

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter is describing the finding of the research on January till June 2016. The findings consist of need analysis (students and teacher) and document review.

#### **4.1 The Existing Learning Materials**

The English teacher of grade four at MI Esa Nusa Islamic School uses text book with the title Active English : a Fun and Easy English Book by Tiga Serangkai. This book was published in 2015. This is the only book that teacher used for teaching English. This book use KTSP for the curriculum.

##### **4.1.1 The Map of the Book**

This book consists of 15 unit with the three unit of them is review. In each unit of this book provides the six sections. The first is Look. This section shows what you are going to learn in this unit. The pictures displayed inform the materials that are going to learn. Second is Listen and Repeat. This part provides materials and exercises to improve listening skill. There are also various fun activities to do in order to practice listening ability in understanding English.

There are also Speak, Read, and Write section in this book. Those sections provide to develop speaking, reading and writing skills. Speak mean speak up, using English to say something. Read

means practice reading so the skill is develop. In Write, it is the exercise section to develop writing skill.

Practice, Have Fun and Let's Relax is another section of this book. Practice and Have Fun is further exercise and enrichment of the lesson with the more fun and interesting way. Let's Relax gives relax, because in this section the course book provides some relax activity such as play, read comics, and solve puzzle. And also there are some wise words in the end of each unit.

#### **4.1.2 The Analysis of the Book**

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, 2009). This analysis is used to find out the needs of the students on supplementary English vocabulary materials. 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. The teacher is used syllabus that provided in the text book.

Based on the analysis, this book emphasizes skill-focused activities and focuses on English for communicative purpose. Actually, the learning material in this book had already provided

sufficient input of language learning and also had the vocabulary materials.

There are some points that should be developed from the learning materials and need to be taken into account to cover the demands of the students in learning English vocabulary as follows (Tomlinson, 2013):

<b>No.</b>	<b>Aspect</b>	<b>Points Need to be Developed</b>
1.	Linguistic input	Provide more sufficient vocabulary in the materials (Richards, 2008).
2.	Content-based and affective support	<p>Provide more activities that enable students to utilize their cultural and individual knowledge (based on local content purpose of 2013 curriculum).</p> <p>Provide cultural content relevant to the learners' cultural sensitivities (based on local content purpose of 2013 curriculum).</p>
3.	Skills support	Provide more activities that encourages various forms of interpersonal communication, mainly group discussion

4.	Diversity and flexibility	Materials should be flexible enough to serve more than one type of learning style, proficiency, maturity and interest (Tomlinson, 2012).
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Table 4.1 result of the book analysis

The first point is related to the linguistics input of the learning materials used. Based on the evaluation, the vocabulary that is provided in the book is not enough to cover the learning objective in each unit. The vocabulary is very simple. This will become the big problems because vocabulary is the basic component to learn new language (Cameroon, 2001).

The second point is providing the activity that enable students to utilize students' cultural and individual knowledge and provide cultural content relevant to the learners' cultural sensitivities (Tomlinson, 2013). Based on the evaluation, the learning materials used provide a little cultural content that is relevance to Indonesian context. For the example in the topic asking/giving personal information, there are materials about hometown, address, religion and etc and those materials are used Indonesian context like, Solo, Medan, Islam and etc.

The third point is providing more activities to learn vocabularies that encourage learners to communicate. Based on the evaluation, the learning materials used is limited in terms of various

kinds of activities. The activities that usually teacher used are group activities, peer activities and self-activity.

The fourth point is materials should be flexible enough to serve more than one type of learning style, proficiency, maturity and interest (Tomlinson, 2012). Based on the evaluation, the learning materials mostly used visual and conversation. The learning style teacher used is same with the book. The teacher follow the activities that provide in the learning materials.

#### **4.1.3 The Result of the Learning Materials Analysis**

The evaluating of learning materials is based on the universal criterion and local criterion. Since the researcher is focusing on the vocabulary materials, the researcher will only analyzed the part of the vocabulary material.

The vocabulary materials in this book provide the sufficient vocabulary to expose the use of English. It is because the vocabulary materials are appropriate in each topic and language functions.

The vocabulary materials are not engage students affectively because there are no vocabularies that can affect students. However those learning materials are engaged students cognitively. It because there are many vocabularies that students can learn.

To personalize students' learning, the book can not help students with that. It is because the book only consists of the way to using English. On the other hand, the course book provides

opportunities to use the target language for communication because this book provides the activity that may help students in communication.

Unfortunately, this book can not help students to become effective communicators in English. Even though there are many activities that can help students to speak but the materials are not enough for the students to become the effective communicators. It is because of the limitation of the vocabulary that the book gives. However, this course book can achieve its objective because this book is provided with the appropriate materials and activities to achieve its objective.

Based on the local criterion proposed by Tomlinson (2013), the course book just provides one song that is *Going to the High Mountain*, this song is the English version of the Indonesian song *Naik - Naik ke Puncak Gunung*. But this song is not used as the learning materials but only for ice breaking. For the story, there are just some stories and the story is not interesting for the students. So, that is why students dislike learning English using stories. There are some games in this course book such as crossword, role-play, matching, and etc. The games likely can make students interested because in each unit there is a part called "Let's Relax" and "Have Fun".

The learning materials in the course book are match with the existing syllabus. Because the activity in every unit is match with the syllabus and support its objective. The course book can helps students to develop their vocabularies because in each unit, there is part that students can get the new vocabulary. This course book also can help students to develop their pronunciation. It is because when there are vocabulary materials, there is the phonetic from those words. So, the students know how to pronounce those words. Even tough there are not many phonetic but it is still can help students to develop their pronunciation.

By considering the two criteria proposed by Tomlinson (2013), there are some points that needed to be concerned in order to design the supplementary English vocabulary material to support the English language teaching; The materials should provide the sufficient vocabulary, the material should be interesting, the material should have a learning activities that appropriate with the characteristics and the topic, and the learning activity should contain the clear instruction.

To design or develop learning materials, language function should be stated clearly because language functions are the important one to learn language. The supplementary English vocabulary from this research will be based on those functions, below are the existing functions in the course book:

No.	Functions
1.	Using appropriate greeting
2.	Introducing oneself and others
3.	Asking and giving personal information
4.	Telling about family relationship
5.	Asking something to someone
6.	Asking someone to do something
7.	Asking someone to do and do not to do something
8.	Compliment and respond to compliments
9.	Asking for location and respond
10.	Expressing time
11.	Expressing dates, month, and year
12.	Expressing agree and disagree
13.	Expressing like and dislike

Figure 4.1 Function in the Existing Materials

The language functions in that course book are match with the last curriculum which is KTSP 2006 because in the latest curriculum government do not include English subject for elementary school. This matching is conducted to find out what language areas should be considered in designing the supplementary English vocabulary materials for fourth graders.



## 4.2 Observation

The observational data is often useful in providing additional information about the content analyses being studied (Yin, 2009). It also could clarify other source of data collected to make it clear and valid (Cohen, et.all., 2003). The observation in this study was conducted in Esa Nusa Islamic School by recording the ongoing behavior of the fourth graders 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).

The notes from the observation could be drawn below;

- a. The students in the class were active participation during the class activity. They answer the teacher correctly and they want to answer the question in the whiteboard too. The warm up activity started with the review of the last materials, teacher did not use special activity.
- b. The main activity was learning with the group. Students were grouped and they should answer that teacher asked. This activity is lead students to communicate and socialize with others.
- c. After the materials were done, teacher gave game with the claps hand and sings a song. This activity is really give students enjoy atmosphere after the lesson. Students were really happy and enjoy the activity.

### **4.3 Need Analysis**

The information in need analysis is very important for this study because this study is going to determine the students' need on supplementary English vocabulary materials for the fourth graders. The information was collected at MI Esa Nusa Islamic School.

Questionnaire and interview are used to collecting the data. The questionnaire consists of several questions related to learning needs and target needs. There are 18 questions with yes or no options of answer. This questionnaire is for the students.

Interview was conducted to the students in grade four and English teacher of grade four students of MI Esa Nusa Islamic School. The questions consist of 20 questions related to students' need and learning materials.

#### **4.3.1 Students' Need Analysis**

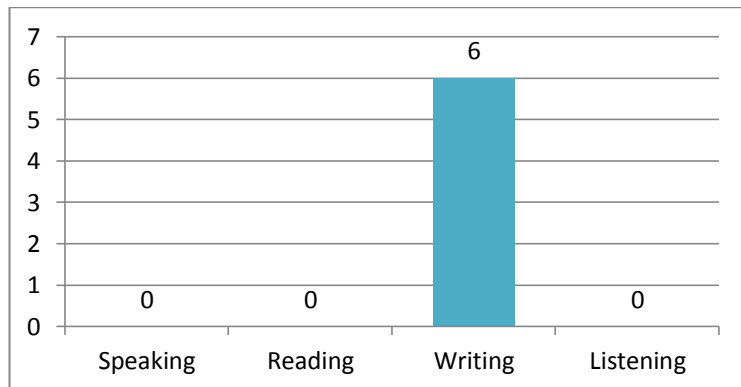
##### **4.3.1.1 The Result of the Questionnaire**

Students have a positive attitude toward the English subject. Most of them like learning English. The data showed that 46% students still have difficulty in understanding English vocabulary. Students also have positive attitude toward the game, song and story as the learning material to learn vocabulary. They also want to learn about the my family, myself and my environment.

### 4.3.1.2 The Result of the Interview

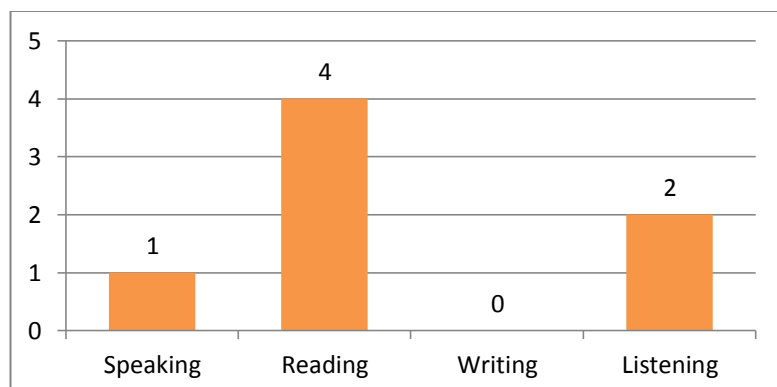
- Lacks

*“Menurut kamu mana yang paling sulit dipelajari dan dimengerti diantara berbicara, menulis, membacadan mendengarkan?”*



- Wants

*“Menurut kamu diantara berbicara, menulis, membaca dan mendengarkan mana yang paling mudah atau paling kamu suka?”*



- Materials

- a. Games

When the students were asked about the kinds of games that their teacher used in class, some of them

answers; games in group and quiz. Then, when students were asked why do they like learning English with games, they said that games is enjoyable, interesting and they can learn English easier.

b. Songs

The students really like learning English with song, they said that songs make the learning process is enjoyable not tense and they feel happy when learning English. When they were asked what kinds of songs that they have learned, some of them said the Indonesian's song. So, the teacher sometimes makes Indonesian's song into English such as *Naik-naik ke Puncak Gunung*, *Satu-Satu Sayang Ibu* and *Naik Kereta Api*.

c. Stories

When the students were asked about learning English using stories, they said that using stories is interesting. In the questionnaire using stories to learn English has many positive attitudes but when they were asked what are the most difficult between games, songs and stories, all of them answer stories.

When they were asked about the reason, they said that stories are difficult to understand, sometimes boring and the stories are too long.

#### **4.3.1.3 The Result of the Students Need Analysis**

Based on the result of the questionnaire and interview with the students, it was found that students still have difficulty in understanding English vocabulary. Among the four skills in English, writing becomes the most difficult skill for them. Writing is considered as difficult skill for the students because they lack of vocabulary knowledge so they can not write well.

In the learning needs, it was found that students' attitude toward the use of games, songs and stories as the learning materials in learning English is positive. They like learn English by using games, songs and stories because it makes they feel happy, interesting, enjoyable and make the language learning easier. However, there are some students still have difficulties in learning English using those materials. Stories are the one that students dislike, it is because they get bored, and they can not understand the stories and the stories are too long.

So, to choose games, songs and stories as the learning materials for the fourth graders should be based on the some criteria that will encourage students' understanding of learning language and language functions. Those materials are also should be appropriate for the fourth grader (age 9-11) are likely to apply logical thought to concrete problems with the help of experiences to understand new concepts and ideas (Piaget, 1963).

### 4.3.2 Teacher's Need Analysis

#### 4.3.2.1 Interview

Through interview revealed the teacher's need in designing or developing learning materials, students' need and characteristics of the fourth grader trough the teachers' perspective.

Researcher : *Apakah Anda memiliki silabus sebagai pedoman bahan ajar?*

Teacher : *Iya , saya menggunakan silabus yang sudah disiapkan oleh sekolah.*

This interview shows that the English teacher of fourth grader in MI Esa Nusa Islamic School has a syllabus as the teaching guideline and the syllabus has already been provided by school.

Researcher : *Apakah ibu mengembangkan materi ajar sendiri atau mengambil dari buku teks saja?*

Teacher : *Saya mengambil dari buku teks karena sudah sesuai dengan silabus.*

The teacher does not develop the materials herself or take it from another resources, she just take it directly from a textbook that has been provided by school.

Researcher : *Buku teks apa yang biasa ibu pakai?*

Teacher : *Saya menggunakan buku Active English dari tiga serangkai.*

Researcher : *Lalu, apakah ibu setuju dengan materi ajar yang dipakai di sekolah? Mengapa?*

Teacher : *Ya, saya setuju. Buku ini menurut saya sudah bagus, karena disini siswa bisa dengan mudah memahami isi pelajaran. Dimulai dari yang mudah kemudian yang sulit.*

Researcher : *Terus menurut ibu apakah buku ajar yang digunakan sudah sesuai dengan karakteristik siswa?*

Teacher : *Ya, sudah.*

The teacher agreed with the existing learning material in the school. She said that the textbook that she used now is good enough for the students because the students can understand easily. She also said that the textbook is suitable for the students' characteristics.

Researcher : *Apakah ibu pernah mengajar menggunakan game, lagu dan cerita?*

Teacher : *Iya pernah.*

Researcher : *Jenis game, lagu dan cerita seperti apa ya bu yang pernah ibu ajarkan ke siswa?*

Teacher : *untuk game biasanya dengan permainan lempar bola, bermain tepuk, bermain peran, quiz, adu cepat. Untuk lagu ada naik kereta api, selamat ulang tahun, love family.*

Researcher : *itu semua dalam bahasa inggris bu?*

Teacher : *iya. Kalau cerita tidak banyak hanya cerita tentang diri sendiri dan materi pengenalan. Siswa kurang suka kalau kebanyakan cerita*

The teacher has ever taught her students by using games, song and stories before. There are some games that she has ever used like quiz. Song is used for the material such as public place, greeting and family. And for the story, she said she just use it sometimes because the students are not really like story moreover the stories are too long.

Researcher : *Apakah ibu setuju kalau materi ajar bahasa inggris tematik dan terintegrated antara game, lagu dan cerita?*

Teacher : *Iya setuju*

Researcher : *Lalu, apakah ibu setuju apabila tema yang diajarkan untuk kelas 4 itu adalah diriku, keluargaku dan sekolah/lingkungan sekitar?*

Teacher : *Ya, saya setuju.*

The teacher is agreed if the learning materials present thematically and integrated between game, song and story.



She also said that the theme such as myself, my family, school/environment are appropriate for the students.

Researcher : *Menurut ibu, dari ketiga materi tersebut, game, lagu dan cerita, mana sih yang lebih efektif?*  
 Teacher : *Game dan lagu. Karena anak- anak lebih suka kalau belajar dengan itu dibanding cerita.*

Based on the teacher's perspective, game and song are more effective than story in learning English. She said that students like game and song more than story

Researcher : *Oiya bu, karakteristik siswa ibu di kelas seperti apa?*  
 Teacher : *karakteristik tiap anak beda-beda ya, ada yang pemberani, tanggung jawab, senang berkelompok, dll.*

Based on the teacher's perspective, the characteristics of the students are mostly brave, responsible and like socialize.

#### **4.3.2.2 The Result of the Teacher's Need**

The interview revealed that the teacher did not develop her learning materials but she used textbook provided by the school which is Active English by Tiga Serangkai. She just has to adapt the textbook and deliver the material to the students. She seldom adds other materials when teaching

because she said that the textbook is already appropriate for the students. It can help students in learning English language. This textbook not only good for learning English, but also good for English language teaching.

The teacher agreed if the learning materials of English language teaching are presented in thematic and integrated between game, song and story. She said that game, song and story can help students in learning English better and they can understand the materials well, because students like game, song and story. The teacher also agreed if the themes for the students are “myself”, “my family” and “my environment/school”.

For the characteristics of the students, the teacher said that every student have their own characteristics, there are the one who brave, have responsibility and like to socialize. The students are also more active. As stated by Piaget (1963) Using language to exchange information becomes much more important than in earlier stages, as children become more social and less egocentric.

So, the interview from the teacher to developing or designing learning materials for fourth graders, game, song and story can be used as learning materials. It is because students like game, song and story, teacher also said students

are very happy and excited if they learn with game and song.  
For the story, it is better to make it less and make the story  
that inspire and interesting for the students.