CHAPTER II

REVIEW OF LITERATURE

2.1 Applied Linguistics

In simple definition, linguistics is the study of language which the goal is describes the varieties of languages and explains the unconscious knowledge all speakers have of their language. The experts of linguistics said that linguistics is a science to learn about the language itself included how a language can be worked by the speaker and the hearer, by the writers and the readers. In line with this, Bloomfield (1933: 20-34) said that “Linguistics is a science, as well as physics and chemistry is a science.”

General linguistic generally describes the concepts and categories of a particular language or among all language. It also provides analyzed theory of the language. According to the Kridalaksana (1993) in Kamus Linguistik, the taxonomy of linguistics is divided into two main branches, which are Micro Linguistics named Pure Linguistics and Macro Linguistics named Applied Linguistics.

Micro Linguistics named Pure Linguistics is narrower view. It is concerned internal view of language itself (structure of language systems) without related to other sciences and without related how to apply it in daily life. Some fields of micro linguistics are phonology, morphology, syntax, semantics, pragmatics, discourse analysis, and etcetera. While Macro Linguistics named Applied Linguistics is broadest view of language.
It is concerned external view of language itself with related to other sciences and how to apply it in daily life. Some fields of macro linguistics are Sociolinguistics, Psycholinguistics, Neurolinguistic, Dialectology, Foreign Language Teaching, and Stylistics. In the following diagram shows the taxonomy of linguistics.

**Diagram 2.1 The Taxonomy of Linguistics**

Applied Linguistics is the field of the study that identifies, investigates, and offers solutions to language related problems. It can be applied to all aspects of language use. It deals with the mother, foreign and even second language acquisition.
As the general, Applied Linguistics extends into such practical application fields which most popular are,

1. Education (Teaching, Learning, Acquisition, and Assessment)

2. Sociology (Scientific study of human social behavior and the study of society)

3. Psychology (Scientific study of mind and behavior, and the application of such knowledge of various spheres of human activity, such as education, health, occupational and employment services.

4. Anthropology (Scientific study of the origin and behavior of man, including the physical, social, and cultural development of societies and cultures)

2.2 Needs Analysis

2.2.1 Definition of Needs Analysis

The term of “analysis of needs” first appears in India in 1920s introduced by Michael West. When Michael West introduced the concept to cover two separated and potentially conflicting concept of ‘need’ contributing to the ‘surrender value’ of learning; what learners will be required to do with the foreign language in the target situation, and how learners might best master the target language during the period of training. West was concerned with secondary-level learners whose needs, though determinable in broad terms, could not be defined with any great precision and whose teaching is indeed often defined in terms which exclude any concept of need – what Abbott (1980:123 ; 1981 a:12 ; 1981b : 228) calls TENOR (Teaching English for No Obvious Reason) in West (1994: 1).
The concept of need does not seem to reappear for almost 50 years until finally Needs Analysis emerged in language planning. In line with this, Nunan (1988) describes that during the 1970s, needs analysis procedures were first used in language planning.

Needs analysis is concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in a language program. It may focus either on the general parameters of a language program as well as societal expectations or on specific needs. Needs Analysis is an important means of carrying out research prior to designing and evaluating lessons/materials/syllabus and it helps draw a profile of students/course in order to determine and prioritize the needs for which students require English as a Second Language. In other words Needs Analysis is the first step carried out before a course and it is the process of establishing the “what” and the “how” of the course/syllabus (Evans, 1998: 121-126).

One problem of determining people’ needs are more likely to satisfy wants than needs. Wants are legitimate, but will not meet the target indicated earlier of improving life performance. Formally in ESP, Needs are directly related to job performance, now or in the identifiable future. Needs analysis is an investigation, in light of specification of the tasks. A learner or group of learners will be required to perform in the target language needed to be learnt in order to bring about proficiency in these particular tasks. The results of needs analysis can be used to determine suitable teaching techniques and to plan a matching syllabus for the every subject as the material of teaching.
2.2.2 Approaches to Needs Analysis

Nowadays Need Analysis is an umbrella term covering several approaches, namely:

a) Target-situation Analysis (TSA)

It is the well known Munby’s influential approach and model which focuses on the learner’s needs at the end of the course and target level performance (Jordan, 1997: 23).

b) Present-situation Analysis (PSA)

Richterich and Chancerel (1997: 80) propose a PSA which focuses on the learners’ competence concerning skills and language at the beginning of the course in Jordan (1997: 24).

c) Learning-centered Approaches

Hutchinson and Waters (1987) propose a learning-centered approach as ‘a process of negotiation between individuals and society’, the latter including syllabus, materials, teaching method etc., and divide needs into necessities, lacks and wants.

d) Strategy Analysis (SA)

SA focuses on methods of learning i.e. preferred learning styles and strategies (Allwright, 1982; Nunan, 1991). Learning style is identified as any individual’s preferred way of learning i.e. auditory, visual, kinesthetic/tactile (Reid, 1987), while learning strategy is the mental process the learner employs to learn the language (Nunan, 1991: 168).
e) Deficiency Analysis (DA)

DA maps existing proficiency against target learner proficiency determining deficiencies/lacks with the use of a three-point rating scale (none/some/lots), which establishes the priority that should be given (West, 1994: 10).

f) Means Analysis (MA)

MA attempts to study the local situation i.e. the facilities, teachers and teaching methods in order to see how the language course can be implemented (Holliday & Cook, 1982) cited in Jordan (1997: 27).

2.2.3 Methods of Collecting Data in Needs Analysis

NA can be carried out in a number of different ways which can be classified as either inductive; case studies, observations, etc or deductive; questionnaires, surveys, etc (Berwick, 1989: 56-57). According to West (1994: 7-8) some of the most common ones are:

a) **Pre-course placement/diagnostic tests** which estimate the language level of the learners.

b) **Entry tests on arrival** which can have a diagnostic value and identify learners’ language weaknesses and lacks.

c) **Observation of classes** which are of value mainly for deficiency analysis.

d) **Surveys based on questionnaires** which have been established as the most common instruments used which can be used with the large numbers of subjects and obtain information that is relative easy to tabulate and analyze. So help us draw a profile of our learners’ needs/lacks/wants/learning styles/strategies etc. And at the same time make them aware of these needs/lacks etc.
e) **Structured interview** which consists of pre-planned questions the answers to which can either be recorded or written down.

f) **Learner diaries** which can be used as supplementary to end-of-course questionnaires offering retrospective, qualitative information.

g) **Case studies** which provide in-depth information about the needs and difficulties of individual learners or groups.

h) **Final evaluation/feedback** usually in the form of questionnaires which provides information on the evaluation of the course and helps design/improve the next course.

According to Saieed (2012) in his project fulfilled as a partial requirement for M.A. degree in language teaching at Chabahar International Campus (C.I.C), in modern needs analysis collecting data, we can go through some basic steps:

1) Looking at the previous literature and researches.

2) Looking for ESP teaching materials.

3) Gathering others’ ideas who had such an experience before.

4) Studying those types of materials in which introducing the regarded subjects.
2.3 Learning Centered Approach

Hutchinson and Waters (1987) propose a learning-centered approach as ‘a process of negotiation between individuals and society’, the latter including syllabus, materials, teaching method etc., and divide needs into necessities, lacks and wants. Till now people have considered needs only in term of target situation needs. People have been considering the question: “What knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation?” Using the analogy of the ESP course as a journey, what have done so far is to consider the starting point (lacks) and the destination (necessities), although it has also seen that there might be some dispute as to what that destination should be (wants).

What has not considered yet is the route. How are they going to get from their starting point to the destination? This indicates another kind of need: learning needs. The target situation, in other words, is not a reliable indicator of what is needed or useful in the ESP learning situation. The target situation analysis can determine the destination; it can also act as a compass on the journey to give general direction, but learner must choose their route according the vehicles and guides available (i.e. the conditions of the learning situation), the existing roads within the learner’s mind (i.e. their knowledge, skills and strategies) and the learner’s motivation for travelling.
2.3.1 Components in Learning Centered Approach

Learning-centered approach as a process of negotiation between individuals and society’ divide needs into three components which are:

1) Necessities

Necessities is the type of need determined by the demands of situations; that is, what the people has to know in order to function effectively in target situation. For example a businessman or –woman might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues and so on. The information gained is relatively easy to gather. It is a matter of observing what the learners will need to function in and then analyzing the constituent parts of them.

2) Wants

So far, people only considered the needs only in objective sense, with the actual learners playing no active role. But the learners too, have a view as to what their needs are. As Richterich (1984 p.29) comments:

“…a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment.”

People may well have a clear idea of the ‘necessities’ of the target situation: they will certainly have a view as to their ‘lacks’. But it is quite possible that the learners’ views will conflict with the perceptions of others interested parties: course designers, sponsors, and teachers. Because what curriculum designer might see not always same like what the learners see.
It is very important to know what their wants towards something which in this research is towards English Teaching Method’s subject.

3) Lacks

Lacks is the gap between the necessities and the wants. To identify necessities and wants, however, is not enough, since the concern in Needs Analysis is with the needs of particular respondents. It is needed to know what learners already know, so become easily to decide which of the necessities the learner lacks.

The one example of representative the result of Needs Analysis; necessities, lacks, and wants in Mead’s analysis as in figuring the needs of Agricultural or Veterinary Studies in *Curriculum Development in Language Teaching* written by Richards (2001:73):

Tabel 2.1 The Result of Needs Analysis in Agricultural or Veterinary Studies

<table>
<thead>
<tr>
<th>Component</th>
<th>Objective (Course Designers)</th>
<th>Subjective (Learners)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Necessities</td>
<td>The English needed for success in Agricultural or Veterinary Studies</td>
<td>To reluctantly cope with a ‘second-best’ situation</td>
</tr>
<tr>
<td>Wants</td>
<td>(Presumably) areas of English needed for Agricultural of Veterinary Studies</td>
<td>Means of doing Medical Studies</td>
</tr>
<tr>
<td>Lacks</td>
<td>To succeed in Agricultural of Veterinary Studies</td>
<td>To undertake Medical Studies</td>
</tr>
</tbody>
</table>
It can be seen from this analysis that objective and subjective views of needs can, and do, conflict, with a consequent de-stabilizing effect on motivation. In this case, the Needs Analysis is really needed to do in determining what should to be taught and what should to be learned.

2.4 Designing Questionnaire of Needs Analysis

This study will designed and arranged the questions in questionnaires based on *Learning Centered Approach* which will categorize into three components; necessities, wants, and lacks.

Richards (2001:72) said that these four following questions need to be considered in designing a questionnaire which the goal is gaining information about needs towards an object. They are:

1. Preliminary Questions
   a) Will it be useful to carry out some interviews before designing the questionnaire, in order to get a sense of appropriate topics and issues?
   b) How large will the sample be? Is it representative of the whole population information is needed about?
   c) How will the questionnaire be piloted?
   d) How will it be administered (e.g., by mail, self-administered, or group-administered)?

2. The types of information asked for
   a) Is the question really necessary? How will the information it provides be used?
   b) Are other questions needed on this issue?
c) Can the respondents answer this question? Do they have sufficient information?

d) Should the question be made more specific and more closely related to the respondents’ personal experience?

e) Is the question biased in one direction?

f) Will the respondents be willing to give the information asked for?

g) Is it appropriate to ask this question?

3. How the questions are worded

a) Can the question be understood?

b) Can the question be shortened?

c) Does it contain vocabulary likely to be known by the respondents?

d) Does the question contain any unstated assumptions?

e) Are there any prestige questions, that is, which students are likely to try to answer to give a good impression of themselves?

f) Is the wording biased or emotionally loaded any way?

h) Is the answer to the question likely to be influenced by the content of preceding questions?

3. The type of items in the questionnaire

a) Open question: one that can be answered freely and where no kind of choice is required in the answer

b) Closed question: one that is answered by choosing alternatives provided

c) Checklist: a set of terms that describe different attributes or values

d) Rating scale: a value is given on a scale
e) Ranking: items are ranked according to some criteria

f) Inventory: a list that the respondents mark or check in some way

Li and Richards 1995 in *Curriculum Development in Language Teaching* written by Richards (2001:73) designed a questionnaire used in Needs Analysis of learners of Cantonese in Hongkong like in this following table,

**Tabel 2.2 The Needs Analysis of Learners in Hongkong towards Cantonese**

*In what situation is Cantonese (or would Cantonese be) useful for you? Please check the appropriate column.*

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Very Useful</th>
<th>Useful</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.</td>
<td>Buying things in stores and supermarkets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2.</td>
<td>Buying things in the market place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3.</td>
<td>Getting information about services and goods I want to buy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4.</td>
<td>Ordering food in a restaurant/canteen/cafeteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A5.</td>
<td>Taking a taxi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A6.</td>
<td>Taking other public transport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A7.</td>
<td>Asking for directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A8.</td>
<td>Talking to colleagues at work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A9.</td>
<td>Talking to office personnel at work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A10.</td>
<td>Talking to neighbors</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2.5 Relevant Study**

In writing this study and doing the research, the writer use some references from various sources based on some books, e-book, and internet to support the writer’s study. Based on the title of the writer’s study, it is about the Needs Analysis of English Teaching Method’s subject in English Department at USU, this study is using *Learning-centered Approaches* which emphasize the materials is one of the important things in learning needs.
In supporting the ideas of this study, some relevant thesis and research has been collected to supply relevant information to the topic, as follows:

Rebecca Jasso-Aguilar from University of Hawai‘i (1999) in *Second Language Needs Analysis* written by H. Long (2005: 127-156) has done a Needs Analysis of English Language using Waikiki Hotel’s maids as the object of research and shows that Needs Analysis of English language is needed to be done in occupational sector. She implemented this Needs Analysis to the maids of Waikiki Hotel in order to see their needs of English language and their performance to face the guests by using English language. Based on the result of her research, the writer gets some contributions like the framework in designing a Needs Analysis’ questionnaire and the formula in counting the percentages.

Craig Chaudron et.al from University of Hawai‘i in *Second Language Needs Analysis* written by H. Long (2005: 225-253) has done research “A task-based needs analysis of a tertiary Korean as a foreign language program”. The students involved in this research included all those in first- and second-semester classes in the first and second years of study of Korea Foreign Language. Of those students, 51 were females and 32 males. With respect to their language backgrounds, 55 (66%) listed only English as their L1, and 15 (18%) both English and Korean as L1, indicating an expected sub-population of heritage language students. Later analysis of the questionnaire and interview results suggested that, as over half of the sample had Korean-speaking parents or grandparents with whom they spoke on occasion or more frequently, then even among those who identified themselves as L1 English speakers, over half did speak Korean in the home or family.
Among the ten students (12%) who did not list English as a native language, seven were native speakers of Japanese, one listed only L1 Korean, and one each listed only Russian or Tagalog as their L1. The remaining three students (4%) listed English and one of Chinese, French and Thai as their L1. From the research the writer gets contribution in categorizing the characteristic of the sample and the layout in sums up the results of Needs Analysis.

Akyela, and Ozek, Y (2010) in their research entitled “A language needs analysis research at an English medium university in Turkey” shows that the Needs Analysis is needed to be done for knowing the ability of students’ basic skills in English. In their research, the appropriacy of the English Language Teaching program to the academic needs of the students the preparatory-school in an English medium university was examined by using a multi-method needs analysis approach. The results of their investigation indicated the need for encouragement of the students to use effective learning strategies in an English language education program of the Prep School. From their research, the writer gets the contribution in gaining the different layout of the questionnaire in the opened questionnaires,

Dehnad, A et.al. (2010) in their research entitled “Syllabus revision: a needs analysis Study” concludes that the students had given their response about their needs towards the subject of English basic skill. And the results show that their real needs are writing skills, as the first need, followed by reading, speaking and listening. In their research, they also suggest the study is integration of graduate students, English for Specific Purpose teachers and subject matter specialists in the committee of course development and inclusion of students’ attitudes, needs and expectations by the use of a questionnaire. From their research, the writer gets an illustration in using percentage to count on the results of the needs analysis.