

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



*Building
Future
Leaders*

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**A THESIS
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**THE NEEDS ANALYSIS OF ENGLISH LEARNING FOR THE FOURTH
AND FIFTH GRADERS
(2014)**

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ABSTRACT

This research aimed at investigating the needs of English learning for the fourth and fifth graders in terms of learning materials and ways of learning. This research was conducted in SDN Utan Kayu Utara 01, 03, and 05 Pagi, Jakarta. Data were participants' written responses, interviewees' audio-visual responses, and various related documents (the Vision, Mission, and Goals of SDN Utan Kayu Utara 01, 03, 05 Pagi; the 2013 Curriculum, the English Syllabus for SLTP students; the English textbook for the seventh graders [revised edition 2014]). Data sources were 185 fourth and fifth graders of SDN Utan Kayu Utara 01, 03, and 05 Pagi and the researcher. The data were collected by distributing questionnaires to 185 students, conducting interviews with 30 of the participants, and analyzing various related documents. Incidental convenience purposive sampling was employed as a sampling technique in distributing questionnaires. Thirty participants were interviewed. Quota purposive sampling was employed as a sampling technique to determine participants to be interviewed. This research revealed *music & songs, animals, arts & literatures, jobs, and family* as the learners' needs in terms of learning materials; and *writing diaries/stories/ teacher's 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 up in a dictionary, working in groups, playing games, using English words in real conversation, and making dialogues* in terms of ways of learning. Preliminary study to reveal learners' attitude to learn English was conducted prior to this research. More than 60% of the participants had positive attitude to learn English. With these findings, SDN Utan Kayu Utara 01, 03, 05 Pagi are recommended to open English program as an extra-curricular activity; English teachers and program designers are recommended to apply findings of this research as available in the suggested syllabus, and to apply classroom languages available in the English textbook for the seventh graders. (319 words)

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

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CHAPTER I

INTRODUCTION

This chapter describes research background, problem formulation, research purpose, research scope, and research significances.

A. Research Background

When curriculum shifted from the school-based curriculum to the 2013 Curriculum, English lesson at elementary schools moved its position from a local-content lesson into an extra-curricular activity (*Salinan Lampiran Permendikbud No.67/2013: 9*; Kurniawan (2013, December 13th); Purnama (2013, December 16th); Safutra (2013, December 10th)). As a local content lesson, English in elementary schools is a compulsory lesson. As an extra-curricular activity, English is optional for elementary school students. If an elementary school plans to run an English extra-curricular activity, it is necessary for the school to find out attitude of the students to learn English (Petrides, 2006: 2; Gardner & Lambert, in Soleimani & Hanafi, 2013: 2; Tsao, 2008: 2; Lennartsson, 2008: 8). Students with positive attitude to learn English are found to be able to maintain intrinsic motivation to learn English. This capability to maintain intrinsic motivation to learn English becomes their ammunition to the success of English learning. This effort to find out students' attitude to learn

English is beneficial for a school principal to decide whether English is necessary to be introduced to students or not.

A study to find out students' attitude to learn English was conducted on May and June, 2014. It involved fourth and fifth graders of SDN Utan Kayu Utara 01 Pagi. From an observation recorded by video cameras during the learning and teaching processes involving 43 participants, and from questionnaires distributed to 63 participants, it was found out that 62.05% participants showed and had positive attitude to learn English. Based on this finding, SDN Utan Kayu Utara 01 Pagi was suggested to accommodate the students with positive attitude to learn English. To accommodate students with positive attitude to learn English, the school administrators need to open an English extra-curricular activity. Before opening an English extra-curricular activity, the school administrators need to investigate what needs of the learners are. 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), like English for nursing academy, English for law, English

for accounting management, English for accounting students of *SMK*, English for arts and crafts students of *SMK*, English for mechanical engineering students of *SMK* and so forth. Teachers conduct needs analyses to find out what English the students need to learn that meet the needs of the learners in their future working areas.

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. In the area of English for general purposes (EGP), like English for elementary school students, English taught at *SMPs* (Junior High Schools) and *SMA*s (Senior High Schools), a 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. There has been a raising trend recently to conduct a needs analysis for general purposes in order to specify the learning content that meet the needs of the students (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 of conducting a needs analysis to know learners' needs in EGP context 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). A needs analysis helps teachers knowing what students want (present situation analysis) and matches it with what students should acquire (target situation analysis) in certain situation (context analysis). This effort of analyzing learners' needs is the aim of this study.

The context of this research is the English learning in elementary schools where the 2013 Curriculum is implemented. When the 2013 Curriculum is implemented gradually, English is moved its position from a local-content lesson into an extra-curricular activity also gradually. In Academic Year 2013/2014, English was no longer a local-content lesson for the first and fourth graders. It was still introduced as a local-content lesson for the second, third, fifth and sixth graders. In Academic Year 2014/2015, this academic year, English is no longer introduced as a local-content lesson for the first, second, fourth and fifth graders. It is still introduced to the third and the sixth graders. In Academic Year 2015/2016, the next academic year, English will be completely an extra-curricular activity for all grades in all elementary schools in Indonesia. English will no longer be introduced as a local-content lesson at all grades. With this current situation, participants of this research are the fourth and fifth graders whose English is optionally introduced as an extra-curricular activity.

B. Problem Formulation

In the area of English for general purposes (EGP), like English for elementary school students, English taught at *SMP* and *SMA*, needs analyses were rarely conducted. However, there has been a raising trend recently to conduct a needs analysis for general purposes also. The trends derived from a shift of English learning and teaching (ELT) from teacher-centered into learner-centered paradigm (Hossain, 2013). The main purpose of conducting needs analyses in English for general purposes is to specify the learning content that meet the needs of the learners (see Richards, 2012; 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). It can be seen from a research conducted by Tzotzou (2014). She tried to find out if the implemented curriculum has served the needs of the learners in learning English. Her research found that there was a gap between the actual English learning materials delivered with the curriculum with the learners' expectation in learning English. 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 only 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 covers a small size group of learners with certain specific needs which in turn cannot be generalized.

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

If Tzotzou (2014) tried to reveal suitability of the learning materials and ways of learning available in the curriculum with the learning materials and ways of learning expected by the learners, this research tries to reveal the learners' needs in terms of learning materials and ways of learning which can be the input for the English program designers in SDN Utan Kayu Utara 01, 03 and 05 Pagi before developing an English program as an extra-curricular activity (see *Salinan Lampiran Permendikbud No.67/2013: 9*).

C. Research Purpose

This research aims 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.

D. Research Scope

The scope of this research is on analyzing the needs of learning English as a foreign language for young learners. The scope of needs is on the English learning materials and ways of learning English. The scope of the learners is the fourth and the fifth graders of *SDN Utan Kayu Utara 01, 03, and 05 Pagi*. The scope of the implementation of these research findings is to design the English extra-curricular activity which is projected to be implemented in Academic Year 2014/2015.

E. Research Significance

Some benefits can be taken from the findings of this research. Beside considering such other factors as the teachers' quality and quantity, and the availability of learning and teaching media, aids and equipments, stakeholders and local decision makers including the school principals of *SDN Utan Kayu Utara 01, 03, and 05 Pagi* need to consider the findings of this needs analysis to find out readiness of the schools to open an English extra-curricular class.

An effort to analyze the needs of elementary school students to learn English as a foreign language in Indonesia is increasingly important to do by teachers. It reflects the learner-centered approach in English language teaching (ELT) where students are involved since the beginning process of finding out learning materials and ways of learning English.

As an increasing trend in TEYLIn (Teaching English to Young Learners in Indonesia), this needs analysis which supports a learner-centered approach can be a model for other elementary schools before opening an English extra-curricular class. It can also be a model for English teachers before they start an English classes to collect information concerning with needs of their students to learn English. Learners' needs in terms of learning materials and ways of learning which are suitable for a certain group of learners cannot be generalized to other groups of learners unless they represent proportionally the similar characteristics of the general population. Therefore, teachers need to conduct needs analyses to know their own students' needs.

As what Pratt (in Brown, 2001: 36) said, the purpose of conducting needs analysis in this research can be used to identify and validate needs, and then to establish priorities among them. Based on what Feez (1998: 39-40) stated, for students, needs analysis in this study can be used to express their language learning goals, priorities and aspirations; for teachers, to collect background information about learners, to diagnose the language learning needs of the learners, and ultimately to prepare a set of course objectives which are

customized to the specific needs of the fourth and fifth learners of SDN Utan Kayu Utara 01, 03 and 05 Pagi.

Most importantly, this research functions as a medium for English teachers as well as the English program designers in SDN Utan Kayu Utara 01, 03 and 05 Pagi to collect information concerning with designing English programs that meet the learners' needs. By referring to Brown (1995: 35), conducting needs analysis in this research at the end serves as the basis for developing a curriculum that meets the needs of the fourth and fifth learners of SDN Utan Kayu Utara 01, 03 and 05 Pagi.

CHAPTER II

LITERATURE REVIEW

This chapter describes conceptual framework of needs, needs analysis, learning materials and ways of learning in this research. Conceptual framework is based on theoretical reviews on needs, needs analysis, purposes of conducting needs analysis, instruments of needs analysis, and who are involved in and when to conduct needs analysis, as well as the reviews on relevant research findings.

A. Needs

Needs are necessities, lacks, and wants (Nation & Macalister, 2010: 25-26). According to Brindley (in Richards, 2001: 54) needs are wants, desires, demands, expectations, motivation, lacks, constraints, and requirements. Brown (1995: 35) defines needs as goals or objectives. The term needs is defined by Richards (2000: 54) as a linguistic deficiency which is a gap between what a student can presently do and what she/he should do. Nation and Macalister (2010: 25-26) explain further that necessities are what learners' need to be able to perform a language well; lacks are what learners do not have; and wants are what learners thought to learn.

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 tries to reveal 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 program as an 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 program as an extra-curricular activity. From those explanation, in short, *needs* in this research are 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. Subjective needs are learners' wants as well as learners' lacks in learning English. Objective needs are the schools' goal in running an English program as an extra-curricular activity.

Needs which are collected in a needs analysis are data for teachers to analyze their learners' needs. Brown (1995: 38-39) defined information or data into four types of philosophy, i.e.: (1) discrepancy philosophy, (2) democratic philosophy, (3) analytic philosophy, and (4) diagnostic philosophy. Discrepancy-philosophy data is data collected based on a gap between the actual and the ideal. Democratic-philosophy data is data collected from desire of majority of a group.

Analytic-philosophy data is data collected from what is known by a group +1 or whatever the next information the group should know. Diagnostic-philosophy information is information that is proven to be harmful if group members do not know or acquire it. This information leads to the development of a minimum requirement the members should know or acquire. The data collected in this research refer to Brown's democratic-philosophy type of data where the data to be the learners' expectation and lacks in learning English are collected from the desire of majority of the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi which are confirmed with the data collected from the analysis of various related documents. The various related document being analyzed to reveal needs of the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi in learning English are the 2013 Curriculum, the English syllabus for junior high school students, and the English textbook for the seventh graders.

Graves (2000: 102-105) proposed some types of information collected from a needs analysis into the information about the present and the future. Information about the present is collected by asking who the learners are, the learners' level of proficiency, the learners' level of intercultural competence, their interests, their learning preferences, and their attitudes. Information about the future is collected by asking the learners' (or others involved) goals and expectations, the target contexts (situations, roles, topics, and content), types of communicative skills they need and tasks they perform, and language modalities they use. Those data are analyzed and interpreted to reveal the needs of a certain

specific group of learners. This research tries to reveal information about the learners' future wants and learners' present lacks in learning English.

Because subjective needs are wants or desires of the learners, they are revealed by asking learners' favourite learning materials and ways of learning English. Because subjective needs are also necessities and lacks of the learners in acquiring English, they are also revealed by asking difficulties or problems the learners need to learn more. To reveal objective needs of an English program, there should be an investigation on what are the goals of the school in conducting an English program. This investigation leads this research to analyze any available relevant documents which reveal learning materials and ways of learning. Finally, the subjective needs and the objective needs are confirmed to get comprehensive needs of English learning. From various information which can be collected as learners' needs in learning English, this research focuses only on investigating needs in terms of learning materials and ways of learning.

1. Learning Materials

There are abundant possibilities of English learning materials. In this research, the English learning materials are framed as the English learning materials revealed from the investigation of the subjective needs and objective needs. The learning materials to be investigated in this research are manifested in terms of topics.

To investigate subjective needs revealing learning materials, the researcher asks target groups to report by themselves English materials they like to learn and difficulties they need to learn more. The researcher also asks directly the target groups about the English materials. This direct asking is conducted to increase data validity. To investigate objective needs revealing learning materials, this research analyzes relevant documents. The relevant documents include all documents which state objectives or goals of the schools as well as the learning materials.

2. Ways of Learning

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 of learning English for young learners (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.

To collect information on ways of learning, the researcher asks the target groups to state ways of learning they did and favourite ways of learning. These ways of learning are confirmed by directly interviewing some of the participants to increase data validity. The researcher also investigates various related documents containing ways young learners learn English.

B. Needs Analysis

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 Graves 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.

To be able to collect information, a needs analyst should be able to formulate questions well. To be able to formulate questions well, a needs analyst should be able to identify what to be asked. Depending on the goals in collecting information, Nation and Macalister (2010: 26) gave a guideline of questions an analyst can ask to students. If, for example, the goal is on the language, the questions can be “What will the course be used for?”, “How proficient does the user have to be?”, “What communicative activities will the learner take part in?”, or “Where will the language be used?” The expected answers cover sounds, vocabulary, grammatical structures, language functions, set phrases, and set sentences, and tasks. Those questions are then formulated into instruments to collect data on needs of learners to learn English.

In this research the 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 investigates the ways of learning English that the learners want when they learn English as well as the ways of learning that the learners find difficulties when they learn English, and the ways of learning that are in line with the schools' goal in running an English program as an extra-curricular activity.

C. Purposes of Conducting Needs Analyses

Purposes of conducting a needs analysis are the first things a teacher should state before collecting information (Richards, 2001: 52). Purposes of conducting a needs analysis according to Richards (2001: 51) are to reveal how learners' learning achievement is tested, how to evaluate the program, how to evaluate the precision and accuracy of the original needs, and how to convince the public or other sources of funding.

Purposes of conducting a needs analysis according to Brown (1995: 35) are to collect information which at the end serves as the basis for developing a curriculum that meets the needs of a certain group of learners. A needs analysis

has a purpose to build a bridge between a current state and a desired one (Graves, 2000: 101). Purposes of a needs analysis can be used to identify and validate needs, and then to establish priorities among them (Pratt in Brown, 2001: 36).

A needs analysis should have specific purposes. For students, purposes of a needs analysis are to express their language learning goals, priorities and aspirations; for teachers, to collect background information about learners, to diagnose the language learning needs of the learners, and ultimately to prepare a set of course objectives which are customized to the specific needs of a particular group of learners in a class; for teachers and students, to identify obstacles to learning and consider strategies for dealing with these (Feez, 1998: 39-40).

Stakeholders may have different views about purposes of a needs analysis. Students themselves may have their own construct on what English they want to learn. Collecting information about learners' needs is therefore not only to identify students' needs to learn English. A needs analyst should encourage students to critically examine what they have acquired and actively shape out their roles in the procedure (Auerbach, in Richards, 2001: 55). At this point, teachers should guide students, especially elementary school students, on how to investigate their own purposes or goals when analyzing their own needs.

The purpose of this research is to investigate 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.

By referring to Richard's explanation (2001: 51), in this research, the information being collected leads to convince the public or other sources of funding that learners have positive attitude to learn English and the learners' needs of English learning are revealed.

The purpose of conducting a needs analysis in this research is to investigate needs of 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. This purpose is in line with the purpose of conducting a needs analysis suggested by Pratt (in Brown, 2001: 36). According to Pratt, the purpose of conducting a needs analysis is to identify and validate needs, and then to establish priorities among them.

This purpose is also in line with the purpose of conducting a needs analysis suggested by Feez (1998: 39 – 40). For students, the purpose of conducting a needs analysis is to express their language learning goals, priorities, and aspirations. For teacher, it is to collect background information about the learners, to diagnose the language learning needs of the learners, and ultimately to prepare a set of course objective which are customized to the specific needs of a particular group of learners. Feez (1998: 44 – 45) further explains that the purpose of conducting a needs analysis is either (1) to identify learning obstacles, or (2) to diagnose language learning needs. In this research, the purpose of conducting a needs analysis is to diagnose English learning needs 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. The information collected through diagnosing language learning needs is used to identify the contexts in which the learners need to use the language, and the types and nature of the texts which need to be learnt.

The purpose of this research is also in line with the one proposed Brown (1995: 35). The purpose of conducting needs analysis is at the end serves as an input to develop an English curriculum which meets the needs of a certain group of learners. This research purpose is also in line with the purpose of conducting needs analysis suggested by Graves (2000: 101), i.e. to build a bridge between the current state and the desired one.

D. Instruments of Needs Analyses

Tools or instruments to collect needs of a group of learners to learn English is called by Nation & Macalister (2010: 27 – 30) as *method* to refer to tools to collect information of what Brown (1995: 46) termed as *instruments*. Depending on the types of needs (necessities, lacks or wants), Nation and Macalister (2010: 27 – 30) suggest different kinds of methods of a needs analysis for necessities, lacks and wants. For example, the *methods or instruments* which can be applied to know students' necessities in terms of proficiency are self-report and proficiency testing. In this research, the term *instrument* is employed to refer to any tools to collect data in a needs analysis. It has the same meaning with the term *method* proposed by Nation and Macalister.

Some instruments proposed by Brown (1995: 46-53) are also suggested by other scholars including Richards (2001: 59-63), i.e. questionnaires, self-ratings, interviews, meetings, observation, collecting learner language samples, task analysis, and case studies; and Feez (1998: 40-42), i.e. individual student interviews, group discussion, surveys, communication networks, interaction diagrams, flow charts, checklists, student journals, enrolment documentation, placement assessment documentation, and an individual interview at the commencement of the course.

Scholars propose varied kinds of instruments for varied kinds of purposes. Depending on the role of an analyst, Brown (1995: 46-53) suggested some instruments which can be applied by an analyst to collect information. If the analyst plays a role as, for example as “an outsider looking in”, the possible instruments are existing information, tests, and observations. Depending on whether a needs analysis is administered once or on a regular basis, or ongoing, Graves (2000: 114-120) suggested some instruments to collect data. For a needs analysis which is administered only once or on a regular basis, the instrument are (1) questionnaires, (2) interviews, (3) grids, charts or lists, (4) writing activities, (5) group discussion, and (6) ranking activities. An ongoing needs analysis can apply instruments, i.e. (1) regular feedback session, (2) dialogue journals, (3) learning logs or learning diaries, (4) portfolios, and (5) participatory processes.

Rosset (in Brown, 1995: 53) suggested varied instruments to collect information for five situational needs analysis, and for one language needs

analysis. The five situation needs are (1) problems, (2) priorities, (3) abilities, (4) attitudes, and (5) solutions. When a needs analysis is used to find out problems, the instruments to collect information can be record analysis, literature review, and letter writing, proficiency tests, placement tests, diagnostic tests, achievement tests, case studies, diary studies, behaviour observation, [interactional analyses](#), [inventories](#), individual interview, group interview, [Delphi technique](#), advisory meeting, interest group, review, biodata survey questionnaire, opinion survey questionnaire, self-ratings, judgmental ratings, and Q-sort. When a needs analysis is used to set up priorities, a needs analyst can employ inventories, individual interviews, group interviews, and advisory meetings as the instruments to collect information.

If a needs analyst plan to investigate the abilities to be learnt in an English program, proficiency tests, placement tests, diagnostic tests, achievement tests, individual interviews, group interviews, review meetings, and self-rating questionnaires can be applied as instruments to collect the information. If a needs analysis is conducted to reveal attitudes to learn English, individual interviews, group interviews, review meetings, opinion-survey questionnaires, self-rating questionnaires, judgmental ratings, and [Q-sort questionnaires](#) can be applied as instruments to collect the information.

To find solution over a problem, needs analysis can employ systems, literature reviews, letter writing, individual interviews, group interviews, Delphi-technique meetings, and review meetings to collect the information. When a

needs analysis is conducted to reveal the language needs of a group of learners, case studies, diary studies, behaviour observation, interactional analyses, individual interviews, group interviews, Delphi-technique meetings, review meetings, biodata-survey questionnaires, opinion-survey questionnaires, self-rating questionnaires, judgmental questionnaires, and Q-sort questionnaires can be employed as instruments to collect the information.

As a systematic procedure, needs analysis employs certain instruments to collect data. Many instruments can be employed for varied kinds of purposes (see Rosset, in Brown, 1995: 53). Preliminary study of this research is framed with a purpose to investigate attitude of a group of learners to learn English. In line with Rosset's suggestion, it employed self-rating questionnaire and classroom observation as instruments to collect data. This research is framed with the purpose to investigate subjective and objective needs of the learners to learn English. To investigate subjective needs, self-rating questionnaire is considered to be applicable and appropriate as a tool to collect data. Self-rating questionnaires are employed to collect 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. The data collected from the questionnaire are confirmed by interviewing some of the participants. Interview guideline is employed as guidance to conduct interviews. Interviews are conducted in order to confirm information collected from the questionnaires. To reveal objective needs, various related documents are analyzed, first of all, to

investigate goals the schools in conducting an English program, and then, to reveal documents containing the learning materials and ways of 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.

E. Who Are Involved in and When to Conduct Needs Analysis?

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 audience 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 of 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 designers of an English program as an extra-curricular activity, 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 schools' principals concerned with the findings of this research in order to decide whether English is necessary to be conducted in their schools or not. School principles need to be convinced because they have authority to decide whether the schools need to open English as an extra-curricular activity or not. The designers of

English program as an extra-curricular activity are audience who have concern with the findings of this research in their effort to develop an English program as an extra-curricular activity in the schools. Parents of the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi represented by the school committee are also audience who concern with the findings of this research in order to find out benefits what their children get when joining English program as an extra-curricular activity in the schools. The board of teachers concern with the findings of this research in a way that they are responsible to operate the English as an extra-curricular activity. Local decision maker in this context is the supervisor from *Suku Dinas Pendidikan Dasar Seksi Kecamatan Matraman (Dikdascam Matraman)*. Though the supervisor has no right to decide what a school should or should not do, a supervisor has a responsibility to supervise the implementation of the 2013 Curriculum. As much as possible, English as an extra-curricular activity should be seen by the supervisor as relevant with the 2013 Curriculum.

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 give advices on how to conduct this research which is 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). Before a course is begun, a needs analysis is administered to collect information concerning with content, goals and objectives, activities, and choices of materials. The data collected at the beginning of a course is anything concerning with the teaching. The ongoing needs analysis is to collect information about what is being taught, how it is being taught, and how it is being evaluated.

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.

F. English Learning and Teaching in Elementary Schools in Indonesia

Description about English learning and teaching in elementary schools in Indonesia focuses on the implementation of teaching English to young learners in Indonesia (TEYLIn), especially the implementation in public elementary schools. The implementation of TEYLIn in public elementary schools has been conducted for about twenty one year. *SK Mendikbud Number 060/U/1993* dated on February 25th, 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).

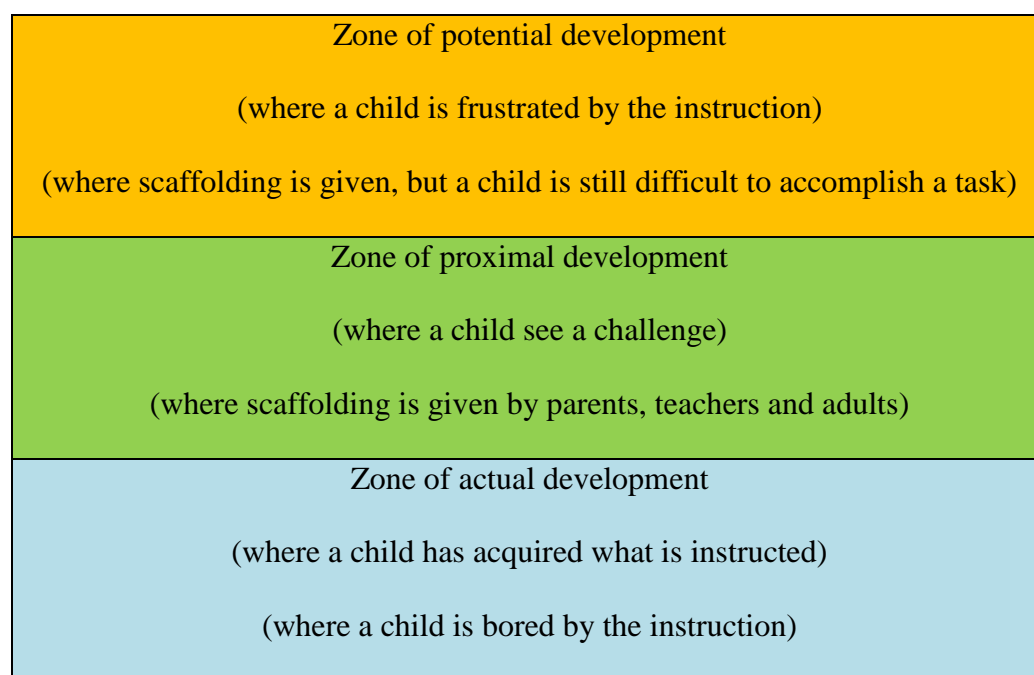
Some studies on the implementation of Teaching English to Young Learners in Indonesia (TEYLIN) have been conducted to reveal how English is introduced to elementary school students in Indonesia. The studies found that average quality of English teachers teaching in public elementary schools in Indonesia 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 to support the success of the implementation of English as a local content in the region (Sukamerta, 2011).

Based on the findings of the 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. With this new policy of the Ministry of Education and Culture to move English from intra-curricular activity into extra-curricular activity, English can be introduced to elementary-school students as an extra-curricular activity.

English as a foreign language can be introduced to young learners (Snow & Hoefnagel-Höhle, 1978: 1114; DeKeyser, 2000; Newport and Supalla, in Johnson & Newport, 1989: 62-63). Based on the research findings on the Critical Period hypothesis popularized by Eric Lenneberg, a foreign language can be introduced to elementary-school students. However, teachers, parents and adults play an important role in an instructional process called the scaffolding process to help the EFL young learners comprehend tasks in EFL classes. According to Dustin Hosseini (2009: 1), teachers teaching English as a foreign language for elementary school students should consider three important things, i.e. ZPD, scaffolding process and “the effort to comprehend”. Zone of Proximal Development (ZPD) is coined by Lev Vygotsky (Liu, 2012: 2-4). It is an area between zone of actual development and zone of potential development. He refers it to an area where ideally a child can have instructions. An instruction, according to Vygotsky, is not challenging if it is in the zone of actual development and is not effective in the zone of potential development. Instruction should ideally be in the proximal development zone with help from parents, teachers and/or adults. In this zone, parents, teachers and/or adults should give tasks which challenge children to learn. As it is beyond the children’s actual development, parents, teachers and/or adults should give proportional facilities, aids or helps. This process of parents, teachers and/or adults giving facilities, aids or helps is called a scaffolding process. Gradually, the facilities, aids and helps should be reduced and responsibility to accomplish

given tasks is transferred to children. When the children have completely acquired the responsibility, it has been in the children's actual development zone. A new increasing challenge task should be given to them.

Figure 1. ZPD and scaffolding (Liu, 2012: 2 – 4)



The English learning and teaching in elementary schools should consider characteristics of young learners in learning English (Scott and Yterberg, 1993: 2 – 4, in Sukarno, 2008: 69). According to Scott and Yterberg, elementary school students 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.

How English for elementary school students in Indonesia under the 2013 Curriculum is administered? Based on the 2013 Curriculum, English is an extra-curricular activity (Permendikbud No. 67/2013: 9). It is optional. Students may join the class or not. If an elementary school plans to administer an English class, the school should find out students' attitude to learn English. Finding out learners' attitudes is necessary to give input to the stakeholders, especially to the school principals in making a political decision concerning with the

implementation of English as an extra-curricular activity. If the finding reveals that many students have positive attitude to learn English, the school needs to facilitate the students to learn English by opening an English class as an extra-curricular activity.

After the school is able to find out that the students have positive attitude to learn English, the school needs to know what English the students want to learn. This is the concern of this study. This study tries to find out the needs of the learners to learn English in terms of the learning materials and the ways of learning it. This concern is known as a needs analysis. A needs analysis or a needs assessment is usually conducted in English for specific purposes, like English for nursing academy, English for law, and English for accounting management. With the shift of approach from teacher-centered approach to learner-centered approach, teachers of English for general purposes need to specify learners' needs and begin to run needs analyses.

G. Review on Relevant Research Findings

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 tried to reveal 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 only instrument to collect information. It is a small scale research indicated by the participants which are only one class of the fifth grade

elementary school in Greek. 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 covers a small size group of learners with certain specific needs which in turn cannot be generalized.

Another relevant research is the Rizkiani's (2006) English learning preferences of East Jakarta elementary school students. This research tried to find 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.

The other relevant research is conducted by Tsao (2008). She conducted a needs analysis to investigate needs of learners to learn English in ESP context for Fooyin Technology University in Taiwan. She applied questionnaire as an instrument to collect the data. Because the population of the students is large, she used random sampling technique to take sample. Of all the students and teachers in the university, she took 576 students and 25 teachers to be the sample of the research. Tsao's research findings are beneficial for all the population of the research.

The other relevant research was conducted by Kawanami & Kawanami (2012: 29-43) to investigate needs of elementary-school homeroom teachers to learn English through professional development. The homeroom teachers are obliged to join a professional development on English teaching and learning because in 2006 the Japan Ministry of Education (MEXT) has announced the implementation of English lesson as a compulsory lesson for the fifth and sixth graders. They employed a questionnaire to 80 homeroom teachers. There is no information whether the homeroom teachers teaching for the fifth and sixth graders and whether the sample represents the population of the fifth and sixth grade homeroom teachers or not. Descriptive statistics are used to analyze and

interpret the data. Kawanami & Kawanami's research give input to this research on how to collect data, analyze and interpret them.

Morales, Urrego, Rodriguez, and Gonzales (2010) reported a dissertation on the proposal of a learner-centered curriculum by firstly conducting a needs analysis. They distributed questionnaires to collect information about learners' needs. The research subjects are taken from the population by employing simple random sampling. Statistical data is analyzed and interpreted descriptively.

In November 2005 Centre for Social and Education Research (CSER) Dublin was asked by Ballymun Development Group for Children and Young People (BDG) to conduct a needs analysis of English learning by children and young people growing up in Ballymun area. The analysis was completed in 2006. The research employs different instrument for different group of learners. They are face-to-face interview for four year old learners' parents, and a questionnaire for the 11-year-group of learners and the 16-year-old group of learner. The questionnaire was developed by using Computer Assisted Personalized Interview (CAPI). A hundred samples of approximately a third from each group of learners are taken to be the research subjects. The Ballymun needs analysis gives input to this research that this needs analysis is a case study in which the findings of the study applies only for the Ballymun children and young people.

Another Needs analysis was conducted by Kusumoto (2008) to investigate the needs of the elementary-school homeroom teachers in Miyazaki

Prefecture during the integration of English in elementary school learning and teaching. Out of 600 copies of questionnaire distributed, 42.7% of them were remained valid. The valid data were then analyzed and interpreted by descriptive statistics. Kusumoto's needs analysis gives a picture on how to collect, analyze and interpret data. Findings of the research applied to all elementary-school homeroom teachers in Miyazaki Prefecture, Japan.

Jie (2013) also conducted a needs analysis in ESP context for technology students in China. Jie employed English Proficiency Test to collect information about the gap between the actual proficiency of the learners and the ideal proficiency the learners should acquire. Based on the findings, Jie put the learners into two classes with different actual English proficiency because they get different treatment during the English learning and teaching processes. Jie applied needs analysis in an institution which has already had established English learning and teaching system. The research aimed at investigating learners' current deficiency to help guide learners achieving the standard of English required by the university administrators.

Hossain (2013) conducted a needs analysis as demanded by a learner-centered approach in ESP context for engineering students of Presidency University, Dhaka, Bangladesh. He saw the effective professional communication in English writing and speaking to be the problems among engineering students in the university. Therefore, he was interested to investigate the needs of learners to learn English, analyze the existing teaching content and

pedagogical knowledge, and finally suggesting a compromise effort to English learning and teaching which meets the needs of learners in the context of equipping students with effective professional communication in English writing and speaking. He used questionnaire to collect information about the learners' needs and then he confirmed the collected data by conducting interviews to the students. He considered his method as a qualitative research case study because it applied multi-method data collection to confirm a certain phenomenon and the finding applies only for the engineering students in Presidency University. Hossain's ways of conducting the research gives input on how this research can be conducted.

A content evaluation on the English textbook for the seventh graders entitled "When English Rings the Bell" was conducted by Khumairoh (2014). She tried to analyze how much this textbook meets the requirement of good EFL textbook in terms of: (1) Standard of Content of National Standard of Education, (2) methodology, (3) language skills, (4) topics, (5) design and layout, (6) and cultural appropriacy. Based on her descriptive content analysis, she found that the book is qualified as a good textbook for the seventh graders (74.45%). This qualification was based on an evaluation rating scale she made. Her evaluation rating scale was developed based on criteria she designed by referring to the content of the competence available in the English syllabus available in the 2013 Curriculum, as well as theories proposed by Cunningsworth (1995), Harmer (2007), and Brown (2007). In terms of the content or learning materials available

in the textbook toward the competences available in the English syllabus based on the 2013 Curriculum, it is a good textbook (66.67%). In terms of methodology, this textbook is valued to be “fair” (55%). In terms of language skills, it is categorized as “fair” (50%). In terms of topics, this textbook is considered to be an “excellent” textbook (81.25%). In terms of design and layout, it achieved “excellent” evaluation by Khumairoh with score 93.75%. Finally, on cultural appropriacy context, it obtained 100% (excellent) score of evaluation. With those findings, Komariah suggested the author and publisher to understand standard of content of the textbook based on National Standard of Education and good EFLtextbook criteria by some experts in order to create the better textbook. The balance skills, such as listening, speaking, reading, and writing should be considered well. Furthermore, the weakness found in the textbook should be revised thoroughly in order to provide good material. Komariah’s suggestion for the authors and publishers revised the textbook has been approved by the launching of the revised edition of the textbook. This revised edition has been used as a minimum source for all seventh graders around Indonesia. Moreover, English teachers who are going to use the book should also provide some additional materials to overcome weaknesses of the textbook, if any. Khumairoh showed her auto critique by expecting future researchers to do some betterment in conducting a similar study of textbook evaluation by determining good criteria from experts and developing it well.

From the reviews of the relevant research, it is found that there have been some methods applied by different researchers to reveal needs of learners in certain groups of learning. It 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. 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.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes research method; research procedure; data, and data sources; data-collection procedure; data-collection instruments; data analysis procedure; data validation; and place and time of the research.

A. Research Method

By referring to Creswell (2008: 51 – 59), Nation & Macalister (2010: 25), Richards (2001: 60-63), Brown (1995: 45-51), this research is approached as a qualitative research because (1) this research tries to explore in details what the needs of the learners to learn English are, (2) this research reviews literatures on a needs analysis to justify the importance of conducting a needs analysis before an elementary school opening an English class as an extra-curricular activity, (3) the aim of this research is to investigate 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 the ways of learning it, (4) this research collects information through questionnaires, interviews and document analyses, (5) this research analyzes statistical data from questionnaires into description by using descriptive-statistic analysis, and (6) there is possibility that subjective interference of the researcher includes in the report and evaluation of this 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 specific context of this research is the fourth and fifth grades in SDN Utan Kayu Utara 01, 03 and 05 Pagi. 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. Questionnaires are used to collect subjective needs of the learners. Interviews are applied to confirm the data collected from questionnaires. Relevant documents are analyzed to collect objective needs of the learners (the statements of *Visi and Misi of SDN Utan Kayu Utara 01, 03 and 05 Pagi*, and the English textbook for the seventh graders published by the Ministry of Education and Culture).

The cases in this research are the needs of certain groups of learners to learn English. 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*. The needs which become the findings of this research cannot be considered to be the needs of the fourth and fifth graders of other elementary schools, nor can it be considered as the needs of other graders in the schools.

B. Data and Data Sources

Data of this research are the written responses of the participants, and aural responses of the interviewees, as well as the analysis results of relevant documents.

The Data sources are the fourth and fifth graders of SDN Utan Kayu Utara 01, 03 and 05 Pagi, and the researcher in analyzing various related documents (the statement of vision, mission, and goals of *SDN Utan Kayu Utara 01, 03 and 05 Pagi*, the 2013 Curriculum, the English Syllabus for Junior High School Students, and the English textbook for the seventh graders).

C. Data-Collecting Procedure

This research refers to three data-collecting procedures. They are procedures to collect data with questionnaires, interviews, and document analyses. To collect data from questionnaires, this research employs a data-collection procedure suggested by Williams (2003), as follows (1) define the research problem and study population, (2) decide how the questionnaire is administered, (3) formulate questions, (4) formulate responses, (5) design the layout, (6) pre-pilot the questions and layout, (7) pilot study to test validity, reliability, acceptability, (8) design your coding scheme, (9) print out questionnaires.

This research employs a data-collecting procedure suggested by Boyce and Neale (2006: 4-7) to collect information from an interview as follows (1)

plan, (2) develop instruments, (3) Train data collectors, (4) collect data, (5) analyze data, and (6) disseminate findings. Centre for Disease Control and Preventian (CDCP), Department of Health and Human Services, USA released a brief No.18 in January 2009 of *Data-Collection Methods for Evaluation: Document Review*. The brief mentioned a procedure in reviewing documents for data collection. They are (1) assess existing documents, (2) secure access to the documents you have identified through your assessment, (3) ensure confidentiality, (4) Compile documents relevant to your research, (5) understand why and how the documents were produced, (6) determine the accuracy of the documents, and (7) summarize information from documents. This procedure is referred to collect data by analyzing various related documents.

By referring to the data-collecting procedure suggested by Williams (2003), Boyce and Neale (2006: 4-7), and CDCP (2009), the data-collecting procedure in this research is (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 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.

Before step one in the procedure is conducted which is the questionnaires distribution, the researcher follows William's procedure (2003). Similarly, before step two in the procedure is conducted which is the interviews, the researcher follows Boyce and Neale's (2006: 4 – 7). The procedure suggested by CDCP (2009) is also employed before the analysis of various documents is conducted to reveal schools' goal in running an English program as an extra-curricular activity as well as to investigate 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.

D. Data Collecting Instruments

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 are 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).

Instruments need to be valid. Validity of a non-test instrument requires construct validity testing (Sugiyono, 2012: 350). Sutrisno Hadi (1986, in Sugiyono, 2012: 350) mentioned construct validity as logical validity or validity by definition. An instrument is called to have construct validity if it can be used to measure phenomenon based on the definition of the phenomenon. For example, to get valid instrument that measure “needs”, this research should define the meaning of “needs”. This definition is based on theoretical reviews and relevant research findings on “needs”, and conceptual framework of ‘needs’ becomes the reference to check if instruments and items in the instruments really measure “needs” based on the conceptual framework.

A non-test instrument should also be reliable. An instrument is called to be reliable if it is used and used again and the results remain the same. For example, a ruler is an instrument to measure length of a solid object. A ruler made of steel, wood, rubber or plastic is consider to be reliable as a tool to measure length of a solid object in room temperature because they are relatively stable in room temperature. A valid and reliable instrument is, therefore, an absolute

requirement to gain valid and reliable data. It does not mean, however, by using a valid and reliable instrument the gained data are always valid and reliable.

Beside valid and reliable instruments, according to Sugiyono (2012: 349), two important points should be considered to make data remain valid and reliable, i.e. participant condition, and instrument-user condition. Instrument users should be able to anticipate participant condition and at the same time enhance their capability to administer the data collection. Participant condition includes the focus and attention of the participants when they are doing the instruments. Instrument-user condition can be the readiness of the user to collect data with the given instrument.

The key to collect data which is really needed is on the formulation of the questions (Nation & Macalister, 2010: 26; Brown, 1995: 40-41; Rosset, in Brown, 1995: 43), and the appropriateness of instruments applied in the data collection (Nation & Macalister, 2010: 27 – 30; Brown 1995: 46).

1. Formulation of Questions

Questions of questionnaires and interviews employed in this research are adapted from Tzotzou's questionnaire (Tzotzou: 2014: 17 – 20). This research adapts Tzotzou's questionnaire because the questionnaire serves similar purpose to reveal young learners' needs of English learning in terms of learning materials and ways of learning English.

The questionnaire employed in this research is the self-rating questionnaire to reveal learners' needs of English learning in terms of learning materials (Q1) and ways of learning (Q2). Question 1 (Q1a / I2a) of the questionnaire (Q1) and interview (I1) is developed to investigate learners' wants to learn English in terms of learning materials. This question is adapted from the question in a questionnaire developed by Tzotzou (2014: 17-20) to reveal needs of English learning as a foreign language for the fifth graders in Greece. Question 2 (Q1b / I1b) of the questionnaire (Q1) and interview (I1) is developed based on Lev Vygotsky's Zone of Proximal Development (Liu, 2012: 2-4) stating that the ideal momentum to learn English is when the learning materials and the ways of learning are in learners' zone of proximal development (ZPD). In this zone, learners should see that learning materials are challenging for them, but they have not acquired them yet. They want to learn more about them based on ways of learning that are also challenging for them. Teachers, at this point, have responsibility to facilitate the learners to acquire the learning materials by employing ways of learning they like. This question (Q1b) is also developed based on the question in a questionnaire developed by Tzotzou (2014: 17 – 20).

Question 3 (Q2a / I2a) of the questionnaire (Q2) and interview (I2) is developed to reveal the learners favourite learning activities. This question is also adaptation of the question available in Tzotzou's questionnaire (2014: 17 – 20). This question is also developed based on the information collected from

the preliminary study through classroom observation and self-rating questionnaire that participants in the pilot study are young learners speaking Bahasa Indonesia as their daily language. They have the similar characteristics with the participants and interviewees of this research in terms of age and daily language(s). With these characteristics, ways of learning English should be the ones suitable for young learners learning English as a foreign language.

Question 4 (Q2b / I2b) of the questionnaire (Q2) and interview (I2) is developed based on the question in Tzotzou's questionnaire (2014: 17 – 20). This question is also developed based on the conceptual framework of teaching English for young learners (Graddol, 2006: 90). The appropriate English learning implemented in elementary school according to Graddol (2006: 90) should be learning model in TEYL (Teaching English to Young Learners).

2. Appropriateness of Instruments

The preliminary study of this research employed observation and distributed questionnaires to reveal learners' attitude to learn English. The main research employs questionnaires, interview, and document-analysis as tools to collect data. Questionnaires are used as the main instruments to collect data in this research. Data collected by questionnaires is confirmed by interviewing some of the participants to monitor consistency of their answers

as well as validity of the data. Objective needs are revealed by conducting document analysis.

Those three instruments are considered to be appropriate to collect information concerning with the needs of the fourth and fifth graders of SDN Utan Kayu Utara 01, 03 and 05 Pagi to learn English in terms of the learning materials and ways of learning English (see Rosset, in Brown, 1995: 53).

3. The Self-Rating Questionnaires

This research employs self-rating questionnaires (Q1, Q2). Self-rating questionnaires are employed to reveal the learners' favorite topics (Q1a), difficulties that the learners need to learn more (Q1b), favorite learning activities (Q2a), and ways of learning English (Q2b).

Questionnaires can be employed as tools to collect information by asking young learners. Brezigar (2010: 6 - 13) conducted research to find out whether English speaking puppets make nine to ten-year old children use more English during group speaking activities. For that purpose, she employed questionnaires to collect information. She asked the learners to answer the questionnaires. To confirm the learners' answers, she interviewed some of them. She also conducted a class observation by using an observation checklist as her tool to collect the information.

More specifically, Strange et.al. (2003: 337 – 346) conducted their research on the influence of the social context in determining the ways in

which questionnaires are used in practice. They asked 4754 young people ages 13 – 14 years old to complete questionnaires. Validity and reliability of the questionnaire is the primary concern of the research, as other research employing questionnaire did. Interestingly, the research found that there were other things, secondary but important things, which maximized accuracy, and at the same time reduced bias, of data collected, i.e. length, layout, readability, language used, order of questions, and content of questionnaires. This finding support experts' advocacy on how to improve data collection (consider Robson, 1993; Johnson *et.al.*, 1994; Cohen and Manion, 1998; Bryman, 2001, in Strange *et.al*, 2003: 337).

The questionnaires are distributed to all the fourth and fifth graders of SDN Utan kayu Utara 01, 03, 05 Pagi who present on the day of the questionnaire distribution. Incidental convenience purposive sampling (Sukmadinata, 2005: 255) is a technique employed to collect data with questionnaire. According to Sugiyono (2012: 68, in Wahyuni, 2013: 65), purposive sampling is a technique to decide intended information based on certain purposes. According to Arikunto (2010: 183; in Wahyuni, 2013: 66), purposive sampling is employed by a researcher because of certain reasons like limitation of time, limitation of fund, or limitation of human resources conducting the research. According to Sugiyono (2011: 68), convenience sampling means that all the population are the samples of the research. This happens when the population are less than 30 or when the researcher needs to

generalize findings with minimal or small mistakes. Incidental sampling according to Sugiyono (2011: 67) is a technique to collect samples incidentally. In this research, the incidental sampling applies only for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi who attend the meeting on the day of the questionnaire distribution. So, incidental convenience purposive sampling in this research is a sampling technique to collect data by distributing questionnaires to the fourth and fifth graders of SDN Utan Kayu Utara 01, 04, 05 Pagi who attend the meeting on the day of the questionnaire distribution.

The self-rating questionnaires (Q1, Q2) are adapted from questionnaires developed by Tzotzou (2014: 17 – 20). Tzotzou employed her questionnaires as tools to reveal needs of English learning for the fifth graders in an elementary school in Greece. The first questionnaires (Q1) are the ones that collect information concerning with learning materials. The second questionnaires (Q2) are the ones that collect information concerning with ways of learning English. The first (Q1) and second questionnaires (Q2) are adapted from the questionnaire employed by Tzotzou (2014: 17-20) in her research *“Designing and Administering A Needs Analysis Survey to Primary School Learners About EFL Learning: A Case Study”*.

Self-rating questionnaire (Q1 & Q2) ask participants to choose one out of three choices in each item, i.e. *yes*, *no* or *no answer*. The choice *no answer* means (1) do not know, or (2) do not want to answer. Self-rating

questionnaire (Q1) consists of two questions with some alternative answers. Participants may choose more than one alternative as their answer as long as the answers meet with what they perceive. The first question (Q1a) asks the participants' favorite topics. There is a space for the learners to add more topics they want to learn which are not accommodated in the options. The second question (Q1b) asks difficulties that learners need to learn more. Again, students are given options in which they can answer all of the choices or even none of them.

Self-rating questionnaire (Q2) asks learners' favourite learning activities and ways of learning. Students are given choices *yes*, *no* or *no answer*. In each part, students are given opportunity to write their ways of learning. In the first part of these questionnaires, there are eighteen choices and one column where the student may add her/his own ways of learning. The second part contains four choices of learning grammar and one column for students to write their own ways of learning grammar. The third part of this questionnaire consists of four choices plus one column to write ways of learning vocabulary other than those given in the choices.

The development of self-rating questionnaires (Q1 and Q2) goes from the description of the original questionnaires, the revised questionnaires, the piloted questionnaires, the statistical findings, to the final form of the questionnaires. The original questionnaire is adapted to serve the purpose of this research which is to reveal the needs of 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 English. It is then translated into *Bahasa Indonesia* to increase clarity and to reduce misunderstanding, and in turn, to increase face validity and to make it applicable for the participants. The adapted questionnaire is translated into *Bahasa Indonesia* because the participants of this research are young learners speaking *Bahasa Indonesia* as their native language. This estimation is based on data revealed from preliminary study on learners' background investigated with questionnaire (LBQ).

To find out whether or not the questionnaires are able to measure what supposed to measure which is the learning materials, it needs to ask the judgment from an expert panel to find out whether these questionnaires are constructed well 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. The expert panel to judge the questionnaires consists of two scholars majoring at English language education. From their judgment, some revisions are necessary to do.

The revisions are described as follows. The first question of the adaptation version of the self-rating questionnaire (Q1a) invites participants to choose "Yes" if they like the topic, "No" if they do not like the topic, and "No Answer" if they either do not know or do not want to answer. Participants are

also given an opportunity to write their favorite topic at the end part of this first division.

The second question (Q1b) invites participants to choose their favorite activities when learning English. Four statements are given to represent four skills in English learning (listening, speaking, reading and writing). The third or the last part of the first questionnaire (Q1c) tries to seek out the possible difficulties of the participants that they need to learn more. Seven statements are given to represent four macro skills (listening, speaking, reading and writing), two micro skills (grammar and vocabulary), and intelligibility. They may choose more than one choices in all the three parts of the questionnaires. As the participants are young learners, wordings of items and instructions in the questionnaire should as much as possible be understandable for them (Strange, 2003: 337). At this point, piloting the questionnaires is necessary to do. Not only to find out the reliability of the questionnaires, but also to check the face validity of the items and instructions of the questionnaires.

The self-rating questionnaire (Q2) which serves to reveal the ways of learning English consists of three parts. The first part invites participants to check “Yes”, “No”, or “No Answer” to any ways of learning English they like. The second part of it invites the participants to check the ways of learning vocabularies they like to do, and the third part of the third questionnaire asks participants to choose “Yes”, “No”, or “No Answer” to

ways of learning that apply to them. They are given chances to write down their opinion at the end of each part.

The revised edition of the adapted questionnaires was then piloted to twenty seven students from the third and the sixth graders of SDN Utan Kayu Utara 01 Pagi. The pilot test of this questionnaire was conducted on Monday, July 14th, 2014. From twenty seven participants doing the pilot test, twenty four could do the test well, and three were eliminated because they did not do the pilot test as it was instructed. The finding of the pilot test was then reported to the panel of experts to get judgment. Expert panel's review is important to judge validity and reliability of the questionnaires. They suggested second revision of the questionnaires.

The revisions from the expert panel are as follows. First, the three possible answers "Yes", "No" and "No answer" were reduced into "Yes" and "No" only because the pilot test revealed that the students were not familiar with the term "No Answer". They were confused to understand the meaning though its explanation had been explicitly written under the table. Therefore it was omitted. Second, the wording of choices in the second and the third parts of the first questionnaire are changed from word phrases into sentences to make it friendlier and more understandable for participants who are young learners. Third, if previously participants were asked to complete 62 items, with this revision, they are asked to complete 58 items. Four items were omitted because from the pilot test it was revealed that all of the participants

left blank four items, i.e. one item in questionnaire 1 part 1, one item in questionnaire 2 part 1, one item in questionnaire 2 part 2, and one item in questionnaire 2 part 3. Those items invited the participants to write their opinion. The omitted items are “other favorite topics”, “other ways of learning in general”, “other ways of developing vocabulary”, and “other ways of learning structure”.

The decision to omit those items which are the open-ended type of questions, in turn, changed the type of questions from partially open-ended multiple-response questions into closed-ended multiple-reponse questions. This is the fourth part to be revised. To give participants more exploration on favorite topics and ways of learning, the choices of topics and ways of learning were expanded. So, the choices on favorite topics were expanded into 29 items and the choices on ways of learning English were expanded into 27 choices. Total choices of learning materials and ways of learning are 67 choices comprised in 4 questions. The first question asks about the learners' favourite topics, the second question asks about the learners' difficulties in learning English, the third question asks about the learners' favourite ways of learning, and the fourth question asks about the ways of learning English learners do. The first two questions are to collect information concerning with the needs of the learners to learn English in terms of the learning materials, and the last two questions are to collect information concerning with the needs of the learners to learn English in terms of their ways of learning.

Fifthly, move question 2 in questionnaire 1 to questionnaire 2, and integrate questions two and three in questionnaire 2 into question one. This integration to avoid redundancy and bias. This, in turn, increase accuracy of the participants in choosing the alternatives based on what they perceived. And, sixthly, add examples in each part. Examples are considered to be very important to increase accuracy of young learners' answers in choosing the answers.

The revisions were suggested by the panel to increase face validity of the questionnaire. The panel stated that the questionnaires were clear and understandable for the participants who are young learners sitting on the fourth and fifth graders of SDN Utan Kayu Utara 01, 03 and 05 Pagi. About the content validity of the questionnaires, the expert panel judged that all choices in the questionnaires have served the purpose of this research to collect information about the needs of the learners in terms of the learning materials and the ways of learning English. The panel has also stated that the choices are put in logical order where the first questionnaire is used as the tool to collect information about the needs of the learners in terms of the learning materials consisting of the topics, and the anticipated difficulties to practice more, and the second questionnaire is used as the tool to collect data on the learners' needs in terms of ways of learning English.

Construct validity of the questionnaires is also analyzed by the expert panel. They referred to the conceptual framework of this research and

found that this questionnaire has been developed based on the framework. The questionnaire has been developed to collect subjective and objective needs of English learning. With this analysis the expert panel finally judged that the questionnaire has been constructively valid. This way of judging validity of this questionnaire refers to the one proposed by Sugiyono (2012: 352) and Nuraeni (2013: 4). A questionnaire with multiple-response questions is considered to be valid if it is constructed based on the operational definition to what purpose the instrument is developed or designed (Sugiyono, 2012: 348).

Statistical calculation cannot help validating the construct of these questionnaires because statistical calculation cannot validate questionnaires that are developed with multiple-response questions (Barr, 2004: 40). Barr, further, explains that, first of all, standard statistical tests assume that the observations in a file are independent, which is by definition not the case in multiple response questions. Secondly, the variables created from one multiple response question are, by definition, related its logic to display all the responses as one group. When it is treated separately and tabulated into a statistical calculation as an independent data inputted in a certain formula manually or facilitated by Excel or SPSS, homogeneous responds by one participant is considered to be “not valid” by the formula whether computed with Excel or SPSS. However, the process of validating the construct through expert judgment and pilot testing of the instrument by no means reduces the construct validity of the instruments.

The reliability of these questionnaires is confirmed through statistical calculation aided by IBM SPSS 22. Cronbach's Alpha is the technique applied to confirm reliability of this questionnaire. An instrument is confirmed to be reliable if the reliability coefficient or coefficient alpha or Cronbach's alpha of the instrument is ≥ 0.6 (Yusoff, 2011: 1, 5, 6; Christmann & Aelst, 2005; Santoso, 2000: 65; Chadwick *et.al.* in Rahayu *et.al.*, 2006 in Hendaro, 2009: 5; Arikunto, 1998 in <http://ariyoso.wordpress.com/2009/10/31/uji-reliabilitas/>, retrieved on July 30th, 2014; <http://stats.stackexchange.com/questions/70274/where-do-the-descriptors-for-cronbachs-alpha-values-come-from-e-g-poor-exce>, retrieved on July 30th, 2014; <http://pr.hec.gov.pk/Chapters/323S-4.pdf>, retrieved on July 30th, 2014; http://en.wikipedia.org/wiki/Cronbach%27s_alpha, retrieved on July 30th, 2014).

The statistical computation of the data collected from the pilot testing of the questionnaires confirmed that the reliability of both the questionnaires to reveal needs of the learners in terms of the learning materials and the ways of learning English is 0,686 (see Appendix A on page 132). Reliability of the questionnaire to collect information about the learners' needs in terms of the learning materials is 0,670 (see Appendix A on page 132). Reliability of the questionnaire to collect data about the learners' needs in terms of ways of learning English is 0,606 (see Appendix A on page 132).

After the piloted questionnaire was completely revised, the expert panel gave their final judgment that the questionnaire has been valid as an instrument to collect information about the needs of English learning for the fourth and fifth graders in terms of learning materials and ways of learning (see Appendix B on pages 133 – 139). It becomes the final form of the questionnaire.

4. The Interviews

Interviews can be administered individually or in groups (Rosset, in Brown, 1995: 53). Interview in this research is conducted to interviewees individually. Interview in this research is the instrument to confirm data collected from the questionnaires. Confirmation of data collected from the interview increases validity of data collected from the questionnaire.

Boyce and Neale (2006: 4) suggested a procedure in conducting an interview as follows (1) planning, (2) developing instruments, (3) collecting data, (4) analyzing data, (5) disseminating findings. In planning, the conceptual framework is referred to. The conceptual framework gives guidance that interview is conducted to collect information about subjective needs of the learners in terms of learning materials and ways of learning.

In developing the instruments, the questions from the questionnaires are employed as items in the interview. This is relevant with the purpose of conducting this interview to confirm the data collected from the

questionnaires. In collecting data, a video recorder is an important equipment. Later, the data is analyzed. The analysis of the data is described in Chapter IV. Dissemination of the findings becomes the holistic part of this research report and mainly described in Chapters V and VI.

Quota purposive sampling is employed to choose the samples (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*. In this research, quota purposive sampling is a sampling technique to determine participants to be interviewed.

With quota sampling, the next step to do in conducting interview is to determine the sample size of the participants to be interviewed. National Centre for Research Method (NRCM) reported a review paper edited by Baker and Edwards (n.d.: 2, 42) to investigate how many interviews is considered to be saturated in a qualitative research? Of all the 14 renowned social scientists and 5 early career researchers, none of them could give exact numbers. The saturation depends mostly on the focus of a research purpose on differences or commonality or uniqueness or complexity or comparison or instances. When considering the length of time this type of research often takes, the difficulty of gaining entrée to even the most mundane group or setting, the difficulty in transcribing thousands of hours of interviews, and the

“publish or perish” world in which we live, Adler & Adler (in Baker & Edwards, n.d.: 10) advise in the broad range of between a dozen and 60, with 30 being the mean. Baumberg (Baker & Edwards, n.d.: 37) felt confidence with thirty interviews of his research. Nastasi (n.d.: 4) was also confident to interview 30 people for her research. By considering what previous researchers conducting interviews in a qualitative research approach, the researcher asks thirty participants to be interviewed.

Because there are six groups of learners to be the participants in this research, the quota for each group of learners is determined to be five participants. With the total students in each class or in each group are not more than 40 students, five interviewees represent 13% - 25% of the total participants in each class. Appendix D on page 142 shows the distribution of the interviewees.

The interview is conducted in *Bahasa Indonesia* because the participants are estimated 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.

After the questions were completely designed, an expert panel was asked to judge whether the instrument have met the function of the interview to confirm the needs of the learners to learn English in terms of the learning materials and ways of learning English. The guideline was revised twice. The one shown in Appendix C on pages 140 – 141 was the final interview

guideline. The expert panel judged that the instrument has been constructed based on the conceptual framework. Firstly, the questions have asked what to be asked. Secondly, the guideline has been constructed well. The appearance of the guideline is also clear in the way that the font size, font type and spacing follow standard of academic writing which are Times New Roman 12 and 1.5 spaces between the lines. The expert panel who are the supervisors of the research have also confirmed that the explanation is clear enough for students to answer questions given.

5. The Analyses of Various Related Documents

The guideline to analyze documents here is the one released by the Centre for Disease and Prevention, Department of Health dan Human Service U.S.A. (2009). It is employed here because this guideline was also employed by the Centre for Disease and Prevention to analyze needs. The needs analyzed by the centre were the needs of the patients towards services by medical institution in the U.S.A. This procedure is, in turn, also applicable to be employed in this research to analyze needs of 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 because the procedure is simple and applicable. The procedure to analyze various related documents are as follows:

- a. **Assess existing documents.** Find out what types of documents exist and determine which ones you think will answer your evaluation questions.
- b. **Secure access to the documents you have identified through your assessment.** Certain documents may require the permission of others before being released for review and analysis. You may need to work with legal experts in your agency to understand what limitations you may face and how they can help you access documents you will need for your evaluation.
- c. **Ensure confidentiality.** Confidentiality is always an important consideration when collecting data for evaluation. If you need to review documents that involve confidential data about individuals, develop a system that ensures confidentiality of individual-level data. Developing these processes and guidelines may also help you in securing access to sensitive or confidential documents.
- d. **Compile the documents relevant to your evaluation.** Once you have secured access to the documents you need to answer your evaluation questions, compile the documents. It is important that you limit your review to only those documents that answer your evaluation questions.
- e. **Understand how and why the documents were produced.** You will need to talk to the people who know something about the documents you are compiling to better understand the context for which they were

developed. This is critical to collect usable information for your evaluation.

- f. **Determine the accuracy of the documents.** Determining the accuracy of the documents may involve comparing the documents that contain similar information, checking the documents against other data you have collected, and speaking with people who were involved in the development of the documents.
- g. **Summarize the information from documents reviewed.** Create a data-collection form to summarize data gleaned from your document reviews. You may want to include on the form the type of document you are reviewing; a way to reference each document; and information that answers each applicable evaluation question. You will use the form to help you compile and analyze your evaluation findings.

Document analysis or record analysis (Rosset, in Brown, 1995: 53) is used to collect information on objective needs. Objective needs are collected by analyzing documents containing the goals of the schools, and the learning materials and ways of learning. The goals of the schools are represented in the statements of *Visi, Misi dan Tujuan SDN Utan Kayu Utara 01, 03 and 05 Pagi*. The learning materials and ways of learning are available in the syllabus of English for the seventh graders and English textbook for the seventh graders. Syllabus of English for the seventh graders is not a document analyzed in this research because it has not been published yet until then.

Analyzing the statements of *Visi, Misi dan Tujuan* is important to know goals of the schools. Analyzing the English textbook for the seventh graders is to find out what English skills and knowledge should be prepared before the students enter English class for the seventh graders. In other words, the analysis of English textbook for the seventh graders is to help learners to adapt with English activity since the first day of the meeting in the grade. This adaptation is important to develop learners' learning motivation because successful learners are learners who are able to maintain their intrinsic learning motivation (Vela and Vara, 2009: 385 - 402).

Findings from document analyses are confirmed with findings revealed from questionnaires and interviews 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.

E. Data Analysis Procedure

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.

Creswell (2008: 182-211; 243-270) also proposed procedures to analyze quantitative and qualitative data. The procedure to analyze quantitative

data follows steps (1) score the data, (2) determine the types of score to analyze, (3) select a statistical program, (4) input data, (5) clean and account for missing data, (6) conduct descriptive/inferential analysis, (7) report the findings, and (8) discuss the findings. The procedure to analyze qualitative data is as follows (1) organize data, (2) transcribe data, (3) analyze data by hand or computer, (4) explore the general sense of the data, (5) code the data, (6) use the codes to build description and themes, (7) represent findings, and (8) report findings.

A needs analyst should be able to limit the scope of the analysis. Otherwise, she/he never completes the analysis. A scope of analysis includes the depth of the data to be collected, how specific or how general the data to collect, a discourse analysis or a text analysis (Brown, 1995: 52-55). This depth can be achieved only if a needs analyst is able to formulate questions well, choose appropriate instruments and employ valid, reliable and usable procedure in collecting information needed.

To analyze the data collected from questionnaires, interviews, and various related documents, the researcher follows Graves' procedure (2000: 100), i.e. (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. However, the procedure of analyzing the data in this research is completed in step 5 because step 6 and 7 as suggested by Graves demand a further action of not only analyzing needs but

implementing the findings of the analysis and evaluated the result of the implementation. The implementation and evaluation steps are not the problem of this research. There should be a further research to investigate effect and effectiveness of the implementation of this research findings. Therefore the data-analysis procedure of this research is as follows: (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, and (5) recommending an action on the information and its interpretation.

(1) Deciding What Information to Collect and Why

The information to collect in this research is about the subjective and 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. Subjective needs in this research are conceptualized as wants/expectation and lacks/difficulties of the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi in terms of learning materials and ways of learning. Objective needs in this research are conceptualized as the schools' goal in running an English program as an extra-curricular activity.

(2) Deciding the Best Way to Collect It: When, How, and from Whom

The best way to distribute questionnaire to collect 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 is before the Academic Year 2014/2015 because the program is ideally run in the academic year. Data collection is better conducted in the morning during the classroom hours because students are still fresh. This is in line with what stated by Sugiyono (2012: 349) where two important points should be considered to make data remain valid and reliable, i.e. participant condition, and instrument-user condition.

The best way to collect subjective needs of English learning for the fourth and fifth graders is by distributing self-rating questionnaires, conducting interviews, and analyzing various related documents. Self-rating questionnaires are distributed to collect data about 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. Different from opinion survey questionnaire where participants are asked to complete a questionnaire based on their opinion, self-rating questionnaire asked participants based on what they perceived about something. Types of the question are also different. Self-rating questionnaire usually applies multiple-response closed-ended questions or multiple-response semi closed-ended questions while opinion-survey questionnaire applies multiple-response open-ended questions. Multiple-response question is a question which opens multiple responses from a participant upon a question and all the participant's responses are considered as the participant's statement toward the

phenomenon. When a student was asked how she/he would like to learn, in open-ended type of question, the student freely gave their opinion to answer the question. She/he might give more than one answers. That is why it is called multiple-response questionnaires. In closed-ended question, the students were guided with some alternatives to respond the question. She/he should not give her/his own answer. So, the researcher has usually anticipated by listing a number of alternatives. In semi-closed or semi-opened question, the student was given alternatives as her/his answer toward a question, as well as given a chance to answer with her/his own question.

Multiple-response closed-ended type of questions is considered to be the most suitable type of question in the multiple-response questionnaires employed in this research because it is in line with Critical Period Hypothesis on how young learners learn as described by Snow & Hoefnagel-Höhle (1978: 1114), DeKeyser (2000), Newport and Supalla (in Johnson & Newport, 1989: 62-63), and the Zone of Proximal Development (ZPD) which is coined by Lev Vygotsky on what can adults do to help young learners learn as described by Liu (2012: 2-4), as well as the characteristics of young learners as described by Scott and Yterberg (1993: 2-4).

Similarly, interviews are conducted to collect data about 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. Interviews are conducted to confirm data collected from

questionnaires. The questions are the same as the questions in the self-rating questionnaire. However, type of the questions begins with open-ended type of question with assumption that interviewees still remember with the alternatives responses given in the questionnaire. Whenever the interviewees cannot remember or mislead with the question, the interviewer who are the researcher aids them with alternative responses given in the questionnaire.

Various related documents are analyzed to collect data about the schools' goal in running an English program as an extra-curricular activity as well as 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. In order to collect information about the schools' goal in running an English program as an extra-curricular activity, the related documents to be analyzed are the schools' vision, mission and goals available in the school curriculum documents. These documents are evaluated every end of academic year. The evaluated curriculum is implemented in the following academic year.

In order to collect information about 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, what documents to be evaluated depend on the findings on the schools' goal in running an English program as an extra-curricular activity. If, for example, the schools' goal in running English program as an extra-curricular activity is

to support the learners with materials in the intra-curricular lessons, the related documents might be the 2013 Curriculum, the syllabus for the fourth and fifth graders, and the English textbooks for the fourth graders and for the fifth graders. There are two textbooks respectively. They are a textbook for students and a guide book for teachers. The researcher should analyze them in order to reveal learning materials and ways of learning which serve the schools' goal in running English program as an extra-curricular activity to support learners with materials in the intra-curricular lessons. That is why it cannot be decided for the time being what documents to be analyzed to reveal 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.

The data of this research are collected from written and oral responses of the learners as well as from the various related documents analyzed by the research in investigating 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.

- (3) Collecting the Information: Collecting information is described in details in Chapter IV about research findings.**
- (4) Interpreting the Information: This point is discussed in details in Chapter V about discussion of the findings.**

(5) Recommending an action on the Information and Its Interpretation:

This point is discussed in Chapter VI about conclusion and recommendation

F. Data Validation

A good datum is a datum that represents actual information. To collect actual information, data should be collected from representative samples. Representative sample can be collected only if the instruments are valid and reliable (EMGO, 2010: 2-3). Though instruments are valid in its content and construct, there is possibility the data are not reliable because of the practical problems appearing in the process of data collection, including participants' defiance. Participants are defiance from the general trends when they are tired, disobey and/or careless. To avoid such defiance, a researcher needs to guide them on how to complete the questionnaire with clear instruction as well as with the simple lay out. There is possibility when a researcher steps in the class during a data-collection process, her/his subjectivity may affect the process of data collection. To avoid that, the researcher may invite the teacher of the class or other adults to help her/him guiding the students completing the questionnaires.

G. Place and Time of This Research

This research is conducted in six classes of three public elementary schools in Matraman, East Jakarta. They are the fourth and fifth grades of SDN

Utan Kayu Utara 01, 03 and 05 Pagi, covering approximately 210 to 240 students. The research is conducted for about four months from May until August 2014.

CHAPTER IV

RESEARCH FINDINGS AND LIMITATION OF THE RESEARCH

This chapter describes the needs of the fourth and fifth graders of SDN Utan Kayu Utara 01, 03 and 05 Pagi to learn English in terms of the learning materials and in terms of the ways of learning English.

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 are revealed through a questionnaire (Q1), an interview (I1) and data analyses (DA1). Incidental convenience purposive sampling (Sukmadinata, 2005: 255) is a technique employed to collect data with questionnaire. According to Sugiyono (2012: 68, in Wahyuni, 2013: 65), Purposive sampling is sampling technique where the researcher takes intended samples for certain purpose. According to Arikunto (2010: 183; in Wahyuni, 2013: 66) Purposive sampling is employed by a researcher because of certain reasons like limitation of time, limitation of fund, or limitation of human resources in conducting the research. According to Arikunto (2010: 183; in Wahyuni, 2013: 66), purposive sampling is employed by a researcher because of certain reasons like limitation of time, limitation of fund, or limitation of human resources conducting the research.

The data collected from the questionnaire (Q1) is confirmed with data revealed from interview (I1). Interview is conducted to thirty students. Quota purposive sampling is employed as a sampling method to choose the interviewees (Sukmadinata, 2005: 255). Teachers were asked their help choosing five students from each of the class to be interviewed. With the total students in each class which are not more than 40 students, five interviewees represent 13% - 25% of the total participants in each class. Appendix G on page 146 shows the percentage of the interviewees from the participants. Documents analyses were applied to (1) the vision, mission, and goals of the schools, and (2) the English textbook for the seventh graders. The analysis of the English textbook for the seventh graders revealed the topics, sub-topics, and learning materials available in it. The textbooks being analyzed were the student books.

The purpose of analyzing the statements of vision, mission and goals of the schools is to investigate the goal of the schools in a legal statement for the schools to introduce English as an extra-curricular activity. Vision, mission and goals of the schools are integral parts of the school document, called "*Implementasi Revisi Kurikulum KTSP dan Pengembangan Kurikulum 2013*". This document was developed based on the teacher workshop held at the end of Academic Year 2013/2014. The workshop had bigger responsibility than the one previously held because the schools still implement *KTSP* for the third and sixth graders, and at the same time, started to implement the 2013 Curriculum in Academic 2014/2015. Some of the responsibilities of the workshop concerning

with this research were (1) to evaluate the implementation of *KTSP* (the School-Based Curriculum) in Academic Year 2013/2014; (2) to develop the implementation of *KTSP* for the third and sixth graders in Academic Year 2014/2015; (3) to discuss the implementation of the 2013 Curriculum for the first, second, fourth and fifth graders in Academic Year 2014/2015; (4) to propose budget for the implementation of “8 *Standar Nasional Pendidikan*”, including in it is the extra-curricular activities. English for the fourth and fifth graders is planned to be introduced to students of the schools. The document was asked approval from the school committee, the school principal, the school supervisor, and the Head of *Kantor Dinas Pendidikan Dasar Seksi Kecamatan Matraman*. Once it was signed by those local decision makers, the document has become legal standing for the school principals to manage the schools in Academic Year 2014/2015.

The purpose of conducting the analysis of the English textbook for the seventh graders in terms of the learning materials is to investigate the learning materials available in the English textbook for the seventh graders (objective needs). When the learning materials are already investigated, or when the data about the learners’ needs in terms of the learning materials has been collected, the next step of conducting this document analysis is to find out whether the learning materials available in the English textbook for the seventh graders are the same as the learning materials collected from the questionnaire (Q1) and interview (I1) (subjective needs).

1. Findings Revealed from Questionnaire (Q1)

The first questionnaire (Q1) tries to collect data based on questions (Q1a) “When you learn English, what are your favorite topics?”, and (Q1b) “When you learn English, what are difficulties that you need to practise more?” The first questionnaire (Q1) digged out two information, i.e. (Q1a) the learners’ favourite topics, and (Q1b) the difficulties that the learners needs to practise more.

With the aid of Ms Excel, it is 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) are 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. The subjective needs of the of the learners to learn English in terms of the learning materials revealed from Q1a about favourite topics of the learners to learn English in terms of the learning materials for each of the class are shown in Appendix H on pages 149 – 155.

The second question of the first questionnaire (Q1b) tries to investigate the difficulties the learners experienced and their willingness to practise more. “*Memahami isi percakapan / lagu / film dalam Bahasa Inggris*” (Understanding a conversation, someone singing, a film; 178 participants) are considered to be the most difficult skill they want 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). Appendix I on pages 156 - 159 shows a table on difficulties perceived by the learners and their willingness to practise more (Q1b).

2. Findings Revealed from Interview (I1)

The data collected from the first questionnaire (Q1) is confirmed by conducting an interview (I1). By referring to Nastasi (n.d.: 4) where sample size in data collection with interview, data collection is approximately 30 people, interview in this study is conducted to thirty students. Five students representing each class were chosen by their class teachers to conduct the interview. Quota purposive sampling is employed to choose the samples (Sukmadinata: 2005: 255). With the total students in each class are not more than 40 students, five interviewees represent 13% - 25% of the total participants in each class. Appendix G on page 148 shows the percentage of the interviewees from the participants. Five interviewees from the fourth grade of SDN Utan Kayu Utara 01 Pagi means 14.71% of overall participants. Five interviewees from the fourth grade of SDN Utan Kayu Utara 03 Pagi means 16.67% of overall participants. Five interviewees from the fourth grade of SDN Utan Kayu Utara 05 Pagi means 15.63% of overall participants. Five interviewees from the fifth grade of SDN Utan Kayu Utara 01 Pagi is 15.15% of overall participants. Five interviewees from the fifth grade of SDN Utan Kayu Utara 03 Pagi is 25% of overall participants. Five interviewees from the fifth grade of SDN Utan Kayu Utara 05 Pagi is 13.89% of overall participants. With 30 interviewees, it means 16.22% of overall participants (185 participants). From 185 participants, thirty participants were chosen by the class teachers to respond the questions (I1a) "What are your

favorite topics when you learn English?”, and (I1b) “What are difficulties that you need to learn more when you learn English?”

Case 1 or interviewee 1 from the fourth grade of SDN Utan Kayu Utara 05 Pagi considered vacation, kinds of illness, festivals, travelling, and learning with games are her favourite topics. She said conversation and writing is difficult for her and she wanted to learn more about them. The second interviewee from the same class and the same school was also a girl. Story telling and games are her favourite topic. Conversation and writing are difficult for her. She wanted to learn more about them. The interviewees’ responses toward interview (I1a, I1b) are completely shown in Appendix J on pages 160 – 161.

3. Findings Revealed from Document Analysis (DA1)

To collect objective needs of English learning in terms of learning materials, a document analysis was conducted. Documents being analyzed were the ones containing the objective or goal of the schools and the ones containing the relevant learning materials and ways of learning. The two documents were (1) the statements of vision, mission, goals of SDN Utan Kayu Utara 01, 03, and 05 Pagi, (2) the English textbook for the seventh graders. They are analyzed based on the document-analysis guideline (see appendix E on pages 145 – 146).

This research is framed with a concept to collect information about learners' needs. Needs in this research are framed as the the learners' wants or expectation as well as the objective needs to learn English in terms of the learning materials. Learners' wants / desire / expectation are considered as the subjective needs of the learners. The subjective needs of the learners need to be confirmed with the objective needs. The objective needs are collected by analyzing the statements of the schools' vision, mission, and goals, as well as the topics available in the English textbook for the seventh graders.

Based on the document analysis guideline (see appendix E on pages 145 – 146), the findings of the document analyses (DA1) are shown below.

1. Assess existing documents: *Find out what types of documents exist and determine which ones you think will answer your evaluation questions.*

There were three documents to be analyzed here, i.e. (a) the statement of vision, mission and goals of the schools, (b) the English textbook for the eleventh graders, and (c) the textbooks for the fourth dan fifth graders. The documents analyses are described below.

- a. The statement of vision, mission, and goals of SDN Utan Kayu Utara 01, 03 and 05 Pagi. The effort to know the vision, mission, and goals of the schools is to get legal standing for the schools to conduct English classes as extra-curricular activities. The statement of vision, mission and goals of the schools in details are shown in Appendix W on pages 205 – 212. The statements of vision, mission,

and goals become the entry points to know the objective needs of the learners.

- i. SDN Utan Kayu Utara 01 Pagi has vision to prepare learners with good personality, morality, skills, intelligent and knowledge to continue their study to junior high school level. This vision is translated into missions of SDN Utan Kayu Utara 01 Pagi. Relating to this research to collect information about the learners' needs of English learning in terms of the learning materials, the mission which can be foundation to develop and administer an English program in this school is to prepare learners with learning facilities, infrastructures, atmosphere and opportunities that enable them to (be): (1) responsible, confident, respectful, polite and being competitive, (2) noble people who believe in God Almighty and respect others, (3) perform psychomotor work based on knowledge they have and trainings they did, (4) solve their problems quickly, accurately, and completely, and (5) a someone who master technology to support their learning and to reach their academic achievement, love reading and have great curiosity. Based on the vision and mission, SDN Utan Kayu Utara 01 Pagi has goals to (1) practise their religion through nurture and nature, (2) form characters of religious, discipline, anti-corruptive and *PHBS (Pola Hidup*

- Bersih dan Sehat*), (3) achieve passing grade (KKM) 70%, (4) achieve academic and non-academic achievement at sub-district level, (5) raise environmental awareness through 3R (reuse, reduce, recycle), (6) create green school, (7) apply IT and multimedia in school activities, (8) develop entrepreneurship, (9) develop quality culture, and (10) practise 7K (*keamanan, ketertiban, kebersihan, keindahan, kekeluargaan, kenyamanan, dan kerindangan*).
- ii. SDN Utan Kayu Utara 03 Pagi has vision of excellent in achievement, tough in competition and polite in manner. This vision is translated into missions of SDN Utan Kayu Utara 03 Pagi. Relating to this research to collect information about the learners' needs of English learning in terms of the learning materials, the mission which can be foundation to develop and administer an English program in this school are to (1) provide a high quality education services for all segments of society that is based on science and technology, faithfulness and global insight, (2) improve the quality of learning by creating atmosphere of active learning, innovative, creative, effective, and fun (*PAIKEM*) which is based on quality culture, (3) carry out self-development programs so that learners are able to develop in accordance with their interests and talents. Based on the vision

and mission, SDN Utan Kayu Utara 03 Pagi has general goals to lay basic foundation of intelligence, knowledge, personality, noble characters and survival skills to live independently and to follow further education; as well as specific goals to (1) achieve maximum academic achievement so as to compete with other schools in Matraman, and (2) equip science and morality is proud to continue their education.

- iii. SDN Utan Kayu Utara 05 Pagi has vision of actualizing noble, intelligent and skilful human resources. This vision is translated into mission of SDN Utan Kayu Utara 05 Pagi. Relating to this research to collect information about the learners' needs of English learning in terms of the learning materials, the mission which can be foundation to develop and administer an English program in this school are to (1) promote religious and moral education, (2) improve discipline of students and teachers/employees, (3) increase discipline of learning and teaching process and administration, (4) enhance intelligence and skills through science and technology, (5) enhance effective and efficient extra-curricular activity, and (6) improve the cleanliness and beauty of the school environment. Based on the vision and mission, SDN Utan Kayu Utara 05 Pagi has goals to (1) prepare learners to devote their lives to Good Almighty and have noble

characters, (2) prepare learners to have good personalities, intelligences, qualities, and achievement in science and technology, (3) equip learners to have communication and information technology skills and to develop their life skills independently, (4) instill attitudes of tenacious, discipline, orderly in achievement, adaptative to the environment, and well mannered, (5) equip learners with science and technology to compete and continue their study to higher education level (*SMP*).

In short, the statements of vision, mission, and goals of SDN Utan Kayu Utara 01, 03 and 05 Pagi informed that the schools should prepare the learners with skills and knowledge to continue their study to higher level of education which is to *SMP* level.

- b. The second document to be analyzed is the English syllabus and textbook for the seventh graders based on the 2013 Curriculum. The purpose of analyzing the syllabus and textbook is to collect information concerning with the needs of the learners in terms of the learning materials. This purpose is in line with the goal of the schools to prepare the learners with skills and knowledge to continue their study to *SMP* level. English is obligatorily introduced to *SMP* level. In other words, the analysis of the English syllabus and

textbook for the seventh graders is to know English skills and knowledge available in the seventh grade of *SMP*.

English syllabus for the seventh graders is part of the 2013 Curriculum. Attachment II *Permendikbud* No. 58/2014 contain the revised edition of the syllabus. The syllabus consists of *Kompetensi inti*, *Kompetensi Dasar*, *Materi Pembelajaran*, *Kegiatan Pembelajaran*, *Penilaian*, *Alokasi waktu*, and *sumber belajar*. The one to be analyzed in this very occasion is the *materi pembelajaran* or learning materials. The learning materials available in the syllabus are also available in details in the English textbook for the seventh graders.

English textbook for the seventh graders entitles "*Bahasa Inggris: When English Rings a Bell*". It is published by the Ministry of Education and Culture. Siti Wachidah, Yuli Rulani Khatimah, and Asep Gunawan contributed the texts for the 2014 revised edition. This edition is proof read by Emi Emilia, Didi Suherdi, and R. Safrina. It is published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud* (The Center for Curriculum and Books, Research and Development, The Ministry of Education and Culture). There are books for teachers as teachers' guidance in the learning and teaching process and books for students. In this context, the student book is the document to be analyzed because this

research tries to investigate objective needs in terms of the learning materials prepared by the government for the students.

The analysis on the learning materials found eleven topics of learning, i.e. (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 student book is also equipped with classroom language for students and a glossarium. List of classroom language is important for students to involve themselves in the learning process actively. English learning for the fourth and fifth graders as extra-curricular activities should include the classroom language so that they are used to apply the language classroom, brave enough to employ the language classroom, and do not hesitate to use the classroom language when they need to use them. The findings of the analysis on the English textbook for the seventh grader to collect information about needs of the learners in terms of the learning materials are shown in Appendix K on pages 162 – 165. The findings of the analysis may become input for the English teachers, or English program designers in SDN Utan Kayu Utara 01, 03 and 05 pagi in designing the English program in terms of the learning materials.

2. Secure access to the documents you have identified through your assessment. *Certain documents may require the permission of others before being released for review and analysis. You may need to work with legal experts in your agency to understand what limitations you may face and how they can help you accessing documents you will need for your evaluation.*

There were three documents to be analyzed here, i.e. (1) the schools' vision and mission, and goals; (2) the English textbook for the seventh graders, and (3) the textbooks for the fourth and fifth graders.

The schools put the boards of vision, mission, and goals in public area in the schools where everyone can access them freely (see Appendix W on pages 205 – 212). To confirm the vision, mission, and goals on the boards are the ones which are still implemented by the school management until now, documents stating the vision, mission and goals of the school approved by the school principals are needed. Appendix W on pages 205 – 212 shows in details the document stating the vision, mission, and goals of the SDN Utan Kayu Utara 01, 03, and 05 Pagi.

Access to the English textbook for the seventh graders is relatively open. Some alternatives can be reached to get this document. The ministry of education distributed free of charge the textbook to the students and teachers. For those who have not gotten the textbook, open <http://www.slideshare.net/ErcLoser/buku-bahasa-inggris-kelas-7-when->

[English-rings-a-bell-untuk-siswa-kur2013](#) to download [the student textbook free of charge](#). The student textbook is downloaded free of charge because the government have allocated *BOS BUKU* to produce, copy, and distribute English textbooks for the seventh graders. The same case happens to the textbooks for [the fourth](#) and [the fifth](#) graders. *BOS BUKU* is an amount of *APBN* budget (state budget) allocated to make the 2013-Curriculum textbooks available for students. The government produced the textbook for students and the teacher book. This research analyzes the student book only. With this explanation, there is no need to secure the access because they are open document and given free of charge to all teachers and students to be used in English learning and teaching activities.

- 3. Ensure confidentiality.** *Confidentiality is always an important consideration when collecting data for evaluation. If you need to review documents that involve confidential data about individuals, develop a system that ensures confidentiality of individual-level data. Developing these processes and guidelines may also help you in securing access to sensitive or confidential documents.*

Data which is collected from the vision, mission, and goals of the schools, as well as from the textbooks are not confidential. They can be openly accessed so that a system to secure the confidentiality of the data is not necessary to develop.

- 4. Compile the documents relevant to your evaluation.** *Once you have secured access to the documents you need to answer your evaluation questions, compile the documents. It is important that you limit your review to only those documents that answer your evaluation questions.*

Documents to be compiled are (a) the statements of vision, mission and goals of SDN Utan Kayu Utara 01, 03, and 05 Pagi, (b) the English textbook for the seventh graders, and (c) the textbooks for the fourth and fifth graders.

The statements of vision, mission and goals of the schools are available in Appendix W on pages 205 - 212. The English textbook for the seventh graders is available [here](#). The textbooks for the [fourth](#) and [fifth](#) graders are available by clicking on the words.

- 5. Understand how and why the documents were produced.** *You will need to talk to the people who know something about the documents you are compiling to better understand the context for which they were developed. This is critical to collect usable information for your evaluation.*

The principal of SDN Utan Kayu Utara 01 Pagi saw the need to revise and update the vision, mission, and goals of the school once she was assigned as the principal in the school. She saw that elementary school is a place to prepare learners with basic attitude, morality, knowledge and skills to continue their study to higher education level, *SMP* level. To

achieve the vision, the school, according to the principal, should carry certain missions which refer to the implementation of the school's vision. The school's missions are manifested into school goals. The school goals are technical. With these goals, the school's principal develops school's programs. The programs become the indicators of the success. Similar statement with the Principal of SDN Utan Kayu Utara 01 Pagi was more or less stated by the Principal of SDN Utan Kayu Utara 05 Pagi. The Principal of SDN Utan Kayu Utara 03 Pagi agreed with them and further said that English extra-curricular activity can be added value for alumni of SDN Utan Kayu Utara 01, 03, and 05 Pagi. When other public elementary schools do not introduce English to their students, these schools do. This can be additional benefit for the students to prepare themselves with skills and knowledge to continue their study to *SMP* level, if they join the English extra-curricular activity.

- 6. Determine the accuracy of the documents.** *Determining the accuracy of the documents may involve comparing the documents that contain similar information, checking the documents against other data you have collected, and speaking with people who were involved in the development of the documents.*

Statements of vision, mission, and goals of the schools are accurate enough because they have been approved and signed the principals. The English textbook for the seventh graders is accurate because the one

downloaded from the internet was confirmed to an English teacher in *SMP 7 Jakarta*, Bapak Rizal Yuli Dwi Santoso, which coincidentally a graduate of English Education Department, UNJ. He stated that the one downloaded from the internet was the same as the one his students have and use in their English classes. The textbooks for the fourth and fifth graders are also accurate because the ones downloaded from internet were the ones dropped from the ministry of education and culture. Though the dropped ones were a bit late, the contents are the same as the ones downloaded from the internet. They are now the ones used by the fourth and fifth graders in their learning activities.

- 7. Summarize the information from documents reviewed.** *Create a data-collection form to summarize data gleaned from your document reviews. You may want to include on the form the type of document you are reviewing; a way to reference each document; and information that answers each applicable evaluation question. You will use the form to help you compile and analyze your evaluation findings.* The summary of the information from documents reviewed is available in Appendix X on pages 213 – 216.

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

This section explains (1) findings from the second questionnaire (Q2a and Q2b) to reveal learners' favourite activities and learners' ways of learning, (2) the findings from the interview (I2a and I2b) to reveal learners' ways of learning, (3) findings from the document analysis on the statements of vision, mission and goals of the schools, and the English textbook for the seventh graders to reveal ways of learning available in the textbook.

1. Findings Revealed from Questionnaire (Q2)

The first question of the second questionnaire (Q2a) tries to reveal the learners' favorite learning activities. 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 learning activities. 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 learning activities. "*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) are their third and fourth favourite learning activities with 115 and 82 participants chose them respectively. Appendix L on pages 166 - 169 shows the data revealed from question (Q2a).

The second question of the second questionnaire (Q2b) collected information about learners' ways of learning English. From 185 participants, 179 participants like to listen to radio / podcast / broadcast on English lesson as the most favorite way of learning English. The ten most favorite ways of learning English are (1) listen to radio / podcast / broadcast on English lesson, (2) Do homework, (3) Learn English through games, (4) Practice English everyday, (5) Listen to CD / cassettes / songs, (6) have English classroom discussion about any topics given using English language, (7) Watch films / soundtrack of songs in cinema / tv / youtube / other websites, (8) Ask a friend to listen to you speaking in English and check if she/he understands you, (9) Learn English in groups, (10) Learn English by employing internet connection. Tables in Appendix M on pages 170 - 176 show learners' ways of learning English by all the participants and by the participants in each class.

2. Findings Revealed from Interview (I2)

The data collected from the second questionnaire (Q2) is confirmed with data collected from interview (I2). By referring to Nastasi (n.d.: 4) where sample size in data collection with an in-depth interview is approximately 30 people, interview in this study is conducted to 30 students. Five students representing each class were chosen by their class teachers to be interviewed. Quota purposive sampling is employed to choose the samples (Sukmadinata: 2005: 255). With the total students in each class are not more than 40 students, five interviewees represent 13% - 25% of the total participants in each class. Appendix G on page 148 shows the percentage of the interviewees from the participants. Five interviewees from the fourth grade of SDN Utan Kayu Utara 01 Pagi means 14.71% of overall participants. Five interviewees from the fourth grade of SDN Utan Kayu Utara 03 Pagi means 16.67% of overall participants. Five interviewees from the fourth grade of SDN Utan Kayu Utara 05 Pagi means 15.63% of overall participants. Five interviewees from the fifth grade of SDN Utan Kayu Utara 01 Pagi is 15.15% of overall participants. Five interviewees from the fifth grade of SDN Utan Kayu Utara 03 Pagi is 25% of overall participants. Five interviewees from the fifth grade of SDN Utan Kayu Utara 05 Pagi is 13.89% of overall participants. With 30 interviewees, it means 16.22% of overall participants (185 participants).

Two questions (I2a and I2b) are employed to reveal the second questionnaires, i.e. “When you learn English, what are your favorite activities?”, and “When you learn English, what ways of learning English do you want to do?” Interviewees’ answers toward I2a are shown in Appendix N on pages 177 – 178. Based on the interviewees’ responses toward interview I2a, it was found out that listening to English music/ CDs/ songs, teacher's explanation, people's conversation are the most favourite learning activities where twenty interviewees chose it. The other favourite learning activities are 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).

Interviewees’ responses toward interview I2b to reveal learners’ ways of learning English are shown in Appendix O on pages 179 – 180. From the interview, it was found that reading books, comics, dictionary, textbooks, *LKS* (exercise book), magazines, conversation, English stories was the ways of learning English that most of the interviewees mentioned (19 interviewees). After that nine interviewees responded interview I2b by mentioning listening 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 chose studying textbooks; practising 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; join 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.

3. Findings Revealed from Document Analysis (DA2)

The document analysis (DA2) follows the guideline shown in Appendix E on pages 145 – 146. The findings of the document analysis (DA2) are shown below.

- a. Assess existing documents.** *Find out what types of documents exist and determine which ones you think will answer your evaluation questions.*

There are three documents to be analyzed here, i.e. (a) the statements of vision, mission and goals of SDN Utan Kayu Utara 01, 03, and 05 Pagi, (b) the English textbook for the seventh graders, and (c) the textbooks for the fourth dan fifth graders. The document analyses are described below.

1) The first documents to analyze are the statements of vision, mission and goals of SDN Utan Kayu Utara 01, 03 and 05 Pagi. The analysis of vision, mission and goals of the schools has been described previously on pages 73 - 77.

2) The second document to be analyzed is the English syllabus and the English textbook for the seventh graders based on the 2013 Curriculum. The purpose of analyzing the syllabus and textbook is to collect information concerning with the needs of the learners in terms of the ways of learning. This purpose is in line with the goal of the schools to prepare the learners with skills and knowledge to continue their study to *SMP* level. In other words, the analysis of the English syllabus and textbook for the seventh graders is to reveal ways of learning English available in the English syllabus and textbook.

English syllabus is included as a part of the 2013 Curriculum (see Attachment II *Permendikbud* No. 58/2014). It contains *Kompetensi Dasar*, *Materi Pembelajaran*, *Kegiatan Pembelajaran*, *Penilaian*,

Alokasi waktu, and Sumber Belajar. In this occasion, the source to be analyzed in this research is the *Kegiatan Pembelajaran* or learning activities. It was published on September 8th, 2014. Though the 2013 Curriculum was published in 2013, the syllabus was published in September 2014. The syllabus published in 2014 is the revision of the syllabus published in 2013. The revised 2014 syllabus becomes guidance for the government to revise the textbook. Logically, the syllabus was published earlier than the textbook. In fact, the textbook was published earlier than the syllabus. However, the researcher found that the content of the textbook represents the guidance available in the syllabus. From the analysis of the 2014 revised edition of English syllabus, it was found that ways of learning English conducted in the seventh graders follows a term called *scientific approach*. With this *scientific approach*, every learning-and-teaching process follows a procedure of (1) observing, (2) asking, (3) practising, (4) associating, and (5) communicating. In every step of the procedure, learners are encouraged to do certain activities based on certain topics.

English textbook for the seventh graders entitles "*Bahasa Inggris: When English Rings a Bell*" is published by the Ministry of Education and Culture. Siti Wachidah, Yuli Rulani Khatimah, and Asep Gunawan contributed the texts for the 2014 revised edition.

This edition is proof-read by Emi Emilia, Didi Suherdi, and R. Safrina. It was published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud* (The Center for Curriculum and Books, Research and Development, The Ministry of Education and Culture). There are books for teachers as teachers' guidance in the learning and teaching process and books for students. In this context, the student book is the document to be analyzed because this research tries to investigate objective needs in terms of ways of learning prepared by the government for the students. The students being analyzed is the revised edition published in 2014.

The findings of the analysis on the English syllabus and textbook for the seventh graders to collect information about needs of the learners in terms of ways of learning are shown in details in Appendix P on pages 181 – 184. From the analysis, it was found that ways of learning organized in this book follows a learning model or learning strategy called scientific approach. Scientific approach is not a learning approach in its literal meaning. It is more relevant with learning model, a term introduced by Graddol (2006: 90) to refer to a learning strategy organizing ways of learning in a certain learning model. According to Scientific-approach model, learners learn by following steps like in a scientific experiment (observe, ask, practise, associate, communicate). First of all, learners need to observe what

are happening. From the observation teachers hope that learners are curious and have willingness or eagerness, as well as arise their intrinsic motivation to continue their learning. This is learners' mental state that bridge the learning process continue to the second step, asking. When students have had positive attitude or mental state to learn, they are curious with what have happened, then they ask their teachers. Teacher may directly answer learners' questions, teachers may ask learners to discuss the possible answers in pairs, in groups, or in plenary meeting, teachers may invite learners to find the answers from the textbooks, teachers may ask learners to find the information from other sources, and so on. When learners have already had enough information about the topic of learning, teachers ask learners to practise. This is the third step in scientific-approach learning-model. In practice step, learners do by themselves what they have learned to be able to directly feel what they have learned. This is the internalization process, a mental process where knowledge is settled in their soul, not only to be remembered. But go deeper into their heart. The next step is to associate. When learners have been able to internalize what they have learnt, they are asked to associate the learning materials with the previous learning material, or with the context where the learners are, or to problems exist, and the like. Finally, learners are asked to communicate what they have learnt by

making a report, a project, a presentation or any other activities which enable the learners to publish their work. Those are the steps in scientific-approach learning model. The syllabus has clearly categorized learning activities in each of the steps in the scientific-approach learning model. See appendix P on pages 181 - 184 for the details.

The student book is also equipped with classroom languages for students and a glossarium. The list of classroom languages is important for students to involve themselves in the learning process actively. English learning for the fourth and fifth graders as extra-curricular activities should include these classroom languages so that learners are accustomed to apply the classroom languages, be brave enough to employ the classroom languages, and do not feel hesitated to use the classroom languages when they need to use them.

- b. Secure access to the documents you have identified through your assessment.** *Certain documents may require the permission of others before being released for review and analysis. You may need to work with legal experts in your agency to understand what limitations you may face and how they can help you access documents you will need for your evaluation.*

Description about this point is the same as the description of analyzing document to reveal needs of learner in terms of learning materials. It is available on pages 107 – 109.

- c. Ensure confidentiality.** *Confidentiality is always an important consideration when collecting data for evaluation. If you need to review documents that involve confidential data about individuals, develop a system that ensures confidentiality of individual-level data. Developing these processes and guidelines may also help you in securing access to sensitive or confidential documents.*

Data which is collected from the vision and mission of the school, as well as from the textbooks are not confidential. They can be openly accessed so that a system to secure the confidentiality of the data is not necessary to develop.

- d. Compile the documents relevant to your evaluation.** *Once you have secured access to the documents you need to answer your evaluation questions, compile the documents. It is important that you limit your review to only those documents that answer your evaluation questions.*

Documents to be compiled are (a) the statements of vision, mission and goals of SDN Utan Kayu Utara 01, 03, and 05 Pagi, (b) the English textbook for the seventh graders, and (c) the textbooks for the fourth and fifth graders.

The statements of vision, mission and goals of the schools are available in Appendix W on pages 205 - 212. The English textbook for the seventh graders is available [here](#). The textbooks for the [fourth](#) and [fifth](#) graders are available by clicking on the words.

- e. Understand how and why the documents were produced.** *You will need to talk to the people who know something about the documents you are compiling to better understand the context for which they were developed. This is critical to collect usable information for your evaluation.*

Description about this point is the same as the description of analyzing document to reveal needs of learner in terms of learning materials. It is available on pages 110 – 111.

- f. Determine the accuracy of the documents.** *Determining the accuracy of the documents may involve comparing the documents that contain similar information, checking the documents against other data you have collected, and speaking with people who were involved in the development of the documents.*

Description about this point is the same as the description of analyzing document to reveal needs of learner in terms of learning materials. It is available on pages 111 – 112.

- g. Summarize the information from documents reviewed.** *Create a data-collection form to summarize data gleaned from your document*

reviews. You may want to include on the form the type of document you are reviewing; a way to reference each document; and information that answers each applicable evaluation question. You will use the form to help you compile and analyze your evaluation findings. Summary of the documents reviewed is available in Appendix X on pages 213 – 216.

C. Limitation of the Research

Having conducted this research, some limitation was revealed which can be the input to a similar research or to a further research. Firstly, this research finding cannot be generalized because the sampling technique employed is purposive sampling. However, this research can be a reference for English teachers on how to collect information about their learners' needs.

Secondly, this research employed multiple response questions where the statistic calculation cannot test validity of items or choices in each questions as well as questions of the questionnaire. However, validity can be tested by asking judgment from an expert panel. And, an expert panel has given its judgment that the questionnaire is valid to be used as an instrument to collect information concerning with the subjective needs of English learning for the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, and 05 Pagi.

Thirdly, while many questioned the use of questionnaire as an instrument to collect data from children, this research employed it. This decision was based on similar research conducted by Tzotzou (2014). She employed one and only

instrument: Questionnaire as a tool to collect data in her research to reveal needs of English learning for her fifth-grade students. A self-reporting questionnaire was also employed by Westmoreland, *et.al* (2009: 10) to ask children ages 10 – 14 reporting their parents. These might be debatable. Supported by input from the expert panel in the process of developing, piloting and validating the questionnaire, it was hoped that the data revealed from the instrument was also valid. Though the process of collecting data had considered many aspects, it was also admitted that process of administering a questionnaire to a child is different from the one to an adult. For further reading on designing questionnaire for school students, consider a module developed by Siniscalco and Auriat (2005).

CHAPTER V

DISCUSSION

This chapter discusses the findings of this research which tries to reveal 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.

Needs analysis in the area of English for general purposes was 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 conducted 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 shifted 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) pointed out the importance of conducting needs analysis prior to designing teaching materials. Considering the needs to specify the

content in English learning is the first focus of this needs analysis by revealing the learning materials.

The second focus, needs in terms of ways of learning, derived 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's 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) as explained in the conceptual framework of this research on pages 14 – 16. He also admitted the importance of employing Vygotsky's concept of Zone of Proximal Development in TEYL (see the explanation on pages 28 – 29). Thus, this research investigated needs of English learning for young learners in terms of the learning materials and ways of learning.

Which learning materials and ways of learning should be suggested to the English program designers or teachers in the schools? To reveal the needs of English learning in terms of learning materials and ways of learning, 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 frames the theories in a conceptual framework of needs analysis in terms of learning materials and ways of learning (see pages 13 – 15). 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.

Starting Academic Year 2013/2014, elementary schools implement the 2013 Curriculum. Within this curriculum, English is an extra-curricular activity, an optional class. If an elementary school plans to conduct an English class, it needs to find out learners' attitude to learn English. If the learners have positive attitude to learn English, the school needs to accommodate and facilitate the learners' needs. Therefore, a preliminary study was conducted to reveal learners' attitude to learn English in SDN Utan Kayu Utara 01 Pagi.

From the preliminary study, it was found out that 60% of the learners have positive attitude to learn English. With this finding, the research was proposed to SDN Utan Kayu Utara 01, 03, and 05 Pagi as a means to support the school in accommodating and facilitating the learners' attitude to learn English. This accommodation and facilitation is in line with the vision, missions and goals of the schools to prepare the learners with skills and knowledge to continue their study to higher education level which is *SMP* level. Therefore, the researcher does not only try to reveal subjective needs of the learners by employing questionnaires and confirming

the data collected from the questionnaires with interviews, but also analyzing the English textbooks for the fourth and fifth graders in order to reveal learning materials and ways of learning which are available in the textbooks, as well as analyzing the English textbook for the seventh graders in order to investigate learning materials and ways of learning available in the textbook which can be implemented in the English program for the fourth and fifth graders in SDN Utan Kayu Utara 01, 03 and 05 Pagi in order to prepare the learners with skills and knowledge to continue their study to higher education level (*SMP*).

Findings on the analyses of the textbooks for the fourth and fifth graders in terms of the learning materials and ways of learning are not described and discussed in this research report. It was reported separately as additional information for the English program designers in developing the program.

All the data findings are reported in Chapter IV. The data from the questionnaires (Q1, Q2) are available in appendices H, I, L and M on pages 149 – 159, and 166 - 176. The data collected from the questionnaires revealed subjective needs of the learners to learn English in terms of learning materials and ways of learning English. The data is confirmed with the data collected from the interviews (I1, I2). The data collected from the interviews are available in appendices J, N, O on pages 160 – 161, 177 – 180. Data showing confirmation of questionnaires and interviews are shown in Q, R, S, T on pages 185 – 194. The data collected from the document analyses are shown in appendices K and P on pages 162 – 165 and 181 – 184.

A. The Needs of English Learning for the Fourth and Fifth Graders in terms of Learning Materials

The needs of English learning for the fourth and fifth graders in terms of learning materials are collected from the findings of the subjective needs that the participants expect and have lack, as well as the objective needs of English learning. On one hand, participants expects to learn *music and songs, sports, festivals, travelling, (online) shopping, daily routines, habits, food and drink, stories and plays, animals, arts and literatures, jobs, family, and kinds of illness* (see Appendix Q on pages 185 – 187); and have lacks on *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* (see Appendix R on pages 188 – 189).

On the other hand, they should acquire topics on *greetings, thanking, taking leaves, apologizing, introducing oneself, introducing others, days, time, dates, months, years, personal identity, identity of family members, people, counting things, counting animals, public places, identifying meaning of songs, identifying rhyming words, singular and plural nouns, things in a classroom, things in a school bag, parts of a house, animals at school and at home, people's characteristics, animals' characteristics, jobs, what a job does, what animals do, what things are for, instruction, short notices, warning and caution, my idol teachers, my cute pets, and my lovely house*. See appendix K on pages 162 – 165. Based on those findings, it can be confirmed that the learning materials revealed as

the needs of English learning for the fourth and the fifth graders of SDN Utan Kayu Utara 01, 03, and 05 Pagi are *music and songs (identifying the meaning of a song), animals (counting animals, animals in my school and at home, animals, what animals do, my cute pet), arts and literature (identifying rhyming words), jobs (what people do, where they do the activities), and family (the identity of family members)*. See appendix U for the details of confirmation of findings (Q1a – I1a – DA1) on pages 195 – 196. The learners' lacks or difficulties in learning English, i.e.: *understanding English vocabularies and their meaning, writing in English, speaking English clearly, talking to people in English, reading English text, and listening to people (teachers) speaking / talking in English*. Appendix R on pages 188 – 189 shows in details the confirmation.

B. The Needs of English Learning for the Fourth and Fifth Graders in terms of Ways of Learning

The needs of English learning for the fourth and fifth graders in terms of ways of learning are collected from the findings of the subjective needs that the participants expect and their favourite learning activities, as well as the objective needs of English learning. On one hand, participants expects to learn English through *reading English books/ comics/ magazines/ conversation, listening to music/ teachers/ conversation, writing diaries/ stories/ teachers' explanation/ summaries/ sentences/ names of fruits/ animals in English, watching films (FROZEN)/ conversation in internet, groupwork, browsing internet, playing*

games, using English in real conversation, looking up meaning in a dictionary, making presentation, making a dialogue, practicing English with father/ mother (see Appendix T on pages 191 - 194). They also expect to learn English 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* (see Appendix S on pages 190).

On the other hand, they are suggested to learn English by following a way of learning called *scientific approach*. Based on *scientific approach* every learning-and-teaching process follows a procedure consisting of (1) observing, (2) asking, (3) practicing, (4) associating, and (5) communicating. In every step of the procedure, learners are encouraged to do some activities based on certain topics. The learning activities ask students to *answer a question: what things do you find in your backyard?; answer questions given for each picture; answer questions to describe people's jobs; answer the questions to describe a family; ask classmates about their favorite color and food to complete the table given; ask classmates traditional food sold in restarurants in the pictures; ask classmates' characteristics; ask classmates' daily activities; ask classmates'*

identities guided with questions and fill out library-card forms; ask classmates' names and the spelling; ask friends' birthdays; ask and write classmates' feelings; choose the right answers and fill them in the bubbles; choose the right person based on the text given; circle words to describe people, things or animals; compare what students' have written about their favorite singer with friends' work; complete a dialogue; complete a table about teachers' names and lessons; complete dialogues based on given pictures; complete sentences based on pictures; complete the sentences based on the text given; complete the table by writing down what the animals do; conclude the lesson about days, data, months, years, and time; conclude the lesson and internalize personally; conclude the lessons and follow up (9); create a dialogue and act it out; describe a big beautiful house based on the pictures given; describe an idol teacher by using questions to write the description; describe animals in the picture by looking at the example; describe favorite things, favorite place at home, and animals at school; describe people in the pictures; describe people in the pictures by referring to the question and using hints given; describe people in the tags by referring to examples in the previous activity, and tag their photos; describe student's pet. use the questions given as guidance. put the picture of the student's pet; describe students' family members; describe animals, see the examples; describe the picture by looking at the example; describe the picture by referring to the example given; describe the picture (3); describe the pictures by referring to the example given; describe the signs; describe things around

students; describe things in the picture (2); describe where students do something; design a future home; develop dialogues using hints and situational pictures given; discuss healthy food with friends; discuss with friends meaning of traffic signs; discuss with friends what the father do in the picture; do a mini survey; draw signs in a school; draw students' own family trees; draw traffic signs and say the meanings; draw warning signs and say the meanings; fill in student's identities in a library card; go out, find rooms in the pictures, and write things found in the rooms; interview friends and fill in the interview table; introduce family members and guess their jobs; introduce yourself by using the incomplete dialogue; label the pictures by using words given; listen and repeat to express apology; listen and repeat (17); listen to a song, use the lyric to sing the song; listen to someone reading the given text; look at the picture and read the sentences aloud (2); look at the picture and read description of animals in the picture; look at the picture, study the instructions, and draw a line to match an instruction with a suitable student's activity; look at the pictures and guess what the teacher probably says to the students; make a dialogue; make a family photo and tell about it; make a map of a town; make a mini dictionary; make a poster of "important days in a month"; make a project about people students love; make dialogues based on the situational pictures; make different signs for schools; make labels for students' school; make sentences based on food in the picture and the example; make sentences based on the given pictures; make sentences based on the pictures by looking at the example; mention parts of the

house and things in there; mention the family members in the picture; mention things in the picture by using given words (2); name animals in the pictures; name things in the pictures and describe them orally; observe a classroom, mention things in it and their functions; observe a given family tree and tell relation among the members; observe a given text; observe a picture given, make questions and answer them by referring to the example; observe expressions and take turn practicing the expressions; observe expressions of thanking in a dialogue; observe given expressions; observe how to greet; observe how to take leave; observe pictures to decide where the people are from; observe the last words of given lines and write them down; observe the picture and describe it; observe the picture given, work in pairs to make sentences by referring to the examples given (3); observe the pictures and read the sentences; observe the pictures of objects, name the objects, and write their name and number; observe the pictures, name the animals, write down the quantity and names of the animals given; play a calendar game; play a guessing game (2); practice reading the last words with correct pronunciation, and discuss the rhymes of the song lyric; practice the expressions; practise the expressions with friends; practise to express days; practise with classmates by using expressions given; practise with parents; practise with people around you (2); read; read a sample of identity text and fill in a personal-identity form given; read the lyric from the previous activity, find and write the meaning of words/ phrases in the table given and discuss with friends; read the lyric given in the previous activity again and

answer the questions with friends; read the lyric, find the meaning of words in a table given, discuss with friends; say sentences to describe pets in the pictures; sing a song (6); study the activities given; study the pictures and the sentences; talk about students' family members in turns; tell about a teacher based on a dialogue given; tell about family members. use the questions to guide; tell about pictures; tell about someone given in the previous text; tell about students' brother/ sister; tell the class about students' learning activities each day; tell the class gaby's house by using the picture you drew in the previous activity; tell the class what lessons students have every day; tell the greetings based on the contextual pictures; with friends, draw a house based on the text in the previous activity; work in group to answer the questions; work in pairs to discuss what the mother does and use the questions to work in pairs; work in pairs to practice spelling names; work individually, observe the example, and complete the table with the rhyme words; write a love letter to mother and post it; write a paragraph describing student's house, use the questions to help writing the paragraph; write daily-activities and the time; write down animals around with their physical appearances; write down classmates' physical appearances; write down reasons being a singer and good things to follow; write down students' activities with their families; write down students' daily activities; write down students' schedule; write down things in a house; write down things in students' bags; write down things students see in the picture; write identities by referring to a given model; write names and expressions to whom students take leave;

write names to whom and where students express thanks; write poems about friend/best friend, mother/father, and students' own topic; write sentences by using objects and their numbers given in the table and by referring to the example given (3); write the days when students have the lesson activities; write the expressions; write the time based on given pictures; and write things in the classroom into a text.

Based on those findings, it can be confirmed that the ways of learning revealed as the needs of English learning for the fourth and the 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 the dictionary; group work; playing games; using English words in a real conversation; and making a dialog.* Appendix V on pages 197 – 204 shows in details the confirmation.

C. Contribution of This Research

An effort to analyze needs of elementary school students to learn English as a foreign language in Indonesia is increasingly important to do by teachers. It reflects the learner-centered approach in English language teaching (ELT) where students are involved since the beginning process of finding out learning materials and ways of learning English. This research contributes to give

inputs to reveal learners' needs to learn English. In the light of learner-centered approach, revealing learners' needs is the first step a teacher should do (Richards, 1984, in Tsao, 2008: 5).

Musthafa of Indonesia Education University (2010: 120 - 125) introduced principles in teaching English to young learners in Indonesia, i.e.: (1) accomplished teachers of English should know who children are, (2) accomplished teachers of English should know how children learn, (3) accomplished teachers of English should know how children learn a language, (4) accomplished teachers of English should know how children learn English as a foreign language. In the researcher's point of view Musthafa's principles of TEYLIN should be combined with Supriyanti's. Supriyanti of Yogyakarta State University (2012: 145-152) added one important key on principles of TEYLIN, i.e.: reasons why English should be introduced to young learners in Indonesia. Borrowing Musthafa's term, Supriyanti's key point is (5) accomplished teachers of English should know why young learners in Indonesia learn English as a foreign language.

This research contributes to reveal reasons how the fourth and fifth graders of SDN Utan Kayu Utara 01, 03, 05 Pagi learn English as a foreign language (learning activities or ways of learning they expect to do during the learning process), and what English they need to learn by considering their expectation and lacks of English (learning materials they expect to have when they learn English). Though it is a case study where the research findings cannot

be generalized to other young learners, but only for the fourth and fifth graders of SDN Utan kayu Utara 01, 03, 05 Pagi, the findings of this research can become references for English teachers in other elementary schools on how to reveal their learners' needs in learning English.

CHAPTER VI

CONCLUSION AND RECOMMENDATION

This chapter describes the conclusion and recommendation of this research.

A. Conclusion

This research tries to reveal needs of the fourth and fifth graders of SDN Utan Kayu Utara 01, 03 and 05 Pagi to learn English in terms of the learning materials and the ways of learning English. The needs revealed in this context are the confirmation of subjective and 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. The subjective needs are the expectation as well as the lacks of English learning revealed from collecting questionnaires and conducting interviews. Objective needs are the schools' goal which is to prepare learners with skills and knowledge to continue their study to higher education level. It was revealed by analyzing related document (schools' vision, mission, goals; the syllabus of English for the seventh graders and the English textbook for the seventh graders). The needs in this research are also limited only in terms of learning materials and ways of learning. Ways of learning are the learning activities to learn English.

From the research, it can be concluded 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.*

B. Recommendation

The preliminary study of this research revealed that more than 60% of the fourth and fifth graders of SDN Utan Kayu Utara 01, 03 and 05 Pagi have positive attitude to learn English. Based on that finding, the school principals are recommended to open English classes to facilitate learners' intention to learn English.

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. The suggested syllabus framework is available in Appendix Z on pages 216 - 218.

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.

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APPENDICES

Appendix A. The Questionnaire Reliability Score with SPSS 22

**Reliability Statistics of the overall
Questionnaires**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,686	,693	58

**Reliability Statistics of the Questionnaires to
Collect data about the Learning Materials**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,670	,666	32

**Reliability Statistics of the Questionnaire to
Collect Data about Ways of Learning**



Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,606	,594	26


Appendix B. The Revised Questionnaire after the Pilot Test (Final)

Instrument 1: Questionnaire 1:**A questionnaire to collect information about learning materials**Question 1a. Topik Favorit (Q1a)

Ketika kamu belajar Bahasa Inggris, topik apa yang kamu senangi (beri tanda [v] pada pilihanmu. Kamu boleh memberi tanda [v] pada lebih dari satu topik yang kamu senangi).

Contoh:

	Senang 	Tidak Senang 
Bagian-bagian tubuh manusia	✓	
Hobbies		✓


	Senang 	Tidak Senang 
Saya ingin belajar		
Kebiasaan sehari-hari		
Letak kota dan desa, pulau, laut dan samudera di Indonesia dan di dunia		
Belanja keperluan sehari-hari		
Makanan, minuman dan masakan		




Komputer, telepon, tablet dan gadget lainnya		
Alam dan Lingkungan sekitar kita		
Musik		
Hubungan keluarga dan teman		
Kegiatan waktu luang dan hobi		
Jalan-jalan		
Jenis-jenis Pekerjaan		
Kesehatan dan macam-macam penyakit		
Orang-orang Terkenal dan Selebritis		
Drama dan sinema		
Hiburan		
Internet		
Cerita dan sastra		
Olahraga		
Seni dan Lukisan		
Ilmu Pengetahuan		
Festival dan Perayaan		

Question 1b. Kesulitan yang Perlu Latihan Lagi (Q1b)

Ketika kamu belajar Bahasa Inggris, hal-hal apa dibawah ini yang kamu rasa sulit dan perlu latihan lagi?

Contoh:

	Ya, latihan lagi 	Tidak Perlu Latihan
--	--	---------------------

		
Saya sulit berbahasa Inggris. Saya ingin latihan lagi	✓	
Saya sulit menggambar, saya ingin latihan lagi		✓
	Ya, Latihan 	Tidak Perlu Latihan 
Saya masih sulit mendengarkan orang berbicara dalam bahasa Inggris. Jadi saya ingin latihan lagi. (L)		
Saya masih sulit berbicara dalam Bahasa Inggris. Jadi saya ingin latihan lagi. (S)		
Saya masih sulit membaca bacaan dalam Bahasa Inggris. Jadi saya ingin latihan lagi. (R)		
Saya masih sulit menulis dalam Bahasa Inggris. Jadi saya masih ingin latihan lagi. (W)		
Saya masih sulit mengerti arti kata, frase atau kalimat dalam Bahasa Inggris. Jadi		

saya ingin latihan lagi. (V)		
Saya masih sulit berbahasa Inggris dengan baik dan benar. Jadi saya ingin latihan lagi. (G)		
Saya masih sulit mengucapkan kata-kata dan kalimat bahasa Inggris secara jelas. Jadi saya ingin latihan lagi. (I)		



Questionnaire 2:



A questionnaire to collect information about the ways of learning English

Question 2a. Kegiatan Belajar Favorit (Q2a)

Ketika kamu belajar Bahasa Inggris, kegiatan apa yang kamu sukai? Berilah tanda [v] pada pilihanmu (Boleh memilih lebih dari satu)

Contoh:



	Suka 	Tidak Suka 
Saya suka berbahasa Inggris	✓	
Saya suka mancing		✓
	Suka	Tidak Suka



		
Saya suka mendengarkan lagu-lagu berbahasa Inggris (L)		
Saya suka bercakap-cakap dalam bahasa Inggris (S)		
Saya suka membaca cerita dalam Bahasa Inggris (R)		
Saya suka menulis dalam Bahasa Inggris (W)		

Question 2b. Cara Belajar Bahasa Inggris (Q2b)

Ketika kamu belajar Bahasa Inggris, cara belajar yang bagaimana kamu lakukan? Berilah tanda [v] pada pilihan cara belajar di bawah ini.

Contoh:

	Ya 	Tidak 
Saya belajar Bahasa Inggris dengan berbicara Bahasa Inggris	✓	
Saya belajar Bahasa Inggris dengan menggambar		✓
Saya belajar Bahasa Inggris dengan	Ya	Tidak

		
Mendengarkan kaset / CD / lagu berbahasa Inggris		
Mendengarkan siaran radio / podcast / pelajaran Bahasa Inggris		
Mendengarkan siaran radio berbahasa Inggris		
Menonton video / film /soundtrack lagu berbahasa Inggris dari youtube atau situs lain.		
Berbicara dalam Bahasa Inggris di depan cermin		
Berdiskusi di kelas tentang Bahasa Inggris		
Membaca cerita pendek, novel, biografi orang, atau topik favorit lain dlm berbahasa Inggris		
Membaca berita dan informasi lain dalam Bahasa Inggris di internet, surat kabar, majalah.		
Menulis cerita pendek, jurnal, diary dalam Bahasa Inggris		
Berdiskusi di kelas dalam Bahasa Inggris		
Membuat proyek dalam Bahasa Inggris		
Mempelajari tata aturan berbahasa Inggris yang baik dan benar		
Mengerjakan soal-soal latihan tata aturan Bahasa Inggris		

Bergabung di diskusi kelompok penyuka Bahasa Inggris		
Mengerjakan PR sesegera mungkin dan meminta bantuan orangtua jika tidak tahu		
Membaca nyaring ucapan-ucapan Bahasa Inggris		
Belajar sendiri		
Belajar berpasangan		
Belajar kelompok		
Belajar di kelas		
Belajar dg memakai komputer / laptop		
Belajar dg menggunakan internet		
Belajar sambil bermain		
Berbicara Bahasa Inggris sedikit-sedikit setiap hari		
Meminta teman mendengarkan saya berbicara dalam Bahasa Inggris untuk mengetahui apakah ucapan saya jelas		
Menambah perbendaharaan kata dan idiom dengan langsung menggunakan kata/idiom baru didapat dalam percakapan / tulisan.		
Membawa kamus bahasa Inggris kemanapun pergi		
Terima kasih		

Appendix C. The Interview Guideline

Instrument 2: Interview Guideline

A. Panduan sebelum wawancara:

1. Apakah alat rekam sudah siap?
2. Apakah surat ijin sudah ditandatangani?
3. Apakah lembar checklist wawancara sudah disiapkan?
4. Apakah suasana cukup mendukung untuk dilakukannya wawancara (misal: dapat direkam dengan baik?)

B. Opening:

1. *Selamat pagi / siang. Pak guru minta ijin wawancara boleh? Terima kasih.*
2. *Beberapa waktu lalu kamu sudah diminta mengisi kuesioner. Hari ini Pak Guru akan menanyakan kembali pertanyaan yang sama, silahkan kamu jawab dengan lantang, jujur dan sepengetahuan saja. Boleh? Terima kasih.*
3. *Kamu sekolah dimana?*
4. *Kelas berapa?*

C. Pertanyaan tentang Materi Pelajaran Bahasa Inggris dan Cara Belajar Bahasa Inggris

1. Q1a: When you learn English, what are your favorite topics? (*Ketika belajar Bahasa Inggris, apa sajakah topik favoritmu?*)
2. Q1b: When you learn English, what are difficulties that you need to practice more? (*Ketika belajar Bahasa Inggris, apa saja kesulitan yang perlu kamu latih lagi?*)

D. Pertanyaan tentang Cara Belajar Bahasa Inggris

1. Q2a: When you learn English, what are your favorite English skills? (*Ketika*

belajar Bahasa Inggris, apa sajakah kegiatan belajar favoritmu?)

2. Q2b: When you learn English, what ways of learning English do you want to do? (*Ketika belajar Bahasa Inggris, cara belajar seperti apa sajakah yang kamu inginkan?*)

E. Penutup: Terima Kasih

Appendix D. The Distribution of Students, Participants and Interviewees

SCHOOLS	CLASSES	STUDENTS	PARTICIPANTS	PERCENTAGE	INTERVIEWEES	PERCENTAGE
SDN UTAN KAYU UTARA 01 PAGI	4 th	39	34	87,18	5	14,71
SDN UTAN KAYU UTARA 03 PAGI		31	30	96,77	5	16,67
SDN UTAN KAYU UTARA 05 PAGI		35	32	91,43	5	15,63
SDN UTAN KAYU UTARA 01 PAGI	5 th	39	33	84,62	5	15,15
SDN UTAN KAYU UTARA 03 PAGI		26	20	76,92	5	25,00
SDN UTAN KAYU UTARA 05 PAGI		36	36	100,00	5	13,89
		206	185	89,81	30	16,22

Appendix E. The Document Analysis Guideline

Instrument 3: Document analysis guideline

Centre for Disease and Prevention, Department of Health dan Human Service U.S.A. (2009) release a method to collect data through document analysis. The method follows steps below

- h. **Assess existing documents.** Find out what types of documents exist and determine which ones you think will answer your evaluation questions.
- i. **Secure access to the documents you have identified through your assessment.** Certain documents may require the permission of others before being released for review and analysis. You may need to work with legal experts in your agency to understand what limitations you may face and how they can help you access documents you will need for your evaluation.
- j. **Ensure confidentiality.** Confidentiality is always an important consideration when collecting data for evaluation. If you need to review documents that involve confidential data about individuals, develop a system that ensures confidentiality of individual-level data. Developing these processes and guidelines may also help you in securing access to sensitive or confidential documents.
- k. **Compile the documents relevant to your evaluation.** Once you have secured access to the documents you need to answer your evaluation questions, compile the documents. It is important that you limit your review to

only those documents that answer your evaluation questions.

- l. **Understand how and why the documents were produced.** You will need to talk to the people who know something about the documents you are compiling to better understand the context for which they were developed. This is critical to collect usable information for your evaluation.
- m. **Determine the accuracy of the documents.** Determining the accuracy of the documents may involve comparing the documents that contain similar information, checking the documents against other data you have collected, and speaking with people who were involved in the development of the documents.
- n. **Summarize the information from documents reviewed.** Create a data-collection form to summarize data gleaned from your document reviews. You may want to include on the form the type of document you are reviewing; a way to reference each document; and information that answers each applicable evaluation question. You will use the form to help you compile and analyze your evaluation findings.

Appendix F. The Participants

	FOURTH	FIFTH
SDN UTAN KAYU UTARA 01 PAGI	39	39
SDN UTAN KAYU UTARA 03 PAGI	26	31
SDN UTAN KAYU UTARA 05 PAGI	36	35
TOTAL	206	100%
COMPLETED THE QUESTIONNAIRES	185	90%
ABSENT OR CANNOT COMPLETED THE QUESTIONNAIRES	21	10%

Appendix G. The Interviewee Percentage

The Distribution of Students, Participants and Interviewees						
SCHOOLS	CLASSES	STUDENTS	PARTICIPANTS	PERCENTAGE	INTERVIEWEES	PERCENTAGE
SDN UTAN KAYU UTARA 01 PAGI	FOURTH	39	34	87,18	5	14,71
SDN UTAN KAYU UTARA 03 PAGI		31	30	96,77	5	16,67
SDN UTAN KAYU UTARA 05 PAGI		35	32	91,43	5	15,63
SDN UTAN KAYU UTARA 01 PAGI	FIFTH	39	33	84,62	5	15,15
SDN UTAN KAYU UTARA 03 PAGI		26	20	76,92	5	25,00
SDN UTAN KAYU UTARA 05 PAGI		36	36	100,00	5	13,89
		206	185	89,81	30	16,22

Appendix H. The Findings from Questionnaire (Q1a)

TOPICS FROM THE MOST TO THE LEAST FAVORITE ONES (N = 185)

NO	TOPICS	YES	Percentage
1	KINDS OF PLANTS	169	91,35
2	OUR ENVIRONMENT	168	90,81
3	FESTIVALS & CELEBRATION	165	89,19
4	FAMILY & FRIENDS	163	88,11
5	HEALTH & ILLNESS	159	85,95
6	ENTERTAINMENT	159	85,95
7	PARTS & ORGANS OF HUMAN BODY	159	85,95
8	ARTS & PAINTINGS	159	85,95
9	MUSIC	155	83,78
10	KINDS OF ANIMALS	154	83,24
11	ENERGY SAVING	143	77,30
12	TRAVELLING	141	76,22
13	SPORTS	141	76,22
14	COMPUTERS & GADGETS	140	75,68
15	STORY & LITERATURES	137	74,05
16	CUSTOMS & TRADITIONAL CLOTHES	137	74,05
17	MANAGE GARBAGE, AVOID DISASTERS	135	72,97
18	LOCAL LANGUAGE, BAHASA INDONESIA AND LANGUAGES IN THE WORLD	128	69,19
19	LEISURE ACTIVITIES	127	68,65
20	DAILY ACTIVITIES	124	67,03
21	OCCUPATION	122	65,95
22	INTERNET CONNECTION	121	65,41
23	SCIENCE & TECHNOLOGY	105	56,76
24	FOOD, DRINK, & COOKING	101	54,59
25	DRAMA & CINEMA	100	54,05
26	HOLIDAYS & IMPORTANT DATES	93	50,27
27	LOCATION	87	47,03
28	FAMOUS PEOPLE & CELEBRITIES	70	37,84
29	SHOPPING	66	35,68

FAVORITE TOPICS by GRADE 5 - UKU01 (N=33)			
NO.	TOPICS	YES	Percentage
1	MUSIC	33	100,00
2	OUR ENVIRONMENT	32	96,97
3	TRAVELLING	32	96,97
4	FAMILY & FRIENDS	31	93,94
5	KINDS OF PLANTS	31	93,94
6	PARTS & ORGANS OF HUMAN BODY	30	90,91
7	HEALTH & ILLNESS	28	84,85
8	ENTERTAINMENT	28	84,85
9	FESTIVALS & CELEBRATION	28	84,85
10	ARTS & PAINTINGS	27	81,82
11	HOLIDAYS & IMPORTANT DATES	27	81,82
12	INTERNET CONNECTION	26	78,79
13	STORY & LITERATURES	26	78,79
14	KINDS OF ANIMALS	26	78,79
15	SPORTS	25	75,76
16	MANAGE GARBAGE, AVOID DISASTERS	25	75,76
17	CUSTOMS & TRADITIONAL CLOTHES	25	75,76
18	DAILY ACTIVITIES	24	72,73
19	LEISURE ACTIVITIES	24	72,73
20	SCIENCE & TECHNOLOGY	24	72,73
21	LOCAL LANGUAGE, BAHASA INDONESIA AND LANGUAGES IN THE WORLD	24	72,73
22	COMPUTERS & GADGETS	23	69,70
23	ENERGY SAVING	23	69,70
24	FOOD, DRINK, & COOKING	22	66,67
25	SHOPPING	20	60,61
26	OCCUPATION	20	60,61
27	LOCATION	17	51,52
28	DRAMA & CINEMA	16	48,48
29	FAMOUS PEOPLE & CELEBRITIES	12	36,36

FAVORITE TOPICS by GRADE 4 - UKU01 (N=34)			
NO.	TOPICS	YES	Percentage
1	HEALTH & ILLNESS	33	97,06
2	PARTS & ORGANS OF HUMAN BODY	33	97,06
3	KINDS OF PLANTS	33	97,06
4	FESTIVALS & CELEBRATION	32	94,12
5	TRAVELLING	31	91,18
6	ENTERTAINMENT	30	88,24
7	LOCAL LANGUAGE, BAHASA INDONESIA AND LANGUAGES IN THE WORLD	30	88,24
8	OUR ENVIRONMENT	29	85,29
9	ARTS & PAINTINGS	28	82,35
10	ENERGY SAVING	28	82,35
11	FAMILY & FRIENDS	27	79,41
12	FOOD, DRINK, & COOKING	26	76,47
13	COMPUTERS & GADGETS	26	76,47
14	MUSIC	26	76,47
15	OCCUPATION	25	73,53
16	LEISURE ACTIVITIES	24	70,59
17	KINDS OF ANIMALS	24	70,59
18	DAILY ACTIVITIES	23	67,65
19	SPORTS	23	67,65
20	HOLIDAYS & IMPORTANT DATES	23	67,65
21	SHOPPING	21	61,76
22	MANAGE GARBAGE, AVOID DISSASTERS	21	61,76
23	INTERNET CONNECTION	20	58,82
24	STORY & LITERATURES	20	58,82
25	SCIENCE & TECHNOLOGY	18	52,94
26	CUSTOMS & TRADITIONAL CLOTHES	18	52,94
27	DRAMA & CINEMA	16	47,06
28	LOCATION	12	35,29
29	FAMOUS PEOPLE & CELEBRITIES	12	35,29

FAVORITE TOPICS by GRADE 5 - UKU05 (N=36)			
NO	TOPICS	YES	Percentage
1	KINDS OF ANIMALS	34	94,44
2	MANAGE GARBAGE, AVOID DISSASTERS	33	91,67
3	OUR ENVIRONMENT	32	88,89
4	ARTS & PAINTINGS	32	88,89
5	FAMILY & FRIENDS	31	86,11
6	TRAVELLING	30	83,33
7	ENTERTAINMENT	30	83,33
8	KINDS OF PLANTS	30	83,33
9	MUSIC	29	80,56
10	HEALTH & ILLNESS	29	80,56
11	ENERGY SAVING	29	80,56
12	DAILY ACTIVITIES	28	77,78
13	FESTIVALS & CELEBRATION	28	77,78
14	STORY & LITERATURES	27	75,00
15	PARTS & ORGANS OF HUMAN BODY	27	75,00
16	SCIENCE & TECHNOLOGY	27	75,00
17	LEISURE ACTIVITIES	26	72,22
18	DRAMA & CINEMA	26	72,22
19	FOOD, DRINK, & COOKING	24	66,67
20	FAMOUS PEOPLE & CELEBRITIES	24	66,67
21	SPORTS	24	66,67
22	COMPUTERS & GADGETS	23	63,89
23	OCCUPATION	23	63,89
24	INTERNET CONNECTION	23	63,89
25	CUSTOMS & TRADITIONAL CLOTHES	23	63,89
26	LOCATION	19	52,78
27	LOCAL LANGUAGE, BAHASA INDONESIA AND LANGUAGES IN THE WORLD	19	52,78
28	SHOPPING	13	36,11
29	HOLIDAYS & IMPORTANT DATES	10	27,78

FAVORITE TOPICS by GRADE 4 - UKU05 (N=32)			
NO	TOPICS	YES	Percentage
1	SPORTS	32	100,00
2	KINDS OF ANIMALS	31	96,88
3	FESTIVALS & CELEBRATION	30	93,75
4	ENERGY SAVING	30	93,75
5	COMPUTERS & GADGETS	29	90,63
6	KINDS OF PLANTS	29	90,63
7	OUR ENVIRONMENT	28	87,50
8	CUSTOMS & TRADITIONAL CLOTHES	28	87,50
9	FAMILY & FRIENDS	27	84,38
10	ARTS & PAINTINGS	27	84,38
11	LOCAL LANGUAGE, BAHASA INDONESIA AND LANGUAGES IN THE WORLD	27	84,38
12	OCCUPATION	24	75,00
13	HEALTH & ILLNESS	24	75,00
14	STORY & LITERATURES	24	75,00
15	LOCATION	23	71,88
16	HOLIDAYS & IMPORTANT DATES	23	71,88
17	ENTERTAINMENT	22	68,75
18	PARTS & ORGANS OF HUMAN BODY	21	65,63
19	MANAGE GARBAGE, AVOID DISASTERS	21	65,63
20	DAILY ACTIVITIES	20	62,50
21	MUSIC	20	62,50
22	LEISURE ACTIVITIES	19	59,38
23	TRAVELLING	17	53,13
24	SCIENCE & TECHNOLOGY	16	50,00
25	DRAMA & CINEMA	13	40,63
26	FOOD, DRINK, & COOKING	12	37,50
27	INTERNET CONNECTION	12	37,50
28	FAMOUS PEOPLE & CELEBRITIES	9	28,13
29	SHOPPING	5	15,63

FAVORITE TOPICS by GRADE 5 - UKU03 (N=20)			
NO	TOPICS	YES	Percentage
1	OUR ENVIRONMENT	20	100,00
2	FAMILY & FRIENDS	20	100,00
3	ENTERTAINMENT	20	100,00
4	PARTS & ORGANS OF HUMAN BODY	20	100,00
5	CUSTOMS & TRADITIONAL CLOTHES	20	100,00
6	MUSIC	19	95,00
7	FESTIVALS & CELEBRATION	18	90,00
8	KINDS OF ANIMALS	18	90,00
9	KINDS OF PLANTS	18	90,00
10	HEALTH & ILLNESS	17	85,00
11	ARTS & PAINTINGS	17	85,00
12	DAILY ACTIVITIES	16	80,00
13	COMPUTERS & GADGETS	16	80,00
14	STORY & LITERATURES	16	80,00
15	DRAMA & CINEMA	14	70,00
16	ENERGY SAVING	14	70,00
17	MANAGE GARBAGE, AVOID DISASTERS	14	70,00
18	INTERNET CONNECTION	13	65,00
19	OCCUPATION	10	50,00
20	LEISURE ACTIVITIES	9	45,00
21	TRAVELLING	9	45,00
22	LOCAL LANGUAGE, BAHASA INDONESIA AND LANGUAGES IN THE WORLD	9	45,00
23	SPORTS	7	35,00
24	SHOPPING	3	15,00
25	FOOD, DRINK, & COOKING	3	15,00
26	SCIENCE & TECHNOLOGY	3	15,00
27	HOLIDAYS & IMPORTANT DATES	2	10,00
28	LOCATION	1	5,00
29	FAMOUS PEOPLE & CELEBRITIES	1	5,00

FAVORITE TOPICS by GRADE 4 - UKU03 (N=30)			
NO	TOPICS	YES	Percentage
1	ENTERTAINMENT	29	96,67
2	FESTIVALS & CELEBRATION	29	96,67
3	MUSIC	28	93,33
4	HEALTH & ILLNESS	28	93,33
5	PARTS & ORGANS OF HUMAN BODY	28	93,33
6	ARTS & PAINTINGS	28	93,33
7	KINDS OF PLANTS	28	93,33
8	OUR ENVIRONMENT	27	90,00
9	FAMILY & FRIENDS	27	90,00
10	INTERNET CONNECTION	27	90,00
11	SPORTS	26	86,67
12	LEISURE ACTIVITIES	25	83,33
13	STORY & LITERATURES	24	80,00
14	COMPUTERS & GADGETS	23	76,67
15	CUSTOMS & TRADITIONAL CLOTHES	23	76,67
16	TRAVELLING	22	73,33
17	KINDS OF ANIMALS	21	70,00
18	MANAGE GARBAGE, AVOID DISASTERS	21	70,00
19	OCCUPATION	20	66,67
20	ENERGY SAVING	19	63,33
21	LOCAL LANGUAGE, BAHASA INDONESIA AND LANGUAGES IN THE WORLD	19	63,33
22	SCIENCE & TECHNOLOGY	17	56,67
23	LOCATION	15	50,00
24	DRAMA & CINEMA	15	50,00
25	FOOD, DRINK, & COOKING	14	46,67
26	DAILY ACTIVITIES	13	43,33
27	FAMOUS PEOPLE & CELEBRITIES	12	40,00
28	HOLIDAYS & IMPORTANT DATES	8	26,67
29	SHOPPING	4	13,33

Appendix I. The Findings from Questionnaire (Q1b)

DIFFICULTIES & NEEDS TO PRACTICE MORE (34 - 40) BY ALL PARTICIPANTS (N = 185)			
NO		YES	PERCENTAGE
34	<i>“Memahami isi percakapan / lagu / film dalam Bahasa Inggris”</i> (Understanding a conversation, someone singing, a film)	178	96.22
36	<i>“Membaca cerita / majalah / komik dalam Bahasa Inggris”</i> (reading stories, magazines, comics)	158	85.41
40	<i>“Berbahasa Inggris secara jelas dan dimengerti”</i> (speak English clearly and understandably)	138	74.59
35	<i>“Berbicara dalam Bahasa Inggris”</i> (speak English)	124	67.03
39	<i>“Berbahasa Inggris dengan baik dan benar”</i> (know English properly)	115	62.16
37	<i>“Menulis cerita atau puisi dalam Bahasa Inggris”</i> (write a story or a poem)	97	52.43
38	<i>“Mengerti arti kata / frase / kalimat dalam Bahasa Inggris”</i> (understanding meanings of words, phrases and sentences)	96	51.89

DIFFICULTIES & NEEDS TO PRACTICE MORE (34 - 40) BY GR5 - UKU01 (N = 33)			
NO		YES	PERCENTAGE
34	<i>“Memahami isi percakapan / lagu / film dalam Bahasa Inggris”</i> (Understanding a conversation, someone singing, a film)	30	90.91
36	<i>“Membaca cerita / majalah / komik dalam Bahasa Inggris”</i> (reading stories, magazines, comics)	28	84.85
39	<i>“Berbahasa Inggris dengan baik dan benar”</i> (know English properly)	26	78.79
35	<i>“Berbicara dalam Bahasa Inggris”</i> (speak English)	25	75.76
40	<i>“Berbahasa Inggris secara jelas dan dimengerti”</i> (speak English clearly and understandably)	25	75.76
37	<i>“Menulis cerita atau puisi dalam Bahasa Inggris”</i> (write a story or a poem)	23	69.70
38	<i>“Mengerti arti kata / frase / kalimat dalam Bahasa Inggris”</i> (understanding meanings of words, phrases and sentences)	22	66.67

DIFFICULTIES & NEEDS TO PRACTICE MORE (34 - 40) BY GR4 - UKU01 (N = 34)			
NO		YES	PERCENTAGE
34	<i>“Memahami isi percakapan / lagu / film dalam Bahasa Inggris”</i> (Understanding a conversation, someone singing, a film)	33	97.06
36	<i>“Membaca cerita / majalah / komik dalam Bahasa Inggris”</i> (reading stories, magazines, comics)	30	88.24
35	<i>“Berbicara dalam bahasa Inggris”</i> (speak English)	23	67.65
39	<i>“Berbahasa Inggris dengan baik dan benar”</i> (know English properly)	23	67.65
40	<i>“Berbahasa Inggris secara jelas dan dimengerti”</i> (speak English clearly and understandably)	21	61.76
37	<i>“Menulis cerita atau puisi dalam Bahasa Inggris”</i> (write a story or a poem)	20	58.82
38	<i>“Mengerti arti kata / frase / kalimat dalam Bahasa Inggris”</i> (understanding meanings of words, phrases and sentences)	20	58.82

DIFFICULTIES & NEEDS TO PRACTICE MORE (34 - 40) BY GR4 - UKU05 (N = 32)			
NO		YES	PERCENTAGE
34	<i>“Memahami isi percakapan / lagu / film dalam Bahasa Inggris”</i> (Understanding a conversation, someone singing, a film)	30	93.75
36	<i>“Membaca cerita / majalah / komik dalam Bahasa Inggris”</i> (reading stories, magazines, comics)	29	90.63
35	<i>“Berbicara dalam bahasa Inggris”</i> (speak English)	27	84.38
40	<i>“Berbahasa Inggris secara jelas dan dimengerti”</i> (speak English clearly and understandably)	25	78.13
39	<i>“Berbahasa Inggris dengan baik dan benar”</i> (know English properly)	21	65.63
37	<i>“Menulis cerita atau puisi dalam Bahasa Inggris”</i> (write a story or a poem)	15	46.88
38	<i>“Mengerti arti kata / frase / kalimat dalam Bahasa Inggris”</i> (understanding meanings of words, phrases and sentences)	14	43.75

DIFFICULTIES & NEEDS TO PRACTICE MORE (34 - 40) BY GR5 - UKU03 (N = 20)			
NO		YES	PERCENTAGE
34	<i>“Memahami isi percakapan / lagu / film dalam Bahasa Inggris”</i> (Understanding a conversation, someone singing, a film)	20	100.00
35	<i>“Berbicara dalam bahasa Inggris”</i> (speak English)	20	100.00
36	<i>“Membaca cerita / majalah / komik dalam Bahasa Inggris”</i> (reading stories, magazines, comics)	19	95.00
37	<i>“Menulis cerita atau puisi dalam Bahasa Inggris”</i> (write a story or a poem)	19	95.00
38	<i>“Mengerti arti kata / frase / kalimat dalam Bahasa Inggris”</i> (understanding meanings of words, phrases and sentences)	19	95.00
39	<i>“Berbahasa Inggris dengan baik dan benar”</i> (know English properly)	16	80.00
40	<i>“Berbahasa Inggris secara jelas dan dimengerti”</i> (speak English clearly and understandably)	15	75.00

DIFFICULTIES & NEEDS TO PRACTICE MORE (34 - 40) BY GR4 - UKU03 (N = 30)			
NO		YES	PERCENTAGE
34	<i>“Memahami isi percakapan / lagu / film dalam Bahasa Inggris”</i> (Understanding a conversation, someone singing, a film)	30	100.00
40	<i>“Berbahasa Inggris secara jelas dan dimengerti”</i> (speak English clearly and understandably)	28	93.33
36	<i>“Membaca cerita / majalah / komik dalam Bahasa Inggris”</i> (reading stories, magazines, comics)	20	66.67
38	<i>“Mengerti arti kata / frase / kalimat dalam Bahasa Inggris”</i> (understanding meanings of words, phrases and sentences)	16	53.33
37	<i>“Menulis cerita atau puisi dalam Bahasa Inggris”</i> (write a story or a poem)	15	50.00
39	<i>“Berbahasa Inggris dengan baik dan benar”</i> (know English properly)	14	46.67
35	<i>“Berbicara dalam bahasa Inggris”</i> (speak English)	12	40.00

DIFFICULTIES & NEEDS TO PRACTICE MORE (34 - 40) BY GR5 - UKU05 (N = 36)			
NO		YES	PERCENTAGE
34	<i>“Memahami isi percakapan / lagu / film dalam Bahasa Inggris”</i> (Understanding a conversation, someone singing, a film)	35	97.22
36	<i>“Membaca cerita / majalah / komik dalam Bahasa Inggris”</i> (reading stories, magazines, comics)	32	88.89
40	<i>“Berbahasa Inggris secara jelas dan dimengerti”</i> (speak English clearly and understandably)	24	66.67
35	<i>“Berbicara dalam bahasa Inggris”</i> (speak English)	17	47.22
39	<i>“Berbahasa Inggris dengan baik dan benar”</i> (know English properly)	15	41.67
37	<i>“Menulis cerita atau puisi dalam Bahasa Inggris”</i> (write a story or a poem)	5	13.89
38	<i>“Mengerti arti kata / frase / kalimat dalam Bahasa Inggris”</i> (understanding meanings of words, phrases and sentences)	5	13.89

Appendix J. The Findings from Interview (I1a & I1b)

Answers for	I1a	I1b
UKU05-KL.4		
Case 1: a girl (parent is a university graduate, medical doctor, with income ± Rp 1M/month)	<i>Liburan, jenis-jenis penyakit, Festival, jalan-jalan, belajar sambil bermain</i>	Percakapan, menulis
Case 2: a girl (parent is SMK graduate, a brick layer, with income ± Rp 1,2M/month)	<i>Bercerita, bermain</i>	<i>Menulis, membaca</i>
Case 3: a girl (parent is a university graduate, a civil servant, with income ± Rp 4M/month)	<i>Mendengarkan musik, bermain, jalan-jalan</i>	<i>Percakapan, menulis</i>
Case 4: a girl (parent is SMK graduate, private employee, with income ± Rp 3M/month)	<i>Mendengar musik, jalan-jalan, festival</i>	<i>Menulis, percakapan</i>
Case 5: a boy (parent is an SMK graduate, a laborer, ± Rp 1,5M/month)	<i>Bermain, Festival</i>	<i>Menulis, membaca</i>
UKU1-KL.5		
Case 1: a girl (parent is an SMA graduate, a worker in PT Timah, with income ± Rp 3M/month)	<i>Presentasi, berbicara, latihan kosakata bahasa Inggris (menghafalkan)</i>	<i>Kosakata</i>
Case 2: a girl (parent is an SMA graduate, working in a neighbor's house, ± 1M/month)	<i>Berbelanja</i>	<i>Memahami Bahasa Inggris (artinya), membacanya,</i>
Case 3: a girl (parent graduated from a university, is a civil servant with income ± Rp 10M/month)	<i>Kebiasaan sehari-hari</i>	<i>Artinya</i>
Case 4: a girl (parent is an SMA graduate, a drug seller, ± Rp 1M/month)	<i>Music, makanan dan minuman, menghitung (numbers)</i>	<i>Kosakata</i>
Case 5: a boy (parent is an SMA graduate, delivers newspaper, ± Rp 1M/month)	<i>Halaman sekolah, kelas, benda-benda di luar sekolah</i>	<i>Berbicara, menulis</i>
UKU05 kls5		
Case 1 : a boy (father is an SMP graduate, a driver, with income ± Rp 2M/month)	<i>Olahraga, pekerjaan, cerita dan sastra, hobi</i>	<i>Menulis: arti dan tulisannya</i>
Case 2: a boy (father is an SMK graduate, a private employee with income more than Rp 2M/month)	<i>Kartun, hobi, olahraga, makanan dan minuman</i>	<i>Mengartikan (kosakata), membaca, mengerti arti lagu</i>
Case 3: a girl (father and mother are university graduates, father is a private employee with income Rp ± 5M/month and mother is a teacher with income ± Rp 2M/month)	<i>Olahraga, berbelanja, warna, pekerjaan, seni</i>	<i>Mendengarkan orang bicara Bahasa Inggris, mengartikan Bahasa Inggris</i>
Case 4: a girl (father is an SMA graduate, a private employee with income more than Rp 3M/month)	<i>Olahraga, hobi, seni, drama dan sastra</i>	<i>mengartikan</i>
Case 5: a girl (father is an SMP graduate, is a merchant with income Rp 2 – 3 M/month.	<i>Belanja, internet</i>	<i>Mengartikan, kata-katanya</i>
UKU01-KL.4		
Case 1: a girl (parent is an SMA graduate, a private employee, with income ± Rp 2M/month)	<i>Music</i>	<i>Mengartikan,</i>
Case 2: a girl (parent is an SMA graduate, a security guard, with income ± Rp 3 – 7M/month)	<i>Cerita, omongannya (berbicaranya), sama nyanyiannya, sayur-sayuran, kamar mandi, dll banyaklah sesuai mata pelajaran</i>	<i>Omongannya (berbicaranya), tulisannya, nyanyiannya sulit kalo gak ada nadanya, artinya kadang-kadang juga tidak tahu</i>
Case 3: a girl (parent is an SMA graduate, a civil servant in Bekasi with income ± Rp 3M/month)	<i>Hewan, Benda-benda di rumah dan di sekolah, buah-buahan, berhitung (numbers)</i>	<i>Menjawab pertanyaan,</i>
Case 4: a girl (parents are university graduates. Father is a doctor, mother is a civil servant. Their income is ± Rp 20M/month)	<i>Vocabulary,</i>	<i>Baru mulai belajar berbicara Bahasa Inggris, jadi banyak yang tidak mengerti; sulit memahami orang berbicara dlm bhs Inggris</i>
Case 5: a girl (parents are SMA graduates, merchants with income ± Rp 1M/month)	<i>Tentang hewan</i>	<i>Benda (pesawat), kendaraan</i>
UKU3-KL.5		
Case 1: a boy (parent is a university graduate, a private employee with income ± Rp	<i>Membaca komik kartun</i>	

10M/month)		
Case 2: a girl (father is a SMEA graduate, a civil servant, with income \pm Rp 3,5 – 7M/month)	<i>Nonton film kartun</i>	<i>Artinya, tulisannya</i>
Case 3: a boy (father is a university graduate, a private employee, with income \pm Rp 3M/month)	<i>Main game, nonton film, baca komik, (kebiasaan, warna)</i>	<i>Artinya kadang-kadang suka keliru</i>
Case 4: a girl (father is an SMA graduate, a private employee, with income \pm Rp 3M/month)	<i>(warna)</i>	<i>Artinya, menulisnya</i>
Case 5: a girl (father is an SMA graduate, mother is a university graduate, private employees with income \pm Rp 3 – 7M/month each)	<i>Aku dan keluargaku, kegiatan sehari-hari</i>	<i>Mengartikannya, cara membacanya</i>
UKU03-KL.4		
Case 1: a girl (father is an SMP graduate, a security guard, with income \pm Rp 3M/month)	<i>Buah-buahan, makanan, minuman, olahraga</i>	<i>Makanan</i>
Case 2: a boy	<i>Furniture</i>	<i>Berbicaranya, menulisnya</i>
Case 3: a boy	<i>Keluarga, furniture, Perkenalan</i>	<i>Mendengarkan guru bagaimana bicaranya</i>
Case 4: a girl	<i>Nama buah-buahan, nama-nama hewan, benda-benda di rumah, benda-benda di kelas</i>	<i>Membacanya, artinya</i>
Case 5: a boy	<i>Lemari, meja (Furniture), kompor, lampu, tembok, plastic (things in a house), penggaris (alat-alat tulis)</i>	<i>Tulisannya, omongannya / bicaranya</i>

Appendix K. The Findings from Document Analysis (DA1)

Topic	Sub Topic	Learning Materials
1. How are You?	+ Greet + Thank + Take Leave + Apologize	A song: Good Morning
		Dialogue in serial pictures
		Dialogue in serial pictures
		Dialogue in serial pictures
		Contextual Pictures
		Dialogue in serial pictures
		Expressions of feelings in a pictorial dialogue
		Expressions of feelings in a pictorial dialogue
		A table about classmates' feelings
		Dialogue in serial pictures
		A table about whom and where students take leave
		Contextual pictures
		Incomplete dialogue in serial pictures
		A dialogue with situational picture
		Blank dialogues with situational pictures
		Situational pictures with hints
		A table of name and occasion
		A pictorial dialogue
		Situational pictures
		Pictures of people and statements
A project guideline		
A song: How are You?		
2. It's Me!	+ Myself + Others	A text of a student introducing himself
		An incomplete text of a student to introduce her-/himself
		Expressions and situational pictures
		Pictorial sentences
		Pictorial dialogues
		An incomplete dialogue in a picture
		A library-card form
		Library-card forms
		A table of favorite color and food
		Alphabets and a sample of dialogue
		A sample of dialogue
		A table of teachers' names and lessons and a sample of dialogue
		Pictorial dialogues
		Pictures of students and statements
		A project guideline
A song: BINGO		
3. It's My Birthday	+ Names of the days + Time + Names of the dates + Names of the months + Names of years	A calendar containing names of the days, dates, months and years.
		Pictorial expressions
		Expressions based on given days
		Expressions and a lesson schedule
		A lesson-schedule form
		Pictures of lesson activities
		A sample of telling a story and guiding questions
		A grid of numbers
		Pictorial daily-activities
		Pictorial incomplete sentences
		Lists of activities
		A calendar
		Expressions
		Ordinal numbers
		A table about date of birth
		A heroine picture and a dialogue
		A project guideline

		A board game and its guideline
		Contextual pictures and statements
		A table of interview and interview guideline.
		A song: The Names of the Months
4. I Love People around Me	+ My personal identity + The identity of family members + The people	A sample of a text
		A personal-identity form
		A blank sheet entitled "This is Me"
		A text
		Pictures of people
		Pictures of people
		A blank sheet entitled "This is my sister/ brother"
		A situational picture: in a living room
		A family tree
		A piece of paper
		Picture of a family, family members, and samples on how to talk about family members
		Pictures of family members
		Pictorial sentences
		A table of activities, days and time
		A sample of a love letter
		Pictures of people around students and statements
		A project guideline
		A song: "Mother, How are You Today?"
5. How many Pets do You Have?	+ Count things + Count animals + Name public places	Pictures of things with their quantity and names
		Pictures of things.
		A picture of things in a living room
		A picture of things in a bedroom
		A picture of things in a kitchen
		A picture of things in a house
		A table of things
		A table of things
		A table of things
		Pictures of animals and their quantities
		Pictures of animal
		A situational picture: Zoo
		Pictures of public places
		Pictures and statement
A project guideline		
6. Let's Listen to the Songs	+ Identify the meaning of a song + Identify rhyming words + Name singular and plural nouns	a part of a song lyric
		A table of a last word in given lines
		A part of a song lyric (the same as the one previously used as the learning material)
		A table of rhyme words
		A complete lyric of a song
		A table of word/phrase
		A list of questions about the song lyric given in the previous activity.
		A table of words
		A form of favorite singer
		A table of favorite singer
		An instruction of playing a guessing game
		Lyric of a song available in the previous activity.
		Statements of internalization
7. I Love Things around Me	+ Things in the classroom + Things in my bag + Parts of the house + Animals in my school and my home	A situational picture: a classroom
		Situational pictures: in a school
		Pictures of stationaries
		Incomplete sentences: "I have ..."
		A picture of a classroom and a table of things.
		a picture of a house with rooms and things in the rooms
		A situational picture: a livingroom
		A situational picture: a kitchen
		A situational picture: a dining room

		A situational picture: a bedroom
		A situational picture: a bathroom
		A situational picture: a garage
		A situational picture: a garden
		Situational pictures
		Situational pictures with blank expressions
		A table of things in rooms
		Pictures of animals
		Statements of internalization
		A project guideline
		A project guideline
8. She's so Nice	+ People + Animals	A song: Old McDonald
		A situational picture: a farm
		A situational picture: a backyard
		Situational pictures with description
		Situational pictures with sentences
		A form of people' characteristics
		Pictures with sentences to describe people's characteristics
		A form of people's physical appearances
		Sentences to describe people's jobs
		Pictures of family members
		Pictures of family members
		Alphabet board-game
		A situational picture: open space and animals
		A pictorial dialogue
		A form of animals and their physical appearances
		"Why" questions and "because" answers
		Pictures of animals
		Statements of internalization
		A project guideline
9. My Grandfather is a Doctor	+ What people do + Where they do the activity + What animals do + What things are for	Pictures of family members in their job uniforms.
		A situational picture: a grandfather in doctor uniform in front of a hospital
		A picture of junk food
		A situational picture: a girl in a kitchen
		A situational picture: a grandmother in front of a Padang restaurant
		Situational pictures: kinds of restaurants selling specific food
		A situational picture: a family having meal on dining table.
		A situational picture: a father in a school area
		A picture of a teacher and parts of a plant.
		A situational picture: the father in a garden
		A situational picture: a mother in police uniform standing in front of a police station
		A situational picture: the police mother explains traffic signs to students
		A situational picture: the police mother caught a bank robber in front of a bank
		Pictures with blank sheet
		Pictures of students telling about animals
		A table of animals
		Pictures of students describing things around them.
		A situational picture: a classroom
		A blank sheet
		Situational pictures: a student describes animals and things in the pictures
		Statements of internalization and pictures
		A project guideline
10. Attention, please!	+ Instruction + Short notices + Warning/cautions	A situational picture: a teacher asks students to do something.
		Situational pictures: a teacher asks students to do something.
		A situational picture: students in a basketball court
		A situational picture: in a waiting room or lounge of a hospital
		blank squares
		Situational pictures with instructions
		Blank squares
		Signs

		A situational picture: at school
		Statements of internalization
		A project guideline
		A situational picture: in a classroom during learning activity
11. I am Proud of My Teacher	+ My idol teacher + My cute pet + My lovely house	A dialogue
		Incomplete description about a teacher based on a dialogue given
		Questions and pictures of people with hints to describe them
		tags
		A blank sheet and questions
		A text about a pet and incomplete sentences
		Pictures of pets
		Questions and a blank sheet
		A text about a lovely house
		A blank sheet
		A blank sheet
		Pictures of a big beautiful house
		Questions and a blank sheet
		Statements and pictures of internalization
		A project guideline

Appendix L. The Findings from Questionnaire (Q2a)

FAVORITE LEARNING ACTIVITIES (30 - 33) by all the participants N = 185			
NO	LANGUAGE SKILLS	YES	PERCENTAGE
33	<i>Menulis diary / cerita / puisi / jadwal pelajaran / agenda kegiatan dalam Bahasa Inggris</i>	162	87.57
32	<i>Membaca cerita / majalah / komik / berita / puisi / iklan dan promosi dalam Bahasa Inggris</i>	130	70.27
30	<i>Mendengarkan dan/atau menonton lagu-lagu / percakapan / cerita / drama / dongeng / kisah / legenda / berita di televisi / youtube / internet dalam Bahasa Inggris</i>	115	62.16
31	<i>Bernyanyi / bercakap-cakap / berpidato / bermain peran / membacakan puisi dalam Bahasa Inggris</i>	82	44.32

FAVORITE LEARNING ACTIVITIES (30 - 33) by GR5 - UKU01 N = 33			
NO	LANGUAGE SKILLS	YES	PERCENTAGE
33	<i>Menulis diary / cerita / puisi / jadwal pelajaran / agenda kegiatan dalam Bahasa Inggris</i>	28	84.85
32	<i>Membaca cerita / majalah / komik / berita / puisi / iklan dan promosi dalam Bahasa Inggris</i>	19	57.58
30	<i>Mendengarkan dan/atau menonton lagu-lagu / percakapan / bercerita / drama / dongeng / kisah / legenda / berita di televisi / youtube / internet dalam Bahasa Inggris</i>	18	54.55
31	<i>Bernyanyi / bercakap-cakap / berpidato / bermain peran / membacakan puisi dalam Bahasa Inggris</i>	8	24.24

FAVORITE LEARNING ACTIVITIES (30 - 33) by GR4 - UKU01 N = 34			
NO	LANGUAGE SKILLS	YES	PERCENTAGE
32	<i>Membaca cerita / majalah / komik / berita / puisi / iklan dan promosi dalam Bahasa Inggris</i>	28	82.35
33	<i>Menulis diary / cerita / puisi / jadwal pelajaran / agenda kegiatan dalam Bahasa Inggris</i>	24	70.59
30	<i>Mendengarkan dan/atau menonton lagu-lagu / percakapan / bercerita / drama / dongeng / kisah / legenda / berita di televisi / youtube / internet dalam Bahasa Inggris</i>	20	58.82
31	<i>Bernyanyi / bercakap-cakap / berpidato / bermain peran / membacakan puisi dalam Bahasa Inggris</i>	15	44.12

FAVORITE LEARNING ACTIVITIES (30 - 33) by GR4 - UKU05 N = 32			
NO	LANGUAGE SKILLS	YES	PERCENTAGE
33	<i>Menulis diary / cerita / puisi / jadwal pelajaran / agenda kegiatan dalam Bahasa Inggris</i>	32	100.00
32	<i>Membaca cerita / majalah / komik / berita / puisi / iklan dan promosi dalam Bahasa Inggris</i>	26	81.25
30	<i>Mendengarkan dan/atau menonton lagu-lagu / percakapan / bercerita / drama / dongeng / kisah / legenda / berita di televisi / youtube / internet dalam Bahasa Inggris</i>	22	68.75
31	<i>Bernyanyi / bercakap-cakap / berpidato / bermain peran / membacakan puisi dalam Bahasa Inggris</i>	21	65.63

FAVORITE LEARNING ACTIVITIES (30 - 33) by GR5 - UKU03 N = 20			
NO	LANGUAGE SKILLS	YES	PERCENTAGE
33	<i>Menulis diary / cerita / puisi / jadwal pelajaran / agenda kegiatan dalam Bahasa Inggris</i>	19	95.00
30	<i>Mendengarkan dan/atau menonton lagu-lagu / percakapan / bercerita / drama / dongeng / kisah / legenda / berita di televise / youtube / internet dalam Bahasa Inggris</i>	16	80.00
32	<i>Membaca cerita / majalah / komik / berita / puisi / iklan dan promosi dalam Bahasa Inggris</i>	12	60.00
31	<i>Bernyanyi / bercakap-cakap / berpidato / bermain peran / membacakan puisi dalam Bahasa Inggris</i>	10	50.00

FAVORITE LEARNING ACTIVITIES (30 - 33) by GR4 - UKU03 N = 30			
NO	LANGUAGE SKILLS	YES	PERCENTAGE
33	<i>Menulis diary / cerita / puisi / jadwal pelajaran / agenda kegiatan dalam Bahasa Inggris</i>	28	93.33
30	<i>Mendengarkan dan/atau menonton lagu-lagu / percakapan / bercerita / drama / dongeng / kisah / legenda / berita di televise / youtube / internet dalam Bahasa Inggris</i>	20	66.67
32	<i>Membaca cerita / majalah / komik / berita / puisi / iklan dan promosi dalam Bahasa Inggris</i>	16	53.33
31	<i>Bernyanyi / bercakap-cakap / berpidato / bermain peran / membacakan puisi dalam Bahasa Inggris</i>	13	43.33

FAVORITE LEARNING ACTIVITIES (30 - 33) by GR5 - UKU05 N = 36			
NO	LANGUAGE SKILLS	YES	PERCENTAGE
33	<i>Menulis diary / cerita / puisi / jadwal pelajaran / agenda kegiatan dalam Bahasa Inggris</i>	31	86.11
32	<i>Membaca cerita / majalah / komik / berita / puisi / iklan dan promosi dalam Bahasa Inggris</i>	29	80.56
30	<i>Mendengarkan dan/atau menonton lagu-lagu / percakapan / bercerita / drama / dongeng / kisah / legenda / berita di televisi / youtube / internet dalam Bahasa Inggris</i>	19	52.78
31	<i>Bernyanyi / bercakap-cakap / berpidato / bermain peran / membacakan puisi dalam Bahasa Inggris</i>	15	41.67

Appendix M. The Findings from Questionnaire Q2b (1-27) (N=185)			
NO	Ways of learning	YES	Percentage
1	LISTEN TO RADIO / PODCAST / BROADCAST ON ENGLISH LESSON (L)	179	96,76
2	DO HOMEWORK (R; W)	174	94,05
3	LEARN ENGLISH THROUGH GAMES (G)	171	92,43
4	PRACTICE ENGLISH EVERYDAY (G)	171	92,43
5	LISTEN TO CD/CASSETTES/ SONGS (L)	168	90,81
6	HAVE CLASSROOM DISCUSSION ABOUT ANY TOPICS GIVEN USING ENGLISH LANGUAGE (S)	168	90,81
7	WATCH FILM / SOUNDTRACK OF SONGS IN CINEMA / TV / YOUTUBE / OTHER WEBSITES (L)	165	89,19
8	ASK A FRIEND TO LISTEN TO YOU SPEAKING IN ENGLISH AND CHECK IF SHE/HE UNDERSTANDS YOU (I)	165	89,19
9	LEARN ENGLISH IN GROUPS (G)	151	81,62
10	LEARN ENGLISH BY EMPLOYING INTERNET CONNECTIONS (G)	147	79,46
11	LEARN ENGLISH WITH ACTIVITIES USING COMPUTERS/LAPTOP/TABLET/OTHER GADGETS (G)	142	76,76
12	LEARN ENGLISH IN WHOLE-CLASS ACTIVITIES (G)	139	75,14
13	READ NEWS OR OTHER INFORMATION IN ENGLISH LANGUAGE THROUGH INTERNET, NEWSPAPER, MAGAZINE (R)	136	73,51
14	JOIN IN AN ENGLISH CLUB (S)	128	69,19
15	BRING DICTIONARIES WHEREEVER YOU GO (G)	128	69,19
16	DEVELOP ENGLISH VOCABULARIES AND IDIOMS BY APPLYING NEW VOCABULARIES AND IDIOMS ORALLY OR IN WRITTEN FORM. (V)	126	68,11
17	LISTEN TO RADIO BRODCASTED IN ENGLISH LANGUAGE (L)	122	65,95
18	DO EXERCISES ABOUT ENGLISH STRUCTURES (ST)	116	62,70
19	READ SHORT STORIES / NOVELS / BIOGRAPHIES / OTHER FAVORITE MEDIA IN ENGLISH LANGUAGE (R)	111	60,00
20	MAKE A PROJECT AND REPORT IT IN ENGLISH (W)	109	58,92
21	HAVE CLASSROOM DISCUSSION ABOUT ENGLISH LANGUAGE (ST)	101	54,59
22	READ ALOUD TO CHECK THE ENGLISH PRONUNCIATION (I)	100	54,05
23	SPEAK ENGLISH IN FRONT OF A MIRROR (S)	95	51,35
24	LEARN ENGLISH ALONE (G)	93	50,27
25	LEARN THE ENGLISH STRUCTURES (ST)	89	48,11
26	WRITE DIARIES / SHORT STORIES / JOURNAL (W)	70	37,84
27	LEARN ENGLISH IN PAIRS (G)	53	28,65

Notes: L = Listening, S = Speaking, R = Reading, W = Writing, V = Vocabulary, ST = Structures, I = Intelligibility, G = ways of learning in general (applies to L S R W V ST I)

LEARNERS' WAYS OF LEARNING ENGLISH by GRADE 5 - UKU 01 (1-27) (N=33)			
NO	TOPICS	YES	Percentage
1	LISTEN TO RADIO / PODCAST / BROADCAST ON ENGLISH LESSON (L)	31	93,94
2	WATCH FILM / SOUNDTRACK OF SONGS IN CINEMA / TV / YOUTUBE / OTHER WEBSITES (L)	31	93,94
3	HAVE CLASSROOM DISCUSSION ABOUT ANY TOPICS GIVEN USING ENGLISH LANGUAGE (S)	30	90,91
4	PRACTICE ENGLISH EVERYDAY (G)	30	90,91
5	LISTEN TO CD/CASSETTES/ SONGS (L)	29	87,88
6	LEARN ENGLISH THROUGH GAMES (G)	29	87,88
7	LEARN THE ENGLISH STRUCTURES (ST)	28	84,85
8	DO HOMEWORK (R; W)	28	84,85
9	JOIN IN AN ENGLISH CLUB (S)	27	81,82
10	LISTEN TO RADIO BRODCASTED IN ENGLISH LANGUAGE (L)	26	78,79
11	SPEAK ENGLISH IN FRONT OF A MIRROR (S)	26	78,79
12	HAVE CLASSROOM DISCUSSION ABOUT ENGLISH LANGUAGE (ST)	26	78,79
13	LEARN ENGLISH IN GROUPS (G)	26	78,79
14	ASK A FRIEND TO LISTEN TO YOU SPEAKING IN ENGLISH AND CHECK IF SHE/HE UNDERSTANDS YOU (I)	26	78,79
15	LEARN ENGLISH IN WHOLE-CLASS ACTIVITIES (G)	25	75,76
16	BRING DICTIONARIES WHEREEVER YOU GO (G)	24	72,73
17	DEVELOP ENGLISH VOCABULARIES AND IDIOMS BY APPLYING NEW VOCABULARIES AND IDIOMS ORALLY OR IN WRITTEN FORM. (V)	23	69,70
18	DO EXERCISES ABOUT ENGLISH STRUCTURES (ST)	22	66,67
19	READ SHORT STORIES / NOVELS / BIOGRAPHIES / OTHER FAVORITE MEDIA IN ENGLISH LANGUAGE (R)	21	63,64
20	READ NEWS OR OTHER INFORMATION IN ENGLISH LANGUAGE THROUGH INTERNET, NEWSPAPER, MAGAZINE (R)	21	63,64
21	LEARN ENGLISH ALONE (G)	20	60,61
22	LEARN ENGLISH WITH ACTIVITIES USING COMPUTERS/LAPTOP/TABLET/OTHER GADGETS (G)	20	60,61
23	MAKE A PROJECT AND REPORT IT IN ENGLISH (W)	19	57,58
24	READ ALOUD TO CHECK THE ENGLISH PRONUNCIATION (I)	18	54,55
25	LEARN ENGLISH BY EMPLOYING INTERNET CONNECTIONS (G)	18	54,55
26	WRITE DIARIES / SHORT STORIES / JOURNAL (W)	16	48,48
27	LEARN ENGLISH IN PAIRS (G)	12	36,36

Notes: L = Listening, S = Speaking, R = Reading, W = Writing, V = Vocabulary, ST = Structures, I = Intelligibility, G = ways of learning in general (applies to L S R W V ST I)

LEARNERS' WAYS OF LEARNING ENGLISH BY GRADE4-UKU01 (1-27) (N=34)

NO	TOPICS	YES	Percentage
1	LISTEN TO RADIO / PODCAST / BROADCAST ON ENGLISH LESSON (L)	33	97,06
2	HAVE CLASSROOM DISCUSSION ABOUT ANY TOPICS GIVEN USING ENGLISH LANGUAGE (S)	32	94,12
3	DO HOMEWORK (R; W)	32	94,12
4	WATCH FILM / SOUNDTRACK OF SONGS IN CINEMA / TV / YOUTUBE / OTHER WEBSITES (L)	30	88,24
5	LEARN THE ENGLISH STRUCTURES (ST)	30	88,24
6	LEARN ENGLISH WITH ACTIVITIES USING COMPUTERS/LAPTOP/TABLET/OTHER GADGETS (G)	30	88,24
7	PRACTICE ENGLISH EVERYDAY (G)	30	88,24
8	LEARN ENGLISH BY EMPLOYING INTERNET CONNECTIONS (G)	29	85,29
9	DEVELOP ENGLISH VOCABULARIES AND IDIOMS BY APPLYING NEW VOCABULARIES AND IDIOMS ORALLY OR IN WRITTEN FORM. (V)	29	85,29
10	LEARN ENGLISH THROUGH GAMES (G)	28	82,35
11	LISTEN TO CD/CASSETTES/ SONGS (L)	27	79,41
12	ASK A FRIEND TO LISTEN TO YOU SPEAKING IN ENGLISH AND CHECK IF SHE/HE UNDERSTANDS YOU (I)	27	79,41
13	READ ALOUD TO CHECK THE ENGLISH PRONUNCIATION (I)	26	76,47
14	LEARN ENGLISH IN WHOLE-CLASS ACTIVITIES (G)	26	76,47
15	MAKE A PROJECT AND REPORT IT IN ENGLISH (W)	25	73,53
16	LISTEN TO RADIO BRODCASTED IN ENGLISH LANGUAGE (L)	24	70,59
17	JOIN IN AN ENGLISH CLUB (S)	24	70,59
18	READ SHORT STORIES / NOVELS / BIOGRAPHIES / OTHER FAVORITE MEDIA IN ENGLISH LANGUAGE (R)	23	67,65
19	LEARN ENGLISH ALONE (G)	23	67,65
20	LEARN ENGLISH IN GROUPS (G)	23	67,65
21	DO EXERCISES ABOUT ENGLISH STRUCTURES (ST)	22	64,71
22	READ NEWS OR OTHER INFORMATION IN ENGLISH LANGUAGE THROUGH INTERNET, NEWSPAPER, MAGAZINE (R)	21	61,76
23	HAVE CLASSROOM DISCUSSION ABOUT ENGLISH LANGUAGE (ST)	20	58,82
24	SPEAK ENGLISH IN FRONT OF A MIRROR (S)	19	55,88
25	WRITE DIARIES / SHORT STORIES / JOURNAL (W)	18	52,94
26	BRING DICTIONARIES WHEREEVER YOU GO (G)	17	50,00
27	LEARN ENGLISH IN PAIRS (G)	12	35,29
Notes: L = Listening, S = Speaking, R = Reading, W = Writing, V = Vocabulary, ST = Structures, I = Intelligibility, G = ways of learning in general (applies to L S R W V ST I)			

LEARNERS' WAYS OF LEARNING ENGLISH by GRADE4-UKU05 (1-27) (N=32)			
NO	TOPICS	YES	Percentage
1	LISTEN TO CD/CASSETTES/ SONGS (L)	32	100,00
2	DO HOMEWORK (R; W)	31	96,88
3	LEARN ENGLISH THROUGH GAMES (G)	31	96,88
4	LISTEN TO RADIO / PODCAST / BROADCAST ON ENGLISH LESSON (L)	30	93,75
5	PRACTICE ENGLISH EVERYDAY (G)	30	93,75
6	WATCH FILM / SOUNDTRACK OF SONGS IN CINEMA / TV / YOUTUBE / OTHER WEBSITES (L)	29	90,63
7	LEARN ENGLISH WITH ACTIVITIES USING COMPUTERS/LAPTOP/TABLET/OTHER GADGETS (G)	28	87,50
8	LISTEN TO RADIO BRODCASTED IN ENGLISH LANGUAGE (L)	27	84,38
9	LEARN ENGLISH IN GROUPS (G)	27	84,38
10	LEARN ENGLISH BY EMPLOYING INTERNET CONNECTIONS (G)	27	84,38
11	ASK A FRIEND TO LISTEN TO YOU SPEAKING IN ENGLISH AND CHECK IF SHE/HE UNDERSTANDS YOU (I)	27	84,38
12	READ NEWS OR OTHER INFORMATION IN ENGLISH LANGUAGE THROUGH INTERNET, NEWSPAPER, MAGAZINE (R)	25	78,13
13	HAVE CLASSROOM DISCUSSION ABOUT ANY TOPICS GIVEN USING ENGLISH LANGUAGE (S)	25	78,13
14	LEARN ENGLISH IN WHOLE-CLASS ACTIVITIES (G)	22	68,75
15	READ SHORT STORIES / NOVELS / BIOGRAPHIES / OTHER FAVORITE MEDIA IN ENGLISH LANGUAGE (R)	21	65,63
16	BRING DICTIONARIES WHEREEVER YOU GO (G)	21	65,63
17	WRITE DIARIES / SHORT STORIES / JOURNAL (W)	20	62,50
18	MAKE A PROJECT AND REPORT IT IN ENGLISH (W)	20	62,50
19	JOIN IN AN ENGLISH CLUB (S)	19	59,38
20	READ ALOUD TO CHECK THE ENGLISH PRONUNCIATION (I)	17	53,13
21	DO EXERCISES ABOUT ENGLISH STRUCTURES (ST)	16	50,00
22	LEARN ENGLISH ALONE (G)	16	50,00
23	DEVELOP ENGLISH VOCABULARIES AND IDIOMS BY APPLYING NEW VOCABULARIES AND IDIOMS ORALLY OR IN WRITTEN FORM. (V)	16	50,00
24	SPEAK ENGLISH IN FRONT OF A MIRROR (S)	15	46,88
25	HAVE CLASSROOM DISCUSSION ABOUT ENGLISH LANGUAGE (ST)	14	43,75
26	LEARN THE ENGLISH STRUCTURES (ST)	14	43,75
27	LEARN ENGLISH IN PAIRS (G)	6	18,75
Notes: L = Listening, S = Speaking, R = Reading, W = Writing, V = Vocabulary, ST = Structures, I = Intelligibility, G = ways of learning in general (applies to L S R W V ST I)			

LEARNERS' WAYS OF LEARNING ENGLISH by GRADE5-UKU03 (1-27) (N=20)			
NO	TOPICS	YES	Percentage
1	LISTEN TO RADIO / PODCAST / BROADCAST ON ENGLISH LESSON (L)	20	100,00
2	LISTEN TO RADIO BRODCASTED IN ENGLISH LANGUAGE (L)	20	100,00
3	HAVE CLASSROOM DISCUSSION ABOUT ANY TOPICS GIVEN USING ENGLISH LANGUAGE (S)	20	100,00
4	DO EXERCISES ABOUT ENGLISH STRUCTURES (ST)	20	100,00
5	DO HOMEWORK (R; W)	20	100,00
6	LEARN ENGLISH IN GROUPS (G)	20	100,00
7	LEARN ENGLISH THROUGH GAMES (G)	20	100,00
8	PRACTICE ENGLISH EVERYDAY (G)	20	100,00
9	ASK A FRIEND TO LISTEN TO YOU SPEAKING IN ENGLISH AND CHECK IF SHE/HE UNDERSTANDS YOU (I)	20	100,00
10	LISTEN TO CD/CASSETTES/ SONGS (L)	19	95,00
11	WATCH FILM / SOUNDTRACK OF SONGS IN CINEMA / TV / YOUTUBE / OTHER WEBSITES (L)	19	95,00
12	SPEAK ENGLISH IN FRONT OF A MIRROR (S)	19	95,00
13	HAVE CLASSROOM DISCUSSION ABOUT ENGLISH LANGUAGE (ST)	19	95,00
14	JOIN IN AN ENGLISH CLUB (S)	19	95,00
15	BRING DICTIONARIES WHEREEVER YOU GO (G)	19	95,00
16	READ ALOUD TO CHECK THE ENGLISH PRONUNCIATION (I)	18	90,00
17	READ NEWS OR OTHER INFORMATION IN ENGLISH LANGUAGE THROUGH INTERNET, NEWSPAPER, MAGAZINE (R)	17	85,00
18	LEARN ENGLISH IN WHOLE-CLASS ACTIVITIES (G)	17	85,00
19	READ SHORT STORIES / NOVELS / BIOGRAPHIES / OTHER FAVORITE MEDIA IN ENGLISH LANGUAGE (R)	16	80,00
20	DEVELOP ENGLISH VOCABULARIES AND IDIOMS BY APPLYING NEW VOCABULARIES AND IDIOMS ORALLY OR IN WRITTEN FORM. (V)	15	75,00
21	LEARN ENGLISH BY EMPLOYING INTERNET CONNECTIONS (G)	14	70,00
22	LEARN ENGLISH WITH ACTIVITIES USING COMPUTERS/LAPTOP/TABLET/OTHER GADGETS (G)	13	65,00
23	LEARN ENGLISH ALONE (G)	10	50,00
24	MAKE A PROJECT AND REPORT IT IN ENGLISH (W)	7	35,00
25	LEARN THE ENGLISH STRUCTURES (ST)	7	35,00
26	LEARN ENGLISH IN PAIRS (G)	7	35,00
27	WRITE DIARIES / SHORT STORIES / JOURNAL (W)	6	30,00
Notes: L = Listening, S = Speaking, R = Reading, W = Writing, V = Vocabulary, ST = Structures, I = Intelligibility, G = ways of learning in general (applies to L S R W V ST I)			

LEARNERS' WAYS OF LEARNING ENGLISH by GRADE4-UKU03 (1-27) (N=30)			
NO	TOPICS	YES	Percentage
1	LISTEN TO CD/CASSETTES/ SONGS (L)	30	100,00
2	LISTEN TO RADIO / PODCAST / BROADCAST ON ENGLISH LESSON (L)	30	100,00
3	ASK A FRIEND TO LISTEN TO YOU SPEAKING IN ENGLISH AND CHECK IF SHE/HE UNDERSTANDS YOU (I)	30	100,00
4	DO HOMEWORK (R; W)	29	96,67
5	PRACTICE ENGLISH EVERYDAY (G)	29	96,67
6	READ NEWS OR OTHER INFORMATION IN ENGLISH LANGUAGE THROUGH INTERNET, NEWSPAPER, MAGAZINE (R)	28	93,33
7	HAVE CLASSROOM DISCUSSION ABOUT ANY TOPICS GIVEN USING ENGLISH LANGUAGE (S)	28	93,33
8	LEARN ENGLISH THROUGH GAMES (G)	28	93,33
9	LEARN ENGLISH BY EMPLOYING INTERNET CONNECTIONS (G)	27	90,00
10	LEARN ENGLISH IN GROUPS (G)	26	86,67
11	WATCH FILM / SOUNDTRACK OF SONGS IN CINEMA / TV / YOUTUBE / OTHER WEBSITES (L)	24	80,00
12	DO EXERCISES ABOUT ENGLISH STRUCTURES (ST)	24	80,00
13	LEARN ENGLISH WITH ACTIVITIES USING COMPUTERS/LAPTOP/TABLET/OTHER GADGETS (G)	24	80,00
14	DEVELOP ENGLISH VOCABULARIES AND IDIOMS BY APPLYING NEW VOCABULARIES AND IDIOMS ORALLY OR IN WRITTEN FORM. (V)	24	80,00
15	BRING DICTIONARIES WHEREEVER YOU GO (G)	21	70,00
16	JOIN IN AN ENGLISH CLUB (S)	19	63,33
17	LEARN ENGLISH IN WHOLE-CLASS ACTIVITIES (G)	19	63,33
18	HAVE CLASSROOM DISCUSSION ABOUT ENGLISH LANGUAGE (ST)	17	56,67
19	MAKE A PROJECT AND REPORT IT IN ENGLISH (W)	16	53,33
20	READ SHORT STORIES / NOVELS / BIOGRAPHIES / OTHER FAVORITE MEDIA IN ENGLISH LANGUAGE (R)	15	50,00
21	LEARN ENGLISH ALONE (G)	13	43,33
22	SPEAK ENGLISH IN FRONT OF A MIRROR (S)	11	36,67
23	LEARN ENGLISH IN PAIRS (G)	11	36,67
24	READ ALOUD TO CHECK THE ENGLISH PRONUNCIATION (I)	9	30,00
25	LISTEN TO RADIO BRODCASTED IN ENGLISH LANGUAGE (L)	8	26,67
26	WRITE DIARIES / SHORT STORIES / JOURNAL (W)	8	26,67
27	LEARN THE ENGLISH STRUCTURES (ST)	2	6,67

Notes: L = Listening, S = Speaking, R = Reading, W = Writing, V = Vocabulary, ST = Structures, I = Intelligibility, G = ways of learning in general (applies to L S R W V ST I)

LEARNERS' WAYS OF LEARNING ENGLISH by GRADE5-UKU05 (1-27) (N=36)			
NO	TOPICS	YES	Percentage
1	LISTEN TO RADIO / PODCAST / BROADCAST ON ENGLISH LESSON (L)	35	97,22
2	LEARN ENGLISH THROUGH GAMES (G)	35	97,22
3	ASK A FRIEND TO LISTEN TO YOU SPEAKING IN ENGLISH AND CHECK IF SHE/HE UNDERSTANDS YOU (I)	35	97,22
4	DO HOMEWORK (R; W)	34	94,44
5	HAVE CLASSROOM DISCUSSION ABOUT ANY TOPICS GIVEN USING ENGLISH LANGUAGE (S)	33	91,67
6	WATCH FILM / SOUNDTRACK OF SONGS IN CINEMA / TV / YOUTUBE / OTHER WEBSITES (L)	32	88,89
7	LEARN ENGLISH BY EMPLOYING INTERNET CONNECTIONS (G)	32	88,89
8	PRACTICE ENGLISH EVERYDAY (G)	32	88,89
9	LISTEN TO CD/CASSETTES/ SONGS (L)	31	86,11
10	LEARN ENGLISH IN WHOLE-CLASS ACTIVITIES (G)	30	83,33
11	LEARN ENGLISH IN GROUPS (G)	29	80,56
12	LEARN ENGLISH WITH ACTIVITIES USING COMPUTERS/LAPTOP/TABLET/OTHER GADGETS (G)	27	75,00
13	BRING DICTIONARIES WHEREEVER YOU GO (G)	26	72,22
14	READ NEWS OR OTHER INFORMATION IN ENGLISH LANGUAGE THROUGH INTERNET, NEWSPAPER, MAGAZINE (R)	24	66,67
15	MAKE A PROJECT AND REPORT IT IN ENGLISH (W)	22	61,11
16	JOIN IN AN ENGLISH CLUB (S)	20	55,56
17	DEVELOP ENGLISH VOCABULARIES AND IDIOMS BY APPLYING NEW VOCABULARIES AND IDIOMS ORALLY OR IN WRITTEN FORM. (V)	19	52,78
18	LISTEN TO RADIO BRODCASTED IN ENGLISH LANGUAGE (L)	17	47,22
19	READ SHORT STORIES / NOVELS / BIOGRAPHIES / OTHER FAVORITE MEDIA IN ENGLISH LANGUAGE (R)	15	41,67
20	DO EXERCISES ABOUT ENGLISH STRUCTURES (ST)	12	33,33
21	READ ALOUD TO CHECK THE ENGLISH PRONUNCIATION (I)	12	33,33
22	LEARN ENGLISH ALONE (G)	11	30,56
23	LEARN THE ENGLISH STRUCTURES (ST)	8	22,22
24	SPEAK ENGLISH IN FRONT OF A MIRROR (S)	5	13,89
25	HAVE CLASSROOM DISCUSSION ABOUT ENGLISH LANGUAGE (ST)	5	13,89
26	LEARN ENGLISH IN PAIRS (G)	5	13,89
27	WRITE DIARIES / SHORT STORIES / JOURNAL (W)	2	5,56

Notes: L = Listening, S = Speaking, R = Reading, W = Writing, V = Vocabulary, ST = Structures, I = Intelligibility, G = ways of learning in general (applies to L S R W V ST I)

Appendix N. The Findings from Interview (I2a)

Answers for	I2a
UKU05-KL.4	
Case 1: a girl (parent is a university graduate, medical doctor, with income \pm Rp 1M/month)	<i>Membaca novel</i>
Case 2: a girl (parent is SMK graduate, a brick layer, with income \pm Rp 1,2M/month)	<i>Membuka buku, membaca puisi</i>
Case 3: a girl (parent is a university graduate, a civil servant, with income \pm Rp 4M/month)	<i>Bermain, mendengarkan musik, nonton video</i>
Case 4: a girl (parent is SMK graduate, private employee, with income \pm Rp 3M/month)	<i>Bernyanyi, mendengarkan musik, menyetel CD</i>
Case 5: a boy (parent is an SMK graduate, a laborer, \pm Rp 1,5M/month)	<i>Bermain, membaca buku</i>
UKU1-KL.5	
Case 1: a girl (parent is an SMA graduate, a worker in PT Timah, with income \pm Rp 3M/month)	<i>Presentasi (berbicara)</i>
Case 2: a girl (parent is an SMA graduate, working in a neighbor's house, \pm 1M/month)	<i>Membaca, menulis</i>
Case 3: a girl (parent graduated from a university, is a civil servant with income \pm Rp 10M/month)	<i>Membaca, menulis</i>
Case 4: a girl (parent is an SMA graduate, a drug seller, \pm Rp 1M/month)	<i>Membaca buku pelajaran, menulis cerita tentang peri, mendengarkan music, mendengarkan guru, menulis penjelasan guru</i>
Case 5: a boy (parent is an SMA graduate, delivers newspaper, \pm Rp 1M/month)	<i>Berbicara, Membaca LKS, Menulis LKS</i>
UKU05 kls5	
Case 1 : a boy	<i>Mendengarkan orang berbicara</i>
Case 2: a boy	<i>Menulis karangan tentang permainan, mengerjakan latihan</i>
Case 3: a girl	<i>mendengarkan musik,</i>
Case 4: a girl	<i>Mendengarkan lagu Bhs Inggris, Nonton film, menghafalkan lirik lagu, mengetahui artinya</i>
Case 5: a girl	<i>Menulis cerpen, diary, membaca buku cerita, mendengarkan orang berbicara</i>
UKU01-KL.4	
Case 1: a girl (parent is an SMA graduate, a private employee, with income \pm Rp 2M/month)	<i>Membaca, mendengarkan lagu, menonton video</i>
Case 2: a girl (parent is an SMA graduate, a security guard, with income \pm Rp 3 - 7M/month)	<i>Berbicara, mendengarkan, menulis</i>
Case 3: a girl (parent is an SMA graduate, a civil servant in Bekasi with income \pm Rp 3M/month)	<i>Membaca, menulis, mendengarkan, berbicara</i>
Case 4: a girl (parents are university graduates. Father is a doctor, mother is a civil servant. Their income is \pm Rp 20M/month)	<i>Mendengarkan lagu, soundtrack film FROZEN, Membaca, Nonton film</i>
Case 5: a girl (parents are SMA graduates, merchants with income \pm Rp 1M/month)	<i>Membaca, menulis, mendengarkan lagu, berbicara dengan teman dlm Bahasa Inggris</i>

UKU3-KL.5	
Case 1: a boy (parent is a university graduate, a private employee with income \pm Rp 10M/month)	<i>Membaca, mendengarkan percakapan, menjelaskan (berbicara)</i>
Case 2: a girl (father is a SMEA graduate, a civil servant, with income \pm Rp 3,5 – 7M/month)	<i>Mendengarkan</i>
Case 3: a boy (father is a university graduate, a private employee, with income \pm Rp 3M/month)	<i>Menyimak, mendengarkan, membaca</i>
Case 4: a girl (father is an SMA graduate, a private employee, with income \pm Rp 3M/month)	<i>Mendengar (nonton film)</i>
Case 5: a girl (father is an SMA graduate, mother is a university graduate, private employees with income \pm Rp 3 – 7M/month each)	Mendengarkan percakapan, menulis
UKU3-KL.4	
Case 1: a girl (father is an SMP graduate, a security guard, with income \pm Rp 3M/month)	<i>Membaca, menulis, mendengarkan guru</i>
Case 2: a boy	Menulis, berbicara, mendengarkan
Case 3:	Berbicara, Menulis
Case 4:	Menulis, Berbicara
Case 5:	Menulis

Appendix O. The Findings from Interview (I2b)

Answers for	I2b
UKU05-KL.4	
Case 1: a girl (parent is a university graduate, medical doctor, with income ± Rp 1M/month)	Menulis diary
Case 2: a girl (parent is SMK graduate, a brick layer, with income ± Rp 1,2M/month)	Membuka buku
Case 3: a girl (parent is a university graduate, a civil servant, with income ± Rp 4M/month)	Membaca buku, mendengarkan musik
Case 4: a girl (parent is SMK graduate, private employee, with income ± Rp 3M/month)	Bertanya ke ibu, membaca buku biar paham
Case 5: a boy (parent is an SMK graduate, a laborer, ± Rp 1,5M/month)	Menulis, belajar bersama orangtua
UKU1-KL.5	
Case 1: a girl (parent is an SMA graduate, a worker in PT Timah, with income ± Rp 3M/month)	Berlatih berbahasa Inggris, menghafalkan kosakata Bahasa Inggris, Menerjemahkan dari Bahasa Indonesia ke Bahasa Inggris, membuat presentasi
Case 2: a girl (parent is an SMA graduate, working in a neighbor's house, ± 1M/month)	Membaca buku pelajaran, membaca komik, menerjemahkan, membuka kamus
Case 3: a girl (parent graduated from a university, is a civil servant with income ± Rp 10M/month)	Membaca kamus, membaca buku pelajaran
Case 4: a girl (parent is an SMA graduate, a drug seller, ± Rp 1M/month)	Membaca buku pelajaran, menulis cerita tentang peri, mendengarkan music, mendengarkan guru, menulis penjelasan guru, menonton film, di rumah minta diajari kakak
Case 5: a boy (parent is an SMA graduate, delivers newspaper, ± Rp 1M/month)	Menulis LKS, membaca LKS, membuat rangkuman
UKU05 kls5	
Case 1 : a boy	Belajar kelompok, mendengarkan musik (lirik dan musik)
Case 2: a boy	Lihat internet, membaca majalah, berkelompok, sambil bermain, menggunakan kata Inggris dlm percakapan
Case 3: a girl	Mendengarkan music, membaca komik, menulis kalimat-kalimat
Case 4: a girl	Mendengarkan lagu, membaca komik
Case 5: a girl	Mendengarkan lagu
UKU01-KL.4	
Case 1: a girl (parent is an SMA graduate, a private employee, with income ± Rp 2M/month)	Mengartikan satu kata demi satu kata kemudian dirangkai lalu diucapkan, melihat kamus, lihat internet, bertanya ke guru, tante.
Case 2: a girl (parent is an SMA graduate, a security guard, with income ± Rp 3 –	Bertanya ke saudara kakak karena dia pintar, bernyanyi

7M/month)	
Case 3: a girl (parent is an SMA graduate, a civil servant in Bekasi with income ± Rp 3M/month	<i>Menulis tentang buah-buahan, hewan-hewan; membaca, mendengarkan; belajar di tempat les bahasa Inggris; belajar di rumah; belajar dari buku pelajaran; bertanya ke kakak atau mama.</i>
Case 4: a girl (parents are university graduates. Father is a doctor, mother is a civil servant. Their income is ± Rp 20M/month)	<i>Dialog, Vocabulary, Menyanyi, nonton film frozen, mendengarkan soundtrack lagu frozen, latihan dengan papa dan mama ngobrol pakai Bahasa Inggris, membaca komik</i>
Case 5: a girl (parents are SMA graduates, merchants with income ± Rp 1M/month	<i>Mendengarkan percakapan, membaca</i>
UKU3-KL.5	
Case 1: a boy (parent is a university graduate, a private employee with income ± Rp 10M/month)	<i>Ikut les</i>
Case 2: a girl (father is a SMEA graduate, a civil servant, with income ± Rp 3,5 – 7M/month)	<i>Membaca buku pelajaran, nonton film, main game</i>
Case 3: a boy (father is a university graduate, a private employee, with income ± Rp 3M/month	<i>Membaca percakapan, membaca cerita bahasa Inggris</i>
Case 4: a girl (father is an SMA graduate, a private employee, with income ± Rp 3M/month)	<i>Lihat orang bercakap-cakap di internet</i>
Case 5: a girl (father is an SMA graduate, mother is a university graduate, private employees with income ± Rp 3 – 7M/month each)	<i>Membaca buku bhs Inggris, mendengarkan lagu</i>
UKU3-KL.4	
Case 1: a girl (father is an SMP graduate, a security guard, with income ± Rp 3M/month)	<i>Belajar dengan semangat, belajar dengan sungguh-sungguh, minta diajarin orangtua</i>
Case 2: a boy	<i>Mendengarkan guru, baca-baca,</i>
Case 3: a boy	<i>Mendengarkan guru berbicara, mengerjakan PR, menghafalkan kosakata (nama benda, orang, perkalian)</i>
Case 4: a girl	<i>Menghafalkan, belajar menulis Bahasa Inggris,</i>
Case 5: a boy	<i>Belajar membaca</i>

Appendix P. The Findings from Document Analysis (DA2) of the Syllabus of English for Junior High School Students and the English textbook for the Seventh Graders.

Topic	Sub Topic	Ways of Learning
1. How are You?	+ Greet + Thank + Take Leave + Apologize	Sing a song.
		Observe how to greet.
		Practise with people around you.
		Practise with parents.
		Tell about pictures.
		Practise with people around you.
		Listen and repeat.
		Make a dialogue.
		Ask and write classmates' feelings.
		Observe how to take leave.
		Write names and expressions to whom students take leave.
		Tell the greetings based on the contextual pictures.
		Choose the right answers and fill them in the bubbles.
		Observe expressions of thanking in a dialogue.
		Write the expressions.
		Develop dialogues using hints and situational pictures given.
		Write names to whom and where students express thanks.
		Listen and repeat to express apology.
		Make dialogues based on the situational pictures.
		Conclude the lessons and follow up.
Create a dialogue and act it out.		
2. It's Me!	+ Myself + Others	Sing a song.
		Listen and repeat.
		Introduce yourself by using the incomplete dialogue.
		Observe pictures to decide where the people are from.
		Complete sentences based on pictures.
		Practise with classmates by using expressions given.
		Complete a dialogue.
		Fill in student's identities in a library card.
		Ask classmates' identities guided with questions and fill out library-card forms.
		Ask classmates about their favorite color and food to complete the table given.
		Work in pairs to practice spelling names.
		Ask classmates' names and the spelling.
		Complete a table about teachers' names and lessons.
		Listen and repeat.
		Conclude the lessons and follow up.
Make a project about people students love		
3. It's My Birthday	+ Names of the days + Time + Names of the dates + Names of the months + Names of years	Sing a song
		Listen and repeat.
		Observe expressions and take turn practicing the expressions.
		Practise to express days
		Tell the class what lessons students have every day.
		Write down students' schedule
		Write the days when students have the lesson activities.
		Tell the class about students' learning activities each day.
		Listen and repeat.
		Write daily-activities and the time.
		Write the time based on given pictures.
		Write down students' daily activities
		Ask classmates' daily activities
Listen and repeat.		

		<p>Observe given expressions</p> <p>Practice the expressions.</p> <p>Listen and repeat.</p> <p>Ask friends' birthdays.</p> <p>Complete dialogues based on given pictures.</p> <p>Make a poster of "Important Days in a Month"</p> <p>Play a calendar game.</p> <p>Conclude the lesson about days, date, months, years, and time.</p> <p>Interview friends and fill in the interview table.</p> <p>Sing a song.</p>
4. I Love People around Me	<p>+ My personal identity</p> <p>+ The identity of family members</p> <p>+ The people</p>	<p>Observe a given text.</p> <p>Read a sample of identity text and fill in a personal-identity form given.</p> <p>Write identities by referring to a given model.</p> <p>Listen to someone reading the given text.</p> <p>Choose the right person based on the text given.</p> <p>Tell about someone given in the previous text.</p> <p>Tell about students' brother/ sister.</p> <p>Mention the family members in the picture.</p> <p>Observe a given family tree and tell relation among the members.</p> <p>Draw students' own family trees</p> <p>Talk about students' family members in turns.</p> <p>Make sentences based on the given pictures.</p> <p>Study the activities given.</p> <p>Write down students' activities with their families.</p> <p>Write a love letter to mother and post it.</p> <p>Conclude the lesson and internalize personally.</p> <p>Make a family photo and tell about it.</p> <p>Sing a song</p>
5. How many Pets do You Have?	<p>+ Count things</p> <p>+ Count animals</p> <p>+ Name public places</p>	<p>Listen and repeat.</p> <p>Observe the pictures of objects, name the objects, and write their name and number.</p> <p>Observe the picture given, work in pairs to make sentences by referring to the examples given.</p> <p>Observe the picture given, work in pairs to make sentences by referring to the examples given.</p> <p>Observe the picture given, work in pairs to make sentences by referring to the examples given.</p> <p>Describe the picture by referring to the example given.</p> <p>Write sentences by using objects and their numbers given in the table and by referring to the example given.</p> <p>Write sentences by using objects and their numbers given in the table and by referring to the example given.</p> <p>Write sentences by using objects and their numbers given in the table and by referring to the example given.</p> <p>Listen and repeat.</p> <p>Observe the pictures, name the animals, write down the quantity and names of the animals given.</p> <p>Describe the pictures by referring to the example given.</p> <p>Answer questions given for each picture.</p> <p>Conclude the lesson and follow up.</p> <p>Make a mini dictionary.</p>
6. Let's Listen to the Songs	<p>+ Identify the meaning of a song</p> <p>+ Identify rhyming words</p> <p>+ Name singular and plural nouns</p>	<p>read</p> <p>Observe the last words of given lines and write them down.</p> <p>Practice reading the last words with correct pronunciation, and discuss the rhymes of the song lyric.</p> <p>Work individually, observe the example, and complete the table with the rhyme words.</p> <p>Listen to a song, use the lyric to sing the song.</p> <p>Read the lyric from the previous activity, find and write the meaning of words/ phrases in the table given and discuss with</p>

		<p>friends.</p> <p>Read the lyric given in the previous activity again and answer the questions with friends.</p> <p>Read the lyric. Find the meaning of words in a table given, discuss with friends.</p> <p>Write down reasons being a singer and good things to follow.</p> <p>Compare what students' have written about their favorite singer with friends' work.</p> <p>Play a guessing game.</p> <p>Write poems about friend/best friend, mother/father, and students' own topic.</p> <p>Conclude the lesson and follow up</p>
7. I Love Things around Me	<p>+ Things in the classroom</p> <p>+ Things in my bag</p> <p>+ Parts of the house</p> <p>+ Animals in my school and mu home</p>	<p>Label the pictures by using words given.</p> <p>Go out, find rooms in the pictures, and write things found in the rooms.</p> <p>Name things in the pictures and describe them orally.</p> <p>Write down things in students' bags.</p> <p>Observe a picture given, make questions and answer them by referring to the example.</p> <p>Mention parts of the house and things in there.</p> <p>Write down things students see in the picture.</p> <p>Mention things in the picture by using given words.</p> <p>Describe things in the picture.</p> <p>Listen and repeat.</p> <p>Mention things in the picture by using words given.</p> <p>Describe things in the picture.</p> <p>Listen and repeat.</p> <p>Describe where students do something.</p> <p>Make sentences based on the pictures by looking at the example.</p> <p>Write down things in a house.</p> <p>Name animals in the pictures</p> <p>Conclude the lesson and follow up.</p> <p>Make labels for students' school</p> <p>Describe favorite things, favorite place at home, and animals at school.</p>
8. She's so Nice	<p>+ People</p> <p>+ Animals</p>	<p>Sing a song.</p> <p>Describe the picture.</p> <p>Observe the picture and describe it.</p> <p>Answer the questions to describe a family.</p> <p>Study the pictures and the sentences.</p> <p>Ask classmates' characteristics.</p> <p>Observe the pictures and read the sentences.</p> <p>Write down classmates' physical appearances.</p> <p>Answer questions to describe people's jobs.</p> <p>Describe students' family members.</p> <p>Describe people in the pictures</p> <p>Circle words to describe people, things or animals.</p> <p>Look at the picture and read description of animals in the picture.</p> <p>Listen and repeat.</p> <p>Write down animals around with their physical appearances.</p> <p>Practise the expressions with friends.</p> <p>Describe animals in the picture by looking at the example.</p> <p>Conclude the lesson and follow up.</p> <p>Do a mini survey.</p>
9. My Grandfather is a Doctor	<p>+ What people do</p> <p>+ Where they do the activity</p> <p>+ What animals do</p> <p>+ What things are for</p>	<p>Introduce family members and guess their jobs.</p> <p>Look at the picture and read the sentences aloud.</p> <p>Make sentences based on food in the picture and the example.</p> <p>Discuss healthy food with friends.</p> <p>Describe the picture by looking at the example.</p> <p>Ask classmates traditional food sold in restarurants in the pictures.</p> <p>Work in group to answer the questions.</p>

		<p>Look at the picture and read the sentences aloud.</p> <p>Listen and repeat.</p> <p>Discuss with friends what the father do in the picture.</p> <p>Work in pairs to discuss what the mother does and use the questions to work in pairs.</p> <p>Discuss with friends meaning of traffic signs.</p> <p>Describe the picture.</p> <p>Tell about family members. Use the questions to guide.</p> <p>Describe the animals. See the examples.</p> <p>Complete the table by writing down what the animals do.</p> <p>Describe things around students.</p> <p>Observe a classroom, mention things in it and their functions.</p> <p>Write things in the classroom into a text.</p> <p>Answer a question: what things do you find in your backyard?</p> <p>Conclude the lesson and follow up</p> <p>Make a map of a town.</p>
10. Attention, please!	<p>+ Instruction</p> <p>+ Short notices</p> <p>+ Warning/cautions</p>	<p>Look at the picture, study the instructions, and draw a line to match an instruction with a suitable student's activity</p> <p>Look at the pictures and guess what the teacher probably says to the students.</p> <p>Listen and repeat.</p> <p>Describe the picture.</p> <p>Draw traffic signs and say the meanings.</p> <p>Listen and repeat.</p> <p>Draw warning signs and say the meanings.</p> <p>Describe the signs.</p> <p>Draw signs in a school.</p> <p>Conclude the lesson and follow up.</p> <p>Make different signs for schools.</p> <p>Play guessing games.</p>
11. I am Proud of My Teacher	<p>+ My idol teacher</p> <p>+ My cute pet</p> <p>+ My lovely house</p>	<p>Listen and repeat.</p> <p>Tell about a teacher based on a dialogue given.</p> <p>Describe people in the pictures by referring to the question and using hints given.</p> <p>Describe people in the tags by referring to examples in the previous activity, and tag their photos.</p> <p>Describe an idol teacher by using questions to write the description.</p> <p>Complete the sentences based on the text given.</p> <p>Say sentences to describe pets in the pictures.</p> <p>Describe student's pet. Use the questions given as guidance. Put the picture of the student's pet.</p> <p>Listen and repeat.</p> <p>With friends, draw a house based on the text in the previous activity.</p> <p>Tell the class Gaby's house by using the picture you drew in the previous activity.</p> <p>Describe a big beautiful house based on the pictures given.</p> <p>Write a paragraph describing student's house. Use the questions to help writing the paragraph.</p> <p>Conclude the lesson and follow up.</p> <p>Design a future home</p>

Appendix Q. The Confirmation of Findings (Q1a – I1a)

Note:

1. Green color shows full confirmation, yellow shows confirmation but not full, white shows no confirmation.
2. Topics in I1a are translated from the interviewees' responses.

TOPICS FROM THE MOST TO THE LEAST FAVORITE ONES (Q1a)

N: 185

NO	TOPICS	YES	%
1	KINDS OF PLANTS	169	91,35
2	OUR ENVIRONMENT	168	90,81
3	FESTIVALS & CELEBRATION	165	89,19
4	FAMILY & FRIENDS	163	88,11
5	HEALTH & ILLNESS	159	85,95
6	ENTERTAINMENT	159	85,95
7	PARTS & ORGANS OF HUMAN BODY	159	85,95
8	ARTS & PAINTINGS	159	85,95
9	MUSIC	155	83,78

TOPICS FROM THE MOST TO THE LEAST FAVORITE ONES (I1a)

		N=30	%
Playing (Games)	:	5	16.7
Music & Songs (9)	:	5	16.7
Sports (13)	:	4	13.3
Fruits & Vegetables	:	4	13.3
House, Rooms & Things in them	:	4	13.3
Festivals (3)	:	3	10
Travelling (12)	:	3	10
(Online) Shopping (29)	:	3	10
Daily Routines, Habits (20)	:	3	10

10	KINDS OF ANIMALS	154	83,24
11	ENERGY SAVING	143	77,30
12	TRAVELLING	141	76,22
13	SPORTS	141	76,22
14	COMPUTERS & GADGETS	140	75,68
15	STORY & LITERATURES	137	74,05
16	CUSTOMS & TRADITIONAL CLOTHES	137	74,05
17	MANAGE GARBAGE, AVOID DISASTERS	135	72,97
18	LOCAL LANGUAGE, BAHASA INDONESIA AND LANGUAGES IN THE WORLD	128	69,19
19	LEISURE ACTIVITIES	127	68,65
20	DAILY ACTIVITIES	124	67,03
21	OCCUPATION	122	65,95
22	INTERNET CONNECTION	121	65,41

Food and Drink (24)	:	3	10
School, Classroom and Things in them	:	3	10
Cartoons (Comics, Films)	:	3	10
Hobbies (19)	:	3	10
Colors	:	3	10
Stories & Plays	:	3	10
Animals (10)	:	3	10
Furnitures	:	3	10
Arts & Literatures (8 & 15)	:	2	6.67
Numbers	:	2	6.67
Jobs (21)	:	2	6.67
Family (4)	:	2	6.67
Vacation (26)	:	1	3.33

23	SCIENCE & TECHNOLOGY	105	56,76
24	FOOD, DRINK, & COOKING	101	54,59
25	DRAMA & CINEMA	100	54,05
26	HOLIDAYS & IMPORTANT DATES	93	50,27
27	LOCATION	87	47,03
28	FAMOUS PEOPLE & CELEBRITIES	70	37,84
29	SHOPPING	66	35,68

Kinds of illness (5)	:	1	3.33
Presentation	:	1	3.33
Watching films (25)	:	1	3.33
Introduction	:	1	3.33
Stationeries	:	1	3.33

Appendix R. The Confirmation of Findings (Q1b – I1b)

Note:

1. Green color shows full confirmation, yellow shows confirmation but not full, white shows no confirmation.
2. Items in I1b are translated from interviewees' responses upon the question "Ketika belajar Bahasa Inggris, apa saja kesulitan yang perlu kamu latih lagi?"
3. Items in the questionnaires are not items used here.
e.g.: Here, we have "Listening skills". In the questionnaire it was "Saya masih sulit mendengarkan orang berbicara dalam bahasa Inggris. Jadi saya ingin latihan lagi."

DIFFICULTIES & NEEDS TO PRACTICE MORE BY ALL PARTICIPANTS (N = 185) (Q1b)			
NO	Q1b	YES	%
1	<i>"Memahami isi percakapan / lagu / film dalam Bahasa Inggris"</i> (Understanding a conversation, someone singing, a film)	178	96.2
2	<i>"Membaca cerita / majalah / komik dalam Bahasa Inggris"</i> (reading stories, magazines, comics)	158	85.4
3	<i>"Berbahasa Inggris secara jelas dan dimengerti"</i> (speak English clearly and understandably)	138	74.6
4	<i>"Berbicara dalam Bahasa Inggris"</i> (speak English)	124	67
5	<i>"Mengerti arti kata / frase / kalimat dalam Bahasa Inggris"</i> (understanding meanings of words, phrases and sentences)	115	62.2

DIFFICULTIES & NEEDS TO PRACTICE MORE BY INTERVIEWEES (N = 30) (I1b)		
I1b	Yes	%
Understand English vocabularies / meaning	18	60
Write in English	12	40
Speak English clearly	5	17
Talk to people in English	5	17
Read English text	4	13

6	<i>“Berbahasa Inggris dengan baik dan benar”</i> (know English properly)	97	52.4
7	<i>“Menulis cerita atau puisi dalam Bahasa Inggris”</i> (write a story or a poem)	96	51.9

Listen to people (teacher) speak / talk in English	3	10
	47	

Appendix S. The Confirmation of Findings (Q2a – I2a)

Note: Green color shows full confirmation, yellow shows confirmation but not full, white shows no confirmation.

FAVORITE LEARNING ACTIVITIES by all the participants (N=185) (Q2a)				FAVORITE LEARNING ACTIVITIES by all the interviewees (N=30) (I2a)		
NO	Q2a	YES	%	I2a	YES	%
1	write a diary / story / poem / timetable / agenda of activities in English	162	87.57	Listen to music / English songs / CDs / teachers / people speaking in English / film soundtrack (FROZEN)	21	70
2	Read stories / magazine / comic / news / poetry / advertising and promotion in English	130	70.27	Write learning notes, diaries, short stories about fairies, games	14	46.7
				Read novel, poems, books	13	43.3
3	Listen and / or watch the songs / conversation / storytelling / drama / fairy tale / story / legend / news on television / youtube / internet in English	115	62.16	Speak in English with friends	7	23.3
				Watch videos, films	5	16.7
				Study the textbook, do exercise books	4	13.3
				Play	2	6.67
4	Sing / chat / deliver speech / play roles / read poetry in English	82	44.32	Sing, memorizing lyrics	2	6.67
				Present something, explain something in English (Speaking)	2	6.67
				Understand lyrics	1	3.33

Appendix T. The Confirmation of Findings (Q2b – I2b)

Note:

1. Green color shows full confirmation, yellow shows confirmation but not full, white shows no confirmation.
2. Items in I2a are translated from interviewees' responses
3. Items in the questionnaires are not items used here. e.g.: Here, we have "Listening skills". In the questionnaire it was something familiar for children.

The Participants' Ways of Learning Revealed from the Questionnaire Q2b (N=185)				I2b	N=30	%
NO	TOPICS	YES	%			
1	LISTEN TO RADIO / PODCAST / BROADCAST ON ENGLISH LESSON (L)	179	96,76	Writing (diaries, stories, teachers' explanation, summaries, sentences, names of fruits, animals)	6	20
2	DO HOMEWORK (R; W)	174	94,05	Studying textbooks, exercise books	8	26.7
3	LEARN ENGLISH THROUGH GAMES (G)	171	92,43	Reading books, comics, magazines, English conversation	11	36.7
4	PRACTICE ENGLISH EVERYDAY (G)	171	92,43	Listening to music, teachers, conversation	10	33.3
5	LISTEN TO CD/ CASSETTES/ SONGS (L)	168	90,81	Asking mothers, teachers, aunts, cousins, parents, brothers, sisters	7	23.3
6	HAVE CLASSROOM DISCUSSION ABOUT ANY TOPICS GIVEN USING ENGLISH LANGUAGE (S)	168	90,81	Memorizing vocabularies	1	3.33

7	WATCH FILM / SOUNDTRACK OF SONGS IN CINEMA / TV / YOUTUBE / OTHER WEBSITES (L)	165	89,19	Translating	3	10
8	ASK A FRIEND TO LISTEN TO YOU SPEAKING IN ENGLISH AND CHECK IF SHE/HE UNDERSTANDS YOU (I)	165	89,19	Making presentation	1	3.33
9	LEARN ENGLISH IN GROUPS (G)	151	81,62	Looking up in the Dictionary	3	10
10	LEARN ENGLISH BY EMPLOYING INTERNET CONNECTIONS (G)	147	79,46	Watching films (FROZEN), convresation in internet	4	13.3
11	LEARN ENGLISH WITH ACTIVITIES USING COMPUTERS/LAPTOP/ TABLET/OTHER GADGETS (G)	142	76,76	Group work	2	6.67
12	LEARN ENGLISH IN WHOLE-CLASS ACTIVITIES (G)	139	75,14	Browsing in internet	2	6.67
13	READ NEWS OR OTHER INFORMATION IN ENGLISH LANGUAGE THROUGH INTERNET, NEWSPAPER, MAGAZINE (R)	136	73,51	Playing games	2	6.67
14	JOIN IN AN ENGLISH CLUB (S)	128	69,19	Using English words in a real conversation	1	3.33
15	BRING DICTIONARIES WHEREEVER YOU GO (G)	128	69,19	Singing	2	6.67

16	DEVELOP ENGLISH VOCABULARIES AND IDIOMS BY APPLYING NEW VOCABULARIES AND IDIOMS ORALLY OR IN WRITTEN FORM. (V)	126	68,11	Taking an English course	2	6.67
17	LISTEN TO RADIO BROADCASTED IN ENGLISH LANGUAGE (L)	122	65,95	Studying at home	1	3.33
18	DO EXERCISES ABOUT ENGLISH STRUCTURES (ST)	116	62,70	Making a dialog, practising with father, mother	1	3.33
19	READ SHORT STORIES / NOVELS / BIOGRAPHIES / OTHER FAVORITE MEDIA IN ENGLISH LANGUAGE (R)	111	60,00	Studying hard and seriously	2	6.67
20	MAKE A PROJECT AND REPORT IT IN ENGLISH (W)	109	58,92			
21	HAVE CLASSROOM DISCUSSION ABOUT ENGLISH LANGUAGE (ST)	101	54,59			
22	READ ALOUD TO CHECK THE ENGLISH PRONUNCIATION (I)	100	54,05			
23	SPEAK ENGLISH IN FRONT OF A MIRROR (S)	95	51,35			
24	LEARN ENGLISH ALONE (G)	93	50,27			
25	LEARN THE ENGLISH STRUCTURES (ST)	89	48,11			

26	WRITE DIARIES / SHORT STORIES / JOURNAL (W)	70	37,84
27	LEARN ENGLISH IN PAIRS (G)	53	28,65

Notes: L = Listening, S = Speaking, R = Reading, W = Writing, V = Vocabulary, ST = Structures, I = Intelligibility, G = ways of learning in general (applies to L S R W V ST I)

Appendix U. Confirmation of Findings (Q1a – I1a – DA1)

<i>Q1a – I1a</i>	<i>DA1</i>
<p><i>music and songs, sports, festivals, travelling, (online) shopping, daily routines, habits, food and drink, stories and plays, animals, arts and literatures, jobs, family, and kinds of illness</i></p>	<p><i>How are you (greetings, thanking, taking leave, apologizing),</i></p> <p><i>It's me (myself, others),</i></p> <p><i>It's my birthday (days, time, dates, months, years),</i></p> <p><i>I love people around me (my personal identity, the identity of family members, the people),</i></p> <p><i>How many pets do you have? (count things, count animals, public places),</i></p> <p><i>Let's listen to the songs (identify the meaning of a song, identify rhyming words, singular and plural nouns),</i></p> <p><i>I love things around me (things in my classroom, things in my bag, parts of a house, animals in my school and in my house),</i></p> <p><i>She is so nice (people,</i></p>

	<p><i>animals),</i></p> <p><i>My grandfather is a doctor (what people do, where they do the activities, what animals do, what things are for),</i></p> <p><i>Attention, please! (Instructions, short notices, and warning/cautions), and I'm proud of my teacher (my idol teacher, my cute pet, my lovely house).</i></p>
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Appendix V. Confirmation of Findings (Q2b – I2b – DA2)

WAYS OF LEARNING AVAILABLE IN THE ENGLISH TEXTBOOK FOR THE SEVENTH GRADERS (DA3) (IN ALPHABETICAL ORDER)	
1	<i>Answer a question: what things do you find in your backyard?</i>
2	<i>Answer questions given for each picture.</i>
3	<i>Answer questions to describe people's jobs.</i>
4	<i>Answer the questions to describe a family.</i>
5	<i>Ask classmates about their favorite color and food to complete the table given.</i>
6	<i>Ask classmates traditional food sold in restaurants in the pictures.</i>
7	<i>Ask classmates' characteristics.</i>
8	<i>Ask classmates' daily activities</i>
9	<i>Ask classmates' identities guided with questions and fill out library-card forms.</i>
10	<i>Ask classmates' names and the spelling.</i>
11	<i>Ask friends' birthdays.</i>
12	<i>Ask and write classmates' feelings.</i>
13	<i>Choose the right answers and fill them in the bubbles.</i>
14	<i>Choose the right person based on the text given.</i>
15	<i>Circle words to describe people, things or animals.</i>
16	<i>Compare what students' have written about their favorite singer with friends' work.</i>

LEARNERS' WAYS OF LEARNING (CONFIRMED FROM Q2B+I2B)
<i>writing (diaries, stories, teachers' explanation, summaries, sentences, names of fruits, animals);</i>
<i>studying textbooks, exercise books;</i>
<i>reading books, comics, magazines, English conversation;</i>
<i>listening to music, teachers, conversation;</i>
<i>making presentation;</i>
<i>looking meaning of certain words up in the dictionary;</i>
<i>watching films (frozen), conversation in internet;</i>
<i>group work;</i>
<i>browsing information in internet;</i>
<i>playing games;</i>
<i>using English words in a real conversation;</i>
<i>making a dialog, and</i>
<i>practising with father, mother.</i>

17	<i>Complete a dialogue.</i>
18	<i>Complete a table about teachers' names and lessons.</i>
19	<i>Complete dialogues based on given pictures.</i>
20	<i>Complete sentences based on pictures.</i>
21	<i>Complete the sentences based on the text given.</i>
22	<i>Complete the table by writing down what the animals do.</i>
23	<i>Conclude the lesson about days, data, months, years, and time.</i>
24	<i>Conclude the lesson and internalize personally.</i>
25	<i>Conclude the lessons and follow up (9)</i>
26	<i>Create a dialogue and act it out.</i>
27	<i>Describe a big beautiful house based on the pictures given.</i>
28	<i>Describe an idol teacher by using questions to write the description.</i>
29	<i>Describe animals in the picture by looking at the example.</i>
30	<i>Describe favorite things, favorite place at home, and animals at school.</i>
31	<i>Describe people in the pictures</i>
32	<i>Describe people in the pictures by referring to the question and using hints given.</i>
33	<i>Describe people in the tags by referring to examples in the previous activity, and tag their photos.</i>
34	<i>Describe student's pet. Use the questions given as guidance. Put the picture of the student's pet.</i>
35	<i>Describe students' family members.</i>
36	<i>Describe animals, see the examples.</i>
37	<i>Describe the picture by looking at the example.</i>

Note:

The ones highlighted green were confirmed.

38	<i>Describe the picture by referring to the example given.</i>
39	<i>Describe the picture (3)</i>
40	<i>Describe the pictures by referring to the example given.</i>
41	<i>Describe the signs.</i>
42	<i>Describe things around students.</i>
43	<i>Describe things in the picture (2)</i>
44	<i>Describe where students do something.</i>
45	<i>Design a future home</i>
46	<i>Develop dialogues using hints and situational pictures given.</i>
47	<i>Discuss healthy food with friends.</i>
48	<i>Discuss with friends meaning of traffic signs.</i>
49	<i>Discuss with friends what the father do in the picture.</i>
50	<i>Do a mini survey.</i>
51	<i>Draw signs in a school.</i>
52	<i>Draw students' own family trees</i>
53	<i>Draw traffic signs and say the meanings.</i>
54	<i>Draw warning signs and say the meanings.</i>
55	<i>Fill in student's identities in a library card.</i>
56	<i>Go out, find rooms in the pictures, and write things found in the rooms.</i>
57	<i>Interview friends and fill in the interview table.</i>
58	<i>Introduce family members and guess their jobs.</i>
59	<i>Introduce yourself by using the incomplete dialogue.</i>
60	<i>Label the pictures by using words given.</i>
61	<i>Listen and repeat to express apology.</i>

62	<i>Listen and repeat (17)</i>
63	<i>Listen to a song, use the lyric to sing the song.</i>
64	<i>Listen to someone reading the given text.</i>
65	<i>Look at the picture and read the sentences aloud (2)</i>
66	<i>Look at the picture and read description of animals in the picture.</i>
67	<i>Look at the picture, study the instructions, and draw a line to match an instruction with a suitable student's activity</i>
68	<i>Look at the pictures and guess what the teacher probably says to the students.</i>
69	<i>Make a dialogue.</i>
70	<i>Make a family photo and tell about it.</i>
71	<i>Make a map of a town.</i>
72	<i>Make a mini dictionary.</i>
73	<i>Make a poster of "Important Days in a Month"</i>
74	<i>Make a project about people students love</i>
75	<i>Make dialogues based on the situational pictures.</i>
76	<i>Make different signs for schools.</i>
77	<i>Make labels for students' school</i>
78	<i>Make sentences based on food in the picture and the example.</i>
79	<i>Make sentences based on the given pictures.</i>
80	<i>Make sentences based on the pictures by looking at the example.</i>
81	<i>Mention parts of the house and things in there.</i>
82	<i>Mention the family members in the picture.</i>
83	<i>Mention things in the picture by using given words (2)</i>
84	<i>Name animals in the pictures</i>


85	<i>Name things in the pictures and describe them orally.</i>
86	<i>Observe a classroom, mention things in it and their functions.</i>
87	<i>Observe a given family tree and tell relation among the members.</i>
88	<i>Observe a given text.</i>
89	<i>Observe a picture given, make questions and answer them by referring to the example.</i>
90	<i>Observe expressions and take turn practicing the expressions.</i>
91	<i>Observe expressions of thanking in a dialogue.</i>
92	<i>Observe given expressions</i>
93	<i>Observe how to greet.</i>
94	<i>Observe how to take leave.</i>
95	<i>Observe pictures to decide where the people are from.</i>
96	<i>Observe the last words of given lines and write them down.</i>
97	<i>Observe the picture and describe it.</i>
98	<i>Observe the picture given, work in pairs to make sentences by referring to the examples given (3)</i>
99	<i>Observe the pictures and read the sentences.</i>
100	<i>Observe the pictures of objects, name the objects, and write their name and number.</i>
101	<i>Observe the pictures, name the animals, write down the quantity and names of the animals given.</i>
102	<i>Play a calendar game.</i>
103	<i>Play a guessing game (2)</i>
104	<i>Practice reading the last words with correct pronunciation, and discuss the rhymes of the song lyric.</i>
105	<i>Practice the expressions.</i>

106	<i>Practise the expressions with friends.</i>
107	<i>Practise to express days</i>
108	<i>Practise with classmates by using expressions given.</i>
109	<i>Practise with parents.</i>
110	<i>Practise with people around you (2)</i>
111	<i>read</i>
112	<i>Read a sample of identity text and fill in a personal-identity form given.</i>
113	<i>Read the lyric from the previous activity, find and write the meaning of words/ phrases in the table given and discuss with friends.</i>
114	<i>Read the lyric given in the previous activity again and answer the questions with friends.</i>
115	<i>Read the lyric. Find the meaning of words in a table given, discuss with friends.</i>
116	<i>Say sentences to describe pets in the pictures.</i>
117	<i>Sing a song (6)</i>
118	<i>Study the activities given.</i>
119	<i>Study the pictures and the sentences.</i>
120	<i>Talk about students' family members in turns.</i>
121	<i>Tell about a teacher based on a dialogue given.</i>
122	<i>Tell about family members. Use the questions to guide.</i>
123	<i>Tell about pictures.</i>
124	<i>Tell about someone given in the previous text.</i>
125	<i>Tell about students' brother/ sister.</i>
126	<i>Tell the class about students' learning activities each day.</i>

127	<i>Tell the class Gaby's house by using the picture you drew in the previous activity.</i>
128	<i>Tell the class what lessons students have every day.</i>
129	<i>Tell the greetings based on the contextual pictures.</i>
130	<i>With friends, draw a house based on the text in the previous activity.</i>
131	<i>Work in group to answer the questions.</i>
132	<i>Work in pairs to discuss what the mother does and use the questions to work in pairs.</i>
133	<i>Work in pairs to practice spelling names.</i>
134	<i>Work individually, observe the example, and complete the table with the rhyme words.</i>
135	<i>Write a love letter to mother and post it.</i>
136	<i>Write a paragraph describing student's house, use the questions to help writing the paragraph.</i>
137	<i>Write daily-activities and the time.</i>
138	<i>Write down animals around with their physical appearances.</i>
139	<i>Write down classmates' physical appearances.</i>
140	<i>Write down reasons being a singer and good things to follow.</i>
141	<i>Write down students' activities with their families.</i>
142	<i>Write down students' daily activities</i>
143	<i>Write down students' schedule</i>
144	<i>Write down things in a house.</i>
145	<i>Write down things in students' bags.</i>
146	<i>Write down things students see in the picture.</i>
147	<i>Write identities by referring to a given model.</i>

148	<i>Write names and expressions to whom students take leave.</i>
149	<i>Write names to whom and where students express thanks.</i>
150	<i>Write poems about friend/best friend, mother/father, and students' own topic.</i>
151	<i>Write sentences by using objects and their numbers given in the table and by referring to the example given (3)</i>
152	<i>Write the days when students have the lesson activities.</i>
153	<i>Write the expressions.</i>
154	<i>Write the time based on given pictures.</i>
155	<i>Write things in the classroom into a text.</i>

Appendix W. The Vision, Mission, and Goals of SDN Utan Kayu Utara 01, 03 and 05 Pagi



PEMERINTAH PROVINSI DAERAH KHUSUS IBUKOTA JAKARTA
DINAS PENDIDIKAN
SDN UTAN KAYU UTARA 01 PAGI
Jl. Utan Kayu No. 107 Kec. Matraman - Telp. (021) 85906053
KOTA ADMINISTRASI JAKARTA TIMUR 13120

VISI, MISI DAN TUJUAN

SDN UTAN KAYU UTARA 01 PAGI

VISI:

Memperiapkan peserta didik yang berkepribadian, berakhlak mulia, terampil, cerdas dan berpengetahuan untuk mengikuti pendidikan lanjutan tingkat pertama. (To prepare learners with good personality, morality, skills, intelligent and knowledge to continue their study to junior high school level.)

MISI:

Memperiapkan peserta didik dengan sarana, prasarana, suasana dan kesempatan belajar yang memungkinkan mereka untuk menjadi (To prepare students with learning facilities, infrastructure, atmosphere and opportunities that enable them to [be]):

1. *manusia yang bertanggung jawab, percaya diri, saling menghargai, bersikap santun dan kompetitif. (responsible, confident, respectful, polite and being competitive.)*
2. *manusia berakhlak mulia yang ber-Ketuhanan Yang Mahaesa dan manusia yang menghormati sesamanya. (noble people who believe in God Almighty and respect others.)*
3. *manusia yang mampu melakukan kerja psikomotor berdasarkan pengetahuan yang dimilikinya dan latihan yang dilakukannya. (perform psychomotor work based on knowledge they have and trainings they did.)*
4. *manusia yang mampu memecahkan masalahnya dengan cepat, tepat dan benar. (solve the problem quickly, accurately and completely.)*
5. *manusia yang menguasai teknologi untuk mendukung belajarnya dan untuk mencapai prestasi belajarnya; gemar membaca dan mempunyai rasa ingin tahu yang besar. (man who mastered technology to support their learning and to reach their academic achievement; love reading and have great curiosity.)*

TUJUAN:

1. Pengamaan ajaran agamanya melalui pembelajaran dan pembiasaan.
2. Pembentukan karakter religius, disiplin, anti korupsi dan PHBS.
3. Tercapai ketuntasan belajar 85%, KKM 70
4. Tercapainya prestasi akademik dan non-akademik minimal tingkat kecamatan.
5. Timbulnya kesadaran lingkungan (reuse, reduce dan recycle)
6. Terciptanya "Sekolah Hijau"
7. Pemanfaatan IT dan multimedia.
8. Pengembangan jiwa kewirausahaan.
9. Pembentukan budaya mutu.
10. Pelaksanaan 7K (keamanan, ketertiban, kebersihan, keindahan, kekeluargaan, kenyamanan, dan kerindangan)

Jakarta, 14 Juli 2014

Kepala SDN Utan Kayu Utara 01 Pagi



Suparno, S.Pd.

NIP. 195904091982022002



PEMERINTAH DAERAH KHUSUS IBUKOTA JAKARTA
DINAS PENDIDIKAN
SDN UTAN KAYU UTARA 03 PAGI
Jl. Utan Kayu Raya No. 107 Matraman, Jakarta Timur
Telp.021-8518587 email : sdnuku03_pg@yahoo.com

VISI, MISI DAN TUJUAN

SDN UTAN KAYU UTARA 03 PAGI

VISI:

Unggul dalam Prestasi, tangguh dalam kompetisi dan santun dalam budi pekerti. (Excellent in achievement, tough in competition and polite in manner.)

MISI:

1. *Mengupayakan pelayanan pendidikan yang bermutu tinggi bagi seluruh lapisan masyarakat yang dilandasi oleh IMTAK dan IPTEK dan berwawasan global. (provide a high quality education services for all segments of society that is based on science and technology, faithfulness and global insight.)*
2. *Meningkatkan kualitas pembelajaran dengan menciptakan suasana pembelajaran yang aktif, inovatif, kreatif, efektif dan menyenangkan (PAIKEM) yang dilandasi dengan budaya mutu. (Improve the quality of learning by creating an atmosphere of active learning, innovative, creative, effective and fun (PAIKEM) which is based on quality culture.)*
3. *Menyelenggarakan pengembangan diri sehingga siswa dapat berkembang sesuai dengan minat dan bakatnya. (Carry out self-development programs so that students are able to develop in accordance with their interests and talents.)*

TUJUAN:

1. Tujuan Umum:
Meletakkan dasar kecerdasan, pengetahuan, kepribadian, akhlak mulia, serta ketrampilan untuk hidup mandiri dan mengikuti pendidikan lebih lanjut.
2. Tujuan Khusus:
 - a. Meraih prestasi akademik yang maksimal sehingga mampu bersaing dengan sekolah-sekolah yang lain di wilayah Kecamatan Matraman.
 - b. Mampu melanjutkan sekolah dengan dibekali ilmu pengetahuan dan budi pekerti yang layak dibanggakan.

Jakarta, 14 Juli 2014

Kepala SDN Utan Kayu Utara 03 Pagi



Dra. Ririninta Berliana LT, M.M.

NIP. 196401151991022001



PEMERINTAH PROVINSI DAERAH KHUSUS IBUKOTA JAKARTA
DINAS PENDIDIKAN
SDN UTAN KAYU UTARA 05 PAGI
Jl. Utan Kayu No. 107 Kec. Matraman - Telp. (021) 8570283
KOTA ADMINISTRASI JAKARTA TIMUR

VISI, MISI DAN TUJUAN

SDN UTAN KAYU UTARA 05 PAGI

VISI:

Mewujudkan sumber daya manusia yang berakhlak mulia, cerdas dan trampil. (actualizing noble, intelligent and skillfull human resources.)

MISI:

1. *Meningkatkan pendidikan Agama dan budi pekerti. (Promote religious and moral education.)*
2. *Meningkatkan disiplin kehadiran siswa dan guru/karyawan. (Improve discipline of students and teachers/employees' attendances.)*
3. *Meningkatkan disiplin KBM dan administrasi. (Increase discipline of learning and teaching process and administration).*
4. *Meningkatkan kecerdasan dan ketrampilan melalui IPTEK. (Enhance intelligence and skills through science and technology.)*
5. *Meningkatkan pendidikan ekstra kurikuler yang efektif dan efisien. (Enhance effective and efficient extra-curricular activity.)*
6. *Meningkatkan kebersihan dan keindahan lingkungan sekolah. (Improve the cleanliness and beauty of the school environment.)*

TUJUAN:

1. Mempersiapkan peserta didik yang bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.
2. Mempersiapkan peserta didik agar menjadi manusia yang berkepribadian, cerdas, berkualitas, berprestasi dalam pengetahuan.
3. Membekali peserta didik agar memiliki ketrampilan teknologi informasi dan komunikasi serta mampu mengembangkan diri secara mandiri.
4. Menanamkan peserta didik sikap ulet, disiplin dan tertib dalam berprestasi, beradaptasi dengan lingkungan dan mengembangkan nilai budaya sopan santun.
5. Membekali peserta didik dengan ilmu pengetahuan dan teknologi agar mampu bersaing dan melanjutkan ke jenjang yang lebih tinggi.

Jakarta, 14 Juli 2014

Kepala SDN Utan Kayu Utara 05 Pagi



NIP. 196407051986031017





Appendix X. The Summary of the Information from the Documents Reviewed

the Documents	the Data	Notes
Vision of SDN Utan Kayu Utara 01 Pagi	<i>Mempersiapkan peserta didik yang berkepribadian, berakhlak mulia, terampil, cerdas dan berpengetahuan untuk mengikuti pendidikan lanjutan tingkat pertama.</i> (To prepare learners with good personality, morality, skills, intelligent and knowledge to continue their study to junior high school level.)	<p>With this vision, especially “to prepare learners with good ... skills, intelligent and knowledge to continue their study to junior high school level”, SDN Utan Kayu Utara 01 Pagi has a foundation to administer an English class as an extra-curricular activity.</p> <p>Acquiring English skills (macro and minor skills, productive and receptive skills) is important for students to continue their study to junior high school level. When graduates of SDN Utan Kayu Utara 01 Pagi have acquired English skills that support them to learn English in higher education level, the students have good self-confidence to learn the language at junior high school level. This mental condition of having self-confidence, in turn, develops their intrinsic motivation to learn English (Clement, Dornye, Noels, 2001: 418; Wu, 2003: 501).</p> <p>In this global life, English acquisition helps students to expand their knowledge because most academic literature are written in English. Science and technology are also mostly published in English and/or translated into English (Altbach, 2007a, in Altbach <i>et.al.</i>, 2009: 7).</p>
Mission of SDN Utan Kayu Utara 01 Pagi	<p><i>Mempersiapkan peserta didik dengan sarana, prasarana, suasana dan kesempatan belajar yang memungkinkan mereka untuk menjadi</i> (To prepare students with learning facilities, infrastructure, atmosphere and opportunities that enable them to [be]):</p> <p>a) <i>manusia yang bertanggung jawab, percaya diri, saling menghargai, bersikap santun dan kompetitif.</i> (responsible, confident, respectful, polite and competitive.)</p> <p>b) <i>manusia berakhlak mulia yang ber-Ketuhanan Yang Mahaesa dan manusia yang menghormati sesamanya.</i> (noble people who believe in God Almighty and respect others.)</p> <p>c) <i>manusia yang mampu melakukan kerja psikomotor berdasarkan pengetahuan yang dimilikinya dan latihan yang dilakukannya.</i> (perform psychomotor work based on knowledge they have and trainings they did.)</p> <p>d) <i>manusia yang mampu memecahkan masalahnya dengan cepat, tepat dan benar.</i> (solve the problem quickly, accurately and correctly.)</p> <p>e) <i>manusia yang menguasai teknologi untuk mendukung belajarnya dan untuk mencapai prestasi belajarnya; gemar</i></p>	<p>Points a), c) and d) of the school mission “to prepare students with learning facilities, infrastructure, atmosphere and opportunities that enable them a) to be ... confident, ... and competitive, c) to perform psychomotor work based on knowledge they have and trainings they joined in, and d) to solve the problem quickly, accurately and correctly” can be the foundation for the school to administer an English class as an extra-curricular activity.</p> <p>A group of netizens confidently states in its website (http://www.wisegeek.org/what-are-the-benefits-of-learning-English.htm, retrieved on August 15th, 2014) that one primary benefits of learning English is that acquiring English let someone more easily communicate with others and find more job opportunities not only in his/her own home country, but around the world as well. Furthermore, the site informs that many professional publications printed in English, which means English is often as essential language for anyone working in science or research. The site which was founded by a group of researchers, writers, and editors (http://www.wisegeek.org/who-is-wisegeek.htm, retrieved on August 15th, 2014) mentions at least six benefits of acquiring English, including professional opportunities, social network and opportunities, immigration, entertainment and cultural understandings, research and academics, and education. This site, though its primary purpose provides short, clear and concise answers to common questions, has unavoidably given</p>

	<p><i>membaca dan mempunyai rasa ingin tahu yang besar. (man who mastered technology to support their learning and to reach their academic achievement; love reading and have great curiosity.)</i></p>	<p>logical and factual information about the benefits of acquiring English language. Its answer to the benefits of learning English supports the school mission to prepare its students to be confident and competitive, able to perform psychomotor works based on knowledge they have and trainings they joined in, and to solve the problems quickly, accurately and correctly. There might be abundant supports and resistance from other sites/parties about the benefits of learning English. However, the answer from this non-profit organization represents at least similar answers from other websites which agree that learning English has benefits.</p>
<p>Vision of SDN Utan Kayu Utara 03 Pagi</p>	<p><i>Unggul dalam Prestasi, tangguh dalam kompetisi dan santun dalam budi pekerti. (Excellent in achievement, tough in competition and polite in manner.)</i></p>	<p>This vision, especially “<i>excellent in achievement and tough in competition</i>” can be the foundation for the school to administer an English class as an extra-curricular activity.</p> <p>Acquiring English gives additional benefits for the school graduates which in turn increases their achievement level compared to students who never join in an English class. They should be prepared to live in a global life where internet has connected people all over the world limitlessly. This limitless world has increased competition level. Doctors, teachers, lecturers, nurses, engineers, bankers, security guards, researchers and many more professions have been permitted to work across countries as long as they have licensed to do so. Many websites have offered overseas job opportunities with varied kind of jobs in various countries all over the world (see http://www.goinglobal.com/, http://www.monster.com/geo/siteselection/, or http://www.globalcareercompany.com/).</p>
<p>Mission of SDN Utan Kayu Utara 03 Pagi</p>	<p>a) <i>Mengupayakan pelayanan pendidikan yang bermutu tinggi bagi seluruh lapisan masyarakat yang dilandasi oleh IMTAK dan IPTEK dan berwawasan global. (provide a high quality education services for all segments of society that is based on science and technology, faithfulness and global insight.)</i></p> <p>b) <i>Meningkatkan kualitas pembelajaran dengan menciptakan suasana pembelajaran yang aktif, inovatif, kreatif, efektif dan menyenangkan (PAIKEM) yang dilandasi dengan budaya mutu. (Improve the quality of learning by creating an atmosphere of active learning, innovative, creative, effective and fun (PAIKEM) which is based on quality culture.)</i></p> <p>c) <i>Menyelenggarakan pengembangan diri sehingga siswa dapat berkembang sesuai dengan minat dan bakatnya. (Carry out self-development programs so that students are able to develop in accordance with their interests and</i></p>	<p>Point a) and c) can be the foundation for the school to administer an English class as an extra-curricular activity. Providing a high quality education service is a must to prepare students to live in a global life. English class and other extra-curricular activities are basically opportunities for the students to develop their interests and talents. When schools open those opportunities, it has given students provision for their future.</p>

	talents.)	
Vision of SDN Utan Kayu Utara 05 Pagi	Mewujudkan sumber daya manusia yang berakhlak mulia, cerdas dan trampil. (actualizing noble, intelligent and skillfull human resources.)	<p>This vision, especially the effort to develop intelligent and skillful human resources, can be a foundation for the school to administer an English class as an extra-curricular activity.</p> <p>Administering an English class given benefits for the students to be intelligent and skillful human resources. Acquiring English itself has given benefits for the students to have self-confidence and internal motivation to learn English when they continue their study in junior high school level (Clement, Dornye, Noels, 2001: 418; Wu, 2003: 501). If students regularly and consistently learn and practice English, it gives them more benefits in many aspects of their life, for instance opportunity to take international class in junior and senior high school levels, as well as in higher education level, to study abroad, pursuing scholarships, and wider job opportunities (Altbach, 2007a, in Altbach <i>et.al.</i>, 2009: 7; see also http://www.goinglobal.com/, http://www.monster.com/geo/siteselection/, or http://www.globalcareercompany.com/).</p>
Mission of SDN Utan Kayu Utara 05 Pagi	<p>a) <i>Meningkatkan pendidikan Agama dan budi pekerti.</i> (Promote religious and moral education.)</p> <p>b) <i>Meningkatkan disiplin kehadiran siswa dan guru/karyawan.</i> (Improve discipline of students and teachers/employees' attendances.)</p> <p>c) <i>Meningkatkan disiplin KBM dan administrasi.</i> (Increase discipline of learning and teaching process and administration).</p> <p>d) <i>Meningkatkan kecerdasan dan ketrampilan melalui IPTEK.</i> (Enhance intelligence and skills through science and technology.)</p> <p>e) <i>Meningkatkan pendidikan ekstra kurikuler yang efektif dan efisien.</i> (Enhance effective and efficient extra-curricular activity.)</p> <p>f) <i>Meningkatkan kebersihan dan keindahan lingkungan sekolah.</i> (improve the cleanliness and beauty of the school environment.)</p>	<p>Points d) and e) can be the basis for the schools to administer an English class as an extra-curricular activity.</p> <p>Enhancing intelligence and skills through acquisition of science and technology can be pursued through acquisition. When a student acquire English, she/he has opportunities to expand science and technology more widely because many academic publication are printed and published on-line in English language and/or translated into English language. (http://www.wisegeek.org/what-are-the-benefits-of-learning-English.htm, retrieved on August 15th, 2014)</p>
The English textbook for the seventh graders	See the table on pages 112 – 120 on the table about the topic, sub-topic, learning materials and ways of learning English available in the English textbook for the seventh graders.	<p>A table on pages 112 – 120 contains an analysis of the learning materials and ways of learning English. This analysis should then be compared with the ones revealed from the questionnaires</p> <p>The purpose of comparing the learning materials and ways of learning English revealed from the questionnaire with the one available in the English textbook for the seventh graders is to match the subjective needs of learners (collected from the questionnaires) with the objective needs (collected from the textbook). The ones collected from the textbook is assumed to be the ideal condition the students should have when they continue their study in junior high schools. These objective needs are also considered as the needs to learn English from the perspective of the local</p>

		<p>policy maker and school institution (see the statements of vision and mission of the schools).</p> <p>When students learn what they like to learn, it develops their intrinsic motivation to achieve what they learn (Asif, 2011: 196;)</p>
The textbooks for the fourth and fifth graders	See the table on pages 121 – 127 on the table about the themes, sub-themes, learning materials and ways of learning	The table contains the learning materials and ways of learning English. This data should then be compared to the the findings of the questionnaire on the learning materials and ways of learning English in order to know whether the learning materials and ways of learning English which learners like are compatible with the learning materials and ways of learning available in the English textbooks for the fourth and fifth learners.

Appendix Y. The Letter of Permission



*Building
Future
Leaders*

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI JAKARTA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
PROGRAM MAGISTER PENDIDIKAN BAHASA INGGRIS
Kampus Universitas Negeri Jakarta, Jalan Rawamangun Muka, Jakarta 13220 Telp. (021) 4896706

SURAT IZIN

Nomor: 011/PMPBI/III/2014

Yth. Kepala
di tempat

Dengan hormat,

Sehubungan dengan diperlukannya data untuk penulisan tesis dengan judul *A Needs Analysis to Develop an English Program as an Extracurricular Activity in SDN Utan Kayu Utara 01 Pagi*, mahasiswa sbb:

Nama	: Prataningsihmirmo
NIM	: 7336129450
Program Studi	: Magister Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni (FBS)

Mohon kiranya agar bapak/ibu memberikan izin kepada yang bersangkutan untuk mendapatkan data yang diperlukan.

Atas perhatian dan bantuan bapak/ibu, kami ucapkan terima kasih.

Jakarta, 5 Maret 2014
Kaprosdi PMPBI

Dr. Ratna Dewanti, M.Pd.
NIP 196211071988032001

Appendix Z. A Suggested Syllabus Framework

Core Competence : -

Basic Competences	Main Learning Material	Sub Learning Materials	Ways of Learning	Evaluation	Time Allo.	Learning Sources
	Music and Songs	Understanding English Vocabularies	Looking meaning of certain words up in a dictionary, Making a dialog			Studying textbooks , doing exercise book
		Writing in English	Writing diaries, writing stories, writing teacher's explanation, writing summaries, writing sentences			
		Speaking English clearly	Using English words in a real conversation			
		Talking to People in English	Group work Playing games			
		Reading	Reading books, reading comics, reading magazines, reading English conversation			
		Listening to people / teachers talking / speaking in English	Listening to music, listening to teachers, listening to a conversation			
			Making Presentation			
-	Animals	Understanding English Vocabularies	Looking meaning of certain words up in a dictionary, Making a dialog			Studying textbooks , doing exercise book
		Writing in English	writing teacher's explanation, writing summaries, writing sentences, writing names of animals			
		Speaking English clearly	Using English words in a real conversation			
		Talking to people in English	Group work Playing games			

		Reading English texts	Reading books, reading comics, reading magazines, reading English conversation			
		Listening to people / teachers talking / speaking in English	Listening to music, listening to teachers, listening to a conversation			
			Making Presentation			
	Arts & Literatures	Understanding English Vocabularies	Looking meaning of certain words up in a dictionary, Making a dialog			Studying textbooks , doing exercise book
		Writing in English	writing teacher's explanation, writing summaries, writing sentences, writing names of fruits, writing diaries, writing stories			
		Speaking English clearly	Using English words in a real conversation			
		Talking to people in English	Group work Playing games			
		Reading English texts	Reading books, reading comics, reading magazines, reading English conversation			
		Listening to people / teachers talking / speaking in English	Listening to music, listening to teachers, listening to a conversation			
			Making Presentation			
	Jobs	Understanding English Vocabularies	Looking meaning of certain words up in a dictionary, Making a dialog			Studying textbooks , doing exercise book
		Writing in English	Writing diaries, writing stories, writing teacher's explanation, writing summaries, writing sentences			
		Speaking English clearly	Using English words in a real conversation			

		Talking to people in English	Group work Playing games			
		Reading English texts	Reading books, reading comics, reading magazines, reading English conversation			
		Listening to people / teachers talking / speaking in English	Listening to music, listening to teachers, listening to a conversation			
			Making Presentation			
	Family	Understanding English Vocabularies	Looking meaning of certain words up in a dictionary, Making a dialog			Studying textbooks , doing exercise book
		Writing in English	Writing diaries, writing stories, writing teacher's explanation, writing summaries, writing sentences			
		Speaking English clearly	Using English words in a real conversation			
		Talking to people in English	Group work Playing games			
		Reading	Reading books, reading comics, reading magazines, reading English conversation			
		Listening to people / teachers talking / speaking in English	Listening to music, listening to teachers, listening to a conversation			
			Making Presentation			

Appendix AA. The Preliminary Study Report

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A Preliminary Study on finding out Students' attitude to learn English

By Pratelaningsihmirmo

Note: This preliminary study is the requirement before conducting a study on analyzing needs to design an English program in SDN Utan Kayu Utara 01 Pagi.

Topic	Students' Attitude to Learn English
Title	Students' Attitude to Learn English
Background of the Problem	Based on the 2013 Curriculum, English will not be introduced as a curricular activity to elementary school students (<i>Salinan Permendikbud No. 67/2013: p.9. Table 3</i>). Elementary schools may introduce English as an extra-curricular activity (<i>Salinan Permendikbud No. 67/2013: p.9. 3rd point of Keterangan</i>). As it is an extra-curricular activity, students do not have obligation to attend English class. If an elementary school plans to introduce English as an extra-curricular activity, it should find out whether the students need to learn English or not. It is important to find out students' attitudes toward English learning and teaching in the school as an input for the principal to make a decision on it. The school principal's decision is strategic as a basis to allocate budget.
Formulation of the Problem	Based on the background explained above, the problem is formulated as follows: 1. What are the students' attitudes toward English learning and teaching in SDN Utan Kayu Utara 01 Pagi?

The Purpose of this Preliminary Study	This preliminary study aims at finding out the attitudes of the students toward English learning and teaching in SDN Utan Kayu Utara 01 Pagi.
The benefits/significance of this preliminary study	If the result of this preliminary study shows positive result, this becomes a golden gate to the next study on analyzing the needs of the students to learn English. This is the benefit of this preliminary study. Another benefit of the study is the basis for the principal to decide whether the school needs to allocate budget for the implementation of the program or not.
Theoretical review Key terms: attitude, conative/ behavioral attitude, motivation	What makes a learner learn English? Gardner believes that learners' attitude and their learning motivation play pivotal points to the success or failure of the learners' effort to learn English (Grader, 1985, in Sougari & Hovhannisyanyan, 2013: 120). In foreign language learning theories, motivation to learn a foreign language derives from two factors, i.e. learners' needs to learn the language and their attitude toward the language (Petrides, 2006: 1). Attitude, according to Morales & Gilner (2006), is a complex mental state involving beliefs and feelings and values and disposition to act in certain ways. Mullins (2005: 362) states that attitude is a tendency or readiness to respond in a particular way. Gross (in Mullins (2005: 362) believes that beliefs can be converted into attitude by adding values as the ingredient for someone to do what is desirable, good, valuable, and worthwhile. Attitude can be revealed not only in behavior but also by the individual's thought and feelings, the strengths which demonstrate the extent to which the attitude is a core peripheral construct (Mullins, 2005: 363). Disposition is an attitude of mind especially attitude that favors one alternative over others (Morales & Gilner, 2006). Similar with the above Morales & Gilner's definition, Hogg & Vaughan (2005: 150, in

	<p>McLeod: 1) stated that EFL learners have a certain attitude because the learners have a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, group, events or symbols. learners of EFL believe, feel and have behavioral tendencies that aptitude, special ability, perception, cultural understanding, grammar understanding, good memorization, regular practice, better opportunities to get good job if having high level of English proficiency are factors that influence the success or failure to learn English (Suwanarak, 2012: 6). Learners have positive attitude to learn English because they want to be able to follow English lesson in higher level of education well, travel to other countries, learn about England, understand English songs/films/books/magazines/newspapers, speak to foreigners, use internet better, pass English exams, find a job when they leave school, and/or please their parents; because the learners enjoy learning English; because their parents want the learners to learn English (Tzouzou, 2014: 7).</p> <p>Learners with positive attitude to learn English achieve English proficiency higher than ones without positive attitude (Willhelm, 1999, in Petrides, 2006: 3; Petrides: 2006: 13, 14). One of goals of ELT in primary schools in Indonesia is to make students have positive attitude to learn English (Handayani, 2008: 12, 75). Nirmala (2007, in Handayani, 2008: 13) and Handayani (2008: 33) found that EFL learners in primary schools have positive to learn English if supported with good learning experiences. Furthermore, Handayani (2008: 75) reported her findings that good learning experiences can be developed by making lesson plans that facilitate learners in developing positive attitude to learn</p>
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	<p>English.</p> <p>McLeod (2009: 1-2) mentioned three components which develop an attitude, i.e. (1) affective component, (2) conative/behavioral component, and (3) cognitive component. Affective component is a component that involves someone's feelings/emotions about something. For example: (a) I like English; (b) she is easily listening to English songs; (c) he is diligent doing English exercises. Conative or behavioral components concerns with mental process that activates and/or directs behavior and/or action (Huitt & Cainn, 2005: 1). Aspects that activate the mental process include intrinsic motivation, goal-orientation, volition, will, self-direction, and self-regulation. Examples of conative/behavioral attitudes are (a) willingness to acquire English drives a learner to enroll an English course; (b) desire to learn English, activates a learner to ask her/his parents' permission to join in an English extra-curricular activity at school; (c) disposition that English has become an international language directs employers to send their staff to ELL classes. Cognitive component is the background knowledge of a person so that she/he has a certain attitude, for example: (A) the reason why students learn English is based, for example, on their understanding that English is the most widely used <i>lingua franca</i>, even among non-native English speakers; when they watch TV they heard people speak in English; when they listen to a radio channel, they noticed the host inserted certain English words to be considered "cool"; when they walked around, they watched some advertisement were written in English, some T-shirts which were worn by passers-by had words written in English</p>
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	<p>on the T-shirts. The background knowledge activates them to conclude that English is important for them and they need to learn English.</p> <p>However, LaPiere (in McLeod, 2009: 2) reminds us that the three components of attitude do not always predict behavior; even cognitive and affective components of attitudes are not necessarily expressed in behavior; rather they can be reflected in learners' thought and feelings (Mullins, 2005: 363) . What does it mean? It means a study revealing someone's attitude should not only observe their behavior. Learners' thought and feelings should be inserted as factors to know the learners' attitude to learn English.</p> <p>A study which tries to reveal learners' attitude to learn English should observe their behavior as well as ask the learners' thought and feeling about English learning. This ways of gathering information will draw a complete picture on the learners' attitude to learn English.</p>
Instrument of this preliminary study	<p>Attitude can be revealed through direct observation and self-reporting techniques. (Mullins, 2005: 363). Attitude can only be inferred (La Piere in Mullins, 2005: 363). Therefore, in direct observation, an informal approach can be used to reveal attitude. Verbal and non-verbal communication style and cultural behaviors should be paid attention and understood well to avoid wrong conclusion (Mullins, 2005: 363). In self-reporting technique, a questionnaire can be employed by considering the relevance, style and length of questions (Mullins, 2005: 363). Be careful, private attitude cannot always be</p>

	<p>generated if sample framing do not cover all components of population (Mullin, 2005: 363).</p> <p>Risal (2011) suggested some instruments to assess learning process and learning achievement. One of them is through observation. Observation is usually conducted to gather data on behavior of one or some individual(s).</p> <p>Before an observation is conducted, an observer should decide aspects of behaviors to be observed. These aspects of behavior become the guidance for the observer to develop indicators. An observer can formulate the indicators into open formula where the observer writes down the result of the observation into a narrative form. The observer can also formulate the indicators into close checked formula or generally called structured formula.</p> <p>Sometimes, there are findings which attract the observer but they are not anticipated in the observation guidance. The observer can add a special note at the end of the form.</p> <p>Observation has weaknesses to give appropriate information or data if the observer is not attentive, less concentrate, easily get bored, and too much give personal opinion.</p> <p>Observation gives benefit to the study if it tries to gather information or data concerning with behavior.</p> <p>There are three kinds of observation, i.e.:</p> <ol style="list-style-type: none">1. Direct Observation. Direct observation happens when the observer directly exists in the
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	<p>process or situation where data is being gathered. The observer acts as the third agent who do not involve in the process or situation.</p> <ol style="list-style-type: none"> 2. Indirect observation. It is conducted by using certain tools to make an observation, for example by using microscope to observe behavior of small tiny object which are difficult to see with bare eyes. 3. Participatory observation. It is like direct observation where the observer directly in the process or situation being observed. If in direct observation, the observer plays as the third agent who does not join in the process or situation being observed, in the participatory observation, the observer involves in the process or situation being observed. <p>Steps in conducting observation (adapted from Risal, 2011):</p> <ol style="list-style-type: none"> 1. Formulating the aim of the observation. 2. Deciding behaviors to be observed 3. Developing guidance of observation (including its form: open or close/structured observation). 4. Designing aspects / indicators to be observed. 5. Formulating the aspects / indicators into operational unambiguous words/phrase/sentences. 6. Trying out the guidance. 7. Revising the guidance. 8. Conducting the observation to gather data on the observed behavior. 9. Analyzing the data.
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10. Getting the results.
11. Drawing a conclusion / Making a summary.
12. Reporting / writing the report of the observation.

This preliminary research to investigate learners' attitude to learn English will also employ self-reporting technique to gather the data. The self-reporting technique will apply a questionnaire as guidance for the respondents to report about the learners' thought and feeling about English learning (Mullin, 2005: 363). The only purpose of the research is to reveal the reasons why the learners learn English from the learners' perspectives. The reasons are subjective and cannot always be generated as all EFL learners' thought and feelings (Mullin, 2005: 363). The questionnaire is adapted from the one applied by Tzouzou (2014: 18) to gather information concerning with the fourth grade primary school learners' attitude in Greek. The similar context (where English is learnt as a foreign language) and respondents (who are fourth graders of primary schools) of Tzouzou's research with this study become the main reasons why Tzouzou's questionnaire on the learners' attitude is replicated and adapted as the instrument to gather data of this study. Rand and Wilensky (2006: 1) once replicated Axelrod and Hammond's ethnocentrism model. They verified the model to see if the replication study reflects the conceptual theory of the implemented model, and validated if the replication study's output is different significantly from the implemented model or not, what made it changed and whether it is acceptable based on the conceptual theory or not.

	<p>Verification of the replication: Tzouzou's study was grounded based on a conceptual theory of needs analysis. Needs analysis plays an important role in planning educational program and curriculum. Needs analysis is used to collect information concerning with learners' needs. Learners' needs are seen from the perspective of discrepancies between current and future proficiency level of the learners. She viewed an urgent to specify learners' needs as it helps specify (a) the content of the curriculum, (b) the strategies learners are able to use to learn English more effectively, (c) learners' problems or difficulties while learning English, (d) and their motives for learning English. The fourth purpose of the research which is to specify learners' motives for learning English is manifested in a question: "What are the learners' attitude towards English language learning?". Tzouzou's way to gather information on the learners' attitude to learn English based mainly on Fatihi's (2003, in Tzouzou, 2014: 4) factors which may have a great impact on effective learning, such as needs, desires, preferences, problems and strategies; and Seedhouse's (1995, in Tzouzou, 2014: 4) learners' subjective needs. This conceptual framework which become the ground for Tzouzou to gather information concerning with learners' attitude to learn English is in line with this study where the self-reporting technique can apply questionnaire to gather information about learners' thought and feeling (Mullins, 2005: 363). This is a way to know subjective needs of the learners. The subjective needs expressed by the learners reflect the learners' thought and feeling as well as their attitude to learn English. Based on this explanation, it can be concluded that the conceptual framework of this study to</p>
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	<p>develop the data-gathering instrument is congruent with the conceptual framework of Tzouzou's research to develop the data-gathering instrument on learners' attitude to learn English.</p> <p>The adaptation is made concerning with the language and lay out and setting of the questionnaire. To avoid misunderstanding, the questionnaire is translated into <i>Bahasa Indonesia</i>. To make it less formal and to reduce tension of the students when doing the questionnaire, fancy balloon picture is pasted as the background of the questionnaire sheets. Another choice of the close-ended question is added in the questionnaire to accommodate a projected goal of the English classes to give a basis for the students to continue their English learning in higher education level which is to SMPs (junior high schools).</p> <p>Validation of the instrument: to validate the instrument, a test instrument was conducted. The test instrument was conducted by employing expert judgment technique. The thesis advisors are the experts to judge the instruments. The inputs from them were used to make the instrument replicable and applicable.</p>
The Analysis of the research results	<p>The direct observation was conducted on Monday, May the 12th, 2014. It involved two classes, the fourth and the fifth graders of SDN Utan Kayu Utara 01 Pagi. The respondents involved in the process were thirty seven of the fourth graders and thirty six of the fifth graders. Though there were seventy three respondents involved in the process of data gathering, not all can be recorded well. The observation as the data gathering of this preliminary study applied video camera to help capturing the indicators during the process. Because of the limitation of the equipment, not all respondents can be</p>

recorded. Out of seventy three, twenty three fourth graders and twenty fifth graders can be observed by video camera. Therefore, there are forty three respondents who can be the source of the data gathering.

The demographic of the respondents are as follows

Number of respondents according to the grade

The fourth graders	The fifth graders
23	20
53%	47%

There are 43 respondents of this preliminary study. Twenty three are the fourth graders. The other twenty are the fifth graders.

Number of respondents according to the sex in each grade

	The fourth graders	The fifth graders
Girls	9	13
	39%	65%

	51%	
Boys	14	7
	61%	35%
	49%	

The respondents consist of twenty two girls and twenty one boys. The twenty two girls are from the fourth graders nine students and the fifth graders thirteen students. Seven are from the fifth grader boys and fourteen are from the fourth grader ones.

What are the results from each of the indicator?

Indicator #1. Have sat on her/his chair attentively to the teacher.

5	4	3	2	1
43	0	0	0	0
100%	0%	0%	0%	0%

All the respondents showed very positive intention to learn English indicated by having sat on their chair attentively. It means 100% respondents showed positive intention to learn English, and 0% respondent showed negative intention to learn English.

Indicator #2. Reply the greeting from the teacher properly

5	4	3	2	1
33	5	4	1	0
77%	12%	9%	2%	0%

Thirty three respondents showed very positive intention to learn English by replying the greeting from the teacher properly. Five respondents showed positive intention, four of them showed neither positive nor negative intention, and one showed negative intention to learn English by not replying the greeting from the teacher. It means 89% or thirty eight respondents showed positive intention to learn English, 9% showed neither positive nor negative intention to learn English, and 2% showed negative intention to learn English.

Indicator #3. Be involved in the ice-breaking activity enthusiastically.

5	4	3	2	1
9	24	9	1	0
21%	56%	21%	2%	0%

Out of forty three, nine respondents showed very positive intention to learn English by being involved in the ice-breaking activity enthusiastically. Majority of the respondents which is twenty four or 56% of them showed positive one, nine showed neither positive nor negative intention. One respondent

showed negative intention in ice-breaking stage. It means 77% respondents showed positive intention to learn English, 21% showed neither positive nor negative intention to learn English, and 2% showed negative intention to learn English.

Indicator #4. Listen to the lesson being explained by the teacher

5	4	3	2	1
2	35	3	3	0
5%	81%	7%	7%	0%

From aspect #4, it could be found out that thirty seven or 86% respondents showed positive intention to learn English by listening to the lesson, 7% showed neither positive nor negative intention to learn English, and 7% showed negative intention to learn English.

Indicator #5. Ask questions to whatever she/he wants to know concerning with the lesson

5	4	3	2	1
0	1	42	0	0
0	2%	98%	0%	0%

Almost all of the respondents showed neither positive nor negative intention to learn by not asking

questions to whatever she/he wanted to know concerning with the lesson. Only one respondent asked a question to whatever she wanted to know concerning with the lesson. She asked the meaning of abbreviation *s.d.a.* which means *sama dengan atas*. The respondent might show positive intention to learn English that they listened to the lesson (indicator #4) but they were not really involved in the learning process. Or, they are not used to ask questions, so that they did not ask questions to whatever they wanted to know concerning with the lesson. To find out the exact answer, a further study on students' braveness to ask questions needs to be conducted.

Indicator #6. Give comments to whatever she/he internalize concerning with the lesson

5	4	3	2	1
0	1	42	0	0
0%	2%	98%	0%	0%

The similar phenomenon as indicator #5 happened in indicator #6 where only one respondent showed positive intention to learn English by giving comments too whatever she internalized concerning with the lesson. The rest showed neither positive nor negative intention to learn English. Based on this phenomenon, it can be inferred that the learning and teaching process is still heavy on teacher as the one play role on most of the learning and teaching process. Teacher should reduce their time occupation during the process, and involve students more. It can be the students gave comments as the responds to what they understood about the lesson, but the video camera could not capture them because the students did not get enough portions to respond.

Indicator #7. Practice the lesson through games, quiz or other activities given by the teacher.

5	4	3	2	1
0	35	6	2	0
0%	81%	14%	5%	0%

From the data indicated in aspect #7, it can be analyzed that 81% respondents showed positive intention to learn English by practicing the lesson through games, quiz or other activities given by the teacher. Fourteen percents or six respondents showed neither positive nor negative intention to learn English, and 5% or two respondents showed negative intention to learn English.

Indicator #8. Does the exercises at the strengthening phase

5	4	3	2	1
2	33	6	2	0
5%	76%	14%	5%	0%

Indicator #8 revealed that 81% or thirty five respondents showed positive intention to learn English by doing exercises at the strengthening phase. Fourteen percents or six respondents showed neither positive nor negative intention to learn English, and 5% or two respondents showed negative intention to learn English by not doing the exercises at the strengthening phase.

Indicator #9. Does the exercises at the strengthening phase

	5	4	3	2	1
	21	0	0	22	0
	49%	0%	0%	51%	0%
<p>Indicator #9 was revealed two weeks after the data gathering, or the next meeting of the English lesson, or on Monday, May the 26th, 2014. It was not collected a week after the observation because the sixth graders were having the final examination. The number showed that more than half of the respondents did not submit the homework on time. They who submitted the homework might have done it before or during holidays or had written a note that they had an English homework and reviewed the lesson and noticed that they had homework. It does not indicate that they who submitted the homework are better in the English with the ones who did not submit the homework. It is about learners' learning strategy which was carried by their intrinsic motivation to learn English. This intrinsic motivation drove them to choose a certain preference on how to remind themselves that they have an English homework. They might apply this strategy to other lessons. If this phenomenon is true, the learners' learning achievement of Indonesian students is influenced significantly by their learning strategies. A further research needs to be conducted to reveal this phenomenon, especially in SDN Utan Kayu Utara 01 Pagi.</p> <p>Indicator #10. Practice without teacher's monitoring</p>					
	5	4	3	2	1

0	7	1	35	0
0%	16%	2%	82%	0%

Indicator #10 revealed that 16% or seven respondents showed positive intention to learn English by practicing without teacher’s monitoring, one respondent showed neither positive nor negative intention to learn English, and 82% or thirty five respondents showed negative intention to learn English. The result of the study indicated in aspect #10 uncovered that students have low intrinsic motivation to learn English. This phenomenon might represent their intrinsic motivation to actively participate in learning and teaching activities, not only in English lesson but also in other lessons. This assumption is based on the researcher’s personal experiences teaching not only English but also P.E. To prove this statement, a further study needs to be conducted. In this case, teacher plays an important role to develop students’ intrinsic motivation.

Indicator #11. Be brave to show her/his English

5	4	3	2	1
0	6	10	27	0
0%	14%	23%	63%	0%

There are 6 or 14% respondents showed positive intention to learn English by being brave to show her/his English, 23% showed neither positive nor negative one, and 63% showed negative one. Braveness to show her/his English derives from confidence toward her/his English. To develop self-confidence, there should be practices based on what have been learnt. It means, students need to be

encouraged to practice their English more and more. Learning hour at school will not be enough, there should be extra-time to give more opportunities for the students to practice. They also need to be encouraged to practice by themselves.

The overall results of the preliminary study on the attitude of the fourth and the fifth students of SDN Utan Kayu Utara 01 Pagi to learn English are shown in the table below.

Indicator #	5	4	3	2	1
1	43	0	0	0	0
	100%	0%	0%	0%	0%
2	33	5	4	1	0
	77%	12%	9%	2%	0%
3	9	24	9	1	0
	21%	56%	21%	2%	0%
4	2	35	3	3	0
	5%	81%	7%	7%	0%
5	0	1	42	0	0
	0%	2%	98%	0%	0%
6	0	1	42	0	0
	0%	2%	98%	0%	0%

7	0	35	6	2	0
	0%	81%	14%	5%	0%
8	2	33	6	2	0
	5%	76%	14%	5%	0%
9	21	0	0	22	0
	49%	0%	0%	51%	0%
10	0	7	1	35	0
	0%	16%	2%	82%	0%
11	0	6	10	27	0
	0%	14%	23%	63%	0%
average	23.3%	31%	26%	19.7%	0%

The table above revealed that 23.3% respondents showed very positive intention to learn English, 31% showed positive one, 26% showed neither positive nor negative intention to learn English, and 19.7% respondents showed negative intention to learn English. This case happened for forty three students sitting in the fourth and fifth grades at SDN Utan Kayu Utara 01 Pagi. This case might happen in other classes. However, there are factors which differentiate one class to another class. Therefore, this result cannot be taken for granted as a general trend of elementary school students' attitude. This case can be a sample of elementary school students' attitude toward English.

The 23.3% score came mostly from the first, the second, and the ninth indicators. The first indicator scored 100% respondents to have sat on their chairs and paying attention to the teacher; the second indicator scored 77% respondents replying the greeting from the teacher properly; and the ninth indicator score 49% respondents did and submit homework on time.

The 31% score came mostly from the third, fourth, seventh and eighth indicators. The third indicator scored 56% respondents to be involved in the ice-breaking activity enthusiastically, the fourth indicator scored 81% respondents listening to the lesson being explained by the teacher, the seventh indicator scored 81% respondents practicing the lesson through games or quiz or other activities given by the teacher, and the eighth indicator scored 76% respondents doing the exercises at the strengthening phase. Only 2% or one respondent asking question and giving comments to whatever she wanted to know and internalize concerning with the lesson.

26% or 11 respondents showed neither positive nor negative intention to learn English. This score derived mostly from indicators #5 and #6 where respondents did not ask question nor gave comments to whatever they want to know and internalize concerning with the lesson.

There were 19.7% or eight respondents showed negative intention to learn English. This score was mostly from the ninth, tenth and eleventh indicators where more than a half of the respondents did not do and submit homework (22 respondents), most of the respondents were observed not practicing

	<p>without teacher's monitor (35 respondents) and not being brave to show their English (27 respondents). In fact, practice is important, including doing homework where students should practice independently. Learning hour which is allotted only 70 minutes/week is not enough for the students to practice their English. If students have not intrinsic motivation to practice their English by themselves, their English competence is limited. At this point, teacher should find a way to develop students' intrinsic motivation. Being brave to show English competence is also important for the students to find out whether their English has been good or need improvement. This can be a way for them to get input for the improvement and award. Award can increase their intrinsic motivation to learn English more.</p> <p>Finally, it can be concluded that 54.3% respondents were observed to have shown positive and very positive intention to learn English, 26% respondents were observed to have shown neither positive nor negative intention to learn English, and 19.7% respondents showed negative intention to learn English.</p>
	<p>The questionnaire was distributed on Monday, June the 9th, 2014. The respondents are from the fourth and the fifth grade students of SDN Utan Kayu Utara 01 Pagi. From seventy seven students, there were only sixty three students became the respondents because fourteen students were absent on that day. The sampling technique applied convenience sampling where all the students who attended the classes became the respondents of the study. Here are the results of the data gathering</p>

Upon a question: Are you learning English outside the school?

Yes	No
20	43
31.8%	68.2%

Majority respondents did not take English class outside of the school.

Upon a question: Years of studying English (both school and frontistirio): (years)

1 year	2 years	3 years	4 years	5 years	6 years	7 years >
0	4	1	18	35	1	4
0%	6.4%	1.6%	28.5%	55.5%	1.6%	6.4%

Most of the students have been studying English for 5 years.

Upon a question: Gender: boy / girl

Boys	Girls
42	21
66.7%	33.3%

Two third of the respondents are boys. The others are girls.

Upon the question: “Why are you learning English?” to know learners’ attitude to learn English from the perspective of their thought and feeling, thirteen choices of answers are given. Respondents may choose more than one answer.

Choice #1: So I can follow English lesson in higher level well.

Yes	No
52	11
82.5%	17.5%

Most of respondents learn English because they want to be able to follow English lesson at higher education level. The fourth grade respondents wanted to be able to follow English lesson at the fifth grade well. The fifth ones wanted to be able to follow English lesson at the sixth grade well.

Choice #2: So I can travel to other countries.

Yes	No
20	43
31.7%	68.3%

Only 31.7% respondents want to learn English so that they can travel to other countries.

Choice #3: So I can learn about England.

Yes	No
47	16
74.6%	25.4%

Most of the respondents wanted to learn English so that they can learn about England.

Choice #4: So I can understand English songs.

Yes	No
38	25
60.3%	39.7%

About 38 respondents wanted to learn English so that they can understand English songs.

Choice #5: So I can understand English films.

Yes	No
31	32
49.2%	50.8%

More than half of the respondents did not see they wanted to learn English so that they can understand English films.

Choice #6: So I can understand English books/magazines/newspapers.

Yes	No
57	6
90.4%	9.6%

More than 90% of respondents learn English because they want to understand English books/magazines/newspapers.

Choice #7: So I can speak to foreign people/tourists.

Yes	No
42	21
66.7%	33.3%

About two third of the respondents learn English because they want to talk to tourists.

Choice #8: So I can use internet better.

Yes	No
15	48
23.8%	76.2%

Moajority of the respondents did not see that learning English enabling them to use internet better.

Choice #9: So I can pass English exams.

Yes	No
56	7
88.9%	11.1%

Almost 90% of respondents want to learn English so that they can pass English exams. They see the need to learn English is to pass an English test. Teachers definitely need to change this perspective. A test is only an instrument to know learners' achievement. With or without a test, the learners' goal or purpose to learn English should be accomplished.

Choice #10: So I can find a job when I leave school.

Yes	No
45	18
71.4%	28.6%

Most of the respondents see the need to learn English is to prepare them with better opportunities to get a job.

Choice #11: Because English is an important world language.

Yes	No
41	22
65%	35%

About 65% respondents learn English in anticipating the global communication, and English is considered as the means of the global communication.

Choice #12: Because my parents want me to learn English.

Yes	No
49	14
77.8%	22.2%

Almost 78% respondents learn English because their parents want them to learn it. Extrinsic motivation plays an important role. This extrinsic motivation can trigger the learners to develop their intrinsic motivation, or it becomes a burden for the learners and weaken learners attitude to learn English.

Choice #13: I don't know why I am learning English.

Yes	No
1	62
1.6%	98.4%

Only one respondent did not know why she/he learnt English.

The overall result shows learners' attitude to learn English. Except in choice #13, "Yes" in choices #1 to #12 means respondents have positive attitude to learn English, while "No" in the choices means the respondents have negative attitude to learn English. In choice #13, "Yes" means a respondent has no reasons why she/he learns English. It means she/he has negative to learn English. "No" means a respondent has reasons why she/he learns English. The reasons are what she/he has chosen in choices #1 until #12. It means she/he has positive to learn English.

The overall results is shown in the table below

#	Yes	No
1	82.5%	17.5%
2	31.7%	68.3%
3	74.6%	25.4%
4	60.3%	39.7%
5	49.2%	50.8%
6	90.4%	9.6%
7	66.7%	33.3%
8	23.8%	76.2%

	9	88.9%	11.1%
	10	71.4%	28.6%
	11	65%	35%
	12	77.8%	22.2%
	13	1.6%	98.4%
	Overall results	67.7%	32.3%
	From the table it is known that 67.7% respondents have positive attitude to learn English, while 32.3% of the respondents have negative attitude to learn.		
The Results and the suggestion	From observation, it is found that 56.4% respondents were observed to have shown positive attitude to learn English, 26% respondents showed neither positive nor negative attitude to learn English, and 19.7% respondent showed negative attitude to learn English. From the self-reporting technique by employing questionnaire, it is found out that 67.7% respondents have positive attitude to learn English, while 32.3% of the respondents have negative attitude to learn. If those findings are combined, it is found that 62.05% respondents have positive attitude to learn English, while 26% respondents have negative attitude to learn English. The other showed neither positive nor negative attitude to learn English.		
		Positive attitude	Negative attitude
	Observation	56.4%	19.7%

	Self-report (questionnaire)	67.7%	32.3%
	FINAL RESULTS	62.05%	26%
Drawing a conclusion / Making a summary	<p>With this result, the school is suggested to design an English course to accommodate students who want to learn English. Before designing an English program, the school is also suggested to conduct a needs analysis of the learners to learn English.</p> <p>Finally, it can be concluded that the fourth and fifth grade students of SDN Utan Kayu Utara 01 Pagi have positive attitude to learn English. The result indicated that policy maker of SDN Utan Kayu Utara 01 Pagi needs to open an English class as an extra-curricular activity. As an extra-curricular activity, English is an optional. Students do not have obligation to join the class. The school needs to open the English class to facilitate students to learn and practice English. What English do the students need to learn? How should the English Learning and Teaching be that meet the learners needs? How should students learn English effectively? To answer these questions, a further research on needs analysis should be conducted.</p>		

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CURRICULUM VITAE



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He completed his education in *SD Kristen Pangen Purworejo* in 1986, in *SMP Negeri 2 Purworejo* in 1989, in *SMA Negeri 1 Purworejo* in 1992, and in English Language Education Department of UNY in 2001.

His carrier began as an English teacher in English Language Centre of Soegijapranata Catholic University in 2001 – 2003. Then, he moved to Bekasi to pursue his carrier as a teacher in Victory English Course (2003 – 2010). He is teaching English and P.E. in SDN Utan Kayu Utara 01 Pagi from 2004 until now.