



Integrating Needs Analysis and Participatory Action Research to Develop English Textbook Material for Early Childhood Islamic Education

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Abstrak

English material in Early Childhood Islamic Education or Pendidikan Islam Anak Usia Dini (PIAUD) program have to fulfill the targeted competence specifically demanded by PIAUD program. The English given has to be English for Specific Purpose (ESP). Unfortunately, the English material provided has not been prepared based on the needs of the PIAUD program. The preparation of ESP material must go through certain stages such as needs analysis that involve the subject as the basis for considering the preparation of the material. This concept is in accordance with the principles of Participatory Action Research (PAR) related to the subject participation. This research combines the model of needs analysis and PAR method. This is a Research and Development (R & D) model to develop an English module for PIAUD program. Interview and observation combined with survey are used as the instruments to collect the data. The steps of the whole process along with the discussion are presented. The result reveals that the English material is suggested to focus more on communication skill as the PIAUD students will later use it to teach. In addition, the method that is considered effective to teach the children has to be delivered on a daily basis and fun-based learning. Lastly, a suggestion for other researchers to conduct further research is proposed.

Background

It cannot be denied that English is a foreign language that has become a compulsory material to be taught at various levels, from basic to tertiary level. At the elementary to the middle level, English is a compulsory subject given at least 2 hours of study in one week. At the tertiary level, English is taught in various study programs both in their own English study program as compulsory subjects and in other study programs as a General Basic Course or known as Mata Kuliah Dasar Umum (MKDU). MKDU is taught in all study programs in all public and private universities. As MKDU, English is a very important subject to equip students for English language skills which will be useful during their study and after they graduate later. No exception in the Early Childhood Islamic Education or Pendidikan Islam Anak Usia Dini (PIAUD) study program as a development program from the previous Early Childhood Education or Pendidikan Anak Usia Dini (PAUD) program. As the name implies, the Program for PIAUD contains Islamic elements as a characteristic of the study program and at the same time distinguishes it from PAUD programs.

The importance of English as MKDU in PIAUD programs makes it important that the English language material provided must be integrated with Islamic values according to the characteristics of the PIAUD program. The fact that so far there has been no English material for PIAUD programs specifically designed with Islamic elements included is very unfortunate. The content of English language material should be able to cover the needs of PIAUD program graduates, in this case those relating to English language proficiency while containing the contents of Islamic education lessons. This should not be ignored because this Islamic element characterizes the PIAUD programs that distinguish them from PAUD study programs.

Related to the material content, another problem found is that most English lecturers who teach at PIAUD programs have not concocted English language material given to PIAUD program students specifically by adhering to the principle of English for Specific Purposes (ESP), namely needs and situational analysis. The concept of ESP needs to be used as the basis for preparing English language teaching materials in PIAUD program because the English material provided is not material for General English but specific material according to the competency needs of graduate students. Problems faced by lecturers are not because of their incapability to prepare

materials based on the ESP concept but because of lack of time availability due to the many tasks that must be completed.

There are other obstacles experienced by lecturers related to writing a module. Although sometimes textbooks have been compiled, the review and proofread stages are often skipped for various reasons. The main reasons are usually related to time and funding. However, the product testing stage should still be carried out even in a small scope. This aims to reduce errors that can arise during the process of preparing the teaching module. In more detail, Borg and Gall (2003) state that product testing aims to obtain a qualitative evaluation of the product being developed. This evaluation will find out which parts need to be revised to improve the textbook.

The above problems are the reason why the researcher conduct the research and development (R & D) of English textbooks for PIAUD program. In addition to using the concept of needs and situational analysis for ESP, the researcher also combines it with the concept of Participatory Action Research (PAR) on the basis that the actual material users are the teachers and students (Tomlinson, 2011). Moreover, people who are involved are the people affected by the issue (Morales, 2016). In the context of education, teachers and students are subjects who are directly affected by a problem and its solution. They are the end-users of educational products, which in this study is in the form of a textbook. In detail, what is meant by teachers and students as the end-users in this study are PIAUD study program students, English language lecturers, PAUD lecturers, and teachers in PAUD schools. In addition, PAR also involves collaboration among stakeholders (Ary, Jacobs, Sorensen and Razavieh, 2010), which in this study are school committees, PAUD principals and parents who are all stakeholders.

Previous studies on English materials for early childhood are more focused on using media to teach English, for example by using the song (Mohammad: 2014; Miranti, Engliana, and Hapsari: 2015), media animated images (Maretsya: 2013; Prasetyaningsih : 2013; Lestari: 2012), and others. Some other studies discuss needs analysis but stop at points to emphasizing the importance of planning learning activity by analyzing students needs so that learning is effective (Dja'far, 2017). There is no follow up to compile English language teaching materials. Other research by Saputra (2017) also deals with needs analysis, and this time the study produced a syllabus. However, this study only involves students as research subjects while the teachers and other participants

were excluded.

Research by Widodo (2015) has combined the concept of needs analysis and Participatory Action Research (PAR) to develop a textbook. Research by Marsuki (2013) has applied the situational analysis that was not used in the previous studies. Both of these studies have fulfilled the ESP preparation requirements, only the subject is different, and there is no integration of Islamic elements in it. Research conducted by Adhabiyyah et al (2014) began to include the realm of Islam, but like some studies mentioned earlier, the subjects and target were different.

Broadly speaking, this study combines the concept of English for Specific Purposes (ESP) material using the Participatory Action Research (PAR) method. Both have the same basic concepts, namely the involvement of research subjects and stakeholders. The PAR method also involves practitioners in the research process from the initial design of the project through data collection and analysis to final conclusions and actions in research (Whyte, 1991). In ESP, the involvement of subjects, practitioners and stakeholders is at the stage of collecting and processing data from the results of needs and situational analysis. In accordance with the achievement targets of PIAUD program graduates, the English material taught is included in the ESP category whose material must be designed according to the needs of certain learners (Hutchinson and Waters, 1987; Belcher, 2009), which in this study are PIAUD students with specific Islamic context.

Literature Review

Research and Development (R & D)

Sugiyono (2010) argues that Research and Development (R & D) is a research method used to produce certain products and test the effectiveness of these products. To produce a particular product, needs analysis is needed to test the effectiveness of the product so that it can function in the wider community. Related to the educational context, Borg and Gall (1983) describe educational research and development (R & D) as a process to develop and validate educational products. This research is a solution to apply the concept to a product that can be used. R & D model by Borg and Gall consist of several stages as follows.

1) Research and information collecting; study of literature relating to the problems being studied, and preparation to design the research framework.

2) Planning; formulating skills and expertise related to the problem, determine the goals to be achieved at each stage, and if necessary carry

out a limited feasibility study.

3) Develop a preliminary form of the product; developing the initial form of the product to be produced, preparing supporting components, preparing guidelines and manuals, and evaluating the appropriateness of supporting devices.

4) Preliminary field testing; conduct initial lap tests on a limited scale. In this step data collection can be done by interview, observation or questionnaire.

5) Main product revision; make improvements to the initial product produced based on the results of the initial trial. This improvement is very likely to be carried out more than once, in accordance with the results shown in the limited trials, so that the main draft product (model) is obtained which is ready to be tested more widely.

6) Field testing; main trial by involving wider subjects.

7) Operational product revision; make improvements to the results of the wider trial, so that the product developed is already a design model for operational which is ready to be validated.

8) Operational field testing; the validation step test for the operational model that has been produced.

9) Final product revision; make final improvements to the model developed to produce the final product.

10) Dissemination and implementation; steps to disseminate products / models developed.

Participatory Action Research

According to Corey (1953), action research is the process by which social groups try to study their problems scientifically in order to direct, correct, and evaluate decisions and their actions. Basically, PAR is research that involves actively all relevant parties (stakeholders) in reviewing actions ongoing in order to make changes and improvements in a better direction. Participatory Action Research (PAR) was used as the basis of this study for several reasons. First, material development is one part of the routine activities of a teacher (Widodo: 2015). In undergoing routine activities, the teacher always interacts with his students. Here is the opportunity for the teacher to understand their students well related to the students' characteristics, their necessities, techniques, media and other things related to classroom learning. Activities in the classroom always involve various interactions between a teacher, students, and curriculum materials that are arranged socially (Walsh, 2011). For this reason, PAR is very suitable as a basis for developing te-

aching material because the participants or subjects involved understand the context very well.

The PAR method is very much in accordance with the theory of the preparation and development of ESP material in terms of subject/participant involvement, namely in needs analysis. Hutchinson and Waters (1987) state that ESP is a language teaching approach that aims to meet the needs of certain students. Not only that, Krohn (2009) mentions that needs analysis is also goal-oriented, context-dependent, and specific to certain populations (subjects). In this study, a needs analysis was used to identify the needs of all subjects/participants whose results were used as the basis for developing the teaching material.

Needs Analysis

Borg and Gall (1983) define needs as a "discrepancy between an existing set of conditions and desired set of conditions". Need analysis is very important to obtain initial information for development. This can be done through classroom observation to see the real conditions in the field. In addition, a related literature review is needed as a basis for developing process. Setyosari (2013) suggested that needs analysis is a need for the purpose of the program or product to be developed.

Needs analysis is the first step that must be done in R & D activities. Dwiyoogo (2001) suggested three important things that must be carried out in R & D activities, namely analyzing needs, developing products and testing products. The analysis is intended to find out what are needed to overcome problems encountered in educational / learning activities. Thus it is expected that the products produced are truly products that are in accordance with the needs (based on need). It can be concluded that needs analysis is the initial process in determining what steps to take and is most suitable to be applied from the actual conditions in the field.

Stufflebeam dan Shinkfield (1985) states that the research process in needs analysis consists of five stages: (1) Preparing to carry out needs assessment, (2) Gathering assessment information needs, (3) Analyzing information needs, (4) Reporting assessment information, and (5) Using and applying assessment information. According to McCawley (2009) Needs analysis contributes to the following.

- a) Impact; Insights about how education and training could impact your audience.
- b) Approach; Knowledge about the educational approach which is most effective .
- c) Awareness of the existing program and

deep gap available training to allow the use of efficient resources.

d) Results; Information about the situation at the moment which can be used to document the results.

e) Request; Knowledge about potential demand program and future products.

f) Credibility; that this program serves the target audience is an important part of competence in communicating.

Need analysis in R & D is conducted to determine the extent to which research is needed and what products can be developed to overcome problems in the field. McCawley (2009) formulates seven steps in conducting a needs analysis; 1) writing goals, 2) Selecting audiences, 3) Choosing audiences, 4) Collecting data, 5) choosing samples, 6) compiling instruments, 7) analyzing data, and 8) follow-up.

Borg and Gall (1983) formulated a number of questions in considering the research and development program, they are:

- 1) Is the proposed product needed in education?
- 2) Does the product have advanced artistic elements so that the possibility of a successful product can be built?
- 3) Do you have personal skills, knowledge, and experience required to build the product?
- 4) Can the product be developed at the right time?

The answer to those questions can be obtained from the need analysis process by collecting data from the subjects.

Method

Research Design

This is a Research and Development (R & D) which is used to develop and validate educational products (Borg and Gall, 1983). In line with this, Gay (1991) argues that development research is an effort or activity to develop an effective product for use in schools and not to test a theory. This study adapted the development research model made by Borg and Gall (1983). This model was chosen because the stages are more detailed and the procedure is very systematic. There are 10 stages from pre-research to post-research (Borg and Gall, 2003) which will be explained as follows.

- 1) Research and information data collecting; this stage includes the collection of literature study data in the form of previous studies and theories relating to the development of English language teaching materials, Participatory Action Research (PAR), English for Specific Purposes

(ESP), and needs and situational analysis.

2) Planning; contains the stages of preparing a research plan, namely formulating the target skills and expertise that must be possessed by PIAUD program students during their studies and after they graduate, making research instruments, designing research procedures and compiling the initial outline of the textbook. After preparation is completed, data collection begins with needs and situational analysis to participants, stakeholders, and related documents.

3) Develop a preliminary form of the product; developing the first draft of the textbook based on the results of data collection, creating learning media that support textbook content, and compiling evaluation instruments. The textbook draft that has already been prepared are submitted to experts for proofreading.

4) Preliminary field testing; test the first textbook draft. The first trial was conducted on 1 campus with a number of subjects between 20-25 students. At this stage also, data collection in the form of observations, interviews, and questionnaires were also conducted. After that, the collected data is analyzed for the purposes of draft revisions.

5) Main product revision; the results of the initial draft trial were analyzed along with the results of observations, interviews, and questionnaires. Then the draft of the textbook was revised to prepare for trials on broader targets/subjects.

6) Field testing; this stage is the main trial after the product has been revised, involving 2 campuses with an estimated number of subjects (PIAUD study program students) of around 70 students. At this stage, data collection is still carried out mainly on differences in learning outcomes before and after the implementation of trial textbook products for the teaching and learning process.

7) Operational product revision; revise textbook products based on the results of the main trial. At this stage, the textbook draft is fixed so that it is ready for the wider testing phase and validation stage.

8) Operational field testing; product validation test. The textbook product is tested with broader subjects, around 100 subjects. Questionnaires, interviews, and observations are also conducted to collect data. the purpose of this stage is to find out whether the textbook product is ready to be used on campuses without any assistance or direction from the researcher.

9) Final product revision; the final revision stage to produce the final textbook product.

10) Dissemination and implementation;

this stage is the stage of product dissemination to related communities, namely lecturers, PIAUD teachers, PIAUD students, and education practitioners. The steps taken are product socialization and research results in the form of mini-seminar, journal publication, and exposure to stakeholders related to research findings.

Data and Source of Data

The type of data used in this study is qualitative and quantitative data. The qualitative data is in the form of individual and group interviews, observations, questionnaire results and document reviews whereas the quantitative data is a survey. Meanwhile, this research data source comes from: 1) subjects: English lecturers and PIAUD students, PIAUD school teachers and students, and stakeholders, 2) Documents: previous research, syllabus for PIAUD courses, learning syllabus for PIAUD / PAUD schools and 3) English language learning activities in the lecturing classes and in PIAUD school classes. While the instruments are interview, fieldnotes, questionnaire, and documents.

Data Analysis

Data analysis techniques used for this research are qualitative descriptive analysis and statistical analysis. Qualitative descriptive analysis was used to analyze data from interviews before the preparation of textbooks, observing English learning activities in lecture classes using the draft book that had been first compiled (initial draft) and after being reviewed and proofread by expert (final product textbook), learning activity in the PIAUD / PAUD school class during the initial data collection process before drafting, questionnaire, and documents in the form of PIAUD course syllabus and learning syllabus in PIAUD / PAUD schools. While the statistical analysis from the questionnaire containing opinion checks and responses about material and English language learning distributed to lecturers and students of PIAUD programs and PAUD school teachers was analyzed using statistical data. The results of the questionnaire analysis distributed at the initial data collection stage show the real perceptions and conditions of learning English in the field. The questionnaire distributed after the second trial shows the percentage effectiveness of the use of the final textbooks that have been prepared.

Finding and Discussion

This research was carried out by going through several stages. A total of 10 stages car-

ried out in accordance with the model of development of Borg and Gall (2003) starting from the initial stage of collecting data, making research plan, composing the initial textbook draft, trial of the initial textbook draft, revise the textbook draft based on observations and trials, the main trial after the draft was revised, revising and finalizing the textbook draft after the trial, product validation test, final revision of the textbook, and dissemination and implementation of products and research results to broader subjects.

During the research process, several subjects and participants were involved, including lecturers who taught in PIAUD program, English language lecturers who taught at PIAUD program, PIAUD program students, principals and teachers who taught in PAUD / PIAUD school, and related parties (stakeholders). They were given a questionnaire about the target skills and expertise that students and prospective teachers must have in PAUD / PIAUD, especially those related to English material. Sample subjects as representatives of research subjects were interviewed more intensely to obtain more specific, broader and deeper data. Observations were also carried out when the trial implementation of the draft product was carried out, which was tested in the lecturing class of PIAUD program. With regard to textbook content, proofread is carried out by expert who have competence in the field of language and early childhood education.

Respondents came from 3 campuses and 3 PAUD / PIAUD schools from 3 different provinces. The majority of respondents came from East Java (69.2%), followed by Nusa Tenggara (15.4%), Kalimantan and Maluku. The majority of respondents were women with a percentage of 92.3%, and men as many as 7.7%. Based on the results of the questionnaire, as many as 53.8% of respondents stated that English is very important to be taught since children are still at an early age. The reasons stated by respondents are that if English is taught since children are still at an early age, it will be more attached to them, easily acquired and remembered for a long time. Another reason is because English is an international language, thus mastering English can be a provision for children to compete when they grow up. English is also considered as an intermediary to be able to obtain information and broader insights later. In percentages, the order of responses of respondents is as follows; first, English is an international language that is important to be taught since children in early childhood (61.5%). The second response is that the easier the child learns a foreign language, the easier it is for them to absorb

the language (53.7%). Next is, the longer a child learn foreign languages, the more easier they absorb the language and will be stored in the their memory for a long time (30.8%).

Regarding the English language skills are most needed by children, most respondents considered that the child needs is skill mastery of vocabulary (69.2%), followed by speaking (61.5%), listening (38.5%), writing (38.5%), pronunciation (38.5%) and reading (30.8%). From all skills what is considered the easiest to teach is vocabulary mastery (62.5%), followed by listening, speaking and writing (37.5%), reading (25%), and pronunciation (12.5%). Related to what English skills mostly preferred by children, respondents revealed that children like vocabulary, listening and speaking (37.5%) followed by reading (25%), and pronunciation and writing (12, 5%).

Regarding the use of instructional media, 76.9% stated that it was very necessary, 15.4% of respondents stated it was necessary, and 7.7% stated that it was quite necessary. All teacher and lecturer stated that they use learning media when they teach. All respondents stated that they often use learning media to teach, with a percentage of 50% (quite often), 33.3% (often), and 16.7% (every time they teach). When they were asked about what media had been used, respondents stated that they used games and pictures of flashcards, posters and the like as many as 57.1% of respondents for each. Next is song and board (42.9%), and film or video (14.3%). The reason respondents why they chose to use learning media was to make it easier for children to memorize vocabulary and to learn and understand material, to attract children because children would feel like playing, and to be easier for the teachers to teach.

All respondents stated that the use of learning media made children become more enthusiastic, with the percentage of responses being very enthusiastic (66.7%) and enthusiastic (33.3%). The most popular learning media for children is songs and various types of images in the form of flashcards, posters, and so on (57.1%), games and films (28.6%), and scrabble and realia (14.3%). Respondents stated that the use of media can make children more responsive, easier to understand the material, and have a good impact on children's enthusiasm for learning. Respondents also provided suggestion on English language material taught. Some of the recommended materials include introducing letters of the alphabet, names of animals, fruits, colors, and family members. Regarding children's language skills that can be related to Islamic values is to say and answer greetings in English, ask for help, ask questions,

ask for permission, leave-taking, ask and give apologize, and some other everyday expressions. In addition, children will be taught to be able to memorize the Pillars of Faith and Pillars of Islam in English. All to be conducted in daily basis to accustom the children to say and use it in everyday life.

During the trial of textbook draft and observations during the learning activities as well as interviews with research subjects, several results were obtained. First, it is necessary to say that the draft textbook tested for the first time is actually the initial draft that has not gone through a revised process before. The draft was compiled from the results of the researchers' preliminary study of documents relating to the teaching, namely syllabus and curriculum which contained the target of competency achievement of PIAUD program students. There are no significant obstacles when the teaching by using the textbook draft was conducted. However, when reviewed by discussing with teaching English lecturers in the PIAUD program, it was found that the material in the textbook draft was too much if it was adjusted to the lecture calendar. This become a suggestion for material revision for the second phase of the trial. In the second trial, there were no obstacles related to the textbook content. There are still a few parts that need to be revised but not substantial, only additions and adjustments to some material.

Regarding the students, the majority of students showed a positive response to the material given during the first and second stages of the trial. Students also provide input related to what material they feel they need to have as a provision to teach English later when they become PIAUD teachers. It turned out that there were some students who apparently had also taught at PAUD schools while attending college. They shared their experiences as long as they became PAUD teachers. Sometimes they also get suggestion from the children's parents about their hopes for their child's English competence.

From the results of data collection in the form of trials, observations and interviews, several Islamic nuanced English material can be formulated for PIAUD programs, they are: greeting, responding to greeting, saying hello, saying goodbye (leave-taking), asking for help, apologizing, expressing gratitude, asking for permission, and naming objects (for example: animals, fruits, and inanimate objects), and reciting the Pillars of Faith and Pillars of Islam. From all the material, it can be seen that all of them are productive skills that focus on speaking. Meanwhile, for other lan-

guage skills, namely listening, reading, and writing, it is not too urgent to be given considering that the children are still very young. For listening skills, it can be taught in by accustoming it in daily basis as the teacher and children communicate every day.

Conclusion

The result of this research prove the importance of adjusting English material to the needs of the end user, the teacher and the student. English for Early Childhood Islamic Education program must be specific and cover the objective competence of the graduates as they have to master the English to teach their students later. The English material should also cover the unique characteristic of PIAUD program, that is the Islamic content which differentiates it with PAUD program. The result of Responses from related participants showed the successful implementation of the textbook after several testings. This research also contributes to many parties, namely for lecturers, students, and related parties. For the campus, the development of English textbooks based on PAR analysis for the PIAUD program is expected to support PIAUD program accreditation. For lecturers, prepared textbooks can be a reference and handbook for them to teach PIAUD students. English material arranged in accordance with the target of study program achievement will make students more enthusiastic because it is in accordance with their fields so that learning will be more effective. For researchers, the stages and process of developing English textbooks can be one of the references for those who will conduct research by using PAR methods and also the needs and situational analysis. The methods and analysis applied in this study can be used for all types of research. It is hoped that in the future there will be further research for other disciplines. Finally, English textbooks that have been prepared are expected to be useful for lecturers from other campuses with PIAUD programs.

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