CHAPTER I

INTRODUCTION

This research focuses on the needs analysis of *Kejar Paket C* learners in learning English. This chapter discusses the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, the definition of the key terms and the research proposal writing organization.

A. Background of the Study

As we probably know that the process of developing the intellectual life in Indonesia is not only by formal education but also non-formal education. Formal education such as elementary school, junior high school and senior high school are level of education that offering as common education that grown effectively and efficiencies from the government to the society for giving the education. Non-formal education includes life skills education, early childhood education, apprenticeship education, equivalency education and other education, which is aimed to develop the learners' ability[1]. Non-formal education has deliberate role and function as the substitution, supplement, and or complement of formal education with the aim of supporting life-long education. One of the non-formal education programs is *Pendidikan Kesetaraan* that includes *Kejar Paket A Program, Kejar Paket B Program,* and *Kejar Paket C Program.* These programs are designed for those who are from poor family, who never get formal education,

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[1] UU no 20/2003 about Sisdiknas

the drop out, and those who want to improve their knowledge and life skill. *Kejar Paket A, B*, and *C* programs are basically aimed at giving academic education and primarily life skill competence so that the graduates are able to live independently. In other words, the program is designed based on the learners' needs, not only focused on the certificate or official document of passing examination and educational level.

Kejar Paket A Programs is equivalency education as primary school. This program is designed for students that have not got education at primary school level for any reasons. And *Kejar Paket B Programs* is designed for students that have not got the education and want to develop their skill as equal at Junior High School. *Kejar Paket C Program* is equal to Senior High School in formal education and is aimed to extend the access of tertiary education.

Compared to learners in formal school, *Kejar Paket C* learners have more complex characteristics. They vary in terms of age, language learning ability and come from different family background or culture. It challenges the teachers to find topics, activities, and material that keep students interested and avoid boredom[2]. Regrettably, it is often found that teachers still give conventional teaching activities that are less motivating to the learners[3]. Based on researcher's initial observation in *Kejar Paket C*, the educational backgrounds of most teachers do not major in education. Therefore, they tend to apply monotonous teaching

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[2] Penny Ur, *A Course in Language Teaching: Practical and Theory* (London: Cambridge University Press. 2001), 306.
[3] *Pengembangan Pendidikan dan Tenaga Kependidikan-Pendidikan Non Formal, 2008. Accessed on http://litbang.kemdikbud.go.id/*

techniques that seem to make the learners bored and not motivated in learning English. They only took note the material on the board and were not active in the class. Usually the teacher explains the materials, the learners listen, take note and then do worksheet. The teachers often leave the class while students do the worksheet.

Thus, to overcome the problems stated above, teachers should be able to improve their teaching techniques and enrich the materials that really needed by the students so that the learners can be more motivated English. How can the teachers select the suitable teaching materials and activities that motivate the learners if they do not know about the learners? Thus, it is important for the teachers to know more about the learners. As stated by Kitao that curriculum, materials, teaching methods, and evaluation should all be designed for learners and their needs[4]. So, it is important for the teacher to find the students needs through needs analysis before teaching-learning process is conducted. Brown states that the activities involved in gathering information used as the source for developing curriculum to meet the learning needs of a particular group is defined as needs analysis.

Brindley in Nunan breaks the needs analysis in to two types: learner analysis and task analysis. Task analysis 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. And this

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[4] Kitao, Kenji & Kathleen, *Selecting and Developing Teaching/Learning Material*. Retrieved on March, 31 2012

study will only focus on the learner analysis in order to gain the information about the learners. The information includes 'objective' data and 'subjective' data. 'Objective' data are the basis of the personal data about learners such as biographical information on age, sex, educational background. The 'subjective' data includes their expectation, the information why learners has taken to learn the language, the classroom material and activities which the learners prefer[5].

As stated before, the information about learners needs is crucial for the teachers to select teaching activities and material that are needed by the learners and can be also used to design or improve the syllabus. Because the learners come from many backgrounds of education, reasons and purpose to get into *Kejar Paket C*, the study about learners need is needed to do for knowing what they want, prefer, or need from *Kejar Paket C* so their needs can be achieved. This study focuses on needs analysis that focuses on learners' needs analysis to gain any information about classroom material and activities the learners prefer in *Kejar Paket C*.

The result of this research is expected to be used by the teacher as a source for designing syllabus so that the teaching learning process in the class can be more fun, motivating and effective.

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[5] Jack C. Richards, *Curriculum Development in Language Teaching*(Cambridge: Cambridge University Press. 2001), 63.

B. Problem of the Study

Referring to the background above, this research found answer to the question "What are the *Kejar Paket C* learners' needs in learning English?".

To answer the main question, we need to answer the sub main questions, such as:

1. What is the range of "*Kejar Paket C*" learners' age?
2. What do "*Kejar Paket C*" learners do to earn their life?
3. From what class family do they come?
4. What is their reason joining "*Kejar Paket C*" program?
5. What kind of materials do they expect to learn?
6. Do they like games in learning activity?
7. What do they need in learning activities?

C. Objective of the Study

The objective of this research is to find out the *Kejar Paket C* learners' needs in learning English in the class.

D. Scope of the Study

Based on problem of study mentioned above, this study focuses on the *Kejar Paket C learners'* needs in learning English at *PKBM (Pusat Kegiatan Belajar Masyarakat)* in Surabaya. That is *PKBM* Budi Utama in Karah Street No. 4 Surabaya.
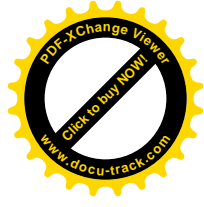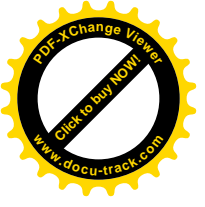
E. Purpose of the Study

The purpose of this study is to get the empirical data about the *Kejar Paket C* learners' needs in learning English.

F. Significance of the Study

It is expected that the result of the study can be used by the teachers in *Kejar Paket C* as the input to select appropriate teaching materials based on students' need and activities so that the teaching learning process in the class could be more fun and effective. Besides, it can also be a source for improving or designing syllabus that can meet students' needs. In addition, it can be used as constructive data for curriculum maker to designed curriculum.

G. Definition of Key Term

To make clear some concepts in this research, the key term used in this research are defined as follows.

1. *Kejar Paket* C: One of equivalency education programs which is equal to Senior high School in formal education and is aimed to extend the access of tertiary education[6].

2. Learners Needs: The needs of a learner represent the gap between what the learner wants to get out of the learning experience and his or her current state of

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[6] *Pengembangan Pendidikan dan Tenaga Kependidikan-Pendidikan Non Formal,* 2008. Accessed on: *http://litbang.kemdikbud.go.id/*
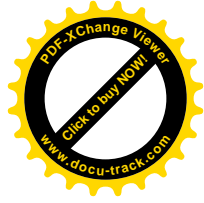
knowledge, skill, and enthusiasm[7]. In this research will focus on social needs and cognitive need of *Kejar Paket C* learners, such as their teaching material that they prefer to learn, time for study, and background of their study before join in *Kejar Paket C*.

H. The Organization of Paper

Organization of this thesis is composed of five chapters. In the first chapter is about introduction including background of the study that describes the foundation thoughts and reasons for choosing the title, then problems of the study that mentions the problems presented in this study, furthermore, the purpose of this study is to solve the problems mentioned in the statement of the problem earlier. Then significance of the study and continued with scope and limitation of study, definition of key term, and thesis organization.

The second chapter is review of related literature. It discusses about *Paket C* learners, need analysis, learners need, and teaching English at homogeneous class. It concludes with the discussion of related previous study, which previously discussed about choosing subject.

Chapter three discusses the research methodology that is used in this study. The researcher discusses the research design, population and sample, source of the data, the data collection technique, the instrument of the study and the last is data analysis technique.

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[7] Vicky Minderhout. *Identifying Learner Needs* (Chemistry, Seattle University). Accessed on:*http://cetl.matcmadison.edu/efgb/3/3_2_6.htm*
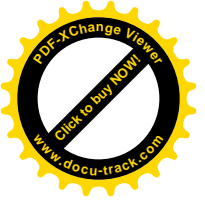
In chapter four, the researcher discusses about the result of the study.

The last chapter presents conclusions and recommendations that have been done by the researcher. The researcher draw conclusion from the analysis and data found from the research.