

Original Research Article

## Need Analysis on The Inclusive English Materials Forthe Primary Graders: Voices from Practitioners

Mu'alimin<sup>1\*</sup>, Khoiriyah<sup>2</sup>, Devi Mariatul Qiptiah<sup>3</sup>

<sup>1,2</sup>Institut Agama Islam Negeri Jember, Indonesia

<sup>3</sup>Universitas Mochammad Sroedji Jember, Indonesia

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### ABSTRACT

This study is aimed at conducting a need analysis on the existence of English materials for the students of elementary level in an inclusive classroom. The data is obtained from inclusive teacher who has ELT undergraduate educational background and the students of pre-service training of PGMI at IAIN Jember. The result shows that teacher takes a very important role in conducting an inclusive classroom in primary level due to the fact that they have to prepare materials and activities specifically for the students who have social, emotional, and behavioral difficulties (SEBD). Listening and speaking skill (oracy cycle) are considered as the first skills to be taught and introduced to the students of primary level in order to be able to make interrelationship with others more easily. English materials that compatible with the students of primary level in an inclusive classroom are the materials that encourage their multiple intelligences and recognize their learning style. The teaching procedure is emphasized on the role play in the form of guided instruction flowing from fully guided, partly guided, to fully free learning so the scaffolding of presenting materials which emphasized on touching their feeling can improve their sense of empathy and sense of taking care of others as well as building their social skill.

**Kata Kunci:** *need analysis; English material; inclusive*

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### INTRODUCTION

One of the responsibilities of the teachers is recognizing students learning style, intelligence, and characteristic. It implies that the teachers who have a good pedagogical competence, they tend to take the best role in conducting an inclusive classroom. Even though a study on students' learning style (Slavin, 1994: 254) and Multiple Intelligences of Gardner (1993) has been conducted by many researchers, it is rarely connected to the areas of need analysis and designing and developing English materials of Tomlinson and Mashuhara (2004) for the Islamic primary graders as well as the students who have social, emotional, and behavioral difficulties (Ferlandi and Wulfson, 2013). Therefore, the teacher takes a very important role in designing and developing appropriate material which compatible with the students need and interest (Tomlinson, 1998: 124) as well as its teaching procedure of presenting materials. In addition, teachers' attitude and behavior is important factor to the

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\*Email: mualimin@iain-jember.ac.id

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successfulness of leading an inclusive classroom (Urianu, 2011). Hence, the teacher is the main factor in creating learning environment and joyful learning to achieve better learning outcome specifically for the students who have social, emotional, and behavioral disabilities (SEBD).

Even though English curriculum is not provided by government in primary level, the earlier students learn second language the more second or foreign language acquisition they got. Furthermore, the students who have social, emotional, and behavioral difficulties will also acquire second or foreign language more easily since they learn in the period of their childhood (Krashen, 1988: 38). So the people with different ability get the same opportunities with those who do not have any difficulties in learning English as a foreign language as well as making interrelationship and communication with people from other countries.

*Madrasah Ibtidaiyah* is an Islamic education where the students can learn how to socialize and interact with others. The basic potential and talent of the students should be identified earlier in this period of their childhood, so the teacher or parents are expected to be able to give an appropriate English materials and its teaching procedure which is compatible with their need and interest. For this reason, the researchers intend to conduct need analysis and need assessment before designing and developing English course book in an inclusive classroom to dig up more information about compatible English materials for the students of primary level in Jember specifically for those who have social, emotional, and behavioral difficulties (SEBD).

## **METHOD**

This research is a part of Research and Development (R & D), the combination between Richey and Klein (2007) dan Borg and Gall (1983) model with (4) stages; they are: first, *Need Analysis and Need Assessment*; second, *Model Development Research* ; third, *Model Validation Research* for both internal and external validation research; forth, *Model Use Research*. In this study, the researchers conduct *Need Analysis* and *Need Assessment* as a consideration of designing and developing English materials in inclusive classroom for the students of primary graders. A qualitative research is employed in this study, and then, followed by the development of English materials. The data analysis used Miles et al. (2014). Triangulation is employed to validate the data. The source of data is obtained from the teacher of inclusive class who has English undergraduate educational background as a primary source and the students of pre-service training of PGMI IAIN Jember as a secondary source.

## **RESULTS AND DISCUSSION**

### **The Data from the Students of Pre-service Training of PGMI**

The data obtained from the students of pre-service training of PGMI (*Pendidikan Guru Madrasah Ibtidaiyah*) IAIN Jember academic year 2017/2018 about the existing of inclusive-based English materials as follows:

#### **1. The existing of Inclusive Classroom**

Islamic education or *Madrasah Ibtidaiyah* (MI) is the early stage after Kindergarten where the students learn how to learn. In this stage, it is required to give various kinds activities varying from reading, writing, drawing, and counting. Due to the fact that the students of primary level is the first stage where they learn with a different learning environment from those in their family, the learners should be provided by learning environment that facilitates their learning style. Inclusive classroom is preserved as compatible learning environment that accommodate students different abilities. For this reason, the students of pre-service training need more information and knowledge how to conduct an inclusive classroom.

#### **2. Inclusive English Classroom**

Even though English curriculum is not provided by the government for the students of primary level, the teachers takes very important role in leading English speaking class due to the fact that language acquisition will be achieved better since it is acquired earlier especially in the aspect of pronunciation and fluency. Therefore, inclusive English classroom should be provided by compatible English material designed and developed by the teacher in collaboration with other teacher that has English language teaching educational background so the materials meet their basic need and interest of young learners such as singing a song drawing, game, role play, reading, writing, and counting.

### **The Data Obtained from the Teacher of Primary Level.**

The data obtained from experienced inclusive teacher who has English undergraduate educational background and enroll another undergraduate concentration on primary education shown in this following description:

#### **a. English Materials and Procedure in Inclusive Class**

A lack of social skills can lead to behavioral difficulties in school such as delinquency, emotional difficulties, difficulty in making friends, problems in interpersonal relationships, academic failures, concentration difficulties, isolation from peers, and depression. If a student

has a learning problem, such as a language or auditory processing disorder, he may have difficulty understanding what another person says or means. He might also have trouble expressing his ideas orally. To cope with these problems, the students should be provided by rehearsal opportunities to interact and socialize with others by giving such kind of the following activities which are started from the cycle of listening then followed by the cycle of speaking (oracy).

### **Stage I: How to be a Good Listener?**

The behavioral objective of this activity is to encourage the students to exhibit good listening and concentration skills that are appropriate for classroom learning and everyday life by giving them a story, a script of conversation or an instruction in the form of live listening. Harmer (2007:306) and Scrivener (2005:183) maintain that live listening can be regarded as a popular way to ensure genuine communication, it is a way where the teacher or the real people talks to the students to practice listening in face-to-face interaction. In addition, the advantage of live listening is that the student will listen better than listening to a recorded voice, because they will give a response to the teacher or speaker if he or she is going too slowly or too fast in her or his speaking as well as making an eye contact between the students and the teacher. To be a good listener, the students will take opportunities to rehearse the information they have listened, because rehearsal opportunities keep the information stay longer in the students' memory Furthermore, it is important to elaborate this activity into four main components; namely identifying skill components, model the skill, behavioral rehearsal, and independent use.

In the first stage, the teacher identifies skill components on the board or on sentence stripe. The skill components identifications are as follows: *first*, look at the person who is speaking; *second*, use positive facial expressions and body language to show that you understand; *third*, concentrate on what is being said; *forth*, if the student is asked a question, indicate that he or she has heard it by answering or nodding the head; *fifth*, ask the students to ask questions if they do not understand or need additional information. In the second stage, the teacher models the skill by having a student reenact the situation at a particular task, for example the steps of making "Fried rice" or "How to plant orchid". Show the students how to follow the skill steps and stress the importance of listening carefully to everything said. In the third stage, behavioral rehearsal which will be performed is role playing. This activity is started by grouping students and asks each group to perform a role play "Fried rice". Let the class give

evaluative feedback to see how well each set of students fared well in listening to directions. After role play, reinforce correct behavior with verbal praise, identify appropriate behaviors, reenact role play with corrections, and discuss how well the role plays were accomplished, if there are no corrections, role playing is complete. In the fourth stage, by giving a worksheet, the students will ask their family member for his or her favorite recipe and ask them to prepare the dish following their verbal instruction as well as share the recipe in the class.

### **Stage 2: How to Star a Conversation?**

Leading a speaking class should be brought to the situation where the students will get a chance to practice their own speaking. If the teacher spends a lot of time to talk in the class or TTT (Teacher Talking Time), the students will get less time to practice their ability in verbal communication (Harmer, 2007:38) and the objective of the speaking class cannot be achieved. Hence, the teacher should give more time to the students to practice their ability in the speaking class or STT (Student Talking Time). In addition, the behavioral objective of this activity is to encourage the students to recognize the importance of being able to start a conversation properly with a known or unknown person as well as to demonstrate through role playing.

Leading a conversation class should be provided by rehearsal opportunities for students. This activity also gives students more chance to practice real-life speaking where both the students and the teacher get involved in the activity to start a conversation. Starting a conversation should be viewed from the students' readiness in the class as well as their psychological factors such as feeling anxiety, shy, afraid of making mistakes, and feeling nervous, so they do not have a negative perception to the conversation class. Begun (1996:9) maintains that starting a conversation is a skill that is basic to being able to communicate with other people. Furthermore, an effective communication is determined by a good interpersonal relationship. The following activities are proposed to be able to start a conversation and make a good interpersonal relationship in the class. These activities are elaborated based on the four main components; they are identifying skill components, model the skill, behavioral rehearsal, and independent use.

The first stage is identifying skill components on the board or prints them on sentence stripes. The skill components identifications are as follows; *first*, greet the other individual (s), face the person (s), and establish eye contact; *second*, make a small talk and look for things that interest the other person; *third*, determine if the other person is listening or paying attention; *forth*, initiate a discussion by starting with topics such as directions, the weather,

getting a job, or interest in the other person; *fifth*, say, “*Assalamualaikum*”, shake hands, and complement the other person’s appearance. The second stage is model the skill by selecting two students to perform a role play in relation with the situation on starting a conversation. The third stage is behavioral rehearsal by following these steps; *first*, the teacher will select two students for each role play; *second*, the students will perform the role play with the situation on starting conversation between a shy student and an aggressive student; *third*, after each role play, the teacher reinforces correct behavior, identify inappropriate behaviors, and reenacts role play with corrections. If there are no corrections, the role play is complete; *forth*, the teacher gives verbal praise and group reinforcement; *fifth*, the teacher discusses how well the role play was done and reinforces the skill components. The fourth stage, independent use, is giving the students a task to ask a family member to tell how he/she would start a conversation with the other teacher or the school principal. The response will be recorded in writing on the worksheet entitled “A meeting with the favorite teacher/the school principal” and returned the result of the task to the teacher within a week.

#### **a. Stages of Teaching Procedure**

There are many ways that can be designed by the teacher to present the teaching material. The lesson format in presenting this material based on the four basic components; they are modeling, role playing, discussion of performance, and use in real life situation. Those components will be elaborated into eight steps contained in a lesson format. The sample material of this paper is the material which is closely related to expressing the feelings. The behavioral objective of this activity is to encourage the students in interpreting the feelings, choosing ways to deal with them, and recognizing comparable feelings in others. The steps of presenting materials will be presented as follows:

##### **Step 1: Establish the Need**

Students need to learn how to express their feelings (all feelings are legitimate). They need to choose appropriate behaviors in relation with these feeling.

##### **Step 2: Introduction**

Given a TV program episode, film (tragedy, humor, or drama) within two weeks having to do with family situations and/or social situations, the students summarize the episode to remind those who have seen it and inform those who have not, elicit responses as to feelings involved, expressions, interactions, behavior choices, and consequences.

### **Step 3: Identify the Skill Components**

In this step the teacher writes the skill components on the board or on sentence strips. The skill components are as follows:

1. Recognize what happens when you experience internal feeling.
2. Express what event happened just before the feelings occurred.
3. What understanding did you bring to the event by expressing your feeling?
4. Label the feeling as accurately as possible, for instance, angry, resentful, irritated, furious, joyful, happy, pleased, and satisfied.
5. Communicate (verbally and non-verbally) the feeling to others.
6. Recognize and identify comparable feelings in others.
7. Choose appropriate behaviors to deal with feelings, your own and others.

### **Step 4: Modeling the Skill**

In this stage the teacher selects a situation from one of the TV shows or movies in which two characters have expressed strong feelings, then the teacher and students will perform a role play in the term of fully guided. The teacher will show understanding of the student's feelings and will calmly deal with them.

### **Step 5: Behavioral Simulation**

In this step the teacher will select some students to perform a role play in the term of partly guided. The steps of behavioral rehearsal are as follows:

1. Selection: The teacher selects enough students for three role plays.
2. Role Play: An event from one of the TV programs or movies is role played by the first group. The second and the third groups reenact the same event with a significant change in the assigned feelings/behavior such as anger to fear, joy to jealousy, enthusiasm to boredom, and excitement to disappointment.
3. Completion: After each role play, reinforce correct behavior, identify in appropriate behavior, and reenact role play with corrections. If there are no corrections, role play is complete.
4. Reinforces: Reinforce appropriate behavior with verbal and non-verbal praise (specific) and tangible rewards.
5. Discussion: Discuss the feelings identified in the role play, encourage students to suggest alternate behaviors, and identify the feelings that could be aroused in self and others.

### **Step 6: Practice**

The teacher distributes copies of word search puzzle for the groups to complete (see Appendix I).

### **Step 7: Independent Activity**

The teacher gives students copies of the worksheet entitled "Expressing your feelings" as a homework assignment. Note that more than one feeling can be perceived, many different kinds of events might have caused the perceived feeling, and there can be a wide diversity of causes and results.

### **Step 8: Follow Up**

The teacher should continue pointing out the need for this skill as related situations arise.

The teaching of English as a foreign language in primary level is dominated by the aspect of affective domain along with their cognitive domain. However, behavioral aspect and their attitude either the teachers' attitude toward the instruction or the students and vice versa lead them to the successfulness of teaching and learning process. MacFarlane dan Wolfson (2013) maintain that teachers' attitude and behavior takes a very important role in improving their professional and pedagogical competence in conducting an inclusive classroom. Otherwise, Kurniawati et al. (2012) propose that experienced teacher will affect a better achievement in leading an inclusive classroom. These two different points of view support the finding of this research. In other word, teachers' attitude, behavior, professional development, and experienced teacher help them to conduct an inclusive class successfully. It is considered as a basic need in providing a joyful learning environment specifically for the students who has social, emotional, and behavioral difficulties (SEBD). In addition, reformulation of educational system and restructure of the curricula assist teachers to prepare educational activities. The reform of the curriculum should be made in parallel with a proper training for teachers regarding their knowledge of inclusion and its principle (Unianu, 2012: 904).

Looking at the importance of the teachers' attitude, behavior, experience, and their professionalism in leading an inclusive classroom, there is a need a professional development such as in-service training (INSET) for the teachers of inclusive classroom and the students of pre-service training of PGMI/PGSD in accordance with the management of inclusive class. The students of primary level who has social, emotional, and behavioral difficulties are not only provided by material but also the procedure of presenting it so the format, content and



sequencing the material will help them improve their social skill. It can be concluded that the devoted teacher is the most important person in leading the teaching and learning process.

Listening skill is considered as difficult skill to conduct (Brown, 2007: 88) specifically for non-native English speaker. It can also be regarded as the most complicated aspect to evaluate. So, there is a need a scaffolding to build their social skill for those who have no difficulties and for those who have difficulties regarding their psychological aspect. English materials for the students of inclusive classroom are emphasized on both listening and speaking skills. These two skills are categorized as the cycle of oracy while reading and writing are categorized as literacy. The cycle of literacy is taught with a less portion than the cycle of oracy due to the complicated aspect of micro and macro skill of listening. Moreover, speaking skill is not only talking about its aspect but also students' psychological aspect that makes this skill is considered as the most difficult skill to conduct.

To cope with this problem, guided instruction for every single activities varying from, role play, song, game, drawing, and counting is expected to be able to elicit better achievement as well as interaction tool either verbally or non-verbally. Verbal means of communication lead to the students' ability to interact with others while non-verbal means of communication encourage students' sense of empathy and sense of caring for others.

The sequence of presenting role play in this study is scaffolding that can lead the students' ability obtaining a good achievement from fully guided, partly guided, to fully free learning. In the theory of scaffolding, the stages of the teachers' guided instruction are aimed at internalization students' skill and activate their higher cognitive function Slavin (1994: 231). In addition, the core material is emphasized on understanding someone's feelings (Begun, 1996: 45). The classical condition of Pavlov behavioral theory in Slavin (1994: 154) presented to perform guided instruction is expected to be able to encourage students' interpersonal intelligence (Gardner, 1993: 78). It is a way to train students' skill in making a friend as well as socialization or networking with other people from other country. Furthermore, these inclusive-based English materials encourage their musical intelligence through song, kinesthetic intelligence through game activity and role play, logic mathematic through counting game, visual spatial intelligence through drawing, intrapersonal intelligence through independent activity to solve their own problem, and natural intelligence through natural activity

## CONCLUSION

School management and the preparation of the teachers is the most important factor in leading inclusive classroom in primary level. It implies that experienced professional teacher takes a very important role in solving problems regarding the students' social, emotional, and behavioral difficulties (SEDB). The teaching of English in the primary level is emphasized on the cycle of oracy for both listening and speaking. Therefore, the students are encouraged to be able to be a good listener and start conversation confidently. Compatible English materials for the students of inclusive classroom are the materials that can encourage their multiple intelligences as well as accommodate their learning style in term of auditory, kinesthetic, and visual such as role play, game, song, drawing, and counting. Those activities are designed in the form of scaffolding flowing from fully guided, partly guided, to fully free learning. The core materials are emphasized on the reflection of their feeling while guided instruction is the strategy employed in the activity. This strategy is expected to be able to improve students empathy and build their social skill.

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