

Need Analysis for Developing ELT Material for Early Childhood

Education at UIN Alauddin Makassar

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ABSTRACT

This research investigated the need for English that is Learning Needs and Linguistic Needs for the Early Childhood Education Department at UIN Alauddin Makassar. This study involved 42 respondents, which consisted of 38 students, 1 lecturer, and 3 graduates in the Early Childhood Education Department at UIN Alauddin Makassar. In collecting the data, a questionnaire and interview were employed by the researcher. The collection of the data was done by distributing the questionnaires to the participants to identify the students' needs in the Early Childhood Education Department and interview guidelines to find additional data. The findings indicated that the students' ability levels of all components of English (reading, writing, speaking, listening, grammar, and vocabulary) are at the 'adequate' level. The order of students' preferences related to the English component is speaking and vocabulary, which gained a 3.35 average score. level of other components of English, such as; Listening, only reaching a 3.23 average score, reading (3.22), writing, and grammar (3.20). Meanwhile, the difficulties experienced by students while learning English included an inadequate knowledge of grammar (3.21). In addition, students' most preferred learning style is film and video (3.24), and the most popular learning preference is speaking with a score of (3.20). This study also provides goals and objectives for designing and developing appropriate English language materials for Early Childhood Education.

Keywords: Developing ELT Material For Early Childhood Education at UIN Alauddin Makassar.

INTRODUCTION:

Need analysis is an integral part of systematic curriculum building which can serve as the basis for stating goals and objectives, developing tests, materials, teaching activities, and evaluation strategies (Brown 1995:35). Need analysis is a starting point and plays a crucial part in material development, and syllabus design, and Esp course design (Nurpahmi, 2017)(Nurpahmi & Hasriani, 2021)(Nurpahmi & Nur, 2021)(2020). Certain problems here are described as things that must be learned, difficulties that should be solved, challenges that must be faced, and deciding what should be the primary concern. Need analysis is an absolute thing for learning. The advantages derived from the needs analysis itself are numerous. This needs analysis was carried out to answer the accuracy and suitability of the program with learners, with the curriculum and situations in which English is (to be) used. The analysis produces data about what learners need to

apply what they have learned in the intended situations. The result is a description of language items, skills or expertise, strategies, knowledge, materials, and where and when learners use them. With needs analysis, the teacher knows the target situations of the learners, the concepts of the learners who have been accepted, and how well they know English.

Although English has long been an official lesson at various levels of schools in Indonesia, there are still complaints about learning outcomes. According to Kaharuddin (2018:11), class situations in Indonesia that are crowded or noisy, curriculum or syllabus problems, and problems with some of the teachers who are less proficient or still need more training are some of the factors that cause low English proficiency in students in Indonesia. In addition, from a survey, Alwasiah (2007) argued that needs analysis was not carried out on students, so that became a weakness in the course because it did not match the needs of students.

This research was conducted because of the importance of the suitability of the material provided with what students need to be applied in the future, precisely in the world of work. In ESP, needs analysis is essential because one of them is that learners have special needs. Therefore, each student or study group will have different needs from other people or groups. Because the English needs of each group are different according to their majors and future job prospects, needs analysis plays an important role. English for Specific Purposes is an approach where the decision depends on the learner's needs, so needs analysis must be done before starting the teaching and learning process. The results of the needs analysis, including topics, language features, methodologies, teaching approaches, and material design, will be input for lecturers to create teaching materials.

From the explanation above, it is stated that the needs analysis in Early Childhood Education at UIN Alauddin Makassar is vital to consider special needs in English lessons, such as skills, competencies, and knowledge that students must have to achieve. Hutchinson and Waters (1987) say that analysis of student needs means considering several things from students to decide what material should be determined. The term “needs” itself shows there are particular things that necessitate solutions to do. Lamri (2017) said that the term “needs” indicates certain problems that call for intervention and resolution. The problem here can be described as things must be learned, difficulties must be resolved, challenges must be faced, and deciding what prime concern must be created. By conducting this research, the author tries to find out the needs of students majoring in early childhood education in improving the provision of language teaching materials. Furthermore,

the results of this study can be used as input for early childhood education in developing English language materials to be used as teaching materials in the future.

RESEARCH METHOD

The research design used by the researcher in this research is qualitative and quantitative research. The research design used by the researcher in this research is qualitative and quantitative research. Qualitative research is research to describe a characteristic or phenomenon. According to Gay and Mills, (2019), qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insight into certain interesting phenomena. At the same time, quantitative is the type of data in the form of a numeric or number system. According to V.Wiratna Sujarweni (2014), quantitative research produces findings using statistical procedures (measurements).

FINDINGS AND DISCUSSION

The following are the research findings regarding the result of the need analysis.

1. Linguistic Need

Based on data analysis, it was found that the student's perception regarding the importance of English:

Table 1 Perception of the Importance of English

Respondents	Level of Importance				N	Total Score	
	Not Important	Less Important	Important	Very Important			
Students	0	3	10	25	38	3.58	
Lecturer	0	0	0	1	1	4.00	
Graduates	0	0	0	3	3	4.00	
Σ	0	3	10	29	42	3.86	
0-1.50= not important		2.51-3.50 = important					
1.51-2.50 = less important		3.51-4.00 = very important					

(source: primary data processing)

The table shows that all of the respondents claimed the importance of learning English at a „very important“ level as the response with an overall score of 3.86 meaning that they confirmed that English courses are very important for the Early Childhood Education Department. The importance of learning English is also emphasized by the lecturer who said:(Lecturer) “Yes, learning English for university students is important”.

According to Chodijah (2002:2) learning English is very important and very much needed for all people, both early and adult, because English is an international language that must be known by all people.

Perception regarding the objectives of learning English language skills

This section presented the objectives of learning English according to the respondents“ perceptions. The purpose of learning English refers to what the students expect can be achieved with their English skills. The objectives of learning English in the Early Childhood Education Department are presented in the table below:

Table 2. The Purpose of Learning English

Objectives	Respondents			Average
	Students	Graduates	Lecturer	
Complete the study	3.18	2,34	2.00	2.50
For future career	3.29	3.67	4.00	3.65
Develop self-quality	3.26	3.67	3.00	2.31
To visit other countries	3.47	3.00	2.00	2.82
To apply for a scholarship	3.15	3.67	4.00	3.60
0-1.50 = not important 2.51-3.50 = important 1.51-2.50 = less important 3.51-4.00 = very important				

(source: primary data processing)

Based on the table above, there are five main objectives of learning English for the

students. The table shows that the objective related to for future career has the highest value with a 3.65 score, then followed by the objective related to applying for a scholarship with a 3.60 score which both are categorized as very important. The other two objectives, to develop self-quality and to visit other countries, are categorized as important with 3.31 and 2.82 scores respectively the rest objective related to completing the study is categorized as less important with a 2.39 score. In addition, the graduates stated:

“Requirements for obtaining education and scholarships” (Graduate.1). The graduates mentioned the opportunity for education as the purpose of learning English. Other graduates stated the goal for learning English is related to interaction, “to be able to interact, speaking and writing in English” (Graduate.2) and “to get ability related to good interaction in English” The objectives “to apply scholarship” and “to develop self-quality” have been highlighted by the graduates.

1) Core Questions

This section contains the essential findings of the research. It covers the information obtained from the core questions of the questionnaire and is divided into two types of information, namely linguistic needs and learning needs.

a. Linguistic Needs

The results of the questions regarding linguistic needs are presented in this section. Linguistic needs can be described as information related to the identification of English components, topics for learning, and important grammatical items to provide in designing syllabi and developing teaching materials. This section also reveals the identification of students’ English proficiency in the area of English components. This information was gathered based on the perceptions of the students, lecturers, and graduates. The identification of linguistic needs is described as follows:

Perception of Required Components in English

The discussion in this section examines how important to provide English components including reading, writing, listening, speaking, grammar, and vocabulary which are determined by the perception of the students, lecturers, and graduates of the Early Childhood Education Department. The information is presented in the following table:

Table 3. The Importance Level of English Components

Respondents	English Components					
	Listening	Speaking	Writing	Reading	Vocabulary	Grammar
Students	3.36	3.39	3.26	3.34	3.39	3.26
Graduate	3.34	3.66	3.34	3.34	3.66	3.34
Lecturer	3.00	3.00	3.00	3.00	3.00	3.00
Σ	3.23	3.35	3.20	3.22	3.35	3.20
0-1.50 = not important		2.51-3.50 = important				
1.51-2.50 = less important		3.51-4.00 = very important				

(source: primary data processing)

The skills that must be mastered are speaking, listening, writing, and reading skills. Based on results in the table, show that the highest value in the English component according to the perceptions of the respondents is speaking skill and vocabulary which reach 3.35 meaning that it is important. Then, listening skills and reading skills reached scores of 3.23 and 3.22 respectively. Both writing skill and grammar reaches 3.20. All of the English components are considered important according to the result of the table based on the responses of participants to the related question.

Besides, a graduate stated in an interview that the most important component of English is speaking;

(Graduate 1) “The ability to speak English is very important”

The response is in line with the result of a questionnaire that placed speaking skills as the priority due to its highest score among other components. According to Siahaan (2008:7), mastery of vocabulary and grammar are two aspects that must be mastered by someone who wants to learn a language, especially a foreign language. Meanwhile, to actively communicate, the components

a.1. Perceptions of students’ level of English Proficiency

In this section, the proficiency of English components according to students’ perceptions is presented. Knowing the level of proficiency of each English component is crucial in choosing the

syllabus and course content. So, the proficiency level collected from 38 students can be shown in the table below

Table 4. Students' Perceptions of Their English Proficiency Level

Level	English Components											
	Reading		Listening		Speaking		Writing		Vocabulary		Grammar	
	F	%	F	%	F	%	F	%	F	%	F	%
Poor	1	2.6	4	10.5	1	2.6	8	22.5	3	30	7	5
Fair	35	92.1	30	79	31	81.6	27	47.5	28	50	25	60
Good	2	5.3	4	10.5	6	15.8	3	30	7	12.5	6	32.5
Excellent	-	-	-	-	-	-	-	-	-	-	-	-
	2.02		1.86		2.00		1.97		1.81		1.92	
	0-1.50 = poor				2.51-3.50 = good							
	1.51-2.50 = fair				3.51-4.00 = excellent							

(source: primary data processing)

Based on the table above, it is found that all the English components are at a „fair“ level according to students' proficiency level, with an average level range from 1.81 to 2.02. The English component with the lowest average score is grammar 1.81, and the highest is reading 2.02, but there is no significant difference because they are at the same „fair“ level.

This result is in line with the lecturer's statement:

(Lecturer) “They are in basic level”

It indicates that the level of students' English proficiency level needs to be improved for all components in general. Specifically, grammar has been proven to be the most difficult component of English as it is the lowest average score. Then, speaking skills is the second of the lowest average score. It means that these components have to be prioritized in teaching materials.

Perceptions of learning topics

The English components in the previous section need to be integrated into the learning topics related to the department for designing the English course syllabus. The topics are selected by considering what topics are the most appropriate for students to study and use their English

skills as the English components will be linked with the topics. In this section, the discussion will cover information regarding what topics of learning are most preferred to be included in the syllabus design. The topics are presented below:

Table 5 Perceptions of The Preferred Topics to Learn

Suggested Topics	Respondents			Average
	Students	Graduates	Lecturer	
1. Children learning a foreign language	3.55	3.34	3.00	3.29
2. Learning tools for early age learners	3.30	3.34	3.00	3.21
3. Preparing English for early-age lessons plans	3.15	3.00	3.00	3.05
4. Children's development and characteristics	3.10	3.00	3.00	3.03
5. Teaching English with media using storybook	2.85	3.67	3.00	3.17
6. Teaching English with media film or cartoon	3.20	3.00	3.00	3.06
7. Teaching English with media songs	3.75	3.00	3.00	3.25
8. Teaching reading for Children	3.60	3.34	4.00	3.64
9. Teaching listening for Children	3.55	3.00	3.00	3.18

(source: primary data processing)

The table above shows that respondents' perceptions of the topics suggested in the English course range from 3.05 to 3.64 which means they are categorized as very important and important. The perception is slightly different for each group of participants. The topic "teaching English with media songs" is the most important according to students' and graduates' perception

with a score of 3.75, while the lecturer claimed that the topic “Teaching reading for children” is the most important with a score of 4.00. Overall, the students confirmed that there are four topics categorized as very important; “teaching English with media songs” 3.75, “Teaching reading for children” 3.60, “Children learning a foreign language” 3.55, and “Teaching listening for children” 3.55. The graduate group claimed one topic as very important; “Teaching English with media using storybook” 3.67. Besides, the lecturer claimed only one topic was very important that is “Teaching reading for children” 4.00. The highest topic categorized as "very important" by students is "Teaching English with media song" with a score of 3.75.

According to Miarso (Hernawan et al, 2008:11) Learning media is everything that can be used to stimulate the thoughts, feelings, attention, and willingness of students to encourage the learning process in students.

b. Learning Needs

After identifying information about linguistic needs, this section presents the identification of the second type of information related to student learning needs. Learning needs refer to students’ learning patterns and styles or learning preferences. Learning needs can be described by identifying student learning problems and student learning attitudes. These two types of information can provide information related to how students should study well which in turn can help lecturers to provide appropriate teaching methods and material so the students can achieve the learning outcomes well. The process of gathering information is described as follows:

Perceptions of student learning problems

Related to this research, student learning problems can be described as difficulties faced by students in learning English. Identifying learning problems aims to determine students’ needs in learning English by considering the problem and future classroom adjustments. To identify learning problems that may arise in learning English, the researcher asked the participants to provide their responses to a series of questions related to problems encountered by students in learning English. The responses can be seen in the table below:

Table 7. Students’ Perceptions of English Learning Problems

Problems in English Course	Level of Frequency				Average
	1	2	3	4	
1. Lack of motivation	2	7	17	12	3.02
2. Lack of learning English Strategies	3	8	16	11	2.92
3. Making spelling errors	2	3	19	14	3.18
4. Inadequate knowledge of Grammar	2	2	20	14	3.21
0-1.50 = hardly ever (1)		2.51-3.50 = often (3)			
1.51-2.50 = seldom (2)		3.51-4.00 = always (4)			

(source: primary data processing)

The table above shows that students' perceptions of problems in English courses range from 2.92 to 3.21 which means that the students often encounter the problems above. These problems are then categorized into three areas of learning problem:

1. Psychological problems: "Lack of motivation" (3.02).
2. Interference problem: "Making spelling error" (3.18).
3. Problems with limited linguistic sources: "Inadequate knowledge of grammar" (3.21) and "lack of English learning strategies" (2.92).

All the learning problems in the table are at "often" frequency level which means the problems are often encountered by the students. This shows the importance for lecturers to help students reduce the effect of the problems by redesigning the most appropriate approaches, methods, and strategies in teaching

b.1. Students learning styles

This section discusses student learning styles that have been collected through questionnaires. The information related to student learning styles based on the results of the data analysis process is presented in the table below:

Table 8. Students' Perceptions of Their English Learning Styles

English Learning Styles	Respondents			Average
	Students	Graduates	Lecturer	
1. Games	3.40	3.00	3.00	3.13
2. Pictures	3.03	3.00	3.00	3.01
3. Film and video	3.64	3.34	3.00	3.24
4. Taking in pairs	3.00	2.34	3.00	2.78
5. Roleplay	2.87	3.00	2.00	2.62
6. Studying alone	2.16	2.00	2.00	2.05
7. Doing tasks	2.85	2.34	3.00	2.75
8. Small group	3.57	3.00	3.00	3.19
9. Large group	2.48	1.67	2.00	2.05
10. Talk to friends in English	3.43	3.00	3.00	3.14
0-1.50 = not important		2.51-3.50 = important		
1.51-2.50 = less important		3.51-4.00 = very important		

(source: primary data processing)

Based on the table above, eight of the ten methods chosen by participants are at an “important” level. The “film and video” is the most preferred way of learning English with a score of 3.24. Then, it is followed by “small group” and “talk to friends in English” with scores of 3.19 and 3.14. Shortly, learning preferences of English that are categorized at the “important” level ordered based on score, as follows: Film and video (3.24), Small group (3.19), Talk to friends in English (3.14), Games (3.13), Pictures (3.01), Taking in pairs (2.78), Doing tasks (2.75), Role play (2.62).

According to what has been explained above, when designing syllabi and teaching materials for English courses, lecturers and course designers have to underline the findings above to be the basis of the design.

According to Fachrurrozi and Erta Mahyuddin (2011: 5), the method of language teaching refers to what is done and practiced by the teacher to help students achieve the expected language skills.

Student learning preference

Students' learning preferences are discussed by presenting participants' perceptions on how students should learn about components of English. This information is presented in the table below:

Table 9. Students' Perceptions of Their English Learning Preferences

English Learning Preferences	Respondents			Average
	Students	Graduates	Lecturer	
1. Speaking	3.11	3.00	3.50	3.20
2. Reading	3.15	2.67	2.00	2.60
3. Writing	3.07	2.67	2.00	2.58
4. Listening	3.28	3.00	2.00	2.76
0-1.50 = not important		2.51-3.50 = important		
1.51-2.50 = less important		3.51-4.00 = very important		

(source: primary data processing)

The table above presents five possible ways of learning English that have been given in the questionnaire to the participants to determine which ways they prefer. From the students' and graduates' point of view, all five ways of learning English are categorized as important with scores ranging from 2.58 to 3.20. The lecturer claimed that speaking very important method to be employed in teaching English. Overall, there are four methods categorized as important ways of learning English. Based on the level of importance, students need to learn English through Speaking (3.20), Listening (2.76), Reading (2.60), Writing (2.58)

The methods listed should be taken into account as a consideration for designing strategies and materials for English teaching.

CONCLUSIONS

The findings of the research led the researcher to a conclusion in two areas, namely the overall needs of learning English and the formulated goals and objectives based on the needs analysis:

There are two needs of PAUD students in learning English; (1) Linguistic Needs which include priority components of English (Speaking and Vocabulary which reach a 3.35 average score) and topics related to the field of study (Teaching reading for children with 3.64 of average

score), and (2) Learning Needs in the form of problems (Inadequate knowledge of grammar with 3.21 of average score), preferences (speaking with 3.20 average score) and learning styles (film and video with 3.21 of average score). The aims and objectives of the courses formulated in this study are as a reference in designing and developing appropriate English language materials for students Early Childhood Education Department at UIN Alauddin Makassar.

The goals that had been formulated are (1) to help students communicate effectively in English by developing students' English components and (2) to equip students to have a good basic foundation in English, which enables them to communicate everyday situations and topics. Besides, the formulated objectives are for students to be able to use English components practically through topics related to the department with various learning preferences and styles.

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