

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

Thesis

*Submitted as Partial Fulfillment of the Requirement to Obtain
Strata One (S1) Degree*



BY

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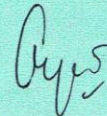
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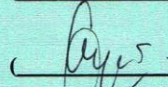
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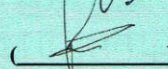
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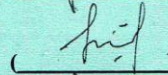
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ABSTRAK

Putri, Hamdani Fauzia Vinda. 2017. "**An Analysis of Students' Needs on Listening Material for the 8th Graders of Junior High School: A Survey Study at SMP N 7 Padang**". *Skripsi*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

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.

Kata kunci : *Students' needs analysis, listening materials.*

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CHAPTER I

INTRODUCTION

A. Background of the problem

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 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 also plays 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 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. It could be seen from the way of they learn English listening materials. Some of them talk while teaching learning process, do exercise not seriously and rarely ask questions about listening materials. Second, lack of supporting facility in teaching listening process. Based on the interview conducted by the researcher on October 28th 2016 to students of SMP N 7 Padang, they claimed that teacher teach listening only by reading the materials. This method was boring and there was no media which is used while 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.

On the other hand, 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.

As an English teacher, she/he needs to teach listening materials needed by the students. It means to improve their students' listening ability. The procedures for need analysis included the analysis of students' needs, wants and lacks. There are several reasons why needs analysis is necessary. Grabowsky in Seel and Dijkistra (2008:172) states that the purpose of the analysis phase is to gather enough information for designers to make responsive decisions about what type of content should be learned, its sequence, media availability, and instructional strategies and tactic that would be appropriate for a particular audience in a given context. From this purposes, it can be concluded that needs analysis is very crucial in deciding what are the best and the most appropriate materials for the students to be studied that can meet their needs.

Since needs analysis is really important to provide good material in listening, the researcher conducted the research about need analysis which the title is An Analysis of Students' Needs on Listening Materials for The 8th Graders of Junior High School : A survey study at SMP N 7 Padang.

B. Identification of the Problem

Based on the background of the problem mentioned previously, there are some problems which the researcher found in SMP N 7 Padang related to the teaching of listening. First, most of students tend to have lack of motivation in learning listening materials. It could be seen from the way they learn English listening materials. Second, lack of supporting facility in teaching listening process. Third, most of the students got low scores in doing their exercises, it could be seen that only about 30% of them that got higher scores from the standard passing scores or KKM (Minimum Score Criteria).

C. Limitation of the Problem

From the identification of the problem above, the problem in this research is limited to the need analysis of listening material in SMP N 7 Padang. Meanwhile this problem is viewed again from an indicator. In order to find the students needs on listening material, the need analysis was conducted based on two indicators; lacks and wants. Moreover the indicator was viewed from input, content (topics), language and tasks.

D. Formulation of the Problem

Based on the limitation of the problem presented above, the problem of this research was formulated as “What are the students' needs on listening materials in SMP N 7 grade VIII?”

E. Research Questions

Regarding to the formulation of the problem being formed previously, the research questions are stated as follow:

1. What are the types of needs required in listening materials?
2. What needs are mostly dominant required by the students?

F. Purpose of the Research

Considering the research question above, the purpose of this research can be generalized as follows:

1. The types of needs required in listening material.
2. The dominant of needs in listening material required by the students.

G. Significance of the Research

Theoretically, this study will give the information and understanding for teachers on listening material about the current condition of listening teaching so they know what to do in the teaching process. This research also gives information about the student's needs and their interests on listening material. Practically, by looking at the result of this study, teachers will be able to create listening material that can fit the student's needs. And for the researcher, this research does not only give valuable comprehension on the problems and the reasons behind the problems but also gives valuable knowledge and experience to her.

H. Definition of Key Terms

a) Listening Material

The material of listening that is used by student in learning English.

b) Need Analysis

The activities involved in gathering information that serves as the basis for developing a curriculum that will meet the learning needs of a particular group of students.

c) Students' needs

The students' wants desires, demands, expectations, motivations, lacks, constraints, and requirements.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research findings that have been discussed in the previous chapter, it can be concluded that:

1. 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.
2. 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.

B. 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:

1. For English teacher, they are expected to pay more attention to the students' needs in teaching learning especially in listening process.
2. For school it is suggested to fulfill or to complete the supporting facilities which support learning process.
3. 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.

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