Need Analysis for Teaching English in Early Childhood Education Students

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Article Info	Abstract
	Analysis of needs for English language teaching in PG-Paud. English for Specific Purposes (ESP) in the learning process in higher education is often less effective. One contributing factor is the lack of a learning plan so that learning is not relevant to the field of science they are capable of. Therefore, it is necessary to start planning learning by conducting a needs analysis based on students' needs in learning English. This research aims to determine and describe the needs of English language students in PG PAUD Universitas Prima Nusantara Bukittinggi. This research was conducted using a qualitative descriptive approach. The objects of this research were students in the third year. Data was collected through questionnaires and direct interviews. The collected data is classified so that students' needs in learning English can be identified, then each one is explained. The research results show that (1) students' mastery of English is still relatively low, (2) 50% of students improve their oral communication or speaking skills and 30% write as the main priority in learning English in preparation for applying for work, (3) during learning English, students expect an increase in their skills related to both oral and written. Based on these results, it is recommended to prepare syllabus planning and develop English teaching materials in PG-Paud programs.

1. INTRODUCTION

At an early age, children's development will develop optimally, because this period is the first foundation for developing physical, cognitive, language, social-emotional abilities and moral religious values. This age is often referred to as the golden age, because this period will see rapid development in all aspects of development and will occur once in a lifetime, and will not return again after the children grow up. One aspect of children's basic development is cognitive development. Cognitive development aims to develop children's thinking abilities to be able to process their learning gains, help children to develop their knowledge of space and time, as well as have the ability to sort and group, and prepare for the development of the ability to think carefully.

One of a crucial element in most language programs is teaching materials (Richard, 2001). Learners receive language input and activities in the classroom mostly from teaching materials that delivered in the form of commercial textbook, materials prepared by institution or materials designed independently by teachers. Even materials „can act as teacher education" (Timmis, 2015) in the case of providing ideas for inexperienced teachers on how to plan and prepare lessons. Besides, materials not only give teachers guidance but also give them more confidence to play their role in the class (Cunningsworth, 1995). As well as teaching English for young learners requires teaching materials that fulfil at least four criteria as suggested by Tomlinson (2005). First, materials for children should make use of young children"s stories, songs, poems, and rhymes to language in use. It is because literature provides entertainment (McMillan, 2003), rich and authentic uses of the foreign language (Cameron, 2003). Second, materials for children should provide a lot of language linked kinaesthetic activity through drama, games, and TPR because children learn through physical experience or in other words young learners conduct learning by doing (Halliwell, 1992; Girard et al., 2003; Musthafa, 2008; Suyanto, 2008). According to Harmer (2008, p.82) children can understand the lesson from what they see, touch and interact with not just from explanation. That is why the materials for children should make them doing something while learning at the same time. Third, materials for children should focus more on meaning than form, young learners learn best when learning is kept as a whole (Halliwell, 1992; Musthafa, 2008). It means that very young children are able to understand what is being said to them even before they understand the individual words because they grasp the meaning not only by words or phrase but also from intonation, gesture, facial expression, action and circumstances. It is in line with Suyanto (2008) who argues that children find it difficult when the language is broken down into pieces (e.g., words, phrases, sentences, and paragraph as analytical unit).

Needs analysis for language teaching was initiated in the 1970s through the ESP movement (Richard, 2001). There are now several studies focusing on needs analysis, particularly in the context of ESP. (Boroujeni and Fard, 2013; Albakrawi, 2013; Liao, 2009; Solak, 2012). However, needs analysis to investigate what actually needed by young learners who learn English as a foreign language are rarely researched. Needs analysis are defined variously by some expert. It can be defined simply as procedures used to collect information about learners" needs" (Richard, 200, p.51). Needs analysis can also be identified as needs assessment which is defined by Richards, Platt, and Weber (1985 in Brown, 1995) as the process of determining a language and arranging it based on priority for a learner or group of learners. The other definition state that needs analysis is a device to know the learners" necessities, needs, and lacks in order to develop courses that have a reasonable content for exploitation in the classroom" (Huchinson and Waters, 1987). Therefore, needs analysis is a method to recognize and establish relevant curriculum or program and learning goals that are closely related to the student's necessities and situations

As an international language, English has a very important role, namely as a means of communication, both oral and written. In the era of globalization, English has become the language of instruction in various fields of science. Therefore, English has become one of the main lessons for students in all countries, including Indonesia. In Indonesia, English is taught formally and informally. Formally, English is taught in every school as a compulsory subject from elementary school to high school or vocational school, while at the higher education level it is. In English is a mandatory subject. Informally, English can be learned by taking English courses. To develop English language teaching at the higher education level, the English language learning model is not only carried out using a general English language learning model (General English/GE) but also uses a specific English language learning model (English For Specific Purposes/ESP).

This English language learning model must be carried out in accordance with the needs of students in their respective fields. ESP is a field of applied linguistics that has developed among academics who are involved in the field of teaching and using English in accordance with the needs of the fields of science and professions where English is used, such as the use of English in the fields of Economics, Law, Agriculture, Medicine. Engineering or other fields. According to Robinson (1991:3), the main characteristic of ESP that differentiates it from GE is learning that is oriented towards specific goals, more specifically in the academic and professional fields. Meanwhile, the ESP substance is designed and developed based on the concept of needs analysis. This concept tries to connect what students need both in the academic and professional fields. Because of this, ESP places more emphasis on learners at the academic or higher education level and at the professional or workplace level.

The importance of conducting a needs analysis in ESP aims to ensure that the language taught is truly the language needed in the field that the students will pursue. Such as English learning activities in the PG-PAUD

Program. During this time English became ma mandatory lecture taught by all PG-PAUD students in every second semester or in the first year of study. In one semester, the provision of material tends to be more at the discretion of the English teacher. So it is not uncommon for the choice of material for teaching materials to be more general in nature (General English), not in accordance with the field of science being studied. As a consequence, the motivation to learn English among PG-PAUD students decreases, on average they consider English courses as a supplement because they do not support the development of their interests or scientific fields.

The research results provide a variety of research studies and practice guides related to teaching English language learners. One practice guide focuses on providing instruction for elementary and middle school English learners, with recommendations for teaching academic vocabulary, integrating oral and written English language instruction into content-area teaching, providing regular opportunities to develop written language skills, and using screening tools with English learners. Another study explores EFL teachers' perceptions, evaluations, and expectations about English language courses in Saudi universities. Additionally, there is a practice guide for effective literacy and English language instruction for English learners in the elementary grades, which formulates specific and coherent evidence-based recommendations for effective literacy instruction. Finally, there is research on different educational philosophies and theories, including constructivism, progressivism, social reconstructionism, existentialism, and perennialism, which can inform teaching practices. Overall, the research provides a range of insights and recommendations for teaching English language learners effectively.

Responding to the findings of the problems above, it is very necessary to have a needs analysis for English language learning that is in accordance with students' needs and interests, as well as the field of science they are studying, so that it is hoped that the results of English language learning with this specific aim (ESP) can be achieved. applied and used in the world of work that they will pursue. For PG-PAUD Department lecturers, especially English lecturers, this needs analysis can be the basis for implementing syllabus development at the next stage. For students, the need analysis in ESP influences their learning motivation because the direction of English learning becomes clearer, more relevant and appropriate to their field. In this way, it can make it easier for students to learn English, both in mastering vocabulary, pronunciation and grammatical structure of English.

Based on these reasons, it is very important to conduct research on needs analysis on learning English for specific purposes (English For Specific Purposes. The results of this research will later become a reference for the next research stage, namely the preparation of the syllabus and the development of ESP teaching materials in the PG-PAUD Study Program. This research focuses on the needs of PG-PAUD Study Program students regarding English language learning in the education sector. Based on this, the problems that will be discussed are: (1) what is the need for language. (2). How is English learning appropriate to the PGPAUD Study Program? this research can be used as reference material to analyze students' needs for learning English with aim special education (ESP) according to each major or study program. So that learning English in ESP in each department or study program will be relevant to the use of English they need in the world of work. Need analysis plays a very important role in the process of designing and developing English lessons for ESP purposes. Needs analysis can be considered as a combination of TSA (Target Situation Analysis) and PSA (Present Situation Analysis). The function of TSA is to collect data or information about students, but not from students. On the other hand, PSA is to obtain or collect data from students using a questionnaire method or holding direct interviews with students. Methods and approaches regarding need analysis' This has been stated by many experts, including Hutchinson & Waters, who stated that. 'need' must be determined by negotiations between the community and shareholders. Next in detail Hutchinson and Waters' (1987: 54-56) provides a definition of need, namely by classifying needs into target needs (what learners need to be able to communicate in target situations) and learning needs (what learners need to be able to learn). Furthermore, target needs are further divided into: Necessities: What language aspects do students need. Lacks: What the learner has not mastered. Wants: What learners want to learn. Target situation analysis (TSA) is needed as material for asking questions about the target situation and attitudes towards the situation from all students in the learning process.

2. METHODS

This research method is based on descriptive methods with reference to a qualitative approach. Based on this, this research will use the results of questionnaires from respondents, namely students and the PGPAUD Study Program as well as interviews with shareholders as data that will be analyzed descriptively qualitatively. Next, the available data will be analyzed according to the problem and objectives of this research. Thus the stages of this research are (1) Collect data obtained from questionnaires submitted to students, PGPAUD regarding student needs for learning English in ESP. (2) Classify (group). (3) Questionnaire results data. (4) Identify English language learning needs in ESP based on these data.(5) Describe the data so that it can answer existing problems. This research was carried out at the PGPAUD Study Program. Primary data is data taken from the results of questionnaires in the form of questionnaires or interviews. These data will later be used as a reference to determine the need for English language learning in the PGPAUD Study Program with the ESP concept. Secondary data is existing theories, documents in the form of journals, reference books, as well as other sources of information related or related to this research. Meanwhile, the research instrument for collecting data is a questionnaire. Apart from

that, the researcher also conducted a pretest, to find out the extent of PGPAUD students' knowledge and skills in using English. The assessment is not only on the four basic language skills which include listening, speaking, reading and writing, but also on mastery of language components, namely mastery of English vocabulary, pronunciation and grammar.

3. RESULT AND DISCUSSION

English for students of the PGPAUD Study Program is a mandatory subject that must be taught by every student in the third semester with weight 3 credits which include theoretical and practical lectures. Like English lectures in other departments, English lectures in the PGPAUD Study Program are held in classes with around 35-40 students in each class. The selection of lecture materials is usually prepared by the teachers who teach English courses based on class conditions, not what the students need or require. In the implementation of lectures, arrangements and supervision from PGPAUD are only carried out on scheduling lectures, exams and assessments. With conditions like this, English lecturers in the PGPAUD study program ltend to focus on teaching basic reading skills and the discussion focuses on grammatical elements, while other language skills, namely listening, speaking and writing, are still lacking.

Basically, PGPAUD students are expected to be able to become quality graduates who are able to compete in the world of work. To meet these target needs (necessities). According to Hutchinson and Waters' (1987: 54-56) provides a definition of need, namely by classifying needs into target needs (what learners need to be able to communicate in target situations) and learning needs (what learners need to be able to learn). one of the obligations of PN University is to equip PGPAUD graduates with adequate English language skills. According to Harmer (2008, p.82) children can understand the lesson from what they see, touch and interact with not just from explanation. This not only helps students in completing lecture assignments where almost all the information about the field of science they are studying uses English text, but later it will also be very necessary for them in the world of work, both at home and abroad. So far, the results of English language teaching for the UTM PG PAUD study program have not achieved satisfactory results. Several things that could be the contributing factors are the presence of large classes (number of students), materials, number of credits, inadequate facilities and other non-academic factors. To find out more about the English language skills of PGPAUD students, an initial ability test (pretest) was held. In this way, data will be obtained about the average level of English language skills of PGPAUD students. Based on the pretest results, data can be obtained that 70% indicate that PGPAUD students' English language skills are still lacking. If the total number of scores from 30 students is 1902 then it is known that the score is the average students are 1902 : 30 = 63.4, or with a quality score they get a score of 2.00, which in letter number scores means C. Thus, it can be seen that there is a gap between the English language learning objectives which are more oriented towards English for Academic Purposes (English for academics) and the initial English skills ('lacks') of PGPAUD students whose results are still lacking. If we use the level of English language skills, it can be interpreted that the level of English language skills of PGPAUD students is still elementary (Basic), even though to enter the job market an intermediate level is needed. And for the world of work, adequate English language skills are needed, especially when using computers (the internet), or writing correspondence with foreign parties. English is also useful when communicating or socializing in institutions or companies involving colleagues who are accustomed to using English, especially when there are foreign guests. in order to achieve intermediate level skills and be oriented towards preparation for the job market, English language learning in the PG-PAUD study program should be reviewed again by taking into account the needs of the job market and the allocation of existing learning time.

Necessities and Wants

Meanwhile, with regard to "wants", namely what students want to achieve in learning English, questionnaire data shows that the aim of learning English in the PGPAUD Study Program, apart from studying (40%) for preparation and work needs, is top priority (60%). From these data, very jlt is clear that the goal of students in learning English is to prepare to meet the demands of the job market. The rest of the students' aim in learning English is to study (study) PGPAUD source books in English. And almost no students study English for specific purposes, for example to face exams. It is supported by Yuksel (2016) who high light that using song in young learners" class can promote vocabulary acquisition motivate the children to learn English and increase children"s cultural awareness. The other activities in young learners class is story listening. Stories offer a whole imaginary world, created by language that children can enter and enjoy, learning language as they go.

Referring to the information data, English language teaching in the PGPAUD study program must be in line with the needs for English in the workplace where English will be used. Therefore, it is very necessary to have English language learning that is oriented towards preparing graduates to compete in the job market and equip students with adequate communication skills as required by the job market. In relation to language skills, data was obtained which stated that learning English language skills was more popular with PGPAUD students, based on the top ranking, data was obtained that in learning English, speaking skills were more popular or needed. Then

followed by writing (Writing) and listening (Listening) skills. Meanwhile, interest or need for reading skills is the last choice.

This proves that so far English learning has focused more on reading skills, namely by providing reading texts to students. Then have to read and answer questions based on the reading text. As well as teaching English for young learners requires teaching materials that fulfil at least four criteria as suggested by Tomlinson (2005). Meanwhile, other skills that are really needed in the world of work have not been accommodated well. The students' desires (wants) which lead to improving their speaking skills are very much in line with the needs of the job market which requires communication skills in English. Therefore, to fulfill target needs (necessities), learning English in the PGPAUD study program does not only focus on reading skills, as has been implemented so far, but also prioritizes speaking and writing skills. In other words, the target needs (necessities) focus more on speaking and writing skills. This is in accordance with the needs of the job market, where almost all companies place oral and written English skills as the main requirement in hiring employees.

Based on the data obtained, there is conformity of the English language learning material (delivery) with the students' main field of study, namely the PGPAUD field of study. Data can be obtained that 13% is suitable, 30% is quite suitable and 57% is not in accordance with the field of study being taught. Providing English learning materials that are appropriate to students' main field of study will be very useful for preparing students to face job competition. Fulfilling these "wants" will also increase students' motivation to learn English because The material given is according to what they want. Providing this motivation is very important in the conditions of learning English in the PGPAUD study program, considering that the time available for this lecture is very limited. With high motivation, students will become independent learners who do not depend on meetings in class. In this way, it is hoped that students will try to improve their English skills with various programs, one of which is the independent study program. to support its achievement wants' students will learn English, several supporting facilities are needed. From questionnaire data distributed to respondents, information was obtained that on average PGPAUD students complained about English language learning facilities that were inadequate or incomplete, including lack of use of language laboratories, videos, and so on. Needs analysis for language teaching was initiated in the 1970s through the ESP movement (Richard, 2001). There are now several studies focusing on needs analysis, particularly in the context of ESP. (Boroujeni and Fard, 2013; Albakrawi, 2013; Liao, 2009; Solak, 2012).

This can be overcome by coordinating with the Language UPT for the use of the facilities mentioned above so that English learning activities can be carried out well. Apart from that, from the questionnaire data it is also known that one of the factors that causes less than optimal English language learning in PAUD classes is related to 'class management'. Because so far English learning activities are still less than optimal and less effective. Where in one English learning class, the number of students ranges from 30-40 students. If English learning is more focused on improving speaking skills, then the English learning process is not effective and the results are not optimal. Because mastering these communication skills really requires a high intensity of training. For this reason, there is a need for English learning activities with smaller classes or small groups. If this is applied to English language learning in PAUD classes, the consequence will be that more than one teaching staff, technicians, lecture rooms, lecture facilities such as the use of LCDs will be needed, and more importantly this will increase operational costs.

Basically, the implementation of English learning activities that are well accommodated will motivate students to study harder. From the data obtained, the following are suggestions from PGPAUD students which are arranged based on a priority scale regarding the implementation of English language learning activities. (1) English learning is carried out through practical lectures. (2) There is the use of language laboratories in English language learning (3) English learning activities are carried out through video media (films), games; etc (4) English learning is carried out through group or pair discussion activities.

Early Childhood Education Study Program

The Early Childhood Education Study Program or PGPAUD Study Program is a study program. This study program was founded in 2013. In the PGPAUD study program, lectures are held for 3 years (6 semesters), and one of the mandatory subjects that must be taught is English. This aims to ensure that PG PAUD graduates have English language skills, which in this era of globalization has become a major competency in the world of work. As a result of interviews with the PGPAUD study program, it can be seen that so far English learning has been a mandatory subject which has a weight of 3 credits for MKU and 2 credits for English AUD. In this semester, teaching English, which is also called advanced English, is given a weight of 2 credits which includes theoretical lectures and practical lectures.

Apart from that, the PGPAUD study program also provides information that it is hoped that teaching English will bring real results, namely the ability to use English both orally and in writing well and correctly. So that the English language skills of PGPAUD graduates can be a provision or capital to get a job, considering that many educational institutions always use English language skills as the main requirement in recruiting workers. For this reason, the PGPAUD study program hopes that the results of learning English will later become capital for PGPAUD graduates to get jobs, just like when graduates have to apply their skills to write job application letters

(application letters), to communicate in English when they face interviews or job interviews. Apart from that, the English language skills that PGPAUD graduates have will also be very useful for them, namely as an added value to boost their careers. Other information obtained from PGPAUD is related to employment opportunities for PGPAUD graduates. The field of work for PGPAUD graduates is actually very broad, not only limited to the field of AUD education, for example as PAUD teaching staff, but can also be in public companies such as banking, foreign companies, etc. Therefore, for learning English in the PGPAUD study program, you must consider the target needs (necessities), as discussed above. So that the fulfillment of desires (wants) will be achieved, thereby minimizing deficiencies (lacks) in learning English.

4. CONCLUSION

Based on the results of the analysis it can be concluded that: the English language skills of UPN PGPAUD students are still at a proficiency level or at a low level, English learning in the PGPAUD study program has focused more on reading skills (Reading), and there is a match between the desired needs of students in learning English, namely improving their ability and skills in speaking and writing English, with the needs of the job market, especially in educational institutions that use PGPAUD graduates. The research results provide any specific information on the novelty of the research on the needs for teaching English in PG-PAUD students. However, the results do provide a range of research studies and practice guides related to teaching English language learners, including recommendations for teaching academic vocabulary, integrating oral and written English language instruction into content-area teaching, providing regular opportunities to develop written language skills, and using screening tools with English learners.

5. ACKNOWLEDGMENTS

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