

CHAPTER II

LITERATURE REVIEW

This chapter includes several sections, including a theoretical review consisting of theories related to this research that are explained to strengthen understanding or knowledge of the topic being studied, findings of relevant studies that have similar topics and skills, namely nursing and speaking, but different approaches in conducting the research, a conceptual framework that outlines the steps of this research, and the research findings. Each part will be elaborated in the following sections.

A. The Nature of Needs Analysis

1. The Definition of Needs Analysis

Needs analysis is an initial step that is carried out before creating a learning module. Haque (2014) argues that needs analysis is a process that gathers information from learners, teachers, and language courses to find out what language skills the learners need to develop, why they should develop those skills, and how they develop those in the best ways. Meanwhile, Fatihi (2003) claims that need analysis is the process of identifying and considering a variety of affective and cognitive variables that influence learning, such as learner attitudes, motivation, awareness, personality, desire, expectations, and learning styles. It is the first step that should be taken to develop a successful training program. In short, needs

analysis is an activity of gathering information, identifying, and evaluating needs to develop a learning program.

Moreover, needs analysis is defined as an evaluation activity to find deficiencies. Macalister and Nation (2019) declare that needs analysis is an activity to check what students already know and what they need to know to ensure that the course will contain things that are relevant and useful to learn. In other words, needs analysis is the process of finding out what students lack in learning so that teachers can find effective learning to teach students. He adds that good needs analysis involves asking the right questions and finding the answers most effectively.

Another viewpoint about needs analysis was expressed by Poedjiastutie and Oliver (2017). They state that needs analysis is a valuable tool for program development and review as it is a mechanism that can be used to link the students' present academic learning with their future needs. It means that needs analysis is one of the tools for developing learning programs so that they can suit the future needs of students.

Based on the definition of these experts, it can be concluded that needs analysis is the early step taken to determine material and develop learning programs so that they are relevant and useful for students' future. The definitions compiled from experts are used in this research as the basis of the literature references, especially on the theory of needs analysis.

2. The Purposes of Needs Analysis

Doing a needs analysis certainly has a purpose. Richards (2001) claims that determining the precise purpose or goals is the first step in conducting a needs analysis. The purposes of the needs analysis are as follows:

1. to determine the necessary skills for a student to fulfill a specific job role.
2. to analyze the current educational program and whether it enough tends to the necessities of likely understudies.
3. to comprehend the requirements of a specific group of students to instruct them in a particular skill.
4. to determine the gap between capabilities and requirements.
5. to gather data regarding a specific issue that students are facing.
6. to inform about the students' wants related to the learning program.
7. to determine how well the current program works.
8. to inform about the learners' preferred learning methods or learning requirements, the significance of particular skills for the students, the teacher-student relationship, their preferences for teaching and learning activities, etc.

He adds that a needs analysis is carried out for a wide range of users, such as teachers who will use the new curriculum for teaching, students, who will receive instruction from the curriculum, writers who are working on new textbooks, for personnel involved in making end-of-school assessments.

B. Teaching Materials

1. Teaching Materials

Teaching materials are an important part of most English teaching programs. Kapur (2019) suggests that teaching materials are the tools that teachers and instructors use in schools to help students learn and understand concepts. Teachers need this teaching material so that learning can take place in a structured manner. Prastowo (2015) asserts that teaching materials are all information, tools, and texts used by teachers or instructors in carrying out learning in class.

In addition, teaching materials are also useful for students to achieve competence properly. Pannen (1995) argues that teaching materials are materials or subject matter that are arranged systematically and are used by teachers and students in the learning process. Teaching materials make it easier for teachers to achieve the competencies their students want to master. Kosasih (2021) adds that teaching materials are tools used to assist teachers in the teaching process which can take the form of reading books, student workbooks, digital materials, etc.

Therefore, teaching materials are used to help students learn and understand concepts. Teachers require this teaching material to make learning takes place in a structured manner and assist teachers in achieving the competencies that their students desire. In this research,

the concept of the teaching materials collected from experts is used by researchers to build in-depth knowledge about teaching materials.

2. The Function of Teaching Materials

Teaching materials have many functions, both for teachers and students. According to Tarigan and Tarigan (1986), teaching materials serve to present subject matter that is rich, easy to read, and by the interests and needs of students as a basis for suggested programs to be beneficial to real life. The existing skills in teaching materials are expected to add skills and create student work professionalism.

Teaching materials are also used as student learning guidelines so that learning activities can take place in a directed manner. It is in line with Hernawan, Permasih, and Dewi (2012), who argue that teaching materials enable students to study a competency coherently and systematically so that students can master competency in an integrated manner. The existence of teaching materials makes the student learning process more focused so that the competencies obtained are by the wishes of students.

Furthermore, teaching materials provide many conveniences for teachers and students. Kosasih (2021) claims that relevant teaching materials make it easier for teachers to explain the subject matter so that students can continue learning. Teaching materials encourage students to increase their deeper knowledge of the subject being studied.

Magdalena, Sundari, Nurkamilah, Nasrullah, and Amalia (2020) add that teaching materials function to direct all teacher activities in the learning process as well as a substance of competence that should be taught to students.

Finally, the function of teaching materials is to facilitate students and teachers in learning activities so that learning activities are structured and achieve the desired competencies. In the context of this research, the theory of the function of teaching materials is used to lead the researcher to find appropriate research instruments.

3. English Speaking Teaching Materials for Nursing

English-speaking learning materials for nursing are designed because nursing is one of the fields which needs a specific language to communicate. Speaking for nursing is needed for the candidate of nurses to make a communication with the patients when they get the job in the future. According to Lee (2008), the appropriate English-speaking materials must be at least able to help:

1. The nurses express greetings before and after the intervention.
2. The nurses give emotional support to the patients.
3. The nurses use open and direct questions to get detailed information about the patients.
4. The nurses talk to the patients about the results after the intervention.

5. The nurses use polite and familiar expressions in talking to the patients.

C. Previous Studies

There are several studies that investigate needs analysis of teaching materials and the average subject is Vocational College students.

Wahyuni (2017) focuses on finding the needs of nursing students regarding appropriate English-speaking materials. The researcher used quantitative methods by conducting research and development. The result of this study is English-speaking teaching materials for nursing students at STIKes Hamzar.

Sari, Wienanda, and Nugraheni (2020) describe the English proficiency and skills that are required by stakeholders and students in Vocational College UGM's various study program materials with a qualitative approach. The result of this study is the students are either basic users or at the beginner level (the CEFR's A2 level). In addition, students are expected to master the A2 level competencies in both academic and work-life settings. In addition, speaking is regarded as the most essential skill, followed by writing. The content, sequence, exercise, language features, technology, layout, and cost are some of the criteria that the students suggest for good teaching materials.

The third previous study was written by Cahyati and Rizkiani (2017). The topic of this study is identifying some factual information about the

needs of SMK students in learning English and analyzing the suitability between the content in English textbooks and students at VHS from the perspective of student needs. The researcher used a descriptive qualitative method in their study. The result of this study is that students' needs for learning English are to meet the needs of the academic profession and the future of students, which involve language skills and several language components.

The similarity of the three previous studies is that they used a needs analysis approach to find out students' needs related to English material. The difference from the three previous studies is the research method used, the first researcher used a quantitative method, and the second and third researchers used a qualitative method. The researcher uses these previous studies as a reference in conducting research on “Needs Analysis of Speaking Teaching Materials of Diploma III Nursing Students” and the researcher also adopts the same approach, which is the needs analysis approach to find out the needs related to speaking materials but with different subjects.