

## CHAPTER II

### LITERATURE REVIEW

#### A. Students' Learning Needs

##### 1. The Concept of Students' Learning Need

The teaching learning process will be considered as a good teaching learning process if its activity has good impact for the students. There are many factors which can influence the result of teaching learning process, one of those factors is the students' learning needs. Students' learning needs is one of the important aspects in teaching learning process which should be considered because it will influence the result of teaching learning process. Considering about all students' learning needs in the class can help teachers in developing the quality of their lesson plan, so that all of the students can get the benefite from the teaching learning process.

Students' needs itself is everything that relate to students' lacks, wants, demands, motivation, expectation, requirements, and etc. According to Brindley in Jack C (2007: 54) the term needs is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectation, motivation, lacks, constraints, and requirements. Furthermore, Richards (2007: 54) stated that what is identified as a need is dependent on judgment and reflects the interests and values of those making such a judgment. Teacher, learners,

employers, parents, and other stakeholders, may thus all have different views as to what needs are.

Meanwhile, Hutchinson and Waters in John ( 2010: 24 ) divide needs into target needs ( i. e. What the learner needs to do in the target situation) and learning needs ( i. e. What the learner needs to do in order to learn). “Target needs” refers to the learner’s “necessities”, “lacks” and “wants” for functioning effectively in the target situation; while “learning needs” concerns about the learner’s motivation and attitudes, interests, personal reasons for learning, learning styles, resources and time available.

According to Hutchinson and Waters (1987) learning needs concerns about the route between the starting point (lack) and the destination (necessities). “Learning needs” concerns about the learner’s motivation and attitudes, interests, personal reasons for learning, learning styles, resources and time available.

For examples, learners may be greatly motivated in the subject or work, but may completely lose interests with the long, dull, and old teaching material. The learning process should be enjoyable, fulfilling, manageable, and generative. It is not concerned with knowing, but with the learning. The concept of “learning needs” put forward by Hutchinson & Waters and their analysis of “learning needs” have been proved to be fairly useful in practice. As a result, in the process of leaning, learner’s needs should always be taken into consideration. Course designers need to analyze the learner’ learning needs according to their motivation, the

conditions of the learning situation, and their existing knowledge and skills.

Based on definition above, we can draw a conclusion that students' learning needs is everything that students should get in learning process it can be things, motivation, attitudes, interests, personal reasons for learning, learning styles, resources and time available.

## **2. Needs analysis**

Needs analysis is a procedure for collecting information about learners and classroom activities to design a syllabus (Nunan 1988). It is an important part for designing a language course. When a language course is designed, it is important for a teacher to have reliable information on their learner variables so that it can reduce any gap among learners, teachers, and teaching materials.

There are some kind of needs analysis based on some experts:

- a. Nunan(1988) refers to two types of need analysis used by syllabus designers. They are: learner analysis and task analysis. In learner analysis it carries information about learner, while task analysis carries the information about the tasks used in the classroom and expected by the learner.
- b. West (2003) has developed ideas of needs analysis taxonomies and speaks of the following types of needs analysis:
  - a) Target Analysis: It identifies the necessities, i.e. what the learners need to know in order to function effectively in the target situation.

- b) Deficiency Analysis: It analyzes the gap between the present knowledge of target learners and the knowledge they need to know or do at the end of the program.
- c) Strategy Analysis: It identifies the learner's preferred learning styles.
- d) Means Analysis: It deals with the logistics, practicalities and constraints of needs based language courses.
- e) Language Audits: It is used in forming the basis of strategic decision on language needs and training requirements.

In other way, need analysis is a method that can be used by teachers or curriculum development to find some information about students' needs in learning process. Need analysis itself conducted to reduce any gap among learners, teachers, and teaching materials.

### **3. The Purposes of Needs Analysis**

Need analysis is needed for some purposes. According to Richards (2007: 52) needs analysis in language teaching may be used for a number of different purposes. There are six different purposes of the use of need analysis according to Richards. Need analysis can be done to first, to find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student. Second, to help determine if an existing course adequately addresses the needs of potential students. Third, to determine which students from a group are most in need of training in particular language skills. Fourth, to identify a

change of direction that people in a reference group feel is important. Fifth, to identify a gap between what students are able to do and what they need to be able to do, and the last to collect information about a particular problem learners are experiencing.

Meanwhile, according to Nunan (1988) needs analysis is a useful tool to understand students' needs and to help the implementation of educational policies. Nunan (1988) claims that information got through need analysis can serve the following purposes:

- a) Need analysis can set the goals of the course and guide the selection of contents.
- b) It can be used by the teacher to modify the syllabus and methodology to minimize the gap between the teachers' and learners' expectation.
- c) It may be used to identify the gap between the teachers' and learners' expected teaching and learning approach.

West(1994) states that it helps the syllabus designer to find out the discrimination among various types of learners and to design courses based on their common needs.

In short, Needs analysis plays an important role in second language or foreign language learning classes. It is important because through needs analysis teachers, learners, teaching materials, teaching procedures-all make a harmonious relationship that enhance learners' learning.

#### **4. Procedures for Conducting Needs Analysis**

A variety of procedures can be used in conducting needs analysis and the kind of information obtained is often dependent on the type of procedure selected. Since any one source of information is likely to be incomplete or partial, a triangular approach (i.e., collecting information from two or more sources) is advisable Jack C (2007: 59).

Furthermore Jack C (2007: 60) adds that procedures for collecting information during a needs analysis can be selected from among the following: questionnaires, self-ratings, interviews, meetings, observation, collecting learner language samples, task analysis, and case studies.

In short, in conducting need analysis the researcher can use some instrument to help them gain the information about the students' academic need. Therefore, the researchers need to choose the best way in conducting needs analysis.

#### **B. English Productive Skills**

In learning English, there are four skills that should be taught to the students. There are listening and reading as receptive skills and writing also speaking as productive skills.

Productive skill is an ability of conveying or expressing the ideas of both oral and spoken language. Typical activities in this strand include talking in conversations, giving a speech or lecture, writing a letter, writing a note to

someone, keeping a diary, telling a story, and telling someone how to do something (Nation and J. Newton, 2009).

Speaking skill is one of productive skills that should be taught to the students. Speaking skill plays an important role for the students because through speaking the students can communicate with other, express their idea, feeling and thought. Therefore, the teacher needs to consider more about the students' learning needs in speaking skill. Considering about all students' learning needs in the class can help teachers in developing the quality of their lesson plan, so that all of the students can get the benefite from the teaching learning process.

**a. The Definition of Speaking**

Speaking belongs to productive skills it is more frequently used than writing. The main function of spoken language is to socialize individuals. Most people agree that speaking plays an important role in human life. Speaking help someone to communicate with other, through speaking someone can express their thought, feeling, and idea orally with certain purpose dealing the time. Speaking is considered as the most effective and efficient way to communicate with other people. Mart (2012: 91) defines speaking as being capable of expressing or exchanging thoughts through using oral language. It is in line with Nunan which mentions speaking as a productive arual/oral skill and it consist of producing systematic verbal utterance to convey meaning (2003: 48).

According to Bunkart (1998: 90), speaking entails three areas of knowledge. First, the mechanical elements of language, those are pronunciation, grammar, and vocabulary, which allows the speaker to use the right words, in the correct sequence, and appropriate pronunciation. Second, the speaking function (transaction and interaction), which enables the speaker to know when the clarity of the message is needed (as in carrying out the transaction or in exchanging information) and when a deep understanding is not necessary (as in the development of relation). Third, the socio-cultural norms such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants, which enable an individual to realize the conversational situation, whom he is talking to, and what the purpose of speaking is. By understanding these elements, someone will know when he takes a turn to speak and when to listen, how quickly he should, and how long he should pause.

**b. The Purpose of Speaking**

Speaking which belongs to productive skills is learnt for particular purposes. According to Rahayu (2007: 219) and Tarigan (1985: 16) speaking has some purposes, which are:

1) To inform

Informatif speaking is used to give knowledge, decide the correlation between things, inform the process, and explain the writing style and techniques. It happens in teaching learning

process when teacher transfers the knowledge will be delivered in the form of information. Finally, it can be concluded that the aim of teaching learning process is to give knowledge as well as to given the information as the particular purpose.

2) To entertain

By speaking, someone will known other's feeling whether they are sad or happy. In this condition someone can entertain other people by telling a funny story, making a joke, or humor. When people play drama, sing a song, and tell a story, they also do speaking to entertain others.

3) To persuade

Usually, this activity is done by someone that asks a person to do something. Take as an example, when a seller persuades a buyer to purchase his products. When a mother persuades her child to eat, when a father persuades his little daughter to stop crying, and when a teacher persuades her students to speak up by asing some question.

4) To discuss

Deliberating speaking is used to make some decisions and plans. It can be happened when a family discuss about where to go for Holyday or a group of students have to solven a problem together, they will speak to discuss.

In short, speaking itself have some important purposes for the students, one of those purpose is to help the students express their idea, feeling, and opinion. Not only to communicate with others, but speaking also have another purpose, there is to entertain.

### **c. Classroom Speaking Activities**

There are some classroom speaking activities which are very useful to practice because it can make students become more active and communicative. Harmer (2003: 271) classifies classroom speaking activities in to six types they are:

#### **1. Acting from a script**

The teachers can ask their students to act out scenes from plays and/or their coursebooks, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the fornt of the class.

When choosing who should come out to the front of the class the teacher need to be careful bot to choose the shyest students first, teachers need to work to create the right kind of supportive atmosphere in the class. The teacher is need to give students time to rehearse their dialogues before they are asked to perform them. Where the whole class is working on the same dialogue or play extract, the teacher can go throught the script as if teachers were theatre directors, drawing attention to appropriate

stress, intonation, and speed. By giving students practice in these things before they give their final performances, teachers ensure that acting out is both a learning and language producing activity.

## **2. Communications games**

Games which are designed to provoke communication between students frequently depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

Television and radio games, imported into classroom, often provide good fluency activities, as the following examples demonstrate. In 'Twenty Questions' the chairperson thinks of an object and tells a team that the object is either animal, vegetable, or mineral- or a combination of two or three of these. The team has to find out what the object is asking only 'yes/no' questions such as "Can you use it in the kitchen?" or "It is bigger than a person?." They get points if they guess the answer in twenty questions or less.

'Just a Minute' is a long running comedy contest where each participant has to speak for sixty seconds on a subject they are given by the chairperson/ teacher without hesitation, repetition, or deviation- or, in the case of language students, language mistakes. If another contestant hears any of these he or she interrupts, gets a

point and carries on with the subject. The person who is speaking at the end of sixty seconds gets two points.

In other games, different tricks or devices are used to make fluent speaking amusing. In 'Fishbowl' for example, two students speak but at a prearranged signal one of the participants has to reach into the fishbowl and take out one of the many pieces of paper on which students have previously written phrases, questions, and sentences. They have to incorporate these into the conversation straight away.

### **3. Discussion**

One of the reasons that discussions fail is that students are unwilling to give an opinion in front of the whole class, particularly if they cannot think of anything to say and not confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

The 'buzz group' is one way in which a teacher can avoid such difficulties. All it means that students have a chance for quick discussions in small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them with before being asked to talk in front of the whole class, the stress level of that eventual whole-class performance is reduced.

Another way in which we can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of lesson and nominating students to say the first thing that comes into their head. The opposite extreme to informal buzz groups is the formal debate. A popular debating game which has survived many decades of use is the 'balloon debate', so called because it is based on a scenario in which a group of people are travelling in the basket of a balloon. Unfortunately, however, the balloon cannot take their weight. There is a leak, and unless someone leaves the balloon, they will all die. Students take on the role of a real-life person, and they think up arguments about why they should be the survivors either individually, in pairs or groups. After a first round of argument, everyone votes on who should be the first to jump. As more air escapes a second round means that one more person has to go, until some rounds later, the eventual sole survivor is chosen.

Participants in a balloon debate can represent occupations rather than specific characters; they can take on the roles of different groups, hobby enthusiasts, or societies.

#### **4. Prepared talks**

A popular kind of activity is the prepared talk where a student(s) make a presentation on a topic of their own choice. Such

talks are not designed for informal spontaneous conversation because the students prepare the material before. Prepared talks represent a defined and useful speaking genre, and if properly organised, can be extremely interesting for both speakers and listeners. Just as in process writing the development of the talk, from original ideas to finished work, will be of vital importance.

### **5. Questionnaires**

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns- and thus be situated in the middle of our communication continuum.

Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The result obtained from questionnaires can then basis for written work, discussions, or prepared talks.

### **6. Simulation and role-play**

Many students derive great benefit from simulation and role-play. Students 'simulate' a real life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in the real world, either as

themselves in that meeting or aeroplane, or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.

In short, there are many kinds of speaking activities that can be applied by the teacher to teach speaking in the class. However, those activities have their own advantages and disadvantages. Therefore, it is important for the teacher to choose the best activities for their students.

#### **d. The Role of Teacher in Speaking**

In order to find and meet students' needs in the productive skills class especially in speaking class the teacher should know what their roles are. Knowing the roles will help the class to minimize the problems arisen. This also makes the teaching learning process run maximally and as well as what has been planned. According to Spratt, Marry, Alan Pulverness & Melanie Williams (2005: 145) learners are different from one another in learning style, age, personality, etc. Therefore, the teacher should try to personalise their teaching to match their students' learning needs and preferences. The teachers can do this by varying their learning style, approach, materials, topics, etc.

Meanwhile, according to Byrne, Donn (1997: 2) the teachers have specific roles at different stages, as follows:

1) In the presentation stage

In this stage, teacher has task to serve as kind of informant. Teacher selects the material to be learned (using textbook normally but supplementing and modifying is as required) then teacher presents this in such a way that the meaning of the new language is as clear and memorable as possible.

2) In the practice stage

The main task of teacher in this stage are devises and provides the maximum amount of practice, which must at the same time be both meaningful and memorable. In this stage, teacher is like the skillful conductor of orchestra, giving each of the performers a chance to participate and monitoring their performance to see that it is satisfactory.

3) In the production stage

In this stage, teacher provides the students with activities for free expression and in discreetly watching over them as they carry them out ( which is of course one of the best way of finding out whether the students are really making progress), teacher takes on the roles of manager and guide.

Another definition come from Harmer (1991: 275). He states that teachers need to play a number of different roles during the speaking activities describe above. However, the teachers have particular relevance if they are trying to get students speak fluently are:

### 1) Prompter

Students sometimes get lost, can not think of what to say next, or some other way lose the fluency teachers expect of them. Teacher can leave them to struggle out of such situation on their own. However, teacher may be able to help them and the activity to progress by offering discrete suggestion. If this can be done supportively, without disrupting the discussion, or forcing that some students feel when they come to a 'dead end' of language or ideas.

### 2) Participant

Teacher should be good animators when asking the students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teacher may want to participate in discussion or role-plays themselves. That way can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.

### 3) Feedback provider

The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.

In short, a teacher has big role in teaching learning process especially in learning speaking. Teacher has different role in every

stage. In presentation stage, teacher has role as informant meanwhile in other two stages teacher has role to provide the maximum amount of practice and guides the students to product good speaking. Teacher aslo can be a prompter when the students get lost in their fluency and teacher also has participant to grow the students' motivation and feedback provider.

#### **e. Topic and Genre in Productive Skills**

One of problems that usually happen in the class is the students get bored and not interested in the topics which the teacher give to them to write or speak about. This problem usually happen because the topics are unfamiliar for the students, if they are completely unfamiliar with the topic teachers give to write or speak in, they may find it difficult to complete the task teacher have given them. So the students will feel bored and unmotivated in learning process especially in learning writing and speaking because they do not know what they should do.

To resolve the issue above Harmer (2003: 252) offers a solution : “ when students with language limitations are asked to work with topics that do not interest them, perhaps in unfamiliar genres, and without the necessary information, then language production activities suffer. We need to have ways of avoiding such a scenario.” Those ways are:

##### **1. Choose interesting topics**

Even though it is difficult to find the topics which suitable for all the member of the class, it is nevertheless important to try and find

the type of tasks (and the topic material) which will involve the members of the class. One way of doing this is to use our instinct, but this is unreliable. It may be better to find out from students what their favourite topics are through interviews and questionnaires-or, by observing them and then come to conclusions about what kinds of topics seem to produce the best result.

However, it is worth reminding ourselves that even unpromising tasks and topics can be invested with success if the teachers can think of ways of engaging their students with them.

## **2. Create interest in the topic**

When the teacher wants their students to be engaged in the task the teacher asks them to become involved in, so teacher can create interest in the topic which the activity explores. The teacher can create interest by talking about the topic and communicating enthusiasm. Teachers can have students discuss the topic in 'buzz groups' to get them involved in it, or the teacher can ask the group if anyone knows anything about the topic and can therefore tell the others about it. Teacher can ask students to think about what they might say or write and give them opportunities to come up with opinions about the topic before the activity starts.

## **3. Activate schemata**

Even though students are now interested in a topic, they may find it difficult to take part with any enthusiasm if they are unfamiliar

with the genre the task asks them to work in. For this reason, teacher should give them to do things such as discuss what happens in interviews if they are going to role-play an interview, or show them examples of typical letters written to newspapers before the teacher ask them to write on themselves.

#### **4. Vary topics and genre**

Variety, as a cornerstone of good planning does not just apply to the activities teachers ask students to be involved in. It is also important to vary the topics the teacher offer them so that teacher cater the variety of interests within the class. The teacher chanes of organising successful language production activities over a period of time will be greatly enhanced if teachers provide varied diet of topic and activity.

It is also vitally important to vary the genres the teachers ask to their students to work with if teacher wants them to gain confidence in writing and speaking in different situations.

#### **5. Provide necessary information**

When teacher plan a writing or speaking task the teacher need to ask themselves which bits of information are absolutely essential for the task to be a succsses and then give that information to the students before they start. The teachers cannot expect them to role-play if they do not know who they are supposed to be and what they are supposed

to achieve. The teachers cannot ask them to write a report if they do not have the necessary facts at their disposal.

In short, when teachers choose a topic for learning activity they should be aware that the topic is appropriate for their students or not. To know which topic is appropriate for the students, the teacher can find out from students what their favourite topics are through interviews and questionnaires, the teacher also can observe their students so that the teacher can determine which topic are appropriate for their students.

#### **f. Media and Teaching Equipment**

In teaching speaking skill the teacher is recommended to use some media and teaching equipments. The media itself can help the teacher to explain language meaning and construction, engage students in a topic, or as the basis of the whole activity. There are some teaching equipments that can be used by the teacher to facilitate learning in classroom, based on Harmer (2003: 134). They are:

##### **1. Pictures and images**

Many teachers have always used pictures or graphics, whether drawn, taken from books, newspapers and magazines to facilitate learning activity in the classroom. Pictures can be in the form of flashcards, large wall pictures, cue cards, photographs, or illustrations. Some also used projector to display the pictures, or they usually draw pictures on the board to help with explanation and language work. All

kinds of picture above can be used in a multiplicity of ways, as the following examples show:

a) Drills

One of pictures kinds that can be used for drilling students is flashcard, usually the teacher use this kind of pictures to teach lower level students. The teacher hold one up (the cue) before nominating a student and getting a response. Then the teachers hold up another one, and nominate a different student and so on. Flashcards are particularly useful for drilling grammar items, for cueing different sentenceces, or practising vocabulary. Sometimes teachers put students in pairs or groups and give them some cue cards so that when a student picks up the top cue card in a pile he or she has to say a sentence based on the card. For example the student picks up a picture of a piece of cheese and has to make the question “*How much cheese have you got?*”; the next student picks up a picture of eggs and has to ask “*How many eggs have you got?*” and so on.

b) Communication games

Pictures are extremely useful for a variety of communication activities, especially when the teacher teach with using a game. For example describe and draw activities where one student describes a picture and a paired classmate has to draw the same picture without looking at the original. Teachers sometimes use pictures for

creative writing. The teacher might tell students to invent a story using at least three of the images in front of them (on cue cards, for example). On the other hand, teachers can use picture to teach speaking, teachers can tell students to have a conversation about a specified topic, and at various stages during the conversation, students have to pick a card and bring whatever the card shows into conversation.

c) Understanding

One of the most appropriate uses for pictures is for the presenting and checking of meaning. For example when the teacher wants to explain the meaning of the word aeroplane, the teacher can show their students a picture of it.

d) Ornamentation

In this case the picture of various kinds are used to make work more appealing. It means that picture here has a function to describe something. For example in the text of magazine or newspaper there will be a picture that will give the reader more information about the text.

e) Prediction

Pictures are useful for getting students to predict what they will be learned in the lesson. The teacher can show a picture to the students and ask them to guess the topic they will learn. This

way also very useful for the student, to help them to do brainstorming before learning something new.

f) Discussion

Actually pictures can stimulate question such as: What is it showing? How does it make you feel? What was the artist's/photographer's purpose in designing it in that way? Why? Why not? How much would you pay for the pictures? Is the picture a work of art?

Pictures can also be used for creative language use, whether they are in a book or no cue cards, flashcard, or wall pictures. Teachers might ask students to write a description of a picture; we might ask them to invent the conversation taking place between two people in a picture, or in a particular role play activity, ask them to answer question as if they were the characters in famous painting.

In choosing pictures for learning activities the teacher should decide the best pictures that appropriate for their students in the class. The most important thing for pictures in the end is that they should be visible, the pictures must be big enough so that all of the students can see the necessary detail.

## 2. The projector

The projector has so many benefits for teaching learning in the class. The teacher can use it to show whole texts grammar exercise,

pictures or diagrams, or students' writing. This equipment also can help the teacher who is not impressed by his own handwriting, the equipment offers the possibility of attractive well printed script. The teacher also can show video to the students.

### 3. The board

Actually, the board is multifunction equipment in the class teachers can use boards for a variety of different purposes, including: as a **note pad**, the teacher can use the board as note pad. The teacher can use the board to write the material or some words that the teacher wants students to remember, phrases which students have not understood or seen before; as a **explanation aid**, the boards can be used for explanation too, for example the teacher can use the board to show the relationship between an affirmative sentence and a question by drawing connecting arrows. The teachers also can use the board to write phonemic symbols to show how a word or sound is pronounced; as a **picture frame**, the board can be used for drawing pictures, those pictures can help the teacher explain about something so that students can understand concepts and words; as a **public workbook**, the teacher can use the board for some activities one of them is for testing the students. In this activity the teacher can write or provide some uncomplete sentences and ask their students to complete those sentences; as a **game board**, there are a number of games that can be played using the board such as noughts and crosses game and spelling

game; **the last is as a noticeboard**, the teacher and also students can stick things on boards like pictures, posters, announcements, charts, etc. This is especially useful if they are metallic boards so that magnet can be used.

One thing that the teacher should remember if they want to write in the board is their handwriting in the board should be clear and easy to decipher.

#### **4. Bits and pieces**

There is no limitation for the teacher for bringing various bits and pieces. Teachers might bring a photographs of their family, some letters that they received, or even a pet. If the teacher wants to bring some bits and pieces to the class the teacher should consider about the function and the students reaction. Teachers also need to consider what will be appropriate in terms of age and culture. There are three particular items are worth considering in this category:

##### **a) Realia**

This category is suits with beginners and particularly children, 'real' or lifelike items are useful for teaching the meaning of words; teachers sometimes appear in the classroom with plastic fruit, cardboard clock face, or two telephones to help simulate phone conversations. Objects that are intrinsically interesting can provide a good starting point for a variety of language work and communication activities. Teachers can provide an object with an

obscure use and ask students to speculate what it is for and design various explanations to account for it. The only limitations on the objects which teachers can bring in to the class are the size and quantity of the objects themselves and the students' tolerance.

b) Language cards

Many teachers put a variety of cards and posters around the classroom. Such posters can have notes about language items on them, or be a collection of ways of apologising or inviting. The teacher can ask students to write about themselves on a card and put their photograph next to what they written so that the class all know who everyone is.

Cards also useful for matching activities, where students have to find another students in the class with similar card or one that has the answer to the question on his or her card. They can be asked to place cards in the correct column for sounds, or with the correct lexical group on a board or on a poster.

c) Cuisenaire rods

Cuisenaire rods are small blocks of wood of different lengths and each length has different colour. The rods are featureless, and are only differentiated by their size and colour. It is kind of simple things but they are useful for a wide range of activities. For example, the teacher say that the rod is a pen or a telephone, a doll or a key so that by holding them up or putting them together a story

can be told. The rods also can be used to teach preposition, teachers can show rods in different relative positions and ask students to describe them.

Cuisenaire rods are also useful for demonstrating colours, comparatives, superlatives, and a whole range of other semantic and syntactic areas, particularly with people who respond well to visual or kinaesthetic activities.

## **5. Videos**

Another media that can be used by the teacher is videos. Videos itself has some advantages if it is use correctly in learning process. Those benefits such as: first, the students do not just hear language but they see it too, so that the students also can learn about body language since general meaning and moods are often conveyed through expression, gesture, and other visual clues. The students also can learn about facial expression of someone when they are speaking.

Second, videos uniquely allows students to look at situations far beyond their classroom. So the students can learn new things for them for example the way Americans speak to waiters and the British body language when inviting someone out. Third is the power of creation, when students use video cameras themselves they are given potential to create something memorable and enjoyable. The task of video making can provoke genuinely creative

and communicative uses of the language, with students finding themselves doing new things in English. Cooper in Jeremy (2003: 282). The last benefite is the video can increase the students' motivation in learning English.

In choosing an appropriate media for learning process the teachers suggested to consider about their students learning needs before decide to use a media. Media itself has important role in learning activities because it can help teacher to describe something and usually the students' motivation will increase if they learn using some media, especially the interesting media like video.

#### **g. Grouping Students**

In teaching productive skills, teachers are having no limit to group students in a classroom. The teacher can ask students to work on their own, having them perform tasks in pairs or groups, or teaching a class as a whole group. In grouping students teachers usually look at some factors or situation that teachers faced, such as over crowding, fixed furniture, and entrenched student attitudes. According to Harmer (2013: 114) there are some ways in grouping students. Those are:

##### **1. Whole class teaching**

In fact whole class teaching is still become the most common teacher-student interaction in many cultures. In this model of grouping a teacher teach in front of the class while the students sitting in rows listening to the teacher. Though it has many limitations, whole class

grouping like this has both practical advantages and disadvantages. The advantages of whole class teaching are: first, if everyone is involved in the same activity, then we are all 'in together'. So it makes students easier to share an emotion such as happiness or amusement in whole class setting. Second, it is suitable for activities where the teacher is acting as a controller. It is especially good for giving explanations and instructions, where smaller groups would mean having to do these things more than once. Third, it allows teachers to 'gauge the mood' of the class in general (rather than on an individual basis), it is good way for teachers to get a general understanding of students progress. Last, it is preferred class style in many educational settings where students and teachers feel secure when the whole class is working in lockstep, and under the direct authority of the teacher.

## **2. Students on their own**

At the opposite of whole class grouping there is the idea of students on their own, working in a pattern of individualised learning. This can range from students doing exercises on their own in class, to situations in which teachers are able to spend time working with individual students, or when students take charge of their own learning in self-access centres or other out of class environments. Such individual learning is a vital step in the development of learner autonomy.

If the teacher wish students to work on their own in class teachers can allow them to read privately and then answer question individually or teachers can ask them to complete worksheets or writing tasks by themselves. There are some advantages of individualised learning such as: first, it allows teachers to respond to individual student differences in terms of pace of learning, learning styles, and preferences. Second, it is likely to be less stressful for students than performing in whole class setting or talking in pairs or groups. Third, it can develop learner autonomy and promote skills of self reliance and investigation over teacher dependence. Last, it can be a way of restoring peace and tranquillity to a noisy and chaotic situation.

### **3. Pairwork**

In pairwork students can practise language together, study a text, research language or take part in information gap activities. They can write dialogue, predict the content of reading texts, and notes on what they have listened to or seen. The advantages of pairwork are: first, it dramatically increase the amount of speaking time any one student gets in the class. Second, it allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence. Third, it allows teachers time to work with one or two pairs while the other students continue working. Fourth, it recognises the old maxim that ‘two heads are better than

one', and in promoting cooperation helps the classroom to become a more relaxed and friendly place. If teachers get students to make decisions in pairs (such as deciding on the correct answer to question about a reading text), teachers allow them to share responsibility rather than having to bear the whole weight themselves. Last, it is relatively quick and easy to organise.

#### **4. Groupwork**

Teachers can put their students in larger groups too, since this will allow them to do a range of tasks for which pairwork is not sufficient or appropriate. Thus students can write a group story or role play a situation which involves five people. They can prepare a presentation or discuss an issue and come to a group decision. They can watch, write, or perform a video sequence; teacher can give individual students in a group different lines from a poem which the group has to reassemble. Teacher also permitted to divide the class into teams for some game or presentation phase.

There are some advantages of groupwork in the class, those are: first, like pairwork it dramatically increase the amount of talking for individual students. Second, unlike pairwork, because there are more than two people in the group, personal relationships are usually less problematic, there is also a greater chance of different opinions and varied contributions than pairwork. Third, it encourages broader skills of cooperation and negotiation than pairwork, and yet is more

private than work in front of the whole class. Fourth, it promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher. Last, although teachers do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participation more readily than in a whole class or pairwork situation.

In other way, in deciding when to put students in a group or pairs, when to teach the whole class, or when to let individuals get on with it on their own will depend upon some factors. The teacher should look more deeply to those factors before choose the best way in grouping their students. In this situation the teacher also should aware about students' learning needs. Teachers should choose which one the best way in grouping students that suit with all of students in the class.

#### **h. Feedback**

In teaching learning process, feedback is an important thing that teacher should give to their students because it can help the students to assess their work. According to Harmer (2003: 99) feedback encompasses not only correcting students, but also offering them an assessment of how well they have done, whether during a drill or after a longer language production exercise. The way teachers assess and correct students will depend not only upon the kind of mistakes being made, but also on the type of activity the students are taking part in. In his book Harmer divide

feedback into two kind, first is feedback during oral work and second is feedback on written work.

### **1. Feedback during oral work**

In this kind of giving feedback the decisions about how to react to performance will depend upon the stage of the lesson, the activity, the type of mistake made, and the particular student who is making that mistake. The teacher can giving feedback on students' accuracy and fluency work. A distinction is often made between accuracy and fluency. In this case teachers need to decide whether a particular activity in the classroom is designed to expect the students' complete accuracy as in the study of a piece of grammar, a pronunciation exercise, or some vocabulary work for example or whether the teachers are asking the students to use the language as fluently as possible. Teacher need to make a clear difference between 'non-communicative' and 'communicative' activities, whereas the former are generally intended to ensure correctness, the latter are designed to improve language fluency.

Feedback during accuracy work can be done in two distinct stage. In first, teachers show students that a mistake has been made, and in the second, they help the students to do something about it. The first set of techniques the teachers need to be aware of is devoted to showing incorrectness. These techniques are only really beneficial for what teachers are assuming to be language slips rather than embedded

errors. The students are being expected to be able to correct themselves once the problem has been pointed out, if they cannot do this however teachers need to move on to alternative techniques. Those techniques are:

a) Showing incorrectness, this can be done in a number of different ways. They are: **Repeating**, here teachers can ask the student to repeat what they have said which coupled with intonation and expression that will indicate that something is not clear; **Echoing**, teacher repeat what the student has said emphasising the part of the utterance that was wrong. It is an extremely efficient way of showing incorrectness during accuracy work. **Statement and question**, the teacher can immediately say that what students have done is not clear. **Expression**, if the teachers know their class well they can make some expressions or gestures that are indicate that something does not quite work. **Hinting**, a quick way of helping students to activate rules they already know is to give a quiet hint. Such as the teacher may say the word ‘ grammar’ or ‘tense’ to make the students think that perhaps they should have used the past simple rather than the present perfect.

**Reformulation**, an underrated correction technique is for the teacher to repeat what the student has said correctly, reformulating the sentence but without making big issue of it. In all the procedures above, teacher hope that students will be able to correct

themselves once the teacher has indicated that something was wrong. However, where students do not know what the problem is because may be the teacher dealing with an error that is beyond the students' knowledge or capability, the teacher will want to help students to get it right.

- b) Getting it right, if the students is unable to correct herself or respond to reformulation, the teachers need to focus on the correct version in more detail. The teacher can say the correct version emphasising the part where there is a problem or the teacher can say the incorrect part correctly. If it is necessary teachers can explain the grammar or a lexical issue then teachers can ask the students to repeat the utterance corectly.

Feedback during fluency work, the way in which teachers respond to students when they speak in a fluency activity will have a significant bearing not only on how well they perform at the time but also on how they behave in fluency activities in the future. The teachers need to respond to the content not just the language form, teacher need to be able to untangle problems which their students have encountered or are encountering, but these are things the teacher may well do after the event, not during it. There are times when the teacher may wish to intervene during fluency activities, just as there are ways the teacher can respond to their students one such activities are over. Those activities are: first, **Gentle correction** in this activity can be

offered in a number of ways. First, the teachers might simply reformulate what the student has said in the expectation that they will pick up our reformulation, even though it hardly interrupts their speech. Second, teachers can use a number of other accuracy techniques of showing incorrectness too, such as echoing and expression.

Second, **Recording mistakes** in the learning process teachers are act as observers, watching and listening to students so that they can give feedback afterwards. One of problems of giving feedback after the event is that it is easy to forget what students have said. To overcome this problems most teacher usually write down points they want to refer to later, and some like to use charts or other forms of categorisation to help them to remember what will they refer to. Teachers also usually record students' language performance on audio or videotape.

Third, After the event. When the teachers have recorded students performance the teacher will want to give feedback to the class. The teacher can do this in a number of ways. The possible way that the teacher can use is they can put some mistakes the teachers have recorded up on the board and ask some of their students if they can recognise the problem, and then whether they can put it right. Another possibility is for teachers to write individual notes to students, recording mistakes they heard from those particular students with

suggestions about where they might look for information about the language maybe in dictionaries, grammar books, or on the internet.

## **2. Finishing the feedback process**

Except where students are taking achievement or proficiency test written feedback is designed not just to give an assessment of the students' work, but also to help and teach. According to Harmer (2003: 112) the teachers give feedback to their students because they want to affect their students' language use in the future as well as commenting upon its use in the past. The feedback process is only really finished once they have made these changes.

In short, giving feedback is one of important parts in learning process which have much benefits for the improvement of students' learning. There are some ways to give feedback in speaking activities. Therefore, it is important for the teacher to consider about the best ways in giving feedback for their students.

### **i. Students' anxiety**

The situation dan condition in teaching learning process have big influence for students' anxiety. The learning situation which pressing students' feeling will make students become lazy to follow the lesson. Spielberger in Slameto (2010: 185) differentiate students' anxiety into two parts: *trait anxiety* and *state anxiety*. Trait anxiety is the tendency of someone to feel threatened by some conditions which are actually safe. State anxiety is an temporary emotional condition of someone

which is characterized by worries. Anxiety usually has big effects on students' behavior. Flanders in Slameto (2010: 186) suggested that teachers should give their students warmth, motivation and also a little criticism for students who have high anxiety, so they can do the best perform in learning process.

Effective teachers should be able to increase students' motivation and interest in learning speaking without pressing them. According to Slameto (2010: 187) there are some solution to avoid students' anxiety and increase students' motivation before a test. They are:

First, the test should be intended to diagnosis and measure students' ability, not to punish students who fail to achieve the teachers and parents' expectations. Second, teachers have to avoid determine the success or failure of students only from the result of one test. Third, the teacher can make personal notes in every answer sheet which is suggested the students to keep studying or increase their efforts. Fourth, assure the students that each question is measuring important things that have been taught to the students. Five, avoid holding exams without prior notice.

Sixth, schedule a private meeting with students as often as possible to help them overcome their anxiety.

Seventh, avoid comparing a student with another student. Eighth, emphasize the students' advantages and mentioning their lacks.

Ninth, reduce the number of competitive exam if the students are not

able to compete. Tenth, give the students the possibility to choose the activity which has comparable level. The last is the teachers have to maintain the confidentiality of students' grades.

In other way, the students' anxiety in learning process caused by some factors that the teacher may do in classroom. The students' anxiety itself, should be considered by the teacher because it may harm the students' concentration in learning process. There are some way that the teacher can follow to avoid students' anxiety in learning process.

## **j. Punishment and Reward**

### **1. Punishment**

#### **a. The Definition of Punishment**

According to Lester that (2002: 177) punishment is applied following a desired action, as when a students is punished after coming to admit cheating on an examination. The students may also associate the punishment with being honest rather than with the original offense. The result may be that the students learns not to tell the truth.

While, according to Ray Flora ( 2004: 121) the way to reduce perceived need punishment and the way to reduce illegal and destructive behavior is to increase reinforcement for achievement.

According to Ngalim Purwanto (1994: 46) punishment is suffered that gave and caused by someone (parents, teachers, or the others) after violation, crime and mistake happened.

From the statements above, in short giving punishment decreases the probability that a behavior will occur and punishment is defined as using force and physical pain to get the students to control their behavior in classroom.

In classroom activities, negative and positive reinforce are consequences that strengthen or increase behavior. These consequences are called punishers and the process of using these consequences to decrease behavior is called punishment.

#### **b. The Purpose of Educative Punishment**

Punishment should be consistent and applied every time that the students engage in the misbehavior. Punishment is applied in teaching and learning activities for certain purposes, most generally to encourage and enforce proper behavior as defined by society or family.

According to John W (2004 : 222) when the teachers want to decrease children's undesirable behavior (such as teasing and hogging), punishment should be used only as a last resort and always in conjunction with providing the child information about appropriate behavior.

Punishment must be given depending on students' actions, not teacher's mood or fatigue level. Give the punishment immediately after the misbehavior to make the association between the act of wrongdoing and the consequence of punishment.

### **c. Types of Eductive Punishment**

Types of punishment here are chosen because other methods of correction for the students' misbehavior does not work. Here, punishment is divided into four types, according to Jurnal Pendidikan there are:

- 1) Physical punishment, such as: slapping, pinch between forefinger and thumb, and striking.
- 2) Punishment using words and sentences, such as: griping, threatening, teasing, and ridiculing.
- 3) Stimulus psychological punishment, such as stare, open wide of eyes and glum.
- 4) Inconvenient punishment, such as: the student stands up in front of class, out of class, stands beside the teacher, sits down beside the teacher or orders the student to write the sentence and rewrite for 10 times or more.

## **2. Reward**

### **a. The definition of rewards**

The students' behaviour in school or classroom is followed behaviour from their environment. Sometimes they grow up with less worship and attention. Rewards and punishment appropriate to build up their motivation related their learning, especially in learning speaking skill.

Meanwhile, Dale H Schunk, Paul R Pintrich and Judith L (2008: 261) stated different oppinon rewards convey information about one's skill or competence when they are linked to actual performance or progress, such as when teachers praise students for learning new skill or acquring new knowledge.

John W. Santrock goes on to point out that classroom rewards can be useful, they are: 1. as an incentive to engage in tasks, in which case the goal is to control the students' behavior, 2. to convey information about mastery.

Referring to the statements above, when reward is given by the teacher, it can increase the students' interest and motivation in learning.

### **b. The purpose of rewards**

Rewards can be an effective way to encourage students to begin tasks or material that initially motivate students become

involved in these task or materil, other factors like interest and challange can influence motivation.

Accordin to Soejono (1980: 62) giving rewards by the teacher has some education value and purpose, they are:

- 1) Giving rewards can increase the batter norm of students' behavior.
- 2) Giving rewards can mantain and expand the students' behavior.
- 3) Giving rewards are indicators of increasing competence.
- 4) Rewards give the good situation to students in classroom.
- 5) Giving rewards can make the students eager to learn material.

### **c. Types of rewards**

In study of behaviorism the students learn that reinforces increase behavior with praise, high test scores, and grade being common reinforces, because they are ends that result from students effort.

According to Paul and Don Kauchak (2001: 177) although the use of rewards is controversial, it is still common. Some examples of rewards used in classroom include :

- 1) Approval, such as teacher praise or being selected as a class monitor.
- 2) Consumable items, such as candy and popcorn.

- 3) Entertainment, like playing a computer game.
- 4) Competition, like being the first to finish a game or drill.

In middle and secondary school classroom, rewards include:

- 1) High test score
- 2) Teacher compliment delivered quietly and individually
- 3) Phone calls to parents or others care givers complimenting student work or attitudes.
- 4) Free time to talk to classmate.

In short, Rewards and punishment appropriate to build up the students' motivation related their learning. Reward that given by the teacher can increase the students' interest in learning, meanwhile the punishment can maintain students' good behavior.

## **k. Motivation**

### **a. The Definition of Motivation**

Motivation is a condition of person where he or she is urged to do something to get what he or she needs. Winkel (1997: 27) defines motivation as a drive that has activated.

Motivation become active in a certain moment, if the needs to achieve the destination have been felt. While, Uno (2010: 1) states that motivation is an internal drive that makes a person move toward whatever goal they are trying to accomplish. In other hand, Maslow in Slameto (2010: 171) defines the needs that affect someone to do some action, those are:

- 1) Physiological, it is the most basic of human needs such as the needs of foods, clothes, the place to save, and the most important is the need to survive.
- 2) Safety, it is the needs of certainty situation and environment that can be predicted such as certainty and justice.
- 3) Love, it is the needs of affection and relation with other person.
- 4) Reward, it is the need of attention, popularity and prestige.
- 5) Self-actualization, it is the needs to advance and develop the potential that have.
- 6) Knowing and understanding, these are the needs to satisfy the curious that someone has, such as getting knowledge and information.
- 7) Aesthetics, this needs is defined as the needs of regulary, balance, and completeness of certain action.

In teaching learning process, motivation gives a significant contribution because motivation influence students' learning achievement. Slameto (2010: 27) states that learning must give reinforcement and strong motivation to the students to achieve the instructional goal. The relationship of motivation and the goal that will be reached is so close. To reach the goal needs action, whereas, the cause of acting is motivation itself as the

drive. In learning process must be observed what thing that leads the students to learn well.

**b. The Important of Motivation in Teaching Learning process**

Motivation is an internal factor that determines the students to achieve the success of learning. It is important to be maintained in teaching learning process, because students who have high motivation in learning will be easy to learn, in other way, students who have less motivation will be hard to learn. According to Uno (2010: 27) there are some important roles of motivation in teaching learning process, those are:

- 1) Determine something that can be learn reinforcement.

Motivation can determine several things around a student which can support his or her learning process.

- 2) Clarify the aim of study.

In this case, motivation has very close relationship with the meaning of study. A student will be more motivated in study when he or she knows what is the use or the meaning of study.

- 3) Establish learning diligence.

People who have motivation to learn something will try to learn well in order to get the best. They will not do an activity except studying.

### **c. Kinds of Motivation**

There are two kinds of motivation namely intrinsic motivation and extrinsic motivation, those are:

#### **1) Intrinsic Motivation**

Intrinsic motivation is an urge that come from the individual itself. Uno (2010: 33) defines that intrinsic motivation is individual need that really based on unclear urge, it means that motivation does not come from the environment. Brown (2007: 188) states the activity that is motivated intrinsically is an activity that does not need any retain except the activity itself, the activity done by the people is for business, it is not because of the extrinsic retain.

#### **2) Extrinsic Motivation**

Extrinsic motivation is an urge that is influenced by the environment. Uno (2010: 33) defines extrinsic motivation is an urge to do something because there is punishment that force people to do it. Brown (2007: 188) states extrinsic motivation is stimulated by the hopping of retain from the environment. Usually retain is in the form of such money, gift, high score, or positive feedback.

#### **d. The Way to Increase Students' Motivation in Learning**

Considering that motivation is important to the students, therefore, the teacher must be able to improve students' motivation in learning, especially in learning speaking skill which is need high motivation and interest to learn. There are some ways to gain the students' motivation in the learning activities. Those are:

- a. Exciting the students, daily routine activity in the class, the teacher must try to avoid the activity that is monotonous and boring the teacher must maintain students motivation in learning by giving the certain freedom to move from one aspect to another aspect learning in the class.
  - b. Giving the realistic expectation, the teacher must maintain the students realistic expectation and modify the expectation that less realistic. In this case the teacher must have enough knowledge and understanding about the student academic success and failure in the past experience.
  - c. Giving intensive, if the students get success, the teacher would be hopped to give gift to the students such as praising, good mark, etc, to their achievement and success.
- It is good to motivate students to learn more to achieve the success of learning.

d. Giving direction, the teacher must give direction to the students act, by showing the error that the student do, then ask them to be best.

In short, the motivation is having big effect for the students' interest in learning process. So that, the teacher need to consider and give their students some motivation in learning process. Therefore, the teacher need to consider the best way to give the motivation for their students.

### **1. Classroom Physical Condition**

The teachers in the classroom are a veritable manager. They are the one who handled all activities in the classroom, and these activities will succeed depending on how well the teachers can steer and guide their students properly. One of the most difficult problems that the teacher should face especially in speaking class is classroom management. The problems usully come from the class condition which does not proper to teaching speaking.

#### **a. Meaning and importance of classroom physicl condition**

A well manage class is plays an important role in mental growth and development. Learning becomes interesting and enjoyable if the classroom has good management. Moreover, unhygiec conditions affect the healt as well as the learning of students. Usually, the teachers also can teach effectively only when the condition around them are favorable. Pleasant

surroundings induce good thoughts and inspire both students and teacher to do their best. According to Amparo S, etc (2000: 268) good classroom management establishes an atmosphere which permits activities to be carried on efficiently and economically. It insures wise use of both the teacher's and the students time, efforts, and energies. It spells careful use of the physical facilities of the school.

The classroom management is one of aspects that the teacher should aware, because good classroom management can bringing good mood for students and also teacher in learning process especially in learning speaking.

**b. Aspect of classroom physical condition**

In learning speaking the classroom condition has a great influence for students mood. Some innovative teachers usually manage their classroom become interesting and comfortable for their students. The management of classroom itself includes control of its physical conditions as well as of the material of instruction. Of course there are some factors about classrom condition that the teacher can not control or change, for examples: the size of the room and the location of the building. But the ingenious teacher can make even the dullest room in the building become attractive, cozy, and comfortable,

subject, of course, to facilitates available to him and within his capabilities.

The teacher and his students together can plan how to make their room attractive. Curtains, flowerpots, flower vases, pictures frames, posters, and bulletin boards can be utilized to make the place beautiful. When the students are involved in the planning, executing, and evaluation of the project, they also help in maintaining the cleanliness and attractiveness of the room. The students can be grouped and assigned to take turns in keeping the room neat and orderly. If students are motivated enough, they will spend much time and effort in improving and maintaining the cleanliness, orderliness, and appearance of the classroom. It is a good practice to spend a few minutes at the end of the class period to clean the chalkboards, to put the materials away, and to see to it that the room is in order for the next class.

According to Amparo S (2000: 269) there are three main aspects of classroom management, they are:

#### 1) Lighting

Teachers cannot change the location of the room or the location of the window, but they can do something to improve the lighting of the room.

- 2) Care of routine
- 3) Directing and controlling learning

In the other way, classroom physical condition is one of some aspects that influencing the learning process. The condition of the class can affect the students' mood in learning process. Therefore, the conditions of the classroom need to be considered not only by the teacher but also by the students. The students and teacher together can plan to make their room attractive, in order to make the students always in good mood.

### **C. Review of Previous Research**

The research about the students' needs is a boarder research. In fact there are many researchers who are conducting the research which is relate to students' needs. Two of those researchers who are done in conducting the research of analyzing students' needs are: Fitri (2012), and Paul (2004).

These researchs provide results and theories that can be support the next research. First research conducted by Fitri (2012) entitled "*Analisis Kebutuhan Pembelajaran dalam Perancangan Pembelajaran yang Mendidik di SD/MI*". The purpose of the research is to know the steps of analyzing the student needs and to know the resources in conducting need analysis. This research provides the information about some theories which very useful for the next research. The result of this result is a range of information about theories in conducting a need analysis.

The second research is conducted by Paul (2004), the title of this research is “*Methods for Conducting an Educational Needs Assessment*”. The goal of this research is to provide wide information which relate to need assessment, such as the definition of needs assessment and also the guide for conducting a needs assessment. The result of this research is very useful because it’s contains of information related to needs assessment.

