

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the researcher would like to review some of literatures relevant with the research problems and presents some point related to this research include English for specific purposes, perception, need analysis, and student need. The researcher also present the previous study in the end of chapter.

#### **A. Perception**

Oxford learner's pocket dictionary (2008: 325) mentioned perception as way of seeing or understanding something. Etymologically, the term perception is derived from the Old French language term *percepcon* and literally referred to the collecting of rents by feudal landlords (Barnhart 1988). In a similar, the Latin terms *perceptio*, *percipio* and *perceptionem* mean to take possession of or to seize, be it physically grasping something or mentally seizing something with one's senses (Lewis & Short 1975). Cantril (1968:5) sees any perception as an awareness that emerges as a result of a most complicated weighing process.

Fundamental to perception is that there is an experiencing person or perceiver; secondly, that something is being perceived ,thirdly, there is the context of the situation in which objects, events or persons are perceived and finally, there is the process nature of perception starting with the experiencing of multiple stimuli by the senses and ending with the formation of percepts. Although it may appear from the abovementioned to be a separated and slow

process, cognisance must be taken that the formation of percepts takes milliseconds to complete and are not fragmented (Jordaan & Jordaan 1996:332).

Hamachek (1995:199) defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. What is experienced consciously is not always the same as what is experienced auditorily, visually or tactically. People's perception is affected by the way in which they view the world around them. Therefore individuals' interpretation of sensory stimuli will be affected by their own views.

Rakhmat (in Sobur 2003: 446) said that perception is someone's experience of certain objects, events, or relationship obtainable by conclude the information and interpret a message. Perceptions are central to both the practice and research in education (Johnson 1994:475).

Based on Marliany (2010:187) perception is perspective toward a certain thing or expressing an understanding of the result overview. It's mean perception is related to external factors which is responses by five senses, memory, and soul. Perception is the work of human mindset everyday.

In perspective of communication studies, perception can be said as core of communication, while interpretation was core of perception which identical with decoding in communication process. Mulyana (in Sobur 2003: 446) stated that perception is core of communication because if we have inaccurate perception, we are impossible to have effective communication.

Perception will determine which message will be response and which will be obeyed.

Based on the definition above, it can be conclude that perception is a series of interconnection brain process consist of catching stimulus by tool of sense in understanding the data then transfered to processed and analyzed and it affected of certain factor in conclude and interpret the message and information.

## **B. Need Analysis**

Need analysis is a key component in course design and development. An important principle of ESP approaches to language teaching is that the purposes for which a learner needs a language rather than a syllabus reflecting the structure of general English should be used in planning an English course. According to Chambers (in Basturkmen 2010: 18) need analysis should be concerned with the establishment of communicative needs and their realisations, resulting from an analysis of the communication in the target situation.

Richards (2001:52) describe needs analysis in language teaching may be used for a number of different purposes, for example, 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; to help determine if an existing course adequately addresses the needs of potential students; to determine which students from a group are most in need of training in particular language skills; to identify a change of direction that people in a

reference group feel is important; to identify a gap between what students are able to do and what they need to be able to do or even to collect information about a particular problem learners are experiencing .

In ESP learner's needs are often described in term of performance, that is in term of what the learners will be able to do with the language at the end of study. Whereas in general English course the goal is usually an overall mastery of the language that can be tested on a global language test. The goal of an ESP courses is to prepare the learners to carry out a specific task or set of task. Robinson (1980:11) stated that the students of ESP is usually studying to *perform a role*. The measure of success for students learning English for hotel waiters, or the English for food technology, is whether they can perform convincingly as hotel waiters in English or whether they can act appropriately as food technologists in English (and pass exams in food technology rather than exams in English).

The emergence of ESP with is emphasis on need analysis as a starting point in language program design was an important factor in the development of current approaches to language curriculum development (Richard 2001: 36). Need analysis were known as the process of find out the clear information about the target need and learning need. A needs analysis may conduct for various purposes such as to help curriculum officer to evaluate an existing syllabus and curriculum, to help teacher in providing teaching and learning material, also to support the students who will be taught from the

curriculum. Some information might be collected through some processes such as interview, test, and observation to conduct a need analysis.

### **C. Student Need**

According to Patel and Praven (2008:36) learn a language was required the operation of an innate capacity that possessed by all human being. In school level, English were taught as a second language because particular practice given to the student to learn english.

English as second language may be learned by children or adult. They may learn english in formal education such as school and college or they may learn from work place and surroundings. All of them learn english in various purposes such as for communication or job demand.

In term of English as second language learning, the teaching and learning process are divide in to two, they are General English and English For Specific Purposes. In university level, student of English Department learn english as general english while non English Student learn english as english for specific purpose. We may find some differences of that. Non English Department student learn english not only for mastering four basic skill of language but also to support the certain skill through a language. Thus, in non English Department are applied English for Specific Purpose in teaching and learning process.

According to the theory of English for Specific Purposes, the target need and learning need should be considered to find out the student need in

learning English. Here is the explanation of target need and learning need based on Hutchinson (1987: 53-63)

1. Target need

Target need is something of an umbrella term, which in practice hides a number of important distinctions. It is more useful to look at the target situation in term of necessities, lack, and wants. For more information, bellow is following explanation:

- a. Necessities

This is the type of need determined by demands of target situation related to the skill that have been learn. For example, a businessman might need to understand business letters, to communicate effectively at sales conference, to get the necessary information from sales catalogues and so on. Of course they need writing skill and enough knowledge related to their job.

- b. Lacks

To know the need of learning in term of learning english it is important to know what the student know already, so that teacher can then decide which of the neccesities the student lacks. The target proficiency need to be matched against the existing proficiency of learners. The gap between the two can be referred to as the learner's lack.

- c. Wants

Target need is considered only in an objective sense with a passive role of learner. But the learners too, have a view as to what their needs are. As Richterich stated (in Hutchinson, 1987: 56), 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.

## 2. Learning Need

The whole ESP process is considered not with knowing or doing, but with learning. It is naive to base a course design simply on the target objectives, just as it is naive to think that a journey can be planned solely in terms of the starting point and destination. The needs, potential and constraints of the learning situation must also be taken into account, if we are going to have any useful analysis of learner needs (Hutchinson and Waters, 1987: 61).

Learning needs deal with what knowledge and abilities that the learners will require in order to be able to perform to the required degree of competence in the target situation. It means that learning need is a group of considerations that should be considered in determining the material that the student should be mastered according to the level of study. For example, first semester students need different material with sixth semester students.

To understand the meaning of learning need, the teacher should be more closely on the same information such as students' background in

learning English, student way in learning English, available resource of material, the situation of teaching and learning process will take place, and time allocation to learning English

#### **D. English for Specific Purpose**

The basic insight that language can be thought of as a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorized led to the notion of developing learning program to reflect the different communicative needs of disparate groups of learners. This insight led to the emergence of English for Specific Purposes (ESP) as an important subcomponent of language teaching, with its own approaches to curriculum development, materials design, pedagogy, testing and research (Nunan, 2004: 7).

If ESP has sometimes moved away from trends in general ELT, it has always retained its emphasis on practical outcomes. We will see that the main concern of ESP have always been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation (Evans and John, 1998: 1).

Basturkmen (2010: 12) said that ESP has both variable and constant features. Its variability stems from the range of areas for which ESP courses are developed. These range from the relatively general to the highly specific.

English for Specific Purposes (ESP) is just one branch of English as Foreign Language or English as Second Language, which are themselves the main branches of English Language Teaching in general (Hutchinson and



Waters, 1987: 18). English as a Foreign Language divided into General English and ESP. General English is usually studied for exam purposes just like in primary and secondary or high school. Meanwhile ESP its self have some branches such as English for Science and Technology (EST), English for Business and Economics (EBB), and also English for Social Sciences (ESS) which each branch consist of more branches. That branches were English for Academic Purposes (EAP), English for Psychology for example, and English for Occupational Purposes (EOP) just like English for Teaching for Example. EAP courses often have a study skills component, while EOP usually known as English for Vocational Purposes and Vocational English as a Second Language. Something that we need to understand is ESP must be seen as an approach to language teaching which is directed by specific and apparent reasons for learning, not as a particular language product.

#### **E. Previous Study**

Previous study is the result of the research done by the researcher before. This research focused on students' perception and learning need. Here, to get the originality of research, the reseacher will present some related previous study which is almost have same topic or idea.

The first study done by Siwi Nurhayati (2014) entitled "Teacher's Perception On The Student Needs in Learning English and Its Impact to The Teaching Strategies at Pastry Student of SMKN 2 Trenggalek". This research explained about language need that considered by students' subconsciously

and the target need in learning english. The researcher also explain about some teaching strategies that used while teaching English at pastry student.

The second study was Indreswari Pinandita (2013) from English Department, Faculty of Language and Literature, Satya Wacana Christian University with the title “An Analysis of Learning Needs in ESP Course at Faculty of Information and Technology”. Her study focused on investigating learning needs percieve by students in ESP program of FIT, SWCU. The writer used mix method as the research method.

All the previous study above are completely different in using data with the research that the researcher will be conduct. But the similiarity between this research and both previous study is use the perception and learning needs that be analyzed. So, it is proven that the researcher can analyze the mathematics students’ perception on their learning needs in english.