

An Analysis of Students' Need of English Subject at Elementary School

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Abstrak

Analisis kebutuhan merupakan landasan khusus untuk mencari informasi tentang kebutuhan dasar peserta didik sesuai dengan prioritas pembelajaran bahasa tertentu untuk mengembangkan pengetahuan dan keterampilan siswa dalam pembelajaran bahasa. Dalam penelitian ini, peneliti menggunakan penelitian deskriptif. Tujuan penelitian ini adalah untuk menganalisis kebutuhan mata pelajaran bahasa Inggris di Sekolah Dasar (SD) di Kota Payakumbuh. Partisipan dalam penelitian ini adalah para guru yang mempunyai latar belakang pendidikan bahasa Inggris dan orang tua siswa di SD tersebut. Dalam pengumpulan data kuantitatif, peneliti menggunakan angket dan wawancara. Setelah menganalisis data, peneliti menemukan 94,76% guru dan 94,09% orang tua berpendapat bahwa sesuai dengan target kebutuhan bahwa mata pelajaran Bahasa Inggris diperlukan untuk diajarkan di SD. Kemudian, 63,28% orang tua dan 92,32% guru berpendapat bahwa berdasarkan kebutuhan belajar mata pelajaran Bahasa Inggris diperlukan untuk diajarkan di SD. Oleh karena itu, mata pelajaran Bahasa Inggris di SD perlu diajarkan untuk menunjang siswa di Sekolah Menengah Pertama nantinya.

Keyword: Analisis Kebutuhan, Mata Pelajaran Bahasa Inggris, Sekolah Dasar.

Abstract

Need analysis is a specific ground for finding information about learners' basic needs in accordance with the priority of learning a particular language to develop students' knowledge and skills in language learning. In this research, the researcher used descriptive research. The purpose of this research to analyze the needs of English subjects at Elementary School of Kota Payakumbuh. Participants in this research were the teachers with English education background and parents from the Elementary School students. In gathering the quantitative data, the researcher used questionnaire and interview. After analyzing the data, the researcher found 94,76% of the teachers and 94,09% of the parents think target need is needed to be taught English subject at Elementary School. Then, 63,28% of the parents and 92,32% of the teachers think learning need is needed to teach English at Elementary School. As result, it is necessary to be taught English Subject at Elementary School to support students in Junior High Schoollater.

Keyword: Need Analysis, English Subject, Elementary School

1. Introduction

In this globalization era, it is becoming increasingly difficult to ignore the importance of English. English is considered as a global language and used to communicate with not only the native speakers of English, but also people in every field of social life. Regarding to Nunan (2003: 54) mentioned that learning English as foreign language is a way to get an understanding of English as a language used to communicate in the community. Thus, learning English as foreign language is the process of understanding English related to its function and usage for communication. Besides as a communication tool to people around the world, English has been the link in the research and development systems and it is increasingly important for the globalization of all the nations. In Indonesia, people consider English as the key point of being successful in achieving a

qualified standard of education. Therefore, in Indonesia it is commonly find at schools that English is a compulsory subject taught in schools.

English as a subject in Indonesian schools is taught starting from junior high school to college level. Actually, since 1998, English has been taught to Elementary School students. Nevertheless, the movement of the curriculum from 2006 to 2013, English subject in Elementary School no was longer exist. Consequently, the competency of English language possessed by students of Elementary School in Indonesia is still far from the expectations.

Ideally, English subject should have been taught since students in Elementary School. In other word, teaching English needs to be considered for young learners. Then, teaching English at early age can make them prepare their knowledge when they are at a next school level. This opinion is supported by (Sepyanda, 2017) stated that teaching English at Elementary School is really helpful for the students when they start entering Junior High School. Teaching English in Indonesia should be started from junior high school to college level, but English is also taught in several Elementary Schools.

Teaching English in Elementary Schools is different compared to teaching English to adults. This opinion is in line with (Sukarno, 2012) stated that teaching English to young learners at elementary school is different from that to adults. The English teacher have to comprehend and apply not only the language theories, but also the language classroom management. The students at elementary school are more enthusiastic in the classrooms in learning a new language. Children have no awareness on grammatical mistakes and less embarrassed to talk and they also tend to speak like native due to their lack inhibition. But, when we are in 2013 Curriculum (Permendikbud No.67/2013: 9) as an extra-curricular activity, English for Elementary School student is optional. If an Elementary School plans to run an English extra-curricular activity, it is necessary for the school to know what students' need to learn English.

Based on the phenomenon, the researcher asked parents who had children in Elementary School in which some of them stated that English is needed to help their children in the future and the others do not have any idea. When the researcher asked teacher and headmaster in Elementary Schools, they mention that English is not in the 2013 curriculum, but English is included in learning local content. English can be an extracurricular lesson in every school, but not all regions have supporting facilities to be given English lessons.

In this case, need analysis is strongly recommended by Nunan in (Astuti, 2009), because a sound educational program should be based on an analysis of learners' needs. Need analysis is based on information about the student. This information can be used by teachers in making the syllabus and methodology so they are better suited to the characteristic of the students. In other word, need analysis becomes one of the main purposes to establish what the students are like at the start of their language course, investigating their strengths and weaknesses. According to Richards et al in Jordan (1997:20) that need analysis is the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities, it makes use of both subjective and objective information.

According to Hyland in (Indrasari, 2016) mentioned that there are two basic in need analysis, the first is target need (what the learner needs to do in the target situation). Target need has three components; those are necessities, lack, and wants. Necessities are what the learner has to know in order to function effectively in the target situation. Next, lacks is what the learners have not known. Last, wants is the learner's view of the necessities of the target situation. Second, learning need

(What the learner needs to do in order to learn). Learning need is the knowledge and ability that the learners require in order to be able to perform to the required degree of competence in target situation. This information may be recorded in terms of language items, skills, strategies, and knowledge.

Learning English as a foreign language refers to the study of the English language by non-native speakers in countries where English is generally not a local medium of communication. Learning English as a foreign language has a wider choice of language variations (Broughton, et al, 2003:7). English is taught throughout the world and has a great range and influence especially in terms of education for young learners. As a foreign language, studying English can be begun since the early stage. Learning English for children usually means stage of learning English for language development to the next school level.

Need analysis is identifying the specific language and skills the group of language learners will need. According to Richards et al in Jordan (1997:20) the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. It makes use of both subjective and objective information. Brown (1995:35) added that need analysis refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students. In other words, need analysis is a way to get information about students learning for curriculum development.

They are two basic distinctions in need analysis states by the expert. According to Hyland in (Indrasari, 2016) states that two basic in need analysis:

1. Target Need

There are three components in target need, those are necessities, lacks, and wants.

Necessities related to what the learner has to know in order to function effectively in the target situation. Lacks means what the learner haven't known. And Wants belong to the learners' view of the necessities of the target situation.

The analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process.

2. Learning Need

The knowledge and ability that the learners require in order to be able to perform to the required degree of competence in target situation. This information may be recorded in terms of language items, skills, strategies, subject knowledge, etc.

There are some previous research related to this research. First, (Indrasari, 2016) she observe students' need of English for specific purpose at physics Education Students of IAIN Raden Intan Lampung. In her research, she found the result of her research that need analysis is very crucial in English language teaching, especially in ESP. Need analysis helps the lecturers or the course designer to do concept mapping in the ESP course with a clear focus. Then, the second research is from Sunengsih et al (2015) she observed learners' Language Needs Analysis of English Subject In Adzkie Integrated Islamic Primary School. She found the result of her research that the findings showed that the pupils need to be fulfilled in learning English are introducing English at the early stage, coping English language in the classroom and the daily lives, emphasizing vocabulary

mastery, giving a wide range of instruments which stimulates the pupils using English in their daily lives.

Based on explanation above, the purpose of this research was to analyze need analysis of English Subject at Elementary School of Payakumbuh City.

2. Method

This research is descriptive research. The participants of this research were 10 teachers who have a long experience for about 10-16 years in teaching English for elementary students and 110 parents of students in grades 4 and 5 from Elementary School in Payakumbuh City. Participants were selected by using purposive sampling. Gay, et al (2012:141) state that purposive sampling or judgment sampling is the process of selecting a sample that is believed as the representation of a given population. The purposive sampling was used to select the sample using his or he experience and knowledge of the group as the sample.

In getting the data, the researcher used a questionnaire and interview as source of the data.

1. Questionnaire

Questionnaire is the way that researcher used to find the source of the data. The questionnaire consisted of some questions about students' need of English subject at Elementary School based on indicators and sub-indicators in this research. The researcher used close-ended and open ended questionnaire to get the data. The researcher arranged the questionnaires as follow:

Table 1: Indicator of Need Analysis

Indicator	Sub-Indicator	Number Item
Target Need	a.Necessities	1-5
	b.Lacks	6-10
	c.Wants	11-15
Learning Need	a. Knowledge	16-20
	b. Skills	21-32
	c. Strategies	33-37
	d. language item	38-42

The total item in questionnaire is 42 items. To check validity and reliability of the questionnaire, researcher used expert judgment. According to Gay et al (2012:161) content validation involves gathering the judgment of expert: people who give the review of the process used to develop the test as well as the test itself, and then they make a judgment about how well items represent the intended content area.

2. Interview

Interview is a purposeful interaction, usually between two people, focused on one person trying to get information from the other person in this research. According to Gay et.al (2011:386) Semi-structure interview is to combine both structure and un-structure approaches. In semi-structure interview the researcher use open-ended question and this interview used after participants answer the questionnaire. Then, the researchers use the guidelines for interview.

To analyze the data, the researcher followed the following steps that suggested by

Gay (2012:467): 1. Data Managing. The researcher collected data from teachers and parents as participant. And then, the researcher checked the completeness of the data from the questionnaire given to the teacher and parents. 2. Reading/Memoing. The researcher read the questionnaire to make understand about participants' respond. Then, the researcher made the field note about it. 3. Classifying. The typical way qualitative data are broken down and organized is thought the process of classifying, which means ordering the questionnaire into categories that represent different aspect of data. The researcher classified them to the indicator and sub-indicator above. After that, the researcher will find the percentage of the data. To find it, the researcher will use formula that suggested by Sudijono (2010:40). 4. Interpreting. Data interpreting is based heavily on the connections, common aspects and linkages among the data, especially the identified categories and patterns. In this research, the data is interpreted based on the categories in order the data can be easily understood. 5. Writing Report. The researchers write a report about need analysis of English subject at Elementary School of Payakumbuh City.

3. Results and Discussion

The finding of this research were based on Questionnaire and Interview. It was divided as follow:

1. Questionnaire

Based on the result questionnaire of parents, the researcher analyzed the questionnaire and the result can be seen as follow:

a. Target Need

(1). Necessities

Based on questionnaire, the result of necessities as follow: in statement number 1. "*English is needed to be learned at elementary school to support students' English ability when they study at Junior High School*". There were 114 participants from parents, 109 participants stated "Yes" with a score of 95,61% and 5 participants stated "No" with a score of 4,39%. 14 participants from teachers, 14 participants stated "Yes" with a score of 100%. It can be said that English subject is needed in order to supports students after continue their study to junior high school later on.

Next, in statement number 2. "*Elementary school students' need to be taught English in order to be more confident when learn English at Junior High School*". There were 114 participants from parents, 107 participants stated "Yes" with a score of 93,86% and 7 participants stated "No" with a score of 6,14%. There were 14 participants from teacher, 14 participants stated "Yes" with a score of 100%. It can be said that English is needed in Elementary School so students don't get awkward or daydream again after they sit in junior high school.

Then, in statement number 3. "*Elementary school students' need to be taught English to be active in learning English at Junior High School*". There were 114 participants from parents, 110 participants stated "Yes" with a score of 96,49% and 4 participants stated "No" with a score of 3,51%. There were 14 participants from teacher, 13 participants stated "Yes" with a score of 92,86% and 1 participant stated "No" with a score 7,14%. It can be said that students after entering junior high school can be more active with English subjects, either

in class or outside the classroom.

Then, in statement number 4. "*Elementary school students' need to be taught English to be ready in facing globalization era*". There were 114 participants from parents, 105 of them stated "Yes" with a score of 92.1% and 9 participants stated "No" with a score of 7.89%. There were 14 participants from teachers, 13 participants stated "Yes" with a score of 92,86% and 1 participant stated "No" with a score 6,14%. It can be said that students will someday need English so that students can the competition of globalization era.

Last, in statement number 5. "*Elementary school students' need to be taught English to be able in using English instructions that is stated in books and toys that they have*". There were 114 participants from parents, 107 of them stated "Yes" with a score of 93,86% and 7 participants stated "No" with a score of 6,14%. There were 14 participants from teachers, 12 participants stated "Yes" with a score of 85,71% and 2 participants stated "No" with a score 14,29%. It can be said that English can make it easier for students to carry out activities such as helping them understand the instructions in their toys.

(2). Lacks

The result of lacks were in statement number 6. "*Elementary school students' need to be taught vocabulary in English*". There were 114 participants from parents, 107 participants stated "Yes" with a score of 93,86% and 7 participants stated "No" with a score of 6,14%. There were 14 participants from teachers, 14 participants stated "Yes" with a score 100%. It can be said that students have many lack in English, therefore students need to learn vocabulary in English subject.

Next, in statement number 7. "*Elementary school students' need to be taught correct vocabulary in English*". There were 114 participants from parents, 110 of them stated "Yes" with a score of 96.49% and 4 participants said "No" with a score of 3.51%. There were 14 participants from teacher, 14 participants stated "Yes" with a score 100%. It can be said that students have a deficiency in writing vocabulary correctly. then students need to learn to write in English correctly at school.

Then, in statement number 8. "*Elementary school students' need to be taught how to pronounce correct vocabulary in English*". There were 114 participants from parents , 107 participants stated "Yes" with a score of 93,86% and 7 participants stated "No" with a score of 6,14%. There were 14 participants from teachers, 14 participants stated "Yes" with a score 100%. One of the disadvantages of students is speaking English, so students need to be trained since Elementary School so that they can feel confident after continuing to junior high school.

Then, in statement number 9. "*Elementary school students' need to be taught simple vocabulary in English*". There were 114 participants from parents , 110 of them said "Yes" with a score of 96.49% and 4 participants said "No" with a score of 3.51%. There were 14 participants from teachers, 14 participants stated "Yes" with a score 100%. It can be said that students can understand and remember vocabulary in English.

Last, in statement number 10. "*Elementary school students' need to be taught how to introduce self correctly in English*". There were 114 participants from parents , 104 of them said "Yes" with a score of 91.23% and 10 participants stated "No" with a score of 8.77%. There were 14 participants from teachers, 13 participants stated "Yes" with a score 92,86% and 1 participant stated "No" with a score 7,14%. That can be said so that students need to

learn to introduce themselves so that after students enter junior high school there is no doubt about introducing themselves to teachers and friends in junior high school.

(3). Wants

The result related to wants as follow: in statement number 11. "*Elementary school students' wants to learn English to be familiar when they learn it at Junior High School*". There were 114 participants from parents, 107 participants stated "Yes" with a score of 93.86% and 7 participants stated "No" with a score of 6,14%. There were 14 participants from teachers, 14 participants stated "Yes" with a score 100%. It can be said that students want to learn English so they are not ashamed again after students continue to junior high school

Next, in statement of number 12. "*Elementary school students' wants to learn English to develop their habitual in using English until the next time*". There were 114 participants from parents, 107 of them stated "Yes" with a score of 93,86% and 7 participants stated "No" with a score of 6,14%. There were 14 participants from teachers, 12 participants stated "Yes" with a score 85,71% and 2 participants stated "No" with a score 14,29%. It can be said that students want to learn English so that they can speak English correctly in the future.

Then, in statement of number 13. "*Elementary school students' wants to learn English to increase their interaction in using English inside or outside the classroom*". There were 114 participants from parents, 107 of them stated "Yes" with a score of 93.86% and 7 participants stated "No" with a score of 6,14%. There were 14 participants from teachers, 11 participants stated "Yes" with a score 78,57% and 3 participants stated "No" with a score 21,43%. It can be said that students want to learn English so that they can interact with teachers and friends at school or outside the school environment.

Then, in statement of number 14. "*Elementary school students' wants to learn English to have ability of English to make them enjoy learning at school*". There were 114 participants from parents, 108 participants said "Yes" with a score of 94.74% and 6 participants stated "No" with a score of 5.26%. There were 14 participants from teachers, 13 participants stated "Yes" with a score 92,86% and 1 participants stated "No" with a score 7,14%. It can be said that students want to learn English so that they can easily get education to a higher level.

Finally, in statement of number 15. "*Elementary school students' wants to learn English as their foundation in learning English more*". There were 114 participants from parents, 104 of them stated "Yes" with a score of 91.23% and 10 participants stated "No" with a score of 8,77%. There were 14 participants from teachers, 14 participants stated "Yes" with a score 100%. It can be said that students want to learn English so that they can easily improve their knowledge, especially international education.

b. Learning need

(1). Knowledge

The result of knowledge were in statement number 16, "Number 1-20". There were 114 participants from parents, 75 of them chose "numbers from 1-20" with a score of 65,79% and 39 participants did not vote with a score of 34,21%. There were 14 participants from teachers. 14 participants stated "Yes" with a score 100%. It can be said

that students need to understand numbers since Elementary School.

Next, in statement number 17, "*fruits*". There were 114 participants from parents, they 65 participants chose "Fruit" with a score of 57,02% and 49 participants did not vote with a score of 42,98%. There were 14 participants from teachers, 14 participants stated "Yes" with a score 100%. It can be said that learning fruit names must be learned in Elementary School.

Next, in statement number 18, "*vegetables*". There were 114 participants from parents, 62 of them chose "vegetables" with a score of 54,38% and 52 participants did not vote with a score of 45,61%. They 14 participants from teachers, 14 participants stated "Yes" with a score 100%. It can be said that students also need to know the names of vegetables in Elementary School.

Then, in statement number 19, "*animals*". There were 114 participants from parents, 71 of them chose "Animals" with a score of 62,28% and 43 participants did not vote with a score of 37,72%. They 14 participants from teachers, 14 participants stated "Yes" with a score 100%. It can be said that students are also interested in learning the names of animals since Elementary School.

Last, in statement number 20, "*colors*". There were 114 participants from parents, 62 of them chose "Color" with a score of 54,38% and 52 participants did not vote with a score of 45,62%. They 14 participants from teachers, 14 participants stated "Yes" with a score 100%. It can be said that students want to learn basic lessons like colors in Elementary School.

In the sub-indicators knowledge section, participants add additional answers such as limbs, clothes, letters, verbs, nouns, adjectives, basic words and introduce themselves.

(2). Skills

The result about skills were in statement number 21, "*students listen simple instructions in English*". There were 114 participants from parents, 63 of them chose with a score of 55,26% and 51 participants did not vote with a score 44,74%. They 14 participants from teachers, 13 participants stated "Yes" with a score 92,86% and 1 participant stated "No" with a score 7,14%. It can be said that students must have the ability to listen better in learning languages, especially listening to English sentences.

Next, in statement number 22, "*students repeat every single words said by the teacher*". There were 114 participants from parents, 73 of them chose with a score of 64,03% and 41 participants did not vote with a score 35,97%. They 14 participants from teachers, 13 participants stated "Yes" with a score 92,86% and 1 participant stated "No" with a score 7,14%. It can be said that students must have the ability to listen to words in English during the teaching and learning process.

Then, in statement number 23, "*Students respond what they hear from the teacher*". There were 114 participants from parents, 57 of them chose with a score 50% and 57 participants did not vote with a score 50%. They 14 participants from teachers, 13 participants stated "Yes" with a score 92,86% and 1 participant stated "No" with a score 7,14%. It can be said that if students have good listening skills, students may be able to respond to the conversation from their teacher.

Next, in statement number 24, "*students did simple dialogue in English*". There were

114 participants from parents, 73 of them chose with a score 64,03% and 41 participants did not vote with a score 35,97%. They 14 participants from teachers, 13 participants stated “Yes” with a score 92,86% and 1 participant stated “No” with a score 7,14%. It means that students must learn to talk with friends and teachers when they are still in Elementary School.

Then, in statement number 25, “*said helping words in English*”. There were 114 participant from parents, 59 of them chose with a score 51,75% and 55 participants did not vote with a score 48,25%. They 14 participants from teachers, 12 participants stated “Yes” with a score 85,71% and 2 participants stated “No” with a score 14,29%. It means that students must learn when they are in Elementary School to talk with friends and teachers when they ask for help in English.

Then, in statement number 26, “*Said polite comments in English*”. There were 114 participants from parents, 55 of them chose with a score 48,24% and 59 participants did not vote with a score 51,76%. They 14 participants from teachers, 12 participants stated “Yes” with a score 85,71% and 2 participants stated “No” with a score 14,29%. It means that it means that students must learn to speak correctly in English.

Next, in statement number 27, “*reading aloud of English text with correct pronunciation, rhyme, and intonation*”. There were 114 participants from parents, 66 of them chose with a score 57,89% and 48 participants did not vote with a score 42,11%. They 14 participants from parents, 10 participants stated “Yes” with a score 71,43% and 4 participants stated “No” with a score 28,57%. It means that students must learn to have the ability to read English sentences.

Next, in statement number 28, “*well comprehend of English text*”. There were 114 participants from parents, 61 of them chose with a score 53,51% and 53 participants did not vote with a score 46,49%. They 14 participants from teachers, 12 participants stated “Yes” with a score 85,71% and 2 participants stated “No” with a score 14,29%. It means that students must have the ability to understand texts in English. Statement number 29, “*read sentences, written message, and descriptive text with picture correctly in English*”. There were 114 participants from parents, 74 of them chose with a score 64,91% and 40 participants did not vote with a score 35,09%. They 14 participants from teachers, 13 participants stated “Yes” with a score 92,86% and 1 participant stated “No” with a score 7,14%. It means that students must have the ability to read texts in English so that after students continue to junior high school can read English sentences correctly.

Then, in statement number 30. “*Writing simple sentences of English by using things in classroom*”. There were 114 participants from parents, 88 of them chose with a score 77,19% and 26 participants did not vote with a score 22,81%. They 14 participants from teachers, 13 participants stated “Yes” with a score 92,86% and 1 participant stated “No” with a score 7,14%. It means that students must have the ability to write in English while still in Elementary School.

Statement number 31. “*Completing simple sentences in English*”. There were 114 participants from parents, 56 of them chose with a score 49,12% and 58 participants did not vote with a score 50,88%. They 14 participants from teachers, 14 participants stated “Yes” with a score 100%. It means that students must have the ability to write in completing simple sentences.

Last, in statement number 32, "*Arranging random sentences in English*". There were 114 participants from parents, 52 of them chose with a score 45,61% and 62 participants did not vote with a score 54,39%. They 14 participants from teachers, 12 participants stated "Yes" with a score 85,71% and 2 participants stated "No" with a score 14,29%. It means that students must have the ability to compose and rewrite simple random sentences.

In the sub-indicators skills section, there are some participants who add answers that students need to improve their Elementary School learning skills such as conversation, memorizing vocabulary, listening, writing, speaking and reading well.

(3). Strategy

The result of strategy was in statement number 33, "*Playing guessing game*". There were 114 participants from parents, 57 of them chose with a score 50% and 57 participants did not vote with a score 50%. They 14 participants from teachers, 12 participants stated "Yes" with a score 85,71% and 2 participants stated "No" with a score 14,29%. It can be said that if in Elementary School, students can understand the lesson by using a strategy game to guess the word.

Next, in statement number 34, "*Playing puzzle game or crossword puzzle*". There were 114 participants from parents, 50 of them chose with a score 43,86% and 64 participants did not vote with a score 56,14%. They 14 participants from teachers, 11 participants stated "Yes" with a score 78,57% and 3 participants stated "No" with a score 21,43%. It can be said that this strategy can be used for Elementary School students.

Statement number 35, "*guessing pictures*". There were 114 participants from parents, 58 of them chose with a score 50,88% and 56 participants did not vote with a score 49,12%. They 14 participants from teachers, 13 participants stated "Yes" with a score 92,86% and 1 participant stated "No" with a score 7,14%. It means that this strategy can be used for Elementary School students by guessing pictures in English.

Then, in statement number 36, "*guessing things related to real life*". There were 114 participants from parents, 69 of them chose with a score 60,53% and 45 participants did not vote with a score 39,57%. They 14 participants from teachers, 13 participants stated "Yes" with a score 92,86% and 1 participant stated "No" with a score 7,14%. It can be said that this strategy can be used for Elementary School students by guessing objects in real life, so students have the ability to memorize or memorize new vocabulary.

Last, in statement number 37, "*matching words game*". There were 114 participants from parents, 58 of them chose with a score 50,88% and 56 participant did not vote with a score 49,12%. They 14 participants from teachers, 12 participants stated "Yes" with a score 85,71% and 2 participants stated "No" with a score 14,29%. It can be said that this strategy can be used for Elementary School students so that they are creative in imagining learning.

In the sub-indicators strategy, there were several participants who gave answers to additional strategies such as matching pictures with words and singing.

(4). Language item

The result of language item as follow: in statement number 38, "*Elementary school students need to be taught the concept of singular and plural in English*". There were 114 participants

from parents, 93 of them stated “Yes” with score 81,58% and 21 participants stated “No” with score 18,42%. They 14 participants from teachers, 12 participants stated “Yes” with a score 85,71% and 2 participants stated “No” with a score 14,29%. It can be said students need to learn the concept of words in English, so that after continue to junior high school can understand the concept of words correctly. Next, in statement number 39, “*Elementary school students need to be taught how to use adjectives in English*”. There were 114 participants from parents, 91 of them stated “Yes” with score 79,82% and 23 participants stated “No” with score 20,18%. They 14 participants from teachers, 13 participants stated “Yes” with a score 92,86% and 1 participant stated “No” with a score 7,14%. It can be said that students need adjective learning in Elementary School, so students can understand what vocabulary will be used in writing.

Statement number 40, “*Elementary school students need to be taught how to use nouns in English*”. There were 114 participants from parents, 100 of them stated “Yes” with score 87,72% and 14 participants stated “No” with score 12,28%. They 14 participants from teachers, 12 participants stated “Yes” with a score 85,71% and 2 participants stated “No” with a score 14,29%. It can be said that vocabulary lessons including pronouns are very important to be taught to Elementary School students, because this is used in writing correctly.

Then, in statement number 41, “*Elementary school students need to be taught about nouns in English*”. There were 114 participants from parents, 108 of them stated “Yes” with score 94,74% and 6 participants stated “No” with score 5,26%. They 14 participants from teachers, 14 participants stated “Yes” with a score 100%. It can be said that vocabulary lessons including nouns are very important to be taught to Elementary School students, because students must know different nouns, adjectives, pronouns in English.

Last, in statement number 42, “*Elementary school students need to be taught simple grammar in English*”. There were 114 participants from parents, 100 of them stated “Yes” with score 87,72% and 14 participants stated “No” with score 12,28%. They 14 participants from teachers, 14 participants stated “Yes” with a score 100%. It can be said that grammar is very important to be taught to Elementary School students, because this is used in writing correctly.

2. Interview

The other source of data from this research was interview. Interviews were conducted with 6 teachers with English education backgrounds. The researcher analyzed the transcripts from interview and then the researcher found the students need of English subject from the transcript. It consist to two indicator, they are target need and learning need.

a. Target Need

(1) Necessities

Based on the result on interview about necessities, the teachers said that English is needed to be taught at elementary school, because English is important to be learn. And also when the students continue their study at junior high school later on, they will not find difficulties in studying English.

(2) Lacks

From the result of interview, the things need to be taught to students at elementary schools are introducing self and other, number, fruits, colors, part of body, objects, and basic vocabulary related to environment. And the students need to know how to read the English words.

(3) Wants

From the result of interview, the objective of teaching English to students at elementary school are students must have competence in English, students must be able to understand English and learn it in interesting ways, students must be able to speak and write in English. Moreover, from the interview, the teacher said that English will be beneficial for students when they continue their study at higher education. English will develop further and English is an international language that will make it easier for students to higher education later.

b. Learning Need

(1) Knowledge

Learning need is the knowledge and ability that the learner require in order to be able to perform to the required degree of competence in target situation. From the interview, the students need to know not only vocabularies, but also how to use the vocabularies in communication. The communication should relate to the age of students.

(2) Skills

Based on the result of interview, the teachers practice English to elementary school students' by using video, pictures, play games, match images, listening, and also by practicing speaking related to students' daily life.

(3) Strategies

From the interview with the teachers, the strategies need to be used in teaching English to elementary school students are grouping, playing games, hands-on practice, playing video, and applying many methods in classroom. So, the students can more easily understand in learning English at Elementary School.

(4) Language item

According to the result of interview, language items are needed to be taught in English for elementary school students are nouns, adjectives, simple sentences and pronouns and that match the child's playing pattern according to the age of the child.

The researchers conducted research in 7 Elementary Schools with a total of 128 participants. The results obtained from total the questionnaires is 86.11% and supported by interviews that English subjects is needed in Elementary Schools. Can be seen in the following details:

1. Teacher

Based on the data, the researcher found 92.32% of learning needs and 94.76% of target needs. Participant from teacher think were needed for learning English subjects in Elementary Schools. Supported by the result of interviews that participants think it is necessary to be taught

English subject at Elementary School and Students can learn the basics about English. So, when students enter junior high school, they are no longer in trouble and confused with English subject. Therefore, from the target needs and learning needs it is clear that English in Elementary Schools is very much needed.

2. Parents

In line with the results of teachers in Elementary Schools, the researcher also took data from parents. The results obtained by questionnaires is 63.28% of learning needs and 94.09% of target needs. Participants from parents think that learning needs are needed to teach English in Elementary School. Supported by the results of interviews, it was found that knowledge of English about numbers, objects, colors, body parts, vocabulary, and conversations was needed. Besides knowledge, there are also training skills in the classroom or outside the classroom such as playing games, matching pictures with words, conversations. Elementary School students need to be taught the use of it all, so Elementary School students do not have the gap knowledge of English subjects when entering junior high school later.

From the results of the above research, it can be seen that the students' need for English subjects in Elementary Schools. However, currently the 2013 curriculum in which English is no longer registered in Elementary School. In other words, in Elementary School English subject are needed by Elementary School students, although there are only English subjects for extra-curricular subjects. It can be done to help Elementary School students after they enter junior high school. It is Support by Scovel in Contesse (2009) that there is a popular belief that children as learners are 'superior' to adults, that is the younger the learner, the quicker the learning process and the better the outcomes. It means that the earlier the students to learn English, it will be better.

4. Conclusion

Based on the data that the researcher has explained above, the researcher can concluded that need to be taught English subject at Elementary School. Based on the data above the result Need Analysis of English Subject at Elementary School in Kota Payakumbuh, the researcher found 94,76% of the teachers and 94,09% of the parents think target need is needed to be taught English subject at Elementary School. Then, 63,28% of the parents and 92,32% of the teachers think learning need is needed to teach English at Elementary School. Support by interviews, it was found that knowledge of English about numbers, objects, colors, body parts, vocabulary, conversations was needed. The percentage of questionnaire and supported by interviews indicate that it is necessary to be taught English Subject at Elementary School to support students' in junior high school later.

The researcher suggested to English teachers who teach at Elementary School and stakeholder of Education systems to consider the existence of English subject at Elementary School. Teaching English at early age has more beneficial for students, thus it should be to get more attention from the Educational system of Payakumbuh.

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