



AN ANALYSIS OF STUDENTS' NEEDS ON LISTENING MATERIALS FOR THE 8th GRADERS OF JUNIOR HIGH SCHOOL: A SURVEY STUDY AT SMP N 7 PADANG

Vinda Fauzia HP¹, Refnaldi², Aryuliva Adnan³

English Department

Faculty of Languages and Arts

State University of Padang

email: vindafauzia28@gmail.com

Abstract

Penelitian ini dilatar belakangi oleh rendahnya motivasi siswa dalam pembelajaran listening di SMP Negeri 7 Padang. Hal ini diduga disebabkan karena didalam proses pembelajaran tersebut tidak sesuai dengan kebutuhan mereka. Penelitian ini bertujuan untuk melihat gambaran kebutuhan siswa terhadap materi listening dalam mata pelajaran Bahasa Inggris dan menganalisis kebutuhan yang dominan. Jenis penelitian yang digunakan yaitu *deskriptif kuantitatif*, dimana peneliti menggambarkan data apa adanya yang diambil dengan menggunakan kuesioner. Kuesioner ini diisi oleh 66 siswa yang dijadikan sebagai sampel dari total 264 siswa kelas VIII. Teknik analisis data yang digunakan adalah *Persentase*. Hasil penelitian ini menunjukkan bahwa sebagian besar siswa membutuhkan semua tipe untuk pembelajaran listening. Tipe tersebut adalah *input*, *content (topics)*, *language and tasks*. Selain itu, untuk masing-masing tipe terdapat item yang paling dominant yang dibutuhkan siswa dalam proses pembelajarannya. Untuk *input*, item dengan nilai tertinggi adalah *percakapan antara dua orang atau lebih* (3.5). Pada *content (topics)* adalah *ekspresi meminta bantuan* (3.54) Sedangkan untuk *language*, *mengenal kata kerja* (3.48) adalah item yang paling dominant dan untuk *tasks*, item yang paling dominant yaitu *menentukan respon mana yang paling tepat berdasarkan percakapan dengan pertanyaan yang didengar* (3.39). Berdasarkan hasil penelitian, ini menunjukkan bahwa keempat tipe yang terdapat didalam komponen *wants and lacks* memang sangat dibutuhkan oleh siswa dalam pembelajaran listening.

Key Words: *Students' needs analysis, listening materials.*

A. INTRODUCTION

Listening is more often used in communication than other skills. It plays a significant role in communication and is considered as one of the fundamental

¹Student of English Language Teaching Program of FBS UNP graduated on March 2017

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

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



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 people spend in daily communication. People usually spend 35% of their time for speaking, 16% for reading, 9% for writing and 40% for listening. Thus, listening in this matter is the highest skill to use in communication.

Listening has an important role in language teaching. It provides the aural input that serves the basis of language acquisition and enables learners to interact in spoken communication. The student with good listening skills will be able to participate more effectively in communicative situations, because they are able to understand the message being conveyed. Listening which has been called as the “neglected” or ignored language art for more than 50 years for it is rarely taught in kindergarten until eighth-grade, as a result it is considered as the most difficult skill to be acquired.

Listening has also an important role in communication, even though it is also an activity that is hard to teach to the students. As Perez, (2000:1811) in Mayor, (2009:1) states that listening is a complex-problem solving skill which is difficult to teach and until a few years ago listening has not been accepted as the skill that should be taught clearly and explicitly.

There are some problems that were found when the researcher took her teaching practice program in SMP N 7 Padang on July - December 2015 academic year. First, most of students tend to have lack of motivation in learning listening materials. Second, lack of supporting facility in teaching listening process. Third, most of students got low score of the exercise result, it could be seen that only about 30% of them that got higher score from KKM (Minimum Score Criteria). From the problems above, students' need in teaching learning process is not covered well by the teacher.

Furthermore, the way of the teacher in teaching listening has several weaknesses. The first one, if the teacher reads the text or dialogue by him/herself, there are some vocabularies that might be mispronounced. In fact, guessing the meaning of the word in written form might not be too difficult for students if the teacher can pronounce the word correctly. Then, the rate of the teacher's pronunciation influences the student's listening. Sometimes the teacher reads the text or dialogue slowly to help the students comprehend word by word, while the English conversation in real communication will not happen in lower rate as a teacher does. It might not help in training students to listen. The last one is the intonation of pronouncing the word. Different intonation will give the different meaning and later can lead to misunderstandings. These problems can distract the learners' ability in listening skill.

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

Need analysis has also variations users for different purposes, as stated by Richards (2001:52) that need analysis can be used for many different purposes. Some of them are: 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, and to collect information about a particular problem learners are experiencing. There were some studies which had been conducted related to the need analysis and one of them is about “The Needs Analysis of English Materials on Computer and Network Engineering Students” conducted by Marhasni, Kusni, and Rusdi (2013).

There are some models of need analysis proposed by experts. One of them is four philosophies which are stated in Brown (1995:38-39). He divides the gathering information in need analysis into four philosophies, they are: discrepancy philosophy, democratic philosophy, analytic philosophy, diagnostic philosophy. Hutchinson and Waters (1987:45) divide needs into target needs and learning needs. Target needs are students' need in the target situation while learning needs is what the learner needs in order to learn. The analysis of target needs can look at necessities, lacks, and wants of the students.

From the two opinions stated by Richard and Hutchinson-Waters above, the model encourage by Hutchinson-Waters was considered as the appropriate model to applied in this research for analyzing the most effective listening material to fulfill students' needs. This research conducted need analysis using Hutchinson-Water theories to find out the lack and wants of students related to listening materials.

B. RESEARCH METHODS

The design of this research was a survey research or also known as descriptive quantitative research. According to Gay and Airasian (2000:11) survey research is also known as quantitative descriptive involves collecting data to test a hypothesis or to answer the question about people's opinion on some topics or issues. The researcher chooses this method since this research was intended to find out the students need and gathering the data about the current condition of listening teaching in SMP N 7 Padang. The population was all of the students in SMP N 7 Padang grade VIII. Then, instruments of the research was a questionnaire. As stated by Creswell (2002) and also Gay (2009) that in conducting a survey research, the instruments which can be used to gather the data are questionnaires and interview but the researcher only used questionnaires to find out students' necessities, and also to seek students' wants and lacks. It was divided into four major parts; input, content (topics), language and task. Each major item was divided again become some minor items. Input was divided into audio material, audio-visual material, and multimedia.

In gathering the data of this research, the researcher distributed and collected the questionnaires from the students. Then the response from the students was calculated by scoring each item. The students' response ranging from very important/often (4), important/sometimes (3), less important/almost never (2), not important/never (1). The data of the questionnaire was then analyzed in order to find out the students' needs on listening materials.

B. FINDINGS AND DISCUSSIONS

The findings of this research are the result of the questionnaire on the students' needs on listening materials.

Types of needs required in listening material

Types of needs required in listening material are all of the types of needs analysis. There are four types of needs: input, content (topics), language, and tasks, 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 knows as wants. From the data of the students' we can see that the percentage of wants are higher than percentages of lacks. The more complete data are shown in the table below:

Table 1. Data Description of Need Analysis on Listening Materials in SMP N 7 Padang

Component	Subcomponent	The Frequency of Problem (%)	The Degree of Importance (%)
Inputs	Audio	32.7%	43.0%
	Audio Visual	32.7%	52.1%
	Multimedia	38.9%	42.7%
Content (topics)		38.6%	49.5%
Language	Grammar	40.2%	51.7%
	Vocabulary	29.8%	49.1%
	Pronunciation	46.7%	60.6%
	Language-skill	38.3%	48.5%
Tasks		41.2%	52.9%

The percentage of each components are which has 79,6% for input, 89,5% for content (topics), 96,26% for language and 86,4% for task. The questionnaire consists of several items of listening material which are considered found by the students in classroom. In order to get the students needs of listening material, each components are consists of several items. Audio stands for eleven items, audio visual stands for five items, and multimedia stands for six items. The next is content (topics) which has twenty items which are taken based on the data of necessities. The language have four components, they are grammar with ten items, vocabulary with seven items, pronunciation with one item and language-skill in listening with four items. The last one is lacks which consist of eighteen items.

The dominant types of need required by the students'

The dominant types of needs by the students can be seen from the data description and analysis. There are four types of needs required in listening material. It was found that, each types has a mostly dominant. Firstly, in input, it could be seen from the total mean that the most students dominant, there was about 3.5 of the students agree that this items mostly dominant than others. The item was listening to dialogue among two or more people. The research analysis result shows that the next was about 3.40 of the students who agreed that listening

to live-streaming information on the internet was mostly dominant in the first items of audio visual. The last for input was listening to persuade information on the radio. It is about 3.27 of the students said that this items more dominant. The more complete data are shown.

However, the data generally shown that in content (topics) the total mean of it was 3.54 from the degree of importance was more dominant. They were about listening to an expression of asking for help and asking for things which have the same mean. The last for topics is listening to narrative (3.53).

Furthermore, in language, most of students agree that the dominant types of grammar was about understanding classes of word verb (3.48), and tenses of word in simple past tense (3.03), the last one about present continuous tense (3.16).

The last items was task, it was found that (3.39) of the students who agree the dominant items of task was listeners were asked to determine the most appropriate response based on conversations with the statements they heard, then listeners were asked to determine the true or false of a statement that they heard (3.33) and also listeners were asked to determine the correct question in accordance with the statement what they had heard indicating which was the most appropriate (3.2). The more complete data are shown in the table below:

Table 2. Data Analysis of Need Analysis on Listening Materials in SMP N 7 Padang

Types of needs	Mostly Dominant types	Total Mean
Input	Listening to dialogue among two or more people.	3.5
	Listening to live-streaming information on the internet.	3.40
	Listening to persuade information on the radio.	3.27
Content (topics)	Listening to an expression of asking for help.	3.54
	Listening to an expression of asking for things.	3.54
	Listening to narrative.	3.53
Language	Understanding classes of word verb.	3.48
	Understanding tenses of word in simple past tense.	3.48
	Understanding tenses of word in present continuous tense.	3.46
Tasks	Listeners were asked to determine the most appropriate response based on conversations with the statements they heard.	3.39
	Listeners were asked to determine the true or false of a statement that they heard.	3.33
	Listeners were asked to determine the correct question in accordance with the statement what they had heard indicating which was the most appropriate.	3.28

The items above are the taken based on of the questionnaire which has filled by the students class VIII 5 and VIII 6 in SMP N 7 Padang.

C. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research findings that have been discussed in the previous chapter, it can be concluded that: All of those four types are needed in teaching listening materials. There are four types of needs: input, content (topics), language and tasks. It is shown from the percentage that given by graders for each types in analyzing students' need for listening materials. The percentage of each components are which has 79,6% for input, 89,5% for content (topics), 96,26% for language and 86,4% for task.

Furthermore, the result of the research also shows that, the dominant types of need that required by the students as followed: Firstly, input, they are listening to dialogue among two or more people, listening to live-streaming information on the internet and listening to persuade information on the radio. In content (topics) they are about listening to an expression of asking for help, asking for things which have the same mean and then listening to narrative. Furthermore, in language, they are understanding classes of words and tenses. The last item is task. It is supposed to listeners are asked to determine the most appropriate response based on conversations with the statement what they hear, listeners are asked to determine the true or false of a statement that they heard and listeners are asked to determine the correct question in accordance with the statement what they hear indicate which is the most appropriate. By the result, it is supposed to be the thing that should be considered to evaluate the materials before teacher teaching listening for fulfill the students needs. It is purposed to make the listening materials to be better in teaching listening.

Suggestions

Based on the research that has been done, it is proven that listening materials should be provided by considered students' needs. Therefore, there are some suggestions to English teacher, school and the next researchers who wish to conduct the research about analysis of listening materials that related to students' needs. The suggestion are: For English teacher, they are expected to pay more attention to the students' needs in teaching learning especially in listening process. For school it is suggested to fulfill or to complete the supporting facilities which support learning process.

This research is not perfect because of that the researcher suggest the other researchers to conduct another research about the same topic or different topic that related to listening materials in order to see how good that materials based on another theory.

Note: This article is written based on the Vinda Fauzia HP's thesis under the supervision of Dr. Refnaldi, S.Pd., M.Litt. 1st advisor, and Dra. Aryuliva Adnan, M.Pd., 2nd advisor.

BIBLIOGRAPHY

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

- Creswell, John W. 2002. *Educational Research: Planning, Conducting, and Evaluating Qualitative, Quantitative Research*. California: Sage Publications.
- 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.
- Kurikulum Tingkat Satuan Pendidikan (2006). Bandung: Rosda.
- M. Seel & Sanne Dijkstra. *Curriculum, Plans, and Processes in Instructional Design*. New Jersey: Lawrence Erlbaum Associates, Publishers.
- Marhasni, R, Kusni, Rusdi, N, R. 2013. The Needs Analysis of English Materials on Computer and Network Engineering Students. *E-Journal of English Language Teaching*. 1 (2).
- Nunan, David. 1999. *Second Language Teaching and Learning*. Boston: Heinle&Heinle Publishers.
- Pérez, Basanta C. 2000a. *Cognitive processes in L2 listening: Implications for teaching and learning*. In F. J. Ruiz de Mendoza (Ed.), *Panorama Actual de la Lingüística Aplicada*. Conocimiento, Procesamiento y Uso del Lenguaje (pp. 1811-20). Logroño: Universidad de La Rioja.
- Richards, Jack C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Underwood, Marry. 1989. *Teaching Listening*. London: Longman