

**NEEDS ANALYSIS IN DEVELOPING ENGLISH CURRICULUM
FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL
STUDENTS: A CASE STUDY**

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Article History:

Received: 22nd July 2020

Accepted: 20th December 2020

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Keywords:

Needs Analysis;

Curriculum Development;

English for Young

Learners

The awareness of English language mastery leads to the effort of learning the language as early as possible. Since English is used as a foreign language in Indonesia, therefore English have to be introduced to the early childhood and elementary children institutions. When a foreign language is introduced to young learners, it requires special knowledge about how children acquire and learn language, so a proper learning method can be formulated as well. This research aims to conduct the needs analysis in developing English curriculum for early childhood and elementary school children. This research employed a case study research. It was carried out through surveys with relevant subject and related stakeholder at LKP SQUARE Education Center English Program Balai Pengembangan Pendidikan Anak Usia Dini dan pendidikan Masyarakat (BP-PAUD dan Dikmas) Kalimantan Selatan. The object of the research is the subject's response including the tendency of the teachers for applying the curriculum in their teaching activities, the students' performance, and the students' character. The data were collected through interview, questionnaire, and observation. The data were analysed descriptively. The finding showed that the young learners need to master English skill actively and confidently.

INTRODUCTION

In line with the National Education Department policy No. 0487/14/1992 chapter VIII and the National Education System law, No. 060/U/1993 which states that English lesson can be incorporated into the local content of elementary school curriculum, it is necessary to provide proper English learning system, which pays attention to the level of children development, especially in how to design English language teaching, which is certainly based on the latest theory of English Language Teaching for Young Learners (EYL). Therefore, it needs some professional educators to design, implement, and develop the appropriate, effective and enjoyable learning process based on the level of development and the needs of the learners.

Otilia (2015) emphasizes that the awareness of the students' needs is really acquired. All participants who involved in the language learning process including students, teachers, stakeholders, and prospective users should be aware of needs analysis and the importance of this process. Several related studies including: 1) Kazar & Mede. (2015) about The Perceptions of ESP Students' Target Needs, 2) Lee (2016) about Principles and Practices of ESP Course Design, 3) Poedjiastutie & Oliver. (2017) about English Learning Needs of ESP Learners, 4) Widodo (2017) about Approaches to Needs Analysis in ESP Curriculum Development, 5) Adhabiyyah, et al. (2014) about Needs Analysis and Material Development in English for Specific Purposes, and 6) Yansyah, et al. (2019) about Need Analysis on Developing Skill-Based Materials for D3 Nursing Students also stated the same perspective that the teaching learning aspects need to be based on empirical findings.

Curriculum development should be viewed as a process by which meeting learners' needs leads to improvement of learners' learning. Therefore, curriculum developers should gather as much information as possible toward the learners' needs. Richards (2002) define the needs analysis as the procedures to collect information about the learners' needs. Iwai (1999) also said that need analysis as activities that are involved in collecting information that will serve as the basis for

developing a curriculum that will meet the needs of a particular group of students. While Brown (1995) as quoted by Takaaki (2006) also elaborate it as the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation.

Language curriculum development should be based on the student's need. The design must be rely on the current theory of language curriculum. It should be also refers to the others scientific findings by identifying the students' competencies and tasks.

The curriculum development in several education institutions for Early Childhood and Elementary students are mostly still focused on Grammatical Skill instead of using active English. The curriculum content still emphasizes on the linguistic structure, it does not oriented towards the English for Specific Purposes (ESP). Moreover, the design of the curriculum does not examine proportionally the aspects of English for the early childhood and elementary school students.

Some of the main issues above indicate that the implementation of the English learning process in several basic education institutions including the institution of the Early Childhood and Elementary Students are still less satisfactory as the curriculum design do not meet the needs of the students yet.

This research is conducted based on the issues above. The design of the curriculum must be adjusted to accommodate the needs of the students and should be compiled based on the need analysis, the program objectives, and the current theory. As English language education will be ideal if it starts from an early childhood, so it requires an appropriate and effective needs analysis in curriculum development.

Literature Review

Relevant to the research purpose above, needs analysis is important in the development of English language curriculum for early childhood education and

elementary school. According to Basturkmen (2010: 17) need analysis is the identification of language and skills used in determining and selecting material in ESP. This analysis can also be used to assess the learners and the learning process at the end of the period.

A needs analysis may be conducted for a variety of different users. For example, in conducting a needs analysis to help revise the secondary English curriculum in a country, the end users include curriculum officers in the ministry education, who may wish to use the information to evaluate the adequacy of existing syllabus, curriculum, and materials; teachers who will teach from the new curriculum; learners, who will be taught from the curriculum; writers, who are preparing new textbooks; testing personnel, who are involved in developing end-of-school assessment; and staff of tertiary institutions, who are interested in knowing what the expected level will be of students existing the schools and what problems they faced (Richards, 2002).

Determining the likely audiences is an important first step in planning a needs analysis in order to ensure that the information they needs is obtained and that the needs analysis will have the impact it is designed to have. Therefore, the audiences might be involved in small-case needs analysis such as done by a single teacher on his or her class would consist of the teacher, other teachers, and the program coordinator. Further, needs analysis can have a political dimension. It can be used to support a particular agenda, for example by giving priority to one group to the exclusion of others within a population or in order to justify a decision that has already been made on economic or other grounds. Hence, there are different stakeholders where needs analysis is being undertaken. Stakeholders are those who have a particular interest or involvement in the issue or programs that are being examined, and it is important to try to get a sense of what their different agendas are. Richards (2002) identify stakeholder as a person or group of person with a right to comment on, and have input into, the curriculum process offered in schools. That is why different stakeholders will want different things from the curriculum.

According to Richards (2002), the target population in a needs analysis refers to the people about whom information will be collected. For example in conducting a needs analysis to determine the focus of an English program in public secondary school in an EFL context, then the target population might include policy makers, ministry of education officials, teachers, students, academics, employers, vocational training specialists, parents, influential individuals and pressure groups, academic specialists, and community agencies. Basically, sampling is an important issue in determining the target population. Sampling involves asking a portion of the potential population instead of the population and seeks to create sample that is representative of the total population. For example, in conducting a needs analysis of studying foreign languages at a New Zealand university (Richards and Gravatt, 1998) toward students' motivation for selecting a language course, dropping a language course, or choosing not to take a language course, then the sample that might be taken from the whole population of New Zealand university students are: 1) students currently enrolled in a foreign language course, 2) students previously enrolled but no longer studying a language, 3) students who have never studied a foreign language. Actually, there are some factors influenced in determining the approach of sampling, such as the homogeneity of the population in terms of kinds of skills, attitudes, or knowledge being sought or the need to study subgroups within the sample (based on sex, language groups, or other factors).

According to Felicia M, Lekatompessy (2010), there are some advantages might be obtained by conducting needs analysis, such as: (1) in a learner-centered curriculum, teachers' reconciliation in content selection though extensive consultation with the students about their learning needs and interest is critical. Therefore needs analysis helps teachers create in-class activities in which the students can utilize learned skills and knowledge as tools to meet their real-life needs in meaningful ways; (2) needs analysis can helps teachers understand "local needs" of students or the needs of a particular group of students and make practical decision in pedagogy and assessment for improvement, and also for the selection of appropriate teaching methods in a program; (3) in proficiency-

oriented instruction/curricula, needs analysis helps teachers understand the potential difference in learning expectations between themselves and their students; (4) obtaining input from the students about a planned or existing program through a needs analysis is fundamental to the design, implementation, evaluation and revision of the program; (5) needs analysis may provide the basis for planning goals and objectives for a future program, and also for developing syllabus design and teaching materials for the course; (6) a program that attempts to meet students' perceived needs for the students will be more motivating and successful.

Songhori (2007) on his paper entitled Introduction to needs analysis also elaborated the purpose of need analysis. The concepts of needs analysis includes:

Environment situation; information about the situation in which the course will be run (means analysis);

1. Personal information about learners; factors which may affect the way they learn (wants, means, subjective needs);
2. Language information about learners; what their current skills and language use are (present situational analysis);
3. Learners' lacks (the gap between the present situation and professional information about learners);
4. Learners' needs from course; what is wanted from the course (short-term needs);
5. Language learning needs; effective ways of learning the skills and language determined by lacks;
6. Professional information about learners; the tasks and activities English learners are/will be using English for (Target Situation Analysis and objective needs); and

7. How to communicate in the target situation; knowledge of how language and skills are used in the target situation (register analysis, discourse analysis, genre analysis).

Adopting the needs analysis theory provided by Hutchinson & Waters (1987), Adhabiyyah et al (2014) summarizes that the needs analysis consists of three components, they are: Target Situation Analysis (AST), Present Situation Analysis (ASS), and Learning Situation Analysis (ASP). These three components cannot be separated from the concept of needs analysis as outlined by Hutchinson & Waters, where the needs analysis was developed by paying attention to the three main aspects; necessities, lacks, and wants. The roadmap analysis can be seen as the following table:

Table 1. Needs Analysis by Hutchinson & Waters (1987)

Types of Needs Analysis	Target Situation	Types of Needs Analysis	Learning Needs
Why is the language needed?	For study, for work, for training, for combination of these; for some other purposes, e.g. status, exam, promotion, etc.	Why are the learners taking the course?	<ul style="list-style-type: none"> ▪ Compulsory or optional; ▪ apparent need or not; ▪ are status, money promotion involved? ▪ what do learners think they will achieve?; ▪ what is their attitude towards the ESP course?; ▪ Do they want to improve their English or do they resent the time they have to spend on it?

How will the language be used?	<p>Medium: speaking, writing, reading etc.</p> <p>Channel: e.g. telephone, face to face;</p> <p>Types of text or discourse: e.g. academic texts, lecturers, informal conversations, etc.</p>	How do the learners learn?	<ul style="list-style-type: none"> ▪ What is their learning background? ▪ What is their concept of teaching and learning? ▪ What methodology will appeal to them? ▪ What sort of techniques are likely/alienate to them?
What will the content areas be?	<p>Subjects: e.g. medicine, biology, architecture etc.</p> <p>Level: e.g. technician, craftsman, postgraduate, etc.</p>	What resources are available?	<ul style="list-style-type: none"> ▪ Number and professional competence of teachers; ▪ Attitude of teachers to ESP ▪ Teachers' knowledge of and attitude to the subject content; ▪ Materials; ▪ Aids and opportunities out of class activities
Who will the learner use the language with?	<p>Native speakers or non native;</p> <p>Level of knowledge receive: e.g. expert, layman, student;</p> <p>Relationship: e.g. colleague, teacher,</p>	Who are the learners?	<ul style="list-style-type: none"> ▪ Age, sex, nationality ▪ What do they know already about English? ▪ What subject knowledge do they have? ▪ What are their interests?

	customer superior, subordinate.		<ul style="list-style-type: none"> ▪ What is their socio-cultural background? ▪ What teaching styles are they use to? ▪ What is their attitude to English or to cultures of the English speaking world?
Where will the language be used?	Physical setting; e.g. office, lecture theatre, hotel etc Human context: e.g. alone, meetings, telephone etc Linguistic context: e.g. in own country, abroad	Where will the ESP course take place?	Are the sorroundings pleasant, dull, noisy, cold etc?

The table above shows that the target situation analysis is what the students need to do in the target situation. Further, target analysis is an umbrella term which in practice will lead to many different interpretations. Hutchinson and Waters emphasized that the Target Situation Analysis had the difference interpretation with the Target Situation Analysis reviewed by Munby. The Target Situation Analysis that stated by Munby is more emphasis on the learner centered approach while Target Situation Analysis in Hutchinson and Waters was more a learning-centered approach; a learning process between individual students and the surrounding community.

Moreover, Target Situation Analysis by Hutchinson and Waters is defined as Necessities, Lacks, and Wants. Necessities are one of the needs that is determined by the demand of the target situation; what students need to know so they can do their work effectively in a target situation. Meanwhile, the lack on the

other hand is more of a gap that distinguishes between what is already known by the students and what they do not know. According to Jordan in Adhabiyyah et al. (2014), gap is the basis of the syllabus development which is called as deficiency analysis (Present Situation Analysis). Present Situation Analysis aims to provide information related to the students' condition at the beginning of the learning period. The students need to know so they can do their work effectively in a target situation. Wants, the last element of the Target Situation Analysis, is the most important source in the needs analysis and cannot be ignored in the developing of ESP based curriculum. Wants is considered as the most important element as it will distinguish the student's participation in the class and whole learning process effectively. Wants determine the students' motivation which influences the development of syllabus and material.

Richards (2002) clarify that need is a thing that is constructed and dependent on judgment and reflects the interest and values of those making such judgment. Therefore, the teachers, learners, employers, parents and other stakeholders may have different views as to what needs are. For example, in considering the needs of immigrants, representatives of majority population may see the immigrants' needs as achieving cultural and linguistic assimilation and hence may want a needs analysis to identify the language skills immigrant require in order to survive, and assimilate into the dominant culture. In fact, however, those immigrant minorities in English-dominant societies also have other kinds of needs that might be related to housing, health care, access for children's' school, services, and others. It is like what Auerbach (1995) says as quoted by Richards that English teaching has often been viewed as a "neutral transfer of skills, knowledge, or competencies" and that such an approach is based on the needs of social institutions, rather than language learners. Due to this problem, then the curriculum should facilitate or fill in this gap. In this case, he adds that planning an ESL curriculum is not only involves identifying students' language needs, but seeks "to enable them critically examine the existing order, and become active in shaping their own roles in it". In other words it can be concluded that learner's needs cannot be determined alone by institution, teachers, parents, or even

society, but it is the learners themselves as the main sources that should be involved in determining their own learning needs, particularly in language learning needs (Kavaliauskiene and Užpaliene, 2003).

Planning a needs analysis involves deciding who will administer the needs analysis and collect and analyze the results. Needs analysis will be vary in their scope and demands, from a survey of a whole school population in a county to a study of a group of thirty learners in a single institution. Thus, the administrators on a needs analysis of the language needs of non-English-background students studying at a New Zealand University might involved the researcher team made up of two academics and a research assistant; colleagues in different departments who discussed the project and reviewed sample questionnaires; students who piloted the questionnaire; academic staff of the university who administered some of the questionnaires; ad secretarial support involved in preparing questionnaires and tabulating data.

There are a variety of procedures can be used for conducting needs analysis and the kind of information obtained is often dependent on the type of procedure selected. Therefore, the use of a triangular approach (collecting information from two or more source) is advisable to get very comprehensive and sufficient information. For example, in conducting needs analysis of the writing problems encountered by foreign students enrolled in American universities then information could be obtained from many sources, such as from samples of students writing, test data on students' performance, reports by teachers on typical problems students face, opinion of experts, information from students' via interviews and questionnaires, and so forth. Procedures for collecting information during a needs analysis can be selected from among the following:

Questionnaires

This is one of the most common instruments used in collecting information. Questionnaire is divided into two types, which are a set of structured questionnaires consists of structures items (in which the respondents chooses from

a limited number of response) and unstructured questionnaire in which open-ended questions are given that the respondents can answer as he or she chooses. Riduwan (2008) on his book entitled *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula* adds that there is checklist type used in collecting information, in which the respondents can check based on each aspects and it usually used with the scaling types. Basically questionnaire is easy to prepare, they can be used with large numbers of subject and relatively easy to tabulate and analyze, and many information can be administered through this instrument. However, except of its advantages above, questionnaire also has disadvantage since the data is usually too superficial and imprecise that will often need follow-up to gain a fuller understanding of what respondents intend. For that reason, it is essential to identify ambiguities and other problems before being administered by piloting the questionnaires.

Self-ratings

Self-rating consist of scales that students or other use to rate their knowledge or abilities. This might also be included as part of questionnaire as what has been stated above by Riduwan toward checklist type. However, the information collected through this instrument is too impressionistic and not very precise.

Interviews

Interviews allow for a more in-depth exploration of issue that the questionnaires though it will take longer time to administer. It can be done through face-to-face or over the telephone. An interview may often be useful at the preliminary stage of designing a questionnaire, since it will help the designer get a sense of what topics and issue can be focused on the questionnaire. Therefore, it is better to conduct a structured interview that allows more consistency across responses to be obtained.

Meetings

A meeting allows a large amount of information to be collected in a fairly short time. However, information obtained in this way may be impressionistic and subjective and reflect the ideas of more outspoken members of a group.

Observation

Observation of learners' behavior in a target situation is another way of assessing their needs. However, people often do not perform well or natural when they are being observed, thus this has to be taken into account. Besides, observation is a specialized skill which needs specialized training on knowing how to observe, what to look for, and how to make use of the information obtained.

Collecting learner language samples

Collecting data on how well learners perform on different language tasks and documenting the typical problems they have is useful and direct source of information about learners' language needs. Hence, language samples might be collected through the means of written or oral tasks, simulations or role plays, achievement tests, and performance tests.

Task analysis

This refers to analysis of the kinds of tasks the learners will have to carry out in English in a future occupational or educational setting and assessment of the linguistics and demands of the tasks.

Case studies

With a case study, a single students or a selected group of students is followed through a relevant work or educational experiences in order to determine the characteristics of that situation. For example, a newly arrived immigrant might be studied for three months toward his/her daily language experienced in English,

situations in which the language used, and the problems encounters. Although the information from this instrument cannot be generalized, it provides very rich source information that may complement information obtained from other sources.

Analysis of available information

Some relevant information provided in various sources such as on books, journals articles, reports and surveys, or records and files, can be used in conducting needs analysis. This procedure is normally the first step in a needs analysis because there are very few problems in language teaching.

Designing a needs analysis involves choosing from among various procedures above and selecting those that are likely to give a comprehensive view of learners' needs and that represent the interests of the different stakeholders involved. Decision on choosing particular procedures should consider some factors such as collecting, organizing, analyzing and reporting the information collected. It is important to make sure that needs analysis does not produce information overloaded. Therefore the reason for collecting should be stated clearly to ensure that only information that will actually be used is collected. The step by step procedures can be followed in investigating the learners' needs are:

1. literature survey
2. analysis of a wide range of survey questionnaires
3. contact with others who had conducted similar surveys
4. interviews with teachers to determine goals
5. identification of participating departments
6. presentation of project proposal to participating departments and identification of person in each department
7. development of a pilot student and staff questionnaire

8. review of the questionnaires by colleagues
9. piloting of the questionnaires
10. selection of staff and students subjects
11. developing a schedule for collecting data
12. administration of questionnaires
13. follow-up interviews with selected participants
14. tabulation of responses
15. analysis of responses
16. writing up of report and recommendations

Those sixteen procedures above are appropriate or commonly used for larger-scale needs analysis. While for smaller scale needs analysis such as that of a teacher or group of teacher assessing the needs of new groups of students in a language program, the procedures might consist of:

1. initial questionnaire
2. follow-up individual and groups interview
3. meetings with students
4. meetings with other teachers
5. ongoing classroom observation
6. tests

English for Young Learners

Studying English as a second language needs to be learned from early childhood before the individuals reach the puberty. Lenneberg (1967: 116) stated

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that an individual has a sensitive period to be able to easily and quickly master the language, which is called the "critical period". When the individuals reach the puberty, they will be difficult to master the foreign language especially in the pronunciation.

Lightbown & Spada (1999: 60) made some observations on children from immigration families who came from the other countries and settled in the USA. The study found that the immigration children who have not reached the puberty able to speak English with a good pronunciation like native speakers. Meanwhile, even their parents can speak English fluently but they have difficulties in pronunciation, word selection, and grammar.

The Individuals who start learning English at the puberty period will be also influenced by psychological factors. As fact, the children learn English effectively when they study at a relaxed atmosphere, Meanwhile, the Individuals who have reached the puberty tend to have different motivation. They feel ashamed when they cannot reach the target level. They feel frustrated when they realize their English is still lacking. These kind of psychological factors make the individual fail in the learning process. It needs to be understood that the early childhood is the age of playing. Since, every activities of playing are exciting for them, so the right approach needs to be created by the teachers to make the learning process becoming more enjoyable.

METHOD

This research is a case study with qualitative and quantitative approach. This research is intended to analyze the students' needs in the developing of English curriculum for early childhood and elementary school children. The qualitative approach from this research can be seen from the data analysis that carrying the needs analysis in the development of English curriculum for young learners. For the data presentation, the researcher applies a quantitative approach that involves a few statistically activities in analyzing the data.

The subjects of this research were taken from different level of English ability. The subject was the students at LKP SQUARE Education Center English Program at Balai Pengembangan Pendidikan Anak Usia Dini dan Pendidikan Masyarakat (BP-PAUD dan Dikmas) Kalimantan Selatan with the total number of students were 30 students. It consists of 15 boys and 15 girls.

Meanwhile, the questionnaire used a Hutchinson & Waters (1987) instrument that is adopted by Adhabiyyah et al (2014) for collecting the data related to the students' needs, lacks, and wants. The instrument in the form of interviews was used to get the latest information from the leaders, stakeholders, and other policy makers. The results of questionnaire collection were analyzed quantitatively, while the results of the interviews were analyzed qualitatively.

FINDINGS AND DISCUSSION

These findings were obtained through interview and questionnaire instruments. The researcher observed the subject before preparing the research instruments. The interview instrument was purposed to get the latest information from the leaders, stakeholders, and other policy makers. Meanwhile, the questionnaire instrument was used to collect data related to the student needs, lacks, and wants related to the analysis of curriculum development for early childhood and elementary school student.

The Observation Results

The development of English language curriculum for young learners has to meet the needs of learners. English Program at Balai Pengembangan Pendidikan Anak Usia Dini dan Pendidikan Masyarakat (BP-PAUD dan Dikmas) Kalimantan Selatan is an English language institution that aims to create active English skill students. The institution curriculum emphasizes to put the practical knowledge 70% larger than the theory. The institution pays attention to the needs of students and the demands of their graduation competency standards. It can be said that the curriculum at English Program Balai Pengembangan Pendidikan Anak Usia Dini dan Pendidikan Masyarakat (BP-PAUD dan Dikmas) Kalimantan Selatan is

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different from the other curriculum in general, where both learning practices and theories have equal portion.

Based on the pre-observation, it can be seen that the learning situation at English Program Balai Pengembangan Pendidikan Anak Usia Dini dan Pendidikan Masyarakat (BP-PAUD dan Dikmas) Kalimantan Selatan is really fun. The students sometimes learn outside the classroom to play games, sing songs, tell stories, etc. The institution is also supported by some professional instructors, so the students can meet the demands of graduate competency standards without feeling burdened. So, it can be stated that curriculum development must be adjusted to the needs of students, the demands of graduate competence, the students' character and the professional instructors.

The Interview Result

Interviews were conducted through various respondents with specific objectives for each of them. The interview was conducted through the leaders, stakeholders and the other policy makers. There are 3 respondents: ISN, FKS and NRA. As the managers of the institution, the respondents are willing to answer 10 questions related to the preparation of early childhood and elementary school in current English learning situation. According to the respondents, there are 5 things that considered to prepare for young learners in order to have active abilities in speaking English. They are: 1) Basic English language skills are very important, 2) Listening, reading, writing and speaking are four skills needed to be emphasized, 3) English must be focused on ESP especially related vocabulary to daily life, 4) Every students must understand WH and Yes/No questions. 5) There are demands for graduate competency standards in the learning curriculum.

Meanwhile, the second interview was represented by the students' parents. Based on the information, it can be concluded that there are three important things to be considered. They are: 1) Learning can be create to become more fun, 2) It need to held a preparatory lesson before conducting the examination and 3) The

questions related to daily life need to be taught and practiced more in the class, so speaking English will become a habit.

The next interview was conducted with the Head of curriculum development program and the involved instructors. The purpose of this interview is to have better understanding about the curriculum, the teaching-learning condition and the teaching and learning process description. The summary of the interview can be stated as follows: 1) The purpose of teaching English in this program is to prepare students to be active in English rather than merely being passive, 2) English is being taught at various levels such as Basic English, General For Young Learners, Survival English 1, Survival English 2, English For Communication, and Advance English, 3) Students are expected to get familiar with English Speaking Skill, 4) Writing and Speaking are two skills that are difficult to teach, 5) The facilities are considered to be sufficient.

Based on the interviews above, it can be highlighted that the development of English curriculum has been designed properly. However, it is still necessary to give more practice skills to the students.

The Questionnaire Results

The questionnaire instrument was adapted from Hutchinson & Waters (Hutchinson & Waters, 1987). It is used to assess the students' goals in learning English, the most important language skills for students, the practice of English language use, the current English proficiency, the language skills that should be improved and the type of learning that students want.

English Learning Objective

Based on the questionnaire result, all of the students were agreed that the main purpose of learning English is to learn (100%). The detail information can be seen as follows:

Table 1. Learning Objectives

The purpose of learning English	Percentage (%)
To study	100
To prepare the exam	80
To play enjoyable english source; video game, etc	65
To communicate with native speaker	70
Other purpose	20

The Students' Perspective toward the Most Important English skills

Based on the questionnaire given, the most important English language skills for the students are speaking and writing. Both of these skills are at the top of the list with 90% of students choosing both skills. The other skills are listening (65%) and reading (65%). The most important skill questionnaire results for students to learn are shown in the following table.

Table 2 The most important skills for learning

The most important skill	Percentage (%)
Listening	65
Speaking	90
Reading	65
Writing	90

English Practice

Based on the students' answer results, the practice of using English is mostly done at schools. During English class, 40% of students said that they

sometimes practice for using English, and 15% of students said it was rare. The details can be seen as the following table:

Table 3 The Use of English Practice

The practice of using English	Percentage (%)
Always	20
Often	25
Sometimes	40
Rarely	15

Current English language skills

Most of the students are admitted to say that they are unsure to have excellent English skills. The students have lack of confidence in applying English in the daily use. The details regarding students' current English proficiency are presented in the table below.

Table 4 Students' English Proficiency

	Percentage (%)			
	Low	Average	Good	Excellent
Listening	20	40	40	0
Speaking	53	27	20	0
Reading	22	33	45	0
Writing	47	30	23	0

Student skills that need to be improved

Most of the students stated that their speaking and writing skills need to be improved. This is because many of them feel doubt when speaking and writing in English. The statement can be seen in the following Table.

Table 5 Students' English Skills Need to be Improved

English skills need to be improved	Percentage (%)
Listening	60
Speaking	100
Reading	60
Writing	100

Preference for English Learning Activities

A list of choices for learning activities is also included in the questionnaire so that researchers can design learning activities that are in accordance with the wishes of students. Table 6 shows that most students prefer to learn through game (90%), role playing (77%), and making presentations (57%) as learning activities in the classroom.

Table 6. Learning Activities Preferences

Activity	Percentage (%)
Game	90
Role play	77
Make presentations (Tell a story)	57
Case study	23
Other activities	0

The Test Result

The effectiveness of the curriculum development can be seen through the results of students' pre-test and post-test. Pre-test was conducted before the students start learning. The goal is to find out the basic students' abilities and to place them into appropriate class level. The results of the tests are presented in the table below.

Table 7. Student Pre-test Results

Class Program	Passed	Failed
Basic	24	6
General English for Young Learners	18	6
Survival English 1	14	4
Survival English 2	10	4
English for communication	5	5
Advanced English	-	5

Based on the results of 30 student's pre-test, 6 students were in the basic class, 6 students were in the general English class for young learners, 4 students were in the English survival class 1, 4 students were in the English survival class 2, 5 students were in the in the English for communication class and 5 others are in the advanced English class.

After applying the curriculum development at the learning process, then a post-test is conducted to determine the students' skill development. The results of the post-test can be seen in table below.

Table 8. Student Post-test Results

	Low	Average	Good	Excellent
Basic	0	1	2	3
General English for Young Learners	0	1	3	2
Survival English 1	0	1	2	1
Survival English 2	0	1	2	1
English for Communication	0	2	2	1
Advanced English	0	2	3	0

The results of the post-test showed that no one of the students had low skills after participating in the learning process. It indicates that the application of the curriculum development has run effectively.

Based on the needs analysis above, the researcher then try to design a curriculum that expected to meet the students needs. This curriculum is designed in 6 classes, where in each class consists of several levels. The number of meetings in the learning process is designed accordance with the presented material. Each learning process consists of 70% practice and 30% theory. The curriculum development design can be seen in the Figure below.

Figure 1. The Curriculum Development Structure and Content

STRUKTUR DAN MUATAN KURIKULUM	
A. STRUKTUR KURIKULUM	
Kurikulum Program Kursus Bahasa Inggris yang digunakan oleh LKP SQUARE EDUCATION CENTER dalam melaksanakan proses pendidikan dan pelatihan terdiri dari delapan program:	
1)	Program Basic dengan tingkatan level 1-6 43 unit kompetensi dengan lama belajar 120 jam dan distribusi waktu 30% teori dan 70% praktek yang diberikan secara terintegrasi.
2)	Program General English for Young Learners dengan tingkatan level 1-6 20 unit kompetensi dengan lama belajar 96 jam dan distribusi waktu 30% teori dan 70% praktek yang diberikan secara terintegrasi.
3)	Program Survival English 1 (Pre IMD) dengan tingkatan level 1-4 dengan 28 unit kompetensi dengan lama belajar 72 jam dan distribusi waktu 30% teori dan 70% praktek yang diberikan secara terintegrasi.
4)	Program Survival English 2 (IMD) dengan 11 unit kompetensi dengan lama belajar 72 jam dan distribusi waktu 30% teori dan 70% praktek yang diberikan secara terintegrasi.
5)	Program English for Communication dengan 8 unit kompetensi dengan lama belajar 60 jam dan distribusi waktu 30% teori dan 70% praktek yang diberikan secara terintegrasi.
6)	Program Advance English (English for specific purposes) dengan 4 unit kompetensi dengan lama belajar 72 jam dan distribusi waktu 30% teori dan 70% praktek yang diberikan secara terintegrasi.

Each level in the class has different material. This material is arranged from the easiest to the hardest. It is presented in the table below.

Table 9. Basic Class Material

Level	Competency Standard
Basic 1	Greeting and introduction, apps, numbers: 1-10, stationery,

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	what is this-what is that, animal (1), Color
Basic 2	Greeting and introduction, numbers: 11-20, article: a and an, stationery: in the classroom, preposition: on in under, family (1), Color and shapes.
Basic 3	Days, This-that-these-those / a-ness, in the classroom (2), numbers 1-100, preposition (2), family (2), parts of the house.
Basic 4	Animals (2), family member (3), actions: can & cant, shapes and sizes, parts of the body, toys: where is it, weather (1), food and drink
Basic 5	Action (daily activity), time, jobs, what you are doing (simple present continuous), transportation, clothes, preposition (3), shopping for vegetables, adjective (1)
Basic 6	Daily activities, simple present tense, part of the house, adjective (2), weather (2), sickness (4)

The Instructor delivered the learning process by singing songs to make the learning situation interesting. By singing English song, the students can memorize English vocabulary and say it quickly. Besides that, the learning process was also done through role play. This is in accordance with the students' needs analysis of curriculum development. The following is one of the samples of basic competency standard and English basic competency.

Figure 2. Sample of Standard of Competency and Basic Competency for Basic Level

STANDAR KOMPETENSI DAN KOMPETENSI DASAR BASIC ENGLISH				
UNIT	: ONE			
COMPETENCY STANDARD	: ALPHABET			
PROGRAM	: BASIC ENGLISH			
UNIT DESCRIPTION	: THIS UNIT DEALS WITH KNOWLEDGE, SKILL AND ATTITUDE NEEDED TO KNOW ALPHABET			
NO	BASIC COMPETENCY	INDICATORS	TASKS	DURATION
1.	1.1 Reading aloud the pronounce alphabet and very simple words or sentences correctly	1.1.1 Reading aloud and pay attention to the pronunciation and intonation 1.1.2 Spelling the alphabet in English	- Instructor gives the example how to pronounce alphabet - The students imitate - Instructor gives the exemplar English words - Instructor gives the example how to read those words in a good pronunciation and intonation - The students imitate - Ask the students to spell some English words - Ask the students to translate some English words	4 x 90 minutes = Theory 4 x 23 minutes Practice 4 x 67 minutes
2.	1.2 Mentioning very simple words or sentences correctly	1.2.1 The students can mention very simple words or sentences correctly		
3.	1.3 Reading very simple words or sentences with the correct pronunciation	1.3.1 The students can read very simple words or sentences with the correct pronunciation		
4.	1.4 Using the simple words in the simple sentences	1.4.1 The students can use the simple words in the simple sentences		

The learning process at GYL, Survival English 1, Survival English 2, English for Communication and Advanced English class is almost similar with the Basic class. The difference is only on the materials that were presented to be more higher based on their level of difficulty. The higher the class level, the higher the difficulty is. Since the learning process is designed continuously in the curriculum, so the level of difficulty can be overcome if the students can master the previous class material well. Each level of the program will be tested through the final examination to find out how much students has mastered the material and met the basic competency standards.

CONCLUSIONS

The result of the research indicates that needs analysis has a vital role in the process of designing and carrying out any language course and considered as a crucial component of systematic curriculum development. However, learners as the main sources in needs analysis often find difficult to define what language needs they have. Therefore, as the teacher or even institution should be aware of their impetus on successful teaching by conducting this needs analysis through some procedures.

The needs analysis for curriculum development at English Program Balai Pengembangan Pendidikan Anak Usia Dini dan Pendidikan Masyarakat (BP-PAUD dan Dikmas) Kalimantan Selatan was conducted to meet the demands of graduate competency standards by emphasizing the practical knowledge larger than the theory. The Curriculum development has been designed properly to adjust the students' needs and desires. The learning process was evaluated through the results of the students' pre-test and post-test. The results show that the application of the curriculum development has been run effectively. However, it needs more evaluation on every class level to make the students acquire more English skill and practice it confidently. The students also need to master English skill actively.

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