

CHAPTER I

INTRODUCTION

This chapter presents an overview of the study. It involves the background of the study, research questions, research purposes, research significances, rationale, and previous studies.

A. Background

Need analysis is one of the basic assumptions for designing English materials. Need analysis is an effort to collect information about students' need to get appropriately matched material, so the process of English teaching and learning are harmonious with students' need. It can make teachers and lecturers effective and efficient in the learning process.

The term needs analysis refers to the activities that involve with collecting information that can serve as the basis for developing curriculum that will meet the needs of a particular group of students (Iwai et al., 1999). According to West (1994), a thorough overview of need analysis in language teaching, including its history, theoretical basis, approaches to need analysis, and others. It can be concluded that need analysis may be defined as analyzing and designing material based on students' needs.

Students' need influences the context of teaching, approach of teaching, and potential gap through the course. To note what Hutchinson and Waters (1987), need analysis would reveal the target need and learning need. In the current of the era, need analysis is not only target and learning needs, but also their proficiency of English and their preferences in learning English refers to wants, desires, demands, expectations, motivations, lacks, constraints, and requirements (Brindley, 1984). Hutchinson and Waters (1987), argued that utilizing NA in EGP (English for General Purposes) is no different from adopting it in ESP (English for Specific Purposes). There is always an identifiable need of some sort.

According to Hutchinson and Waters (1987), need analysis has a vital role in the process of designing and carrying out any language courses. English course as General subject, so it becomes students' necessities, and students who must take to it fulfill their degree. In addition, English language learning is an essential tool required by many people around the world in general and students of universities in particular, for example, using different websites, sending formal, educational emails and reading many scientific papers as sources (Fatemeh, 2014).

Usually, the national curricula for general English curriculum reflect the beliefs, attitudes, and perceptions of language education held by teachers, parents, and policymakers, but not students (Seedlehouse, 1994). For that reason, it is influential to know learners' need. It begins with students' lack, conveying students' wants, and fulfillment their necessities (Hutchinson and Water, 1987). However, that makes interest to investigate the needs of the students in the general English context is a reflection of that change of attitude.

West (1994; as cited in Lee, 2016), needs analysis is also regarded as demand or requirement needs, which has become a necessary and essential stage of course design for either General English course or English for Specific Purposes (ESP) course, especially in Chemistry Education class of UIN Sunan Gunung Djati Bandung. This major becomes the main object to the research, the status of English in Chemistry Education as general English.

The study believes that Chemistry Education students learn English to help them to understand and communicate using English in their future. In preliminary interview, it was found that English course is preparation for their future especially in speaking. Materials of English course are mostly difficult to understand because they said that they are poor in vocabulary. Moreover, the students were seen to have different needs and interests. As defined by Johns and Dudley-Evans (1991, cited in Lee, 2016), it can be regarded as what field the learners will practice English in the future. For effective and efficient teaching and learning, the material of the course should be based on their needs. It will be found that the material have fulfilled or not with their needs. Because

of it, the study investigates what the factors faced by need analysis. This research investigate students' needs by qualitative approach, besides the previous study used quantitative approach. This research conducts in Chemistry Education of UIN Sunan Gunung Djati Bandung.

Thus, from the background explanation above, this research intends to find out "English Language Learning Needs of Chemistry Education Students of UIN Sunan Gunung Djati Bandung."

B. Research Questions

From the description above, this study was intended to answer the three following research questions.

1. What is students' learning needs in Chemistry Education?
2. What is students' target needs in Chemistry Education?
3. How does the English syllabus of Chemistry Education Department meet students' needs?

C. Research Purposes

From the research question above, this study was aimed at obtaining three following aims.

1. To describe the learning needs in Chemistry Education.
2. To describe the students' target needs in Chemistry Education.
3. To describe the English syllabus of Chemistry Education Department meet students' needs.

D. Research Significances

Theoretically, this research contributes to present basic information of students' needs gives the result with the need analysis of course design in Chemistry Education of UIN Sunan Gunung Djati Bandung.

Practically, the following parties receive this research contribution as follows:

- 1) For students: the students can give their opinions on learning English what they want and what they expect in learning, so that the methods and development of English skills can continue to be improved.
- 2) For lecturers: the lecturers are able to know what the students' needs in English subject and implemented the material based on their needs.
- 3) For other researchers: Other researchers can use the result of this research as a comparative study.

E. Research Limitation

Based on the research questions above, this research limits the need analysis in target needs and learning needs of students in Chemistry Education of UIN Sunan Gunung Djati Bandung. This research focuses to answer the three research formulation above.

F. Rationale

Need analysis is an essential step in terms to develop the curriculum and syllabus design. Hutchinson and Water state the meaning of need in relation to language teaching as 'the ability to comprehend and/or produce the linguistic features of the target situation' (1987:54). As Richterich (1984, cited in Fatemeh 2014) comments: "... a need does not exist independent a person. It is people who build images of their needs on the basis of data relating to themselves and their environment".

Need analysis is a very important thing in the field of English as foreign language teaching. It helps to determine the goals and content of the course. As Makarova (1997) states, in a curriculum, based on learner-centered approaches, a more significant role is defined for the learner's in the process of learning and teaching; which will cause students' greater interest and motivation toward language learning. Consequently, learners' wants and needs have gained great importance in recent years (Moiinvaziri, 2014).

One of the compulsory courses among Chemistry Education students is General English course. According to Hutchinson and Waters (1987), said that the tradition persists in General English that learners' needs cannot be specified and as a result, no attempt is usually made to discover learners' true needs." The situation is the same for General English course in Chemistry Education. Because of it, need analysis is a must in Chemistry Education. It helps lecturers to gather factual information in order to get the goal in the content of language and also gather information about learners. It can be used to guide the learning process.

English is needed by students because English environment in the future meets them in educational needs and also in their professional. The examples of educational needs for students are writing essays, reading books, their preferences, and others.

Moreover, Hutchinson and Waters (1987) classified needs into two categories of target needs and learning needs. Target needs refer to "what the learner needs to do in the target situation" and are categorized into three individual parts: necessities, lacks, and wants. Necessities are "the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation" (Hutchinson & Waters, 1987). Lacks are the necessities that the learners do not possess, and wants are the learners' wishes and views toward what they need to learn. Learning needs refer to "what the learner needs to do in order to learn" (Nation & Macalister, 2010). It is concerned with the method and activities in a learning process. To decide the method and activities, the lecturer or teacher should understand the learning goals, the preferred styles of learning, and the commitment to learn of the students (Surbakti, 2015).

Need analysis not only analyze students' needs, but also the material of the course. It has fulfilled or not with students' needs, because Richards (2001: 1) argues that "teaching materials are key component in most language programs. Whether the teacher uses a textbook, institutional prepared material or make use of his or her own

materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom”.

In addition, the current concept of need analysis according to Dudley-Evans and St John (1998) includes consideration of the following aspects:

1. Professional information about learners: the tasks and activities learners will use English for target situation analysis and presents situation analysis.
2. Personal information about learners: factors which may the way they learn, such as previous experiences, cultural information, reasons for attending the course, expectation and motivation.
3. English language information about learners: what their current skills and language use

This research is identifying needs and targets by various techniques to fulfill the goal of the research. The research conducts in specific participants that are students of Chemistry Education in the second semester. The data that has been collected is processed, then, analysis of students and learning needs are discovered as the output of the research.

G. Previous Studies

In this research, there are some previous studies relevant to this present research topic. The first research was conducted by Moivaziri (2014), with the title “Students’ Voice: A Needs Analysis of University General English Course in Iran.” The study analyzes the target need and learning need of students from different majors including civil engineering, architecture, management, computer science, industrial engineering, Persian literature, accounting, and metallurgy by taking 171 students in the Islamic Azad University of Sirjan. The sources of data taken from participants by questionnaire. The findings showed that the students’ lack of understanding of their real needs or inability to make valuable decisions for their language development and progress to some extent, because although they had pointed out having their most

problems in grammar and speaking; they preferred to have more practice in vocabulary or reading that they considered as less problematic. The last is that students have the necessary attitude and motivation to learn English as a foreign language, but unfortunately, their needs and wants have not been considered properly by the authorities, curriculum designers and even their teachers. (Zamir, 2016)

The second research was conducted by Zamir (2016), with the title "Needs Analysis of Saudi EFL Female Students: A Case Study of Qassim University." The study covers Target needs (i.e., Necessities, Lacks, and Wants) and the Learning needs of female students. The sample for the study consisted of 150 students; the data was collected through questionnaire and analyzed by using SPSS. The finding showed that most of the students want to improve their general grasp of the language in order to develop effective communication with the outside world, as they regard inefficiency in using English language as the main hindrance in the way of their prosperity and progress. From the of this study concluded that majority of the learners are studying this course because they want to improve their communication skills and also consider these skills necessary to get good jobs in future after graduating from the university. They want to be able to speak English confidently with fluency and without any grammatical errors. Second preference is given to the Listening skill as they think that they need to understand the native accent in order to be fluent in communication and then comes Writing Skills and Reading becomes the last preference. Overall assessment of the data confirms that the learners consider themselves weaker in oral skills, i.e. listening and speaking as compared to literary skills, i.e. Reading and Writing. Therefore, they demand more practice and focus on oral skills.

The third research was conducted by Mehrdad (2012), with title "A subjective needs assessment of EGP students of Islamic Azad University, Hamedan Branch, Iran." The data was collected through the questionnaire is used to investigate the students' conceptions of good learning of English expressed in terms of their wants and lacks. The participants of the study were 52 students in a general English course (18 males and 34 females) between 19 to 29 years old, majoring in Arts (8), Engineering (14),

Humanities (21), Science (5) and other (4). Among these, thirty-one (59.6%) were freshman, 15 (28.8%) were sophomore, and six (11.5%) were senior. The result of the research obtained and the insights gained seem to be generalizable to other similar contexts in the country in that it can provide a general picture of how conceptions of a good general English course are changing in our society. Most of the students surveyed in this study expressed their wish to improve their language skills especially their reading and writing skills to meet the requirements of their ESP courses; however, it seems existing courses in general, and the course in question in this study in particular, fail to meet their expectations and are far from giving them the sort of knowledge and skill that will give them enough footings for their success in such courses. Also, the majority of the students expressed their desire to enlarge their vocabulary and strengthen their grammar.

Based on those previous studies, need analysis is a way to find what the students' need in English language learning, so the materials made based on it. The differences in the present and the previous ones are the objects of the research in just one major that have general English as one subject to fulfill their degree. In this research, the researcher conducts data from the questionnaire, interview, and document analysis while the previous study by Moiiinvaziri (2014) conducting data only questionnaire and also the previous studies. The study by Moiiinvaziri (2014) used a quantitative approach, but this research used the qualitative approach. It is the same with the previous studies.