THE ANALYSIS OF STUDENTS' NEEDS ON FUNCTIONAL GRAMMAR MATERIAL AT ENGLISH LANGUAGE TEACHING STUDY PROGRAM OF THE STATE UNIVERSITY OF PADANG

THESIS

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ABSTRAK

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Penelitian ini dilaksanakan berdasarkan adanya perubahan pada kurikulum yang digunakan Jurusan Bahasa dan Sastra Inggris yang menyebabkan digantinya mata kuliah *Structure 4* dengan *Functional Grammar*. Setelah 1 semester di implementasikan, pemahaman mahasiswa terhadap mata kuliah *Functional Grammar* ternyata masih rendah. Rendahnya nilai mahasiswa tersebut mungkin saja diebabkan oleh tidak terpenuhinya kebutuhan mahasiswa dalam mempelajari Functional Grammar. Permasalahan yang dibahas dalam penelitian ini adalah apa saja kebutuhan mahasiswa terhadap materi ajar *Functional Grammar*. Penelitian ini bertujuan untuk mengetahui kesulitan mahasiswa dalam pelajran *Functional Grammar* serta mengetahui persamaan dan perbedaan persepsi mahasiswa dan dosen terhadap kebutuhan mahasiswa. Penelitian ini merupakan penelitian deskriptif. Instrumen yang dipakai dalam penelitian ini adalah angket. Data dari penelitian ini berupa skor rata-rata yang diambil dari angket yang dirubah kedalam bentuk persentase dan juga kedalam bentuk skala *Likert*. Responden dari penelitian ini adalah mahasiswa program studi pendidikan Bahasa Inggris yang sedang mengambil mata kuliah *Functional Grammar* dan juga dosen-dosen mata kuliah *Functional Grammar*. Hasil penelitian ini menunjukkan mata kuliah *Functional Grammar* merupakan mata kuiah yang sulit bagi mahasiswa. Selain itu ditemukan juga bahwa mahasiswa dan dosen merasa membutuhkan tambahan materi ajar. Dari segi *input*, *content*, maupun *task* dibutuhkan lebih banyak penjelasan, Kemudian, dari penelitian tersebut juga ditemukan bahwa ada kesamaan dan perbedaan pendapat mahasiswa dan dosen mengenai tingkat kesulitan dan pentingnya *input*, *content* dan *task* oleh mahasiswa. Oleh karena itu, dapat disimpulkan bahwa pemahaman masisiwa terhadap Functional Grammar dapat ditingkatkan dengan mengetahui kebutuhan mahasiswa tersebut dan memenuhi kebutuhannya.

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CHAPTER 1

INTRODUCTION

1.1 Background to the Study

The curriculum for teaching/learning activity is continuously revised. This changing of curriculum has been stated by Brown (1995:217) in his book *The Elements of Language Curriculum*. Brown mentioned that the process of curriculum revision is never finished, otherwise the program is canceled. The curriculum is revised to meet the students and stakeholders' needs. Besides, it is done to improve the quality of teaching/learning program. Based on the purposes above, the revision in curriculum is important in teaching/learning program.

Realizing the importance of curriculum development, English Department of the State University of Padang adapted its curriculum to Competence Based Curriculum in 2008. This revision was done based on the stakeholder needs which were analyzed in 2007. By knowing the stakeholder needs English Department may be able to provide the students with competences to enable them to face the real world after they graduate. The students might be best accomplished the competences through Competence Based Curriculum. Richard and Roger (2001: 146) define the focus of Competence Based Curriculum is to help the students to be able to cope with the demand of the world.

The changing of this curriculum affected several subjects in the English Language Teaching Study Program. One of those subjects is grammar which was divided into four pre-requisite courses; they are structure 1, structure 2, structure

3, and structure 4. These courses are taught at the second up to the fifth semester. The changing was only done to grammar 4 which was taught in the fifth semester. It was replaced by functional grammar. Functional grammar is a grammar which is designed to bring out the relation of a text, spoken or written, and its meaning (Halliday, (1994: xvii)). Therefore, understanding and being able to use this grammar allow someone to have a competence in analyzing and interpreting a text.

The competence in analyzing and interpreting a text is considered crucial for the students in the English Language Teaching Study Program, as teachers to be. It is important since teaching monolog text in the curriculum used in the junior and senior high schools is compulsory. The classification of those texts is called genre. In genre, the text is classified based on the purpose, generic structure, and its lexicogrammatical features. These three distinctions are used in functional grammar in analyzing text. Thus, having a competence in functional grammar would help English teachers in teaching many kinds of texts.

In teaching functional grammar, English department has done some preparations. The preparations include making a syllabus which is assumed to be appropriate for the students in understanding the course material; preparing lecturers who are considered capable of teaching functional grammar; and equipping the teaching/learning activities with various kinds of media and tools that can be used. It was expected that the students would understand functional grammar.

However, most of the students have low capability in using and understanding functional grammar. This conclusion is derived based on the score in one of the functional grammar class with 38 students. There were only three students got the highest score and it was 70. The rest of the students got lower than this score. The result is considered below the expectation. In addition, it is supported by an informal interview with one of functional grammar lecturers. He confirmed that most of the students got low mark in this subject due to their low capability in using functional grammar.

The fact that most of the students got low mark is caused by many factors. Those factors may come from the students, lecturers, books, materials, environment or even situation. However, this research focuses on one of those factors, that is the material. Specifically, the research is expected to find out whether the materials used in teaching/learning program have met the students' needs or not.

1.2 Focus of The Study

As what have been mentioned in the background of the problem, this research focuses on analyzing the students' need of materials used in teaching functional grammar. However, students and lecturers might have different perception on what the students are needed. It is assumed that the different perception causes difficulties in reaching the learning target as what the students want to learn might not be different with what the lecturers wants their students to learn. Therefore, this research focuses on analyzing students' needs of functional grammar materials related to what the lecturers and students want at English

Language teaching study program in The State University of Padang. The material analyzed is limited to the input, content focus, and task.

1.3 Formulation of the Problem

Based on the focus of the study above, the problem of this research can be formulated as follows:

"What are the students' needs on Functional Grammar materials viewed from the input, the content focus and the task?"

1.4 Research Questions

To make the research applicable and easy to be conducted, this research is focused to analyze these questions;

1. How difficult are the topics in functional grammar for the students?
2. What are the students' wants on functional grammar material viewed from input, content, and task?
3. What are the lecturers' perceptions on the students' needs on functional grammar material viewed from input, content, and task?
4. What are the similarities and differences between the students' wants and the lecturers' perceptions on the students' needs on functional grammar material viewed from input, content, and task?

1.5 Purpose of the Study

The result of the research is expected to find how difficult the topics in functional grammar for the students are. This research is also expected to find out the students' wants and lecturers' perceptions on functional grammar material

viewed from input, content, and task. Besides, it is expected that from the finding of this research can figure out the similarities and differences between the students' wants and the lecturers' perceptions on the students' needs on functional grammar material viewed from input, content, and task. Therefore, it is expexted that this research might help the lecturers to be able to choose and to develop their own material in functional grammar, whether the previous materials has met the needs of the learners or not. Besides, the research finding is also expected to provide useful information for the further research.

1.6 Significance of the Study

This research is significant seen from two main aspects. Theoretically, as this subject has been being implemented for a year, this study would be the first study in the State University of Padang carried out to find out the students' needs in the functional grammar materials. Practically, it should be conducted to see how the learning material and syllabus design used are appropriate more for the students in getting what their needs are.

1.7 Definition of Key Terms

1. Students' needs : What the students can presently do and what he or she should be able to do.
2. 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.

3. Functional grammar : A theory of grammar aimed to analyzing text both spoken and written and based its framework on the used, meaning and element of the language.