

CHAPTER I

INTRODUCTION

1.1 Background

One of the basic assumptions for designing English material teaching and learning process is based on need analysis. Need analysis is a collecting information about variety learners' need in order to get appropriately matched material so the process of English teaching and learning in particular state of knowledge are adjusted with the learners' need. By knowing the learners' need, teacher and lecturer can make an effective and efficient learning process.

The term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students (Iwai et al,1999). It can be concluded that need analysis is the way to collect a lot of information about learners' need in a particular group for getting basic informaion to design material. Futhemore, the importance of needs analysis has been acknowledged by many researchers (Munby, 1978; Richterich & Chancerel, 1980; Hutchinson & Waters, 1991; Berwick, 1989; Dudley-Evans & St. John, 1998; Young, 2000; Brindley, 2000; Iwai et al., 1999).

In this case, the writer conceives that need analysis is a foundation to design material because different learners have different language needs and what teachers taught should be restricted to what they need.

However, need analysis is still viewed in narrow perspective. It still rarely done formally by teachers/language planners. Schutz and Derwing (1981,30) in Richards (p.32) states that most of language planners in the past have bypassed a logically necessary first step: they have presumed to set about going somewhere without first determining whether or not their planned destination was reasonable or proper. As the following the argument above, the writer thinks that need analysis often be seen as a trivial things to design a course by most of language planners. Consequently, the goal of learning English are not considered.

In Indonesia, English as a foreign language is commonly taught in varsity level even though its mayor is not English Department. The existence of English material course in non-English department is aimed to let students' comprehend and already to face target situation they will meet. Nevertheless, stakeholders, teachers, or language planners think that English learning for non-English department is only formalization academy that should be fulfilled by presumption materials.

Acknowledged the importance of need analysis thus writer would like to analyze Arabic students' need through qualitative descriptive analysis with the title "Need Analysis of English Material Course for Students of Arabic Education Department" (*A Descriptive Study in State Islamic University of Sunan Gunung Djati Bandung*).

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1.2 Research Questions

1. Who are the learners?
2. What are learners' need?
3. How does the lecturer design syllabus for Students of Arabic Education Department at 2nd semester?
4. What are suitable materials for Students of Arabic Education Department at 2nd semester?

1.3 Research Purposes.

This research is expected:

1. To find out who the learners are.
2. To find out what learners' need are.
3. To find out how the lecturer designs syllabus for Students of Arabic Education Department at 2nd semester
4. To find out what suitable materials for Students of Arabic Education Department at 2nd semester are.

1.4 Significances of Research

Practically this research can be beneficial in:

1. Providing information that can be used as part of a course or program report for lecturer or Students' of Arabic Education Department.
2. Providing the basis for planning goals and objectives for a future program.

3. Providing the basis for developing syllabus and teaching materials for a course.

Theoretically this research can be beneficial in:

4. Providing the basis for the evaluation of an existing program or a component of a program.

1.5 Rationale

Need analysis is one of components to determine and select materials. Exactly, it can not be seen the objective aspects. Objective aspects is the opinion from others' side. For example, in education case when teachers decide materials based on need analysis only from their perspective as a teacher without giving any chance for students to tell the truth what they want, it means that teacher do need analysis objectively based on the presumption.

The term of need is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectations, motivations, lacks, constraints, and requirements stated Brindley (1994, 24) in Richards. (2001, 54).

Based on theory above, the writer assumes that need will discuss on students' wants, desires, demands, expectations, motivations, lacks, constraints and requirements. So that materials can not be based on teachers' or designers' presumption.

Generally needs are defined by several researchers from analysis purpose. In this paper, the writer takes learner as a focus of analysis. Berwick (1989), borrowing some insights from the field of adult education, defines "need" as " the gap between what is and what should be" (p.65). The "what is" could be equated to the current

state of learner's knowledge and skills and the "what should be" could be interpreted as the target situation requirements.

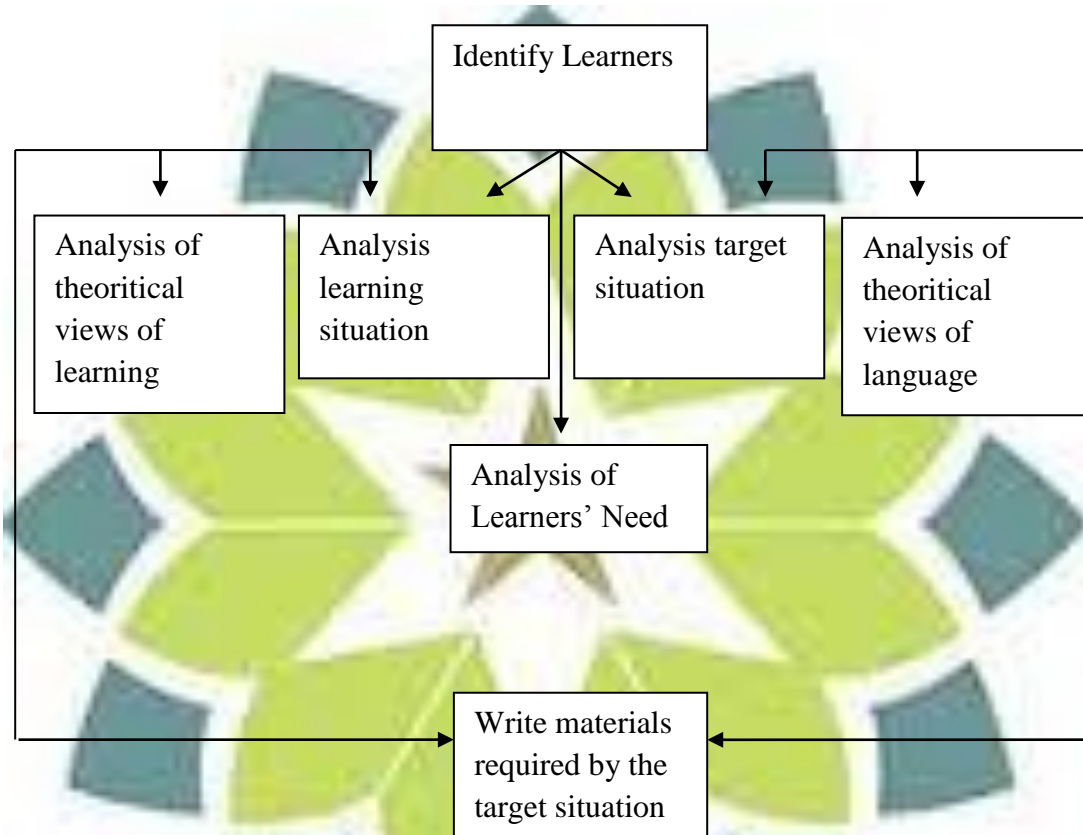
In addition Brindley (1989) identifies two types of needs. First, objective need, which is derived from factual information about the learner, use of language in daily communication, current language proficiency and language difficulties. Second, subjective need which refers to cognitive and affective needs in learning such as personality, confidence, attitude, wants and expectations in learning.

Therefore, referring to the theories above the writer thinks that need is about students' necessities, lacks also wants. Then to analyze of need, we can make assume from objective and subjective need. Objective need refers to the learning situation, yet subjective need refers to the target situation. Also, from the situation we know theoretical views of learning and theoretical views of language. It will be very helpful to write the required materials that can appropriately matched with learners' need. Here is the scheme of research adapted from (Hutchinson,1991):



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1.1 Scheme of Research

1.6 Research Methodology

a. *Research Location*

The research is conducted in Students' of Arabic Education Department at 2nd semester (State Islamic University, Sunan Gunung Djati Bandung).

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b. Research Method

In order to have a clear research, the writer uses qualitative through descriptive method. According to Sukardi (2009: 157), descriptive method is research method that tries to describe and interpret the object based on the real situation of that object (Best, 1982: 119). While according to Fraenkel and Wallen (1993:23), descriptive method is a method used to explain, analyze and classify something through various techniques, like survey, interview, questionnaires, and observation. The purpose of descriptive method is to describe current condition without being influence by a writer. According to Gay quoted in Hermawan (2004: 26), descriptive method may help teachers to point out what kind of problem and indicate how significance can it be researched. Descriptive method would systematically and factually describe and illustrate the characteristics of object or subject that is observed.

c. Data Source

Data source which is used in this research divided into two types, those are primary source data and secondary source data.

1) Primary Source Data

Primary source data is taken directly from the respondents by doing interview and distributing questionnaire with students of Arabic Department.

2) Secondary Source Data

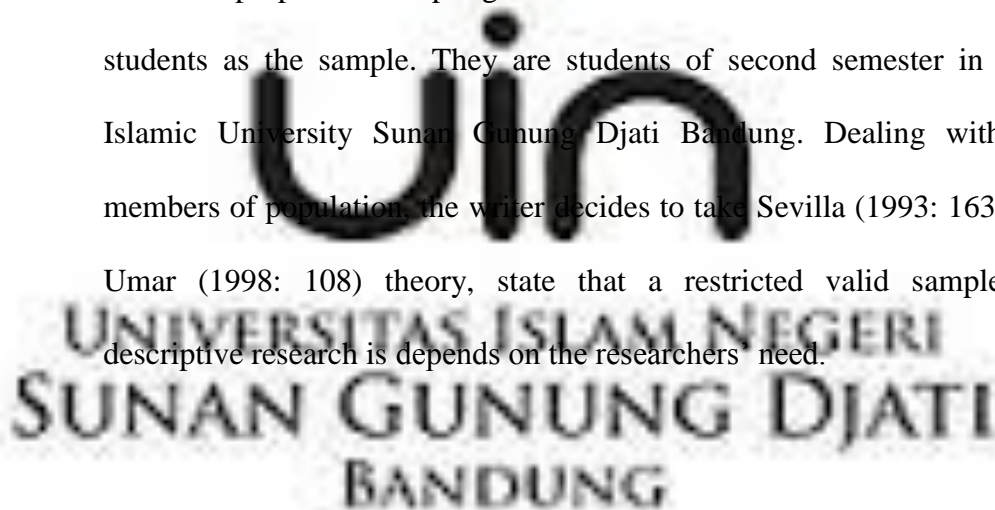
Secondary source data is taken indirectly from syllabus used by Arabic students to analyze the learning situation.

d. Research Subject

The subject of this research is student of Arabic Education Department. Knowing the learning and the target situations of the learners, the writer attempts to find the data of learning and target needs. The data will be accommodated from the research question about who the learners are, what the learners' need, how the lecturer design a course, what suitable materials for the learners.

e. Respondents

The population of this research is the students of Arabic Education Department. In order to be able to manage and analyze the data, the writer uses the purposive sampling. The writer chooses 30 students of 80 students as the sample. They are students of second semester in State Islamic University Sunan Gunung Djati Bandung. Dealing with the members of population, the writer decides to take Sevilla (1993: 163) and Umar (1998: 108) theory, state that a restricted valid sample for descriptive research is depends on the researchers' need.



f. Data Collecting Technique

Techniques is used in this research are below:

a) Questionnaire

Questionnaire is used in this research to get the data about present and target situation of learners. The reason of using questionnaire is to collect a lot of information and it is relatively easy to be answered by respondents. The information to be collected are about analysis of learners' need, and material proposed.

b) Interview

Nazir (1985:234) states that interview technique is the process of acquiring information orally, in which two or more people are face to face, by using interview guide. Interview is used in this research to explore the information more comprehensive about who the learners are, how the lecturer design a course also to confirm the data from questionnaire. The writer interviews directly to the students also English lecturer about learners' need and how lecturer design a course.

c) Document Analysis

Washilah states (2002:155) document are the things that is written or documented (as fim, audio, video, book) besides record data which is not prepared by the writer request. The document can be as a letter, journal and textbook. The document analysis will be used for

collecting the information about syllabus/ English Material course design in Arabic Education Department.

d) Study literature

Study literature means that writer attempt to find the theory about need analysis. Study literature is used for analysis the data and confirmed with the theory that had been proposed.

1.7 Analyzing the Data

The following procedure used (Gravatt, Richards, and Lewis 1970) :

1. Literature survey
2. Analysis of a wide a range of survey questionnaires
3. Contact with others who had conducted similar surveys
4. Interview with teachers to determine goals
5. Presentation of project proposal
6. Development of a pilot student and staff questionnaire
7. Review the questionnaires by colleagues/supervisor
8. Piloting of the questionnaires
9. Selection of staff and students subject
10. Developing a schedule for collecting data
11. Administration of questionnaires
12. Follow up interview with selected participants
13. Tabulation of responses
14. Analysis of responses

15. Writing up of report and recommendation

Designing need analysis involves choosing from among students' is really a quite challenging for the writer. To ensure that the information and data collected is not overload, so that the writer uses the following procedure above. The step above have been conducted in New Zealand University for non-English-background students.

1.8 Clarification Terms

This research has clarification of the key terms as follows:

a) Target Needs

Hutchinson and Waters (1991) states that target needs is something of an umbrella term, which in practice hides a number of important distinction situation in terms of necessities, lacks and wants.

- Necessities is the type of need determined by the demands of the target situation.
- Lacks is a gap between the target proficiency and the existing proficiency of the learners.
- Wants is desirable, so it is a matter of asking question about the target situation and the attitudes towards that situation of the various participants in the learning process.

b) Learning Needs

Learning needs is a kind of knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation

c) Target Situation Analysis

It tries to establish what the learners are expected to be like at the end of the language course.

d) Learning Situation Analysis

Learning situation analysis attempts to identify what they are like at the beginning of it.



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