The Analysis of Situation and Students' Needs on Listening Materials for Senior High School Grade XI : A Survey Study at Senior High School 10 Padang

THESIS

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ABSTRAK

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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***.** Dari penelitian juga ditemukan bahwa ada kesamaan dan perbedaan pendapat siswa dan guru mengenai *input, content, language* dan *task* yang dianggap sulit dan penting oleh siswa dalam *listening.* Namun, keduanya dapat dijadikan referensi dan evaluasi bagi guru dan mengembangkan materi ajar *listening* yang akan dipakai dalam proses belajar mengajar.

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CHAPTER I

INTRODUCTION

1.1 Background of the problem

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.

In language teaching, listening also plays an important role. Listening provides the aural input that serves the basis of language acquisition and enables students to interact in spoken communication. The students with good listening skills will be able to participate more effectively in communicative situations.

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.

There is a number of reasons why listening skill is taught rarely at school. Perez (2000: 1811, in Mayor, 2009: 1) states listening is a compex-problem solving skill which is difficult to teach and until a few years ago listening has not been accepted yet as the skill that should be taught clearly and explicitly. Secondly, most of traditional listening materials are not appropriate for instructing students. The last one, most of teachers haven't known yet how to teach listening as well. Those reasons become the main problem why listening is taught rarely at school.

Beside the above facts there are many other problems found in the field of listening teaching and learning. Based on the researcher's preliminary observation in Senior High School 10 Padang, the researcher found that listening also treated as 'Cinderella' among the four skills, where some of teachers prefer to teach reading, speaking, and writing rather than listening in the classroom (Flowerdew and Miller, 2005). In fact, the students need to be trained effectively in order to master listening skill. Therefore the teaching of listening skill in Senior High School 10 is not effective yet.

There are some factors why listening taught rarely at Senior High School 10. Firstly is the insufficient time. English is taught two meetings per week at most, where each meeting stands for two hours of lesson. In fact, the time used for practicing listening in the classroom only thirty minutes at most. Those hirty minutes certainly are not enough to train the students effectively for listening skill. In addition, listening is not as easy as other skills to be acquired, so the

students should train their listening ability frequently to reach this communicative competence.

Besides insufficient learning time, the researcher also found another problem that caused the lack of students listening ability in Senior High School 10 Padang. The problem is the listening material itself. Sometimes, the listening materials provided by the teachers are not appropriate with the level of students ability, and sometimes it might be too easy or too difficult for them. When the material is too easy, the students get less motivated to learn, in the other hand, when the material is too difficult, the student would not understand and it is tiring for them to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods. Finally, they judge listening skill as a difficult skill and they feel anxious every time they face listening task.

Furthermore, the preliminary observation conducted by the researcher also found that listening material in Senior High School 10 only can be used for learning process in the classroom which is quite different with other skill, such as reading that can be reviewed or discussed by the students outside the calssroom. The teacher in Senior High School use English Workbook made by several English teachers in West Sumatera which is not completed with the recording for listening. Therefore, the teacher uses to read the coversation on the workbook loudly for the listening tasks. Consequently, the teacher do not train the students with recording for listening and the students only listen to their teacher reading the text or converasation as listening material most of the time instead. After listening to their teacher for several times, students are asked some questions to

check their comprehension about the text read by teacher, which they just listened, then the teacher move to the next skill, such reading or speaking and leave the students with their quandary of listening. It happen time-to-time and causing student's anxiety to involve their selves in listening.

Listening material is different with reading material which can be reviewed and discussed with their friend outside the classroom. In addition, the students can not review and discuss their listening lesson outside the classroom since they do not have any recording for listening, the only listening material for the student is only English workbook which is read by the teacher in the very limited time. In short, the listening is only to train the students in the classroom and can not be used outside the classroom since the student do not have any recording for completing the listening tasks. However, listening is not an easy skill which can be mastered in two or three days, but it needs training time to time frequently.

Besides problem, listening to the teacher has several weaknesses. The first one, when the teacher read the text or dialogue by herself/ himself, so there might be vocabulary misspronounces. Unfortunately, guessing the meaning of word in written form might not be too difficult for students if the teacher can pronounce the word correctly. In fact some teachers have bad pronunciation and it would be confusing for students to catch the meaning of every single word pronounced by teacher. Then, the speed of conversation also can be the lacks of listening to the teacher. The teacher sometimes read the text or dialogue slowly to help the students comprehend word by word, while the English conversation in real communication is not happened in lower speed as teacher does. It perfectly cannot

train students to listen. The last one is the tone of the conversation. Different tone will give the different meaning and later can lead misunderstanding. These problems can destruct the students' ability in listening skill.

However, based on the researchers' observation, Senior High School 10 has many facilities to support English learning process, especially for improving listening skill. Each class is equipped with learning tools, such as computer, sound system like speaker box, and LCD projector. Beside those tools, Senior High School 10 Padang also have computer labolatory which can be used by students in learning English through computer. Using technology like computer surely will be motivating and interesting for students. Those facilities can be functioned effectively to help students in learning English if only the teacher can provide the material which appropriate with the students need and suit with their ability level. In fact, the teacher's problem in the field is lack of material which approriate with those considerations.

In the other hand, to provide the material which can fulfill the students need and appropriate with their level, the teacher should be considered with the variation of students. In Senior High School 10, grade XI students are divided into two majors, science class and social class. This variation perhaps also will influence their needs on listening material. Based on those consideration, in order to provide a good material, there should be the situation analysis and need analysis to find out the perception of the students and also the teachers about listening material in Senior High School 10 Padang. The result of this research

can be used to improve the English learning quality in Senior High School 10, especially for listening.

The situational analysis will be viewed from the teacher factors and the students factors which give impact to learning process of listening classroom. Furthermore, the procedures for need analysis would include the analysis of students' needs, wants and lacks. There are several reasons why needs analysis is necessary. Grabowsky in Seel and Dijkistra (2008: 172) stated that the purpose of analysis phase is to gather enough information for designers to make responsive decisions about what type of content should be learned, its sequence, media delivery, and instructional strategies and tactic that would be appropriate for particular audience in a given context. From this purposes, it can be concluded that needs analysis and situational analysis is really important 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 and situational analysis are really important to provide a good material, the researcher will conduct situational analysis first and will be followed by need analysis to find out the students' necessities, wants and lacks related to listening material. For those reasons, the researcher would like to propose a research entitled **"The Analysis of Situation and Students' Needs on Listening Material for Senior High Shool Grade X : A Survey Study at Senior High School 10 Padang"**

1.2 Identification of the Problem

From the explanation above, there are several problems found related to listening material in Senior High School 10 Padang. The use of unvaried materials which only focus on text or dialogue read by the teacher to teach listening became one of the problem that cause the ineffectiveness of teaching listening in Senior High School 10 Padang. However this school has many facilities to improve students ability in listening such as computer, lcd projector, and speaker box in each class, and computer labolatory which have not been used effectively for teaching listening. Besides the students of Senior High School 10 Padang are divided into two major when they reach the second grade, science class and social class. This variation perhaps can influence students needs on listening material

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. Situation analysis are seen through teachers factors and student factors. While need analysis can be seen through necessities, wants, and lacks.

1.3 Limitation of the Problem`

From the identification of the problem above, the problem in this research is limited to the situation analysis of teaching listening and need analyis of listening material in Senior High School 10 Padang. Meanwhile those two problems are viewed again from some indicators. In order to see the current condition of listening teaching, the situational analysis is viewed from; student

factor and teacher factor. Then, in order to find the students needs on listening material, the need analysis is conducted based on three indicators: necessities, lacks and wants. Moreover those indicators are viewed from input, content, language and tasks. The data is gathered from grade the grade XI students and English teachers of Senior High School Padang. Where the grade XI students are consist of two majors, social class students and science class students. So there are three participants in this research, they are: science class students, social class students, and English teachers of Senior High School 10 Padang.

1.4 Formulation of the Problem

Based on the limitation of the problem presented above, the problem of this research is formulated as follows:

“ What are the current situation of teaching listening and the students need on listening material in Senior High School 10 grade X? ”

1.5 Research Questions

In order to make the research applicable and easy to be conducted, the following research question are derived from the general problem above:

The researcher formulated the problems into two research questions:

1. What is the current situation of listening teaching in Senior High School X Padang?
2. What are the students' needs on listening material in Senior High School X Padang?

1.6 Objective of the Research

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

1. To gather information about current situation of listening teaching in Senior High School X Padang
2. To gather information about students' needs on listening material in Senior High School X Padang.

1.7 Significance of the Study

Theoretically, this study will give the information and understanding for the material developer and designer on listening material about the curent situation about listening teaching right now. So that the developer and designer know what should they do with that situation. And this reserch also can give information about the students needs and their interests on listening material. Practically, by looking at the result of this study developer and designer, such as teacher will be able to create the listening material that can perfectly match the students needs.

1.8 Defenition of Key Term

a) Need Analysis

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

b) Situation Analysis

The activities involved to gather the information about the context and situation factors which affect the succesful of course impementation

c) Students'needs

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