

Chapter One

Introduction

This chapter presents the foundations of this research, which includes the background of the research, statement of the problems, limitation of the research, research questions, purpose of the research, significance of the research, and organization of the paper. The keys of comprehending this research are provided in this chapter.

Background of the Research

In many institutions "Pre-Service Teacher" is the preferred title for all of education students. Pre-service teachers learn in order to be proficient teachers in the future. By learning how teachers operate in real-life situations, they can accumulate experiences that can be applied when they teach their own classes. According to Bransford, Darling-Hammond, and LePage in Mergler and Spooner-Lane (2012), pre-service teachers in education programs prepare to become good teachers and help pre-service teachers increase the quality of teachers in education. A pre-service teacher is a teacher in one school, but he/she is still learning how to be a good teacher.

Pre-service teachers usually perform teaching practices in a school. More often than not, colleges provide an opportunity for pre-service teachers to execute teaching practices at schools. Pre-service teaching provided pre-service teachers real teaching experiences before they become real teachers and graduate from their education. "Those students participated in pre-service training or education, which is a course or program of study which pre-service teachers complete before

they begin teaching” (Richards and Schmidt 2002, p. 416). Pre-service training programs vary between institutions, often as short as two weeks or as long as one month.

One of the most important steps in teaching for pre-service teachers is conducting a need analysis. Conducting a need analysis is important because the pre-service teacher can obtain a lot of information from the students. Rein and Graves (2000) stated that need analysis are important for planning in language programs. Ballen (1998) mentioned that the main purpose of need analysis is to help the pre-service teachers gain information about the students’ abilities in a manner that is appropriate, consistent, and conducive to learning.

Need analysis is a process to collect information about students’ needs. “Need analysis as a distinct and necessary phase in planning educational programs emerged in the 1960s as part of the systems approach to curriculum development and was part of the prevalent philosophy of educational accountability” (Stufflebeam, McCormick, Brinkerhoff, and Nelson in Richards 2001, p.23). Pre-service teachers can perform need analysis before they conduct the teaching practice. This is done because it is better when teachers observe their students first before they teach, as they will know the information about the learners’ needs. Graves (2000) explains that the information gained during need include who the learners are, the learners’ level of language proficiency, the learners’ level of intercultural competence, their interests, their learning preferences and their attitudes. After pre-service teachers know the information on learners’ needs, they will decide on what to do in their courses. It is better if the pre-service teacher

observes students, because the pre-service teacher will know the methods, materials, difficulty level of learners, syllabus, and other information that will help the teaching process.

Need analysis is beneficial for pre-service teachers. Based on the researcher's experience, not all pre-service teachers know how to conduct a need analysis and may the pre-service teacher do not conduct need analysis. Sometimes, they perform need analysis before the teaching process. At other times, they perform the need analysis while the teaching and learning process is taking place. Additionally, needs analysis has many benefits. Furthermore, pre-service teachers may perform need analysis in different ways. Therefore, it is important to conduct this research because this research intended to help the pre-service teacher understand in conducting need analysis during the internship program.

Statements of the Problem

Need analysis is an important step in planning courses and developing materials. Since pre-service teachers are still new in terms of designing a syllabus, they will need to do the need analysis before the teaching and learning process in order to have a good grasp of the course's direction. Additionally, pre-service teachers need to conduct needs analysis to know how to further improve their course or syllabus. According to Nunan (1998) a need analysis is a procedure for collecting information about learners and classroom activities to design a syllabus. It is an important part of designing a language course. When a language course is designed, it is important for a teacher to have reliable information on their learner

variables so that it can reduce any gap among learners, teachers, and teaching materials.

Many pre-service teachers nowadays are not aware of the term 'need analysis'. Additionally, some pre-service teachers have not realized the benefits of needs analysis for the teaching process. The problem is that although some pre-service teachers may execute a need analysis, it is often performed incorrectly. This is because they do not know how to conduct need analysis correctly. Some of them may conduct need analysis in different ways.

In English Language Education Department of a private Islamic university in Yogyakarta, all students are required to conduct a pre-service teaching program, known as the internship courses. Those who enlisted in the pre-service teaching is called interns. These interns will have to complete the internship program every semester, in different academic levels. During their first year, the interns conduct their internship program in an elementary school. In their second year, the interns are required to do the internship program in a junior high school. In their third year, the interns complete their internship program in a senior high school. The program is conducted in two semesters of each year. In the odd semesters, the program requires the interns to do an interview, observe and learn how to create a lesson plan with accompanied by a supervisor. In the even semesters, the interns start to teach the students themselves and write peer performance papers to rate their fellow interns' performances.

Based on the researcher's observation, pre-service teachers know about how to conduct need analysis, but they may not be aware of the actual term. They face some difficulties in developing the materials during the practicum, and they do not know about how to improve their syllabus of the course. As a reference, they may only earn the sources from the internet or directly from the teachers. Then, they would consult their friends for suggestion and solution of the problem, but their friends are not experts in needs analysis and their advice might be misleading.

Pre-service teachers are necessary to conduct need analysis during the teaching and learning process because they must improve or develop the current syllabus of the course. They will not realize what areas they need to improve or develop if they do not conduct needs analysis before teaching. For example, based on the researcher experiences there was a student who underwent a practicum session in junior high school that did not conduct need analysis. As a result, the syllabus of the course did not match the requirements of the school. Furthermore, they could not handle the students in the classroom. For example, if the students prefer speaking practices but the pre-service teachers focused on writing skills, the clash of interests may cause problems in the future.

Delimitation of the Problems

This study focuses on need analysis done by pre-service teachers in their teaching practice, because need analysis is rarely researched in the English Language Education Department of a private Islamic university in Yogyakarta. Need analysis is an important step to do before the teaching practicum takes place.

Need analysis gives a lot of benefits to pre-service teachers. Pre-service teachers will be aware of all of the activities that take place in the classroom.

This study focuses on how to conduct need analysis, as well as the benefits of need analysis. This study is important to pre-service teachers as it is rarely researched. Pre-service teachers should know how to conduct need analysis. By doing so, pre-service teachers will gain a lot of benefits to prepare for their teaching practice.

Research Questions

This research focuses on pre-service teachers' perception on conducting need analysis and the benefits of doing need analysis. The research questions are:

1. What are pre-service teachers' perception on need analysis at the internship program?
2. What are the benefits of doing need analysis as perceived by the pre-service teachers?

Purposes of the Research

In this research, there are two purposes of the research. The purposes are:

1. The study will investigate pre-service teachers' perception on need analysis at the internship program
2. The study will investigate the benefits of doing need analysis as perceived by the pre-service teachers

Significance of the Research

In this research, the study will investigate the benefits of performing need analysis in the teaching process. The significance of this research can be perceived by the researcher, pre-service teachers, and future researchers.

Pre-service Teachers. This research will help the pre-service teachers to perform need analysis in the teaching and learning process. The pre-service teachers will gain knowledge regarding need analysis and conducting need analysis. The study will help pre-service teachers to understand about performing need analysis in the teaching and learning process.

Supervising Teachers. This research will help supervising teachers to find out about how the pre-service teachers conducting need analysis in the internship program. Moreover, it can assist supervising teachers on guiding pre-service teachers to conduct need analysis in the correct manner and follow the sequence.

Other Researchers. This research will help other researchers develop knowledge about conducting need analysis. In addition, other researchers who wish to implement their own theories on need analysis may use this research as a source. The format of this research can also help future researchers to refer to this study.

Outline of the Chapter

This research consist of five chapters. The first chapter is about the introduction to the research. In this chapter, the researcher provides an explanation

about the background and the statement of the problem. This research also presents the delimitation of the research. To address the problems in this study, the researcher provides research questions. The research also provides some purposes of this research that can help readers understand the more complicated points in this research.

The second chapter explains about relevant literature reviews on the current research's topic. Chapter two explains about the need analysis, pre-service teacher, steps of need analysis, and benefits of need analysis. Furthermore, related studies and conceptual framework will also be explored.

The third chapter discusses about the research methodology. Here, the researcher elaborates about the research design, research setting, research participant, data collection method, data collection procedure, and data analysis.

The fourth chapter discusses about the finding and the pre-service teachers' perception on conducting need analysis in the teaching process during the internship program. An elaboration of the discussion of the findings and the references is provided in chapter four.

The fifth chapter provides a conclusion and recommendation. The conclusion present the summaries of the finding of this study, and the recommendation consists of several suggestions for pre-service teachers, supervising teachers, and future researchers.