THE ANALYSIS OF SITUATION AND STUDENTS' NEEDS ON LISTENING MATERIALS FOR SENIOR HIGH SHOOL GRADE XI : A SURVEY STUDY AT SENIOR HIGH SCHOOL 10 PADANG

Siska Melia[1], Refnaldi[2], Havid Ardi[3]

English Department

FBS State University of Padang

Email: Siskamelia90@gmail.com

Abstrak

Penelitian ini bertujuan untuk melihat situasi pengajaran *listening skill* pada mata pelajaran listening untuk mendapatkan informasi mengenai masalah-masalah yang dihadapi siswa kelas XI SMA N 10 Padang yang berkaitan dengan materi *listening skill* dan untuk melihat kebutuhan mereka terhadap materi *listening skill* dalam mata pelajaran Bahasa Inggris. Metode penelitian deskriptif kuantitatif digunakan dalam penelitian ini yang melibatkan seluruh siswa kelas XI SMA N 10 Padang, serta guru Bahasa Inggris kelas XI di SMA N 10 Padang. Angket digunakan dalam penelitian ini untuk mengetahui kebutuhan dan masalah yang dihadapi siswa, sementara untuk mengetahui situasi pengajaran listening dilakukan melalui interview. Berdasarkan hasil penelitian analisa situasi, ditemukan bahwa materi *listening skill* yang tersedia untuk mendukung kegiatan pembelajaran Bahasa Inggris masih minim meskipun terdapat fasilitas yang memadai di SMA N 10. Kemudian, untuk penelitian analisa kebutuhan ditemukan bahwa masih banyak siswa yang mendapat kesulitan dalam menguasai *listening skill* pada mata pelajaran Bahasa Inggris baik dilihat dari segi *input*, *topic*, *language* dan juga *task*.

Key Words: students' needs analysis, situation analysis, listening material

---

[1] Student of English Language Teaching Program of FBS UNP graduated on September 2013

[2] Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

[3] Co-Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

A.   Introduction

Listening skill plays a significant role in communication and is considered as one of the fundamental skills in learning English. According to Burley-Allen (in Flowerdew and Miller, 2005:22-23), the importance of listening skills for communication can be seen from the average time that people spent in daily communication. People usually spent 35% of their time for speaking, 16% for reading, 9% for writing and 40% for listening. So, it can be concluded that listening is more often used in communication than others skill.

However, the practice of teaching listening skills has been treated as a 'Cinderella' of the four macro-skills: speaking, listening, reading, and writing in the real language teaching. Listening has been called as the "neglected" or ignored language art for more than 50 years since it is rarely taught in kindergarten through eighth-grade classrooms, and it is considered as the most difficult skill to be acquired. After observing Senior high School 10 Padang, the listening skill was not taught effectively there, the teachers prefer to teach reading, speaking, and writing rather than listening in the classroom. However this school has equipped with learning tools, such as computer, sound system like speaker box, and LCD projector that can support the teaching of listening.

There are some reasons why listening has taught rarely at Senior High School 10 Padang, such as the insufficient learning time to imporove students' listening ability, the lack of listening material, and the lack ability of the teachers. Consequently, the teachers teach listening rarely and they do not use any method or any media to teach listening. The teachers read the book and ask the students to listen.

However, considering the complete facilities had by this school, the listening teaching could be better if the teachers can provide suitable and interesting listening material for the students. One way that could be done by the teachers to solve this problem is by trying to develop their own materials. This effort will be more effective if it is done firstly by conducting situation and needs analysis.

Richard (2001: 90) says that situation analysis is an analysis of factors around the implementation of curriculum program which is conducted for finding the potential impact on that program. The factors can be political, social, economic, or institutional. Situation analysis is considered as the complement of need analysis, and also be regarded as an aspect of evaluation. Nation and Macalister (2010:14) states that situational factors which is affected the course is the environment analysis or called as situational analysis.

According to Richard (2001:93) there are some factors that should be considered in situation analysis, they are: societal factors, project factors, institutional factors, student factor, and teacher factor. However according to Nation and Macalister (2010: 13), he also proposed three factors which are important for environment analysis or situation analysis, they are student factors,

teachers factors, and situation factor. Based on two experts above, students and teachers factor seems the most important ones. The teacher factors could be language proficiency, teaching experience, skill and expertise, training and qualifications, morale and motivations, teaching style, and beliefs and principles. In the other hand, the students factors are their language experience, their favorite learning style, their favorite content and task, and their learning style.

Furthermore, needs analysis is one of the important aspects of the curriculum which is commonly used as the basis for developing curriculum. Needs analysis is also known as need assessment. According to Brown (1995: 35) needs analysis or need assessment refers to the activities involved in gathering information that will serve as the basis for developing curriculum that will meet the learning needs of a particular groups of students. Brown's statement convince the teachers/ teachers that this activity is really important in developing curriculum since it is used as the foundation to develop the curriculum. While Nunan (1999:148) states that need analyses is sets of tools, techniques, and procedures for determining the language content and learning process for specified group of students.

Need analysis has variations users for different purposes, as stated by Richard (2001: 52) that need analysis can be used for many different purposes. Some of them are: to help determine if a 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, and to identify a gap between what students are able to do and what they need to be able to do.

There are some models of need analysis proposed by experts. One of them is four philosophies which is stated in Brown (1995: 38-39). He divides the gathering information in need analysis into four philosophies: discrepancy philosophy, democratic philosophy. analytic philosophy, diagnostic philosophy. Hutchinson and Waters (1987:54) divide needs into target needs and learning needs. Target needs is students' need in the target situation, while learning needs is what the student needs in order to learn. The analysis of target needs can be looked at necessities, lacks, and wants of the students.

Necessities relates with the requirement of the target situation, what the students should know to learn effectively in the target situation. A relatively similar statement is argued by Nation and Macalister in 2010 in their book Language Curriculum Design. They state the defenition by giving a question; what is necessary in the student's use of language? For The example of necessities is someone which is working as businessman or woman might need to understand business letters to communicate effectively at sales conference, to get the necessary information for sales catalogue and so on. He or she will presumably also need to know the linguistics features-discoursed, functional, structural, lexical which are commonly used in the situation identified.

Then, Hutchinson and Waters (1987: 54) say that lack is the gap between the target proficiency with the existing proficiency. The definition above include

two focuses, those are target proficiency that is what the student wants to have and existing proficiency that is what the student has had already. Target proficiency means what students want to have, while existing proficiency means what students already had. So, finding the lack means that the target and existing proficiency have to be compared each other to see where the lack is. In other word, lack is the problem that has to be solved by designing the appropriate curriculum. It can be concluded that a good learning material is the one which can solve and minimize the gap.

However, wants can be interpret as what the students wish to learn. Students have their own view about what they think is useful for them. As stated by Nation and Macalister (2010: 29) students have their own expectancy in the learning process in order to achieve an improvement they need to use in mastering a language. Find out what of student means find out what they want to be in the learning process, include what kind of material the wish to learn with.

From the opinions stated by Brown, Nation-Macalister, Hutchinson-Waters above, the model proposed by Hutchinson-Water is considered as the appropriate model to applied in this research, since each model have much contribution for analyzing the most effective material matched with the students' needs.

Then, Hutchinson and Waters (1987: 108-109) state to create good material, there is a model of learning materials which consist of four elements: input, content focus, language focus and task. Those elements are included in this reasearch to find out the students needs on listening material.

B.   Research Methodology

This research was a descriptive research since its purpose was to describe the students' learning strategies in learning and their achievement in speaking. The population was the students and English teachers of Senior High School 10 Padang. The sample of the research were the students and the English teachers of grade XI of Senior High School 10 Padang. Then, instruments of the research were questionnaire and the interview. The interview was conducted based on two factors: teacher factors and student factors. The interview indicators were developed based on Richard's and Nation & Macalister's theories. The questionnaire looked at wants and lacks of students and teachers. It was divided into four major parts; input, content focus (topics), language focus and task. Each major item was divided again become some minor items. Input was divided into audio material, audio-visual material, multimedia and interactive multimedia.

C.   Discussion

1.   Situation Analysis

Based on the interview which has been done to the science class students, social clas students, and teachers, it can be seen that science class students and

social class students have the same opinion related to the situation of teaching listening in Senior High School 10. However the teacher and the students have different opinion about how the teaching listening should be run. The students agreed that the teaching listening in Senior High School should be improved. The teacher should be more creative in providing material and utilizing the technology equipment such as computer, LCD projector, audio speaker which already provided in each class. The researcher also can conclude that the students have high motivation in learning English even though the teacher could not really motivate them. That's why the students try to find their own material outside, such as from the course book, movie, song, or browsing in the Internet.

In the other hand, both of teacher interviewed who already had long experience in teaching English are considered that listening is not really important to be taught, that's why they tend to focus in teaching reading and speaking rather than teaching listening. The teacher tend to teach the students only by using textbook without any recording. The students only do listening tasks by listen to their teacher's talk. The other teachers tend to teach listening through speaking, he ask the students speak aloud and listen by their friend as the listening task.

Unfortunately, the teacher can not solely use teachers' talk and students' talk in teaching listening. The teacher should consider the student's interest to motivate them in learning English. In the conclusion, learning material plays an important role for reaching the succeed of learning process.

However, there are many kinds of material which can be given to the students in listening. As stated by Rost (2002:255) that listening material can be authentic English materials such as fiction or nonfiction, in music or other performing arts which is served in audio CD, CD-ROM, and DVD formats. Talking about authentic material, a lot of students agree that they prefer authentic material rather than non authentic material. Senior High School 10 Padang has completed the facilities which can support the learning process using interactive multimedia. The problem is the lack skill of teacher in utilising those modern equipments.

In short, the teaching listening in Senior High School 10 could be better if the teacher knows what the students really wants in learning English, especially in listening skill. The key point of the ineffectiveness of teaching listening in Senior High School 10 is the lack of material and the lack of teacher skill in improving material and utilizing the modern learning equipments which are provided by the school. If the teacher can learn how to utilize those equipment well and provide the material which can interest the students, the process of teaching listening in Senior High School will become much better than now and the students can be motivated in learning English, especially for listening skill.

2.   Need Analysis

After giving the questionnaire to science class students, socal class students, and teachers, the data was described and analyzed. There are two main data in this research, they are: the frequency of problems or also knows as lacks

and the degree of importance or also know as wants. Each data stands for four category, they are: input, topic, language, and vocabulary.

From the data we can see that students and teachers perceptions are vary related to students needs of listening material in SHS 10 Padang. It can be seen that the percentage of wants are higher than the the percentages of lacks. The shows that students lacks related input-audio visual are 46,9% while the students wants are 77,9%. Like input, students lacks of topics are about 32%, while the students wants are higher, they are about 96,2%. For language grammar, students lacks are about 43,6% and the students wants are about 97,6%. The last one is tasks, where the students' lacks are about 52,17% and their wants are about 95,32%. The more complete data are shown inthe table below:

Table 1. Data Description of Need Analysis on Listening Material in SHS 10 Padang

Component	Subcomponent	The Frequency of problem (%)	The Degree of Importance (%)
Inputs	Audio	46,9	77,9
	Audio Visual	46,8	81,5
	Multimedia	40	83,5
	Interactive Multimedia	46,7	84
Topics		32	96,2
Languages	Grammar	43,6	97,6
	Vocabulary	68,5	98
	Prononciation	75,1	98,9
	Skill	46	95,4
Tasks		52,17	95,32

Unfortunately, the questionnaire consists of several items of listening material which are consideref found most by the students in classroom . In order to get the students needs of listening material, each item are described and analyzed. Input have four components where each components are consists of several items. Audio stands for eleven items, audio visual stands for six item, multimedia stands for eight items, and interactive multimedia stands for eight items. The next is topic which has twenty items which are taken based on the data of necessities. The languages have four components, they are pronounciation with two items, vocabulary with two items, and grammar with three items. The last one is lacks which consists of twenty items.

After analyzing the data were analyzed, the necessities which are taken from curriculum, lacks and wants are combined to get the real of students needs in listening material. Then the item are ranked form the most difficult to less difficult, and from the most important to the less important.

The top five of students need based on input are:

- Listening to dialogue among two or more people (audio)
- Watching talk show on television (audio visual)
- Watching video of fairytale, legend, and short movie (audio-visual)
- Listening and watching parts of movie scenes (multimedia)
- Doing the interactive multimedia through dialogue between two cartoon or more which can be person, animal, thing's character (interactive-multimedia)

The top five of students needs based on topics are:

- Listening to report text
- Listening to advertisement on radio, TV, internet, and public place
- Listening to announcement on radio, TV, internet, and public place
- Listening to narrative text
- Listening to analytical exposition text

The top five of students needs based on language are:

- Detecting the meaning expressed in different grammatical form or sentence type (grammar)
- Recognizing words used in dialogue (vocabulary)
- Recognizing the homophone sounds-word which has the same pronunciation but has different meaning (pronunciation)
- Guessing the meaning of word from the context they occur (skill)
- Recognizing the communicative function of utterances according to situation, and goals (skill)

The top five of students needs based on tasks are:
- Listening to a statement made about some sort of visual (or object, and indicate whether they are true or false
- Listening to an announcement of some information and fill in the information in a grid
- Showed a complex picture with many things happening it, then they hear a series of statement about the picture and indicate whether they are true or false
- Given a series of statements and asked to indicate whether they are true or false based on what they heard
- Looking at several pictures and listening to a dialogue or storytelling, then they are asked to list the pictures based on the dialogue or story

The items above are the taken based on of the combination of science class students questionnaire, social class students questionnaire, and teacher's questionnaire. After that the necessities, lacks, and wants of science class, social

class, and teacher also combined to get the needs of the students in listening material.

D.   Conclusions

As mentioned in chapter 1, there are two general purposes of this research. The first one is to get the current situation of teaching listening. The second one is to get information about the students' necessities, lacks and wants related to listening materials viewed from input, content, language and task in Senior High School 10 Padang.

Based on the data analysis and findings, several conclusions can be determined. The first is about the situation of teaching listening in Senior High School 10 Padang. This school have many facilities which can support the learning process, however the teacher do not functioned the facilities well. In addition the teachers have lack of appropriate listening materials, so that the situation of teaching listening tend to be bored and not interesting. This situation does not satisfy the students and lead to the decreasing of their motivation in learning English

The students necessities in listening material are already drawn in the curriculum and syllabus which included the expressions, functional texts, and monologue texts. The necessities are included into topics which have been used to find out students' lacks and wants about the topic/ content of listening material.

There are still many students have problems in mastering listening skill. The lacks can be seen from their ability in comprehending the listening material and also accomplishing the task. There are still some input, topics, language and tasks which have not been mastered yet by the students so that they cannot achieve the optimal result in listening.

Students' wants related to listening material also have been found whereas they have chosen several inputs, topics, language and tasks that should be included in listening materials. It means that the students have decided which input, content (topics), language and also task which are considered important to them in order to help them in mastering listening skill.

Note: This article was written based on the writer's research on her final project under the guidance of Dr. Refnaldi, M.Litt and Havid Ardi, S.Pd., M.Hum as the supervisor.

REFERENCES

Brown, James D.1995. *The Elements of Language Curriculum*. Heinle&Heinle Publishres: Boston, Massachusetts

Burley-Allen, Madelyn. 1995. *Listening the Fogotten Skill.* The United: John Willey and Sons, Inc

Cook, Vivian. 2008. *Second Language Learning and Language Teaching.*London: Hodder Education

Cunningsworth, Alan. 1995. *Choosing Your Coursebook*. Oxford: Heinemann

Creswell, John W. 2008. *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Researc*h. New Jersey: Pearson Prentice Hall.

Dudley-Evans, T. & St. John, M. 1998. *Develolments in ESP: A multidisciplinary approach.* Cambridge: Cambridge University Press

Flowerdew, John and Linday Miller. (2005). *Second Language Listening.* New York: Cambridge University Press.

Gay, LR and Peter Airasian. 2000. *Educational Reserach.* New Jersey: Prentice-Hall, Inc.

Hutchinson, T., & A. Waters. 1987. *English for Specific Purposes*. Cambridge: Cambridge university press.

Nation, I.S.P and John Macalister. 2010. *Language Curriculum Design.* Newyork: Routledge

Nunan, D. 2005. *Practical English Language Teaching*: Grammar. Singapore: McGraw Hill

Rost, Michael. 2002. *Teaching and Researching Listening.*New York: Longman

Tomlinson, Brian. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press

Tomlinson, Brian. 2005. *Developing Materials for Language Teaching.* London: Continum