

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter reports the research findings and discussions. They are the results of the needs analysis of the fourth grader students on supplementary reading materials.

4.1. Research Findings and Discussions

4.1.1. Existing Material Findings and Discussions

The purpose of this procedure is to utilize the any preexisting information that may be available (Brown, 1995). An analysis of available information is normally the first step in a needs analysis because there are very few problems in language teaching that have not been written about or analyzed (Richards, 2001). The existing information can include the data sources within a program (Brown, 1995).

4.1.1.1. The Learning Materials Analysis

Learning Materials Analysis based on Reading Material

Criterion

The reading material was the focused in this analysis. The reading material analyzed by using the criterion of the reading material proposed by Masuhara (in Tomlinson, 2013). The researcher found that the course books covered most of the

reading criterion proposed by Maushara (in Tomlinson, 2013). The point which was not covered by the reading material is the availability of the large amount of post-reading activities. The course books provided one post-reading activity for one passage in the book.

By relating this kind of situation into the theory proposed by Hutchinson and Waters (1987), the reading criterion is the demand of the reading materials. Meant that the reading criterion is the reading material should be. The uncover point in the reading criterion can be concludes as the students' needs on reading material. As a result, the students' needs on the reading materials were a lot of post-reading activities. This is important to provide a range of activities for the fourth grader students, because teachers need wide range activities to keep the YL engage in the learning (Harmer, 2007).

The explanation of the whole point in the reading criterion will be presented below:

The researcher found that the course books contained the reading instruction material. The instruction was simple and easy to understand by the students. The instruction written was 'read

and tick', 'read and say', 'read Bill's email then write the words'. But, some instructions were not clear. For instance, in the pg. 30 'true' or 'false' question, the instruction written only 'the circus is in town! Read and Tic or Cross'. The writers of the course books did not explain the students to find the truth of the sentence. From the researcher point of view, the simple instruction is appropriate for the fourth grader students because it can be easily understood by the students. But, despite the simple instruction, it still has to be clear and tell what students exactly have to do.

Second criterion is concerning the availability of the short passage in the course books. The course books did contain a lot of short reading passages but the passages were not quite engaging for the students. At this point, the fourth grader students who have low span concentration may not engage with the learning process. Because the expert suggested that the language learning should be fun and engaging (Shin, 2006).

The third criterion is concerning the post-reading activity contains in the course books. The course books contained the post-reading activity in every passage, but the activity was limited. There was only one or two activities for one reading passage. In fact, the lack of the language post-reading activity

may decrease the language exposure to the text. Whereas Harmer (2007) suggested that fourth grader students need wide range activity to keep them engage in the learning.

The fourth criterion is the pre-reading vocabulary activity. The course books contained the pre-reading vocabulary in the beginning of the unit. The researcher believed the pre-reading vocabulary may help the students to comprehend the reading text (Tomlinson, 2013). But not all of the unit have kind of pre-reading vocabulary activity. The absence of the pre-reading vocabulary activity in some units may have the students struggle in comprehending the reading text.

The fifth criterion is concerning the amount of the reading activities in the course books. These course books had the insufficient reading activities that might causes some students of fourth grader as a young learner might not engage the learning process and may have lack of understanding towards the text. Tomlinson (2013) proposed that the learning activities given to facilitate comprehension. Moreover, from the failure to respond appropriate to comprehension questions may tell the teacher and the learner that there might have been some problems during the reading process.

The sixth criterion is the availability of the reading aloud activity. These course books contained reading aloud activity in some tasks. The reading activity was only the usual dialogue which may not appropriate to the young learner characteristics in the fourth grader who seeks learning in fun way (Harmer, 2007).

The seventh criterion is concerning the reading text in the course books whether the passage is interesting and engaging. These course books contained the interesting and engaging passage. But not all of the reading passage is interesting and engaging. Some of the reading text was only about the usual things in the students' life. The students may not interest to read the reading text in the course book. It can be proven by the data taken by the researcher which showed 38% percent the students in the class are not interested in the reading text in the course books.

The eighth criterion is concerning the availability of the pre-reading listening activity in the course books. The course books contain the pre-reading activity but only a few of reading activity preceded by the listening activity. Students have to transfer the print word into a speech in order to encourage students to focus on the meaning (Tomlinson, 2013). For young learner, it is necessary to transfer the words into a speech to decode the

phonics because it can help those who are not familiar with the alphabets (Scott and Ytreberg, 2007).

The ninth criterion is concerning the multidimensional passage in these course books. Some passages in the course books described the things in the passage, for instance, the pink jacket, the brown jacket. And some passage also described the feeling of the character inside it, for example, 'it was a fun day', 'the funny monsters'. It was good to make the students learn contextually. Since YL need to learn contextually and see the real thing around them to keep them engage in the learning process (Pearson, 2009).

The tenth criterion is concerning the availability of the activity that offers the students to focus on the passage content in these course books. The course books contained the activity that makes students focus on the passage content. But, as explained by the previous point, there was only one activity for one passage. These lack of activity may decrease the exposure to the passage content.

Learning Material Analysis based on Aim of the Syllabus

The position of English subject in Indonesia as a local content has made the teachers create the syllabus by themselves. As in this case, the teacher did not have the syllabus on his own. The

English teacher in Al- Azhar 19 Pulo Gebang use the syllabus provided in the course books.

The researcher found that the existing learning material was supported the given functions. For instance, the unit one functions were talking about one's surrounding domestic environment and using appropriate greetings to ask after someone. The learning material given is the dialogue contained the greeting expressions followed by the activity. There are the dialogue telling the one's surrounding and domestic environment which proven to be supported the functions.

The functions stated in the syllabus were the demand of the target needs. The function in here was the learner has to know in order to function effectively in the target situation (Hutchinson and Waters, 1987). Since there is no gap between the learning material and the functions stated in the course books, the students' needs can determine by the existing functions in the syllabus.

The syllabus in the existing course books consisted of the unit title, vocabulary, structures and functions. There is no clear statement of the aim of the syllabus. As a result, the researcher analyzed the existing learning material by comparing the learning material with the function. The existing functions are follows:

Unit 1: It's uncle Chen here!	<ul style="list-style-type: none"> - Talking about one's surrounding and domestic environment - Using appropriate greetings to ask after someone
Unit 2: This is a picture of our old school	<ul style="list-style-type: none"> - Talking about the things in the past - Talking about the location of people and things - Asking and answering questions about the location of people and things
Unit 3: Bill at the zoo	<ul style="list-style-type: none"> - Talking about events in the past - Asking and answering questions about events in the past
Unit 4: A storm's coming	<ul style="list-style-type: none"> - Talking about weather and activities - Asking and answering questions about the weather and activities
Unit 5: What did you do yesterday?	<ul style="list-style-type: none"> - Talking about routines - Asking and answering questions about routines
Unit 6: That sweater is mine!	<ul style="list-style-type: none"> - Talking about ownership - Asking and answering questions about ownership - Making offers
Unit 7: Going places	<ul style="list-style-type: none"> - Talking about modes of transportation - Asking and answering questions about the preferred type of transportation
Unit 8: We're not well	<ul style="list-style-type: none"> - Talking about health concerns

	<ul style="list-style-type: none"> - Asking and answering questions about one's health - Asking and answering questions about abilities
Unit 9: Quickly but Quietly	<ul style="list-style-type: none"> - Talking about how different actions are done
Unit 10: You must do that!	<ul style="list-style-type: none"> - Expressing commands - Asking and answering questions about rules
Unit 11: What are you talking about?	<ul style="list-style-type: none"> - Describing people and things
Unit 12: What are you good at?	<ul style="list-style-type: none"> - Talking about what people are good at doing

Table 1: Functions in the existing syllabus

Learning Material Analysis based on Local Content

Curriculum

The researcher found that the learning material used in SD I Al-Azhar 19 Pulo Gebang did not cover the local content curriculum. The learning material in the course books did not provide the material promotes the cultural awareness. Whereas, the universal criterion of the learning material proposed by Tomlinson (2013) suggest that the learning material should help the students to develop the cultural awareness. The gap between the aim of the syllabus and the local content curriculum identified the students' needs on the learning material which have to promote the cultural awareness.

Based on Indonesia ministry policy number 81a year 2013 stated that English as a local content subject is important in consideration with: “Meningkatkan penguasaan Bahasa Inggris untuk keperluan peserta didik dan untuk mendukung pengembangan potensi daerah, seperti potensi pariwisata.” The purpose of local content subject for elementary school is “Pendidikan muatan lokal berorientasi pada upaya melestarikan dan mengembangkan budaya lokal dalam menghadapi tantangan global.”

4.1.1.2. Observation Findings and Discussions

The observation showed that the students are excited to learn English through songs, stories and games. But, there was only one post-reading activity, each one of the reading activity only addressed to three students in the class. Whereas the students need wide range of activities to keep them engage in the learning process (Harmer, 2007).

The observation also showed that the learner have low span concentration (Harmer, 2007; Ersöz, 2007; Scott and Ytreberg, 2004). Their concentration was easily distracted by the small

things. For instance, the students look around the class, talk with their friends and play around with their things.

4.1.3. Teacher's Interview Findings and Discussions

This interview revealed the students' need on supplementary reading material through teacher's perception. The researcher found that the students' need was learning reading through songs, stories and games. The teacher stated that the students could understand the material easily if the materials are presented through song, story and game. Teacher also noted that the students became more active when the teacher included the songs, stories and games in the learning process. This situation showed that the students display the enthusiasm in learning in fun way (Harmer, 2007).

Below here are the questions proposed by the researcher to the English teacher of fourth grade:

This interview showed that the English teacher of fourth grader in SD islam Al-Azhar 19 Pulo Gebang has five years' experience in teaching English. He has two years of teaching English experience in public school and three years in SD Islam Al-Azhar 19 Pulo Gebang Jakarta Timur.

<i>Researcher</i>	<i>: Apakah bapak setuju dengan materi ajar yang sekarang dipakai sekolah? Mengapa?</i>
<i>Teacher</i>	<i>: Ya, saya sangat setuju, karen materinya kebetulan kita pakai buku YLG untuk materi ajarnya berkelanjutan dari mulai, starter a dan b, mover a dan b juga flyer a dan b. Jadi diawal starter mereka dikenalkan dengan vocab dan karakternya pun akan sama berkelanjutan.</i>

The teacher agreed with the existing learning material in the school because that book edition is divided gradually. For instance, the teacher told the researcher that the book is start from starter, mover and flyer which is in the starter students is taught about the vocabulary first and then continue to the next level of learning.

<i>Reserarcher</i>	<i>: Apakah buku ajar yang sekarang dipakai sudah sesuai dengan karakteristik siswa?</i>
<i>Teacher</i>	<i>: Ya, saya rasa sangat sesuai dengan karakter anak-anak sekarang, karena anak anak sekarang itu dituntut untuk aktif dalam mengikuti proses pembelajaran dan materi juga perbendaharaan katanya sangat sesuai dengan umur mereka</i>

From the piece of the interview above, the teacher explained that the existing book suitable for the students characteristic. He added, that the vocabulary used in the book is appropriate for the students at that age.

<i>Researcher</i>	<i>: Apakah dalam buku ajar tersebut ada lagu, cerita dan games?</i>
<i>Teacher</i>	<i>: Ya ada lagu, cerita tergantung materi yang diajarkan pada unit tersebut</i>

The teacher told the researcher that the book contains song and story depends on the material taught in the book.

<i>Researcher</i>	<i>: Kalau tidak ada, apakah bapak memberikan materi lagu, cerita dan games dalam bahasa inggris?</i>
<i>Teacher</i>	<i>: Ya kadang saya memberikan memang kalo tidak ada lagu, cerita atau games. Saya biasanya mencari lagu yang berkaitan, karna kebetulan anak-anak memang senang dan mudah mendapatkan informasi yang ada di lagu atau cerita tsb</i>

This piece of the interview described that if there is no song, story and game in the book, the teacher usually finds the song by his own, he added it is because students are excited and easy to get the information from the song and story.

<i>Researcher</i>	<i>: Apakah bapak setuju kalau materi ajar bahasa inggris disajikan secara tematik dan integrated antara lagu, cerita dan games?</i>
<i>Teacher</i>	<i>: Sangat setuju karna setiap unit itu memiliki cerita masing-masing dengan karakternya, jika dibawakan dengan cerita berkelanjutan dengan lagu dan gamesnya, anak-anak dapat mengikuti proses itu step by step dan dapat memahaminya dengan baik</i>

The teacher is strongly agreed if the learning materials present thematically with the combining the song, story and game. He told that if the students learning English with those kinds of material, students will follow the learning process step by step easily.

<i>Researcher</i>	<i>: Apakah tema 'diriku', 'keluargaku', dan 'lingkungan sekitar', cocok bagi anak SD kelas 4?</i>
<i>Teacher</i>	<i>: Untuk tema tersebut sangat cocok karna untuk mengawali materi anak memperkenalkan diri sendiri terutama diriku dan keluarga dan lingkungan sekitarnya awal yang baik untuk anak mempelajari bahasa inggris sebelum anak mempelajari materi-materi yang lain</i>

The teacher agreed that the theme of myself, my family and environment are suitable for children. He added that it is good for students' initial learning before students move into another material.

<i>Researcher</i>	<i>: Bagaimana anda mendapatkan materi ajar anda?</i>
<i>Teacher</i>	<i>: Untuk materi kebetulan dari pihak penerbit memiliki teachers' guide untuk membimbing kita dalam pembuatan lesson plan dan langkah-langkah pembelajaran. Disiripun terdapat game atau songs yang dapat kita kembangkan. Kadang kalau tidak ada di teachers' guide saya mencari melalui internet melalui google atau youtube</i>

The teacher gets the learning material from the book publisher. He said that they provide the *teacher's guide* to lead the teacher in making the lesson plan and learning process. He also added that there is a game or song in the *teacher's guide* which can be developed by the teacher. If there is no game or song, the teacher finds it individually through Google and YouTube.

<i>Researcher</i>	<i>: Apa sajakah komponen silabus yang ada saat ini?</i>
<i>Teacher</i>	<i>: Komponen silabus kita ada basic competence, kemudian ada function and structure, juga indicator yang dipelajari dan vocabulary, dan Islamic value</i>

The teacher informed that the existing syllabus contains basic competence, function, structure, learning indicator, vocabulary and Islamic value

<i>Researcher</i>	<i>: Menurut anda bagaimana karakter siswa anda?</i>
<i>Teacher</i>	<i>: Alhamdulillah karakter siswa dalam kelas banyak yang aktif karena mereka senang dengan bahasa inggris apalagi kalau kita tuntutan untuk melakukan berbagai kegiatan yang membuat mereka fun dengan games, song dengan dance. Mungkin beberapa ada yang pasif karena belum mengetahuinya, tetapi mungkin dalam rentang waktu sebulan yang pasif pun akan turut mengikutinya</i>

According to the teacher, his students is active because all of them like to learn English, not to mention, if we give them fun exercise through game, song and dance. Some students look passive because they may have not known the song yet but in a month the passive students are expected to become active because they have known the game, song and dance.

<i>Researcher</i>	<i>: Bagaimana cara anda mengajarkan bahasa inggris?</i>
<i>Teacher</i>	<i>: Pengajaran dalam bahasa inggrisnya saya melakukan opening setelah itu warming up dengan songs kemudian kita lead-in, untuk memberitahukan apa saja materi yang akan kita ajarkan dengan mengajukan pertanyaan-pertanyaan terkait tentang materi pada saat itu, kemudian kita present kita jelaskan kemudian kita practice meminta anak untuk melakukan beberapa kegiatan kemudian produce, kita meminta anak untuk membuat sesuatu yang bisa dikerjakan</i>

In the interview above, the teacher explained how to teach the students. First he do a warming up by singing a song, second he do a lead-in by proposed some questions related to the today material, third he explains the material, forth he gives some exercises to the students and the

last the teacher asked the students to produce something base on the students capability.

In teaching reading skills to the students, first he begins the teaching by gives the students the vocabulary related to the material. Second, the teacher asks the students to listen and repeat the words, third the teacher asks the students to read the words aloud so the students can correct their pronunciation and intonation themselves. Fourth, the teacher begins to teach the students reading a sentence. In addition, the reading comprehension is taught by giving the students three or five questions.

4.1.3. Students' Questionnaire Finding and Discussions

There are twenty nine respondents involved; twelve males and seventeen females. Their age ranged from nine to eleven years old. There are seven students in the age of nine, nineteen students in the age of ten and four students in the age of eleven. According to Slatterly and Willis (2001), those ages are belonging to young learners who display enthusiasm for learning and curiosity about world around them.

From the questionnaire conducted, the researcher found that 38% students did not interest in reading the text in the course books and 14% of the students did not understand the text in the course books. The result indicated that the students' needs through their perspectives were the

interesting text in the course books. Secondly, the students who did not understand the reading text in the course book showed the existing proficiency of the learners and the target proficiency which is to understand the reading text. The gap between the two can be referred as learners' lacks (Hutchinson and Waters, 1987). From the learners' lack the needs can be inferred from the students' perspective was the simple text which can be easily understood.

Thirdly, the researcher found that most of the students like to learn English through songs, stories and games. This finding can determine the students' needs through their wants (Hutchinson and Waters, 1987). It showed that the students need the material which provided with songs, stories and games.

The overall data will be explained below:

The result of the data showed that all of the fourth grade students of SD Islam Al-Azhar 19 Pulo Gebang, Jakarta Timur like to learn English. Most of the students have taught by using songs, stories and games. The data also showed that most of the students like to learn English through song, story and game. The data showed that there are 38% of students in the class who don't interested in the text on their textbook and 14% of the students don't understand the text. Most of the students agree that learning English with the theme of me and myself, family and environment is fun to learn.

4.2. Triangulation Findings and Discussions

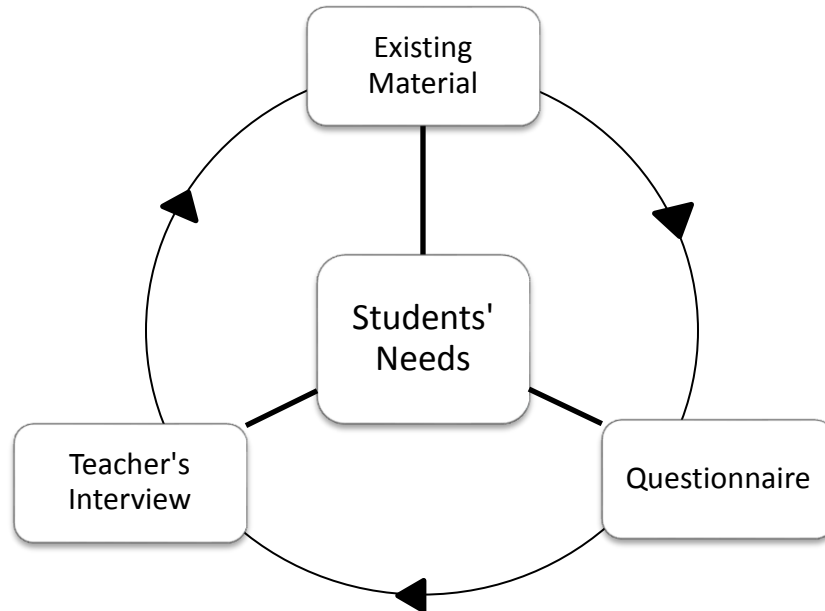


Figure 2: Triangulation of the convergence data

This case study used the triangular approach which used the multiple sources of information (Richards, 2001). To construct validity of the data, the convergence evidence model of analyzing data that is proposed by Yin (2010) is used. The convergence evidence typically analyzes each source of data separately and compares the conclusion of the research the data.

From all of the result obtained through the analysis of existing materials, teacher's interview and questionnaire, the researcher has determined the fourth grader students' needs on supplementary reading materials. The result of the students' needs will be in the form of list as suggest by Richards (2001). The list

of the needs analysis provides little useful information about the precise results of needs analysis and the result would still be impressionistic. The students' needs on supplementary reading materials are:

- The fourth grader students need the reading materials which contain a lot of post-reading activities.
- The fourth grader students need the reading material should be supported the aim of the syllabus
- The fourth grader students need the reading material which promote the cultural awareness
- The fourth grader students need the reading material which provided through songs, stories and games
- The fourth grader students need the interesting text in the reading material
- The fourth grader students need the simple text which can be easily understood

As a final conclusion, the fourth grader students need the supplementary reading materials which cover all of the students' need determined by the researcher.