

## Chapter Two

### Literature Review

In this chapter, the researcher reviews several theories related to the research, especially about pre-service teachers, needs analysis, conducting needs analysis, benefits of needs analysis and related studies about the importance of doing needs analysis in the process of teaching and learning. The theories are not only taken from books and journals but also from articles and related studies that support this research.

#### **Pre-service Teacher**

In general, a pre-service teacher is someone who is pursuing an undergraduate degree in teaching. Sometimes, a pre-service teacher is called student teacher in education because they are still learning in a certain institution. Moreover, a pre-service teacher is a student teacher who is performing a teaching practicum in order to become a real teacher.

**Pre-service Teacher.** A pre-service teacher is called a teacher in training or a student teacher in education. They are usually trained with various skills related to teaching. The cooperating teacher works with and encourages the pre-service teachers to assume responsibility in classroom management and instruction through real-life experience by putting them in charge of a classroom. The pre-service teacher begins as an observer and finishes the pre-service teaching experience as a competent professional. Bransford, Darling-Hammond, and LePage (2005) mentions that a pre-service teacher is a student undergraduate who is performing teaching practices to become a quality teacher.

Some people argue that pre-service teacher is the preferred title for all education students. Richards & Schmidt (2002) stated that pre-service students are those who participated in pre-service training or education, a course or program of study which student teachers must complete before they begin teaching. There are a lot of people who refer to student teachers as pre-service teachers. A pre-service teacher is one who aims to be a teacher, but he or she is still learning to improve their teaching skills. In the English Language Education Department of a private Islamic university in Yogyakarta, pre-service teachers are students who have teaching experiences in various schools around Yogyakarta. Pre-service teachers of the English Language Education Department of a private Islamic university in Yogyakarta teach students in every semester excluding their last.

In English Language Education Department of a private Islamic university in Yogyakarta, a pre-service teacher needs to undergo an internship program in a school that has been chosen by their lecturers. The purpose of this program is to make pre-service teachers practice their teaching skills in the internship program and attain experiences in teaching. It can also help pre-service teachers to know how to be a good teachers during the internship program. In the odd semesters, they learn to make lesson plans, undertake an interview with the teacher, and observe class sessions with a supervising teacher. In the even semesters, pre-service teachers must handle assigned class sessions and perform a peer review on their fellow pre-service teachers. Pre-service teachers use the information based

on the observation and an interview to make a lesson plan, develop the materials, syllabus, and methods in their teaching session.

Pre-service teachers perform teaching practices to exercise their teaching abilities under supervision and support from experienced teachers. Pre-service teachers are students who enrolled in an undergraduate teaching degree in a tertiary education setting. Meyer (as cited in Abas, 2015), argued that a pre-service is a student in university or a graduate student who is teaching under the supervision of a certified teacher in order to qualify for a degree in education.

### **Need analysis**

Need analysis is one of the important process of teaching and learning in education. It is an important step to do before proceeding to the teaching process in the classroom. It may be conducted in the beginning or in the middle of the teaching process. Need analysis helps pre-service teachers design the materials before the teaching and learning process. In addition, it will make it easier for the pre-service teacher to improve their teaching techniques and also help them construct decisions for the course.

**Definition of Need Analysis.** Some experts have similar notions about the definition of need analysis, although differing in the elaboration. Several studies e.g (Moiinvaziri, 2014; Graves, 2000; Haque, 2014; Puspanathan, 2013) have discussed the definition of need analysis in different points of view. Need analysis is the key to developing the materials or syllabus before undergoing the teaching process. Need analysis it can be perform in the beginning of the course.

Sometimes, pre-service teachers' perform need analysis in the middle of teaching process.

Need analysis is an important step to do before the pre-service teachers conduct their teaching process in the internship program. Graves (2000) mentioned that need analysis is an ongoing process to gathering the information on learners' needs. Need analysis is performed to help pre-service teachers develop their materials. Moïnvaziri (2014) mentioned that need analysis is an important step in terms of developing curriculum and syllabus for different courses. It can help pre-service teachers in developing their curriculum.

The main reason pre-service teachers conduct need analysis is to gather the information regarding the learners' needs. When the course is designed, it is important for the pre-service teachers to gather the information from the learners' needs. The pre-service teachers will want to know the information about the learners' needs and also whether or not the material is appropriate. Some experts have different opinions in defining need analysis. Based on Haque (2014) need analysis is a process that gathers information from learners, teachers and language courses to determine the language skills that the learners need to develop.

Need analysis is a procedure to collect the data or the information from learners. After conducting need analysis, pre-service teachers will have an information about the learners' needs. Need analysis is a device for gathering information about learners and about their needs in language teaching. According to Puspanathan (2013), need analysis is an information gathering process.

### **Steps on Conducting Need Analysis**

Several studies e.g (Graves, 2000; Richard, 2000; McCawley,2009) discusses about the processes of conducting need analysis in the process of teaching and learning. The pre-service teachers should conduct need analysis to identify the problem of the course, and identify the best solution to make a decision. Graves (2000) mentions that the processes of need analysis involve deciding what information to gather including: why, when, how, and from whom, gathering the information, and evaluate and deciding on further.

#### ***Deciding what information to gather: why, when, how, and from whom.***

Pre-service teachers should decide what information to gather, including why, when, how and from whom. In conducting need analysis, pre-service teachers should design a plan, conduct the plan, and evaluate the data or the information. In addition, pre-service teachers should pick one or more instruments to gather information from the learners. The instruments may be surveys, interviews, focus groups, and working groups. Graves (2000) mentions that the processes of need analysis involve deciding what information to gather including: why, when, how, and from whom, gathering the information, and evaluate and deciding on further.

***Gathering the information.*** Pre-service teachers will gather the information of the learners' needs in several ways in conducting need analysis. According to Richard (2001) the methods for collecting data are questionnaire, self-ratings, interviews, meetings, observation, collecting learner language samples, task analysis, and case study. McCawley (2009) mentioned that there are

four data collecting methods: surveys, interviews, focus groups and working groups.

*Evaluating and deciding on further actions.* Evaluating and deciding on further action is the next step after pre-service teacher has conducted need analysis. Graves (2000) mentions that the processes of need analysis involve deciding what information to gather including: why, when, how, and from whom, gathering the information, and evaluate and deciding on further. Based on Richards (2001) the procedures for conducting needs analysis are: performing an analysis, identifying priorities and importance, identify causes of performance problems and/or opportunities, and identify the possible solutions and growth opportunities.

### **The Benefits of Need Analysis**

One of the basic assumptions of curriculum development is that a sound educational program should be based on an analysis of the learners' needs. Some experts (i.e. Richard,2001; Graves,2000; Haque,2014; Richards,1990) mention the purposes of doing need analysis in the teaching and learning process. Need analysis will help the researcher collect the information about the learners' needs. After conducting needs analysis, the researcher will gain the benefits from need analysis. Pre-service teachers will get the information about the learners' needs. In addition, the information will help the pre-service teachers to develop a syllabus for the course. Eshtehardi (2017) said that need analysis helps the syllabus designer to discover differences among various types of learners and design courses based on their common needs.

Performing need analysis in the process of teaching and learning can have its benefits. The advantages of conducting need analysis include having information of the learners' needs, such as background knowledge of the learners, learning styles and attitude of learners. The information can be used to evaluate the syllabus of the course, as well as its materials and curriculum. Richard (2001) mentions that several benefits of doing needs analysis include information of learners' need, such as background knowledge, learning style, attitude, and students' family background. In addition, the information can be used to evaluate the adequacy of existing syllabus, designing curriculum and materials. Moïnvaziri (2014) mentioned that need analysis is an important step in terms of developing curriculum and syllabus for different courses.

***Getting Information of learners' needs.*** The benefit of doing need analysis is to gather information about learners. The information may include their goals and expectations, their level of language, their attitudes and their interests. Graves (2000) mentions that types of information that should be gathered are who the learners are, the learners' level of language proficiency, the learners' level of intercultural competence, their interests, their learning preferences, their attitudes, the learners' goals and expectations, the target contexts, types of communicative skills they will need and tasks they will perform, and the language modalities they will use.

***Evaluating the adequacy of existing syllabus.*** Need analysis can help pre-service teachers modify the existing syllabus. After the pre-service teachers conduct need analysis, they will acquire information regarding the learners' needs.

This information will help the pre-service teachers form decisions for the syllabus and make changes if necessary. According to Nunan in Haque (2014), need analysis can help to set goals and guide the teachers to teach students by modifying or developing the syllabus. Additionally, it may be used to identify the gap between the teachers' and learners' expectation of the teaching and learning process.

*Designing curriculum and materials.* Conducting need analysis can help pre-service teacher design new materials for student. "Need analysis can serve as a device for gathering an extensive range of input into the content, design, and implementation of a language programme through involving all the stakeholders, it can help in setting goals, objectives and content for a language programme by determining the general and specific language needs, need analysis can be instrumental in providing data which can be used for reviewing and evaluating an existing programme, and it can help teachers in understanding local needs of the students and making decisions in pedagogy and assessment for further improvement" (Richards 1990, p.2).

### **Related Studies**

There are two studies that are related with this research. The first study is written by Moiin vaziri (2014) which aimed to investigate the perceived English Language of students in a General English course in a University in Iran. This study was done in Azad Islamic University of Sirjan. This study employed the quantitative research method. The result of this study shows that undergraduate



students use need analysis to help them to develop the syllabus. In addition, needs analysis is also used to design the curriculum and explore the learners' needs.

Another study is written by Andi and Arafah (2017) which describes how to develop teaching materials. This study was conducted in the State Islamic College (STAIN) of Parepare. The method used is quantitative method. The result of this study shows three important things from the implementation of the need analysis. There are significant information on what to teach and how to teach, the necessary steps on how to design the materials, and reflection regarding the contents of a well-developed course material.

Those two studies that correlates with this research focuses on the benefits of doing need analysis and how to conduct need analysis. However, this research also has some differences. This research attempts to find out the pre-service teachers' perception on conducting need analysis and the benefits of doing need analysis.

### **Conceptual Framework**

A pre-service teacher is a student who is enrolled in college to become a teacher. Pre-service teachers still need to improve their knowledge on how to teach. In English Language Education Department of an Islamic private university in Yogyakarta, internship is an obligatory course. Based on the researcher experience, pre-service teachers conduct need analysis in their teaching practice, but they do not follow the sequence of conducting need analysis. Need analysis is

important to implement because it will benefit pre-services teacher to gain information about the learners' needs.

Because it has a lot of benefits, need analysis should be conducted in the classroom. Sometimes, pre-service teachers conduct need analysis before the teaching practicum. Neglected and Delinquent (2009) mention the several steps of conducting need analysis as identifying the scope, developing questions and summarize the data, identifying and using the data, identifying needs and setting priorities. According to Astramovich (2011) there are four steps of conducting needs analysis: identify guiding questions and goals, identify populations to be assessed, collect needs assessment data, and analysis and interpretation of data.

After conducting need analysis, pre-service teacher will accomplish a lot of benefits. Pre-service teachers will discover the learners' needs. According to Jeczelewski (2016) the benefits are being able to choose appropriate frameworks for the syllabus, and the recommended curriculum. In addition, pre-service teacher should be able to improve a curriculum.

This research focuses on pre-service teachers' perception on conducting need analysis and the benefits of doing need analysis. The researcher wants to know about the pre-service teachers' perception on conducting need analysis and the benefits of doing need analysis based on the pre-service teacher's experiences in the internship program at the English Language Education Department of a private Islamic university in Yogyakarta.

**Figure 1. Conceptual framework of needs analysis**

