

The Importance of Needs Analysis for English for Specific Purposes at Elementary School Teacher Department of University of Muhammadiyah Sukabumi

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Based on a data, there are several elementary schools in Sukabumi which do not have a teacher with English background education, so that the graduate of elementary school teacher education or PGSD who is teaching English in the school. This research is conducted on PGSD students of University of Muhammadiyah Sukabumi (UMMI) to prepare themselves as teachers of English in the future, but it is found that students at PGSD UMMI have difficulties in following the lessons taught on campus. The objectives of this research are (1) to know the background of students' English competency as need analysis process. (2) to make an appropriate materials that is given in ESP subjects. The researcher conducted this study with quantitative and RnD methods. The results of this study show that (1) more than 90% of students are not able to pronounce letters and to mention numbers, especially large numbers in English correctly; (2) the impact of the research is the change of syllabus where the materials taught to the students. From this research, it can be concluded that need analysis is something that must be done to improve the quality of English education in our environment.

Keywords: needs analysis, ESP, elementary school

Berdasarkan data, ada banyak sekolah dasar di Sukabumi yang tidak memiliki guru dengan latar belakang pendidikan bahasa Inggris, sehingga lulusan Pendidikan Guru Sekolah Dasar atau PGSD yang mengajar Bahasa Inggris di sekolah. Penelitian ini dilakukan pada mahasiswa PGSD Universitas Muhammadiyah Sukabumi (UMMI) untuk mempersiapkan diri mereka sebagai pengajar Bahasa Inggris di masa yang akan datang, namun ditemukan bahwa siswa di PGSD UMMI mengalami kesulitan dalam mengikuti pelajaran yang diajarkan di kampus. Tujuan dari penelitian ini adalah (1) untuk mengetahui latar belakang kompetensi bahasa Inggris mahasiswa sebagai proses analisis kebutuhan. (2) membuat materi yang sesuai yang diberikan dalam mata kuliah ESP. Penelitian ini dilaksanakan dengan menggunakan metode kuantitatif dan RnD. Hasil penelitian ini menunjukkan bahwa (1) lebih dari 90% siswa tidak mampu mengucapkan huruf dan menyebutkan angka, terutama dalam jumlah besar dalam bahasa Inggris dengan benar; (2) dampak penelitian adalah perubahan silabus dan materi yang diajarkan kepada siswa. Dari penelitian ini, dapat disimpulkan bahwa analisis kebutuhan adalah sesuatu yang harus dilakukan untuk meningkatkan kualitas pendidikan Bahasa Inggris di lingkungan kita.

INTRODUCTION

Teacher is a great profession which has a very big responsibility, not only for their self, but also for their students and the biggest responsibility is for the God or Allah SWT. As a teacher, we have to remember that what we give to our students has to be suitable and useful for them today and for the future. So many teachers are very intelligent, they may be graduated from

some great university, they learn a lot, read a lot, and want to give a lot also for their learners. But this a lot, is it suitable for the learners? For our teaching activity, we usually make our own syllabus or we just use the syllabus that was already used frequently for years. Is this good? Yes, maybe for the materials since it was already chosen the most relevant to the subject's goals. But is this suitable for our students? We cannot make it sure since the characteristic and ability of our students must be different and we cannot just take it the same.

Teaching is not easy, and teaching in faculty of education is even more. The reason is because we have to teach someone who will become a teacher and they will teach other learners with the materials that we give to them, and that is why we have to make sure that what we give is really suitable and useful for our student's future profession and their responsibility to their learners. In this paper, the focus is related to English materials at Elementary School Teacher Department or *Pendidikan Guru Sekolah Dasar* University of Muhammadiyah Sukabumi (PGSD UMMI). Burns and Richards (2012) stated that "there are five approaches in contemporary language teaching, such as: rethinking our understanding of teaching, learner diversity and classroom learning, pedagogical approaches and practices, components of the curriculum, media and materials".

Related to the subject, English is one of subjects that are given in elementary school, English is taught from low grade in elementary school until university level and this is also one of subject which is used in standardized test before students graduate from their school starts from elementary until high school levels. That means that English is an important subject that should be mastered by Indonesian students, especially by students from Elementary School Teacher Department. English subject should be mastered by students from Elementary School Teacher Department because they probably will teach English to their students in the future. Even though they are not come from English Education Department, but the fact shows that there are some teachers in elementary school who teach English even when they are not graduated from English Education Department but from Elementary School Teacher Department or other departments.

For starting this study, the researcher find data of teachers in some elementary schools in Sukabumi, West Java related to teachers who teach English in the school with their educational background. The researcher used 10 schools in Sukabumi as sample and here is the data:

Table 1. Survey of English teacher in Sukabumi 2016

No	Elementary School	Number Of Teacher	Teacher with English Background	%
1	SD Negeri Baros Kencana CBM	37	1	2,70
2	SD Negeri Gunungpuyuh CBM	34	0	0,00
3	SD Negeri Cipanengah CBM	28	0	0,00
4	SD Negeri Brawijaya	25	1	4,00

5	SD Negeri Dayeuhluhur CBM	20	0	0,00
6	SD Negeri Cisaat Rambay	22	0	0,00
7	SD Islam Al-Azhar 7	28	2	7,14
8	SD Negeri Suryakencana CBM	34	0	0,00
9	SD Negeri Pakujajar CBM	24	1	4,17
10	SD Negeri Cimanggung	25	0	0,00
AVERAGE				1,80

Based on a survey, here are the results:

1. There are 6 of 10 elementary schools in Sukabumi which do not have a teacher with English background education (60%).
2. Most of elementary schools which have a teacher with English background education has only less than 2 (two) teachers who possibility teaching in all grade (from first to sixth grade) in the school.
3. Facing the need of English teacher, the graduate of elementary school teacher education or PGSD and other backgrounds are teaching English subject in the school.

This surprisingly result is believed happened not only in these 10 schools, but maybe more. As a lecturer or teacher who works in educational environment, it is our responsibility to make sure that our future generation deserves to get the better education, especially related to the materials given by teacher who has a suitable knowledge and expert in the subject that they teach.

This is the fact that we must concerned about as people who live in English Education department, since we have to make sure that what teacher give to the students is already suitable and useful for the students, and do they can teach English as well as teacher who come from English Education Department?. We cannot make it sure but as an English lecturer, we cannot just go to the school and make a change inside of the school, but we can make sure that we can make a change in our closer environment that is to teach our students in Elementary School Teacher Department who will probably teach English to their students in the future.

In UMMI, English is taught for first and second semester students in English for Specific Purposes subject. Richards and Schmidt (2010) stated the definition of ESP as “the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners”. Case (2013) added that the basics of the ESP approach can be stated in some steps, such as:

1. Needs analysis
2. Course design (taking those needs into account)
3. Changing the course as you go along (depending on what the teacher learns about the students, student feedback, and changing needs such as a sudden change of job)

Based on the statements, it is clearly stated that ESP is the subject that need to be relevant to the learners need. At the beginning of the class, I see the students’ English background as the need analysis on the ESP class. Need analysis plays a very important role in language teaching and learning. Basturkemen (2010) stated that “the need analysis is a basic step to do to find out any topics, strategies to use in practical with some aspects to consider,

such as: what do the learners need to know and is the information already available in the environment”. Furthermore, Haque (2014) stated that “need analysis is important because through need analysis, teachers, learners, teaching materials and teaching procedures all make a harmonious relationship that enhance learners’ learning”. Huhta, et al (2013) added that “needs analysis can be used to create a detailed profile of the professional learner and how this profile can then be used to make a course in language and communication”.

The researcher is agree with those statements because all elements of learning activity such as teachers, learners, teaching materials and teaching procedures should walk in line with the need of the learners, so the learning outcomes could be achieved effectively and suitable with their needs.

To see the students’ English competency in the ESP subject, in the first meeting, students are asked to introduce their self, and the data that they have to introduce are: their name (with its spelling), address, hobby, and phone number. Surprisingly more than fifty percent of the students could not introduce their self correctly. Their problem starts from these following issues: Structure: 80%, letters: 85%, numbers: 50%. Students’ problem with structure is the common issue which always found anywhere I teach, but what I focused in this study are students’ problem with letters and numbers which are already given in the low grade of their elementary school and they probably will teach it to their students in the future.

Students’ problem with letter and number are untouchable for university students, since people usually concern with these problems at preschool or elementary school level. But what we need to realize is we cannot just ignore the problem, especially when this problem comes to the next elementary school teacher. How can they teach English if they have the same needs with their students? The answer is they need to have strong basic English not only for their self, but also to be given to their students in the future and it will give a very big influence to the English materials design. Harwood (2010) stated that “there are three different approaches to materials design, including teacher developed classroom materials, commercial materials, and technology-driven materials”. This research is focused to the teacher developed classroom materials.

The objectives of this research are (1) to know the background of students’ English competency which is relates to what material will be given. Knowing the background of students’ English competency is a part of need analysis process at elementary school teacher department of University of Muhammadiyah Sukabumi. And the results of the need analysis is used as a basic (2) to make an appropriate materials that can be given in English for Specific Purposes subject to the students.

The contribution or significances of this study, practically it has a contribution for English teacher/lecturer that they can get information about the importance of need analysis and how to prepare the materials based on the need analysis in teaching and learning process. For the students, contribution is related to the materials that they get in ESP class related to their needs. Theoretically, the findings of this research were expected for supporting the existing theories, especially for the previous researches with the similar problems. These information are also valuable for the future researches to give information how to make a

similar research, and for everyone who read this paper to keep and improve the good things, realize the problems or the bad things and try to solve the problems.

METHODS

Research Design

The methods used in this research were quantitative and research and development (RnD). “Quantitative research is a type of research which the results can be achieved by using statistical procedures or other means of measurement” (Sujarweni:2014). Quantitative method in this research is used to identify students’ basic English ability. Meanwhile, Sugiyono (2017) stated that Research and Development (R&D) is a method of research that is used to produce a specific product and test the effectiveness of the product. R&D method in this research is used for arranging the appropriate materials that is given to the students. This materials development is one of key stages in curriculum development process that is stated by Richards (2017) who said that “key stages in the curriculum development process are examined, including situation analysis, needs analysis, goal setting, syllabus design, materials development and adaptation, teaching and teacher support, and evaluation”.

Setting and Participants

The setting of this research is in University of Muhammadiyah Sukabumi. Sugiyono (2017) stated that “population is a generalization region consisting of: objects/subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions”. The population in this research is students from Elementary School Teacher Department of University of Muhammadiyah Sukabumi. Meanwhile, the sample is part of the number and characteristics possessed by that population. “When the population is large, the researcher can use samples taken from the population” (Sugiyono: 2017). The samples in this study are 33 students from Elementary School Teacher Department of University of Muhammadiyah Sukabumi class B. The sampling technique used in this study is probability sampling with simple random sampling type because the population members are considered homogeneous so it can be taken randomly.

Data Collection Methods and Analysis

Sujarweni (2014) stated that “research instrument is a tool that is used to collect the data in research with the results of a more complete, detailed and systematic analysis”. Instruments used in this study were school data, paper task and English materials. Data collection method and analysis in this study is simplified in the research procedures that was conducted in this study, such as:

- a. Teachers data collective in some elementary schools in Sukabumi
- b. Data recapitulation
- c. Basic English test
- d. Data recapitulation
- e. Proposed Syllabus examination
- f. Proposed Syllabus Revision
- g. Materials development

- h. Materials developed implementation
- i. Arranging developed syllabus
- j. Developed syllabus implementation

FINDINGS AND DISCUSSION

Findings

Students' basic English ability

This research is conducted on PGSD students of University of Muhammadiyah Sukabumi (UMMI), and at the beginning of the lesson it is found that students at PGSD UMMI have difficulties in following the first meeting that is related to students self-introduction, and students have to explain these data:

1. Mention their full name and spell it
2. Place and date of birth
3. Address
4. Hobby

The result is only 40% students could introduce their self perfectly. Here is the example of students self introduction:

Hello, my name is Lala Sukaesih (L: el,A: ai,L: el,A: ai, S: es, U: u, K: ka,A: ai, E: é, S: es, I: ei, H: hash). My birthday Sukabumi, 15 Maret 1998 (may beddéy is faifin maret one handret nain touzen naintin eigh). My address Jalan Suryakencana. My hobby is swimming and sing a song.

Based on the example, it can be seen that students know the English of some basic vocabularies in introducing their selves but they still have some problems with structure and word order. Students are not 100% able to spell their name out letter by letter with correct pronunciation, and students are not able to mention their place and date of birth correctly, especially related to the number such as mentioning the date and year.

Based on the problem, the researcher took the initiative to get out of the arranged syllabus and check the students' basic ability by giving a simple vocabulary test, and here is the test:

Data of Participant:

Students number/Occupation :

High School :

Learning English for year(s)

Join English Course: Yes/No *if it is yes, how long: month(s)/year(s)

Pronounce the letters below:

A		H		I		P		Q		X		Y	
B		G		J		O		R		W		Z	
C		F		K		N		S		V			
D		E		L		M		T		U			

How to read the number below:

1	20	21	100
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2	19	22	2.000
3	18	23	30.000
4	17	30	400.000
5	16	40	5.000.000
6	15	50	60.000.000
7	14	60	700.000.000
8	13	70	8.000.000.000
9	12	80	11.111.111.111
10	11	90	123.456.789.101

Based on the data of participants, the data was collected from 33 students from elementary school teacher department of University of Muhammadiyah Sukabumi. From all of participant, only 1 student who has another occupation beside a student, that is as an elementary school teacher. 22 students graduated from Senior High School (SMA), 6 students from Vocational High School (SMK) and 5 students from Islamic High School (MA). Based on students' experience in learning English in a formal situation or at school, 8 students stated that they learned English for 8 years, 24 students for 9 years and 1 students learned English for 10 years at school. For students' experience in learning English in unformal situation or at English course, only 7 students stated that they join English course before with the range is between 1 month until 12 months or 1 year.

The results of this study indicate that more than 90% of students are not able to pronounce letters (A-Z) 100% correctly, their biggest problem comes especially in pronouncing: E, G, H, I, J, K, O, R, U, W, and Y. More than 80% of students are not able to mention numbers, especially large numbers in English correctly, and here is the detail:

Letter	Number of students	%	Letter	Number of students	%
E	12	36%	O	16	48%
G	7	21%	R	11	33%
H	14	42%	U	7	21%
I	14	42%	W	14	42%
J	16	48%	Y	19	57%
K	13	39%			

10 students or 30% could not pronounce number 10, 8 students pronounce 15 with faiftin, 19 students have problem with “-teen” numbers, mostly in pronouncing 13-19. In larger numbers, 12 students pronounce 50 with faifti, and 13 students have problem with tens number or numbers with suffix “-ty” numbers, and no students could read a big number from hundred to hundred billion perfectly. Based on the result of the test above, the impact of the research is the change of syllabus where the materials taught to the students.

Materials Development

In PGSD UMMI, as like so many lecturers did, I brought the last English syllabus and the book that is used lately in the subject. I planned to use it at the class, but based on the results of the basic test given, I have to see deeply to the syllabus and see its suitability with the students' needs.

It was important to use an appropriate syllabus that could be a basic of teaching and learning process that happens in PGSD UMMI. For designing syllabus and materials, the researcher uses two documents; they are the last English syllabus that is used at PGSD UMMI years ago and the ESP: English for Elementary School Teachers book that is used lately in the subject.

For more detail, syllabus and book are used as basic information to be analysed in developing the syllabus and materials and here was the syllabus:

Proposed Syllabus

Subject : English for Specific Purposes
 Department : Elementary School Teacher Department
 Semester : 1st
 Credit : 2
 Time Allocation : 16 meetings X 100 minutes

Short Description	
English subject in Elementary School Teacher Department is taught with the goals that students can use English perfectly both in speaking, listening, reading, and writing.	

Objectives	
1	Students can mastery basic vocabulary that is taught in elementary school.
2	Students can use appropriate English in written and spoken language in their daily activities.

Learning Materials:	
Meeting	Materials
1	Course Introduction and lecture contract
2	Self-Introduction
3	Describing People and Object
4	Telling Daily Activities
5	Telling Unforgettable Moment
6	Telling Plan
7	Asking for and Giving Direction
8	Mid Test
9	Polite Request
10	Giving Tips
11	Telling Procedures

12	Inviting People
13	Giving Announcement
14	Poster Presentation
15	Comparing Things
16	Final Test

Teaching Strategies	
1	Lecture
2	Discussion
3	Presentation

Evaluation:	
1	Attendance 20%
2	Presentation 15%
3	Assignment 15%
4	Mid test 20%
5	Final Test 30%

Based on the proposed syllabus above, the researcher need to see whole materials and see its relevance to the students' needs. Based on the interview with PGSD students and lecturer, the students' need is fully relevance with English that is taught in Elementary School, with the main purpose is to prepare the students to teach English in their future. Facing the need, the materials that given to the students should be chosen which is not too general and it has to be specific to the main purpose of the subject that is to prepare the students to teach English in their future.

Teaching English to elementary school students seems like an easy thing, it may be true for person who has a good English ability since what is taught is a basic English, but it will become a totally different for person who has not a good English ability. The main point of this subject is not only how students can mastering the basic English but also how they can teach it to their students. So they need a very strong basic as their responsibility to their students, and it is also the lecturer's responsibility to give the materials that is relevance to the students need.

Discussion

The problem that is faced in students' basic English ability cannot just be ignored. As a teacher/lecturer, we have a very big responsibility to fix the problem. At the beginning of the class, I used the proposed syllabus but the students could not follow the syllabus because their basic English ability problem. Based on the case, it can be concluded that the proposed syllabus was not fully relevant with the students' needs. The researcher adapted the used syllabus by using the needs analysis data. The developing in this syllabus included two main points, they are: keep the good ideas, and revised or changes the poor ideas with the purpose was to make the best syllabus that could be used in the teaching and learning activities in PGSD UMMI.

In the process of developing the syllabus, we have to see start from the subject description, that is: "English subject in Elementary School Teacher Department is taught with the goals that students can use English perfectly both in speaking, listening, reading, and writing". This is a very ideal situation from every English learner in general, so we can concluded that the description is too general and it may be fit with General English subject but not for English for Elementary School Teacher or ESP subject. This ideal situation might be too difficult also to be reach by Elementary School students UMMI since they still have a problem with their English skills. Furthermore, this description need to be revised to make it more relevance, and it is revised into: English for Specific Purposes in Elementary School Teacher Department is subject that is taught for the future elementary school teacher with the content that is related to English that is taught in elementary school, the main purpose of this subject is to prepare the students to teach English in their future.

The objectives of the proposed syllabus are: Students can mastery basic vocabulary that is taught in elementary school and students can use appropriate English in written and spoken language in their daily activities. The first objective could be revised into: students can mastery basic English that is taught in elementary school, it is more relevance because the students need is not only vocabulary but all materials in basic English especially for daily activities.

The second objective, that is: students can use appropriate English in written and spoken language in their daily activities, it seems too general since we cannot make sure that students will need to use English in their daily activities, so it could be revise into: students are well prepared to teach English to the students, and students can use appropriate English in written and spoken language in teaching and learning activities inside and outside the classroom. This revision is made to make the objective be more relevance to the students' need that is to prepare the students to teach English in their future.

The materials presented in proposed syllabus is basic English that is taught in Elementary School, starts from self-introduction which is very basic and continued with other materials, even the self-introduction is a basic material, we could not just think that every student can pass it well since the problem is already faced from this meeting, so the materials should be revised. Based on the treatment that is already explained, the researcher gave a basic English test related to letter and number. This material can be added by one meeting for letter and number reinforcement, so the students could mastery the materials better. Right after letter and number material, it will be continued with other materials such as: self-introduction and other materials.

In proposed syllabus, the next material after self-introduction material is describing people and object. Seeing students' problem at the beginning materials, the researcher think that the material could be divided into two meetings, they are one meeting for describing people and another one for describing object. In addition, the researcher put describing place material right after describing object material since it has a big relevance each other. After materials were given, we can evaluate students achievement in their mid-test which has to measure all competence based on the materials given. After mid-test, the materials are revised by taking the easiest materials in the proposed syllabus.

Teaching strategies are the big issues that can influence students outcomes, in the proposed syllabus, there are three strategies mentioned such as lecture, discussion and presentation, and it is revised by adding another strategy, it is outdoor activity. The purpose of outdoor activity is to give a new atmosphere for students so they can have a better spirit for learning English.

The last syllabus revision comes from the evaluation process, there are five evaluation items in the proposed syllabus, and they are: attendance, presentation, assignment, mid test and final test. The revision comes from adding some items such as attitude and products in order to appreciate not only students work but also their attitude since it is a big deal for students as a future teacher. Another revision comes from the evaluation percentage which at the proposed syllabus, final test has a biggest point and it is revised to presentation and product that has a biggest point. The reason of this revision is to appreciate the process more than just a final result. Based on the whole revision, here is the developed syllabus:

Developed Syllabus

Subject	: English for Specific Purposes
Department	: Elementary School Teacher Department
Semester	: 1 st
Credit	: 2
Time Allocation	: 16 meetings X 100 minutes

Short Description
English for Specific Purposes in Elementary School Teacher Department is subject that is taught for the future elementary school teacher with the content that is related to English that is taught in elementary school, the main purpose of this subject is to prepare the students to teach English in their future.

Objectives	
1	Students can mastery basic English that is taught in elementary school.
2	Students are well prepared to teach English to the students.
3	Students can use appropriate English in written and spoken language in teaching and learning activities inside and outside the classroom.

Learning Materials:	
Meeting	Materials
1	Course Introduction and lecture contract
2	Basic English Test
3	Letters and Numbers
4	Self-Introduction
5	Describing People
6	Describing Object

7	Describing Place
8	Mid Test
9	Telling Daily Activities
10	Telling Unforgettable Moment
11	Telling Plan
12	Asking for and Giving Direction
13	Polite Request
14	Inviting People
15	Giving Announcement
16	Final Test

Teaching Strategies	
1	Lecture
2	Discussion
3	Presentation
4	Outdoor Activity

Evaluation:	
1	Attendance & Attitude 20%
2	Presentation & Products 30%
3	Assignment 15%
4	Mid test 15%
5	Final Test 20%

Based on the implementation of the developed syllabus, students may be only get limited materials than in the proposed syllabus, but they can follow the class better without any forcing that make them stress or boring. And as the result, they can mastery the materials better. This ESP subject in first semester is the first English class for PGSD students and the materials still could be developed more in ESP 2 in their second semester and also in another subject such as English for young learners as a selection subject in the fifth semester which the materials will be more focused with the higher level of difficulty which can make students more ready to teach English in their future.

CONCLUSIONS

The results of this study indicate that more than 90% of students are not able to pronounce letters in English correctly, nor are they able to mention numbers, especially large numbers correctly. The impact of the research is the change of syllabus where the materials taught to the students. From this research, it can be concluded that as often as we teach, as much as any of our experience, the condition of the students we face will always be different and it cannot be equated. So that wherever we teach, need analysis is something that must be done to improve the quality of English education in our environment.

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