

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two subchapters presenting conclusions and recommendations of the study. The conclusions are derived and formulated from the findings and discussions from the previous chapter. Meanwhile, the recommendations are addressed to several parties in relation to the study and for further research under the same topic.

5.1 Conclusions

This current study was designed to identify the needs of fifth graders in learning English as a Foreign Language as perceived by the elementary school teachers and as perceived by the junior high school teachers. In order to achieve the intended purposes, the study covered the four curriculum components namely learning objectives, learning materials, methodology, and means of assessment. The study was conducted by collecting data from 17 elementary school teachers and 5 junior high school teachers in one of the subdistricts in Cirebon. The investigation was accomplished using three data collection instruments namely questionnaire, interview as well as class observation. The results gained can be concluded as follows.

In terms of skills overview of fifth graders, it turned out from the findings that their performances could be considered low according to teachers' perception. Major causes were identified as coming from students' lack of vocabulary mastery and grammar knowledge. In terms of learning objectives, it was found out that English teaching in fifth grade level served as an introductory step to prepare students to learn English in junior high school level. As for the students, they purposefully learned English to enrich their vocabulary, to

Ghea Kyat Priyanka, 2018

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pronounce English words and to write English texts correctly. Meanwhile, in terms of learning materials, it was revealed that contents in English learning were focused on developing students' specific knowledge and vocabulary mastery as well. As for methodology, the students were found to favorably choose activities in pairs or in group due to their lack of confidence, as opposed to individual activities. The students were also teacher-dependent as they depended upon teachers' translation during learning process. Lastly, dealing with means of assessment, English was unveiled to mostly be practiced through multiple-choice, matching, and fill-in the blank exercises.

Furthermore, in terms of skills overview of seventh graders, the seventh graders' teachers perceived their students' proficiency to be fair to low. The teachers perceived them as having poor bank of vocabulary that affected their skills' performances. In spite of the influence of English learning in elementary school level towards seventh graders' vocabulary, however, responding to the issue, fifth graders were still hoped to acknowledge themselves with rich bank of vocabulary. In terms of learning objectives, teaching and learning process in junior high school level was conducted by following standard of competences and basic competence issued by the Indonesian Ministry of Education. Therefore, elementary students were to be prepared with basic knowledge supporting the standard of competences and basic competence. Meanwhile, dealing with learning materials, junior high school teachers seemed to put emphasis in having materials focusing on grammatical forms, students' communicative competence, and students' language skills as well. Through this information, it could be inferred that elementary students were better be prepared with basic knowledge of grammar and speaking proficiency to avoid anxiety once they learned it in junior high school level. In terms of methodology, junior high school students encountered similar case to elementary students. Hence, elementary school

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teachers should begin promoting autonomous learning to the students for instance by training them to be accurate guesser of meaning to lessen their dependence on teachers' translation. Teachers can make use of interesting media to help boost up students' confidence in guessing the meaning. Dealing with means of assessment, there was no significant difference from those revealed in elementary school level.

The findings of this recent study underlined the importance of vocabulary teaching and learning as primarily decisive point in promoting students' proficiency. Any issues found in the study were rooted in students' vocabulary mastery. Students could hardly follow instructions or manage to grasp the meaning in the given materials. Accordingly, the teachers admitted to meet obstacles in conducting well time management. Time spent in English learning were mostly occupied in translating English words into Bahasa Indonesia so as to ease students in understanding content of the materials. As a result, improvement towards students' language skills could hardly be achieved as learning pace is slow.

5.2 Recommendations

Based on the findings drawn from the investigation, some recommendations dealing with students' needs in learning English as a Foreign Language are offered as follows.

First, by referring to the above result gained from this study, elementary school teachers are suggested to put emphasis on improving students' bank of vocabulary in learning English as a Foreign Language. It is advisable for teachers to explore several interesting means in enriching students' vocabulary, particularly fifth graders as young learners. For instance, considering students' age, teachers can use vocabulary games such as *back to the board game* where

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students are divided into some groups and the representative of each group comes forwards and sit with their back to the board while holding a word which must be described by the rest of the group members without saying a single word until the representative can guess the mysterious word. This way, fifth graders are invited to learn and play at the same time. Teachers need to seek for various vocabulary games in making students interested and in need in enriching their vocabulary bank. Considering the significance of vocabulary mastery in students' English proficiency, elementary teachers are to take this issue seriously so as improvement in students' English learning can be achieved.

Second, for EFL teachers in general, considering its significance in learning, they are suggested to be familiar with needs analysis. They are also suggested to conduct needs analysis in any of its form, from the simplest to the comprehensive ones. Information dealing with students' proficiency skills, motivation in learning, preferable learning materials and methodology as well as means of assessment will open more chances for teachers in developing teaching plans and kits that best facilitate students. In addition, involving students in planning the lesson will likely create stronger bond between teachers and the students. Most importantly, needs analysis attempts to promote improvement in learning by including students' point of view and putting students at the center in making decisions for their own learning.

Third, for school boards or those having authorities in curriculum planning, they have to make sure that any activities dealing with needs analysis gain support and attention so as learning process will be more meaningful for both of the teachers and the students as well. With loaded of support, a new spirit in English learning is hoped to arise.

In addition, referring to the significance needs analysis brings in teaching and learning activities, it is recommended for stakeholders responsible in LPTK to

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put materials dealing with needs analysis for the teachers in order to enhance their teaching quality. It is hoped that they will be more knowledgeable about needs analysis in their teaching practice.

Lastly, the recommendation goes to other researchers aimed at conducting similar study under the same topic. It is recommended that they add more participants in the study and broaden their data collection instruments to draw more comprehensive conclusions. It is also recommended to put attempts on conducting the study to a higher level grade in elementary school as it stands closer to junior high school level. However, an appropriate timing and accessible site should be taken into consideration as students in this level are mostly occupied by preparation for national examination.

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