CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a West Germanic language that was first spoken in early medieval England and is now a global lingua franca in where most of all countries use and learn this language. English is also essential to the field of education. In many countries, children are taught and encouraged to learn English as a second language, for instance in Malaysia and Singapore. Indonesia is one of the countries which use this English as a foreign language. In the last two or three decades, English has been taught to all Indonesian learners, started from playgroup until university level.

Fortunately, Indonesia also has so many universities with an English Department as the scientific field whether the purpose is for being a teacher or lecturer even for being a linguist or for being a litterateur. One of those universities is University of Sumatera Utara. University of Sumatera Utara has an English Department as the scientific field in where all students learn about English language; the knowledge of this language and the basic skill of the language. Students in English Department also learn about literature and linguistics part as the knowledge of this language. Furthermore, there are so many subjects learned by English Department’s student in acquiring the knowledge and skills of English language. One of them is English Teaching Method which already taught about 10 years till now on in English Department at University of Sumatera Utara.
English Teaching Method is a compulsory subject given for 6th semester students and continues to 7th semester with 2-credits per semester. It means that all students of English Department will get this subject 4-credits for the 2 semesters. This subject has purposes to direct students to know about the basic elements in teaching English Language as a second language and also to know about several methods in teaching English Language. Furthermore, English Teaching Method also directs students to be more active in seeing the jobs market nowadays. As it has been known that most of the alumni of English Department in University of Sumatera Utara become teachers or even lecturers both in private or state university. By this subject the students of English Department not only can become teachers or lecturers, but more than that, the students of English Department can be a Teaching-Designer or English Training-Designer.

Particularly, seeing how a subject in university take an important role, this study attempts to see the Needs Analysis of this subject, English Teaching Method in English Department at University of Sumatera Utara. Grier (2005:65) attempted to integrate needs assessment/needs analysis with curriculum development. He states that:

“In order to develop curricula of quality, developers must have valid information on which to base their curricular decisions. The various methods of needs assessment are valuable tools that provide curriculum developers with this information. By incorporating needs assessments in their curricular decisions, curriculum developers can select options that benefit both the learners and society.”
Azwar (1997: 15) says, “Minat peneliti terhadap topik yang akan diteliti tentu banyak mempengaruhi kelangsungan dan keberhasilan kegiatan penelitian.” From this point, the writer has done a small survey involving four facts as the basic reason in doing this study, and one of them is based on the writer’s experience. Those elements are:

1. The writer has done a small survey to the English Department’s students; the active students and the alumni (academic field and non academic field). The writer has chosen three samples at random in that small survey. In line with this, Erlina (2011: 85) says, “Simple Random Sampling (Random Sederhana) adalah setiap elemen populasi mempunyai peluang yang sama untuk terpilih menjadi sampel penelitian.” There are ten respondents who gave feedbacks. They are: five respondents from active students, three respondents from alumni who work in academic field, and two respondents from non academic field. The survey was done on November 22nd, 2016 until November 24th, 2016 by using a web named SurveyMonkey linked in https://www.surveymonkey.com/ with 5 close-questions. And the result of this survey was emphasized that the English Teaching Method as a subject in English Department at USU is strongly needed.

2. The writer has done a small interview on January 30th, 2017 to Mr. Chairul Husni as one of the lecturers in English Department in University of Sumatera Utara who handle English Teaching Method’s subject. The writer asked one question about his responses to English Teaching Method’s subject.
And the result of this interview stated that the English Teaching Method as a subject is needed to be taught to all students in order to increase students’ knowledge about teaching method and make students more creative in seeing global job market for nowadays.

3. Based on my experience since I entered English Department at University of Sumatera Utara, people outside (researcher’s family, researcher’s friends) have a perception that the alumni of English Department is expected to be a teacher and can teach their children to make them be able to master the English Language. Their perception also emphasizes that the alumni of English Department surely can teach and guide children to use English fluently in daily conversations.

4. I have done a small interview to one of the alumni from State University of Medan (UNIMED) named Miss. Sofa Nasution on February 6th, 2017. She is a fresh graduate student from English Department in the State University of Medan. I asked her about the existence of English Teaching Method as a subject in English Department at the State University of Medan. And the result is, there is no English Teaching Method as the subject in English Department’s curriculum in the State University of Medan. English Teaching Method’s subject only exists in English for Academic’s curriculum as the other departments in the State University of Medan. English Department in the State University of Medan purely studies about linguistics and literature. But the students of English for Academic in the State University of Medan are guided to be a teacher so there is English Teaching Method as the subject in English for Academic’s curriculum in the State University of Medan.
The results of small survey which is conducted by me, only give a small representation of their responses towards the existence of English Teaching Method’s subject. In another study, the English language needs and attitudes of a large population of students and faculty in Kuwait University’s College of Petroleum towards English language, were investigated by utilizing needs analysis/assessment by Basturkmen (1998) found in *Procedia Social and Behavioral Sciences* 2 (2010: 969–975) at www.sciencedirect.com got the result of his study that needs analysis/needs assessment was a useful tool to collect information on students and/or faculty perceptions on students’ language needs and on the relative importance of skills and sub-skills, faculty expectations of students’ English language proficiency. Furthermore, the results of the small survey also show that there is a difference between the English Department’s curriculum in University of Sumatera Utara which has English Teaching Method as the subject with English Department’s curriculum in the State University of Medan which has no English Teaching Method as the subject. The writer thought that this is one of the good opportunities to make the graduates of English Department at USU to be in a higher level from the graduates of English Department at UNIMED.

Based on all the results of small survey above, the writer is interested in gaining more information about the Needs Analysis of English Teaching Method’s subject by doing a research with a wider scope. I also use *Learning-centered Approaches* in Needs Analysis theory as proposed by Hutchinson and Waters (1987) which emphasizes Learning-centered Approaches as “a process of negotiation between individuals and society”, the latter including syllabus, materials, teaching method etc., and divide needs into three components *necessities, lacks* and *wants* (Jordan, 1997: 25).
Therefore, the writer chooses to analyze Needs Analysis of English Teaching Method’s subject as one of teaching curriculum in English Department at USU in accordance with Learning-centered Approaches. And as its object of study are the active students of English Department at University of Sumatera Utara in year 2013 & year 2014, the alumni of English Department at University of Sumatera Utara in year 2011 & year 2012 and the lecturers who handle another subject besides English Teaching Method’s subject in English Department at University of Sumatera Utara.

It is also believed that English Teaching Method’s subject is a sub-branch of Foreign Language Teaching (FLT). And FLT is also a sub-branch of Applied Linguistics. The history of English Language Teaching is linked with developments in many fields and especially with linguistics, applied linguistics, the psychology of learning and education. By the beginning of twentieth century, language teaching was emerging as an active area of educational debate and innovation. Its foundation was developed during the early part of the twentieth century, as applied linguists focus on the fields of linguistics and psychology to support what was thought to be a more effective teaching methodology (Khansir, 2013 in Middle-East Journal of Scientific Research titled Applied Linguistics and English Language Teaching).

Choosing four elements as the objects of study makes me so enthusiast to write this thesis, as one of the requirements for undergraduate university students before obtaining a bachelor degree in the University of Sumatera Utara. Furthermore, this subject English Teaching Method which emphasize about the language teaching also is a sub-branch of Applied Linguistics.
For this reason, I am so interested in discussing the things which could give concrete information about the Needs Analysis of English Teaching Method’s subject. And also could share about what are the things that expected to improve for this subject in future for the sake of gaining the better quality of English Department’s students in facing the job market also be in accordance improving the quality of English Department’s curriculum in producing qualified graduate students at USU.

1.2 Problems of the Study

Based on the background given above, here are some problems of the study in this study:

1. How the necessities component of English Teaching Method’s subject in English Department at University of Sumatera Utara?
2. What are the wants of English Teaching Method’s subject in English Department at University of Sumatera Utara?
3. What are the lacks of English Teaching Method’s subject in English Department at University of Sumatera Utara?

1.3 Objective of the Study

In accordance with the problems written above, I myself, as the writer of this thesis reset some objectives which concern with the problems of the study, as follow:

1. To find out the concrete information about the necessities component of English Teaching Method’s subject in English Department at University of Sumatera Utara.
2. To find out the wants of English Teaching Method’s subject in English Department at University of Sumatera Utara.

3. To find out the lacks of English Teaching Method’s subject in English Department at University of Sumatera Utara.

1.4 Scope of the Study

This study merely focuses on the research of the Needs Analysis of English Teaching Method in English Department at University of Sumatera Utara by using Learning-centered Approaches to see how the three components in the approach pictured how the needs analysis in English Teaching Method’s subject.

The sample for this study will be collected from eighth semester and sixth semester students in year 2013 and in year 2014. Another sample for this study will be collected from the alumni in year 2011 and year 2012 and the alumni are the one who work in non-academic field, the lecturers who handle another subject besides English Teaching Method’s subject in English Department at USU. The respondents who are active students, alumni, and lecturers will fill out a questionnaire. The writer takes 114 respondents as the sample.

This study will use one method of collecting data in Needs Analysis stated by West (1994: 7-8) which is named Survey based on questionnaires, so all of the samples for this study will fill out a questionnaire with two types of question; close-ended question and open-ended question. All of the sample selection will use Simple Random Sampling’s technique for creating an objective research based on the truth.
1.5 **Significance of the Study**

It is expected that, this study can give some information to the readers. Further, it is also expected that, the findings of this study will be useful for:

1. **English Department at University of Sumatera Utara**

   It is expected that English Department will upgrade and improve all the components of the needs of English Teaching Method’s subject and also for the other subjects. So at the end, English Department at University of Sumatera Utara will produce the graduated students who bravely face the global job market.

2. **Lecturers**

   It is expected that the lecturers of English Department at University of Sumatera Utara who handle English Teaching Method’s subject and other subjects will be more strategic and innovative to fill the wants of the students.

3. **Students**

   It is expected that the students of English Department at University of Sumatera Utara will be more active and creative in learning English Teaching Method’s subject and also learning the other subjects.