

Chapter Four

Finding and Discussion

This chapter provides an explanation of the findings and discussions about pre-service teachers' perception on need analysis in the teaching and learning process in the internship program of the English Language Education Department at a private Islamic university in Yogyakarta. The first section discusses about pre-service teachers' perception on conducting need analysis in the teaching and learning in the internship program. The second section discusses about the steps of conducting need analysis and pre-service teachers' feelings about each steps of conducting need analysis. The third section discusses about the benefits of performing need analysis in the internship program. The findings explained in this chapter is based on the research question and objective of this study. In addition, a discussion of the findings and the literatures are also provided in this chapter.

Pre-service teachers' Perception on Need Analysis

In this section, the result of the study focused on the general finding in which the pre-service teachers' perception on need analysis. The researcher found some findings dealing with the pre-service teachers' perception on need analysis. Besides, the pre-service teachers said that conducting need analysis was important and challenging. There were four participants who stated that need analysis was an important step in the teaching process. However, one participant also stated that doing need analysis was challenging. The findings of this study are stated by all of the participants based on their perception and experience in the internship

program. The findings on the pre-service teachers' perception on need analysis are reported in the following paragraph.

The importance of need analysis. Regarding the participants' data the findings of this study, the researcher found that need analysis was an important step in the teaching process. All of the participants also mentioned the reason why need analysis is important. Yaya mentioned that need analysis was important. From the statement mentioned, the participant knew about the situation and condition in the class. Then, she also mentioned that she knew about the characteristic and level of the learners.

Similarly, Anya also mentioned that need analysis was important. In regard to her opinion, need analysis was important to help the pre-service teachers order to know about the learners' needs. The learners' needs were included about suitable method and also suitable curriculum. Caca also mentioned that need analysis was really important since she could know about the learners' characteristic and teaching purpose. Furthermore, need analysis was also able to help her to prepare teaching and make a more effective management of time. Likewise, Joko added that need analysis was important step in the teaching process because it had given give him some benefits, such as helping to choose appropriate teaching materials and making the learning time allocation.

From the findings above, it could be observed that need analysis was an important step in teaching because pre-service teachers could know about learners' needs by doing need analysis. The learners' needs help the pre-service

teachers to implement a suitable method and also suitable curriculum. Moreover, the finding was in line with Puspanathan (2013) who stated that need analysis is an information gathering process and doing need analysis can help pre-service teachers gather some information about learners' needs. Besides, Moïnvaziri (2014) also mentioned that need analysis is an important step in terms of developing curriculum and syllabus for different courses. Therefore, need analysis can help pre-service teachers in developing curriculum in the teaching and learning process.

The challenging of need analysis. In this findings, there was one participant who argued that need analysis was challenging. Caca explained “somehow, need analysis was a challenging step because she felt difficult in understanding the characteristic of learners”. Moreover, she stated “we should pay attention to details when conducting need analysis in the internship program”.

Handing out the findings of the study, it was related with the research that has been conducted by Felder and Brent. Felder and Brent (2005) argued that need analysis is challenging. That was because by doing need analysis the pre-service teachers have to understand the student differences because student have different characteristic, level, and attitudes in learning.

To sum up, there were two findings of pre-service teachers' perception on conducting need analysis, namely important and challenging. Besides, there were four participants who mentioned that need analysis was important since need analysis can give pre-service teachers some benefits in the teaching and learning

process. Moreover, the benefits of need analysis can help the pre-service teachers to choose appropriate teaching materials, and make effective the learning time. Meanwhile, one participant also mentioned that need analysis was challenging. For the reason, the pre-service teachers also should know and understand the different characteristics of learners in the teaching and learning process.

Steps on Conducting Need analysis

In regards to conducting need analysis, the researcher discusses about how to conduct need analysis based on the result of this study. The result of the study is to seek a way to conduct need analysis in their teaching practice in the internship program. The result of this study is suitable with the literatures that were provided in chapter two. The result shows that students have different ways to conduct analysis, although the pre-service teachers follow the sequence procedure in conducting need analysis in the internship program. Sometimes pre-service teachers miss one of the steps of need analysis, but they follow the same procedure when conducting need analysis. The findings of the need analysis are reported in the following paragraph.

Listing the information needed. Based on the findings of this study, the researcher found that the students listed the information that pre-service teachers needed before they conduct the observation in the classroom. Three of the four participants trailed a similar sequence in conducting need analysis in the internship program. Yaya mentioned “I list all the things that I needed from the students and anything that I needed in the class when I teach”. Similarly, Anya

also stated “I make notes about anything that I would like to observe in the class”. Caca also stated “I prepare to think about the questions related to students’ learning style”.

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 evaluating and deciding on further. Thus, it can be concluded that designing a plan or listing the information that the pre-service teacher wants to know is crucial in order to start their teaching with sufficient information.

In this step, the researcher asked about their feeling during the need analysis. When asked about their feeling of this step, three participants mentioned that the step was easy. Yaya considered this easy because listing the information needed is easy to do. She also mentioned that listing the information needed is a common activity that she does in the internship program. Similarly, Anya considered that the step is easy because she was only required to make a list of anything that she wanted to observe in the class. She also mentioned that she listed the information about the learners and the way the teacher conducted the teaching in the class. Sometimes, she added more points into the list. Caca also had same opinion, that the step was easy because she only needed to prepare the questions that she needed to ask to the teacher in the second step and the questions should be related with the students’ learning style. The result of this section shows that there were three participants that indicated listing information to be an easy step to do during need analysis.

Gathering the information. This study also found that the pre-service teachers gather information during the need analysis. Pre-service teachers conducted some activities during the gathering of information about the learners' needs. The participants gathered the information in two ways, namely by observation and interview.

All the participants; Yaya, Anya, Caca, and Joko mentioned that they observed to gather information. Yaya mentioned "I conduct an observation with the students about the level and characteristic of the students". Similarly with Yaya, Anya also mentioned "I move around in the class to see their learning style, and to observe the students". Additionally, Caca answered "I perform an observation first, to observe the students in the class and how the teacher teaches". Furthermore, Joko also mentioned "I run an observation to find out about the different types of students". It can be said that all of the participants perform observations during need analysis.

Another way to gather the information during need analysis is by interviewing or asking the teacher and the student. Three participants interviewed the teacher because it is a good move to understand the students' needs and attitudes in the class. However, one participant interviewed the teacher and the student in order to find out about how the teacher teaches in the class. Based on the data obtained, four participants mention that they conducted interviews to gather data. Yaya said "I organized an interview with the teacher who takes the course in the class". Moreover, Anya also said "I held an interview and asked the teacher about how they perform in the class". Meanwhile, Caca said "I conducted

an interview with the teacher”. Furthermore, Joko also said “I asked the teacher about their students’ lack”. It can be said that having an interview or asking the teacher is a good way to discover the students’ needs. Pre-service teachers gain information when they have an interview or ask the teacher.

Additionally, one of the participants mentioned that asking the student is also an effective way to gather data. Joko stated “I asked the students about how the teacher teaches”. Therefore, asking the student is a good way to know about how the teacher teaches in the class. It can be a reference for pre-service teachers in the future.

Those statements are related with the research that has been conducted by Richard (2001) and McCawley (2009). According to Richard (2001) and McCawley (2009), interview and observation are the methods for collecting data. Interview and observation are the method to gather information in conducting need analysis. The techniques to gather the information are observation, interview with the teacher and asking the students.

In this step, the researchers were asked about their feelings during the need analysis. Two participants mentioned that the step was easy. However, some others mentioned that the step was challenging. Anya believed that the step was easy because the interview is common activity in the intership program. So, she said that gathering information is an easier step to do. Similiarly, Joko also considered this to be easy because he always implemented gathering information

or interviewing the teacher and the student in every internship program during the six semesters.

Moreover, other participant have different impressions about this step. There were two participants who mentioned that the step was challenging. Yaya considered this to be easy because she found it difficult to understand the characteristic of the students and the learners' needs. Similarly, Caca also considered this to be challenging as she had to observe each and every student to understand their needs. Moreover, she had to enquire several points with the teacher about the information that she found after the observation.

In conclusion, there are two steps in gathering information, namely by interview and observation. There were two participants who mentioned that the step was easy. This is due to the fact that this step is common activity implemented in the first until sixth semester. Meanwhile, other participants mentioned that the step was challenging. The reason is because it is difficult to understand the learners' needs when they performed observations in the classroom.

Evaluating the information. Another result of this study the evaluating the information after gathering the information of the learners' needs. Evaluating the information is the last step of need analysis. The participants mentions that they all evaluated the information collected. Pre-service teachers composes an evaluation because they need to evaluate the data that they have acquired. Hence, pre-service teachers often arrange consultations with teachers or friends. There

are some points that the participants have explained in the interview. Anya stated “I reread, understood again and re-evaluate what I have noted”. Similarly with Anya, Caca also stated “I wrote about the students’ learning style and other important points”. Furthermore, Anya also stated “After I acquired the information, then I would have a consultation with a lecturer or a friend”. Meanwhile, unlike Anya, Caca stated “we are also directly guided by the teacher on how to teach the students like them”. She consulted about the information that she obtained. She asked about the media, RPP, how to teach them well and what materials are suitable with learners’ needs. Joko stated “I imagine the things that I want to do to teach”.

Additionally, some findings above are in line with the theories of Richards (2001) who states that the procedures for conducting needs analysis are: performing an analysis, identifying priorities and importance, identifying causes of performance problems and/or opportunities, and identify the possible solutions and growth opportunities. Based on the finding, doing an evaluation after gathering the information is a good step because it will make pre-service teachers better understand about what to do in the next step. It can assist pre-service teachers to choose the materials.

The result of the preliminary interview were in line with the research conducted by Graves (2000). He mentioned that he has three processes of conducting need analysis. Graves (2000) stated that the processes of needs analysis involve deciding on the information to gather, including: why, when,

how, and from whom, gathering the information, and evaluate and deciding on further.

In this step, the researcher asked about the participants' feelings during evaluating the information. Evaluating the information is the last step of need analysis. Two participants mentioned that this step was challenging. However, one participant mentioned that this step was exciting. Anya considered this to be challenging because she has to re-read and re-evaluate the information that were acquired when gathering information. Then, she has to consult to a lecturer or friend to make a decision. She also mentioned that making decision is not easy because she had to make a decision based on the learners' needs. Similarly, Caca also considered this to be challenging because she had to write all the information on the learners' needs. She also felt it to be difficult even when she was guided by the teacher. It was because she had to choose the appropriate materials with the learners' needs. Other participants have different feelings regarding this step. Joko considered that this step was exciting because he imagined the many possibilities that can take place in the classroom.

In conclusion, there were two participants who stated that evaluation is a challenging step. This was because they have to make decisions to teach their students and choose the appropriate materials based on the learners' needs. Meanwhile, another participant mentioned that he felt excited during this step. It was because he was imagining all the things that could happen during the teaching practice.

From those findings it can be concluded that there are three steps of conducting need analysis. Every step of the need analysis is important. It was because pre-service teachers will get a lot of benefits after conducting the need analysis in the internship program. Two of the participants, Anya & Caca, conducted need analysis in line with literatures. One participant, Joko passed the first step because he found that it was enough to conduct need analysis with the last two steps. Besides, one participant Yaya passed the last step because she was not aware of the last step of the need analysis. The three steps of need analysis are listing the information that the participant wants to gather, gathering the information, and evaluating the information.

From those findings it can be concluded that the pre-service teachers at ELED of a private Islamic university in Yogyakarta has different perceptions about each step of need analysis. In the first step, there were three participants, Yaya, Anya, & Caca, who mentioned that it was “easy”. In the second step, two participants Anya and Joko said that it was “easy” and two participants Yaya & Caca stated that it was “challenging”. In the third step, there were two participants, Anya & Caca, who mentioned that it was “challenging” and one participant Joko stated that it was “exciting”. In conclusion, pre-service teachers’ perception on each step of conducting need analysis was easy, challenging, and exciting.

The Benefits of Need Analysis

In this section, the result of this study is focused on the benefits of need analysis. The study shows that pre-service teachers of ELED of a private Islamic

university in Yogyakarta batch 2014 gain a lot of benefits during need analysis in their teaching practice. Nevertheless, some pre-service teachers did not do need analysis correctly, but they still gain other advantages. Pre-service teachers experienced a lot of benefits when conducting need analysis. Need analysis can help the pre-service teachers to perform need analysis in their teaching practice in the internship program. The benefits of need analysis are reported below.

Getting information on learners. There are some points that assisted the participants to acquire information on the learners. Based on the data, the information on learners are the characteristic of learners, learning style, their needs, and how they learn in the class. Three participants mentioned that they attained information from learners. Anya stated that “need analysis helped us to get all of the information from the students”. She also added that they need to gather “information about the characteristic of the learners”. Moreover, she mentioned that it is crucial to have an “information on the level of the learners”. Meanwhile, she answered that she needs to know the “information about their learning style in the class”. Caca mentioned “I will know their learning style, so I can adjust it to my teaching technique”. Furthermore, Joko answered “we will know their shortage and their needs”.

From the findings above, it seems that pre-service teachers gain a lot of information on the learners’ needs during need analysis. Need analysis can help them to find out about the information of the learners. Those findings are in line with Pushpanathan (2013). Pushpanathan (2013) mentioned that need analysis may be useful for gathering information regarding attitude, belief and opinion,

information on learners' needs, such as learning style and learning activity. It can be summarized that after conducting need analysis, pre-service teachers benefit by gaining a lot of information about the learners.

Helping to choose appropriate teaching materials. In this section, the researcher discovered several findings that deal with helping to choose appropriate teaching materials. Three of the participants said that one of the benefits is helping to choose appropriate teaching materials. Anya said "Need analysis will help us to make a lesson plan". Similarly, Caca said "It helps me prepare for the materials that they need in learning". Yaya answered "Our learning strategy can be suitable with their needs". Yaya also answered "We give something that they like, by not making them bored during class, they will focus on the leaning that we offer".

These findings are in line with the findings of Richard (2001). "Needs analysis can serve as a device for gathering an extensive range of input into the content, design, and implementation of language programme through involving all the stakeholders, it can help in setting goals, objectives and content for a language programme by determining general and specific language needs, needs 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 the local needs of the students and making decisions in pedagogy and assessment for further improvement" (Richards 2001, p.2). It can be summarized that need analysis help pre-service teachers to choose appropriate

teaching materials and help the pre-service teacher make a lesson plan in the internship program.

Bringing about better classroom management. Since this study was conducted at ELED of this private Islamic university, the other finding revealed that better classroom management is another advantage of conducting need analysis. The participants discussed about better classroom management after conducting need analysis. After conducting need analysis, they can manage time during the teaching practice. Then, their teaching will be suitable with the learners' needs and they can manage time in the classroom. Two participants said that they experienced better classroom management after conducting need analysis in their internship program. Yaya mentioned "the class became more organized and the teaching was more structured". Similarly, Anya mentioned "when we teach, the time of learning is more systematic because the preparation has been done". Anya also added "need analysis can help us to manage the time that we used in teaching". It can be said that need analysis help pre-service teachers to perform better classroom management. It was because they were able to recognize the learners's need, so they can manage time in their teaching practice.

Selecting teaching method. This study also found that the creation of a teaching method is one of the benefits of need analysis. This was because the pre-service teachers are informed about the needs of the learners, so they choose the method that can appropriate with the learners' needs. One of the participants believed that need analysis helped her to form a teaching method. Anya stated that

“need analysis can help us in choosing the method that we used”. She also said that “need analysis can help us design something that we want to teach which is appropriate with the students’ ability”. Need analysis helps them choose their teaching methods as they would know about the learners’ needs. Pre-service teacher would be more able to choose their teaching methods that can be more suitable with the learners’ needs.

Evaluating the teaching. Another finding that the researcher found is related to these benefits. Pre-service teachers can evaluate the teacher’s teaching practice. One participant mentioned that evaluating the teaching is one of the benefits of need analysis. Caca added two points to this finding. Caca stated “I can monitor how far they learn, what their needs are, we know because we have list”. Meanwhile, Caca also added “I can be doing an evaluation, so when we teach they did not understand we can repair”. It can be viewed that the benefit of need analysis is that participants can evaluate their teaching.

Based on the findings that the researcher found above, it can be viewed that need analysis can help pre-service teachers to evaluate the teaching practice in the internship program. According to Nunan in Haque (2014) need analysis can help them to set goals and guide the teachers to teach students by modifying or developing the syllabus.

From those findings it can be concluded that there are five benefits of need analysis. There were three benefits are in line with the literatures and two new findings about benefits was found in this research. Need analysis help pre-service

teachers to achieve a lot of benefits. The benefits of need analysis also include helping participants to perform their teaching practice in the internship program. Hence, there are several benefits of need analysis, including getting information about learners, helping to choose appropriate teaching materials, bringing about better classroom management, selecting teaching method, and evaluating teaching practices.