

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter review literature related to the aspects which are going to be investigated in this analysis. Several topics will be discussed covers theories related to:

A. Previous Study

There have been so many studies related to the needs analysis of certain students in learning English. One of the related studies is conducted by Keita Kikuchi from College of International Relation, Nihon University, conducted one of the studies about needs analysis. Responding to related questionnaires, 434 students and 26 Japanese EFL teachers and 27 native EFL teachers were asked a number of questions concerning their ideas about learning, testing, and teaching. His research tells that students prefer to learn under conditions with an emphasis on pair/group work, fun learning, and individual help for teachers, with positive classroom atmosphere⁸. From the finding of the study, it can be concluded that the learners seem to enjoy fun learning in which they will engage more with the lesson.

⁸ Keita Kikuchi, *Analysis of The Listening Needs for EFL Learners in A Japanese College* (Unpublished master thesis. Honolulu: University of Hawai'i at Manoa. 2001)



B. Theoretical Background

1. *Paket C* Learners

As stated by Walter (1999) non-formal education is education that is not compulsory and structured⁹. It is carried out outside the context of a formal school and often referred to adult education. In Indonesia context, I do not find certain definition of non formal education but based on *Undang-Undang Sistem Pendidikan Nasional* (UU no. 20/2003), the term of non-formal education refers to the structured education that is not included in formal education. It has intentional roles and functions as the substitution, supplements, and or complement of formal education with the aim of supporting life-long education. The intended participants of non-formal education are those who never have formal education, drop out from school, graduates or people that still need more knowledge and skills. Non-formal education includes life skills education and other education, which is aimed to develop the learners' ability. Thus, based on the explanation above, the term of non formal education in Indonesia is quite similar to the Walter's definition.

Equivalency education is one of non-formal education programs that is structured and graded. One of equivalency education programs is *Kejar Paket C* program which is equal to Senior high School in formal education and is aimed to extend the access of tertiary education. The criteria of *Kejar Paket C* learners are those who;

⁹ Formal versus non-formal education, Available online at: <http://www.sil.org.lingualinks/literacy/ReferenceMateria/glossaryoflit/eracyterms/WhatIsNonFormalEducation.htm>, Accessed on February 29 2012.



1. Have graduated from *Kejar Paket B* Program or *SMP/MTs*
2. Are not able to continue or finish their study at *SMA/MA/SMK/MAK*
3. Do not want to study in formal education because of their own choice
4. Cannot get education in school because of several factors (potencies, time limitation, economic, social and law, and belief).

So, those who have the criteria mentioned are widely opened to join *Kejar Paket C Program*.

2. Needs Analysis

As stated by Nunan, needs analysis refers to techniques and procedures to get the information from and about the learners to be used in syllabus design¹⁰. It is supported by Brown that needs analysis is defined as the activities involved in gathering information that is used as the source for developing curriculum to meet the learning needs of a particular group of students. In conclusion, needs analysis can be defined as the process of gathering information of a group¹¹.

Based on the data that have been found, Nunan divides the needs analysis into two different types¹². The first is learners analysis. It refers to the information about the learners. Some syllabus designers' breaks the data gained through needs analysis into two types; 'objective' and 'subjective' data. 'Objective' data are the basis of the personal data about learners, for example: biographical information on age, sex, nationality, etc. Whereas the 'subjective' data are the wants, desires, expectation. It includes the information why learners has taken to learn the

¹⁰ David Nunan, *Syllabus Design* (New York: Oxford University Press. 2001),71.

¹¹ D.J. Brown, *The Elements of A English Curriculum* (Boston: Heinle& Heinle. 1995), 52.

¹² Jack C. Richards, *Curriculum Development in Language Teaching*, 63-64.



language, the classroom material and activities which the learners prefer. However, the information itself is collected depend on the purpose in which it will be used. So it is flexible. In addition, the information can be used by teachers to select teaching materials and activities so that it will be more acceptable to the learners and an effective teaching learning can be achieved. The second type of needs analysis is task analysis. It refers to the data used to specify and categorize the language skills required to carry out real world communicative tasks. It also includes what language skills the learners expect to learn.

Identifying learners' needs through needs analysis is important for the teachers. As stated by Kenneth D Moore that an effective educator should identify learners' needs because the more teachers know about the students, the easier for the teachers to bring the task about the desired learning¹³. Therefore, needs analysis is crucial in effective teaching language, the result of the need analysis can be applied in the development of objectives and in choosing appropriate teaching methodology¹⁴. Feez and Joyce also say that the other importance of needs analysis is to know students' personal learning goals, priorities, and aspiration¹⁵. It is also gives information for both the teacher and students about their obstacles in learning and the strategies to deal with. In short, need analysis is crucial as the information to find out the students needs, wants and lacks in order to make teaching learning effectively. However, Nunan states that information

¹³ Kenneth D Moore, *Effective Instructional Strategies: From Theory to Practice* (London: SAGE Publications. Inc. 2005), 83.

¹⁴ J.C. Richards & Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press. 2002),148.

¹⁵ Susan Feez & Helen Joyce, *Text- Based Syllabus Design* (Sydney: National Centre for English Language Teaching and Research Macquarie University. 2002), 86.



gained through needs analysis is used in designing syllabus¹⁶. While Brown states that needs analysis is crucial as the basis for developing tests, materials, teaching activities, evaluation strategies and for reevaluating the precision and accuracy of the original needs assessment¹⁷. Thus, the result of needs analysis is expected to be used as the source to design or improve the syllabus designed.

People who might be involved in a needs analysis fall into four categories; they are the target group, the audience, the need analyst and the resource group. The target group is those whom information will be gathered. The audience is people who will be required to act upon the analysis. The need analysts are persons who are responsible for carrying out the needs analysis. The resource group consists of those who might serve as source of information about the target group. At the same time, certain individuals may play some roles in several categories; the roles are somewhat different even when the same person occupies more than one¹⁸.

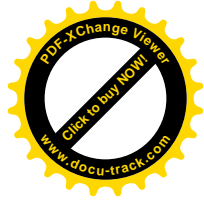
The instruments used in needs analysis are existing information, test, observations, interviews, meetings, and questionnaires¹⁹. While Suzan Feez and Helen Joyce say that the instruments include individual students' interviews, group discussion, survey, communication networks, interaction diagrams,

¹⁶ David Nunan, *Syllabus Design*, 71

¹⁷ D.J. Brown, *The Elements of A English Curriculum*, 52-53.

¹⁸ Ibid, page 54.

¹⁹ Ibid, page 55.



flowcharts, checklists and student journals²⁰. It can be concluded that interview and questionnaire or survey are two common instruments used in needs analysis.

3. Learners Need

To gain the goal of learning, students need the kind of things such as²¹:

1. Physical Needs:

This relates to the physical demands of the students such as eating, drinking, sleeping, clothing and so on, need attention.

2. Social Needs:

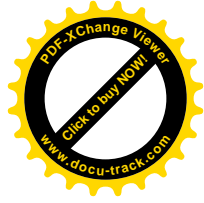
Fulfillment of a desire to get along with each other fellow students and teachers as well as others, is an effort to meet the social needs of pupils / students. In this case the school should be viewed as an institution where students learn, socialize and adapt to an Environmental, such as hanging out among their peers who are gender, ethnicity, religion, social status and skills. Teachers should be able to create an atmosphere of cooperation among students to give a better learning experience.

3. Intellectual Needs:

Every student is not the same in terms of interest to learn something of science. There are probably more interested in studying economics, history, biology, or others.

²⁰ Susan Feez & Helen Joyce, *Text- Based Syllabus Design*, 89.

²¹ Kebutuhan Siswa , available online at: <http://binham.wordpress.com>. Accessed on: April 28 2012.



4. English Teaching

To achieve an effective teaching learning process, an effective teacher should know well what should be taught and how it should be taught. Thus, an English teacher should be able to know how to teach each English skill.

a) Teaching Listening

According to Rost in Nunan "the term listening is used in language teaching to refer to a complex process that allow us to understand spoken language"²². It means that in language teaching, listening skill is crucial to understand spoken language. As said by Ur, listening comprehension practice in the classroom is designed so that students learn to function in real-life listening situations successfully²³. It can be said that what teacher should teacher is based on the real life and needs.

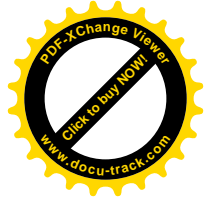
The difficulties that sometimes learners might encounter in listening practice are grasping the actual sounds of the foreign language, understanding every word, understanding fast, natural native-sounding tongue, keeping up the information conveyed and predicting the incoming information, concentrating if the listening goes on a long time, and understanding information that is heard once²⁴.

Some types of listening activities that can be carried out in the class are no overt responses, short responses, longer responses and extended responses.

²² Nunan, David, *Practical in English Language Teaching* (New York : McGraw Hill. 2003), 93.

²³ Penny Ur, *A Course in Language Teaching: Practical and Theory*, 105.

²⁴ Ibid, page 107.



In no overt responses activity, students give no response to the activity; however facial expression and body language are often needed to show their participation. The example of this activity are telling or reading a story, plating a song, playing a movie, etc. in short, responses students give short response to the activity by performing some actions, for example drawing pictures, writing down an answer, raising their hands, etc. While in longer responses students give full responses to the activity, for example students rewrite the listening text, summarize the content of a listening passage or take a note from a short lecture talk.

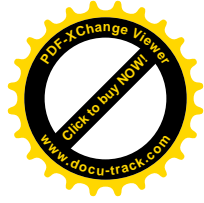
Extended responses activity is a part of three other skills (reading, writing and speaking) activities that are combined.

b) Teaching Speaking

Speaking activity in the classroom could be considered as an effective successful activity when the learners talk a lot in the classroom than the teachers, when certain active learners do not dominate the activity, when the learners are motivated to speak and when the utterances learners express are relevant and comprehensible to teach other²⁵.

Even though speaking activity in the classroom is an essential component of a language course, it is difficult to design such kind of activities. The problems that might occur in the speaking activities are:

²⁵ Ibid, page 122.



- a. Learners are often worried of making mistake, afraid of criticism, reluctant to speak foreign language in the classroom and not confident.
- b. Learners tend to use their mother tongue language.
- c. Learners think they have nothing to say.
- d. There is a tendency of some active learners to dominate while others speak very little or even not at all.

Some solutions that the teachers could do to overcome the problems are by using interesting topic and task, giving some instruction or training in discussion skills and keeping students speaking the target language.

c) Teaching Reading

Ur states that reading means not only “reading” but also understanding the meaning. However, it does not mean understanding every word but rather understanding the overall meaning of a text²⁶. Therefore, reading is not only translating written symbols into corresponding sounds but also understanding the whole meaning of a text and background knowledge.

Some possible types of reading activities that can be applied in the class are:

- a. Pre- question: asking students about general questions referred to the text before reading.
- b. Do-it yourself question: learners make and answer their own questions.

²⁶ Ibid, page 138.



- c. Provide a title: learners suggest a little or alternative title.
- d. Summarize: learners summary a text in one or two sentence.
- e. Continue: learners suggest what might happen next in a story.
- f. Preface: learners suggest what might happen before in a story.
- g. Gapped text: learners fill in a gapped text.
- h. Mistake in the text: learners look for how many mistake are in a text.
- i. Comparison: learners try to find the difference and similarity of two texts that have similar topic.
- j. Responding: learners discuss how they would response a provocative article or letter.
- k. Re- presentation of content: learners re- present the content of a story by drawing, coloring, marking a map, a diagram, etc.

d) Teaching Writing

Basically, the purpose of writing is expressing idea and conveying a message to the readers²⁷. Thus, the idea itself seems to be the most important part of the writing activities. Ur states that in teaching writing, teachers can apply various types of writing activities in the class²⁸. They are writing a book report, writing a book review, news report, a narrative based on pictures, letters, an article, personal story, writing how to do something (instruction sheet), describing something, etc. Besides, giving various activities to avoid boredom, when planning a course, teachers should take some principles into account²⁹. Teachers

²⁷ Ibid, page 159.

²⁸ Ibid, page 161.

²⁹ Nunan, David, *Practical in English Language Teaching*, 124.



should know the students' reasons for writing, provide opportunities for students to write, a make feedback helpful and meaningful.

5. Heterogeneous Class

As stated in background, Kejar Paket C learners have more complex characteristics than learners in formal education. Because of heterogeneous characteristics, the teachers should vary the teaching method so that effective teaching learning process can be achieved. As stated by Wang in Cruickshank, Jenkins and Metcalf that effective teachers adjust their instructions to their students' diverse and needs then modify the instructions to meet those needs³⁰. It is different to less effective teachers who tend to see the class more as homogeneous group³¹. Therefore, in planning and instructing teachers should be aware of the student's diversity and see the class as heterogeneous group.

A heterogeneous class is a class that has different kinds of learners in it, as opposed to a "homogeneous" class where the learners are similar. Since, there no two learners are really similar, Ur added that heterogeneous class refers to the classes who have unusually heterogeneous learners which present particular problems for both learners and teachers³².

Ur says that some differences among learners included in a heterogeneous class are: language-learning ability, language knowledge, cultural background, learning style, attitude to the language, mother tongue, intelligence, world

³⁰ Cruickshank, Jenkins & Metcalf, *The Act of Teaching* (New York: McGraw-hill. 2006), 67.

³¹ Ibid, page 69.

³² Penny Ur, *A Course in Language Teaching: Practical and Theory*, 302.



knowledge, learning experience, knowledge of other languages, age or maturity, gender, personality, confidence, motivation, interest, independence, self-discipline and educational level³³. Almost similar to Ur, Cruickshank, Jenkins, and Metcalf also states that student's diversity are socioeconomics, cultural, gender, sexual preference, developmental learning style, learning ability diversity³⁴.

According to Ur, the problems that might occur in a heterogeneous class are teachers find difficulties to control the class, correct written assignments and find topics and activities that keep students interested³⁵. In addition, it is also difficult for the teachers to find out and follow the progress of all learners in the class, get suitable materials because the textbooks are homogeneous aimed at one kind of learner with no options or flexibility, and stimulate the whole learners in the class. In short, one of the difficulties encountered by the teacher in a heterogeneous class is finding the fit topic and activities to stimulate and keep the students interested.

Ur says in detail that even though generally a heterogeneous class is seen as a complicated matter, it also has advantageous point as well³⁶. Because it provide a much richer group of human resource than smaller or less varied class, the learners have more life experience and knowledge, varied opinions, interest and ideas that can be used in the classroom interaction. The class is also more challenging to teach and give greater chance for creativity, innovation and general

³³ Ibid, page 303

³⁴ Cruickshank, Jenkins & Metcalf, *The Act of Teaching*, 71.

³⁵ Penny Ur, *A Course in Language Teaching: Practical and Theory*, 305.

³⁶ Ibid, page 305.



professional development. A heterogeneous class also gives possibility for the students to help each other and work together (peer-teaching and collaboration) since the teacher is usually less able to interact directly every learner in the class. The other positive side of heterogeneous class is the educational value in the contact between different kinds of learners in which they can learn the differences of other (value, personalities, culture, etc). Therefore, they can increase their own knowledge and understanding others.

From those problems occurred in a heterogeneous class, Ur states that teacher should vary the topics, methods, and texts to avoid boredom³⁷. Teachers also needs to design interesting activities because when the language itself does not make the learners challenged or motivated, an interesting activity will grasp their interest and keep them taking part. In addition, encouraging collaborations is also needed to maintain engagement with the language material. Therefore, teacher might get the students to work cooperatively or peer-teach but in the other hands, teachers need to individualize the tasks or materials used. It means that teachers let them choose how and what it used. Besides, Ur said that task given to students should be personalized³⁸. It means that the tasks are designed so that it possibly has different responses from the learners that refer to their own experience, opinion or imagination. Teachers also need to give a certain minimal part of task and some elective tasks which are given for the learners who have time to understand or wish to do more, and encourage the learners to respond task that have a range of possible answers rather than a single right one.

³⁷ Ibid, page 306.

³⁸ Ibid, page 309.