CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter reports the findings and discussions in this study by answering the research questions as presented below.

4.1 The result of the existing information analysis

Existing information is a set of procedures that utilizes any preexisting information that may be available (Brown, 2001). An analysis of available information is normally the first step in need analysis as it provides background or knowledge of the case (Richards, 2001) and specific details of to corroborate from other resources (Yin, 2010). In this study, the content analysis was used to focus the findings with the center of research questions (Bowen, 2009), that is by finding needs of the fourth graders. Therefore the existing information used was syllabus, learning materials, and local content of 2013 curriculum.

a. Learning materials evaluation

From the analysis, it was found that the learning materials used by the teacher in teaching students English was an imported book published by Marshall Cavendish Education in 2006 titled Young Learners Go! Move with English. This book

emphasizes skill-focused activities and focuses on English for communicative purpose.

Basically, the learning materials used had already provided sufficient input of language learning and also had familiarized students with many characteristics of spoken language. Unfortunately, good learning materials do not only provide linguistic support but also should provide opportunities for meaning and cultural and affective values to be engaged to operate in the learning process (Tomlinson, 2013).

By considering some criteria proposed by Nunan, 1988; Richard and Lockhart, 1994; Ellis, 1997 (in Tominlinson, 2013), there are some points to be developed from the learning materials and need to be taken into account to cover the demands of the students in learning English speaking skill as follows:

No.	Aspect	Points Need to be Developed
1.	Linguistic input	Provide more sufficient vocabulary in the materials (Richards, 2008).
2.	Content-based and affective support	Provide speaking activities that enable students to utilize their cultural and individual knowledge (based on local content purpose of 2013 curriculum).
		Provide cultural content relevant to the

		learners' cultural sensitivities (based on local content purpose of 2013 curriculum).
3.	Skills support	Provide more speaking activities that encourages various forms of interpersonal communication, mainly group discussion (Richards, 2001)
4.	Diversity and flexibility	Materials should be flexible enough to serve more than one type of learning style, proficiency, maturity and interest (Tomlinson, 2012).

The first point related with the linguistic input of the learning materials used (Richards, 2008). Based on the evaluation of the researcher the vocabulary that is provided in the vocabulary box is not sufficient to cover the vocabulary throughout each unit in the book. Unfortunately this becomes a big problem as the vocabulary is included as part of speaking skill and the lack of vocabulary causes speaking difficulties (Hosni, 2014; Pathan, Aldersi & Alsout, 2014).

The second point is providing speaking activities that enable students to utilize their cultural and individual knowledge and provide cultural content

relevant to the learners' cultural sensitivities (Tomlinson, 2013). Based on the evaluation of the researcher, the learning materials used do not provide cultural content that is relevance as the cultural content embedded in the book is about Europe cultures and some contexts do not even exist in Indonesia, this what makes the learning materials less relevance to be used.

The third point is to provide more speaking activities that encourages various forms of interpersonal communication, mainly group discussion (Richards, 2001). Based on the evaluation of the researcher, the learning materials used is limited in terms of various kinds of activities. The activities mostly the one that involve peers, or individual activities, not in a big group or the one that involves whole class participation. Unfortunately, children at the age of 9 (4th graders) are social learners that work well in groups (Curtain & Dahlberg, 2010). Therefore the learning materials should be organized around different kind of types that encourage more on group work.

The fourth point, materials should be flexible enough to serve more than one type of learning style, proficiency, maturity and interest (Tomlinson, 2012). Based on the evaluation of the researcher, the learning materials used is still lack of flexibility to cover the demands of different students. From the learning materials, it was found that the learning styles emphasize on visual learner rather than others that kinaesthetic. Unfortunately the fourth graders tend to learn effectively by interacting with the environment around them

(Curtain & Dahlberg, 2010). Therefore the learning materials needed is the one that is flexible enough to serve different kinds of demands of the students.

b. Learning materials relevancy with syllabus and curriculum

Based on the review on the learning materials used that is done by the researcher, the objective of the learning materials used is not stated clearly. It is implicitly stated once at introductory part of the book. The objective is to develop language skills and vocabularies of the students in English learning. Unfortunately, this objective has not covered the demands of the learners through using the book. Then, compared with the aims in the syllabus from the last curriculum (KTSP curriculum), the aim that is related with speaking skill is: *"Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas."* also faces challenges in reaching this purpose as the activity in the learning materials do not fully reflect that kind of objectives. Then, in relation with local content of 2013 curriculum, the learning materials also should be developed mainly in the content of the book that is contextualized with cultural value of Indonesia. By relating the learning materials with the real existing context, it is expected that the need of the fourth graders students could be covered to support them in English language learning.

4.2 The result of the classroom observation

The observational data is often useful in providing additional information about the content analyses being studied (Yin, 2010). It also could clarify other source of data collected to make it clear and valid (Cohen, et al., 2003). The observation in this study was conducted in Al-Azhar 12 Cikarang by recording the ongoing behavior of the fourth graders in 4C class toward the learning materials in the real context and to determine the needs of them in target needs and learning needs (Hutchison and Walters, 1985).

From the observation conducted, there were several notes taken that related with the observed participants and the interaction with learning materials in the class. This act of taking notes is one of characteristics of observation data (Cohen, et al., 2003). The notes could be drawn into three parts:

1. There was active participation of the fourth graders in their class when the teacher used a song as a warm up activity in beginning the lesson. The song used was from Lenka which title is 'the Show'. The students asked the teacher to repeat the song several times. This behavior lead the researcher to relate this case to some theories and studies' findings that children love to sing a song because this activity is enjoyable (Brewster, Ellis, & Girard, 2002; Slattery & Willis, 2001).

2. After the warm up activity, the class began and the students had to use their textbook to be the main source of learning materials. In this case, their motivation and participation toward the language learning was different compared with when they learnt in engaging activity such as singing a song (Brewster, Ellis, & Girard, 2002; Slattery & Willis, 2001).

3. In the speaking activity session, just a few students who could answer the questions of the teacher. Other students decided to stay quite or even could not answer the teacher's question. This showed that in learning speaking, students need to be stimulate through various forms of communicative activities, such as in group work, etc. (Richards, 2001).

4.3 The result of the Interview with the teacher

    a. The result of the analysis of the teacher's needs

Based on the interview with the teacher it was found that the teacher did not manage to choose the textbook as the main source of teaching English for grade four students. She just had to adapt the textbook as the textbook had been provided by Al-Azhar center. According to the teacher, the textbook had appropriately met the characteristics of the students grade four even she did not have set certain kind of

principles or standard or specific criteria yet that related to a good textbook for English language teaching.

Then, in teaching her students English, she had used certain kinds of materials like games, songs, and stories and also supporting tools. Even she did not often use those materials, but she believed that students enjoy the play-based and fun learning activity that make the English language learning live. The reason was because the students of four grade still in their nine or ten years old that is categorized as active learners that learn effectively from the environment around them as well as from being engaged with the activity that involve group work as they tend to enjoy interacting with their friends. This nature then had been taken by the teacher in arranging group work-based in teaching speaking for her grade four students (Richards, 2001).

Related to learning materials that will be most appropriate for the students grade four is learning materials that arranged with certain kinds of themes and topics related to students' everyday life. But not only related to students' everyday life in broad term, it should be more much closer and meaningful for the students (Cameron, 2001). The teacher was strongly agree that the themes related with myself, my family, and my school is appropriate for grade four students. Another thing that should be consider is the materials are intended to support the students to enjoy the language learning, it is by integrating engaging materials such as games, songs, and stories (Brewster, Ellis, & Girard, 2002; Slattery & Willis, 2001).

4.3.1 The Description about Learning Materials

- The existing learning materials

    1. Do you have syllabus as the teaching guideline?

Interviewer	: *"nah hmmm…, yang pertama miss, hmmm… miss punya hmmm… silabus gak sih miss sebagai pedoman bahan ajar?"*
Teacher	: *"iya ada silabus. Sudah hmmm…, kalau awal tahun itu saya masih ini ya, hmmm…. dikirim langsung dari pusat ya silabus itu. Silabus, RPP, dikirim dari DIRAT."*

When the teacher was asked about whether there is a syllabus as the teaching guideline, she said that she has the syllabus that has already been provided by DIRAT or Al-Azhar Central management.

    2. Do you develop the learning materials yourself or take it from a textbook?

Interviewer	: *"iya dari pusat. Kemudian hmmm… yang kedua apakah miss mengembangkan materi ajar sendiri atau mengambil dari buku teks?"*
Teacher	: *"hmmm… mengambil dari buku teks kan.."*
Interviewer	: *"mengambil dari buku teks ya."*
Teacher	: *"sesuai dengan silabus dan RPP yang sudah disediakan."*

When the teacher was asked whether she develop the teaching material herself or take the materials from a textbook, she said that she take it directly from a textbook that has been provided by DIRAT or Al-Azhar Central management.

3.   What kind of textbook that you use to teach the students?

Interviewer	: *"hmmm… kemudian yang ketiga buku teks apa yang biasa dipakai?"*
Teacher	: *"yang… yang itu. Yang dipelajari anak-anak ya."*
Interviewer	: *"oh yang dipelajari anak-anak.."*
Teacher	: *"yang move with English itu yang dari pusat.."*

to teach the fourh grade students, she said that the textbook used is Move With English that is provided from DIRAT or Al-Azhar Central management.

4. Is there any criteria or specific standard in choosing the learning materials?

Interviewer	: *"kemudian ada nggak sih miss kriteria atau standar khusus dalam pemilihan materi ajarnya?"*
Teacher	: *"kalau standarnya ya? standar bukunya ya?"*
Interviewer	: *"iya bukunya."*
Teacher	: *"harus…. Iya itu karena dari pusat ya jadi kita menyesuaikan…"*

When the teacher was asked about whether she has certain kinds of criteria or standard in choosing the learning materials, she said that she did not have any of it because the textbook has already been provided by the central management, therefore she just have to adapt it.

5. Have you ever taught the students by using games, songs, and stories?

Interviewer	: *"hmmm… apakah miss pernah mengajar di kelas menggunakan games, lagu, atau cerita?"*
Teacher	: *"iya pernah. Pake games, lagu, atau cerita."*
Interviewer	: *"oh pernah tiga-tiganya.."*

When the teacher was asked about whether she has ever taught her students by using games, songs, and stories, she said that she has already used those materials before.

6. Have you ever used other media, such as LCD, projector, television, radio, magazines, newspapers, or internet in teaching English?

Interviewer	: *"oke. Kemudian miss, apakah miss menggunakan media gitu dalam pembelajaran Bahasa inggris seperti LCD proyektor, televisi, radio, majalah, koran, internet sebagai model bahan ajar?"*
Teacher	: *"iya. Menggunakan media ini, iya pernah. Kalau televisi nggak."*
Interviewer	: *"kalau televise tidak ya."*
Teacher	: *"radio juga nggak. Majalah… majalah pernah.."*
Interviewer	: *"koran internet juga pernah ya?"*
Teacher	: *"iya."*

When the teacher was asked about whether she has also used other supporting media, she said that she has used a quite different range of media, except television and radio.

7. What kind of games have you used in teaching English?

Interviewer	: *"hmmm…. Kemudian miss, kalau games itu pernah menggunakan games apa? yang untuk menyampaikan bahan ajar.."*
Teacher	: *"kaya scrabble gitu kan ya.."*

When the teacher was asked about kind of games she has ever used, she said that scrabble is kind of games she used.

8. What kind of songs have you used in teaching English?

Interviewer	: *"kalau jenis lagu apa miss untuk disampaikan?"*
Teacher	: *"kalau lagu ya? kalau lagu kan kaya kemarin observasi tuh mengisi itukan… missing word ya. dari mendengarkan lagu…"*
Interviewer	: *"mendengarkan lagu yang 'SHOW' itu ya dari Lenka? Kalau tidak salah."*
Teacher	: *"iya."*
Interviewer	: *"kemudian mereka diberikan tugas mengisi kata-kata yang mereka temukan. Jadi melatih pendengaran juga ya."*

When the teacher was asked about kind of songs she has ever used, she said that it is kind of songs that is clear in pronounciation and the beat is not fast so that

the students could listen to it and fill the missing word related to the song as the learning activity.

9. What kind of stories have you used in teaching English?

Interviewer	: *"kemudian, kalau cerita, cerita Bahasa inggris apa?"*
Teacher	: *"kalau disitunya sih cerita aktivitas sehari-hari ya. bukan legend. Belum kesitu kalau kelas lima, enam mungkin udah."*

When the teacher was asked about kind of stories she has ever used, she said that it is kind of stories that is related with daily activity or experiences.

10. Do you agree with the textbook that has been provided by the central management?

Interviewer	: *"kemudian apakah miss setuju dengan materia ajar yang sekarang dipakai oleh sekolah? Yang let's move with English.."*
Teacher	: *"iya, karena sesuai dengan karakter siswa."*

When the teacher was asked about whether she is agree with the provided textbook, she said that she is agree because the textbook used appropriate with the characteristics of her students.

11. Is there any games, songs, or stories contained in the textbook used?

> Interviewer : *"kemudian, hmmm… apakah dalam buku teks ada lagu, cerita, atau games didalamnya?"*
>
> Teacher : *"ada.."*

When the teacher was asked about whether the textbook contains games, song, and stories, she said that those materials exist in the textbook.

4.3.2 The Description About Four Grade Students' Profiles

- Students' profiles

    1. What is the the average of four grade students' ages?

> Interviewer : *"Kemudian rata-rata umur siswa di kelas empat?"*
>
> Teacher : *"rata-rata di kelas empat Sembilan sampai sepuluh ya."*

When the teacher were asked related to the students' age, the teacher said that the average is nine until ten yearls old.

    2. What is the characteristics of grade four students?

> Interviewer : *"kemudian kalau karakteristik siswa kelas empat?"*
>
> Teacher : *"khusus kelas empat nih banyak yang mudah inikan karena udah terdidik ya dari kelas satu seperti ini jadi udah aktif dalam pembelajaran."*
>
> Interviewer : *"sudah aktif ya. karena disini memang sebenarnya rata-rata Bahasa inggrisnya sudah baik ya?"*
>
> Teacher : *"iya sudah bagus Bahasa inggrisnya karena udah ikut bimbel diluar kan."*

When the teacher was asked about her students' characteristics, especially four grade students, she said that four grade students are categorized as active learners. This statement is supported by some theories related to young learners, especially at the age of eight until ten that they are active learners that learn effectively from the environment around them.

The teacher also stated that the English proficiency of her students are well enough because a number of them has already taken English private course.

4.3.3 The Description about Four Grade Students' Needs

- Students' needs

    1. Are the coursebook used appropriate with the characteristics of the students?

Interviewer	: *apakah buku ajar yang dipakai sekarang sudah sesuai dengan karakteristik siswa?"*
Teacher	: *"iya sesuai."*

When the teacher was asked about the appropriateness of the coursebook used with the characteristics of grade four students, the teacher said that the coursebook has already appropriate for the students.

2. In your opinion, are games, songs, and stories appropriate to be used as learning materials for grade four students? Between games, songs, and stories which one is the most effective to teach students English?

Interviewer	: *"terus kalau menurut miss tadi lagu, cerita, dan games itu sesuai tidak dengan karateristik anak kelas empat SD?"*
Teacher	: *"sesuai."*
Interviewer	: *Kemudian, hmmm… menurut miss diantara games, lagu, cerita yang mana yang lebih efektif untuk siswa dalam mempelajari Bahasa inggris?"*
Teacher	: *"hmmm… mungkin ya diantara games sama lagu ya. karena lebih menarik kalau cerita itu kadang anak-anak bosen sih.."*
Interviewer	: *"iya, yang paling menarik games dan lagu. Tapi kalau paling? Salah satu diantara games dan lagu?"*
Teacher	: *"oh.. antara games dan lagu. Pake games yak karena anak lebih tertarik."*

When the teacher was asked about whether games, songs, and stories appropriate to be used to teach fourth graders, she said that those materials are appropriate as games, songs, and stories are enjoyable and interesting for the students. Then, the teacher was also asked to choose the most effective materials between games, songs, and stories to teach students English, the teacher said that it is games because games are more interesting for the students.

4.3.4 The Description about Teacher's Profile

- Teaching experience

  1. How many years have you taught?

Interviewer	: *"oh iya seperti itu. Kemudian apakah sudah lama mengajar Bahasa inggris miss?"*
Teacher	: *"mengajar Bahasa inggris di cikarang ini jalan empat tahun ini ya.."*
Interviewer	: *"jalan empat tahun.."*
Teacher	: *"iya. Kalau di kampung satu tahun tuh. Jadi lima tahun."*

4.3.5 The Description About Teacher's Strategies

- Teacher's Strategies

  1. What method do you use in teaching english language for grade four students?

Interviewer	: *"iya, kalau untuk mengajarkan speakingnya sendiri misalnya? Metode supaya cepet ke anak-anaknya? Misalnya gimana?"*
Teacher	: *"hmmm… bikin group. Kalau mau ngomong apa aja terserah."*
Interviewer	: *"oh, group work berarti ya.."*
Teacher	: *"pokoknya harus Bahasa inggris, menggunakan Bahasa inggris. Ngomong apa aja deh."*
Interviewer	: *"jadi memang mendorong siswa-siswanya untuk berbicara Bahasa inggris di kelas ya salah satunya dengan group."*

In teaching English speaking skill to the students, the teacher used group work strategy that enables the students to have independent time to speak English each other.

4.3.6 The Description About Students' Needs Through Teacher Perception

- Students' Needs

  1. Do you agree if the learning materials based on some themes?

Interviewer	: *"Apakah miss setuju kalau materi ajar Bahasa inggris itu tematik? Ada… jadi berdasarkan tema." Setuju tidak miss?"*
Teacher	: *"iya setuju. karena lebih memudahkan ya siswanya. Jadi hari ini kita belajar tentang tema ini… jadi sesuai."*
Interviewer	: *"iya jadi penyampaian apa… grammarnya, vocabularynya atau segala macem itu sesuai dengan tema."*
Teacher	: *"tertata gitu…"*

In developing the learning materials, the teacher agree if the learning materials develop with certain kinds of themes that help the students to understand easier the contents of language learning to be taught.

  2. What kind of themes that is most appropriate for students grade four?

Interviewer	: *"tema apa sajakah yang penting bagi anak siswa kelas empat kalau menurut miss?"*
Teacher	: *"mungkin dari lingkungan di… apa… di rumahnya gimana, terus keluarga kan, abis itu sekolah, lingkungan dengan tetangga, gitu aja sesuai dengan pembelajaran karakter mereka."*

In developing learning materials with certain kind of themes, the most appropriate themes to be included the learning materials are themes that emphasize on character building. It could be those from the environment surround them that includes the family, the school, the neighborhood, etc.

3. Are the themes myself, my family, and myschool appropriate for grade four students?

Interviewer	: *"Apakah tema diriku, keluargaku, dan sekolahku cocok bagi anak SD kelas empat?"*
Teacher	: *"iya cocok.. Karena pengembangan dirikan dimulai dari itu dulu ya. keluarga dulu, terus nanti disekolahnya gimana. Harus sinkron juga sih antara sekolah sama keluarga."*
Interviewer	: *"iya miss. Berarti ini sebenarnya tiga tema yang sebenarnya cocok dan penting bagi karakteristik anak SD kelas empat ya."*
Teacher	: *"iya, cocok."*

In developing materials with certain kind of themes, there are themes that related with 'Myself', 'My Family', and 'My School' that is appropriate for four grade students in learning English.

4. Do you agree if the learning materials in the form of games, song, and stories?

Interviewer	: *"Apakah miss setuju kalau materi ajar Bahasa inggris itu dalam bentuk lagu, cerita dan games?"*
Teacher	: *"kalau lagu sama games mah cocok yak karena lebih menarik."*
Interviewer	: *"iya setuju ya."*

When the teacher was asked whether the learning materials in the form of games, songs, and stories appropriate for grade four students, the teacher responded that she was agree with both games and songs because those are enjoyable and interesting for the students to learn English. Unfortunately for stories, she said that it is better to use it for grade fifth or sixth students.

Teacher	: *"iya. Kalau cerita mah lebih... nanti lebih ini aja ya... apa... di kelas lima atau enam lebih cocok."*
Interviewer	: *"iya. Kemarin sih temuan saya banyak... atau beberapa ada yang tidak suka dengan cerita karena bosen. Tapi kalau menurut miss jika nanti penyampaian cerita tetap ada namun dalam penyampaiannya dibedakan. Contohnya jadi nggak terlalu panjang atau seperti apa miss saran dari miss misalkan?"*
Teacher	: *"kalau cerita ya?"*
Interviewer	: *"iya."*
Teacher	: *"kalau cerita mungkin dengan ini aja ya... biar lebih menarik kita bikin kaya games ya ."*

The teacher suggested that stories could be used as learning materials if it is integrated with games to make the language learning more interesting. For example some parts of a story is put randomly. Then, the students are asked to arrange it in the right order.

5. Do you agree if the learning materials is developed thematically and with the interation of games, songs, stories?

Interviewer	: *"Apakah miss setuju kalau materi bahan ajar Bahasa inggris itu disajikan secara tematik? Kalau tadi setuju ya miss."*
Teacher	: *"iya setuju."*
Interviewer	: *"dan tadi terintegrasi. Jadi integrasi disini maksudnya miss, lagu, cerita, dan games atau misalkan cerita dan games, atau lagu dan games, atau beberapa dari itu diintegrasikan apakah setuju?"*
Teacher	: *"iya setuju."*

When the teacher were asked about her opinion related with learning materials that is developed thematically and with the integration of games, songs, and stories, she said that she is agree as the interaction of games, songs, and stories could make the language learning more interesting than when those are separated. It also could help the language learning live and therefore not monotone.

4.4 The Result of the Questionnaire and the Interview with Students

4.4.1 The Result of the Questionnaire

a. The result of the analysis of the students' needs

Based on the result of the questionnaires and the interview with the students, it was found that students has already good enough in using English because many of them take English private course such as English First (EF), etc. however, among four skills in English, speaking still becomes the most difficult skill as well as the skill that they like the most. Speaking is considered important for the students because they learn English for the purpose of using English in actual communication, such as for future career and for other personal business, such as using English for going abroad, etc. Therefore, it is then regarded that English speaking skill become their needs in learning English.

In the relation with learning needs, it was found that their attitude toward the use of games, songs, and stories as the materials in learning English is positive. They want to learn English by using games, songs and stories because it is enjoyable and make the language learning easier. However, it has to be noted that there were still a few of them having difficulties in learning English with those materials. The reason are because by using games, it is difficult to remember the language point to be learned as learner will unconsciously learn English through the use of games. By using songs, sometimes make them confuse. This might be the pronunciation or the too long lyric of the song that become the major problem. By using stories, the

students get bored because the too long stories. Other reason might be the stories is not real life context or meaningful that make them aware of the stories.

Based on the data, it is then suggested that the selected games, songs and stories as the learning materials should be based on some criteria that will foster students' understandings of language point to be learned and promote communicative function of language. It is also need to take account of the length, and the context should be real life context that links to students experience as students grade 4 (age 8-9) are likely to develop logical thought to concrete problems with the help of existing experience to understand new concept and ideas. They are also attracted to realistic detail as they begin to understand cause and effect (Piaget, 1963; Egan 1979, 1986, 1992; Curtain & Dahlberg, 2010).

4.4.1.1 The Description about Students' Target Needs

- Lacks

  1. Do the students have difficulties in speaking English?
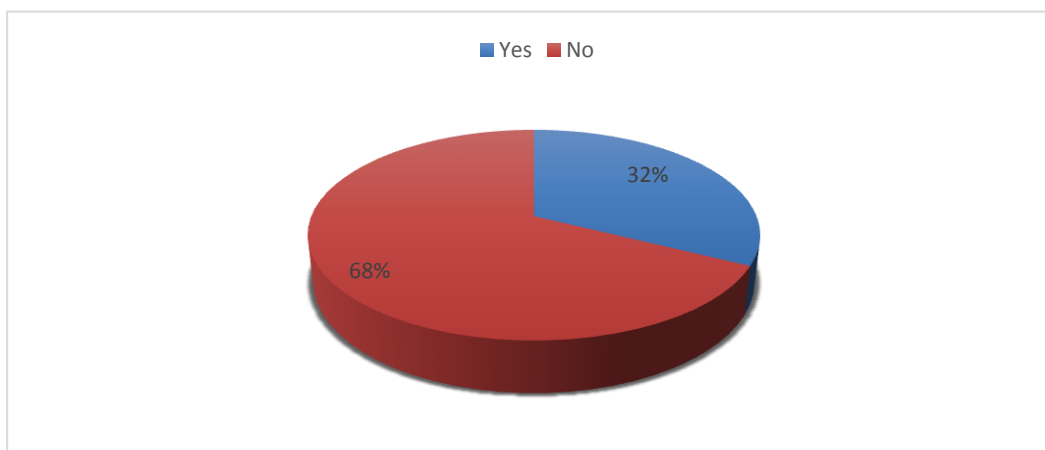
4.4.1.2 The Description About Students' Learning Needs
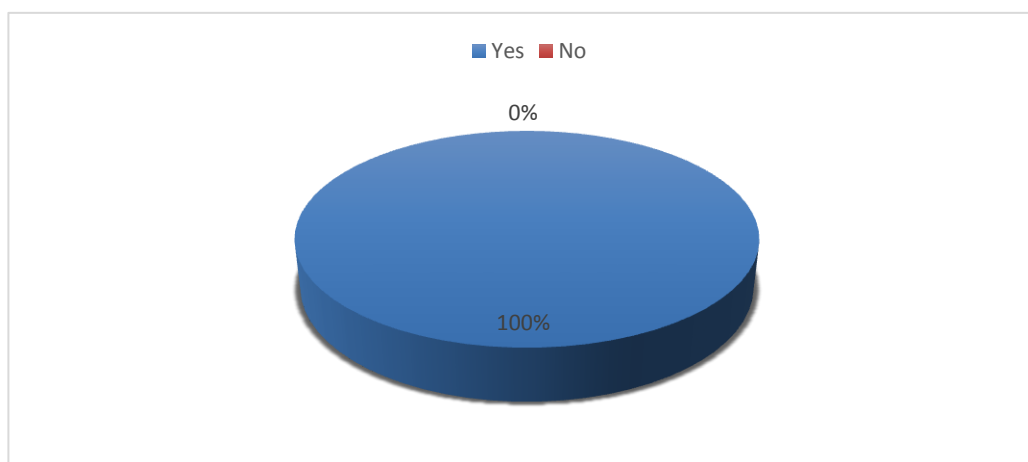
- Materials

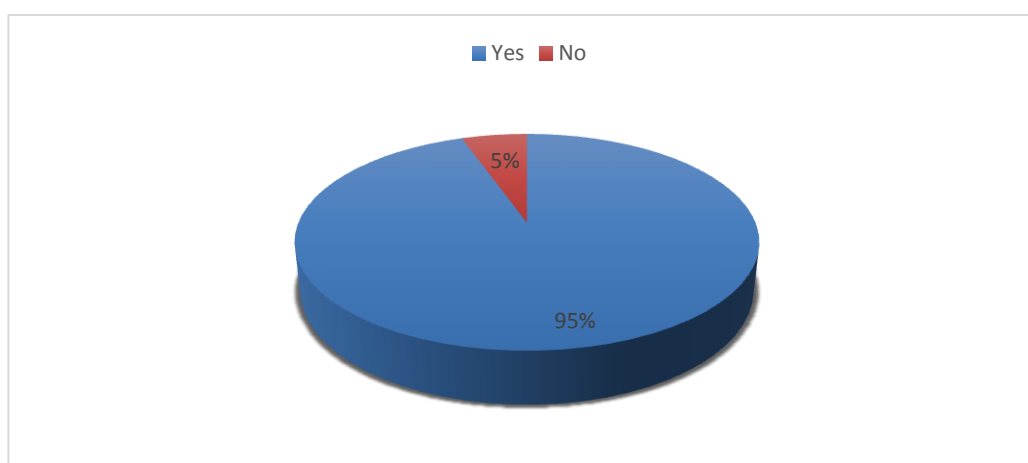1. Have you ever learned English by using games?
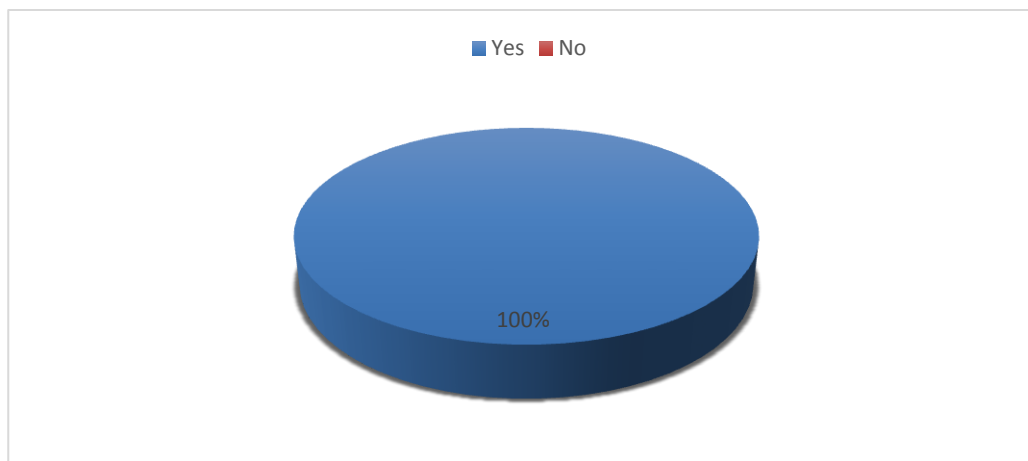
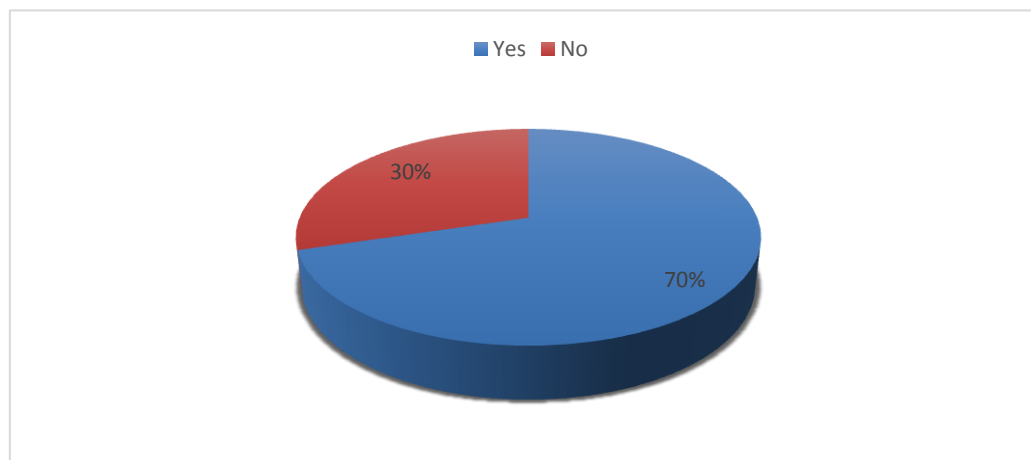2. Do you enjoy learning English by using games?
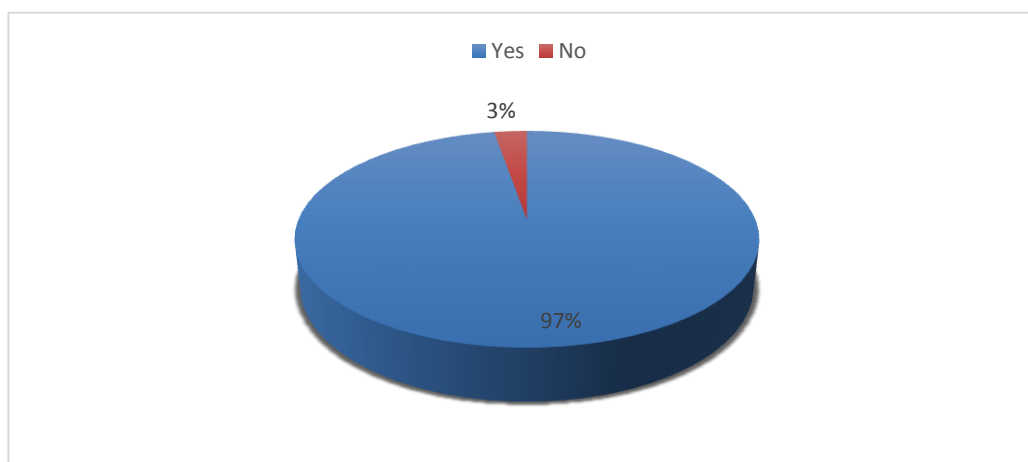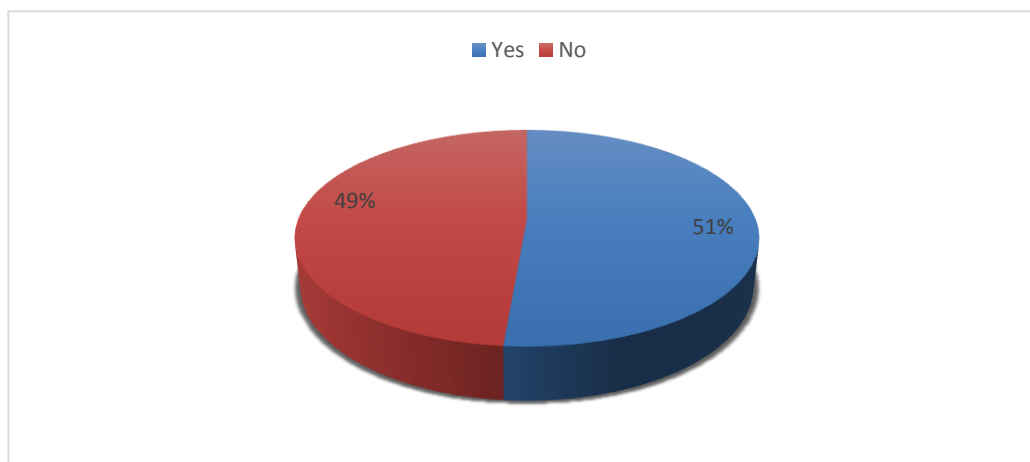

3. Have you ever learned English by using songs?

Yes ■ No

0%

100%

4. Do you enjoy learning English by using songs?

Yes ■ No

5%

95%

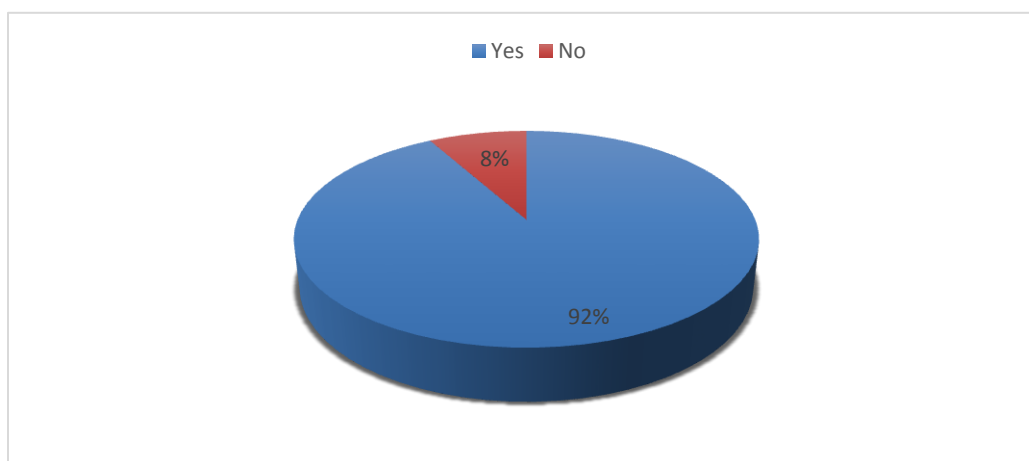5. Have you ever learned English by using stories?

6. Do you enjoy learning English by using stories?
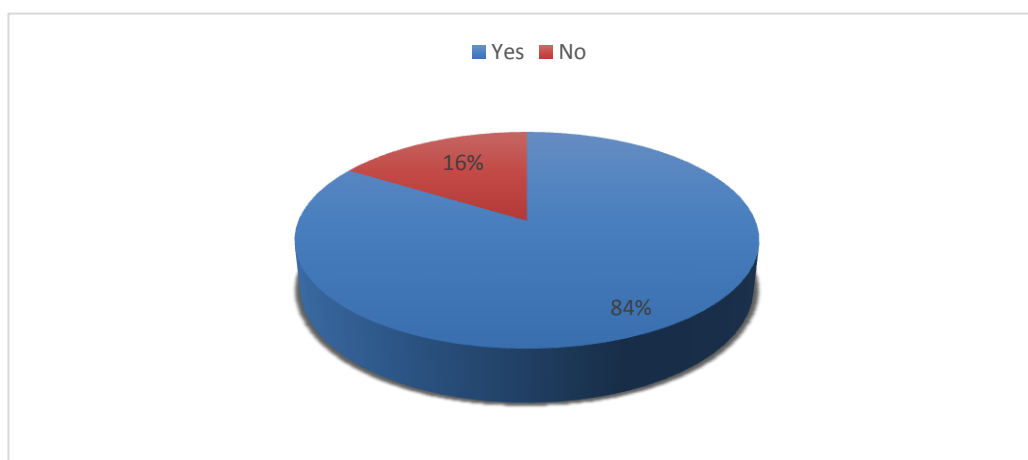

- Teacher's role

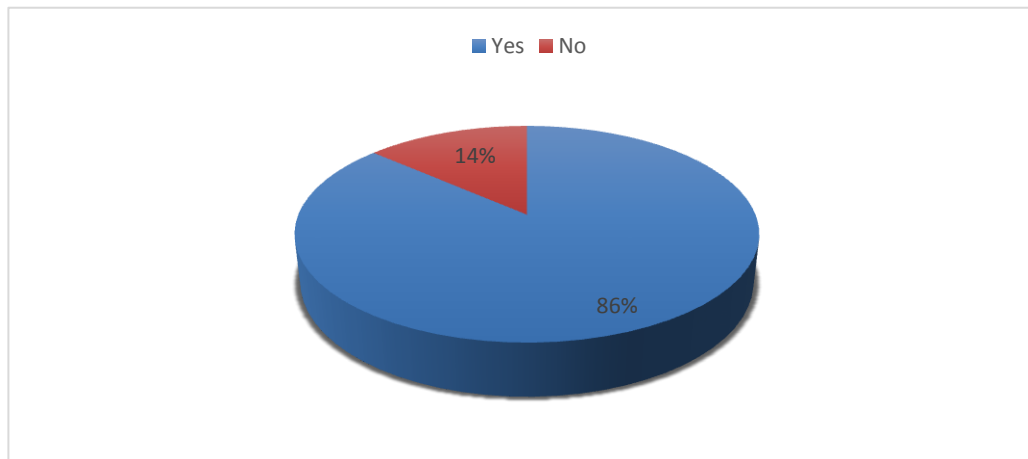1. Have your pronunciation ever been corrected by your teacher?

2. Does your teacher speak English in the classroom?

- Students' role
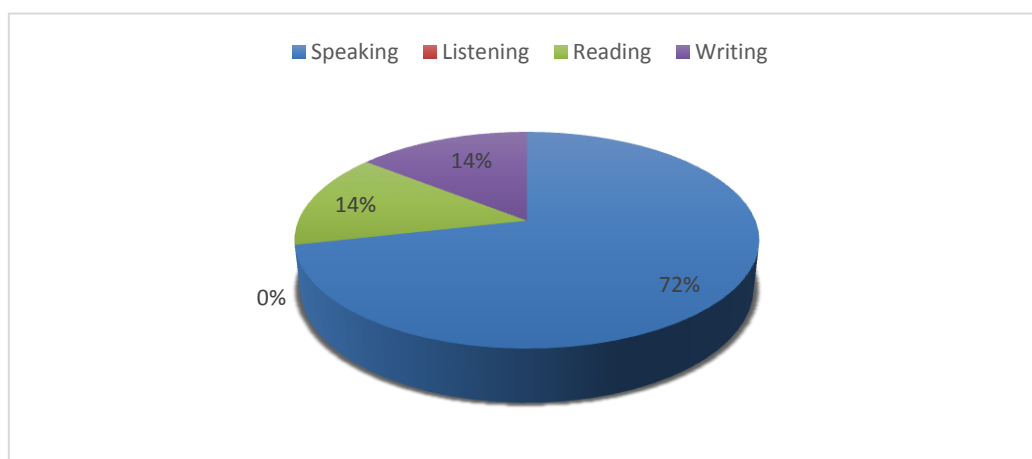
1. Do you try to use English in the classroom?

Yes No

14%

86%

4.4.2 The Result of the Interview with students

4.4.2.1 The Description About Students' Needs

- Lacks

> *"Menurut kamu diantara mendengarkan, membaca, menulis, dan berbicara, mana yang paling sulit?"*
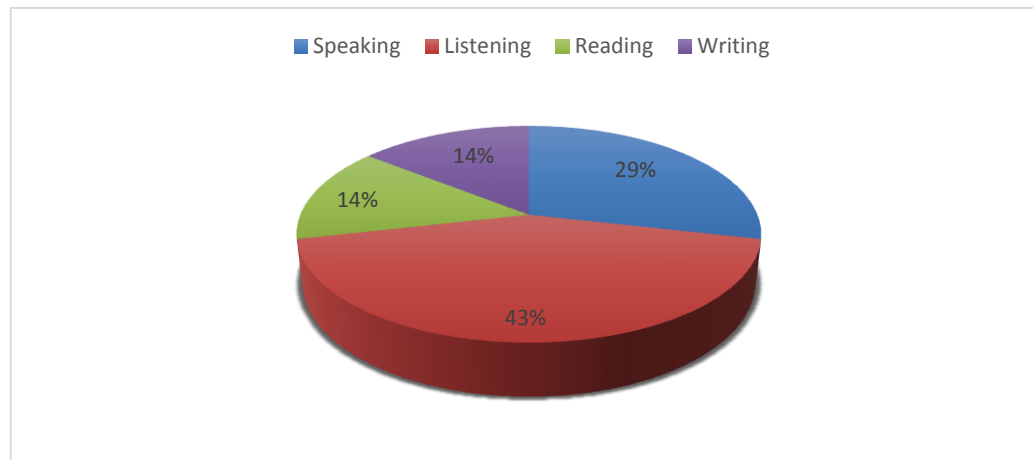
1. Among four skills of English, what skill do you think the most difficult one?

Speaking Listening Reading Writing

14%

14%

0%

72%

- Wants

> *"Menurut kamu diantara mendengarkan, membaca, menulis, dan berbicara, mana yang paling kamu sukai?"*

1. Among four skills of English, what skills that you like the most?
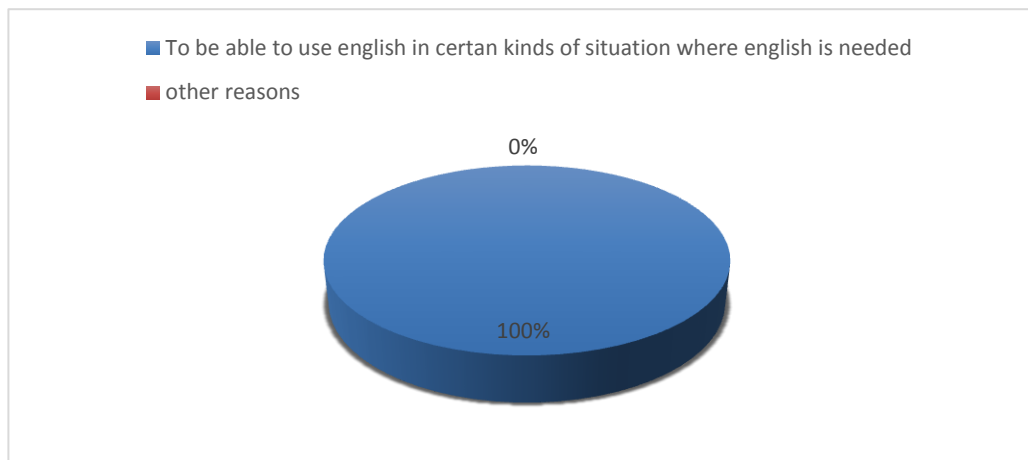

- Goals

> Interviewer: *"kenapa sih kamu belajar Bahasa inggris?"*
>
> Students: *"biar bisa dipake kalau keluar negeri…"*
>
> *"biar bisa ngomong pake bahasa inggris..."*
>
> *"biar bisa dipake kalau mau kerja…"*

1. Why do you learn English?

4.4.2.2 The Description About Students' Learning Needs

- Materials

  1. games

Interviewer	: *"jenis games apa sih yang pernah digunakan di kelas?"*
Students	: *"tebak gambar…"*
	"tebak kata…"
Interviewer	: *"kenapa sih kamu suka belajar Bahasa inggris pake games?"*
Students	: *"karena lebih enak belajar bahasa inggrisnya…"*
	"belajar bahasa inggrisnya jadi lebih gampang…."

they said that games is interesting, enjoyable and make their language learning easier.

Interviewer	: *"kenapa gak suka belajar Bahasa inggris pake games?"*
Student	: *"soalnya saya gak terlalu inget gitu… karena gak terlalu hafal jadinya.."*
Interviewer	: *"hafal jadinya. Oh gitu. Hmmm… gak terlalu hafal pelajarannya, maksudnya yang diajarin apa gitu ya? "*
Student	: *"iya."*

From the interview, it is found that there is still one of students that do not like learning English by using games. The reason is because as learning language by using games is very enjoyable, it is sometimes difficult for them to grasp the language points to be learned.

2. Songs

Interviewer	: *"lagu apa yang pernah digunakan di kelas?"*
Students	: *"gak tau, lupa.."*
Interviewer	: *"kenapa sih kamu suka belajar Bahasa inggris pake lagu?"*
Students	: *"karena seneng belajar pake lagu…"*
	"karena bisa lebih paham.."

When the students were asked about kind of songs their teacher use in class to learn English, none of them could give the answer. Then, when the students were asked why do they like learning English with songs, they said that songs are enjoyable and help them to the better understanding of the target language they learn.

Interviewer	: *"terus, hmmm… seneng gak belajar pake lagu?"*
Students	: *"hmmm….nggak."*
Interviewer	: *"kenapa?"*
Students	: *"pusing…."*
	"susah…"

From the interview, it is found that there is still two students that do not like learning English by using songs. The reason is because learning English by using songs is confusing and make the language learning hard enough.

3. Stories

The use of stories in language learning in class were responded differently by the students through the questionnaires given. Therefore, a few of students with negative attitude toward the use of stories in language learning were chosen to be interviewed to figure out the reasons.

Interviewer	: *"hmmm… seneng gak belajar pake cerita?*
Student	: *"nggak."*
Interviewer	: *"nggak, kenapa?*
Student	: *"bosen."*
Interviewer	: *"bosen ya. hmmm… terlalu panjang berarti ya ceritanya?"*
Student	: *"iya."*

From the interview, it is found that the reasons why they do not like using stories as material in their language learning is because the stories sometimes boring as the stories used by teacher are too long.

4.5 Triangulation Findings and Discussions

From all of the findings from various sources in this study, the researcher has determined the fourth graders students' needs on supplementary speaking materials.

The report of this main findings is presented below in the form of the fourth graders needs list as suggested by Richard (2001). The list provides useful information related to the result of this study.

```
┌─────────────┐      ┌─────────────┐      ┌─────────────┐
│  Existing   │      │ Observation │      │Questionnaire│
│ information │      │and interview│      │             │
└─────────────┘      └─────────────┘      └─────────────┘
        ╲                   │                    ╱
         ╲                  ▼                   ╱
          ╲        ┌──────────────────┐       ╱
           ▶       │   The fourth     │   ◀
                   │  graders' needs  │
                   └──────────────────┘
```
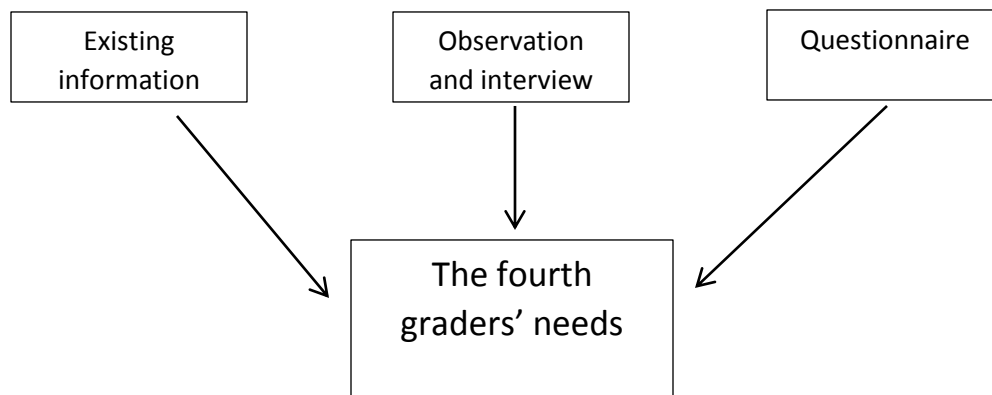
Figure 2: *The triangulation of data in this study adapted from Yin, 2009.*

- The fourth grader students need the speaking materials that enable them to acquire more vocabulary.

- The fourth grader students need the speaking materials that enable them to utilize their cultural and individual knowledge.

- The fourth grader students need the speaking material that encourages various forms of interpersonal communication.

- The fourth grader students need the speaking material that is flexible and can suit their learning styles, preferences, maturity.

- The fourth grader students need the speaking materials that promote speaking skill with enjoyable learning activity such as games, songs, and stories.

- The fourth grader students need speaking materials that is organized around everyday life themes.

By relating the findings of various sources of data, and reporting the conclusion in the form of list, it is expected that the need of the fourth graders on supplementary speaking materials could be revealed and could be used as the basis for further study.