DEVELOPING LISTENING MATERIALS IN 21ST CENTURY: STUDENTS' VOICES OF NEEDS, LACKS, AND WANTS IN SMPN 5 JEPARA

Andra Andriawan, Ainan Salsabilla, Santi Andriyani
andraandriawan23@gmail.com, ainansalsabl@gmail.com, santi@unsinu.ac.id
English Language Education Department, Faculty of Teacher Training and Education
Universitas Islam Nahdlatul Ulama Jepara

ABSTRACT

This research is the initial stage in research on the development of teaching materials where researchers try to find out the needs of learning English in class IX students of SMP N 5 Jepara in the 2020/2021 academic year. The researcher used a qualitative and quantitative descriptive research design. Researchers used test and non-test instruments. The instruments consist of listening tests and questionnaires. The respondents were students of class IX SMP N 5 Jepara. Then, the data analysis used is the Miles and Huberman method which consists of data reduction, data display, and verification. The results obtained from the analysis of the needs for learning English for class IX at SMP N 5 Jepara are: 1) the completeness of listening material are still low. 2) the listening pre-test indicates that students' listening skills are still lacking. 3) the interview with the teacher shows that teacher had difficulty in finding listening material.

Keywords: *Need analysis, English materials, listening*

INTRODUCTION

Today, the challenges in the field of education are getting heavier. One of the efforts made by the government to improve the standard and quality of education in Indonesia is implementing the 2013 curriculum at all levels of education. To support the application of the curriculum, the government has developed materials, including English subjects in junior high schools. This is in accordance with Permendikbud no. 71 of 2013 concerning student textbooks and guidebooks for teachers (Nurhajati, 2015). Then, the book published by the government became a guide and reference for teachers to deliver English learning materials in class. Then students also get those books as their learning resources. The book also contains some elements such as, basic competencies and equipped with concept maps, some student activities, questions, summaries, evaluations, and various assignments. So that, students are stimulated to become deeper in learning and gain real experience from learning English.

Then, at the junior high school level, learning English contains four basic English skills which include *listening, speaking, reading,* and *writing*. Therefore, students are expected to be able to master these four abilities equally in real life. However, the facts on the ground show that student's English skills are still relatively low and there are still many students who have not been able to master these four skills well. Generally, students only master some skills and not all of them. Most of the students said that listening was the most difficult skill where students had difficulty understanding the meaning of words, lacked vocabulary, had difficulty concentrating while listening,

and the audio played too fast. (Suparti, 2018). In addition, English is a language that is considered quite difficult for students because there are several skills that must be learned such as mastery of vocabulary, pronunciation of words, speaking, writing, reading, and so on. On the other hand, teachers generally only teach material only in theory and do not facilitate direct practice. Moreover, learning during a pandemic like now is carried out through online classes which are considered quite difficult because they cannot meet face-to-face. This is a challenge for teachers to teach English to students (Muliana, 2021).

Therefore, to find out the real problems faced by students and the needs of students, it is necessary to carry out needs analysis activities. Needs analysis is an important aspect in the curriculum development process. This activity begins with identifying materials, syllabus, and learning activities so that students' needs, shortcomings, and desires are known (Lestari, 2014). Needs analysis is also carried out to identify gaps between students' skills deficiencies and what they need, so that what will be taught matches what students need (Richard, 2001). A needs analysis was conducted to collect various information regarding the needs in learning English, especially in terms of subject matter, teaching materials, and learning methods so that they are in line with student needs and learning objectives so that there is a meeting point for student needs (Brown, 2000). Then, Maftoon et al., (2016) states that needs analysis is a set of tools and steps taken to determine the material and process of language learning for a particular group of students. Through needs analysis, it is hoped that the gaps faced by students can be identified and problem-solving can be done (Febriyanti, 2017).

Then, this research was conducted to determine the needs of learning English in class IX students of SMP N 5 Jepara in the 2020/2021 academic year. The results of the needs analysis from this research can be used as further input for designing the next program, namely the development of teaching materials. In addition, this study was also conducted to describe the innovations needed in learning English in class IX students of SMP N 5 Jepara.

RESEARCH METHOD

This research design uses mixed research. This research integrates qualitative and quantitative descriptive research. This study attempts to obtain data by describing or describing facts about the object under study, namely English learning at SMP N 5 Jepara. Then, the instruments used in this study were test and non-test instruments. The test instrument used by the researcher was pre-test listening. Meanwhile, the non-test instruments used were questionnaires and interview forms. This research was conducted in June 2021. Then, the respondents of this study were grade IX students of SMP N 5 Jepara which consisted of 16 students. Researchers used random sampling. In the first stage, the researcher distributed the questionnaire link through a google form and asked students to fill out a needs analysis questionnaire. Then, students were also asked to do a listening pre-test which consisted of 10 questions. On the other hand, the researcher also interviewed the English teacher to find out information about how the process of learning English is and the students' weaknesses. After that, all the data that has been collected is then analyzed using a qualitative descriptive technique using the Miles and Huberman model, namely data reduction, data display, and conclusion drawing/verification.

FINDINGS AND DISCUSSION

Based on the results of the needs analysis that has been carried out, the following data were obtained,

Findings
a. Questionnaires

The researcher distributed the needs analysis questionnaire to the class IX students of SMP N 5 Jepara online in Google form format and sent via the class WhatsApp group. Because students are still in the pandemic period and students are not allowed to go to school, so that the students fill out questionnaires from home. In the process, the researcher distributed the questionnaire to the group and asked the students to fill out the form provided. This needs analysis questionnaire form consists of 20 statements related to methods and media, learning materials and resources, learning evaluation, and students' English skills. The following are the results obtained by the author:
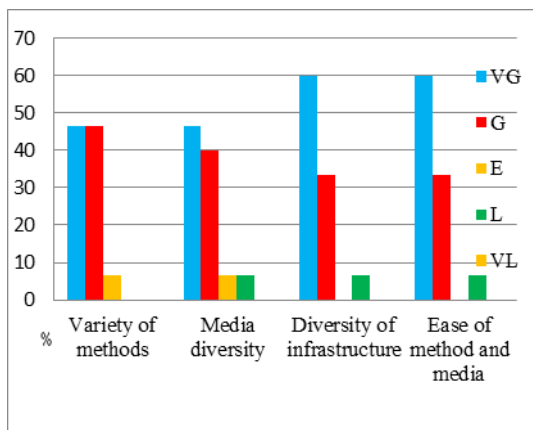

Figure 1. Graph of Methods and Media

In the aspect of methods and media, there are several important points. From the data above, it is known that the diversity of methods used by teachers in learning English can be said to be very good with a percentage of 46.7% very good, 46.7% good, and quite 6.7%. Furthermore, the diversity of the media used showed quite varied results where some students filled the very good category at 46.7%, 40% good, 6.7% enough, and the rest chose less by 6.7 percent. Furthermore, in the diversity of learning facilities and infrastructure, the

results can be categorized as good where students fill in the very good category by 60%, good 33.3%, and leaving the less category at 6.7%. Finally, on the ease of methods and media, students filled 60% in the very good category, 33.3% good, and 6.7% enough. It can be concluded that in general, the methods and media for learning English are good, but there are still some things that are still lacking.
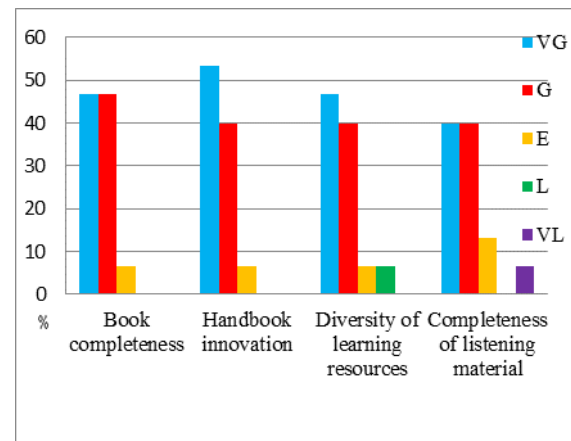

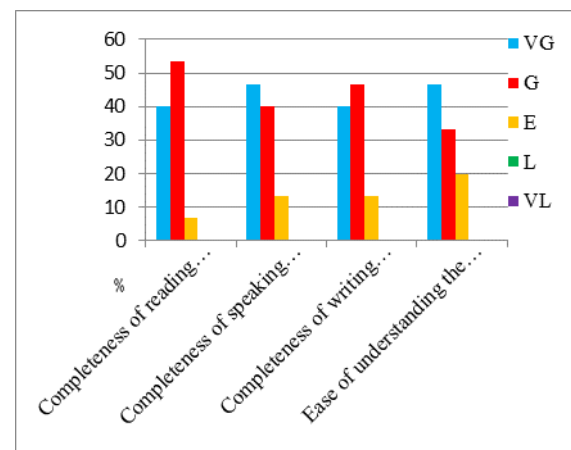Figure 2. Graphics of Learning Materials and Resources

Figure 3. Graphics of Learning Materials and Resources

In the aspect of learning materials and resources, several important results were obtained. In general, the completeness of the textbooks can be said to be good. The data obtained are 46.7% in the very good category, 46.7% good, and 6.7% enough. Then, in the handbook

innovation, the percentage is very good at 53.3%, good at 40%, and just 6.7%. Furthermore, in the aspect of diversity in learning resources, the data obtained are quite varied where the percentage is very good at 46.7%, good at 40%, enough at 6.7%, and leaving 6.7% lacking. Then, in listening material, the percentage is very good at 40%, good at 40% is quite 13.3%, and very little is 6.7 percent. Then, on the completeness of reading material, the percentage is very good at 40%, good at 53.3%, and enough at 6.7%. Furthermore, on the completeness of the speaking material, the percentage is very good with a gain of 46.7, good 40%, and quite 13.3%. Then, on the completeness of the writing material, the percentage of data obtained is very good at 40%, good at 46.7, and quite 13.3%. Finally, on the ease of material, the data obtained are 46.7% very good, 33.3% good, and 20% sufficient. From the explanation above, there are still several aspects that are categorized as lacking and very lacking, namely the diversity of media and the completeness of listening material.
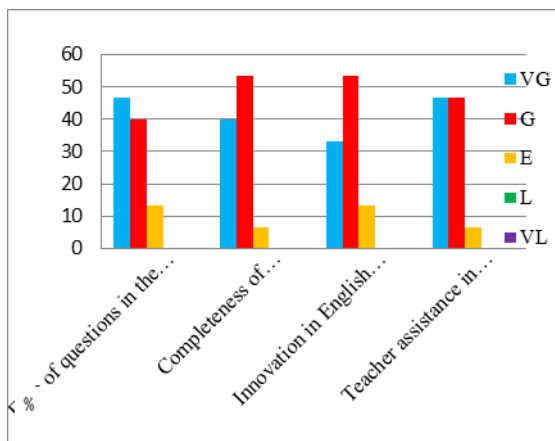

Figure 4. Learning Evaluation Graph

In the aspect of learning evaluation, there are some data obtained. First, on the ease of questions in the handbook, the percentage is very good at 46.7, good at 40%, and quite 13.3%. Then on the completeness of the questions in the handbook, the data obtained are 40% very

good, 53.3% good, and 6.7% sufficient. Furthermore, the percentage of innovation in English questions is very good at 33.4%, good at 53%, and sufficient at 13.3%. Finally, the teacher assistance in problem solving can be said to be good with a very good and good percentage of 46.75 and sufficient of 6.7%. From the data above, it can be concluded that the evaluation of English learning at SMP N 5 Jepara is good.
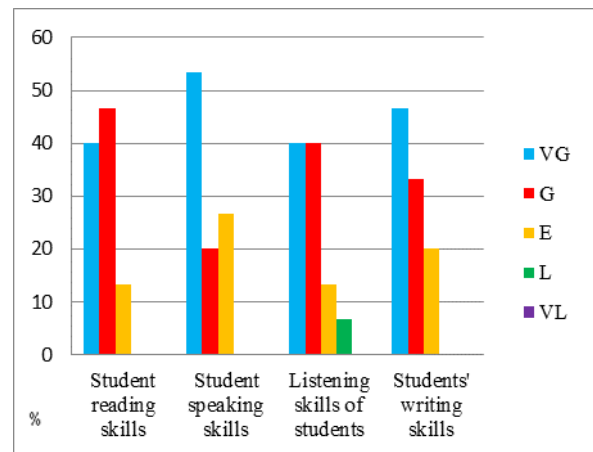

Figure 5. Graph of Students' English Proficiency

From the data above regarding students' English skills, several results were obtained. In the students' reading skills, the data obtained are 40% very good, 46.7% good, and 13.3% quiet. Meanwhile, for students' speaking skills, the percentage is 53.3% very good, 20% good, and 26.75 quiet. Furthermore, in listening ability, the percentage is quite varied where the very good category is 40%, good 40%, quite 13.3%, and less than 6.7%. Finally, on writing skills, data obtained are 46.7% very good, 33.3% good, and 20% sufficient. From this description, it can be concluded that students' listening skills are the lowest skill compared to the other three skills.

b. Interview

Besides distributing needs analysis questionnaires to students, the researchers

also conducted interviews with the English teacher at SMP N 5 Jepara on June 15, 2021 along with the questionnaires. This interview is intended to obtain more in-depth information from the teacher regarding the learning process and students' weaknesses in learning English. In the interview, the researcher prepared an interview instrument in the form of an interview form consisting of at least 10 questions and a voice recorder on a cellphone to record the results of the interview.

From the interview, it was found some important information related to learning English at SMP N 5 Jepara with a duration of about 11 minutes. The following is a description of the results of the interviews that have been conducted. First, SMP N 5 Jepara follows the direction of the Ministry of Education and Culture by implementing the 2013 curriculum so that teachers adjust the material to be taught based on the syllabus contained in K-13. Then, the length of hours of learning English in class in a week is 4 hours of lessons where the 4 hours are allocated in 2 meetings. The hourly duration is 40 minutes. So normally, in a week students get 2 meetings with a duration of 80 minutes per meeting.

Furthermore, the English teacher said that in learning English he used several kinds of learning resources. The main learning resources are textbooks from the government in the library which are lent to students as the main book. Then the teacher also uses various references from the internet such as learning videos to supplement or accompany the main book. Then, teachers also sometimes make their teaching materials in the form of power points to make it easier for students to understand and upload them to Microsoft Teams.

Furthermore, learning English is given to students with the aim that students can master four skills, namely listening, speaking, reading, writing, and mastery of vocabulary. Then for the method, the teacher uses power point slides and learning videos. Then, according to the explanation of the English teacher, during online learning, students' mastery of language skills is still not optimal. He said that the student's listening skills and speaking skills were felt by the teacher to be very lacking when compared to reading and writing. Then on listening skills, the difficulties faced by students include low and lack of vocabulary mastery so that it has an impact on students' ability to capture and understand the meaning of sentences. In speaking, students are usually afraid to speak because their vocabulary mastery is still low.

Then, to overcome this, the teacher uses the drill method to improve students' speaking and listening. In speaking, teachers emphasize on pronunciation and listening. Tteachers often play audio with a song, conversation, dialogs, and so on. Then, the teacher also emphasized that there was a need for digital learning innovations in English, especially for speaking and listening. This is intended to make it easier for teachers to teach listening and speaking. In addition, so that learning is not monotonous, teachers usually use radio or television. If there are new innovations, it will be even better. He suggested that teaching materials be easy to use anytime and anywhere by students. Currently, most students already have an Android device. So, it is hoped that the device can be used for learning, not just for playing games. Easy access to teaching materials that can be synchronized with a cellphone will be more efficient than having to use a laptop. From the results of the interview with the English teacher above, it is known that the students' listening skills and speaking skills are still low.

c. Listening Pre-test

To strengthen the research data, the researcher also used a listening pre-test. In addition, this listening pre-test is intended to determine the listening ability of class IX students of SMP N 5 Jepara. The researcher compiled ten listening questions through Google forms and distributed them to students to work on. From the pretest, the following results were obtained:

4.1 Table of Students' Listening Pre-test Scores

No.	Name of Student	Grade
1	AS	100
2	HNS	10
3	RA	10
4	NR	20
5	ZRA	60
6	MDU	20
7	ANS	90
8	SKW	20
9	FAS	40
10	NF	90
11	ASZ	100
12	NOB	20
13	SZG	80
14	AAAR	20
15	ZCP	80
16	NLR	0
	Average	47.5

From the data above, it is known that the average pre-test listening of students is 47.5. If based on the minimum completeness criteria value of 75, then only 6 students are able to exceed the KKM score. So it can be concluded that the students' listening ability is still low.

Discussion

From the data obtained in the activity *need analysis* above through student needs analysis questionnaires, interviews, and listening pre-tests, the completeness of students' listening material in textbooks is still lacking and the listening ability of class IX students is still relatively low. In the results of the questionnaire, it is known that the completeness of listening material and the diversity of learning resources are in the lowest position when compared to other aspects. These results become the initial data source for designing the next program, namely compiling listening teaching materials later.

In addition, from the results of interviews with teachers, several important points were also obtained. First, most students are still low on listening and speaking aspects. In the listening aspect, students' vocabulary mastery is still low, so students still have difficulty digesting the words in the audio. In addition, teachers also find it difficult to find materials for teaching listening so that there is a need for innovation in teaching materials so that teachers can more easily obtain materials and teach listening to students. On the other hand, efficiency, and ease of access to teaching materials with smartphones are also needed so that children can more easily access teaching materials.

Furthermore, the results of the listening pretest are also still relatively low. From the pre-test, the average score of students is 47.5. Most students still have difficulty in understanding and working on the given listening questions. Students are still not right in choosing the answers provided even though the questions given are in accordance with the material taught in the syllabus.

This is in accordance with the research conducted by Suparti, (2018), where 92% of students' English proficiency is still low even though students have studied English since kindergarten. Then, 58% of students considered listening to be difficult compared to other skills. The students' difficulties in the listening aspect include vocabulary, pronunciation, audio speed, audio quality, and audio presentation. In addition, this study is also in accordance with the results of research conducted by Fauzia et al. (2017), where students need listening material consisting of input, material, and several assignments. Students revealed that they wanted listening material that contained learning materials in various forms such as dialogue, vocabulary, pronunciation, and assignments.

Implicitly, the results of the analysis of the needs for learning English for class IX at SMP N 5 Jepara indicate that listening is needed to facilitate learning English. This is done because the results in the field show that the completeness of listening material in student textbooks is still lacking and students' listening skills are still low. Students still experience a lack of mastery *vocabulary*. Lack of vocabulary mastery causes students to have difficulty in listening activities. In addition, students also rarely get listening so that their abilities are not honed. This happens because the teacher has difficulty obtaining listening material and it takes a long time.

CONCLUSION AND SUGGESTION

The results of the needs analysis regarding learning English show that the completeness of listening material in books is still low. In addition, the results of the pre-test show that the listening skills of grade IX students are also still low. Students also still have difficulty digesting the vocabulary that appears in the audio because students' vocabulary mastery is still lacking. Then, from the teacher's point of view, the teacher needs teaching materials that contain listening material and questions to make it easier to teach listening. Teachers have difficulty finding materials to teach listening. The teacher also complained that she needed a long time to prepare listening material. Then, the teacher also adviced on the need for innovative teaching materials that are easy to use by students and integrated with smartphones. The results of the needs analysis are used to carry out the next stage of research, namely the development of listening teaching materials that can facilitate listening learning and include various activities for students.

REFERENCES

Brown, H. D. (2000). *Principles of Language Learning and Teaching*. New York: Pearson Education Company.

Fauzia, V., Refnaldi, R., & Adnan, A. (2017). An Analysis of Students' Needs on Listening Materials for the 8th Graders of Junior High School: A Survey Study at SMP N 7 Padang. *Journal of English Language Teaching*, *6*(1), 77–83. http://ejournal.unp.ac.id/index.php/jelt/article/view/7967

Febriyanti, E. R. (2017). Identifikasi Analisis Kebutuhan Pembelajar Bahasa Inggris (Non Program Studi Bahasa Inggris) pada Mata Kuliah Bahasa Inggris ESP di Lingkungan FKIP Universitas Lambung Mangkurat Banjarmasin. *Vidya Karya*, *32*(2), 123. https://doi.org/10.20527/jvk.v32i2.5230

Lestari, A. R. E. (2014). Analisis Kebutuhan terhadap Pembelajaran Bahasa Inggris Berbasis Karakter. *Deiksis*, *06*(03), 153–164.

Maftoon, P., Kargozari, H. R., & Azarnoosh, M. (2016). Some Guidelines for Developing Listening Materials. *Issues in Materials Development*, 75–81. https://doi.org/10.1007/978-94-6300-432-9_7

Muliana, I. N. (2021). Mengatasi Kesulitan Dalam Berbahasa Inggris. *Linguistic Community Service Journal*, *1*(2), 56–63. https://doi.org/http://doi.org/10.22225/licosjournal.v1i2.2659. 56-63

Nurhajati, D. (2015). Pengembangan Suplemen Bahan Ajar Bahasa Inggris untuk Siswa SMP. *Nusantara of Research*, *02*(02), 119–132.

Suparti, S. (2018). Analisis Kebutuhan Pengembangan Media Audio Bahasa Inggris untuk Pembelajaran Menyimak. *Jurnal Teknologi Pendidikan*, *6*(1), 1–22. https://doi.org/http://dx.doi.org/10.31800/jtp.kw.v6n1.p1-22