

Needs Analysis Training Basic English For Teachers At Primary School

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Abstract—The main of this research was to find out the analyze the forms of basic English training needed by teachers At Primary School. Specific targets achieved was the availability of basic English training management model that was needed by teachers of primary school, especially basic English learning to growing up teachers competencies and literacy in the form of training models and textbooks. To achieve this target, an R & D model was used by develop Borg and Gall model designs with research and development steps, which the study was devoted to the preliminary study stage as a needs and content analysis. The results of the study show that: the need for a basic English language training management model was needed to improve the competence and literacy of teachers which include (1) training planning; (2) implementation of training; (3) training evaluation; and (4) follow-up training.

Keywords—*training needs, basic english, teachers primary school*

I. INTRODUCTION

The trend of growth using English as global communication has become an important aspect of globalization. According to Jean Brewster and Gail Ellis (2004: 1), Many people think that English language skills are important to support life in the future, not only in higher education, socialization, but also in the workplace. this situation or request is a trigger for many people to learn English. As a result, students often evaluate their success in learning the language and the effectiveness of their English language courses on the basis of how much they have mastered their oral language skills (Richards, 2008: 19).

English as education, especially for elementary school students in Indonesia, it is very popular today. This is the task and responsibility of educators to prepare themselves and explore English as one of the international communication tools including as a language of instruction in the teaching and learning process in elementary students. Primary School Teacher Education (PGSD) has the task of preparing students as prospective elementary school teachers. professionals who have good English skills, both orally and in writing. The above mentioned supports the teacher's need for teaching skills in primary and public elementary school where the school has multi ethnicity, besides requiring teachers to have English language skills especially English as the language of instruction in the teaching and learning process.

Several studies from language experts showed a great hope for the process of language learning for

elementary students. Krashen, Long, and Scarcella (1982: 2) assert that children who learn a foreign language while still young through a natural journey will have a higher achievement or results than those who start learning when they are adults. In this connection, some elementary schools, especially in big cities, have taught English to their students. However, many students who were assigned to teach English were not students who had been prepared but students who were "forced" to teach English because they were assigned by the Principal (Panjaitan, 2007).

The phenomenon that the ability to speak basic English is needed because Indonesia has entered the Asean Economic Community and industry revolution 4.0. Primary school teachers need to have basic English competence to teach English as needed according to their field of work as a bilingual classroom teacher. The formulation of the problem of this research is: How does the need to develop a management model for the basic English training needed by primary school teachers? The purpose of the research is: to find out the need for the development of a basic English training management model needed by primary school class teachers.

Language is essentially the speech of the mind and the squeeze of humans on a regular basis, which uses sound as a tool (Depdiknas, 2005: 3). Meanwhile, according to Harun Rasyid, Mansyur & Suratno (2009: 126) language is a structure and meaning that is free from its users, as a sign that concludes a goal. Whereas language according to the large Indonesian dictionary (Hasan Alwi, 2002: 88) language means an arbitrary symbolic sound system, which is used by all people or community members to cooperate, interact, and identify themselves in the form of good conversation, good behavior, good manners.

In the Indonesian dictionary (Hasan Alwi, 2002: 707-708) the ability comes from the word capable which means the first power (can, be able to) do something and the second is. Own ability means ability, ability, strength, wealth. While the ability according to language means the ability of a person to use adequate language seen from the language system, including covering courtesy, understanding his turn in conversation.

From the description above, it can be concluded that language is the ability of human speech and feelings through arbitrator sounds, used to cooperate, interact, and identify themselves in good conversation.

Dole Yoder in (Sedarmayanti, 2009: 172) states that each form of training should contain as many as 9

principles, namely: (1) individual differences (individual differences); (2) relation to job analysis (relationship with job analysis); (3) motivation (motivation); (4) active participation (active participation); (5) selection of trainees; (6) selection of trainer (7) trainer training (trainer training); (8) training methods (training methods); (9) principles of learning.

Sedarmayanti (2009: 56) states that a good trainer has a professional attitude in facing their duties, namely: (1) Trainers must be friendly and have a sense of humor but do not over the attitude with trainees; (2) Trainers must have self-control, enthusiasm, honesty, sincerity, courtesy and wisdom; (3) Trainers must have knowledge of what will be taught and that are not adapted to the trainee's abilities; (4) Training is a process of communication; (5) Training is an effort to manage training material into something that is meaningful and easy to understand; (6) Good training is a creative business.

Management as an ability or expertise which then becomes the forerunner of Management as a profession. Arismunandar (2005: 36) mentions management as "a science emphasizing attention to skills and managerial abilities that are classified into technical, human and conceptual skills / abilities." Management as a process is by determining steps that are systematic and integrated as management activities.

Training provides teaching in addition to knowledge, skills and attitude changes. Nedler (2012: 12) describes the training model through several stages in which the training cycle consists of: (1) training needs analysis (analyze to determine training requirements); (2) training approach design (design the approach training); (3) development of training materials (develop the training materials); (4) training implementation (conduct the training); and (5) evaluation and training updates (evaluate and update training).

II. METHOD

This study was used the design of R & D, research and development design from Borg and Gall (1983) and the design of procedural models developed by McKenny (2001). The Location of research and development of a management model of basic English language training carried out on elementary school teachers in Gowa Regency and Jeneponto Regency, South Sulawesi. Individual trial subjects (6) people and groups (12) people in the primary school teacher group in Gowa District and limited trials of 40 people to elementary school teachers in Jeneponto District.

Data collection techniques and instruments used in this study were: (1) Interview, Interviewed in this study were conducted in an unstructured manner using interview guidelines in the form of an outline of the problems to be asked. Interviews were conducted to obtain information about training models that have been used in primary school teachers; (2) Questionnaire. Questionnaire was data collection technique that was done by giving a set of written questions to respondents to be answered; (3) Documentation. Documentation was one method of collecting data by viewing or analyzing documents made by subjects or other people about the subject.

The steps of data analysis techniques in qualitative research include: (1) Reducing data. The answers obtained varied were analyzed by reducing the data which summarizes all the data and then selecting, sorting and taking the main points that were focused on the problems examined based on the indicators developed in the interview guidelines. (2) Data presentation (Display Data) was carried out to provide an understanding of the phenomena that occur, after this has been carried out, the researcher plans what subsequent actions should be taken based on the meaning of these phenomena. (3) Verification of data. Attract preliminary conclusions that are temporary and can change if strong and supportive evidence was found at the next data collection stage. if the data that has been submitted and supported by valid and consistent evidence, conclusions can be described.

III. RESULT AND DISCUSSION

Forms of Needs for Development of Management Models for Basic English Language Training and the Packages Needed by Primary School Teachers

The resulted of the needs analysis, questionnaire found three main findings: (1) the need for planning English language training that was currently expected by elementary school teachers; (2) the need for the implementation of English language training which was currently expected by elementary school teachers; (3) the need for evaluation of English language training that was currently expected by elementary school teachers through analyze design development implementation evaluation on elementary school teachers. Each of these findings can be followed in the following description.

Table 1. Planning Requirements for Basic English Language Training for Teacher Primary School

Indicator	Categories /Total/Percentage								
	Very Important		Important		Not Important		Less Important		
Training Objectives	115	550,00	110	33,33	55	16,66	00	00	30
Structure & content of the Training	118	660,00	77	223,33	55	16,66	00	00	30
Training Program	215	833,33	5	116,66	0		00	00	30
Training Guide	113	43,33	112	40,00	55	16,66	00	00	30
Training materials	220	66,66	110	33,33	00	0	00	00	30
Total		100		100		100		100	30

From the table above showed that the needs for training objectives that were the target of basic English language training, very important categories 15 or 50.00 % , 10 important categories or 33.33%, 5 not important categories or 16.66 % , 0 % less important categories. who were the target of basic English language training, very important categories 18 or 60.00 % , important categories 7 or 23.33%, not important categories 5 or 16.66 % , 0 % less important categories. Training programs targeted by basic English language training, 25 very important categories or 83.33 % , 5 or 16.66 % important categories, 0 % not important categories, 0 % less important categories.

Training guide needs that were the target of basic English language training, very important

categories 13 or 43.33 % , important categories 12 or 40.00% and not important categories 5 or 16.66%, 0 % less important categories. The teaching needs of training that were the target of basic English language training, very important categories were 20 or 66.66%, important categories were 10 or 33.33%, not important categories are 0 % and less important are 0 %.

The result of this study show that indicate in order to do this planning, analysis was treated, namely: (1) identification of learning needs of the teachers themselves; (2) analysis of teacher activity deficiencies; (3) contextual social, political and economic relations influenced by professional teachers.

Table 2. The Needs for Basic English Training for Teacher Primary School

Indicator	Categories /Total/Percentage								
	Very Important		Important		Not Important		Less Important		
Standar Competency	18	43.33	8	33.33	4	23.33	0	0	30
Training participants	15	50.00	10	33.33	2	06.66	3	10.00	30
Time & Location	15	50.00	10	3.33	5	16.66	0	0	30
Instructor	20	55.66	6	20.00	3	10.00	1	03.33	30
Total		100		100		100		100	30

From the table above showed that the needs for training implementation indicators: The needs for achievement of training standards competency were the target of basic English Language training, very important categories 8 or 43.33 % , important categories 18 or 33.33 % and not important categories 4 or 23.33 % , less important category 0 or 0 %.

The needs of training who were the target of basic English language training, very important categories 15 or 50.00 % , important categories 10 or 33.33 % , 2 not important categories or 6.66 % and 3 or 10.00% less important categories. The time and location

of training was the target of basic English language training, very important categories 15 or 50.00%, important categories 10 or 33.33 % , not important categories 5 or 06.66% and less important categories 3 or 10.00 %.

The needs for instructors were the target of basic English language training, very important categories were 20 or 55.66 % , important categories were 6 or 20.00%, not important categories were 3 or 10.00% and less important categories were 1 or 03.33%.

Simamora (2006), and Mujiman (2009), stated that training is needed in increasing knowledge, ability,

motivation, and learning satisfaction so that it can produce changes in abilities in accordance with the

personal and environmental characteristics of the participants so that training will provides benefits.

Table 4. Kebutuhan Evaluasi Pelatihan Bahasa Inggris Dasar pada Mahasiswa Pendidikan Guru Sekolah Dasar

Indicator	Categories /Total/Percentage								Total
	SP	%	P	%	KP	%	TP	%	
Traning Participant	10	33.33	10	33.33	7	23.33	33	10.00	30
Fasilitator	17	56.66	13	43.33	0	0	0	0	30
Training Orginizer	9	30.00	14	46.66	7	23.33	0	0	30
Total		100		100		100		100	

Training evaluation needs wrere the target of basic English language training, include indicators: training participants' evaluation of very important categories of 10 or 33.33%, important categories of 10 or 33.33%, not important categories of 7 or 23.33% and less important categories of 3 or 10.00%. Evaluation needs of training facilitators were the target of basic English language training, very important categories 17 or 56.66%, important categories 13 or 43.33%, not important categories 0 or 0% and less important categories 0 or 0%.

The evaluation of needs of training providers where the target of basic English language training, very important categories 9 or 30.00%, important categories 14 or 46.66%, not important categories 7 or 23.33% and less important categories 0 or 0%.

Training was an important component in the development of human resources (HR) at an institution, training needs can improve knowledge, skills and attitudes that are important assets in the institution. Increased knowledge, skills and attitudes can improve institutional performance in the face of change and external competition.

IV. CONCLUSION

The needs for training planning in the focus of training targets on basic English language, very important category. The needs for structure and content of training was very important. Training guide needs was very important categories. The needs for training teaching materials was very important category.

The needs for training implementation showed the achievement of training competency standards that was the target of basic English language training, a very important category. Training training participants who are the target of training Basic English language, very important category The training needs of the time and place for training was the basic English language, a

very important category. The need for training teaching staff who are the target of basic English language training was very important category.

Training evaluation needs were the target of basic English language training, including indicators: training participants' evaluation was very important category. Training instructor evaluation needs that were the target of basic English language training was very important category. Evaluation needs of training providers who are the target of basic English language training was very important categories.

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