

## THE NEEDS ANALYSIS OF ENGLISH LEARNING FOR THE FOURTH AND FIFTH GRADERS

Pratelaning Sihmirmo<sup>1</sup>

<sup>1</sup>Fakultas Bahasa dan Seni, Universitas Negeri Jakarta, Jakarta

Jl. Rawamangun Muka, Jakarta Timur, DKI Jakarta – 13220

Email: [eladanlia@gmail.com](mailto:eladanlia@gmail.com)

### Abstract

*This is a report of a research aiming at investigating needs of English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi Jakarta in Academic Year 2014/2015 in terms of learning materials and ways of learning. To achieve the aim, the researcher distributed questionnaires, conducted interviews, and analyzed various related documents. Questionnaires were distributed by employing incidental convenience purposive sampling to 185 participants. Interviews were conducted to 30 of the participants by employing quota purposive sampling. Documents being investigated were the schools' vision, mission and goals; the 2013 Curriculum; the English syllabus for SMP students; and the English textbook for the seventh graders. From the investigation, it was revealed that the needs of English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi Jakarta in Academic Year 2014/2015 in terms of learning materials are music & songs, animals, arts & literatures, jobs, and family. In terms of ways of learning, the learners' needs are writing diaries/stories/ teacher's explanation/ summaries/ sentences/ names of fruits/ names of animals, studying textbooks & exercise books, reading books/ comics/ magazines/ English conversation, listening to music/ teachers/ conversation, making presentation, looking meaning up in a dictionary, working in groups, playing games, using English words in real conversation, and making dialogues. With these findings, the English program designers are suggested to develop an English syllabus which meets the needs of the learners.*

**Keywords:** *needs, needs analysis, learning materials, ways of learning.*

### Abstrak

Penelitian ini bertujuan menyelidiki kebutuhan pembelajaran bahasa Inggris untuk siswa kelas empat dan kelima dari SDN Utan Kayu Utara 01, 03, 05 Pagi Jakarta di Tahun Akademik 2014/2015 dalam hal bahan dan cara belajar belajar. Untuk mencapai tujuan tersebut, peneliti mendistribusikan kuesioner, melakukan wawancara, dan menganalisis berbagai dokumen terkait. Kuesioner didistribusikan dengan menggunakan kenyamanan insidental purposive sampling untuk 185 peserta. Wawancara dilakukan untuk 30 peserta dengan menggunakan quota sampling purposive. Dokumen yang diteliti adalah sekolah 'visi, misi dan tujuan; 2013 Kurikulum; silabus Bahasa Inggris untuk siswa SMP; dan buku teks bahasa Inggris untuk siswa kelas tujuh. Dari penyelidikan, terungkap bahwa kebutuhan belajar bahasa Inggris untuk siswa kelas empat dan kelima dari SDN Utan Kayu Utara 01, 03, 05 Pagi Jakarta di Tahun Akademik 2014/2015 dalam hal materi pembelajaran adalah *musik & lagu, hewan, seni & literatur, pekerjaan, dan keluarga. Dalam hal cara belajar, kebutuhan peserta didik menulis buku harian / cerita / penjelasan / ringkasan / kalimat / nama guru dari buah / nama-nama hewan, mempelajari buku & buku latihan, membaca buku / komik / majalah / percakapan bahasa Inggris, mendengarkan music / guru / percakapan, membuat presentasi, mencari artinya di kamus, bekerja dalam kelompok, bermain game, menggunakan kata-kata bahasa Inggris dalam percakapan nyata, dan*

*membuat dialog.* Dengan temuan ini, para desainer Program Bahasa Inggris disarankan untuk mengembangkan silabus bahasa Inggris yang memenuhi kebutuhan peserta didik.

**Kata Kunci:** *Kebutuhan, Analisis Kebutuhan, Materi Pembelajaran, Cara Pembelajaran*

## INTRODUCTION

When curriculum shifted from the 2006 Curriculum to the 2013 Curriculum, English lesson at elementary schools moved its position from a local-content lesson to an extra-curricular activity (*Salinan Lampiran Permendikbud No.67/2013: 9; Kurniawan (2013, December 13<sup>th</sup>); Purnama (2013, December 16<sup>th</sup>); Safutra (2013, December 10<sup>th</sup>)*). As an extra-curricular activity, English for elementary school students is optional. If an elementary school plans to run an English extra-curricular activity, it is necessary for the school to find out students' attitude to learn English (Petrides, 2006: 2; Gardner & Lambert, in Soleimani & Hanafi, 2013: 2; Tsao, 2008: 2; Lennartsson, 2008: 8). [A study to find out students' attitude to learn English was conducted on May and June, 2014](#) involving fourth and fifth graders of SDN Utan Kayu Utara 01 Pagi. From the learning and teaching observation and questionnaire distribution, it was found out that 62.05% participants showed and had positive attitude to learn English. Based on this finding, the Principal of SDN Utan Kayu Utara 01 Pagi was suggested to accommodate the students with positive attitude to learn English by opening an English extra-curricular activity. Before opening an English extra-curricular activity, the school principal was suggested to investigate the learners' needs to learn English. An effort to know needs of a group of learners to learn English is called a needs analysis or needs assessment (Morales, et.al., 2010: 47; McCawley, 2009:3; Hyland in Cummins & Davison, 2007: 392; Richards,

2001: 51; Office of Migrant Education, 2001: 2; Titcomb, 2000: 1; Brown, 1995: 36; Iwai et.al, 1999, in Songhori, 2008: 2; Ellis & Johnson, 1994, in Hossain, 2013: 18).

A needs analysis appears in English language learning and teaching to meet specific needs of English learning focusing on certain specific needs generally known as English for specific purposes (ESP) and vocational programs (Richards, 2001: 51). Richards (2001: 51-53) discusses a needs analysis not only in ESP and vocational programs, but also in broader sense of English language learning, including learning in EFL context which is general English, like English for elementary school students, English taught at *SMPs* (Junior High Schools) and *SMA*s (Senior High Schools). In the area of English for general purposes (EGP), needs analysis was rarely conducted. In formal and technical sense, conducting a needs analysis for general purposes according to Brown (1995: 35) is relatively new, but it has been informally conducted for years by teachers who wanted to assess what language points their students need to learn. Recently, the trend to conduct a needs analysis for general purposes in order to specify the learning content that meet the needs of the students is increasing (see Seedhouse, 1995; Tarone & Yule, 1989; in Tzotzou, 2014. See also Munby, 1978; Richterich and Chancerel, 1987; Hutchinson and Waters, 1987; Berwick, 1989; Brindley, 1989; Tarone and Yule, 1989; Robinson, 1991; Johns, 1991; West, 1994; Allison et al. (1994); Seedhouse, 1995; Jordan, 1997; Dudley-Evans and St. John, 1998; Iwai et al. 1999; Hamp-Lyons, 2001; Finney, 2002; in Songhori, 2007). The trends derived from

a shift of English learning and teaching (ELT) from teacher-centered into learner-centered approach (Hossain, 2013). In learner-centered approach, needs analysis is the first step to do by a teacher before conducting an instruction (Richards, 1984, in Tsao, 2008: 5).

By referring to Nation and Macalister (2010: 25-26), Brindley (in Richards, 2001: 54), Brown (1995: 35), and Richards (2001: 54), needs can be subjective or objective. Subjective needs are needs perceived by the learners. It can be necessities, lacks, wants, desires, and constraints. Objective needs can be goals or objectives, or discrepancy / gap / deficiency between the actual and the ideal. This research revealed subjective as well as objective needs of English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01 Pagi. In this research, needs are learners' wants and lacks in learning English, as well as the schools' goal in running an English extra-curricular activity. Learners' lacks and wants are considered as the subjective needs of learners in learning English. The schools' goal in running an English program as an extra-curricular activity is considered to be the objective needs of running an English extra-curricular activity. Needs in this research are, then, defined as the subjective and objective needs of learning English for the fourth and fifth graders of *SDN Utan Kayu Utara 01, 03, and 05 Pagi* in Academic Year 2014/2015 in terms of learning materials and ways of learning. Learning materials are framed as the English learning materials revealed from the investigation of the subjective needs and objective needs. Learning materials to be investigated in this research are manifested in terms of topics. Ways of learning English are extraordinarily diverse (Graddol, 2006: 82). Graddol used the term *model* to refer to ways of learning English. Three models on ways

of learning English are suggested to be fresh and up-to-date, i.e. Content and Language Integrated Learning (CLIL), Learning English as a Lingua Franca (ELF), and English for Young Learners (EYL) (Graddol, 2006: 86-91). In this research, ways of learning are framed as ways young learners learn English (EYL).

Young learners, according to Scott and Yterberg (1993: 2 - 4, in Sukarno, 2008: 69) have characteristics of (1) having formed their basic concept, having decided views of the world; (2) having abilities to differentiate between facts and fiction; (3) asking questions all the time; (4) relying on spoken world as well as physical world to convey and understand meaning; (5) having abilities to decide what they want to learn; (6) having exact views on what they like or do not like doing; (7) having developed sense of fairness about what happened in the classroom and beginning to question teacher's decision (being critical); (8) having abilities to work with others and learn from others; (9) understanding that world is governed by rules but not always understand meaning of the rules; they are nurtured by nature that they have to obey the rules to make their lives secure; (10) understanding the situation more quickly than understanding the language used; (11) using the language skills long before they are aware of them; (12) the understanding coming through eyes, ears, hands; (13) being very logical in a way that what teacher says first happens first; (14) having very short attention and concentration span; (15) not always understanding what adults are talking about so that teacher needs to talk in children's ways of talking; (16) having no abilities to decide what they should learn for themselves; (17) loving to play; and (18) enthusiastic and positive about learning.

Richards (2001: 51), Brown (1995: 35), Feez (1998: 39), Graves (2000: 98), Pratt (in Brown, 1995: 36) and Stufflebeam, McCormick, Brinkerhoff and Nelson (in Brown, 1995: 36) have similar ideas on needs analysis as an activity to collect data. If Richards and Pratt used the term *procedures* to refer to *activities* (a term picked up by Brown), Feez chose the term *strategies*, and Grave and Stufflebeam, McCormick, Brinkerhoff and Nelson considered a needs assessment or a needs analysis as a *process*. Generally speaking, the terms *procedure*, *activity*, *strategy* or *process* in this context indicated the same activity which is to collect data or to collect information. In this research, needs analysis is an activity conducted to collect information about the learners' needs in learning English in terms of learning materials and ways of learning English. The information being collected are the learning materials that learners want as well as the learning materials that are difficult for the learners in learning English, and the learning materials that are in line with the schools' goal in running an English program as an extra-curricular activity. This research also investigated ways of learning that the learners want when they learn English as well as ways of learning that are difficult for learners when they learn English, and ways of learning that are in line with the schools' goal in running an English extra-curricular activity.

Brown (1995: 37-38) mentioned four groups of people who can be involved in a needs analysis, i.e. (1) target groups, (2) audience, (3) needs analysts, and (4) resource groups. Target groups are about whom the data are collected. The audiences are groups of people who concern with the findings of the analyses. Need analysts are them who conduct the analyses. Resource

groups are groups which give assistance concerning with the target groups.

In this research, the target groups are the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi in Academic Year 2014/2015. Audience in this research are the schools' principals, the English program designer(s), the school committee representing the parents of the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi, the board of teachers, and local decision makers. The needs analyst is the researcher of this research who tries to investigate the needs of his learners in learning English as an extra-curricular activity in SDN Utan Kayu Utara 01, 03, 05 Pagi. The resource group consists of the supervisors of this research who gave advices on how to conduct this research which was to reveal needs of English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi in terms of learning materials and ways of learning.

A needs analysis can be administered before a course is begun, at the beginning of a course, and ongoing (Graves, 2000: 110-111). Needs analysis in this research is conducted before an English program is conducted in order to reveal learning materials and ways of learning that meet the needs of the learners as well as in line with the schools' goal in running an English program as an extra-curricular activity.

Teaching English to young learners in Indonesia (TEYLIn), especially in public elementary schools, has been conducted for about twenty one year. *SK Mendikbud Number 060/U/1993* dated on February 25<sup>th</sup>, 1993 gave a legal base for the possibility to introduce English as a local content at the fourth, fifth and sixth grades of elementary schools (Sukamerta, 2011: 6). Some studies on the implementation of Teaching English to Young Learners

in Indonesia (TEYLIN) have been conducted to reveal how English is introduced to elementary school students in Indonesia. The studies found that average quality of English teachers teaching in public elementary schools in Indonesia are low (Sukamerta, 2011; Handayani, 2010; Setyowati, 2009; Handayani, 2008; Theresia, 2008; Ramdani, 2008; Ula, 2008); that average facilities, teaching aids and teaching media are not supporting enough for the implementation of English learning and teaching as a foreign language in public elementary schools (Sukamerta, 2011; Handayani, 2008; Supriatin, 2008; Harun, 2005;); that stakeholders showed low political will support the success of the implementation of English as a local content in Denpasar, Bali (Sukamerta, 2011). The last finding might happen in other regions. To prove it, there should be another research investigating roles of local stakeholders in the implementation of TEYLIn.

Based on the findings of those studies, it is reasonable, then, if the government excluded English from the intra-curricular activity, and put it as an extra-curricular activity in the 2013 Curriculum (see [Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan RI Nomor 67 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Dasar / Madrasah Ibtidaiyah dalam Berita Negara Republik Indonesia Tahun 2013 Nomor 813](#)). With this policy, elementary schools are given chances to reconsider their [capacity to introduce English as an extra-curricular activity](#) to their students.

Research on designing and administering a needs analysis to primary school learners about EFL learning in Greek was conducted by Tzotzou in 2014. The study aimed at revealing suitability of the actual learning and teaching in the school with the needs of the learners to learn English.

The study employed questionnaire as the instrument to collect information. The study found that learners' EFL needs, learning styles and strategies are not consistent or compatible with the current teaching situation. Based on the finding, Tzotzou suggested (1) a more learner-centered teaching methodology and materials, (2) the policy makers or stakeholders should open a discussion talking about a process-based curriculum development and action research in school contexts and teachers' further training education and professional development. Though Tzotzou applied questionnaire as the only instrument to collect data, it cannot be considered as a survey because it did not employ random sampling. It applied convenience purposive sampling in distributing questionnaires to all participants in the class. It covered a small size group of learners with certain specific needs which in turn cannot be generalized.

Another relevant research is Rizkiani's (2006) English learning preferences of East Jakarta elementary school students. This research aimed at finding out factual information concerning with East-Jakarta elementary-school learners' preferences to learn English. This research is a contribution to the development of elementary school English syllabus based on KTSP.

Questionnaire and interview are the instruments employed to collect data. Data was taken from 508 students who forty of them were interviewed, and spread in 15 elementary schools within five sub-districts in East Jakarta. The research revealed that students prefer (1) school books as the source of learning materials because the books are easy to understand, (2) reading story books as English learning activity (77,76%) because reading story books is comforting, relaxing, productive, (3)

colorful themes in learning English, and (4) pronouncing and writing numbers as their favorite topics. Its finding gives historical information about the English learning in elementary schools in East Jakarta where this research is taking place, especially in *Kelurahan Utan Kayu Utara*, Matraman Sub-District.

Other relevant researches were the ones conducted by Tsao (2008); Kawanami & Kawanami (2012: 29-43); Morales, Urrego, Rodriguez, and Gonzales (2010); Centre for Social and Education Research (CSER) in 2006; Kusumoto (2008); Jie (2013); Hossain (2013); and Khumairoh (2014). From the reviews of the relevant research, it was found that there had been various methods applied by different researchers to reveal needs of learners in certain groups of learning. Needs analysis can be applied in small-scale study comprising only one class as well as in big-size research covering a certain area or a certain education institution with tens of thousands students/ participants. Needs analysis can be used to collect information concerning with learners' needs to learn English, to find out whether the curriculum and its implementation has met the needs of learners or not yet, to diagnose discrepancy between the actual proficiency and the ideal one in order to help students acquiring the learning materials required by policy makers of an education institution. The participants are also varied. They can be young learners, higher education students or teachers teaching English as a foreign language. Needs analysis can be applied in specific-purpose contexts as well as EGP contexts.

With the current trend in English for general purposes (EGP) to specify learners' needs before learning and teaching processes are conducted, this research tried to analyze needs of certain

groups of young learners learning English for general purposes. The problem is formulated into a question: *"What are the needs of English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi in Academic Year 2014/2015 in terms of learning materials and ways of learning?"*

This research aimed at investigating the needs of English learning for the fourth and fifth graders of *SDN Utan Kayu Utara 01, 03 and 05 Pagi* in Academic Year 2014/2015 in terms of learning materials and ways of learning. The learners' needs revealed from this investigation could be the input for the English program designers in *SDN Utan Kayu Utara 01, 03 and 05 Pagi* to develop an English extra-curricular activity.

## **Research Method**

By referring to Creswell (2008: 51 – 59), Nation & Macalister (2010: 25), Richards (2001: 60-63), and Brown (1995: 45-51), this research is approached as a qualitative research. By referring to Creswell (2008: 476), Van Lier (in Hinkel (ed.), 2005: 196), and Yin (1989: 23, in Van Lier, in Hinkel (ed.), 2005: 196), method of this research is a case study because (1) it focuses on specific context and specific groups of learners, and (2) the use of multiple sources of evidence. Yin furthermore established that the case is bounded to a context in real life. Real-life context here means as the opposed to the laboratory context. This research is also a case study because (3) it focuses on the individuals in the group toward the case.

The focuses or specific contexts of this research are the needs of English learning in terms of learning materials and ways of learning. The specific learners are the fourth and fifth graders of the schools. Multiple sources of evidence are used by collecting data with questionnaires, interviews and document

analyses. The focus groups consist of the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, and 05 Pagi in Academic Year 2014/2015. The cases to be investigated in this research are the needs of certain groups of learners to learn English in terms of learning materials and ways of learning. The needs are bounded to the context where the needs to learn English applies only for the fourth and fifth graders of *SDN Utan Kayu Utara 01, 03 and 05 Pagi*.

Data of this research are the written responses of the participants, and aural responses of the interviewees, as well as the analysis results of related document. Data sources are the fourth and fifth graders of SDN Utan Kayu Utara 01, 03 and 05 Pagi, and the researcher.

By referring to the data-collecting procedure suggested by Williams (2003), Boyce and Neale (2006: 4-7), and CDP (2009), the data-collecting procedure in this research followed steps: (1) distributing questionnaires to investigate subjective needs of English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi in terms of learning materials and ways of learning, (2) conducting interviews to reveal subjective needs of English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi in terms of learning materials and ways of learning, (3) confirming the findings revealed from the questionnaire distribution with the findings revealed from conducting interviews to get the subjective needs of English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi in terms of learning materials and ways of learning, (4) analyzing various documents to reveal the schools' goal in running an English program as an extra-curricular activity, (5) analyzing various documents to reveal objective needs of English

learning for the fourth and fifth graders of SDN Utan Kayu Utara 01 Pagi in terms of learning materials and ways of learning, (6) confirming the subjective needs and the objective needs of English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi in terms of learning materials and ways of learning.

Appropriate instruments need to be employed to collect information needed. Among all the instruments to collect information about needs of English learning for young learners learning English as a foreign language, questionnaires, interviews and document analyses were considered to be appropriate to collect data in this research (see Rosset, in Brown, 1995: 53). Questionnaires, interview, and document analysis are included in non-test instruments (Sugiyono, 2012: 349; Matondang, 2009: 1-2; Sukmadinata, 2005: 223).

This research employed self-rating questionnaires (Q1, Q2). Self-rating questionnaires were employed to reveal the learners' favorite topics (Q1a), difficulties that the learners needed to learn more (Q1b), favorite learning activities (Q2a), and ways of learning English (Q2b). The questionnaires were distributed to all the fourth and fifth graders of SDN Utan kayu Utara 01, 03, 05 Pagi who presented on the day of the questionnaire distribution. Incidental convenience purposive sampling (Sukmadinata, 2005: 255) was a technique employed to collect data with questionnaire. The self-rating questionnaires (Q1, Q2) were adapted from questionnaires developed by Tzotzou (2014: 17 - 20). To find out whether or not the questionnaires are able to measure what supposed to measure which is the learning materials, an expert panel was asked to judge whether these questionnaires had been

constructed well or not to measure the needs of English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03 and 05 Pagi in terms of the learning materials and ways of learning English.

Interviews can be administered individually or in groups (Rosset, in Brown, 1995: 53). Interview in this research was applied to confirm data collected from the questionnaires. Quota purposive sampling was employed to choose the participants to be interviewed (see Sukmadinata: 2005: 255). According to Sugiyono (2012: 67), quota sampling is a technique to determine samples from population that have certain characteristics up to a certain amount of samples (quota). Notoatmodjo (2002: 89) defined quota sampling as a sampling technique by determining a certain amount of *quotum*. The interview was conducted in *Bahasa Indonesia* because the participants were young learners speaking *Bahasa Indonesia* in their daily conversation. By delivering the questions in *Bahasa Indonesia*, misunderstanding can be reduced and clarity of the questions increases.

The guideline to analyze documents released by the Centre for Disease and Prevention (CDP), Department of Health and Human Service U.S.A. (2009) was employed here because this guideline was employed to analyze needs. The needs analyzed by CDP were the needs of the patients towards services by medical institution in the U.S.A. In this research, the needs being analyzed were English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03 and 05 Pagi in terms of learning materials and ways of learning. Document analysis or record analysis (Rosset, in Brown, 1995: 53) is used to collect information on objective needs. The objective needs are collected by analyzing documents containing the

schools' goals, learning materials and ways of learning. The schools' goals were available in the document of *Visi, Misi dan Tujuan SDN Utan Kayu Utara 01, 03 and 05 Pagi*.

This research referred to the procedure suggested by Graves (200: 100) in analyzing the data. Graves (2000: 100) viewed procedures to analyze needs as a cycle. The cycle contains (1) deciding what information to collect and why, (2) deciding the best way to collect it: when, how and from whom, (3) collecting the information, (4) interpreting the information, (5) acting on the information, (6) evaluating the effect and effectiveness of the action, (7) back to 1. This research applied numbers four and five to serve its aim in investigating needs of English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi in terms of learning materials and ways of learning.

This research was conducted in six classes of three public elementary schools in Matraman, East Jakarta. They were the fourth and fifth grades of SDN Utan Kayu Utara 01, 03 and 05 Pagi, covering 185 students. The research was conducted for four months from May until August 2014.

## **Research Findings**

### **A. The Needs of English Learning for the Fourth and Fifth Graders of SDN Utan Kayu Utara 01, 03, 05 Pagi in terms of Learning Materials**

This section describes data revealing the needs of the learners to learn English in terms of the learning materials. The data were revealed through a questionnaire (Q1), an interview (I1) and data analyses (DA1). With the aid of Ms Excel, it was found that "kinds of plants" is the most favorite topic out of 29 topics given with 169 out of 185 students (91.35%) chose it. Subjective needs of



the learners revealed from the first question of the first questionnaire (Q1a) were put in order from the most frequently chosen topic to the least one as follows: (1) Kinds of Plants, 169 participants, (2) Our Environment, 168, (3) Festivals and Celebration, 165, (4) Family and Friends, 163, (5) Health and Illness, 159, (6) Entertainment, 159, (7) Parts and Organs of Human Body, 159, (8) Arts and Paintings, 159, (9) Music, 155, and (10) Kinds of Animals, 154, (11) Energy Saving, 143, (12) Traveling, 141, (13) Sports, 141, (14) Computer and Gadgets, 140, (15) Story and Literatures, 137, (16) Custom and Traditional Clothes, (17) Manage Garbage, Avoid Dissasters, 135, (18) Local Languages, Bahasa Indonesia and Languages in the World, 128, (19) Leisure Activities, 127, (20) Daily Activities, 124, (21) Occupation, 122, (22) Internet Connection, 121, (23) Science and Technology, 105, (24) Food, Drink and Cooking, 101, (25) Drama and Cinema, 100, (26) Holidays and Important Dates, 93, (27) Location, 87, (28) Famous People and Celebrities, 70, (29) Shopping, 66.

*“Memahami isi percakapan / lagu / film dalam Bahasa Inggris”* (Understanding a conversation, someone singing, a film; 178 participants) was considered to be the most difficult skill the participants wanted to practise more, followed by *“membaca cerita / majalah / komik dalam Bahasa Inggris”* (reading stories, magazines, comics; 158), *“Berbahasa Inggris secara jelas dan dimengerti”* (speak English clearly and understandably; 138), *“berbicara dalam Bahasa Inggris”* (speak English; 124), *“berbahasa Inggris dengan baik dan benar”* (know English properly; 115), *“menulis cerita atau puisi dalam Bahasa Inggris”* (write a story or a poem; 97), and *“mengerti arti kata / frase / kalimat*

*dalam Bahasa Inggris”* (understanding meanings of words, phrases and sentences; 96). The data collected from the questionnaire (Q1) was confirmed with data revealed from interviews (I1) to get the subjective needs in terms of learning materials.

With document analyses (DA1), (1) the schools' goal in running an English extra-curricular activity was to prepare the learners with skills and to knowledge to continue their study to higher-education level, (2) objective needs of English learning in terms of learning materials. They are (a) *How are You?*, (b) *It's Me*, (c) *It's My Birthday*, (d) *I Love People around Me*, (e) *How many Pets do You Have?*, (f) *Let's Listen to the Songs*, (g) *I Love Things around Me*, (h) *She's so Nice*, (i) *My Grandfather is a Doctor*, (j) *Attention, Please!*, and (k) *I am Proud of My Teacher*.

The subjective needs and objective needs were confirmed to get needs of English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi in terms of learning materials.

#### B. The Needs of English Learning for the Fourth and Fifth Graders of SDN Utan Kayu Utara 01, 03, 05 Pagi in terms of Ways of Learning

From questionnaires, out of 185 participants, 162 participants considered *“Menulis diary / cerita / puisi / jadwal pelajaran / agenda kegiatan dalam Bahasa Inggris”* (writing diaries/ stories/ poems/ schedule/ agenda in English) as their favourite ways of learning. One hundred and thirty chose *“Membaca cerita / majalah / komik / berita / puisi / iklan dan promosi dalam Bahasa Inggris”* (reading stories/ magazines/ comics/ news/ poems/ advertisements and promotion in English) as the second

favourite ways of learning. "Mendengarkan dan/atau menonton lagu-lagu / percakapan / bercerita / drama / dongeng / kisah / legenda / berita di televisi / youtube / internet dalam Bahasa Inggris" (listening or watching songs / conversation/ stories/ drama/ fables/ biographies/ legends/ news on TV/ youtube/ internet in English) and "Bernyanyi / bercakap-cakap / berpidato / bermain peran / membacakan puisi dalam Bahasa Inggris" (sing/ talk/ deliver a speech/ play roles/ read poems in English) were their third and fourth favourite ways of learning with 115 and 82 participants chose them respectively.

From 185 participants, 179 participants listened to radio / podcast / broadcast on English lesson as ways of learning English. Ways of learning English that participants did in learning English were (1) listening to radio / podcast / broadcast on English lesson, (2) Doing homework, (3) Learning English through games, (4) Practising English every day, (5) Listening to CD / cassettes / songs, (6) having English classroom discussion about any topics given using English language, (7) Watching films / soundtrack of songs in cinema / tv / youtube / other websites, (8) Asking a friend to listen to you speaking in English and check if she/he understands you, (9) Learning English in groups, (10) Learning English by employing internet connection.

From interviews, it was found out that listening to English music/ CDs/ songs, teacher's explanation, people's conversation were the most favorite ways of learning where twenty interviewees chose it. The other favorite ways of learning were writing fairy stories, teacher's explanation, LKS (exercise books), game stories, poems, diaries (17

interviewees); reading novel, poems, books, textbooks, LKS (exercise books), story books (15 interviewees); speaking with friends in English (7); watching videos, films, film soundtrack (FROZEN) (6 interviewees); Playing (2); Delivering a presentation, an explanation (2 interviewees); studying textbook (1); Singing (1); doing exercises (1); memorizing song lyrics (1); and understanding song lyrics (1).

From interviews, it was found that reading books, comics, dictionary, textbooks, LKS (exercise book), magazines, conversation, English stories were ways of learning English that interviewees did (19 interviewees). Nine interviewees listened to music/ songs, teacher's explanation, people's conversation as their ways of learning English. Other ways of learning English stated by the interviewees were asking mom's / sister's / teacher's / aunt's / cousin's / parents' help (8 interviewees); writing diaries, stories about fairies, teacher's explanation, LKS (exercise book), sentences, kinds of fruits, kinds of animals (7 interviewees); watching films/ film soundtracks (FROZEN) (4 interviewees); browsing internet to see people speaking in English (3 interviewees). Two interviewees stated studying textbooks; practicing English with mom, dad; translating English - Indonesia, and the reverse; looking meaning up in a dictionary; group work; learning by playing games; singing English songs; joining in an English course; and having dialogues in English with friends as their ways of learning English. Memorizing vocabularies; delivering a presentation; making a summary; applying new vocabularies in actual conversation; translating word by word, then combine the words into

sentences, and read them aloud; studying at home; developing intrinsic motivation to learn English; and learning English seriously were mentioned by one interviewee only respectively.

## **DISCUSSION**

Needs analysis in the area of English for general purposes is rarely conducted, including English learning and teaching in elementary schools (Yalden, 1985: 91; in Sukarno, 2008: 67). According to Richards (2001: 51-53), teachers have informally conducted needs analysis for years. Teachers conduct needs analysis in order to specify contents in learning English. Teachers' efforts to specify contents of the learning are increasingly required when the English learning and teaching approach shifts from teacher-centered approach to learner-centered approach (see Seedhouse, 1995; Tarone & Yule, 1989; in Tzotzou, 2014. See also Munby, 1978; Richterich and Chancerel, 1987; Hutchinson and Waters, 1987; Berwick, 1989; Brindley, 1989; Tarone and Yule, 1989; Robinson, 1991; Johns, 1991; West, 1994; Allison et al. (1994); Seedhouse, 1995; Jordan, 1997; Dudley-Evans and St. John, 1998; Iwai et al. 1999; Hamp-Lyons, 2001; Finney, 2002; in Songhori, 2007). Furthermore, Sukarno (2008: 67) points out the importance of conducting needs analysis prior to designing teaching materials. The needs to specify the content in English learning are the first focus of this needs analysis by revealing the learning materials.

The second focus, needs in terms of ways of learning, derives from a conceptual framework of teaching English to young learners (TEYL). English in elementary school is delivered for young learners. Ways young learners

learn English as a foreign language are different from ways adults do. Young learners are found to be more successful in learning certain areas, like pronunciation, than adults are because children are characteristically better in memorizing than adults. Young learners' logical thinking, however, is not mature yet. In this context, adults become better achievers in learning concepts of English. Scott and Yterberg (1993: 2 - 4, in Sukarno, 2008: 69) and Graddol (2006: 90) briefly overviewed the teaching English as a foreign language for young learners (TEYL). He also admits the importance of employing Vygotsky's concept of Zone of Proximal Development in TEYL.

Which learning materials and ways of learning should be suggested to the English program designers or teachers in the schools? The needs analysis of English learning in terms of learning materials and ways of learning in this research laid its position on the theories of needs analysis developed by Nation & Macalister (2010), Brindley (in Richards, 2001), Brown (1995), Richards (2001), Graves (2000), Feez (1998), Pratt (in Brown, 1995), McCormick, Brinkerhoff and Nelson (in Brown, 1995), Djigunovic (2012), Rosset (in Brown, 1995). This research framed the theories in a conceptual framework of needs analysis in terms of learning materials and ways of learning. This research also considered the previous research findings to reveal current issues in English learning and teaching, specifically teaching English for young learners in Indonesia (TEYLIn). The context of the research is the English learning for elementary school students, specifically for the fourth and fifth graders in SDN Utan Kayu Utara 01, 03, and 05 Pagi. The schools implemented the 2013 Curriculum starting Academic Year 2014/2015. The findings revealed

from questionnaires were confirmed with findings revealed from interviews to get the subjective needs. The objective needs were revealed from the analyses of various related documents. The subjective needs were confirmed with the objective needs to get the needs of English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi in terms of learning materials and ways of learning. The needs revealed from this research are considered to be sufficient to be proposed to the English program designer to develop an English program in SDN Utan Kayu Utara 01, 03 and 05 Pagi.

## CONCLUSION

The needs of English learning for the fourth and fifth graders in terms of learning materials are *music and songs, animals, arts & literatures, jobs, and family*; as well as learners' lacks, i.e. *understanding English vocabularies, writing in English, speaking English clearly, talking to people in English, reading English texts, and listening to people (teachers) talking / speaking in English*. In terms of ways of learning, the needs of English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, and 05 Pagi are *writing (diaries, stories, teachers' explanation, summaries, sentences, names of fruits, animals); studying textbooks, exercise books; reading books, comics, magazines, English conversation; listening to music, teachers, conversation; making presentation; looking meaning of certain words up in a dictionary; group work; playing games; using English words in real conversation; and making dialogues*. The participants also expected to learn through their favourite learning activities, i.e. *writing diaries/stories, teachers' explanation, summaries, sentences, names of fruits, and animals; reading books, comics, magazines, conversation; listening to music, teachers, and conversation; watching films (e.g.*

*Frozen), conversation in internet; groupwork; browsing internet; playing games; using English words in real conversation; making a dialog, practicing with father/ mother; making presentation; looking up in dictionary and studying textbooks and exercising books.*

English teachers or program designers in the schools are recommended to employ the learning materials and ways of learning English revealed from this study. A syllabus framework based on the findings of this research is suggested to be considered by the English program designer in designing the English program as an extra-curricular activity in SDN Utan Kayu Utara 01, 03, 05 Pagi in Academic Year 2014/2015.

Classroom languages available in the English textbook for the seventh graders are recommended to be introduced to the fourth and fifth graders. Teachers and English program are invited to employ learning materials and ways of learning available in the textbooks in the English class as an extra-curricular activity for the benefit of the learners.

## REFERENCES

- Altbach, Philip G. (2007a) The logic of mass higher education. P.G. Altbach (ed.), Tradition and Transition: The International Imperative in Higher Education, Rotterdam, Netherlands, Sense Publishers. 3-22; in Philip G. Altbach, Liz Resiberg, and Laura E. Rumbley (2009) *Trends in Global Higher Education: Tracking an Academic Revolution. A Report Prepared for the UNESCO 2009 World Conference on Higher Education*. Published with support from SIDA/SAREC. Retrieved on August 15<sup>th</sup>, 2014 from <http://www.uis.unesco.org/Libra>

- [ry/Documents/trends-global-higher-education-2009-world-conference-en.pdf](http://www.ijhssnet.com/journals/Vol.1.No.6;June2011/22.pdf).
- Asif, Manal Mohammad, MBP.S. (2011). *Achievement Goal and Intrinsic Motivation: A Case of IIUM*. International Journal of Humanities and Social Science, Vol.1, No.6, June 2011. Retrieved from <http://www.ijhssnet.com/journals/Vol.1.No.6;June2011/22.pdf> on August 15th, 2014.
- Badan Pusat Statistik. (2010). *Press Release BPS-RI tanggal 27 Januari 2011 tentang Penjelasan Data Kemiskinan berdasarkan Survei Sosial Ekonomi Nasional (Susenas) Maret 2010 yang direlease Juli 2010*. Retrieved from <http://statisticscafe.blogspot.com/2012/02/penghitungan-angka-kemiskinan-bps-vs.html> on July 16th, 2014.
- Baker, Sarah Elsie & Edwards, Rosalind. (n.d.). *How many Qualitative Interviews is enough?: expert voices and early career reflections on sampling and cases in qualitative research*. A National Centre on Research Method (NCRM) Review Paper. Published by ESRC (Economic and Social Research Council) of NCRM. Retrieved from [http://eprints.ncrm.ac.uk/2273/4/how\\_many\\_interviews.pdf](http://eprints.ncrm.ac.uk/2273/4/how_many_interviews.pdf) on Jan. 14th, 2015.
- Barr, Dr. Stewart. (2004). *Quantitative Data Analysis for Human Geographers Using SPSS*. Retrieved on July 29th, 2014 from <https://projects.exeter.ac.uk/ebg/SPSS%20Handbook%202004.doc>.
- Beritajakartavideo. (2013, December 18<sup>th</sup>). *Pelajaran Bahasa Inggris Bisa Dijadikan Ekstrakurikuler di SD*. Beritajakarta.com. Retrieved from <http://www.youtube.com/watch?v=1tmNWtyXg18> on July 20<sup>th</sup>, 2014.
- Bertram, Dane. (n.d.). *Likert Scales*. Retrieved from <http://poincare.matf.bg.ac.rs/~kristina/topic-dane-likert.pdf> on June 11th, 2014.
- Brezigar, Barbara. (2010). *How Does the Introduction of An English Speaking Puppets Influence the Use of English in Group Speaking Activities*. In Annie Hughes & Nicole Taylor (Eds.), *Teaching English to Young Learners: Third International TEYL Research Seminar 2005-6 Papers* (pp.6 - 13). York, UK: Dept. Of Educational Studies, University of York. Retrieved from <http://www.york.ac.uk/media/educationalstudies/documents/teyl/TEYL%20Seminar%20Papers%202005-6%20edited.pdf>, on Oct. 8<sup>th</sup>, 2014.
- Brown, James Dean. (1995). *The Elements of Language Curriculum: A Systematic Approach to Program Development*. Massachusetts: Heinle-Heinle Publishers.
- Centre for Disease and Prevention, Department of Health dan Human Service U.S.A. (2009). *Data-Collection Method for Evaluation: Document Review*. Retrieved from <http://www.cdc.gov/healthyyouth/evaluation/pdf/brief18.pdf>, on July 17th, 2014
- Christmann, A., and S. Van Aelst. (2005). *Robust Estimation of Cronbach's Alpha*. Preprint submitted to Elsevier Science. Retrieved from [http://www.stoch.uni-bayreuth.de/de/CHRISTMANN/Christmann\\_files/ChristmannVanAelst05.pdf](http://www.stoch.uni-bayreuth.de/de/CHRISTMANN/Christmann_files/ChristmannVanAelst05.pdf), on July 30th, 2014.
- Clement, Richard; Zoltan Dornyei and Kimberly A. Noels. (2001). *Motivation, Self-Confidence and Group Cohesion in the Foreign Language Classroom*. Published online by the University of Alberta,

- Canada in 2001 . Cited from the journal of Language Learning 44: 3, September, 1994, pp. 417- 448. Last retrieved on August 15<sup>th</sup>, 2014 from <http://www.psych.ualberta.ca/~knoels/personal/Kim%27s%20publications/ClementDornyeiNoels1994.pdf>.
- Creswell, John W. (n.d.). *Qualitative Procedures*. Retrieved from [http://www.study-upeaceafricaprogramme.org/Uploads/ReadingMaterials/Course\\_8/Material\\_22/Material\\_22.pdf](http://www.study-upeaceafricaprogramme.org/Uploads/ReadingMaterials/Course_8/Material_22/Material_22.pdf) on June 25<sup>th</sup>, 2014.
- DeKeyser, Robert M. (2000). *The Robustness of Critical Period Effects in Second Language Acquisition*. Cambridge University Press: 499 – 533. Retrieved from <http://rucss.rutgers.edu/~karin/550.READINGS/SYNTAX/CRITICAL.PERIOD/DeKeyser.pdf> on June 2<sup>nd</sup>, 2014.
- Diem, Keith G. (2004). *A Step-by-Step Guide to Developing Effective Questionnaires and Survey Procedures for Program Evaluation and Research*. Rutgers Cooperative Research & Extension, NJAES, Rutgers, The State University of New Jersey. Retrieved from [http://novascotia.ca/psc/pdf/employeeCentre/recognition/toolkit/step7/Guide\\_to\\_Developing\\_Questionnaires.pdf](http://novascotia.ca/psc/pdf/employeeCentre/recognition/toolkit/step7/Guide_to_Developing_Questionnaires.pdf) on July 16<sup>th</sup>, 2014.
- Djigunovic, Jelena Mihaljevic ´. (2012). *Early EFL learning in context – Evidence from a country case study*. London: British Council, ELT Research Papers 12-05. Retrieved from <http://Englishagenda.britishcouncil.org/sites/ec/files/B376%20ELTRP%20Report%20-%20ELLiE%20v8.pdf> on July 13<sup>th</sup>, 2014.
- EMGO. 2010. *Questionnaires: Selecting, Translating and Validating*. Retrieved from <http://www.emgo.nl/kc/preparat ion/research%20design/8%20Questionnair es%20selecting,%20translating%20and%20validating.pdf> on June 25<sup>th</sup>, 2014.
- Feez, Susan. (1998). *Text-Based Syllabus Design*. Sydney: National Centre for English Language Teaching and Research, Macquarie University.
- Graddol, David. (2006). *English Next: Why global English may mean the end of 'English as a Foreign Language'*. British Council. Retrieved from <http://www.britishcouncil.org/learning-research-English-next.pdf> on July 11<sup>th</sup>, 2014.
- Graves, Kathleen. (2000). *Designing Language Courses: A Guide for Teachers*. Ontario: Heinle & Heinle Publishers.
- Handayani, Agnita. (2008). *Teaching English for Fourth Grade of Primary School Students: A Reflective Study of a Novice Teacher at SDN Cipinang Muara 14 Pagi*. Skripsi. English Department Faculty of Language and Arts State University of Jakarta.
- Handayani, Citra Astria. (2010). *“Lexicogrammar Bahasa Guru Dalam Mengajar Bahasa Inggris untuk Pembelajar Anak-Anak*. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.
- Harun, Charlotte Ambat. (2005). *The English Teaching and Learning Process in Public Elementary Schools: A Descriptive Study in Kecamatan Cileunyi, Kabupaten Bandung*. Bandung: Universitas Pendidikan

- Indonesia. Retrieved from [http://repository.upi.edu/tesisview.php?export=html&no\\_tesis=7](http://repository.upi.edu/tesisview.php?export=html&no_tesis=7) on Tue., Nov. 6th., 2012.
- Hendarto, Kresno Agung. (2009). *Relasi Negara, Civil Society dan Dunia Usaha dalam Iklan CSR di Media Televisi: Sebuah Studi Pendahuluan*. Retrieved from <http://asp.trunojoyo.ac.id/wp-content/uploads/2014/03/28.-RELASI-NEGARA-CIVIL-SOCIETY-DAN-DUNIA-USAHA-DALAM-IKLAN-CSR-DI.pdf>, on July 30th, 2014.
- Hossain, Md Jamal. (2013). *ESP A Needs Analysis for Engineering Students: A Learner Centered Approach*. Journal of PU, Part B, Vol. 2, No. 2, July 2013, pp. 16-26, Presidency University. ISSN: 2224-7610.
- Hosseini, Dustin. (2009). The ZPD, scaffolding, and ‘the effort to comprehend’: three concepts that language teachers should consider in facilitating the second language acquisition of learners. Retrieved from [https://www.academia.edu/229082/The\\_ZPD\\_scaffolding\\_and\\_the\\_effort\\_to\\_comprehend\\_three\\_concepts\\_that\\_language\\_teachers\\_should\\_consider\\_to\\_facilitate\\_second\\_language\\_acquisition](https://www.academia.edu/229082/The_ZPD_scaffolding_and_the_effort_to_comprehend_three_concepts_that_language_teachers_should_consider_to_facilitate_second_language_acquisition) on May 21st, 2014.
- Hyland, K. (2006). [English for specific purposes: some influences and impacts](#). In Cummins, A. & Davison, C. (eds). *The International Handbook of English language education Vol 1*. Norwell, Mass: Springer. pp 379-390.
- Jie, Chang. (2013). *English Learner Needs Analysis: A Case Study of Beijing Institute of Petrochemical Technology (BIPT)*. International Journal of Humanities and Social Science Vol. 3 No. 1, pp. 178-182. Retrieved from [http://www.ijhssnet.com/journals/Vol\\_3\\_No\\_1\\_January\\_2013/21.pdf](http://www.ijhssnet.com/journals/Vol_3_No_1_January_2013/21.pdf). On July 3rd, 2014
- Kawanami, Sachiyo & Kazuya Kawanami. (2012). *A Need Analysis: How Teachers Perceive Teacher Training for English Education at Elementary Schools*. Let Kyushu - Okinawa Bulletin, 12, March 2012, pp. 29-43.
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2013). *Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan RI Nomor 67 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Dasar / Madrasah Ibtidaiyah*. Berita Negara Republik Indonesia Tahun 2013 Nomor 813. Last retrieved on July 3<sup>rd</sup>, 2014 from <http://hukor.kemdikbud.go.id/diknasrokum/index.php/peraturan-perundangan>.
- Khumairoh, Nur. *A Content Evaluation on “When English Rings the Bells” – An English Textbook for the Seventh Graders of Junior High School*. Thesis. English Department, Faculty of Letter, State University of Malang. Retrieved from [http://mulok.library.um.ac.id/index.php?s\\_data=Skripsi&id=64843&mod=b&cat=5&s\\_field=2&s\\_teks=%22English%22&fulltext=2&s\\_teks\\_2=&start=0&page=30](http://mulok.library.um.ac.id/index.php?s_data=Skripsi&id=64843&mod=b&cat=5&s_field=2&s_teks=%22English%22&fulltext=2&s_teks_2=&start=0&page=30) on Dec. 4th, 2014.
- Kurniawan, Bahri. (2013, December 13<sup>th</sup>). *Bahasa Inggris Baik Hanya untuk Ekstrakurikuler*. Tribunnews.com. Retrieved from <http://www.tribunnews.com/nasional/2013/12/17/bahasa-inggris-baik-hanya-untuk-ekstrakurikuler>

- on July 20th, 2014.
- Kusumoto, Yoko. (2008). *Needs Analysis: A Teacher Training Program for Elementary School Homeroom Teachers in Japan*. Second Language Studies. 26(2), Spring, 2008, pp. 1-44. Retrieved from <http://hawaii.edu/sls/uhwpesl/26%282%29/Kusumoto.pdf> on July 20th, 2014.
- Lennartsson, Frida. (2008). *Students' Motivation and Attitude towards Learning A Second Language*. Vaxjo University. Retrieved from <http://www.diva-portal.org/smash/get/diva2:206523/FULLTEXT01.pdf> on July 4th, 2014.
- Matondang, Zulkifli. (2009). *Validitas dan Reliabilitas Suatu Instrumen Penelitian*. Jurnal Tabularasa PPS UNIMED: Vol.6, No.1, June 2009. Retrieved from <http://digilib.unimed.ac.id/public/UNIMED-Article-24576-Zulkifli.pdf> on July 27th, 2014.
- McCawley, Paul F. (2009). *Methods for Conducting an Educational Needs Assessment: Guidelines for Cooperative Extension System Professionals*. University of Idaho. Retrieved from <http://www.cals.uidaho.edu/edcomm/pdf/BUL/BUL0870.pdf>, on Jan. 14<sup>th</sup>, 2014.
- Miller, B. (Last Modified Date: 11 August 2014). *What Are the Benefits of Learning English?* Revised By: G. Wiesen. Edited By: Bronwyn Harris. Copyright Protected: 2003-2014 Conjecture Corporation. Last retrieved on August 15<sup>th</sup>, 2014 from <http://www.wisegeek.org/what-are-the-benefits-of-learning-English.htm>.
- Morales, Franc and Leah Gilner. (2006). *The Sage's English Dictionary and Thesaurus*. (the 3<sup>rd</sup> ed.). Deskperience Software, Princeton University.
- Morales, Laura Carolina Cruz; Liseth Yurani Oliveros Urrego; Adriana Marcela Quiroga Rodriguez; Paola Andrea Rodriguez Gonzáles. (2010). *English Curriculum Proposal Based on A Needs Analysis Study of EFL Learners in Elementary Grades at Escuela Normal Superior Distrital Maria Montessori*. La Salle University, School Of Education B.A. In Spanish, English And French. Retrieved from <http://repository.lasalle.edu.co/bitstream/10185/7873/1/T26.10%20C889e.pdf> on May 21st, 2014.
- Muchri, Tatsiana Widyawati. (2003) *Students' Preferences for and Expectation from Native and Non-Native Speaker Teachers of English: A Survey*. Jakarta: State University of Jakarta (UNJ), An unpublished thesis.
- Musthafa, Bachrudin. (2010). *Teaching English to Young Learners in Indonesia: Essential Requirements*. Educationist, Vol.IV, No.2, Jul. Pp. 120 - 125. ISSN: 1907-8838. Retrieved from [http://file.upi.edu/Direktori/JURNAL/EDUCATIONIST/Vol.\\_IV\\_No.\\_2-Juli\\_2010/07\\_Bachrudin\\_Musthafa.pdf](http://file.upi.edu/Direktori/JURNAL/EDUCATIONIST/Vol._IV_No._2-Juli_2010/07_Bachrudin_Musthafa.pdf) on Nov. 16th, 2014.
- Nation, ISP & John Macalister. (2010). *Language Curriculum Design*. New York: Routledge
- Notoatmodjo, Soekidjo. (2002). *Metode Penelitian Kesehatan*. Rineka Cipta. Jakarta.
- Nur Ibad, Taqwa. (2009). *Implementasi Kurikulum Muatan Lokal pada MataPelajaran Bahasa Inggris dalam Meningkatkan Mutu Pendidikan (Studi Kasus di Madrasah Ibtidaiyah Jenderal Sudirman Malang)*.



- Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Tarbiyah Universitas Islam Negeri Malang.
- Office of Migrant Education. (2001). *Comprehensive Needs Assessment*.
- Polikandrioati, Maria; Ioannis Goudevenos; Lampros Michalis; Vasilios Nikolaou; Chrisostomos Dilanas; Christopher Olympios; Vasilios Votteas; Moses Elisaf. (2011). *Validation and reliability analysis of the questionnaire "Needs of hospitalized patients with coronary artery disease"*. Health Science Journal: Vol.5, Issue 2. Retrieved from <http://www.hsj.gr/volume5/issue2/527.pdf>, on July 26th, 2014
- Purnama, R Ratna. (2013, December 16<sup>th</sup>). *Dihapus, Bahasa Inggris baik untuk Ekstrakurikuler*. Sindonews.com. Retrieved from <http://metro.sindonews.com/read/817598/31/dihapus-bahasa-inggris-baik-untuk-ekstrakurikuler> on July 20th, 2014.
- Ramdani, Aji. (2008) *Opini Stakeholder Terhadap Kompetensi Pedagogi Lulusan English Language Education Study Program Universitas Negeri Jakarta*. Skripsi. PSPBI Universitas Negeri Jakarta.
- Reid, Joy M. (1987). *The Learning Style Preferences of ESL Students*. TESOL Quarterly, Vol. 21, No. 1, March 1987. Retrieved from [http://lwtoefl.ielp.pdx.edu/internal\\_resources/tutor/level\\_1\\_regular/Learning\\_Style\\_ESL%20%20Reid.pdf](http://lwtoefl.ielp.pdx.edu/internal_resources/tutor/level_1_regular/Learning_Style_ESL%20%20Reid.pdf), on June 2nd, 2014.
- Richards, Jack C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Rizkiani, Siska. (2006). *English Learning Preferences of East Jakarta Elementary School Students: A Survey*
- Safutra, Ilham. (2013, December 10<sup>th</sup>). *Mata Pelajaran Bahasa Inggris di SD Dihapus*. Koran-sindo.com. Retrieved from <http://koran-sindo.com/node/350303> on July 20th, 2014.
- Santoso, Sugeng. (2000) *Penerapan Metode Multidimensional Scaling (MDS) Dalam Perencanaan Formulasi Strategi Pemasaran Supermarket HERO Malang*. Jurnal Optimum Vol.1, No.1, 2000, hal.60-70. Retrieved from [https://www.academia.edu/6711418/Sugeng\\_Santoso](https://www.academia.edu/6711418/Sugeng_Santoso), on July 30th, 2014.
- Scheuren, Fritz. (2004). *What is a Survey?*. 2<sup>nd</sup> ed. The American Statistical Association. Last retrieved on July 2<sup>nd</sup>, 2014 from <http://www.amstat.org/sections/srms/pamphlet.pdf?q=error10>.
- Setyowati, Citra Rahayu (2009). *Pengalaman Belajar Bahasa Inggris untuk Mendukung Kompetensi Berbahasa Inggris Siswa dalam konteks kelas: Sebuah Studi Kasus di Sekolah Dasar Yang Telah Mengimplementasikan KTSP*. Skripsi. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Jakarta.
- SIMDIK DISDIK DKI Jakarta (2014). *Persyaratan Penerimaan Peserta Didik Baru (PPDB) SD DKI 2014*. <http://sd.ppdbdki.org/read/Persyaratana-28.aspx/>, retrieved on Oct., 8<sup>th</sup>, 2014.
- Siniscalco, Maria Teresa & Auriat, Nadia (2005). *Module 8 Questionnaire Design*. In Kenneth N. Ross (ed.). *Quantitative Research Method in Educational Planning*. Paris: UNESCO International Institute for Educational Planning. Retrieved on Oct. 21st, 2014 from <http://www.iiep.unesco.org/filea>

- [dmin/user\\_upload/Cap\\_Dev\\_Training/Training\\_Materials/Quality/Qu\\_Mod8.pdf](#).
- Snow, Chaterine E & Hoefnagel-Höhle, Marian. (1978). *The Critical Period for Language Acquisition: Evidence from Second Language Learning*. In **Child Development**, Vol. 49, No. 4 (Dec., 1978), pp. 1114-1128. Published by Blackwell Publishing on behalf of the Society for Research in Child Development. Retrieved from <http://www.jstor.org/stable/1128751> on May 21st, 2014.
- Soleimani, Hassan & Hanafi, Somayeh. (2013). *Iranian Medical Students' Attitudes towards English Language Learning*. International Research Journal of Applied and Basic Sciences, Vol.4 (12): 3816 – 3823. Retrieved from [http://www.irjabs.com/files\\_site/paperlist/r\\_1375\\_130914103018.pdf](http://www.irjabs.com/files_site/paperlist/r_1375_130914103018.pdf) on July 3rd, 2014.
- Songhori, Mehdi Haseli. (2007). *Introduction to A Needs Analysis. English for Specific Purposes World*, Issue 4, 2008. [www.esp-world.info](http://www.esp-world.info). Retrieved from [http://www.esp-world.info/articles\\_20/doc/introduction%20to%20needs%20analysis.pdf](http://www.esp-world.info/articles_20/doc/introduction%20to%20needs%20analysis.pdf) on June 1<sup>st</sup>, 2014.
- Strange, Vicki; Forest, Simon; Oakley, Ann; & the Ripple Study Team. (2003). *Using Research Questionnaires with young People in Schools: the Influence of the Social Context*. IJSRM, 2003, vol.6, no.4, pp. 337 – 346. Retrieved from <http://www.soc.uoc.gr/socmedia/papageo/using%20research%20questionnaires%20with%20young%20people.pdf>, on Oct. 8<sup>th</sup>, 2014.
- Sugiyono, Prof. Dr. (2012). *Statistika untuk Penelitian*. Bandung: Penerbit Alfabeta.
- Sukamerta, I Made. (2011). *Implementasi Kebijakan Pembelajaran Bahasa Inggris Pada Sekolah Dasar Di Kota Denpasar*. Disertasi Program Pascasarjana Universitas Udayana. DIVINKOM Universitas Udayana. Retrieved from <http://www.pps.unud.ac.id/diseritasi/detail-27-implementasi-kebijakan-pembelajaran-bahasa-inggris-pada-sekolah-dasar-di-kota-denpasar.html> on June 1st, 2014.
- Sukarno. (2008). *Teaching English to Young Learners and Factors to Consider in Designing the Materials*. Jurnal Ekonomi & Pendidikan, Vol.5, No.1, April 2008, pages 57 – 73. Retrieved from <http://journal.uny.ac.id/index.php/jep/article/viewfile/603/460> on Oct., 17th, 2014.
- Sukmadinata, Nana Syaodih. (2005). *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosadakarya. ISBN 979-692-486-2.
- Supriatin, Ika. (2008). *Authentic Assessment as a Means to Develop Students' English: A Case study at SD Negeri Pisangan Timur 03*. A Skripsi. English Department. Faculty of Languages and Arts. State University of Jakarta.
- Supriyanti, Nury (2012). *Why Do Our Children Need to Learn English at Elementary Schools? A Critical Review on the Provision of English to the Indonesia Elementary Schools*. A proceeding at the Second National Conference on TEYLIN: From Policy to Classroom. Kudus: Universitas Muria Kudus, pp. 145 – 152. Retrieved on November 12th, 2014 from

- [http://eprints.umk.ac.id/340/21/PROCEEDING\\_Teylin\\_2.152-158.pdf](http://eprints.umk.ac.id/340/21/PROCEEDING_Teylin_2.152-158.pdf).
- Susiyani. (1992). *Pekerja Menurut Status Pekerjaan Utama*. Retrieved from <http://menegpp.go.id/v2/index.php/datadaninformasi/ketenagakerjaan?download=40%3Apekerja-menurut-status-pekerjaan-utama>, on July 15<sup>th</sup>, 2014.
- Theresia, Novianti. (2008). *Kompetensi Guru Bahasa Inggris SDN Cipinang Muara 14 Pagi Jakarta Timur yang Terefleksi dalam Perencanaan Pembelajaran dan Penerapannya didalam Kelas: Sebuah Study Kasus*. Jakarta: PSPBI- FBS Universitas Negeri Jakarta. An unpublished skripsi.
- Titcomb, Allison L. (2000). *A Needs Analysis*. ICYF Evaluation Concept Sheet. The University of Arizona. Retrieved from <http://extension.arizona.edu/evaluation/sites/extension.arizona.edu/evaluation/files/docs/needs.pdf> on Jan. 14<sup>th</sup>, 2014
- Tsao, Chia-Hsiu. (2008). *English-Learning Motivation and A Needs Analysis: A Case Study of Technological University Students in Taiwan*. In Proceedings of the 84<sup>th</sup> Anniversary and Basic Research Conference of Chinese Military Academy, 326-344. Taiwan: Kaohsiung City. Retrieved from [http://ir.fy.edu.tw/ir/bitstream/987654321/2991/1/12+English+learning+motivation+and+needs\\_%E6%9B%B9%E5%98%89%E7%A7%80.pdf](http://ir.fy.edu.tw/ir/bitstream/987654321/2991/1/12+English+learning+motivation+and+needs_%E6%9B%B9%E5%98%89%E7%A7%80.pdf) on July 3<sup>rd</sup>, 2014
- Tzotzou, Maria D. (2014). *Designing and Administering A Needs Analysis Survey to Primary School Learners about EFL Learning: A Case Study*. A journal of Preschool and Primary Education, 2014, Volume 2, Issue 1, i-first article, ISSN: 2241-7206. Laboratory of Pedagogical Research & Application, Department of Preschool Education, University of Crete, doi: dx.doi.org/10.12681/ppej.62. e-publisher: National Documentation Centre, National Hellenic Research Foundation, URL: <http://chileducation-journal.org>, last retrieved on June 1<sup>st</sup>, 2014.
- Ula, Fatimatul. (2008). *Konsistensi Rencana Pembelajaran Guru dengan Standar Isi: Sebuah Studi Deskriptif*. Skripsi. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Jakarta
- Van Lier, Leo. *Case Study*. In Hinke, Eli (ed.) (2005). *Handbook of Research in Second Language Teaching and Learning*. New Jersey: Lawrence Erlbaum Assosicate Publishers, pp. 195-208.
- Vela, Cecilia Araceli Medrano & Vara, Roxana Cano. (2009). *Motivation and Language Learning: the Case of 5 Successful Independent Students*. Memorias Del V Foro De Estudios En Lenguas Internacional (FEL 2009) ISBN 978-607-9015-05-3. Last Retrieved from [http://fel.uqroo.mx/adminfile/files/memorias/Articulos\\_Mem\\_FO\\_NAEL\\_V/Medrano\\_Vela\\_Cecilia\\_Araceli\\_&\\_Cano\\_Vargas\\_Roxana.pdf](http://fel.uqroo.mx/adminfile/files/memorias/Articulos_Mem_FO_NAEL_V/Medrano_Vela_Cecilia_Araceli_&_Cano_Vargas_Roxana.pdf) on Sep. 27<sup>th</sup>, 2014.
- Visi, Misi dan Tujuan SDN Utan Kayu Utara 01 Pagi. Revisi Kurikulum KTSP untuk Kelas 3 dan 6 dan Implementasi Kurikulum 2013 untuk Kelas 1, 2, 4, 5 di SDN Utan Kayu utara 01 Pagi Tahun Pelajaran 2014/2015.
- Visi, Misi dan Tujuan SDN Utan Kayu Utara 03 Pagi. Revisi Kurikulum

- KTSP untuk Kelas 3 dan 6 dan Implementasi Kurikulum 2013 untuk Kelas 1, 2, 4, 5 di SDN Utan Kayu utara 03 Pagi Tahun Pelajaran 2014/2015.
- Visi, Misi dan Tujuan SDN Utan Kayu Utara 05 Pagi. Revisi Kurikulum KTSP untuk Kelas 3 dan 6 dan Implementasi Kurikulum 2013 untuk Kelas 1, 2, 4, 5 di SDN Utan Kayu utara 05 Pagi Tahun Pelajaran 2014/2015.
- Wahyuni, Fitri. (2013) *Pengaruh Profitabilitas Terhadap Harga Saham*. A Thesis. Universitas Pendidikan Indonesia. Retrieved from [http://repository.upi.edu/347/6/S\\_FPEB\\_0905992\\_CHAPTER3.pdf](http://repository.upi.edu/347/6/S_FPEB_0905992_CHAPTER3.pdf).
- Wardani, Lidya. (2012) *Hubungan Status Sosial Ekonomi Orangtua dengan Prestasi Belajar Biologi Siswa Kelas XI IPA SMA Negeri 20 Medan Tahun Pelajaran 2011/2012*. A Thesis. Universitas Negeri Medan. Retrieved from <http://digilib.unimed.ac.id/UNIMED-Undergraduate0122190/22748/hubungan-status-sos-ial-ekonomi-orangtua-dengan-prestasi-belajar-biologi-siswa-kelas-xi-ipa-sma-negeri-20-medan-tahun-pembelajaran-20112012> on July, 16th, 2014.
- Westmoreland, Helen; Suzanne Boufard; Kelley O'Carroll; Heidi Resonberg. (2009). *Data-Collection Instruments for Evaluating Family Involvement*. Cambridge, MA: Harvard Family Research Project, Harvard Graduate School of Education. Retrieved on October 21<sup>st</sup>, 2014 from <http://www.hfrp.org/content/download/3290/96618/file/DataCollectionInstrumentsForEvaluatingFamilyInvolvement.pdf>.
- Wikipedia, the Free Encyclopedia. (Last modified on 24 May 2014 at 12:35). *Critical Period Hypothesis*. Retrieved from [http://en.wikipedia.org/wiki/Critical\\_period\\_hypothesis](http://en.wikipedia.org/wiki/Critical_period_hypothesis) on June 1st, 2014.
- Williams, A. (2003). *How to ... Write and analyze a questionnaire*. Published online ahead of print October 2003, doi: 10.1093/ortho/30.3.245 *Journal of Orthodontics* September 2003 vol. 30 no. 3 245-252 British. Retrieved from <http://jorthod.maneyjournals.org/content/30/3/245.full#sec-2> on July 16<sup>th</sup>, 2014.
- Wu, Xinyi. (2003). *Intrinsic Motivation and Young Language Learners: the impact of the classroom environment*. *Journal of System* 31 (2003) pp. 501 - 517. Retrieved from <http://www.finchpark.com/courses/grad-dissert/articles/motivation/intrinsic-motvn-young-learners.pdf> on August 15<sup>th</sup>, 2014.
- Yusoff, Muhammad Saiful Bachri. (2011). *Reliability and Validity of Adult Learning Inventory among Medical Students*. *Education in Medicine Journal: Vol 3(1)*, e22-e31, doi: 10.5959, eimj: 3.1.2011.or3. Retrieved from <http://www.eduimed.com/index.php/eimj/article/download/89/57> on July 30th, 2014.
- Yusrizal, (2008). *Pengujian Validitas Konstruk dengan Menggunakan Analisis Faktor*. *Jurnal Tabularasa PPs Unimed, Vol.5 No.1*, Juni 2008. Retrieved from <http://digilib.unimed.ac.id/public/UNIMED-Article-24630-Yusrizal.pdf>, on July 12th, 2014.

