

Chapter II

REVIEW OF RELATED LITERATURE

In this chapter, there are several literatures used for the study, such as; teaching Speaking, Speaking III subjects' materials and Need Analysis.

2.1. Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Grace Stovall Burkart (1998).

Speaking is the most important part in learning English. Speaking is the most essential things to make the students able to practice the communicative language. They can be able to apply it in daily life.

2.2. Teaching Speaking

Teaching speaking is the way to make the students able to speak. The goal of teaching speaking skill is communicative efficiency. In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students

must reduce or eliminate the information gap. In these activities, language is a tool for communication.

Many students are able to speak a language as knowing the language and therefore learning the language as learning how to speak the language, or as Nunan (1991) wrote, "Success is measured in terms of the ability to carry out a conversation in the (target) language." Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activity was taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and a dynamic place to be.

In conclusion, teaching speaking is very important for students in English department of Muhammadiyah University of Gresik. The students are not just demanded to master; reading, writing, grammar, etc. They assess their progress in terms of their accomplishments in spoken communication. As said by Swain (1985) we learned to speak by speak. It means that we should practice speaking as often as possible. "Teacher has the role to improve their students' ability in speaking. Teaching speaking is very important if the teacher uses learner centered classroom. The teacher is only guiding them when they practice speaking at the class.

2.3. Learning Speaking

Language helps students to communicate to each other. Especially for the students who learn the foreign language. Language is a communication tool that is use in everyday communication. Through learning speaking, they can add their knowledge how to speak up in front of their friend without creating miss understanding.

Swain (1985) wrote that we learn to speak by speaking and that goes for teachers as well as students. The more you practice the more you will improve your own oral skills as well as help your students improve theirs.

2.4. Need Analysis

Need analysis is a set of tools, techniques and procedures for determining the language content and learning process for specified groups and learners Nunan (1999). Need analysis refers to one of the activities in gathering information that will serve as the basic for developing a curriculum. Kuter (1999).

Need analysis will help teachers to understand the "local need" of learners and crate class activities to meet the learners' real life needs in meaningful ways. Based on (Riterich and Chancerel : 1987 at Kuter 1999) Need analysis should be carried out during the life of each course. And (Richterich and Chancerel : 1987; Knox : 1987 at Kuter :1999) also stated that need analysis should be a continues process because the need of every period can be changed.

In this study, the writer uses a reference of Hutchinson and Waters (1987: 53) they stated that there are two types of need that should be analyzed, those are; target need and learning need, where target need is analyzing what the learner needs to do in the target situation and learning need is analyzing what the learners need to do in order to learn.

2.4.1.Target Need

Target need is one of analysis that should be investigated to understand what the learners need to do in target situation. The analysis of target need involves identifying the linguistic features of target situation included necessities, lack and wants. (Hutchinson and Waters: 1987 p.55-58).

Necessities represent the knowledge that the learners have to obtain in order to perform well in target situation (Hutchinson, T and Waters: 1987) in which it has the question what the learners need English for?. This investigation focuses on the need of learners. It is a matter of observing what the situation the learners will be used to function. Since it is a matter of observing what situations the learners will need to function in.

Based on (West 1994 at Blue, M. G. 1997) necessities will be defined by target situation analysis (TSA). A target situation analysis framework include six questions; Why is the language needed? How will the language be used? What will the content areas be? Who will the learners use the language with? Where will the language be used?. Those questions are important to get the complete information about target situation.

Lacks refer to the gap between the knowledge that learners will need and the knowledge that they have in which it has that the question what the learners do not know?. This investigation is quite simple because it is related to the necessities of learners that is given to them. Based on West 1994 at Blue, M. G. (1997) also stated that lacks can be decided by comparing the TSA (Target Situation Analysis) and PSA (Present Situation Analysis).

Wants represent which the learners have a desire to learn. In which it has question what learners want or tell they need? Hutchinson, T and Waters(1987). To know what the learner wants is difficult because it is a part of perception and perception may vary according to one's standpoint and learners have no clear idea about that because it is based on the experience and expectation of them. On other hand, Riterich : 1984 at Hutchinson and Waters (1987) stated that a need does not exist independent of person, it is people who build their images of their needs based on data relating to themselves and their environment. As a result, the wants should be deputy of al I learners.

2.4.2. Learning Needs

Learners are the centre of the system in a teaching process. They are not the participants or consumers that only receive everything that was given by the teacher. Nevertheless, they can describe the educational illusion based on their needs. (Hutchinson and Water, A. : 1993 in Kurter : 1999) stated that the learners' needs should be considered in the process of planning the content of

Language program. Perkan, C. and Garip N. (1999) also stated that learners' need is important as the consideration in designing a course.

According to Hutchinson and Water, analyzing learning need is important for the teacher to get information about the learners in order to facilitate them well and it will stimulate, motivate and arrest learners' attention in the teaching and learning process.

Frameworks for analyzing learning needs are; Why are the learners taking the course? How do the learners learn? What resource are available? Who are the learners'? Etc. Those questions are needed to know the learners' condition and also their needs in learning English.

In conclusion, target needs and learning needs are two elements of need analysis that should be investigated to create a syllabus of ESP. Target situation need is concern with the important area of language use, while learning needs cover circumstance of language learning (Hutchinson and Water, A. : 1996:62 in Kavaliauskiene, G :2005). Target situation decides in which situation we use the language. It also influenced the learning needs in language learning.