

Need analysis: A case study for listening skill at tenth-grade students on English learning

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Abstract: Although listening is known as the primarily skills of others in language acquisition, finding a set of specific listening materials that can improve student's skill based on students' need in their department is very hard. Considering this condition, the writer decided to analyze students' need for learning listening at tenth-grade in Computer and Engineering Networking Department. Hutchinson and Waters (1987) theory used to analyze the Need Analysis in this study. Based on the result, it found that students' goal is to support they carrier in computer field because listening is play important role in communicating with other. Moreover, desired inputs are authentic materials that can decided by the participants and can be learnt outside the classroom but they only understand about 100-150 words. In addition, they want interest material which can do in pairs and in a small group.

Keywords: Computer Engineering; ESP; Listening Skill; Needs Analysis.

Introduction

English is an international language (EIL) used in the wild world. Consequently, it covers almost all of aspects of the people life, especially in education and professional work. In education, English as a foreign language is taught as the compulsory subject at school from the elementary level up to senior high school, even in the higher education. In the working field, further, people learn English as a communication and fulfilling the competence demanded by a company in order to handle a certain job. Thus, English will be useful for those who are going to face the real job after graduating from schools.

Talking about senior high schools, there are two categories of senior high schools. Those are general senior high schools (GSHS) and vocational high schools (VHS). Moreover, based on Peraturan Pemerintah RI Nomor 20 Tahun

2003 Tentang Sistem Pendidikan Nasional, vocational high school is the continuation of the basic education which prepares the students to be able to master vocational skills needed for specific employment. Based on the structure of the vocational education, the students have to improve their competence, knowledge, personality, character, and skills in order to be able to continue their education independently based on their field of study.

Computer and Networking Engineering is one of the vocational high school departments in Gorontalo which prepares the students for handling a job after graduating from their vocational high school. This is expected to have a deep knowledge related to computer, specifically knowing how to solve computer's problems, designing computer networking, understanding the components of computer and networking, and so on. Hence, English plays an important role in involving the students to get a

qualification and to apply for carrying out their job in a company, which requires the staff to have proficiency in English as well. There are many ways to make students have a good competence in English; one of them is providing good materials.

However, in reality, some of English teachers teach their students by using available textbooks which are not really appropriate with their departments. They only used the textbook that given by the Government which is too general for this department and the other high school also can use it. As an English teacher, this condition should motivate them to develop their own materials for the students to achieve the objectives or to fulfill the students' needs based on their competencies. This is also happening in Computer and Networking Engineering at SMK Cendekia Boliyohuto.

Based on the writer observation, the materials used in teaching process on Computer and Networking Engineering Department in this school are still general and there is no specific chapter which talking about computer or networking. The textbook used in this school is titled Bahasa Inggris. This textbook is given by the Government and it is in line with 2013 curriculum 2017 edition. For the first semester, there are two Core Competencies used in the English lesson, five Basic Competencies for Knowledge and Skill, and six chapters for tenth-grade students' for VHS. From those basic competencies and chapters, only two of them addressed to teach listening skills although the only sources of listening inputs are the teacher's voice and the other students' voices during the presentation. It is definitely not enough for the students.

Moreover, finding a set of specific materials that can improve student's skill based on students' needs, particularly materials of listening skill is very hard. On the one hand, listening is known as the primary skills of others in language acquisition. This is supported by Schwartz (1998:1) that through listening, 90% information from instructors or teachers are received. Furthermore, Gilakjani and Ahmadi (2011) says that listening is an essential skill in communicating process which seeing from the

time uses; listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. Before learners do speaking, reading, and writing, they do listening first and it makes listening becomes the first point to be learned especially in learning English. Also, Harmer (2001) pointed out that as the basic language skill, listening gives many aims for students who want to improve their vocabularies, their pronunciation, and their grammar.

However, before designing materials, it is important to conduct need analysis. It is believed that need analysis is discovering what students' really need in studying English especially listening materials. By need analysis, teacher will be able to prepare the materials based on students' competence and it will lead to effective learning process.

Based on the problem above, the research objective of this study was to find the students' needs in learning listening for tenth-grade students' of Computer and Networking Engineering Department.

English for Specific Purposes (ESP)

Hutchinson and Waters (1987:19) stated that an activity which is created based on the learners' reason for learning included all the content and method to learn namely English for Specific Purposes (ESP). Moreover, Paltridge and Starfield (2013:2) claim that ESP focuses on student's needs in learning the language, skills, and genres. It means that before developing materials, it is necessary to find out students' needs in the learning process. It is used to help the teacher for creating supplementary materials which suitable with their department.

Need analysis

According to Richards (2001) in order to collect information about the learners' needs, the needs analysis is used as a procedure. There are two types of needs analysis according to Hutchinson and Waters (1987). They are target needs and learners' needs.

Target needs

According to Hutchinson and Waters (1987) target needs is the first step in needs analysis which used to describe something that students or learners need in using language for the future. They divided the target needs into three aspects: necessities, lacks, and wants.

Necessities

Necessities are closely related to the situation where the learners take place (Hutchinson & Waters, 1987). Hence, necessities used to know the knowledge demanded by the target situation where students or learners are involved with. In this study, as the participants are the students of Computer and Networking Engineering Department, they have to know language related to their area, such as how to solve computer's problems, how to design computer networking, understanding the components of computer and networking, and so on.

Lacks

In the English learning, learner always has problems such as the lack of proficiency, vocabulary, and grammar. Every student or learner may have more than one problem and also have a different problem with others. Thus, lacks are defined as the gap occurs between the difficulties and the necessities (Hutchinson & Waters: 1987). It is believed that students and learners got several lacks when they cannot achieve the necessities that concern the demanded knowledge. For example, Computer and Networking Engineering Department students still not familiar with some words related to the computer that makes them feel difficult when doing computer instruction. Thus, if they want to achieve their competence as a technician, they should fix their lacks first.

Wants

Needs analysis also used to find out the students' needs mainly in listening skill. In this step, teachers give students the opportunity to choose the materials based on their expertise because people have their own thoughts which differ from others. The awareness of lacks also makes them know what they want and need to achieve the goals of learning listening

Learning needs

Hutchinson and Waters (1987) define learning needs as the route to achieve the goals and objectives set by the developer from the starting points. Furthermore, learning needs refer to what students should do to achieve the target situation (Nunan, 2004).

Method

The method used in this study is qualitative descriptive research. Moreover, this study used two instruments to get the data. They are observation and questionnaire. Observation used to find out the preliminary data about the pre-condition in teaching process of English subject which is done by the teacher, while questionnaire used to gather the data of the students' needs in learning English, especially in listening skill.

The participants of this study were students' tenth- grade of Computer and Networking Engineering Department at SMK Cendekia Boliyohuto in the first semester in the academic year of 2017/2018. There are twenty students' which is being the participants'.

Finding and Discussion

After describing and analyzing the data, there are several finding obtained about necessities, lack, want of students' need related to listening materials included input, procedure, setting, teacher's role, and learner's role.

Target Needs

Table. 1. Target Needs

Aspect	Question / Statement	Item	F	%
Goals	What is your main goal of studying English?	To get successful in English National Examination	12	60
		To be able to communicate using English Language in daily activities	10	50
		To be able to communicate with stranger people	10	50
		To support my carrier in computer field	14	70
Necessities	I think listening activity in English Language learning Is important.	Very Important	12	60
		Important	8	40
		Quite Important	0	0
		Not Important	0	0
	I think, listening activity will be very useful for...	Developing my English pronunciation	11	55
		Helping me to sharpen my ability to understand what the speaker say	11	55
		Helping me to enrich my vocabulary	11	55
		Helping me to learn grammar indirectly	10	50
	Lacks	Being able to understand text which is very slow, carefully spoken, and has long pauses	14	70
		Being able to understand the main points of text which close to the daily life. The provided text are clearly spoken	7	35
		Being able to understand any kind of spoken language which is fast.	3	15

	In the listening activity, I have some difficulties in...	Understanding the pronunciation	8	40
		Comprehending the content of the listening material	7	35
		Keeping up with the listening materials because it is too fast	8	40
		Understanding the new vocabularies heard in the listening materials	10	50
Want	Generally, I want to learn English so that...	I will be able to discover and master new vocabularies close to my department	10	50
		I will be able to master grammar well	12	60
		I will be able to understand and use any kind of words, sentences, and expressions in English	11	55
		I will be able to differentiate the formality of the expressions	12	60

The writer found out that most of students' goal was to support they carrier in computer field. They also considered that listening activity was very important skill because it enables them to sharpen their ability in developing their English pronunciation, helping them understand the content of what the speaker says and helping them to enrich their vocabulary. For students' lacks, their English proficiency level was at the level beginner that they are being able to

Learning needs

understand text which was very slow, carefully spoken, and has long pauses. Then, most of participants claim that they found difficulties in understanding the new vocabularies heard in the listening materials. The last thing about the target needs was what the students' expect after finishing their study. The result tells that generally, they want to learn English so that they are able to master grammar well and be able to differentiate the formality of the expressions.

Table. 2. Learning Needs

Aspect	Question / Statement	Items	F	%
Learning Needs				
Inputs	When I am learning listening, I want to have...	Authentic materials (the listening materials can be found and are used in the real daily life such as songs, movies, news, and so on)	10	50
		Non-authentic (the listening materials are mean to be made for the language learning)	12	60
	Texts that I will	Monologues and dialogues that close to	11	55

	choose as learning input are	everyday life		
		Monologues and dialogues with new vocabularies.	12	60
	The listening input that I can understand are texts that have...	100-150 words	12	60
		150-200 words	11	55
		200-250 words	10	50
Procedure	When I learn listening, I like to have activities which...	The materials can be decided by myself and can be learnt outside the classroom	14	70
		The materials are provided by the teacher based on the need and interest of the students and can be learnt inside the classroom	14	70
		Involving direct communication with the teacher or inviting guess to the classroom to have a conversation	13	65
Setting	When I learn listening, the tasks given by the teacher are better to do...	Individually	8	40
		In pairs (2 students)	11	55
		In a small groups (3-4 students)	11	55
		In a big groups (5 or more students)	7	35
Teacher's Role	When I learn listening, it is better if the teacher...	Explain the formulas and the given tasks to the students	12	60
		Helping the students a lot in finishing their tasks	13	65
		Motivating the students in doing their tasks by giving them some clues and let them think by themselves	10	50
		Placing the listening equipment where all of the students can hear the listening materials	10	50

	Considering the students' wish to replay the listening materials	12	60
Learner's Role	During the listening activities, it is better if the students...	13	65
	Ask the teacher to replay the listening materials until the students understand the content	15	75
	Ask the teacher to give some clues in every activities	12	60
	Wait for the teacher to give the correct answer	8	40

The second part of the needs analysis was the learning needs. Writer found out that the desired inputs for the listening materials were non-authentic materials. Also, they chose to have monologues and dialogues with new vocabularies. Meanwhile, the listening inputs that they can understand were about 100-150 words. Learning needs also cover the desired procedures for learning. Students prefer to have listening materials are decided by them and can be learnt outside the classroom and also the materials provided by the teacher based on the needs and interests of the students and can be done inside the classroom. Besides listening inputs and listening procedures, learning needs also covers the setting, student's role, and teacher's role. For the setting, the result shows that the students chose to have activities which are done in pairs and in a small group. The students stated that they want the teacher to help the students a lot in finishing their tasks. Then, they want ask the teacher to replay the listening materials until the students understand the content.

Conclusion

The listening materials should be developed using the result of students' needs as discussed in detail above. Teacher should give attention toward them because all of those findings believed as necessities for the students in complementing their competence in listening skill.

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