain accommodation. Those exercises enabled students with left brains as well as students with right brains to be more active and imaginative, and allowing them to balance both brains. During the learning-teaching process, students are permitted to listen to music that they pretend to hear and drink some water. Based on the data above, it is obvious that the materials were suitable for use in the learning.

Discussion

Based on the result the mean score of the expert judgment is 3,8, while the result of the student's evaluation 3,13. We can categorize the expert judgement is very good, another one the student's evaluation will be good. The data gathered throughout the trial period was used to update the product. The data were collected via a questionnaire issued to the users at the final try-out meeting. Despite the fact that the product was rated "very good" and judged acceptable, the researcher did examine several suggestions. The researcher updated the cover by redesigning it in response to the ideas. The researcher then changed some of the product's graphics to make them more vibrant. The final draft of materials had six modules. The units were organized in accordance with task-based language teaching. It was practical enough for english teachers to deliver their learning tasks (Naqsyabandiyah & Dehganitafti, 2023; East, 2019). The researcher discovered certain points when applying TBLT as the basis for work organization. First, the distribution of work became more ordered. Second, it allowed for the creative creation of various instructions. The final one provided freedom in having assessments. Each unit covers three major aspects in task organization: pre-task, task, and post-task.

The generated learning materials included some features that could aid in the development of English materials for students based on the young learner's right-left brain accommodation. The relevance to their major, the simple and user-friendly layout, the unity of its sections, and the different learning sources were among those features (Naqsyabandiyah & Dehganitafti, 2023). The learning materials, on the other hand, have flaws. To find out the students' needs, the researcher divides it into 4 aspects. Of the 4 aspects; long-term goal, short-term goal, learning material, and also the topic. From those aspects, researchers found that for the short-term goal the students mostly choose to learn English due to their wanting to be able to respond to the formal and informal situation in life. However, for the long-term goal, students state that they learn English to pursue their education. Furthermore, since they learn English to help them in future, and for helping them in future they state that they need English learning materials that include basic business letters for their future job. Lastly, students are easier to understand when the topic or the material that students learn is related to their school environment (Lume & Hisbullah, 2022; East, 2019).

In learning, students certainly find many imperfections and also shortcomings so that they can know what they should improve and focus on learning to cover the shortcomings and make their learning achieve goals in learning (Sudiataman et al., 2023). In this deficiency, it is divided into two aspects namely English proficiency and also weaknesses. However, students mostly feel that their English is already at a superior level or the highest level, but this has not been proven by tests such as TOEFL or IELTS. As for weaknesses, students feel that sometimes they sometimes have difficulty using certain expressions in appropriate contexts. It happens because the materials provideds are not based on students' needs (Chan, 2021;

Nasution et al., 2021). It is in line with Haerazi et al. (2018) who argue that learning materials must be designed based on students' needs because English learning materials can help them in understanding the meaning of words and using words, phrases, and expressions appropriately and can help them in improving grammar knowledge (Hidayatullah & Haerazi, 2022; Lume & Hisbullah, 2022). In developing left-right brain-oriented materials for students, teachers also need to pay attention to students' learning needs, namely input for students such as abilities that help students improve their English level, such as listening input, speaking, reading, the length of reading input, and writing input. For listening input, most students invite teachers to help them improve their listening skills.

In the realm of educational material development, the incorporation of diverse reading inputs holds a pivotal role. Students are presented with the opportunity to make informed choices in their reading endeavors, selecting texts that encompass elements of marketing within their content (Nasution et al., 2021; Firman et al., 2021). This strategic approach to reading materials caters to the multifaceted learning needs and preferences of the students, offering them a spectrum of options to engage in various reading activities. The overarching goal of this approach is to enhance students' vocabulary acquisition, fortify their grasp of grammatical principles, and enrich their linguistic inputs. By immersing students in texts with marketing elements, the materials aim to provide a contextualized and practical foundation for language acquisition, enabling students to grasp language nuances in real-world scenarios (Nurdiana et al., 2023; Firman et al., 2021).

Furthermore, the development of the instructional materials extends beyond the mere enhancement of language skills (Dolba et al., 2022). Researchers have diligently concentrated their efforts on creating materials that foster critical thinking skills, nurture metacognitive abilities, and cultivate the art of critical reading. This multifaceted approach reflects the broader educational objectives of the materials, which aim not only to impart linguistic knowledge but also to equip students with the intellectual tools necessary for critical engagement with the texts they encounter (Dolba et al., 2022; Habibi et al., 2022). In an era characterized by information abundance and complex discourse, the cultivation of critical thinking and metacognitive skills is of paramount importance. Consequently, the materials have been thoughtfully designed to empower students with the capacity to evaluate, analyze, and critique information, thus facilitating their development into discerning and analytical readers.

The development of reading materials in this educational context represents a holistic and strategic endeavor. By offering students a range of texts that incorporate marketing elements, the materials address language acquisition needs while also providing a rich and practical learning experience (Khonamri & Sana'ati, 2014). Furthermore, the emphasis on critical thinking skills, metacognition, and critical reading underscores the broader educational goals, equipping students with the essential skills to navigate a complex and information-driven world. This integrated approach reflects a comprehensive commitment to advancing both linguistic proficiency and intellectual acumen among students, thereby contributing to their overall educational development.

Within the realm of English language learning, reading proficiency stands as a fundamental and indispensable skill that students are tasked with mastering. The ability to read effectively not only opens the doors to a wealth of knowledge but also serves as a cornerstone for overall language acquisition (Habibi et al., 2022; Nurdiana et al., 2023). Proficient reading skills facilitate the discovery of new vocabulary, providing learners with a diverse lexicon that enriches their language repertoire. Furthermore, reading equips students with the valuable skill of pronunciation, enabling them to articulate and enunciate new words with accuracy. Thus, the cultivation of reading skills serves as a linchpin in the language learning process, empowering students to comprehend, express, and communicate effectively

in English (Alfatihah & Tyas, 2022; Eliata & Miftakh, 2021). Teaching reading skills encompasses a diverse array of pedagogical strategies and activities that educators can employ. These activities are designed to engage students in meaningful ways and foster their reading competence.

One such activity involves the presentation of reading materials that resonate with students and offer them the opportunity to identify key concepts and extract valuable information. This method not only enhances students' comprehension but also encourages their active participation in the learning process, as they grapple with the text's content and its implications. Another notable and well-received activity in the realm of reading instruction is the exploration of synonyms within the text (Eliata & Miftakh, 2021). Students frequently exhibit enthusiasm for this activity, as it provides them with a chance to delve deeper into the nuances of language. By identifying synonyms for specific phrases within the text, learners not only expand their vocabulary but also sharpen their language comprehension skills. This activity encourages a thoughtful examination of word choices and linguistic variations, contributing to a more nuanced and profound understanding of the text.

Reading skills hold a central and irreplaceable position in the landscape of English language learning. Proficiency in reading empowers students to unlock the treasure trove of vocabulary and master the intricacies of pronunciation (Dolba et al., 2022; Habibi et al, 2022). The pedagogical toolbox offers a rich assortment of activities to impart and enhance these skills. Engaging students through the exploration of reading materials and encouraging them to uncover key concepts within texts are just a few examples of effective strategies. Additionally, the exploration of synonyms within the text fosters deeper linguistic comprehension. Ultimately, these activities collectively serve as valuable pillars in the endeavor to equip students with the essential reading skills they need to navigate the world of English language learning.

In improving the writing, it is a little bit tricky since the students need to know a lot of vocabulary and also good grammar. However, it is still one of the skills that students should master. For instance, creating textual dialogue in writing efforts could help them in practicing vocabulary mastered in writing activities (Fadli et al., 2022; Haerazi & Kazemian, 2022). The other crucial part of learning English is to know more vocabulary and also good grammar. In vocabulary learning, they stated that activities such as matching English terms with their meanings can expand their vocabulary, and complete phrases or paragraphs using offered words. It can be seen that students prefer activities that make them think and also move rather than just writing down new vocabularies on their books.

CONCLUSION

The primary objective of this research endeavor is to discern and address the target needs and learning needs of Junior High School students with the aim of developing apt English learning materials tailored to their requirements. The study's findings reveal insightful trends in the motivations and aspirations that drive students to engage in English language learning. In the context of target needs, the research illuminates a predominant desire among students to acquire English proficiency as a means of effectively navigating both formal and informal social situations in their lives. This emphasis on practical language skills underscores the students' recognition of English as a tool for meaningful communication, enabling them to interact confidently in diverse contexts. Additionally, the research identifies a long-term goal shared by students, wherein English proficiency serves as a key enabler for pursuing higher education. This aspiration emphasizes the pivotal role that English plays as a gateway to academic advancement and opportunities.

Within the sphere of learning needs, students have identified a set of crucial inputs required to enhance their English language skills. These inputs span various aspects of

language acquisition, encompassing listening, speaking, reading, and writing. In the realm of listening input, a significant proportion of students expressed a preference for materials exceeding 150 words or of moderate duration, underscoring their desire for immersive and comprehensive listening experiences. Additionally, students emphasized the importance of phonetic guidance, indicating a keen interest in learning how to accurately pronounce the spoken script. In the domain of speaking input, diverse preferences emerged, with many students opting for interactive dialogues with peers as a preferred method of honing their speaking skills. However, some students also exhibited a proclivity for monologue-style speaking practice and public speaking activities, reflecting the multifaceted nature of speaking proficiency development. Furthermore, in the context of reading input, students displayed varied inclinations, with some gravitating towards materials infused with marketing elements, while others favored functional inputs. These insights underscore the diversity of learning needs and preferences among students, illuminating the multifaceted nature of English language acquisition strategies and underscoring the importance of tailoring pedagogical approaches to accommodate their individual learning trajectories and objectives.

ACKNOWLEDGEMENT

I would like to extend my heartfelt gratitude and appreciation to all those who contributed to the development of English materials for young learners. This endeavor would not have been possible without the collective efforts, expertise, and support of many individuals and organizations. First and foremost, I would like to express my profound thanks to the young learners who actively participated in the materials development process. Your invaluable feedback, enthusiasm, and dedication to improving the learning experience were instrumental in shaping the final materials.

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