

# Developing English Program for Elementary School Teacher Education Students

Ratna Yunita

University of Birmingham, Birmingham, United Kingdom  
Email: ratnayunit@gmail.com

Naning Pratiwi

Yogyakarta State University, Yogyakarta, Indonesia  
Email: naningpratiwi6595@gmail.com

**Abstract**—An English program has important roles in higher education because it can support the General Course of English, a compulsory subject aimed to make all of the students from different department understand the references related to their discipline, communicate about their field widely, and encourage their study properly. This is supported by the ineffective implementation of General Course of English today because of several reasons such as the use of general English as the materials that is not suit with the purpose of each study program, for instance Elementary School Teacher Education. Therefore, this research is conducted to describe the needs of students, the materials/topics, the vocabulary that should be learned, and the appropriate English program for Elementary School Teacher Education students. The results show that English is important especially in developing their knowledge in order to comprehend many references which are written in English. Hence, the developed materials in the program focused on reading skills.

**Index Terms**—English program, elementary school teacher education students, reading skills

## I. INTRODUCTION

English has an important role in higher education. According to Hyland [1], more than 90% scientific journals are written in English. Therefore, higher education society is expected to master English in order to understand the references related to their discipline, communicate about their field widely, and encourage their study properly.

In Yogyakarta State University, one of universities in Indonesia, two credits has given to the General Course of English. The second semester students in each study program should take this subject, including Elementary School Teacher Education students. This subject is taught by the lecturer from the department.

However, the implementation of General Course of English is still ineffective. There are several issues that cause the uninteresting teaching and learning processes. The data show that the management of teaching and

learning processes becomes the main problem. It creates some problems which are linked each other.

The first problem is the coordination of the General Course of English implementation. The General Course of English should be organized by Technical and Operational Unit of General Course, but in practice there is no coordination between Technical and Operational Unit of General Course and English Department. Therefore there is no operational standard that should be fulfilled.

The second problem is related to the materials. The materials which are taught in the General Course are General English. General English only teaches English in general and does not meet the specific needs whereas the students need English to support their study. This kind of English is commonly called as English for Academic Purposes. It facilitates the students in studying their field. The main focus of the program is to improve the students' English proficiency especially their reading and vocabulary skills.

Added to this, Yogyakarta States University has made an effort to solve this problem by providing a book entitled *An English Course Book, Focus on Reading and Translation Ability*, written by Johan [2]. Nevertheless, the book mostly contains grammar task without proper context and well-ordered passages. This is not appropriate with every study program which has different topics.

The last problem is related to program development. Realizing that there are a lot of problems in the implementation of the general course of English, developing an English learning program which meets students' needs is very important. However, there is no English learning program since there is limitation of time and lecturer. The students should study by themselves in order to improve their English skills they really need to facilitate their study.

Based on those problems, an English learning program which meets students' needs is necessary. This study is focused to develop English program that produce English learning materials for Elementary School Teacher Education study program students. There are some questions to be answered in this research. Those are as follows:

- What are the needs of Elementary School Teacher Education study program students related to the appropriate English program?
- What kind of materials/ topics and English vocabulary that should be learned by the students of Elementary School Teacher Education study program through teaching materials based on the students' needs?
- What is the appropriate English program for Elementary School Teacher Education study program that can support the General Course of English?

This program is expected to give significant contribution theoretically and practically for three parties. First, for the students of Elementary School Teacher Education study program, the results of this program are aimed at providing useful inputs for them to have more practice in using their reading skills. Second, for the lecturer of the General Course of English, the results of this program are expected to be one of resources to inspire them in developing appropriate materials for their students in order to improve their English teaching and learning process. Third, for other English program developers, the results can be used as a reference to develop similar English program but in different focus of discussion.

## II. LITERATURE REVIEW

### A. *English for Elementary School Teacher Education Students*

#### 1) *Elementary school teacher education students*

Elementary School Teacher Education Department is one of study programs in Yogyakarta State University which more concerns on education field. The students of Elementary School Teacher Education are expected to accomplish certain competences after receiving the study experiences and the teaching and learning processes in the form of theory and practice presented in a set of curriculum which takes place in the class and/or outside the class. The expected competences are developed by the guidance of Elementary School Class Teacher Competence Standard (Ditjen Dikti) [3] and by accommodating the growing creative thinking.

There are eleven competency standards of Elementary School Teacher Education which are formulated by Yogyakarta State University [4]. They are: (a) mastering the basic principles of education and teaching and learning process in elementary school, (b) comprehending the principles and able to do educational management of elementary school, (c) comprehending the nature and stage of learners development, (d) comprehending development and innovation of the elementary school curriculum, (e) having the ability to access and develop teaching materials, (f) having the ability to plan and implement the teaching program, (g) having the ability to assess the processes and the results of learning, (h) comprehending and implementing guidance and counselling in elementary school, (i) able to utilize and develop the environment as learning resource, and (j) able

to design, implement, and use the results of research to develop elementary school education.

Based on the explanation above, it can be concluded that to achieve the competences, the Elementary School Teacher Education students have to access a lot of resources such as books, articles, and research reports. For that reason, the program is developed based on the consideration of their needs as elementary school teacher education students. Focusing on reading skills, this program aims to improve their reading skills in order to make them able to access their materials especially those which are presented in English.

#### 2) *Characteristics of adult learners*

Elementary School Teacher Education students are categorized into adult learners. According to Harmer [5], there are a number of characteristics of adult learners. The characteristics are described below.

- Unlike children or young teenagers, the adult learners can engage with the abstract thought,
- They have expectations of learning process and already have their own set patterns of learning,
- They can be critical of teaching method applied because of the previous learning experience they had before,
- Adults tend to be more discipline than some teenagers,
- They can draw clear objectives of their learning,
- They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.

Therefore, the characters of adult learners above will be taken into account to develop an appropriate program for Elementary School Teacher Education students.

### B. *English for Academic Purposes (EAP)*

English in university context is known as English for Academic Purposes (EAP). EAP in the beginning learned English to prepare international students who would study at universities in English-speaking countries, such as UK, USA, and Australia. In subsequent developments, a growing number of countries that do not use English as the national language open majors or courses which use English in the teaching and learning process to facilitate students from various countries.

Academic English is not only required by international students, but also by all students. In the academic field, students always deal with English since it has become the language of science, technology, and scientific publications (McKay) [6]. Moreover, the literatures and journals are mostly written in English therefore the students should master English well. They are also required to be able to write in English if they want to communicate his ideas widely.

English in university context is known as EAP which is intended to prepare students to understand the literature and journals in English. How to understand the literatures in English and how to improve the English proficiency through that literature are the focus of EAP. Learning English through the process of studying the particular field of study in language teaching methodology known as Content-Based Instruction (CBI).

Content-Based Instruction (CBI) is language teaching approach through the study of science or a particular topic, not just learn the language itself. Davies [7] stated that CBI is a teaching method that emphasizes learning about something rather than learning about language. Brewster [8] stated that Content-based language teaching is a version of bilingual education and subject-teaching which simultaneously teaches the language required for school learning and promotes thinking skill.

Through content-based teaching, students learn particular topics, at the same time they learn the language and also develop their thinking skills. Davies [7] also adds that in Europe this learning approach known as CLIL (Content and Language Integrated Learning) and in other places it is also known as language across the curriculum or cross-curricular language learning. Content based language teaching belongs to communicative approach in which the students interpret, express, and negotiate meaning using the target language (Savignon, [9] Richards) [10]. In Indonesia teaching English through this model has been popular in international high school (SBI) or RSBI and bilingual schools in a few years ago in which mathematics and science are taught in English.

Stoller and Grabe [11] state that EAP is a content-based language teaching model in universities. Teaching based content with EAP approach consists of three kinds of models namely sheltered model, adjunct model and theme-based model.

Davies [7] states that sheltered and adjunct model in CBI related to higher education context which is usually implemented at the University which uses the target language. The goal of teaching and learning process by using this model is to make foreign students (e.g. Indonesian students) learn the material in the same way as native speakers (English). In sheltered model, the materials are taught by the expert of the field, for example economists, by using English as a mean of communication that can be understood by foreign students. In adjunct models, students are taught by two lecturers, the expert of the field and the expert of language teaching.

First, students get lectures from experts in the subject areas in English, then they will receive guidance from the expert of language teaching to understand the lecture (Richards and Rodgers) [12] Besides, English classes are held first before the subject. The lecture is given by the expert of language teaching to prepare students attending universities in the English-speaking countries (Davies) [7]. This model is similar to the English training for Indonesian students who will study in Australia a few years ago.

Theme-based model is content based foreign language teaching which is found in EFL contexts (teaching English as a foreign language), for example in Indonesia. In this model, the lesson is taught by the expert of language teaching, it is also possible to collaborate with expert of the field.

Sheltered and adjunct model are considered for those who are good enough in English (TOEFL score above 500), while theme-based model is for those whose

English skills are still low (TOEFL score below 500) (Davies) [7]. Added to this, it is clear that theme-based model is a suitable model to the context of higher education in Indonesia, including Yogyakarta State University.

### *C. Reading*

Reading is one of the English skills. There are many perspectives about reading from some experts. Spratt, Pulverness, and Williams [13] state that reading is one of the four language skills: reading, writing, listening and speaking. It is a receptive skill, like listening. It involves responding to text, rather than producing it. They also add that reading involves making sense of text because the readers need to connect the message of the text to their knowledge of the world when they are reading. This activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in form of written language to what they already knew about the text. They also should understand the language of the text at a word level, a sentence level and a whole-text level.

In addition Burt, Peyton, and Adams [14] state that reading is a process of gathering visual information from the text and analyse that information through different system to get important and meaningful information. Clarke & Silberstein in Brown [15] inform that readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concept already stored in their memories.

From the explanation above, it can be concluded that reading is one of the English skills. It refers to the receptive skills, but it is a complicated process. It can be seen when students read a text, at the same time they also have to know what the text tells about by taking the stimulus beyond its graphic representation already stored in their memories.

As the researcher stated before in nature of reading, reading is one of the English skills. It has some parts that are called as sub-skills or micro-skills. Reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies. Brown [15] tells that skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world. Besides he also states that some micro-skills for reading comprehension.

However, there are only some reading sub-skills mentioned in this research relates to the materials that will be developed. They are: (a) identifying the purpose of reading, (b) skimming the text for main ideas, (c) scanning the text for specific information, (d) guessing when it is uncertain, (e) analysing vocabulary, (f) distinguishing between literal and implied meanings, and (g) capitalizing on discourse markers to process relationship.

### *D. Course Design*

In designing an English learning course, the developers should decide what course design model which he would

like to adopt. In this English learning program, the program developers chooses Grave's model to adopt. It is noteworthy that Graves [16] in this regard has observed that EAP course designers do not necessarily give any of the steps any precedence over others, saying that ... "there is no hierarchy in the processes and no sequences in their accomplishment. As a course designer, you can begin anywhere in the framework, so long as it makes sense to you to begin where you do" (p. 15). The following are some important aspects of designing a language course by using Grave's model [16]:

1) *Defining the context*

Before starting the course, the developer firstly should know the context of his course. Context means the environment in which the students will be taught. In this step, the developers should think about the stakeholder's background conducting the course, physical setting of the course, the nature of the course, the teaching resources, and the time.

2) *Articulating beliefs*

Before starting the course, the course developers should articulate their beliefs about language teaching. It will influence the technique of language teaching process in the classroom. For instance, the developer has a belief that language learning program will be successful through group discussion. Therefore, he should design his course containing some discussion activities.

3) *Conceptualizing content*

Most of English teachers uses same syllabus and textbook to teach students with different majors. It is already known that students in different majors have their own needs and interests. Therefore, the syllabus and textbook which meets their needs and interests should be developed. Graves [16] states that conceptualizing the content means figuring out what aspects of language and language learning are included, emphasized and integrated in a course. Therefore, when taking into account information about the students, goals, and objectives, EAP teachers need to determine which aspects of EAP learning will be included, emphasized, integrated, and used as a core of the course to address the students' needs and expectations.

4) *Formulating goals and objectives*

A goal is something which one wants to achieve or can be said that long term purpose of the course. According Graves [16], goals are a way putting into words the main purposes and intended outcomes of your course and if we use an anthology of journey, the destination is the goal; the journey is the course. Goals should be realistic; otherwise the students would be demotivated (Richards) [17]. Objectives, in other hand, are the specific ways in which the goals will be achieved and objectives serve as a bridge between goals and needs and generally objectives make up a goal. Formulating goals and objectives for a particular course is very important in EAP course design as it allows the EAP practitioners to create a clear picture of what course is going to be about.

5) *Assessing needs*

According to Hyland [18], the needs analysis refers to the techniques for collecting and assessing information

that is relevant to course design. It is the means of establishing what the course is and how the course runs. It is a continuing process since the teaching is modified through understanding the students more. This is the way to create the effectiveness of a course. There are two kinds of needs which are assessed, namely target and learning needs. The target needs consist of goals, wants, lacks and necessities, while learning needs consist of inputs, procedures, setting, teacher's role, and learner's role.

6) *Organizing the course*

Organization of course content is known as sequencing or grading. Grading or sequencing has been defined as the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills and the forth.

7) *Developing materials*

Graves [16] suggests that while selecting materials, EAP practitioners should take into account the following issues:

- Effectiveness in achieving the course purposes,
- Appropriateness of the materials so that the students will feel comfortable. This means that the materials will be relevant to their interests and language level.
- Feasibility, so that the material will be accordance with the students language and cognitive capabilities and the course will not prove too difficult for them.

8) *Adapting a textbook*

Choosing materials may involve development of new materials when teaching a course if there are no suitable materials for it; it may also involve collection of various materials or adaptation of existing ones in order for them to be tailored to the students' needs and interests. That is, if an EAP teacher is pressed for time and dependent on a textbook, he may adopt and adapt it to the needs and interests of his students and use it time again. Nation and Macalister [19] suggest adopting and adapting language textbooks as per the context and needs of the students, as required.

9) *Designing an assessment model*

Evaluation is very important in EAP course design. Hutchinson & Waters [20] have noted that evaluation consists of two forms: learner assessment and course evaluation, adding that learner assessment should be done in order to decide whether the desired proficiency level of students to perform the communicative tasks have been achieved and that results of this kind of evaluation helps all stake holders to decide whether and how much language instruction is required.

E. *Previous Studies*

Nowadays, the development of English learning materials for university students has been growing. Many study programs which have different needs attempted to develop materials related to their needs. There are two of them related to this study.

First, research was done by Mufidah [21] which developed English speaking materials for tutorial practices of international classes of Yogyakarta State University. The results showed that in order to develop appropriate English speaking materials for tutorial practices, the materials were developed by considering related theories, the result of learning and target needs and the result of materials evaluation. Lastly, appropriate speaking materials for tutorial practices have introduction, main lesson and reinforcement as its components and also several characteristics such as they are relevant to the needs of students, they are able to make the students practices their speaking skill and they are appropriate in terms of content, language, presentation and layout.

Another relevant study is done by Mustadi [22] entitled “*English Syllabus Design for Elementary School Teacher Education Department, Faculty of Education, State university of Yogyakarta: A Study to Develop an Alternative English Syllabus*”. This study identifies four areas of communicative competence and ten task types. This study also produces a book entitled *Communicative Competence Based Language Teaching: An English Course Design for Primary Teacher Education*.

### III. METHOD

#### A. Selected Program Design

The objective of this program is to develop appropriate English program for Elementary School Teacher Education students of Yogyakarta State University. Therefore, this program is classified into Research and Development (R&D). Borg and Gall [23] state that the findings of the R&D research are used to design new products and procedures, which systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. This program followed systematic scientific study: literature review, needs analysis, developing teaching materials, and program implementation.

#### B. Setting of the Program

This program was conducted in four months, from February to May. The program took place in UPPT II of Elementary School Teacher Education study program campus, at Kenari Street 6, Yogyakarta.

#### C. Subjects of the Program

This program involved Semester IV students of Elementary School Teacher Education study program of Yogyakarta State University. The number of population sample taken for need analysis was 46 students. In addition, this research involved the lecturers of Elementary School Teacher Education as interviewee in the needs analysis.

#### D. Steps of Program Development

This program was carried out as follows:

##### 1) Planning

The need analysis is the first stage conducted in this program. The data were obtained by distributing questionnaire among the students of Elementary School

Teacher Education students and interview to the students and the lecturers of Elementary School Teacher Education. Need analysis is needed to collect specific information related to the target and learning needs of Elementary School Teacher Education students which will later described in the program. The results of the need analysis are used as a guide to develop the course grid of the program. It also becomes a guide for the program developers to choose the program that are feasible to be implemented in the field. The course grid, later on, also helps the process of developing the materials which meet the participants' needs.

##### 2) Implementation

The program developers taught the class by implementing some activities described in the course grid. The program developers also employed the developed materials which were designed based on the data obtained from the questionnaire and interview about Elementary School Teacher Education students' target and learning needs. While some program developers taught the class, other teams observed, took notes, took photographs, and recorded videos to observe the participants' reactions and behaviours during the teaching and learning process.

##### 3) Evaluation/ Try-out

An evaluation and reflection were made at the end of the program to know how well the program works. Besides, distributing second questionnaire can be employed to evaluate the developed program.

##### 4) Revision

After getting the feedback from the participants about the developed program from the result of distributing the second questionnaire, the program developers improve the program.

#### E. Instruments and Desired Data

The program developers use two forms of instruments to collect the data about the program; namely questionnaires and interview guidelines. There are two kinds of questionnaires guidelines used here and they are distributed twice. The first employed to obtain the data for the participants' target and learning needs, meanwhile the second guidelines are used as a means to obtain data about the program which have been developed. Both of these types are for the participants. Moreover, interviews are conducted by the program developers to get deeper information related to the data obtained from the questionnaires.

#### F. Data Collection Technique

As the previously stated, there were two types of data collected in this program namely quantitative and qualitative data. The quantitative data were obtained from the two questionnaires to get information about the participants; target and learning needs and to obtain data about the program which have been developed. The data were in the form of mean. In the other hand, the qualitative data were in the form of sentences. The qualitative data were gathered interviews. The results of the interviews were in the form of interview scripts.

The organization of the needs analysis questionnaire is presented in the table below:

TABLE I. THE ORGANIZATION OF THE NEEDS ANALYSIS QUESTIONNAIRE

No	Aspect	Item Number	Question Goal	Reference
1.	Students' personal identity		To find out personal information about the students	
<b>Target Needs</b>				
2.	Goals	1, 2, 3	To find out the reason for learning English	Nunan [24]
3.	Necessities	4, 5, 6, 7	To find out the students' needs in terms of target situation	Hutchinson and Waters [20], Brown [15]
4.	Lacks	8, 9, 10, 11	to find out the gap between students' current proficiency and the target proficiency	Hutchinson and Waters [20]
5.	Wants	12, 13, 14, 15	To find out the students' needs based on their point of view	Hutchinson and Waters [20]
<b>Learning Needs</b>				
6.	Input	16, 17, 18, 19, 20	To find out the input, the topic, and the length of the text which is ideal for them	Nunan [24]
7.	Procedures	21, 22, 23, 24	To find out the activities that the students like most	Nunan [24]
8.	Setting	25,26	To find out the setting of doing tasks that the students like most	Nunan [24]
9.	Teacher's Role	27, 28	To find the information about the role that the teacher should perform	Nunan [24]
10.	Learners' Role	29, 30	To find the information about the role of the students	Nunan [24]

The type of questionnaire was multiple choices. The students were asked to choose one or more options from several provided options and allowed to give other answers related to the questions. As presented in Table I, there are 30 questions covering 10 aspects. Each aspects has different amount of item numbers.

G. Data Analysis Technique

There were two types of data collected: the quantitative data which were obtained from the first and second questionnaire and the qualitative data which were obtained from interview. The data analysis techniques used were described as follows:

1) Data from questionnaires

This program is using two kinds of questionnaires: needs analysis and program evaluation questionnaires, which are analysed in the same way. The data from need analysis questionnaire were analysed using frequencies and percentages. The highest percentages of the answers of each question are considered representing the students' need. The percentage is calculated by dividing the

frequency by the total of the respondents and then result is multiplied by 100.

The quantitative data obtained from the program evaluation were analysed through descriptive statistics. The results were calculated by using the formula proposed by Suharto [25]. The formula can be described as follows:

$$R = \frac{X_h - X_l}{4}$$

where R = range Xh = the highest score  
4 = range of likert-scale Xl = the lowest score

Then, the result of the calculation was converted into descriptive analysis. To convert the data, data conversion table (Suharto) [25] that can be seen in Table II was used when the mean of the data (x) had been calculated.

TABLE II. QUANTITATIVE DATA CONVERSION (SUHARTO<sup>24</sup>)

Scales	Interval	Categories
1	1 ≤ x ≤ 1.74	Poor
2	1.75 ≤ x ≤ 2.24	Fair
3	2.5 ≤ x ≤ 3.24	Good
4	3.24 ≤ x ≤ 4	Very good

To find x, it was used the following formula (Suharto) [23]:

$$Mn(x) = \frac{\sum fx}{n}$$

2) Data from interviews

The qualitative data obtained from the interviews were analysed using content analysis. The data were recorded and then transcript. The qualitative data were analysed through four steps. The first step was collecting the data. The second step was data reduction. In this step, the program developers selected, limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts. The next step is data display. The last step was drawing the conclusions.

IV. FINDINGS

Based on the results of the needs analysis and the interview, the respondents needed English to support their academic purposes or it is called as English for Academic Purposes. It can be concluded that they needed English which is used in the world of research, study, teaching and findings in the university.

By considering the results of the needs analysis, the program developers focused only on reading skill. The course book was developed into nine parts. They are: Activating schemata for the interpretation of text, Identifying the generic structure of the text, Finding the main idea, Scanning, Skimming, Finding the reference, Identifying the part of speech, Guessing the meaning of the text based on the context, and Summarizing (guided).

The materials were combined from many sources. The aim of selecting many materials was to make the students understand some kinds of academic genres (articles, essays, and journal) related to Elementary School Teacher Education study program context accurately, fluently, and appropriately to access knowledge. There

were also various activities provided of each unit. For example: Discussing a topic related to text the students will read, Analyzing the generic structure of the texts, Discussing the main idea of the texts, Answering reading comprehension questions, Determining the correct and wrong information in the texts, Finding references based on the texts, Analyzing part of speech of some words related to the texts, Matching the correct meaning of Indonesian and English, Selecting the synonym of the words with the words in the box, Choosing the best summary paragraph of the texts.

The evaluation was developed in the last part of each unit. This part can be used by the teachers to check the establishment of the teaching and learning goal. It is also can be used as a homework, so the students can do the task individually.

Teaching and learning procedure applied in the program was Presentation, Practice, and Production (PPP). In presentation, teachers gave the students opportunities to realize the use and relevance of a new language item, present the meaning and form, and check their understanding. While practice, teachers provided maximum practice within control but realistic and contextualized frameworks and built confidence in using new language. Finally, in production, teachers provided the opportunity for students to use new language in free, more creative way and check how much they really learnt.

Teachers chose PPP method since focusing on drilling new vocabulary related to the students' field. On the presentation stage, teachers gave the students models of text that they can use and let them identify the organization of text, language features and grammar focus of the given text. Then, the students practiced the expressions on the presentation stage with guidance. Later, the students used the expressions by themselves.

## V. DISCUSSION

The objective of this program is conducting a program which covers English for Academic Purposes which emphasizes on reading skills. Based on the results of the program evaluation, this program is useful for the students. This program helps the students to improve their reading skill. This program also gives benefits to the students to improve their reading skill by receiving more materials which are suitable for them. Recently, this program can be said successful since it can be seen at a number of things such as the support from the institution of Elementary School Teacher Education study program authorities, the program implementation, and the result of the evaluation program.

The first is about the support from the Elementary School Teacher Education study program authorities. The supports include being given permission to conduct the program, being provided some facilities and media such as the classroom, including the tables, chairs, board, and LCD projector. The second is during the program running. There were 11 students from 22 who enrolled the program. The students were very welcomed the teachers it can be seen from the attendance list. Mostly the

teaching and learning process were conducive and effective.

Considering that the program is for Elementary School Teacher Education study program, the program developers design the program based on the result of the needs analysis. The program emphasizes on reading skills. The program developers develop the course book with the materials related to the students' field. The issues like curriculum, early language learning, and bullying were highly attracted the students. Considering of whole product, each chapter was developed based on the three focuses. They were focus on vocabulary, text type, and grammar rules. To make the tasks in each chapter integrated, the developers used only one text as an input. This text input will covered those all focuses vocabulary, text type, and grammar rules. The activities which also contained grammar task were without overriding the other language features.

There were 10 meetings include pre-test and post-test. In the first meeting, there were 12 students from 22 who enrolled the program. The class was started by explaining the program and also introducing the program developer members. Then, the teachers contributed the pre-test instrument. After the analysis, the average result of the students' pre-test score was 59,5. The meeting two and three were taught by two teachers which were discussed for the first unit. The next meetings were meeting four, five and six. The discussion was the second unit of the course book. These were also taught by two teachers. The last three meetings were taught by the rest of the teachers which was responsible to teach the last unit. The environment supported the teaching and learning process. Although there was one meeting, which was the first meeting disturbed by the lack of LCD in the classroom, generally, the environment and the atmosphere in class were nice in supporting the program.

Although this program could be categorized as a successful, some problems occurred. The crucial problem was related to the schedule. The program was planned to be finished at May 5, 2015 but due to the events held by the students' association, it finally ended at May 6, 2015. The next problem was the attendance of the students. During the program, the low attendance of the students was became a big problem. To increase the presence of the students, the teachers informed that the certificates would be given only for those who attended more than seven meetings. The other problem was about the time. Because the program was started from 15.30 to 17-30, some students were sleepy and could not focus on the lesson.

At the end of the program, there was post-test. The class can be categorized as a successful class if the class has at least eighty-five percent students who pass the standard competency. As discussed before, the average of the students' pre-test score was 59,5, while their post-test score is 73,2. The results showed that 11 students or 100 percent of the students have passed the standard competency. So, this program could be categorized as successful.

## VI. CONCLUSION

The objectives of this research were: (a) to describe the needs of students of Elementary School Teacher Education study program related to the appropriate English program, (b) to describe English learning materials/topics and English vocabulary that should be learned by the students of Elementary School Teacher Education study program, and (c) to describe the appropriate English program for Elementary School Teacher Education study program that can support the General Course of English. This research and development study followed systematic scientific study: literature review, needs analysis, developing teaching materials, and program implementation. The steps were planning, implementing, evaluating, and revising.

Based on the results, it was found that English was important for Elementary School Teacher Education especially in developing their knowledge in order to comprehend many references which are written in English. Therefore, the developed materials in the program focused on reading skill. The teaching and learning procedure applied in the program was Presentation, Practice, and Production (PPP). The research findings showed that the developed English program for Elementary School Teacher Education students program was successful in helping the students to use English related to their fields appropriately.

However, this program just focused on the book as the materials. In order to improve the success of the program, the future research might develop interactive learning multimedia or e-learning to utilize the information and technology department and to motivate the students. It is also suggested that the method should be varied and the materials coverage can be expanded.

## ACKNOWLEDGEMENT

This work was supported by a grant from the Indonesia Endowment Fund for Education (LPDP).

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**Ratna Yunita** was born in Ngawi, Indonesia, in June 7<sup>th</sup>, 1993. She received the B.Ed. degree in English Education from Yogyakarta State University, Yogyakarta, Indonesia, in 2015. She took Teaching English as a Foreign Language (TEFL) as the concentration of study. Her previous article was published in English Language Teaching Journal entitled Developing Interactive Learning Multimedia for Listening Materials of the "When English Rings a Bell for Grade VIII Students of Junior High Schools (SMP/MTS). She is currently MA candidate in Teaching English as a Foreign Language, University of Birmingham.

**Naning Pratiwi** is the third year student in Yogyakarta State University majoring in Elementary School Teacher Education. Her latest research is about Traditional Food's Media Learning for Elementary Student. Currently, she has been doing research in parenting media named "E-Parasyt" or Electronic Parenting media Communication System.