INVESIGATING THE LISTENING NEEDS OF THE TENTH RADE STUDENTS ON MAN KEMANTAN DARAT KERINCI

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Abstract
This study mainly aimed to investigate the needs in learning English and to gather the information about problems faced by the tenth grade students' of MAN Kemantan Darat Kerinci related to listening material. In order to achieve these objectives, a small scale need analysis wascarried out in advance. It was carried out through survey study that involved77 tenth grade students and 4 English teachers of MAN Kemantan Darat Kerinci. The data were collected through a questionnaire to find out the data about students' needs, interview guidance for collect the data about teachers' needs and documentation to find out the curriculum demand. The data were analyzed through descriptive quantitative. Based on the data analysis,the resultsshowed that 1) The syllabus was relevant tothe students' needs but the material, generally, were not relevant to the students'needs. 2) There were still many students have difficulties in mastering listening skills in learning English in terms of input, topic, language, and task.3) The students were need to exposure to material that delivered in various ways (multimedia) in order to improve their accuracy and attention in learning listening skill. Based on the result of research discussion, it was suggested to applied multimedia-based in developing listening material for tenth grade students of MAN Kemantan Darat.

Keywords: *needs, listening, material, curriculum*

1. INTRODUCTION

Teaching listening for foreign language learners becomes important due to its functions and advantages for learners in their daily life communication. Listening takes up as much as forty percent of our everyday communication (Burely-Allen: 1995, Nunan: 1998, Hedge: 2000, Goh: 2002). In other words, listening is the most often used in daily communication than other skills. Through listening, the learners can obtain information about something. Especially in language learning the language since it provides the information which builds up their knowledge in using language.

In addition, as identified byRost(2002:238),listeningplaysavitalroleinlanguage classroom activitiessinceitprovidesinputto develop learners' language proficiency. Therefore, listening should be emphasized in the teaching and learning process in order to improve students' language development. Similarly, Hedge, (2000: 229) also mentioned that input gained from listening have a key role in language acquisition, it means that the more they listen and understand spoken English, the more they recognize appropriate pitch, intonation, stress and the sounds in connected speech (Brown, 2007:133). In addition, he adds that learners withgood listening skills can use informations more effectively in communication since the successful spoken communication not only depends to ability to speak but also on the effectiveness of way in listen. Perhaps, by having a goodlistening skill, in teaching and learning process, the learners can follow talks and lessondelivered in English and in daily communication, they can communicate effectively.

Although listening is one of the important skill which provide the learners many advantages, it looks like a "Cinderella skill" as mentioned by Mendelsohn (1994) in Nunan (2015:35).For along time, teaching listening has been disregarded, poorly taught and received less attention in the English language teaching classroom. This condition was also found in MAN KemantanDarat. Listening activities was rarely conducted in classroom and the students assumed that listening activities were difficult and monotonous. In addition, they did not get the chance to develop their listening skills because of the lack

availability of listening materials since the materials used were not developed based on their needs and the teachers only used the textbook created by the ministry of Education and Culture while it does not attached by some supported media such as video or audio recording.Hence, It is essential to develop listening material that appropriate to their needs. In developing materials, the first step is conduct the needs analysis in order to have an understanding of why listening is difficult for students and what some probably solutions. Based on these problems, the writer is encouraged to conducted a study in order to gather the data about students' problems/lacks, wants, and necessities in listening activities. Based on the background of this paper, a small scale needs analysis is important to conduct which the main problem is "what are the problems occur and listening needs of tenth grade students of MAN KemantanDaratKerinci?"

2. REVIEW OF RELATED THEORIES
A. The Importance of Teaching Listening

Listening is one of the important skills in language learning and teaching process. Nation and Newton (2009: 37) highlights that in second language acquisition, listening should be provided in the early stages of language learning since it is the basic skill for development of the other language skills such as speaking, reading and writing. Therefore, the students should be exposed to the correct model of the target language in order to produce the correct language orally and written.

In addition, Richards (2008:1) states that teaching listening has received higher level of interest due to the importance in academic context. According to the current fact in the field, listening is tested in national exam, TOEFL and other English proficiency test. It is imply that listening is the important skill and the learners have to mastery in order to pass the examination or test. Therefore, teaching listening is highly expected by the students in language learning process.

Furthermore, Wilson (2008: 16) highlights that there are several reasons why the students need exposure to English listening. First is to access the world. When the student has a good skill in listening, it will easy for them to access the information from news, such as in CNN and BBC to improve their knowledge. Second, listening will also need for student to listen the music, watching TV and etc. in other word it also has advantages for pleasure. Then, he also states that English listening also useful when the students travels to other country. For this reason English is sometime called a lingua franca. And the last is to work purposes and academicrequirement.Therefore, it can be concluded that teaching listening comprehension is very important in TEFL to develop the students' listening skill as an important part of the whole communicative skills.

B. Listening Texts

In determine the kinds of texts or materials that can be used in listening learning process, Some research findings showed the advantages in using authentic texts or materials. Based on the research of Thanajaro (2010) the use of authentic input tends to improve the students listening comprehension skill. Similarly, Adnan (2015: 76-81) suggests the teacher to ask students to do various activities such as watching movies, watching non movies video, listening to the English news (radio or TV) and watching and listening to (TV) commercials to improve students' listening skill. Authentic materials are considered to be important for the teachers to select, create or provide the materials which have close relation to their life.

There are many kinds of authentic texts that can be used as input in listening learning process. Hill and Tomlinson in Tomlinson (2013: 435) explicitly state that texts directions, classroom talks, filling form at bank, at a ticket office, in a travel agent; announcements at airports, at stations, at sports events; information on the phone, weather forecasts, recorded road travel information; advertisements, radio programs, music, TV programs, films, lectures, speeches, stories and jokes can be used as text in listening classroom.

In addition, Nunan (2015: 41) suggests to used varied text types into listening lessons through provide opportunity for student to watch all types of television shows, from sitcoms to the news.

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Public announcements, recorded telephone messages, advertisements, and texts available through the Internet; YouTube clips, TED talks, and also the specially modified news broadcasts from services such as the BBC and Voice of America.

In Indonesian English learning process, text was assumed as tool of communication and thinking that aimed to implement social functions of texts in daily life. Teaching English in senior high school level in Indonesia still focusing on improving students competencies to be able to use language to achieve the purpose of communication in varied contexts through text-based approach. Therefore, texts are not learned as the objective but as a tool to do several activities in real-world.

In general, English competencies in senior high school level can be stated that as an ability to communicate in oral and written form in three kinds of texts, first, interpersonal text that has a function to keep the relationship among person or to interact each other for the sake of talking. Second, transactional text that function to changing information or things (Nation and Newton, 2009: 40). In other word this text used when someone need to do if they want to get something done. And third, functional text that aimed to do the task or particular activities in daily life. These texts above may in form of monologue or dialogue that aimed to play their social functions as authentic as possible related to the sources or the tasks. Through these activities the students will find the authentic problem and difficulties too in their daily life.

Based on Permendikbud No 24 years 2016 about core and basic competence of general English for senior high school, the list of texts that involved in SMA level for tenth grade students are:

Table 1: List of texts involved in English for Tenth grade students

Interpersonal Texts
- Congratulations and extended appraisals, and responses
Transactional Texts
- Identity, through showing the language's elements of pronoun, subjective, objective, possessive. - Intention to act/ do activities through pay attention to auxilary verb be going to, would like to modals. - Situation/action/activities/conducted events/conducted in past that refer to time through pay attention to verb in form of simple past tense vs present perfect tense.
Specific Functional Texts
- Announcement, related to school activities - Song's lyric related to adolescent's life
Functional Texts
- Descriptive texts, related to tourism spot object and famous historical building - Recount, related to historical event. - Narrative, related to folktale.

C. Listening tasks

Listening skill needs several efforts of improvement through listening practices of various types of tasks. In choosing the tasks Helgensen (in Nunan, 2003: 32) suggests to using varied tasks in order to exposure the students to different types of texts and respond in different ways which consider the students interest and also in form of authentic tasks as proposed by Nunan (2015: 41) For example: if the text is lecture or a speech, the task can be in form of taking notes and produce summary; if the text is related to plane announcement in airport, the task may in form of find correct

place on airport map; and also in the text is directions, the task may in form of drawing and following the direction.

However, Nunan (2015:41) also provides a place for pedagogical or non- authentic tasks, teacher can use non authentic listening tasks in language classroom to check the students comprehension but there should also be tasks that enable learners to practice in class the sorts of things that they need to do outside the classroom. By using non-authentic tasks that related to the real world tasks the teachers can evaluate the students understanding of a listening text. For example, answering questions, either orally or in writing, taking a telephone message, and so on or non-verbal such as listening to a set of instructions and assembling a toy or a game, listening and drawing a picture, etc.

D. Needs Analysis

Needs analysis can be defined as kinds of activities that involve gathering and collecting information and relevant data that are used as the basis for developing teaching materials congruent with particular learners or groups" needs (Graves, 2000; Brown, 2004). Seals and Glasgow (1988, as cited in Sanjaya, 2008) state that, as a matter of fact, needs analysis is a matter of gap and discrepancies between what is and what should be. In other words, it is a gap between reality and hope.It implies that needs analysis is conducted not only to measure the current achievement of students but also the changes for expected knowledge that required in the future (Brown and Green, 2016: 44). In addition, Richards and Schmidt (2010:389) defineneeds analysis as a process of establishing and arranging the needs of a group of learners that requires a language according to priorities. Here, they not only focus on the process of collecting the information, but also make use of needs analysis result through arrange and make a rank of the priorities. Furthermore, Nation and Macalister (2010: 24-30) divide needs into present knowledge which fit into lacks, require knowledge which fit into necessities, subjective needs which fit into wants, and objective needs. In this approach, the respondents of needs analysis will be provided by the following questions: what is necessary in the students' used of language? (Necessities) suggest some considerations inconducting need analysis.

Needsanalysisisimportanttobe conductedby teachersor developers beforedesigningcourse or materials.it is mainly discovered in order to obtain deep insights and greater inputs about the current and future needs of language learners from different aspects, including subject teachers as well as present and former students to assist in making well-advised decisions on the objectives and the goals that a new curriculum should address and to ensure that the curriculum content matches the students' needs as closely as possible (Cowling, 2007).It is imply that needsanalysisis essentialindeciding themostappropriatematerialsforstudentsbeforethelanguage program begin.

Finally,Since this research was conducted in order to develop the listening materials, it is also using the materials design model purposed by Hutchinson and Waters (1987: 108-109) as the basic questions in determine the element of material that will be developed, they are: Input that may in form of text, dialogue, monologue, video recording and any piece of communication data; content that convey information about non-linguistics content to generate meaningful communication in classroom; language that may provide chances for the learners to take the language to pieces, study how it works and practice putting it back together again; and task that measure how language used communicatively in the unit.

3. RESEARCH METHODS

The design of this research was a survey research.According to Creswell (2012:376) survey research designs is the procedure in quantitative research in which investigators administer a survey to a sample or to entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population.It was purposed to gather the data about the students' needs through questionnaires, interviews, and document analysis. In needs

analysis, data needed were collected from different sources: teachers,students and curriculum document. It involved 4 (four) teachers and 77 students of the tenth grade of MAN KemantanDarat. Thisschoolis located in KemantanDarat, Kerinci Regency, Jambi Province.The questionnaire which aimed to gather the data about students' needs was divided into four major parts; input, content/ topic, language and task. Aneedsanalysisquestionnairewascreatedquantitative questions. The questionnaire wasanalyzedusingdescriptivestatistics.The interview indicators were developed based on Richard's (2001) and Nation & Macalister's (2010) theories. It gathered data about teachers' needs.

4. DATA ANALYSIS AND DISCUSSION

Based on the results of questionnaire administered to the students, it was found out that 28.57 % of the students strongly agree, 56.44 % agree, 10.39% disagree and 2.60% were strongly disagree with the statement that listening was the difficult language skill. Their difficulties can be drawn as diagram below

Students Difficulties in Listening
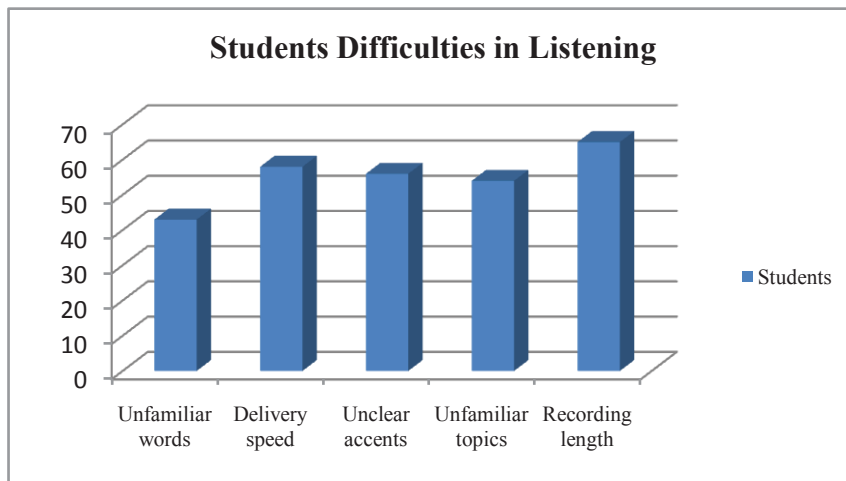
Based on thediagram above, the students faced the difficulties on some aspects. First, related to the recordingduration. 65 students respond that the recording played by the teachers is too long. It is about 6-8 minutes. Second, delivery speed in recording was claimedtoo fast with unclear accent. So, students finditwas difficult tounderstandspeakers withother accents.Perhaps,itindicatesalack ofexposuretoauthenticlistening textsoralackofawareness of pronunciationandintonationfeatures.

Inaddition,speedofdeliverywasanotherimportantcontributingfactortodifficulties because otherfactorsmentioned weredifficultiescausedbythespeakerswhodo notpauselongenough. It was about 58 students were agree about that.Insomecases,studentsclaimedthattheycannotguess whatspeakersaretalking about (54 students),whetheritis aneverydayconversation,aninterviewer's questions,newsreport,etc.Itisdifficulttousethecontexttoguess partsofalisteningtext.43 Studentsalsoclaimedthatlisteningisdifficultsincethestudents donotunderstand themeaning of wordswhenthespeakerswerespeaking.Itisdifficulttovisualizewordswhicharenotpronounced clearly and therearetoomanyunfamiliarwords.

After analyzing the data about students' difficulties in listening activities, the findings related to listening necessities, lacks, and wants of the students can be drawn as follow:

a. Necessities

The data about students' necessities were analyzed by looking at the curriculum documentation and interview with teachers. It can be concluded that in English subject for tenth grade students of

SMA/MAN, students are expected to be able in some competencies that helpthem to achieve the aim as mentioned in the table below

Table 3. Listening SkillCompetencies for Tenth Grade Students

Basic Competencies	Social Function	Topic Related
3.1 4.1	Introducing and mentioning identity to develop interactional communication with others	Introducing oneself, parents, siblings,
3.5 4.5 4.5.1 4.5.2	Giving information to public	Understanding and giving announcement
3.8 4.8	Entertaining, introducing moral values and appreciating cultural values (folktales)	Telling about folktale to entertain
3.9 4.9	Entertaining, introducing moral values and appreciating cultural through songs	Discussing the moral and cultural values of songs.

b. Lacks
1) Input
Students' lacks related to input were collected and compared from students' questionnaire and interview with teachers result. After analyzed, it can be concluded that there are several problems that faced by them such as the teacher used their talk as input by read the tape script attached on textbook, beside they also asked some student to conducted a dialog or monologue in front of class. It can be concluded that the input used in form of audio (student' and teachers' talk). It was absolutely not enough for students.Further, the teacher is rarely to deliver the lesson by using pictures, audio, video, chart, media, and text (multimedia). Therefore, teachers only need to find other ways in order to make it easy for students to understand the materials.

c. Wants
1) Input
Students wants related to input were collected by comparing data from students,and teachers. After ranking process, it turned out that the input in which the students and teachers think the same way to be included in students' wants. They are:58 Students think that those materials will be easier to be understood when picture, audio, chart, media, dialogue, or text are used in delivering them (multimedia). Further, 47 students were agreed that listening material will be easier to be understood through television program such as talk show, advertisement, etc. next, 32 students are expected that the short monolog or dialogue will be effective when it used in listening activities.

2) Contents
Finding of students wants related to content/topicshowed that 59 students were expected that the passages played in listening activities are related to Islamic topic. It is not a surprise that the most important content for students is Islamic topic since it was students' background in their field of study. So, there is no wonder that they are curious to learn more about it in English language context. In second place was related to popular song (55 students), and third was in public places (48 students).

3) Language
Language provides the students with the knowledge of a language included grammar, vocabulary, pronunciation, and language skills. After analyzing the data, it can be seen that there are some components and skills in English that are regarded as the most important ones by students and

teachers there are: cultural values of popular songs (54 students), Language features of announcement (47 students), Expression for asking and giving information (45 students), Language features of recount text (39 students), and Language features of narrative text (37 students).

4) **Tasks**

After further analysis to rank the topics, it can be concluded that the top five of the most important tasks to be included in task from students and teachers' point of view are:Listening to a song, and then complete the missing lyric and get the meaning of the lyric (63 students), 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 (57 students), Listening to an announcement of some information and fill in the information in a grid (52 students), Listening to an explanation about tourism objects and retelling it (49 students), Listening to the dialogue or monologue then choose the correct statement related to the recording (true or false) (41 students)

d. **The Listening Needs of the Tenth Grade Students.**

After analyzing the data, the necessities which are taken from curriculum and teacher interview, lacks and wants are combined to get the students needs in listening material. Therefore, all of the data above need to be compared and crosschecked with one another. The comparison is divided into several aspects; input, content, language, and tasks.

1) **Input**

A further analysis in ranking materials were done in order to get the real needs of students related to materials that have to be delivered through some kinds of input provided in questionnaires. From the analysis, it can be concluded that the needs of students related to input from the highest point to the lowest point are:

- Using particular application for listening activities (multimedia)
- Listening to dialogue among two or more people (audio)
- Listening and watching short videos from internet (multimedia)
- Watching video of fairytale, legend, and short movie (audio-visual)
- Watching TV programs (audio visual)

2) **Content**

After comparing the data from necessities, lacks and wants, the real need of students related to the materials that they want as the content of English learning materials can be listed as follow:

- Listening about Islamic topics
- Listening to announcements
- Listening about tourism objects
- Listening about famous people/Idol
- Listening to songs

3) **Language**

From the analysis of necessities, lacks, and wants, it can be concluded that the needs of students related to language from the highest point to the lowest are:

- Language features of announcement
- Expression for asking and giving information
- Language features of recount text
- Language features of narrative text
- Cultural values of song

4) **Tasks**

As the result of ranking process, the needs of students viewed from the tasks can be seen in the following list.

☐ Listening to an announcement of some information and fill in the information in a grid
☐ Listening to an explanation about tourism objects and retelling it.
☐ 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
☐ Listening to the dialogue or monologue then choose the correct statement related to the recording (true or false)
☐ Listening to a song, and then complete the missing lyric and get the meaning of the lyric

5. CONCLUSION

a. The students necessities in listening material are already drawn in the curriculum and syllabus which included the expressions, functional texts, and monologue texts.
b. There were still many students have difficulties in mastering listening skills in learning English in terms of input, topic, language, and task.The syllabus was relevant tothe students' needs but the material, generally, were not relevant to the students'needs.
c. The students were need to exposure to material that delivered in various ways (multimedia) in order to improve their accuracy and attention in learning listening skill.

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