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Using Needs Analysis to Develop Global Education Based ELT Materials in Transactional Speaking Skills

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Abstract

This research focuses in developing global education based ELT materials for transactional speaking skills by using needs analysis. It is aimed to enhance the quality of teaching English at the tertiary level by adapting the students' needs, the expectations of the lecturers and inputs from graduates to give beneficial contribution towards the students' future career. This is a development research method by applying IDO's model, which implements three systematic phases (Input, Development, and Output). The first phase is input phase. It is set up by needs analysis which is carried out by requiring 130 respondents (110 students, 8 lecturers and 12 graduates). Students and graduates are selected randomly while the lecturers are selected by using purposive sampling technique. The data are collected through needs analysis questionnaire and analyzed by using descriptive approach. The second phase, development, attempts to formulate the aim and the objectives based on the information of needs analysis which is used for selecting course contents. In the last phase is output phase. It is administered by compiling the lesson plan and producing the prototype of the global education based ELT materials for speaking skill, specifically transactional speaking skills. The findings of this research have confirmed the importance of using needs analysis as the basis of obtaining information about students' linguistic and learning needs as well as for developing well-design ELT materials. This contributes to the prototype of an adaptive developed ELT materials comprising one sample of lesson plan and one unit of global education based instructional materials for transactional speaking skills development.

Keywords: Needs Analysis; Global Education; Materials development; English teaching materials.

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1. Introduction

English language teaching and learning patterns are changing rapidly and profoundly due to the emergence and expansion of this global language along with technological innovations and the increasing need for learner autonomy. Such welcome changes necessitate new demands and challenges in teaching education programs in general and English language teaching program in particular.

There is a deep felt need for using English Language in Indonesia today, at least for one practical reason. We need English, the single most important world language, at the

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present time, because we would have a continuing source of scholarly materials in English, which have served us in the past and will continue to be of use for a long time to come. Moreover, English also happens to be the general link language of the world and the best source of communication throughout the world.

In the last decade, tertiary institutions have attempted to design different methods to meet the demands of globalization as it relates to teaching and learning. Several educators approve that there is a need to develop pedagogy that prepares students to become global citizens in a world marked by diversity, interdependence and cross-cultural interactions. Rahman (2018) noted that the importance of English in Indonesia has prepared to meet the needs of the job market, therefore nowadays many universities have opened a department of English Language Studies for undergraduate, masters, and even doctoral degree. Global education develops students' awareness of the world and how 21st century will change human life. Based on these needs, introducing global perspective into English language education in our teaching context is seemed vital. One of the possible practical ways of doing this could be using global issues as the 'subject matter' for the language classroom. Our students need to be better prepared for world citizenship through solid programs that equip them to exhibit high levels of competence in English language. They need to regard productive skills in English that can enable them to participate in discussion about global issues, ambiguities and complexities.

This research is intended to adapt the teaching and learning materials to be more related to the global issues. Besides this will enrich students' and teachers' knowledge related to problems occur worldwide as well as other issues related to it. In other words, both students and teachers can gain more benefits and added value from the adaptation.

How we teach global education to students in the classrooms is another important factor. This motivates teachers and students to start using active learning instead of passive one. Besides, the teaching and learning process will be a student-centered teaching and ends up with the paradigm of teaching language for communication about world issues. This might not directly solve the real problems but this creates a better condition both for the students' development and the world condition in the future to be better. Thus, our hard work as educators is essential for a better world.

English Language Teaching can be adapted to meet the demand of the global conditions. Such worldwide issues can be taken by teachers to be developed more and suited for the teaching materials. This strategy will give students wider knowledge and attention to global problems. The success of adapting global issues to English Language Teaching is affected by at least the teacher willingness and readiness. In our context, teachers have, in some measure, already addressed the need to teach globally, the problems of the choice of content, the direction of discussions, and generally insufficient experience and awareness of teachers themselves still remain.

Considering the condition, the researcher necessarily conducted a research to develop global education based ELT materials to help the teaching and learning process in speaking course, especially for transactional speaking skills development.

2. Literature Review

Global education has originated from United States of America, however the term "global education" has originated from the United States of America, however the

terms “international education”, “education for International Cooperation” and “education for world citizenship” derive mostly from Europe (Inka and Niina, 2013).

Global education can be defined as teaching with the aim of empowering students “with the knowledge, skills, and commitment required by world citizens for the solution of global problems” (Cates, 1990:3). Another scholar, Kniep (1989) defines global education as form of efforts to make changes to the content, method and related contexts of education system in the purpose of preparing students to be good world citizens. As stated by Cates a global education approach in foreign language teaching involves ‘integrating a global perspective into classroom instruction through a focus on international themes, lessons built around *global issues*, classroom activities linking students to the wider world and concepts such as social responsibility and world citizenship’ (emphasis added). The notion of ‘global issue’ has been continuously mentioned in the literature. Global issues have been referred to as ‘issues of global significance’ (Anderson 1996: 1), or as ‘problems in the world’ (Mark 1993). A global issue is ‘a contemporary phenomenon affecting the lives of people and/or the health of the planet in a harmful or potentially harmful way’.

In the literature, one can find numerous practical examples of attempts to introduce global education into the foreign language classroom. For instance, Sargent (1993) discusses how dealing with conflict resolution as an important component of peace studies may help students to improve their communicative language skills.

On the basis of the classifications proposed by Mark (1993), Swenson and Cline (1993), and Yoshimura (1993), the global issues are grouped as Environmental issues (pollution, deforestation, endangered animals, global warming), Peace education issues (wars and refugees), Human rights issues (racism, gender issues, children’s rights), Intercultural communication issues (cultural issues, global citizenship vs. national identity, multiculturalism), Socio-economic issues (poverty, wealth, consumer society), Health concerns (drugs and AIDS) and Linguistic imperialism. It is recognized that the seven groups are culturally universal and applicable in different cultures. The fact has made them easily to be acceptable to teachers, parents and stakeholders as concerned parties in education development. In the context of this research, the seven groups will be taken into account to be integrated into English language teaching materials development specifically for speaking subject. The developed teaching materials will be proposed to be used for teaching speaking skills especially transactional speaking skills in the classrooms.

According to Richards (2008:25), speaking as transaction refers to situations where the focus is on what is said or done. The message meaning and making oneself understood clearly and accurately are the central focus. For the reason, the learners need to possess some main skills to enable them take a part in transactional speaking accurately and fluently in English, i.e. the skills to explain a need or an intention, to describe something, to ask questions, to ask for clarification, to confirm information, to give and justify an opinion, to make suggestions, to clarify understanding, to make comparisons, to state agreement and disagreement. In our social lives, transactional speaking can be identified in terms of job interviews, discussions, etc. interviews and discussions are the examples of transactional speaking which are frequently seen in our daily lives either on a TV program or in a recruitment of employee. This research will focus on group discussion and interview as transactional speaking discourse. A group discussion is defined as a critical conversation about particular topic, or perhaps a range of topics, conducted in a group of a size that allows participation by all members. According

to Nelson (1990), the purpose of a group discussion is to help each group member explore and discover personal meanings of a text through interaction with other people. It is a very useful tool to develop the students' personality and language skills.

Group discussion will also develop their language skills such as Pronunciation, Grammar, Vocabulary selection to be used in explaining an intention, describing something, asking questions, asking for clarification, conforming information, giving and justifying an opinion, making suggestions, clarifying understanding, making comparisons, stating agreement and disagreement.

In this study, needs analysis is defined as systematic process of obtaining information concerning the learners' necessities, preferences and problems which are identified with the learners as the subjective one and the course designers, teachers and graduates as the objective one through their perceptions meet the language requirements for learners. In the last few years, findings from several studies, their purposes of using needs analysis in designing teaching materials is used to determine the key components necessary for designing a course material. However, the findings do not contain do not contain useful information concerning how to do the needs analysis and how to develop the teaching materials on the basis of the needs analysis, for example, carried out a needs analysis to develop ESP syllabus and teaching materials. The study found not only ESP integrated syllabus, but also ESP teaching materials for Tour and Travel department students. The teaching materials were validated by giving formative evaluation which indicated the positive impact on the teaching outcome since most respondents gave high preferences on the teaching materials given. However, the research simply produced a prototype for one unit and didn't present any information about the methodology in the study presents difficulties for materials developers because they have no idea about the procedures to follow and the components to provide for developing such ESP teaching materials. The limitation has made her study reports inconclusive. This study is not only to confirm the usefulness of needs analysis to obtain information about students' linguistic needs and learning needs used for developing teaching materials, but also the role of the needs analysis as the basis for developing teaching materials. The prototype reflects the key element of the teaching materials' contents, while the model gives an adequate explanation about three systematic steps in developing ELT materials for initial speaking skills, form carrying out a needs analysis to building the prototype of ELT materials. The model is called IDO Model which can be a practical guidance to follow especially for teachers who are lack of experiences of developing teaching materials.

The main purpose of this research is to develop English teaching materials by integrating global issues as an effort to provide global education based English teaching materials due to the demand of today's education policy and curriculum in Indonesia. Before looking into how teaching materials can be created to satisfy this purpose, it is necessary to clarify the concepts of developing materials and the procedures used for developing materials for spoken language. According Dat in Tomlinson (1998:375), language teaching materials are not only created by book writers, but also by teachers and learners. He suggested that the act of developing materials should not be viewed merely as the act of writing scripts for course books, but it can be understood as a dynamic, creative process from the writers' desk to the real classroom. In other words, course books from writers should be considered as predesigned works, but not the final products. The predesigned works are opened for creative interaction, adaptation and reinterpretation by teachers and students as the users of the products. Through the processes, the

predesigned works can be modified to become appropriate teaching materials that promote the better outcomes of language learning. Another important thing to be discussed further is the issue of how English language teaching materials developed by integrating global education through global issues. For that purpose, this study will discuss and employ a framework for developing materials for spoken language proposed by Dat (Tomlinson, 1998: 381-384). The framework comprises five procedures for developing materials for speaking skills i.e. conceptualizing learner needs; identifying subject matter and communication situations; identifying verbal communication strategies; identifying verbal communication strategies; and identifying verbal communication strategies.

3. Methodology

3.1 Research Design

This present investigation will be constructed from a research design called Development Research. This research is aimed at describing the decision making process during the development of a product/program in order to improve the product/program being developed and the developers' capabilities to create things of this kind in future situations. Therefore, this development study will employ descriptive and pre-experimental approaches.

3.2 Research Procedures

In order to develop "Global Education-Based ELT materials", the writer needs to give a description of the systematic procedures used for developing the ELT materials. The procedures are adapted from the framework for developing teaching materials. The adaptation comes up with three main phases called I-DO phases. The first phase is the input phase. The input phase identifies linguistic and learning needs, comprises of types of language items, kinds of Global issues, learning styles and preferences. The second phase is development phase. The development phase identifies subject matter, communication situations and verbal communication strategies. The last phase is output phase. This composes global education based ELT materials by affiliating content and task in a lesson plan and producing the prototype of the global education based ELT materials.

3.3 Participants

They were 130 participants which consist of 110 students and 12 graduates who were randomly selected in this study, and 8 lecturers selected purposively in English study program of Patiimura University.

3.4 Instruments

Questionnaires were used as the data collection instrument given to all selected respondents of this research. The questionnaires consisted of background information, interest, the students' linguistic needs and the students' learning needs.

3.5 Data analysis

In order to analyze the data collected through the needs analysis questionnaires, the writer used frequency to describe how often a certain item occurs and to calculate the average (mean score). The data were mostly presented in the form of frequency and percentage tables which were analyzed qualitatively with interpretation and in depth discussion. As mentioned earlier that this study was developed from two proposed research questions. The answers of the two research questions described 1) the students

and the lecturers perceptions on the important of global education in ELT materials development, the students' linguistic needs (abilities and priorities) and learning needs (learning styles and preferences); 2) the process of integrating global education in developing teaching materials for transactional speaking course. The three types of information were analyzed by using four categories identified as "the level of interest, the level of proficiency, the level of importance, as well as the level of frequency. The interest, proficiency, importance, and frequency scores were derived by giving each category scores from one to four.

4. Findings and Discussions

4.1 The Input Phase

In this phase, the writers conducted needs analysis procedures to find out information mainly on the linguistic and the learning needs as the basis for developing prototypes of global education based ELT materials. Both types of the students' needs were disclosed after giving questionnaires to all respondents of this study. The students and the lecturers were first of all required to provide their perceptions on the students' need and interest in learning transactional speaking skills which integrates global issues, as well as the perceptions associated with the linguistic and learning needs in developing global education based ELT materials. The analysis results of the students' linguistics and learning needs have enriched the understanding of the overall needs that are required to develop Global Education Based ELT Materials for the students at the English Study Program of Pattimura University. The students', lecturers' and graduates' perceptions found out various needs categories to be taken into account when developing the ELT Materials.

4.1.1 Needs Inventory of the linguistics needs

Identifying linguistic needs is carried out by analyzing the students' learning ability and learning priorities. The results of the analysis are used for prioritizing the components of speaking skills and selecting appropriate teaching materials which are required to design the syllabus of speaking course.

Learning ability

Learning ability is measured based on the analysis of the students' transactional speaking skill in the area of language functions such as asking questions, expressing opinions, reasoning etc. The students are required to in assess their own level of proficiency in using appropriate vocabulary, good pronunciation, and correct grammar when delivering the language functions of transactional speaking skills. The data analysis indicates the students' ability is in the fair level for all language functions of transactional speaking skills. The details are available in the following results based on needs analysis questionnaire which show the students' ability in using appropriate vocabulary of the language functions is still in the fair level. The top three lowest average scores are:

- a. Giving an explanation
- b. Expressing opinions
- c. Asking for an explanation

The students' ability in using good pronunciation of the language functions is also in the fair level. The top three lowest average scores are:

- a. Giving an explanation

- b. Expressing opinions
- c. Asking for an explanation

The students' ability in using correct grammar of the language functions is in the fair level as well. The top three lowest average scores are:

- a. Expressing opinions
- b. Giving an explanation
- c. Disagreeing

Learning priorities

Determining learning priorities is conducted by analyzing the respondents' perceptions on the importance level of teaching appropriate vocabulary, good pronunciation, and correct grammar to the students when learning the language functions in transactional speaking skills. The respondents' perceptions show that teaching appropriate vocabulary, good pronunciation, and correct grammar in the language functions is very important. The details are available in the following results based on the questionnaire needs analysis.

Providing appropriate vocabulary for teaching the language functions is mostly in the very important level. The top three of the highest average scores achievement among the language functions are:

- a. Expressing opinions
- b. Giving an explanation
- c. Asking for an opinion

Providing good pronunciation for teaching the language functions is mostly in the very important level as well. The top three of the highest average scores achievement among the language functions are:

- a. Expressing opinions
- b. Giving an explanation
- c. Asking for explanation

Providing correct grammar for teaching the language functions is also considered very important. The top three of the highest average scores achievement among the language functions are:

- a. Giving an explanation
- b. Expressing opinion
- c. Asking for an opinion

4.1.2 The needs for Integrating the Global Issues Topics in Developing the ELT Materials for Transactional Speaking

Learning transactional speaking skills (e.g. group discussions) requires special skills in terms of delivering language functions such as asking questions, expressing opinions, etc. The kinds of skills are going to be the focus especially in the area of how to deliver

several types of language functions by using appropriate vocabulary, good pronunciation as well as correct grammar. With regard to the learning the language functions of transactional speaking skills, almost all respondents think, it is 'very important' to integrate global issues topics into the ELT materials for transactional speaking. However, the topics' selection is mainly focused on the top three topics that achieve the highest average scores which have been put in the following list:

- a. Environmental Issues: Global Warming
- b. Human Rights Issues: Gender Issues
- c. Health Concerns: Drugs

Needs Inventory of the learning needs

The students learning needs in this study were identified by analyzing the students learning problems and learning attitudes. The students' learning problems were described based on the analysis of the respondents' perceptions on the obstacles to the students learning success to be able to speak effectively in transactional speaking. While to explain the students' attitude, the writers analyzed the students' learning preferences and learning styles based on the respondents' perceptions since these two factors were believed able to affect the students' attitudes in learning.

The students' learning problems

Based on the analysis of the respondents' perceptions on the students' learning problems, it is found that the students learning difficulties can apparently stem from many causes. These include:

- a. The psychological problems such as feeling shy speaking English, being afraid of making mistakes, being afraid of being criticized by teachers and other students due to their mistakes.
- b. The mother tongue interference problem like using the native language when they should speak English in the classroom activities most of the time.
- c. The problem of insufficient knowledge of the topic like having no enough information and vocabulary to talk about the topics being discussed.
- d. The problem of limited linguistic resources e.g. lack of vocabulary, pronunciation, and grammar, which causes the students unable to speak English effectively.

After acknowledging the students' learning problems, the lecturers can start addressing to choose the most appropriate teaching methods to help the students learn and to minimize the effect of the learning problems to their learning success in transactional speaking course.

The students learning attitudes

Learning attitudes are analyzed to uncover how well the students like to learn. For the reason, the focus of this discussion deals with identifying the students learning preferences and styles in learning to speak based on the respondents' perceptions. The identification of the learning preferences and styles would enable the teachers to better understand the strategies and methods that might be the most efficient for teaching transactional speaking skills which in turn will serve to produce more desirable learning

outcomes and significantly increases the students' achievement level (Dunn, Deckinger, Withers, & Katzenstein, 1990:96).

The students' learning preferences

The students' learning preferences here are specifically focused on describing the students' preferences in learning appropriate vocabulary and good pronunciation for delivering the language functions of transactional speaking. From the respondents' perceptions, it is found out that the students prefer to learn vocabulary by:

1. Communicating the vocabulary
2. Listening and repeating

The preferred ways of learning appropriate vocabulary learning should be taken into account to be selected as strategies in teaching vocabulary for transactional speaking.

In identifying the students learning preference in pronunciation, three possible ways of learning pronunciation were given to the respondents so that they provided their perceptions and the results of the data analysis convey that the students prefer to learn pronunciation from: "Native English speakers' voice recording"

Thus, this information should become the only strategy to employ in teaching pronunciation for the language functions of transactional speaking at the English Study Program of Pattimura University.

The students' learning styles

The results of the data analysis associated with the students' learning styles indicate that the respondents of this present study can mostly be categorized as analytical learners. The categories is drawn up by matching the respondents' most preferred activities in learning transactional speaking and the typical characteristics of the four learning styles as stated by Willing (1981). They are:

- a. study case (problem solving)
- b. small groups
- c. larger groups

4.2 The Development Phase

The results of the data gathered through the needs analysis questionnaires have been analyzed and put in the table to be clarified qualitatively. The results of the analysis have shown that the needs analysis conducted specifically to develop the prototypes of global education based ELT materials for transactional has resulted in:

1. identifying the students' learning ability in delivering the language functions of transactional speaking skills.
2. determining the language functions which are mostly required to learn in terms of appropriate vocabulary, good pronunciation and correct grammar as priority available in transactional speaking course.
3. identifying the global issues topics which are mostly preferred by the students

4. identifying the obstacles or problems which are mostly experienced by the students in learning to speak in the classroom
5. identifying the learning preferences and the learning styles that are mostly preferred by the students.

Another crucial dimension of decision making in developing teaching materials is to carry out the development phase. The development phase refers to a set of procedures carried out to develop the global education based ELT by employing the data collected in the input phase. The data of the input phase are mainly used for determining the aims and the objectives of a language program, outlining the key components of the ELT materials, selecting the contents of the materials components and determining the relevant tasks for transactional speaking.

Formulating Course Aims and Objectives

The terms 'aims' or 'goals' refer to general statements or 'signposts' reflecting the underlying ideology of the curriculum. Richards (2001: 120) suggests that aims have four main purposes:

1. To provide a reason for the program
2. To provide guidelines for teachers and learners
3. To provide a focus for learning
4. To describe important and realizable changes in learning (or in students)

It is mentioned that "stating your goals helps to bring into focus your visions and priorities for the course" Graves (2000: 75). And she keeps on saying that they are general statements, but they are not vague. In addition, objectives are more specific than aims. They break down aims into smaller units of learning, and typically describe learning in terms of observable behavior or performance (performance objectives), i.e. they describe 'learning outcomes' in terms of what a learner will be able to do. Objectives help planning the course and enable evaluators to judge the success or failure of a program. Richards (2001:123) suggests that objectives generally have the following characteristics:

1. They describe what the aims seeks to achieve in terms of smaller units of learning
2. They provide the basis for the organization of teaching activities
3. They describe learning in terms of observable behavior or performance
4. They facilitate planning: once objectives have been agreed on, course planning, materials preparation, textbook selection, and related processes can begin
5. They provide measureable outcomes and thus provide accountability given a set of objectives, the success or failure of a program to teach the objectives can be measured
6. They are prescriptive: they describe how planning should proceed and do away with subjective interpretations and personal opinions.

Besides, Richards (2001:123) also describes that statements of objectives possess the following characteristics:

1. Objective describes a learning outcome

2. Objective should be consistent with the curriculum aim
3. Objective should be precise and feasible.

Referring to the theoretical point of view about aims and objectives, this research formulates the course aims and objectives based on the needs inventory from the students of English Study Program of Pattimura University. These syllabus and course materials are specifically designed to meet the needs of the first and third semester students in learning speaking through speaking course one.

The course aims:

- a. To help students communicate in transactional speaking effectively and confidently in English by developing the students' skills in using the language functions in terms of appropriate vocabulary, good pronunciation, and correct grammar.
- b. To prepare students have a good foundation in transactional speaking which enables them to communicate everyday situations and topics integrated with global issues.

Course Objectives

- a. Students are able to practice the language functions of asking for opinions and asking for an explanation with appropriate vocabulary, good pronunciation, and correct grammar when discussing the issues of global warming.
- b. Students are able to practice the language functions of expressing opinions and giving an explanation with appropriate vocabulary, good pronunciation, and correct grammar when discussing the issues of climate change.
- c. Students are able to practice the language functions of interrupting and summarizing with appropriate vocabulary, good pronunciation, and correct grammar when discussing a case study about pollution.

The course objectives as written above are specifically formulated for three prototypes of the global education based ELT materials.

Outlining the contents of the ELT Materials

After the course aims and objectives are stipulated, the next step to do in this development phase is to outline the course contents for the teaching materials prototypes. Outlining the course content is conducted by selecting the major components and determines the order in which the components will be presented in the classroom. The components of the instructional materials for this study are planned by including the following key components

- a. The materials are developed in a single entity of instructions called a unit
 - b. Each unit contains a global issues topic
- c. Each topic consists of three lessons. The lessons are identified as lesson A: Skill Getting, lesson B: Skill Using, and lesson C: Review.
- d. Lesson A: Skill Getting is aimed at preparing and equipping the students with specific elements of knowledge which compose communicative ability for later communication. Therefore, this lesson presents knowledge of linguistic forms that the students need to be able to speak English in a certain topic such as vocabulary and pronunciation drills. After the students equip with the linguistic forms, they have to take a part in pair practice

which is aimed at linking between the language forms being learnt (vocabulary and pronunciation) and their potential usage in communication.

- e. Lesson B: Skill Using is aimed at bridging the gap between the students' knowledge of linguistic forms and the ability to talk about a particular topic. In this case, the students are required to practice the language functions of transactional speaking skills that they have learnt in Lesson A section in small groups discussions. There, the students may use the language functions with appropriate vocabulary, good pronunciation, as well as correct grammar while discussing the global issues topic. Besides, social interaction activity gives the students opportunity to use their knowledge of linguistics forms in a half dialogue role play. This lesson enables the students to be involved in a social interaction of a particular topic by using the previous equipped language forms.
- f. Lesson C: Skill evaluating is aimed at measuring how much the students have learnt in a certain given unit. This lesson provides discussions in larger groups which require the students to demonstrate their language creativity in transactional speaking naturally and enable them to interact spontaneously in a discussion.

4.3 The Output Phase

Lesson Plans of the Global Education Based ELT Materials

As the matter of fact, a lesson plan in a language program functions to identify the learning destination (objective of the lesson) and to mark out the route (activities for each stage of the lesson). It is an aid for a teacher to plan his teaching strategies effectively. Therefore, a well-prepared teacher should write down the details of each activity in the form of lesson plans which will guide the interactions between the teacher and his/her students in implementing how detailed a lesson plan needs to be. Brown (2001: 149-152) proposes six essential elements of a lesson plan should be namely; 1) Goals, 2) Objectives, 3) Materials and equipment, 4) Procedures, 5) Evaluation, and 6) Extra-class work. Determining the plan for teaching will keep both the teacher and the learner focused on where they are going, how they are going to get there, and what to achieve when they arrive.

The outlines of the ELT materials key component are used as the guideline to write the lesson plans. The study simply makes effort to compile a lesson plan required for one unit which may also be recognized as the sample of the EL materials prototype.

The Prototype of the Global Education Based ELT Materials

Materials here refers to anything (e.g. linguistic, visual, and auditory) which can be used to facilitate the learning of a language, to inform learners about the language, to provide experience of the language in use, and to help the learners to discover the language for themselves. Meanwhile, the prototype of the Global Education Based ELT materials refers to the first model of global education based teaching materials, from which other forms of are copied or developed. The prototype of the teaching materials is developed based on the needs analysis results which have previously been transformed into the key components and the lesson plan. The organizational structures of the prototype are constructed by unit in which the unit presents a global issues topic and the topic consists of three lessons.

5 Conclusions

The needs analysis of this study has contributed the required information in developing the global education based ELT materials for transactional speaking at the English study program of Pattimura University. The information covers the linguistic and the learning needs. The Linguistic needs in this study refer to two things i.e. the students' learning ability and learning priorities. In terms of learning ability, the students are required to assess their own transactional speaking skills specifically in using the language functions in terms of appropriate vocabulary, good pronunciation, and correct grammar by filling in the needs analysis questionnaires. The overall linguistic needs which used in developing the prototypes of Global Education Based ELT materials are taken into account. On the other hand, the students' learning needs in this study refer to the students' learning problems and learning attitudes. Based on the analysis of the respondents' perceptions on the students' learning problems, it is disclosed that the students' problems in speaking can include: the first; the psychological problems such as feeling shy speaking English, being afraid of making mistakes, being afraid of being criticized by teachers and other students due to their mistakes, the second; the mother tongue interference problem like using the native language when they should speak English in the classroom activities most of the time, the third; the problem of insufficient knowledge of the topic like having no enough information and vocabulary to talk about the topics being discussed, the fourth; the problem of limited linguistic resources e.g. lack of vocabulary, pronunciation, and grammar, which causes the students unable to speak English effectively. The results of the needs analysis are then used as the basis for developing the Global Education Based ELT Materials. After going through three main phases of materials development, this study eventually succeeds in providing a prototype of the global education based ELT materials which may be used as a model to develop the other contents of the teaching materials. However, it is important to underline here that the effectiveness of implementing the prototype has not been proved yet and this is recognized as the weakness of this study.

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