

**THE RELEVANCE OF LISTENING MATERIALS TO THE LISTENING
NEEDS OF ACHIEVEMENT IN BASIC COMPETENCES FOR *TEKNIK
INSTALASI TENAGA LISTRIK* STUDENTS YEAR II: A TEXTBOOK
ANALYSIS**



*Building
Future
Leaders*

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ABSTRAK

Maria Fransiska Melita. 2014. Relevansi Antara Materi Mendengarkan dengan Kebutuhan Mendengarkan Terhadap Pencapaian Standar Kompetensi untuk Siswa SMK jurusan Teknik Instalasi Tenaga Listrik. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Tujuan penyusunan skripsi ini adalah untuk menganalisis kesesuaian atau relevansi antara materi mendengarkan dengan kebutuhan mendengarkan terhadap pencapaian standar kompetensi untuk Siswa SMK jurusan Teknik Instalasi Tenaga Listrik. Penelitian ini melibatkan 153 murid SMK jurusan Teknik Instalasi Tenaga Listrik dan lima guru jurusan Teknik Instalasi Tenaga Listrik di SMK Negeri Jakarta. Pertanyaan penelitian yang muncul pada skripsi ini adalah; Bagaimanakah relevansi antara materi mendengarkan dengan kebutuhan mendengarkan terhadap pencapaian standar kompetensi untuk Siswa SMK jurusan Teknik Instalasi Tenaga Listrik. Metode yang digunakan adalah *content analysis*. Sebelum melakukan kajian dari buku yang digunakan siswa peneliti mengumpulkan data dengan menggunakan kuisioneir, wawancara, dan observasi. Berdasarkan data yang dikumpulkan dan hasil kajian yang disusun berdasarkan Kompetensi Dasar dapat ditemukan bahwa materi mendengarkan yang digunakan guru tidaklah relevan dengan kebutuhan siswa SMK jurusan Teknik Instalasi Tenaga Listrik. Lebih jauh, buku paket yang digunakan sudah relevan dengan Kompetensi Dasar SMK tingkat dasar. Analisa kebutuhan siswa penting untuk dilakukan di setiap jurusan di SMK. Dengan melakukan analisis kebutuhan siswa dapat menghasilkan kegiatan mendengarkan yang efektif sehingga dapat diaplikasikan di dunia kerja nantinya.

Keywords: Content Analysis; Analisis Kebutuhan; Teknik Instalasi Tenaga Listrik; Sekolah Kejuruan; kebutuhan siswa; SMK; Kompetensi Dasar.

ABSTRACT

Maria Fransiska Melita. 2014. The Relevance Of Listening Materials To The Listening Needs Of Achievement In Basic Competences For *Teknik Instalasi Tenaga Listrik* Students Year II: A Textbook Analysis. Thesis, English Department, Faculty of Language and Arts, State University of Jakarta.

This study was aimed to analyze the relevance of listening materials to the listening needs of achievement in Basic Competence for *Teknik Instalasi Tenaga Listrik* students. This study involved 153 *Teknik Instalasi Tenaga Listrik* students and 5 *Teknik Instalasi Tenaga Listrik* teachers in SMK Negeri in Jakarta. The research question raised in this study is to what extent do the listening materials relevant to the listening need of achievement of the curriculum objectives stated in Basic competences. The relevance of listening materials to the listening needs of achievement in Basic Competence for *Teknik Instalasi Tenaga Listrik* students is reviewed based on the availability the learning materials of each unit in the textbook according to the need of achievement of basic competences.

The methodology used in this study is content analysis. Before it was reviewed by using content analysis study, researcher collected the data by employing three instruments; they are questionnaire, interview, and observation. From the data collected and the reviewing the textbook based on the Basic Competences, the results found that the listening material used by the teachers was not relevant to the needs of SMK students majoring in *Teknik Instalasi Tenaga Listrik*. Further, the textbook was relevant to English basic competences for SMK in elementary level. Therefore it is seen that the need analysis is very crucial to be conducted in each class of *Teknik Instalasi Tenaga Listrik* or other majors in vocational school. By analyzing the students' need it could create the effective and comprehensive listener.

Keywords: Content Analysis; Need Analysis; *Teknik Instalasi Tenaga Listrik*; Vocational School, Students' Needs, and SMK, Basic Competences

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Januari, 2014

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CHAPTER I

INTRODUCTION

This chapter provides background of the study, identification of problems, research question, purpose of the study, scope of the study, and significance of the study.

1.1. Background of the study

Vocational school is the education that focus on work field. It is the education which prepares students for jobs and other careers at different levels, like engineering, nursing, pharmacy and law. It can be classified as a teaching procedural knowledge as it is related to the old apprenticeship learning system.

Vocational school aims to deliver a productive and highly skilled workforce. It enables to develop the skills and qualifications needed to participate effectively in the labour market. It is important to creating kind of skilled and adaptive workforce. It also helps students to gain qualifications for all types of employment, and specific skills to help them in the workplace. According to NSSC (National Skills Standard Council) that in a labour market that is experiencing such a high level of change and where the demand for higher level skills is increasing, employers need to be confident that holders of higher level qualifications do possess the skills and knowledge defined by such qualifications. Therefore, The teachers in vocational school must decide and

design the material that are appropriate to the students' work field. To select the applicable material for them, the teachers could see from the students' need.

The knowledge they must master not only in technical skill but also in language skill. Because of the industrial development in this country, then it will also effected to the language that is used. Therefore they will find that English appears even more crucial than it used to be. It is essential for students of vocational school to be well educated in order to master English language. However, English that is being learnt is not the general English that is taught in the senior high school but it should be specified according to the students' target situation. The course which is taught is called ESP (English for Specific Purpose). According to Hutchinson et al. (1987:19), "Given that the purpose of an ESP is to enable learners to function adequately in a target situation, that is, the situation in which the learners will use the language they are learning." They also stated that the ESP course design process should proceed by identifying the target situation and then carrying out an intensive analysis of the linguistic features of that situation.

Identifying students' need in the target situation will help teachers to teach more effectively and efficiently. The teachers will not waste the time, energy and money, the material has been specified and organized for the students to be applicable to the target situation. Even though the material should be correlated to English competencies.

The researcher would present needs analysis in engineering specialties. Engineering or technicians is one of the branch of EOP (English for Occupational Purposes), it is likely in many cases the language learnt for immediate use in a study environment will be used later when students in the workplaces. EOP itself is one of the branch of ESP (Hutchinson and Waters: 1987). Engineering is the one of the specialty that is taught in the vocational school or SMK. The students of engineering are expected to be professional in the industrial development in our country.

There are several majors of engineering in the vocational school, like *Teknik Gambar Bangunan, Teknik Mesin, Teknik elektronika Instalasi, Teknik Komputer Jaringan and Teknik Instalasi Tenaga Listrik*. However researcher will focus only on *Teknik Instalasi Tenaga Listrik*. Those students are dealt with studying of electrician engineering. The researcher chose *Teknik Instalasi Tenaga Listrik* because in this major, it has never been examined for any kind of researches in this department.

The need to listen actively is a crucial initial step in the development of other learning modalities (James, 1986a). The better the listening skills are developed, the more productive our efforts are. As stated in Importance of English Communication for Engineering Students from Rural Areas and Its Remedies, Asst. Prof. Ms. Mane Varsharani Shamrao, most of the theories in engineering are taught in English, so it requires to have good English communication competence. It will hold the important component when the students enter the higher level education of engineering. The students have to deal with the countless English lectures, tutorials, labs, project

reports and papers. The most convenient source of information i.e. Internet provides most of the information in English. During the job seeking process in interviews, it is crucial to achieve mastery in English proficiency. After securing the job they are required to work in groups since their task seldom be solved by an individual. So, being an engineer requires to cooperate and communicate with different people from different part of the world. English is used as the working language on large extent. In order to co-ordinate with the colleagues, engineers have to speak fluent English. But not only speak fluently, the students should able to have listening comprehension to communicate. Dunkel (1986: 100) indicates that the key to achieving proficiency in speaking is developing proficiency in listening comprehension. So, English communication competence plays an important role in the academic life and career of engineering students.

This study are emerged because the researcher found out some problem toward the listening activities in one SMK. The SMK is the engineering major in Jakarta. The school did not teach the students listening skill. Therefore, the researcher started digging out the aim of learning listening skills. It results the importance of listening comprehension. Then the researcher explore the material used in the classroom. The material become the main point in this study because problem often occur in the material given.

Based on Kerri Chien (1998) A common assumption in foreign/second language learning is that proficiency is expressed in terms of how well one produces a

language. It is believed that listening skills develop automatically alongside the drilling of productive skills no matter what level of their job will be. Having all clear. Some probably said that listening cannot be analyzed and assessed Since listening is an activity being processed in silence however according to Dirven and Oakshott-Taylor (1985), the experiments in Manchester by Jordan and Mathews (1978) and in Birmingham by Dudley-Evans and Johns (1981) all indicate that listening even in specialized subject areas can be taught. Because of the important reasons, the researcher wants to examine how listening materials given by the teachers meet with the students' listening needs, which is in this case, *Teknik Instalasi Tenaga Listrik* students.

1.2. Identification of the problem

Based on the background of the study above, the problems are:

1. What are the listening needs of the students in Teknik Instalasi Tenaga Listrik?
2. What are the listening materials given by the teachers to Teknik Instalasi Tenaga Listrik?
3. To what extent do the listening materials relevant to the listening need of achievement of the curriculum objectives stated in Basic competences?

1.3. Research Question

Based on the problem above, the research question of this study is:

To what extent do the listening materials relevant to the listening need of achievement of the curriculum objectives stated in Basic competences?

1.4. Purpose of the study

The purpose of this study is to find out to what extent the listening materials of English textbook relevance to the need of achievement of the curriculum objectives stated in Basic Competence.

1.5. Scope of the study

This study is limited to the students' listening needs with the listening materials given by the teachers. The students are the second grade majoring in Teknik Instalasi Tenaga Listrik. In Jakarta, there are four SMKs that have *Teknik Instalasi Tenaga Listrik* that are, SMK Negeri 5 Jakarta, SMK 35 Jakarta, SMK 53 Jakarta, and SMK 55 Jakarta. The study was conducted in all SMKs mentioned above.

1.6. Significance of the study

This research is expected to be used to give benefits both theoretically and practically. Theoretically, the results of this study can give valuable information to

support the data for further researches related to English for Specific Purposes. Practically, this research can give a good understanding for the writer about the relevance of the listening materials to the listening needs of the SMK students majoring in Teknik Instalasi Tenaga Listrik. It also can be used as information for the teachers, the material developers, the readers about the listening needs of Teknik Instalasi Tenaga Listrik students.

CHAPTER II

LITERATURE REVIEW

This chapter describes the theories of English for specific purposes, English for engineering, English curriculum, the need to study English, needs analysis, the nature of reading, reading needs, reading materials, material evaluation, the relevance, previous study and conceptual framework.

2.1. English for Specific Purposes

There are two main scopes of ESP are for study and for occupation. Few years ago, mastering a foreign language means someone is well educated person, it is seen learning a language was to speak by its own justification. (Hutchinson and Waters: 1987) however English as one of the accepted foreign language used internationally in technology and commerce, it emerged the transformation of reason people learned English. They learned English because they need it. It is emphasized by explanation, they stated the development of ESP structured due to the combination of three factors; the expansion of demand for English to suit particular needs, development in the fields of linguistics and educational and psychology.

As stated by Dudley-Evans, T. & John, M (1998: 4-5) there are some absolute characteristics of ESP, first of all it is designed to meet specific needs of the learner;

makes use of the underlying methodology and activities of the discipline it serves; ESP is centered on the language (grammar, lexis, register), skills, discourse, and genres appropriate to these activities. Based on those points, vocational school are classified as one of the examples where English for Specific Purposes can be conducted. To be well conducted, the appropriate material used must be designed and prepared well. Here, the teacher of ESP must aware to the authenticity of the material given. They could use various technique or approach in designing the material but it needs the creativity from the teacher to make a useful method of teaching.

ESP materials must be authentic, it means it is not seen as wrong or trivial by trained specialist in the subjects (realistic); covering the appropriate combination of language skills (communicative); also giving opportunities for realistic simulations or role playing (operational). In Indonesia situations, SMK is the real form or product of ESP. SMK (Sekolah Menengah Kejuruan) is the legal institution created by the government, it is in the same level of Senior high school. Though, it is the vocational school that consist several major like engineering, secretary, business and management, tourism, etc. Because of various major in SMK, the treatment and material of English learning is different based on need of the target situation among its specificity (Hutchinson and Waters: 1987). Therefore, ESP teacher has the important role to the success of the learning. as stated by Dudley-Evans (1998) they suggested the roles of the ESP practitioner, it was said that teacher is not a 'primary knower' of carrier content. But teacher is the partner of students, also they are a

course designer and materials provider that in teaching not only use textbook but also supplementary material. Teacher is researcher and collaborator that work with subject specialists (p.16). and the last one as evaluator, they conduct test if students require language and skills.

2.1.1. English for Engineering

English is an international language used by people from any background around the world. One of them is engineer. According to Shamrao taken from *Importance of English Communication for Engineering Students from Rural Areas and Its Remedies*, English for engineering requires to make use of integrated methods to facilitate advanced communication skills, which is the demand of industry as well as society. Here, being an engineer requires to cooperate and communicate with different people around the world. English is used as the working language on large extent. Therefore, In order to coordinate with the colleagues, engineers have to speak fluent English. Engineering students require communication skills to enhance their technological knowledge and thereby excel in their career.

One of the engineering majors in Indonesia is *Teknik Instalasi Tenaga Listrik*. Teknik listrik itself has some categories, which are, *Teknik Instalasi Tenaga Listrik*, *Teknik Elektronik Komunikasi*, *Teknik Instalasi Listrik*, *Teknik Listrik Pemakaian*, and Electrical Avionic. This study focuses only on *Teknik Instalasi Tenaga Listrik* major. The students in this major should learn the materials that are related to electrical

engineering. This major will deal with analyzing electrical circuit (that is the interactions of elements such as resistors, capacitors, diodes, transistors and inductors in a circuit), Describing the concept of measurement of electrical quantities and Interpreting electrical engineering drawings. When deals with analyzing, describing, and interpreting, sometimes the students are faced to the situation when they are asked to be able to listen some instructions in English. They also need to be able to listen manual or procedures, some monolog, and dialogue in English. Therefore, *Teknik Instalasi Tenaga Listrik* students need to master their specific English.

2.2. English Curriculum

In SMK (*Sekolah Menengah Kejuruan*) English is categorized into adaptive subject. It has the function to create students to be competent by applying their knowledge which were got when they learnt English in vocational school. English in vocational school has some goals as cited in National Standard (*Standar Isi Mata Pelajaran Bahasa Inggris*). As stated there, the purpose of learning English in SMK is 1) to master the basic knowledge and skills in order to support the achievement of its major competence and 2) to implement the ability of English to communicate properly either in spoken or in written form in intermediate level. In addition, there is *Standar Kompetensi Lulusan* for SMK in elementary level which is stated in Permendiknas RI nomor 23 tahun 2006 about *Standar Kompetensi Lulusan Bahasa*

Inggris SMK Kelas XI. The following is *Standar Kompetensi Lulusan* for elementary level of *SMK* students.

1. *Mendengarkan*

Memahami makna dalam wacana lisan interpersonal dan transaksional secara formal maupun informal, dalam bentuk mendengarkan permintaan dan perintah yang berkaitan dengan pekerjaan.

2. *Berbicara*

Mengungkapkan makna secara lisan dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan permintaan dan perintah yang berkaitan dengan pekerjaan.

3. *Membaca*

Memahami makna dalam wacana tulis interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyimak permintaan dan perintah yang berkaitan dengan pekerjaan.

4. *Menulis*

Mengungkapkan makna secara tertulis dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan secara tertulis permintaan dan perintah yang berkaitan dengan pekerjaan.

Moreover, the students are expected to be able to understand and produce the language specifically in their future workplace. They are expected to have skills, including language competence. In order to achieve the goals of language

competence, the government stated about English standard of competence and English Basic Competences in *SMK*. The following is English standard of competence and English basic competence in *SMK* for students in the eleventh grade.

- Standard of Competence (*Standar Kompetensi*):

Communicate by using English in the level of Elementary (*Berkomunikasi dengan Bahasa Inggris setara Level Elementary*)

- Basic Competence (*Kompetensi Dasar*) is the sub criteria which becomes the part of *Standar Kompetensi* for each level of English in *SMK*. For eleventh grade students, they are:

- 2.1 *Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli*
- 2.2 *Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat*
- 2.3 *Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan*
- 2.4 *Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang*
- 2.5 *Mengungkapkan berbagai macam maksud hati*
- 2.6 *Memahami instruksi-instruksi sederhana*
- 2.7 *Membuat pesan-pesan pendek, petunjuk dan daftar dengan pilihan kata, ejaan dan tata tulis yang berterima*

The researcher will evaluate the textbook by analyzing its relevance to the English basic competences. The relevance can be seen if the provided materials in the textbook match to the seven English basic competences for elementary level mentioned above. The table of the analysis of its relevance is provided in chapter III, methodology. Then the researcher are going to evaluated the textbook by analyzing its relevance to the English basic competences.

2.3. The Need to Study English

English language is the current lingua franca of the international business, technology, aviation, diplomacy, banking computing medicines engineering and tourism. About one fifth of people all over the world know more or less about It is spoken by 1.8 billion people in the world and the number still increasing. (English Importance of English Communication for Engineering Students from Rural Areas and Its Remedies by ane Varsharani Shamrao). The language became one of the basic criteria for the applicants who want to apply for a job in some big companies. Because listening is the most frequently used language skill (Morley, 1999; Scarcella & Oxford, 1992), students should be ready to face the situation where they need to use their English listening skill. The teachers, therefore, should give appropriate learning materials. Teachers can create such an environment by positive interaction, actively listening to all students and responding in an open and appropriate manner. It

is because particular students will have particular needs toward the language. The students should be familiar with the specific language related to their major because it might be used later in their future workplace.

In English basic competences for *SMK* students, it is stated about the purpose of learning English; (1) students should be able to master knowledge and basic skills of English for supporting the achievement of its major competence and (2) students should be able to administer the mastery of English skill for spoken or written communication in intermediate level. By seeing the purpose of learning English stated in basic competence for *SMK*, it can be said that students will be created to be a professional worker in their future workplace. They should be able to use English in some workplace situations. In order to be able to compete and survive in their work, students should have a value to be considered as a professional which is one of them is the mastery of English. In the international companies, English will be used everywhere like the notification, signs, information, or manual written in English. In this study, since the focus of English is for engineering students in *Teknik Instalasi Tenaga Listrik* major, so during the interviews and observation conducted by the researcher, it is found that listening skills is rather difficult than other skills like reading and speaking. Some of them adding, they feel clueless when teacher ask them to listen and respond what they hear from the audio and other said the material did not suit to their major.

2.4. Needs Analysis

Needs analysis are concerned to students' needs toward English language and what should be given. Hutchinson and Waters (1987) make a distinction between "target needs" and "learning needs". The target need refers to what the learner needs to do in the target situation and the learning need refers to what the learner needs to do in order to learn (p.54). They further subcategorize target need into (1) necessities; what the learner has to know in order to function effectively in the target situation, (2) lacks; the difference between necessity and what the learner already knows, (3) wants; what the learner actually wants to learn or what they feel they need. The learner's "wants" may or may not conform those perceived by the teachers or course designers (pp.55-57). The learning need is linked to the route of learning. This concerns things such as how learners learn the language, why they learn it, what resources are available to help them learn (pp.62-63).

To get the needs of the students, the teachers must find how target situation is and how the teaching learning process are given. Hutchinson and Waters (1987) include two needs to be analyzed in needs analyses, which are, target needs and learning needs. Target needs have a function to analyze the needs of the students in order to know students' needs toward the language used in their future workplace. Hutchinson and Waters (1987) (as cited by Tahir, 2011) defines target needs as the questions about knowledge and abilities of the learners that they will require to be

able to perform in target situation. The role of ESP teacher, in this case, should be implemented in order to be able to decide which one is important for students and which one is not. That is the function of needs analysis.

Another need that Hutchinson and Waters (1987) describe about is learning needs. They called learning needs as a route. Learning needs is what the students need to do in order to learn. Besides the analysis of target needs, it is needed to consider about the appropriate methodology and psychology of the students. This is what learning needs is. It is done in order to make the learning activity attractive, pleasurable and practicable which will impact to students' willing to study. According to Richards (2001) he explained how to get information about students' needs; there are several ways like interviews, distributing questionnaires, meetings, observation, collecting learner language samples, task analysis, case studies, and analysis of available information. Both of target needs and learning needs are the part of needs analysis and they are linked to each other

2.5. The Nature of Listening

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendelsohn, 1994). Listening involves an active process of deciphering and constructing meaning from both verbal and non-verbal messages (Nunan, 1998). Thus, the label of passive skill applied to listening is

a misnomer. This misunderstanding may stem from the fact that superficially learners seem to only sit in a language lab quietly, listen to pre-recorded dialogues, and write the answers to some questions related to the oral stimulus. It is evident, then, that listening is not as passive' as it has been claimed to be as it demands a number of complicated processes on the part of the learners.

There are two branches of cognitive processes: bottom-up (data-driven) and top-down (conceptually-driven). The bottom-up processing involves constructing meaning from the smallest unit of the spoken language to the largest one in a linear mode (Nunan, 1998). Thus, the learners attempt to understand a spoken discourse by decoding a number of sounds to form words. Next, a nexus of words are linked to form phrases, which make up sentences. These sentences build a complete text, the meaning of which is then constructed by the listeners. In addition to the grammatical relationships, such suprasegmental phonemes as stress, rhythm and intonation also substantially contribute to this data- driven processing (van Duzer, 1997).

Learners can be trained to perform this processing, for instance, by activities that require them to discriminate two sounds or distinguish rising and falling intonations. The top-down processing, on the other hand, refers to interpreting meaning as intended by the speakers by means of schemata or structures of knowledge in the mind (Nunan, 1998). This view emphasizes the prominence of background knowledge already possessed by the learners in making sense of the information they hear. In the aural perception, the prior knowledge may facilitate

their attempt to grasp the incoming information by relating the familiar with the new one, and significant lack of such knowledge can hamper their efforts to comprehend a particular utterance. It is, therefore, essential that learners are accustomed to performing this processing, usually by extracting the gist of the exchange they listen to. Purdy (1997) defined listening as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings" (p. 8). One of the ways listening can serve you is by enhancing your skill as a critical thinker. He identified four kinds of listening:

- appreciate listening: listening for pleasure or enjoyment as when we listen to music to a comedy routine or to an entertaining speech
- emphatic listening: listening to provide emotional support for the speaker, as when a psychiatrist listens to a patient
- comprehensive listening: listening to understand the message of a speaker as when we attend a classroom lecture or listen to directions
- critical listening: listening to evaluate a message for purposes of accepting or rejecting as when we listen to the sales pitch of a used car dealer or the campaign speech of a political candidate.

Still, listening skill is not an easy one to accomplish. The students sometimes face problem in working on it. Underwood (1989) states six causes of obstacles to efficient listening comprehension. First, listeners cannot control the speed of delivery.

He says," Many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks" (loc cit, p. 16). Second, listeners cannot always have words repeated. In the classroom, the decision as to whether or not to replay a recording or a section of a recording is not in the hands of students. Teachers decide what and when to repeat listening passages; however, it is hard for the teacher to judge whether or not the students have understood any particular section of what they have heard (loc cit, p. 17). Third, listeners have a limited vocabulary. Listeners sometimes meet an unknown word which may cause them to stop and think about the meaning of that word and thus cause them to miss the next part of the speech.

Forth, listeners may lack contextual knowledge. Sharing mutual knowledge and common content makes communication easier. Even if listeners can understand the surface meaning of the text, they may have considerable difficulties in comprehending the whole meaning of the passage unless they are familiar with the context. Nonverbal clues such as facial expressions, nods, gestures, or tone of voice can also be easily misinterpreted by listeners from different cultures. Fifth, it can be difficult for listeners to concentrate in a foreign language. Conversation is easier when students find the topic of the listening passage interesting; however, students sometimes feel listening is very tiring even if they are interested because it requires an enormous amount of effort to follow the meaning. Sixth, students may have established certain learning habits such as a wish to understand every word. Teachers

want students to understand every word they hear by repeating and pronouncing words carefully. As a result, they tend to become worried if they fail to understand a particular word or phrase and they will be discouraged by the failure.

2.6. Listening Needs

Listening is an active, purposeful process of making sense of what we hear. It is also the most frequently used language skill (Morley, 1999; Scarcella & Oxford, 1992). Listening is one receptive skill so we can listen to and understand things at a higher level than we can produce. This skill is meaning based means when we listen, we are normally doing so for a purpose. In other words, we don't listen to words but we listen to the meaning behind the words.

In *Teknik Instalasi Tenaga Listrik*, the students need to master specific English related to their occupation. They also need to deal with listening in job-related context. They might have the situation where they are asked to be able to understand the conversation and respond to the dialogue or information before being able to do or produce something. A small and random interview had ever been conducted by the researcher to find out what were taught in receptive skills. The interviews were conducted to *Teknik Instalasi Tenaga Listrik* students and to *Teknik Instalasi Tenaga Listrik* teachers. The results of the interview are used by the researcher with the purpose of analyzing what the students need to learn in English

class. The following are the students' listening needs based on the analysis of the materials taught in productive subject.

Teknik Instalasi Tenaga Listrik will deal with analyzing electrical circuit (that is the interactions of elements such as resistors, capacitors, diodes, transistors and inductors in a circuit), describing the concept of measurement of electrical quantities and Interpreting electrical engineering drawings. The students also need to understand about Standard Operational Procedure, manual, and notice and signs related to their job. During the interview, it was found that the teachers agreed that engineering students, in this context *Teknik Instalasi Tenaga Listrik* students, need to learn more in listening skill rather than writing skill. It is because the students are supposed to understand more about spoken information rather than written information when they work in electrician engineering field. Therefore, in English class, the teachers can collaborate with productive subject teachers in order to be able to provide specific listening materials to *Instalasi Tenaga Listrik* students, which are related to the students' future workplace.

2.7. Listening Materials

Nunan (1989) stated authentic materials is “the material which has not been specifically produced for the purpose of language teaching.”. Jeremy Harmer from Teacher knowledge said listening is a vital skill in any language, and in language learning it also helps students acquire and learn words, language chunks, grammar,

and pronunciation. Most of the listening that occur comes from teacher talk which happen in the classroom. It is very useful for language acquisition. There are two main sources of listening input:

2.7.1. Recorded listening

It is used when to hear dialogues and monologues from coursebook, news, broadcasts, radio programmes, oodcasts, phone messages, film announcements, etc. Recorded listening are also great for letting students hear different voices and different accents. It could be very useful because students can listen again and again. Therefore, it gives students potential access to the whole English-speaking world

2.7.2. Live listening

Live listening is conducted when the teacher or some other visitor to the classroom is in the same room as the students. It includes genres such as lectures, conversations between two teachers, face to face interviews, reading from books, poetry, drama, etc. Live listening could work because the students can see who is talking, observe their body language and their facial expression and sometimes interact with the speaker. It is more likely to expose students to speech phenomena such as repetitions, interruptions, etc.

When students listen to audio tracks or a live speaker in the classroom and do activities and exercises we call this intensive listening. When they listen outside the classroom often by themselves and for pleasure we call this extensive listening.

extensive listening means listening for pleasure, usually outside the classroom. Most

audion material can be heard on CDs, MP3 players or online via computer and mobile devices. It will succeed if the students choose the topics they want to listen and the level they want to listen.

In real life, students often only listen to something once and they need to practice that skill. We can make sure that our students are given one-listening tasks to help them get used to this. These are often GIST (listening for general understanding) or scanning type task (listening for specific information)

2.8. Materials Evaluation

This study focuses on a specific language skill, which is, listening skills. After finishing the needs analysis, the teachers should design materials that are suitable for the students' listening needs. According to Hutchinson and Waters (1987), evaluation means judging the fitness of something for a particular purpose. They also describe that in judging the fitness, there is no absolute good or bad. It is just about the level of its fitness in particular purposes. In the context of the study conducted now, the teachers are supposed to do materials evaluation in order to be able provide appropriate listening materials for those particular students. If the provided materials have low level to be categorized as fitness, the teachers can look up listening materials from another source that are suitable for students' needs, as long as it is still suitable to the English basic competences.

Hutchinson and Waters (1987) divide two analyses in evaluating the materials. There is subjective analysis which is meant to be used to meet the needs of the course. It is the analysis of the course which requires the materials for particular students. Another is objective analysis which is meant to be used to evaluate the materials used in the course. Both should be done together in order to know what should be taught and what should be given. In *SMK*, the learning materials which are often used are English textbooks. In evaluating the materials used, as explained before, it uses objective analysis. Hutchinson and Waters (1987) divide five parts as bases for conducting the analysis. They are audience, aims, content, methodology, and other (price and availability). Audience is focused on the learners. Aims are focused on the purpose of the course and content is what materials that are given to the students. The next is methodology which is related to how the learning is conducted. The last is price and availability. It is related to the price needed and the time of the materials can be available and obtained.

2.10. Previous Studies

The topic which talk about material evaluation and need analysis has been studied. In Olsen and Huckin's (1990) study of twelve non-native English speaking engineering and physics students who were presented with a 16-minute English language videotape of an authentic lecture on a topic of mechanical engineering, the researcher found that even when these students were able to comprehend all the lexis. Another study also has been conducted by Aviatri (2013). She did the study about the

relevance of reading materials to the reading needs of SMK students majoring in *Teknik Gambar Bangunan*. She found that *Teknik Gambar Bangunan* students needed English for understanding written information before being able to do or produce something. For the material evaluation, it was found that the textbook didn't contain written texts materials needed by *Teknik Gambar Bangunan* students.

The listening materials provided had social purpose function to *SMK* students. Nika (2011) who studied the relevance of English Learning Materials to the need of achievement in Basic Competences is developed based on competency based language teaching because it focus on activities related to the real world used in vocational school. In addition, Dewi (2013) did needs analysis to mechanical engineering students in vocational school found that those students need listening and speaking skills for communicating with foreigners in their future workplace. While for students' needs in workplace it wasn't relevant. It was because the textbook that was used was general for all majors in vocational school.

2.11. Conceptual Framework

This researched is organized to review the relevance of English learning materials in textbook to the need for achieving the curriculum objectives stated in basic competence. The material in the textbook will be reviewed based on basic competences to be done by vocational school majoring in *Teknik Instalasi Tenaga Listrik* year II. In order to understand the organization of listening materials in the

textbook, the researcher saw the from organization table of contents. Based on the units in the textbook, the researcher found that it used the competency-based syllabus. They are supposed to be able to understand job-related or information before being able to do or produce something. Therefore, the students need to get relevant and appropriate listening materials. Needs analysis needs to be conducted before designing the listening course or the listening materials in order to make the lesson meet with the students' listening needs.

In answering the research questions, needs analysis is conducted to find the listening needs of *Teknik Instalasi Tenaga Listrik* students and the listening materials given by the teachers. The results of the students' listening needs will be matched with the listening materials given by the teachers. After that the researcher evaluates those listening materials. The listening materials that the researcher evaluates are the textbooks that are used the most by the teachers. If the listening materials through the textbook given by the teachers have been relevant the students' listening needs, the researcher then needs to evaluate those listening materials by using objective analysis adapted from Hutchinson and Waters (1987). If the listening materials in the textbook used by the teachers provide suitable, specific and appropriate topics for these particular students through the results of objective analysis, and if the listening needs of the students are also fulfilled by the teachers and provided in the textbook used (that have been analyzed by using objective analysis), then it can be said as being relevant. These aspects are a unity to be considered as being relevant. If those aspects

cannot relate each other, it can't be said as being relevant. This kind of framework is same to the framework that is designed by Aviatri (2013) and Putri (2013) in conducting needs analysis and materials evaluation research. It is designed in order to answer the research questions about the listening needs, the listening materials given, and its relevance.

CHAPTER III

METHODOLOGY

This chapter provides the information about research design, time and place of the study, data and data source, data collection procedures, instruments of the study, piloting the instruments, data analysis procedures and research procedures.

3.1. Research Design

This research used a content analysis study as the methodology. Content analysis is a research technique for making replicable and valid interference from texts (or other meaningful matter) to the contexts of their use (Krippendorff, 2004: 18). Weber in Stemler (2001) stated that content analysis is a research method that uses a set of procedures to make valid inferences from text. The material used in conducting the content analysis can be from recorded communication like transcript of interviews, discourses, video tapes, and documents)

The study is focused on *Teknik Instalasi Tenaga Listrik* major. this study focused on contextual analysis of the relevancy of the listening materials to the listening needs of the SMK students majoring in *Teknik Instalasi Tenaga Listrik*. This study also use survey to analyze the listening needs. Salant & Dillman (1994) told that survey is useful for assessing needs, this study then apply survey as the instrument to observe the listening needs and the listening material given.

The research was conducted in quantitative – qualitative research. It is used to investigate the students' listening needs and evaluate their listening materials. To collect the data, the researcher used several instruments which are applied to observe the listening needs of the vocational students. The instruments consist of questionnaires and interviews, and the researcher also collected the data by doing observation. Observation was held to see the kinds of listening activities are being taught. For examining the listening material, the researcher analyzed the textbook that were used by SMK's teachers. This kind of technique was chosen by the researcher because according to Creswell (2008) mixed method are able to collect, analyze, and combine both quantitative and qualitative research, therefore, this study used mixed methods in collecting the data.

3.2. Time and Place of the Study

The data collection was conducted from September to November 2013. They were collected from the eleventh grade students in *SMKs* that have *Teknik Instalasi Tenaga Listrik* Major. In Jakarta, there are four *SMKs* that have *Teknik Instalasi Tenaga Listrik* Major, that are, SMK Negeri 35 Jakarta, SMK Negeri 53 Jakarta, SMK Negeri 5 Jakarta, and SMK Negeri 55 Jakarta. The study was conducted in all *SMKs* mentioned above.

3.3. Data and Data Source

The data which used in this study were the answers gathered from *Teknik Instalasi Tenaga Listrik* students and English teachers in that major. It was collected through questionnaires, interviews, and the result of the reviewing the text book used in the classroom based on the basic competences. In this study, the researcher also did observation to see all components when the teachers were teaching listening. To analyze how relevant listening materials to the students' listening needs, the researcher used objective analysis adapted from Hutchinson and Waters (1987) to evaluate the materials. The data sources in this study were *Teknik Instalasi Tenaga Listrik* students in Jakarta in the eleventh grade, five English teachers, and textbooks that were used the most by the teachers in four SMK; SMK Negeri 5 Jakarta, SMK Negeri 35 Jakarta, SMK Negeri 53 Jakarta, and SMK Negeri 55 Jakarta.

3.4. Data Collection Procedures

As what have stated above, this study used four instruments to collect the data. They are questionnaires, interview, observation, materials evaluation checklist by using objective analysis adapted from Hutchinson and Waters (1987). It is believed by using several method, the study are able to be evaluated because of the complexity of needs. The statement are confirmed by Hutchinson and Waters (1987), they said to gather the information about needs, there are a number of ways which

can be used, that are, by using questionnaires, interviews, observation, data collection, and informal consultation.

According to Hutchinson and Waters (1987) in analyzing the target situation needs i.e. student's needs, it is important to ask questions about the target situations and the attitudes toward that situation of the various participants in the learning process. So these questions are emerged to gather kind of information from an analysis of student needs, they are why is the language needed; how will the language be used; what will the content areas be; who will the learner use the language with; where will the language be used; and when will the language be used (Hutchinson and Waters (1987). The writer used questionnaire and interview to collect the data for analyzing students' listening needs and the listening materials given. The observation was held not only to see how listening activities were conducted but also for proving the real teaching and learning situation in the classroom are matched to the questionnaires answered by the students and the teachers. And the last, the used of textbooks are analyzed by using objective analysis adapted from Hutchinson and Waters (1987).

3.4.1. Questionnaires

To get the answers of students' listening needs, the writer conducted needs analysis by using two semi-close-ended questionnaires for *Teknik Instalasi Tenaga Listrik* students and the English teachers in *SMKs* in Jakarta. The questionnaires were made by using Bahasa Indonesia. It had a purpose, that is, in order to be more

understandable by the students. The questionnaires were distributed to *Teknik Instalasi Tenaga Listrik* students in four *SMKs* in the eleventh grades. The researcher did not conduct research the students in the twelfth grade because those students were focusing on preparing themselves for national examination. Besides the questionnaires were used to find the students' listening needs, it had the function to find what listening materials and listening activities given by the teachers. The results were then compared to the listening needs of the students. The questionnaires used checklist in order to be easier to administer. It is also suitable for gathering descriptive data.

In the questionnaires, there are three parts that have different specification of the questions. In part I, there are seven questions that ask about *Teknik Instalasi Tenaga Listrik* students' English learning in general and three question that ask about listening skills in general. In part II, the questionnaires are about the materials given by the English teachers and the materials needed by *Teknik Instalasi Tenaga Listrik* students. The questionnaires focus only on listening skills. In the findings of the study, the researcher chooses the suitable points to be discussed that are related to this study, so not all of the points in the questionnaires are discussed.

The questionnaires are filled by giving a checklist in the answers that the respondents think it represents theirs. The questions in part II are divided into two columns, that is, "Diberikan" and "Dibutuhkan". If the students feel that the materials mentioned in the questionnaires have ever been given by the teachers, they can give a

tick in “Diberikan” column. If the students feel that the materials mentioned in the questionnaires are needed by them, they can give a tick in “Dibutuhkan” column. They are given just in the students’ questionnaires. In teachers’ questionnaires, it is just provided “Setuju” column which is meant that the teachers feel that the materials mentioned in the questionnaires are given to the students. In part III, it is about the learning activities. The questionnaires just have “Diberikan” column to indicate whether the activities have ever been given or not. The students who feel that the activities have ever been given by the teachers can give a tick in “Diberikan” column. The difference between the students’ questionnaires and the teachers’ questionnaires is in part II where there is no “Dibutuhkan” column in the teachers’ questionnaires.

3.4.2. Interview

The interviews were conducted to three students and two teachers from each school. It has the function to support the data gained from the questionnaires. Another function is that, it can make the writer gets clearer answers about why and how questions that cannot be measured through questionnaires. The total of all interviews conducted were to twelve *Teknik Instalasi Tenaga Listrik* students and to eight English teachers. The interviews were recorded and then it was transcribed. They were reported descriptively in order to support the data which were got from the questionnaires. Eleven open-ended questions were asked to the *Teknik Instalasi*

Tenaga Listrik students, meanwhile ten open-ended questions were asked to the teachers. It was done in order to gain more information to be analyzed.

3.4.3. Observation

Observation used in this study was made to match the questionnaire with the real situation of listening learning. It is also to see whether the components in teaching listening were applied in the classroom. The observation was conducted once in every school when the listening skill was being taught. The observation was recorded by using tape recorder with the purpose of being analyzed by referring to the following questions mentioned in *Lembar Observasi Kegiatan Pembelajaran*

LEMBAR OBSERVASI KEGIATAN PEMBELAJARAN

Nama Sekolah :

A. Kegiatan Pembuka

1. Apakah guru melakukan review terhadap materi sebelumnya?
2. Bagaimanakah cara guru membuka pelajaran?
3. Apakah guru menyebutkan tujuan pembelajaran kepada siswa?

B. Kegiatan Inti

1. Materi apa yang digunakan guru?
2. Apakah materi itu dibuat oleh guru sendiri atau dari sumber lain?
3. Bagaimana cara guru menyampaikan materi tersebut?
4. Adakah kosa kata atau istilah baru yang dipelajari? Jika ada, apakah itu istilah kejuruan?
5. Latihan seperti apa yang diberikan oleh guru?
6. Apakah guru berinteraksi baik dengan siswa sebagai wujud komunikasi pembelajaran yang aktif?
7. Apakah guru memberikan kesempatan untuk siswa bertanya?
8. Apakah ada siswa yang bertanya?

C. Kegiatan Penutup

1. Bagaimana cara guru menyimpulkan pelajaran?
2. Adakah tugas yang diberikan kepada siswa sebagai latihan?
3. Bagaimana cara guru menutup pelajaran?

3.5. Piloting Instruments

Piloting instruments was held before the researcher started the study. The researcher tried out the questionnaires to her peers at the same degree in the university. The feedback given are first the statements in the questionnaire should be more communicative, second they also added it needs to be more specific according to the skills that the researcher want to analyze. After revising, Researcher distribute the questionnaire to five students of *Teknik Instalasi Tenaga Listrik* which are chosen randomly. Then, Researcher asked them whether they have any trouble to understand all questions in it. The students responded that they did not find any trouble to understand them since the questions and instructions are written in Bahasa Indonesia.

By conducting piloting instruments, researcher can know whether the students have difficulties in filling the questionnaires or not. It is also applied to see the effectiveness of the questions in the questionnaire to be used to collect the data and answer the research questions. In addition, the interviews results are also used to answers how and why question which those cannot be measured through the questionnaires.

3.6. Data Analysis Procedures

To proceed the data analysis, the data from questionnaires were calculated by using Microsoft Excel. It was presented in form of chart. The chart represents the listening needs of *Teknik Instalasi Tenaga Listrik* students and listening materials given by the teachers. The result was then compared and analyzed in order to find out the relevance based on the theories of English for Specific Purposes and English for Engineering. After that, the researcher transcribed and analyzed the data gained from the interviews. Then, the researcher analyzed the data gained from the observations.

The textbooks are the listening materials sources used in English classes of *Teknik Instalasi Tenaga Listrik* students in the eleventh grade. The purpose is to find out the relevance of listening materials to the listening needs of *Teknik Instalasi Tenaga Listrik* students. As the starter, the researcher analyzed the textbook by referring to English basic competences in *SMK* for eleventh grade students. The next step, the researcher used objective analysis adapted from Hutchinson and Waters (1987) in evaluating the materials used. They divided five parts as bases for conducting objective analysis. They are audience, aims, content, methodology, and other (price and availability). Audience is focused on the learners. Aims are focused on the purpose of the course. Content is what materials that are given to the students. Methodology is related to how the learning is conducted. Price and availability are related to the price needed and the time of the materials can be available and obtained.

3.7. Research Procedures

The researcher took several steps in conducting the study with the purpose of answering the research questions. The steps she took were:

1. Defining the problems
2. Proposing the research questions
3. Preparing the instruments to collect the data, such as questionnaires and interview questions
4. Piloting instruments. Questionnaires were distributed and interviews were conducted to five *Teknik Instalasi Tenaga Listrik* students in order to find out students' difficulties in filling the questionnaires and also to check whether the questionnaires and interviews were effective to gather the data or not
5. Analyzing the data gained from the pilot instruments
6. Revising the instruments
7. Distributing questionnaires to the schools that have *Teknik Instalasi Tenaga Listrik* major
8. Interviewing the students and the teachers there
9. Conducting observation when teachers were teaching listening
10. Analyzing the data. This is when the researcher counted the data gained from questionnaires, transcribed the recorded interview and analyzed the recorded

observation by answering the questions in *Lembar Observasi Kegiatan Pembelajaran*

11. Evaluating listening materials based on English basic competences of *SMK* for eleventh grade students
12. Evaluating listening materials by using objective analysis adapted from Hutchinson and Waters (1987)
13. Concluding the results in form of words to be presented in front of *Penguji Skripsi*.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the interpretation of the data based on questionnaires that had been distributed, the interviews and the observations that had been conducted. This chapter also elaborates the result of evaluating the textbooks that were used the most by the teachers by referring to English basic competences in *SMK* for eleventh grade students and by using objective analysis adapted from Hutchinson and Waters (1987).

4.1. Data Descriptions

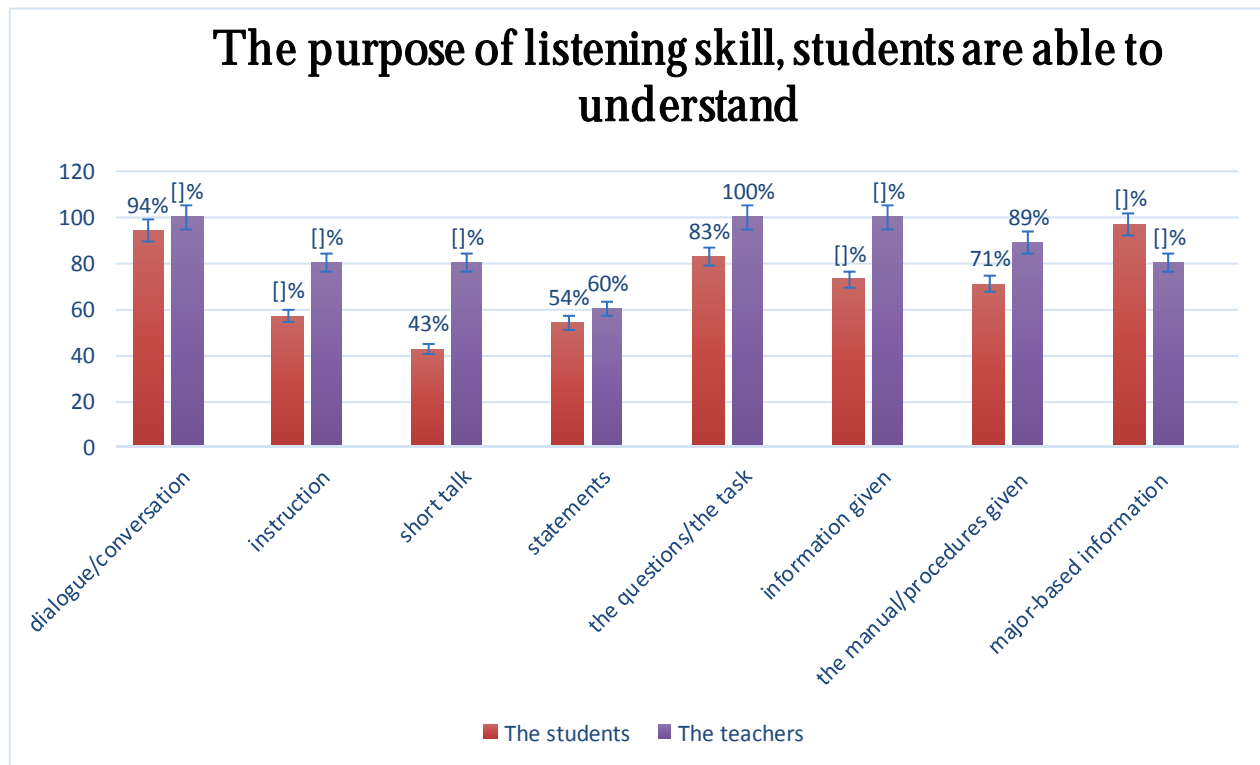
This study was conducted to get the data about the relevance of listening materials to the listening needs of *Teknik Instalasi Tenaga Listrik* students. The data were collected by distributing the questionnaires, conducting the interviews and conducting the observations in four *SMKs* that have *Teknik Instalasi Tenaga Listrik* major. The questionnaires were about the general statement of listening in the classroom, listening needs, listening materials given, and listening activities used in the classroom. They were distributed to 136 *Teknik Instalasi Tenaga Listrik* students and to five English teachers in four *SMKs*, that are, SMK Negeri 5 Jakarta, SMK Negeri 35 Jakarta, SMK Negeri 53 Jakarta, and SMK Negeri 55 Jakarta. The data collection were collected in all *SMKs* mentioned above. The interviews were also

conducted to twelve *Teknik Instalasi Tenaga Listrik* students and to five English teachers in order to support the data gained from the questionnaires. The observations were also conducted in this study. They were done to four teachers when the teachers were teaching listening. They were observed one time during the period of the study.

Besides that, the writer also analyzed English textbooks that were used the most by the teachers in four *SMKs*. The book is *Get Along With English for Vocational School Grade XI Elementary Level (Jilid 2)*, written by Entin Sutinah, dkk which is published by *Erlangga year 2010*. From four schools, three schools used this textbook, while the other one used various kinds of materials. The textbook was evaluated by referring to English basic competence of *SMK* for elementary level and by using objective analysis adapted from Hutchinson and Waters (1987).

4.2. Findings of the Study

The charts in these findings describe the results of the students' answer and the teachers' answer through the questionnaires given. The part I of the questionnaires represents the general statements of learning listening. The chart below is about the purpose of learning listening according to *Teknik Instalasi Tenaga Listrik* students and the English teachers.



From the questionnaires, the researcher got almost of the students want their listening material related to their major/departments. It is reached 97% of the students. The recording played or the book the teacher used in teaching listening should consist of electrician knowledge. The numbers are also supported by the teacher's. It shows 60% of the teacher agree about it. The further explanations are given to the researcher through the interview. The students expect the English they study would connect to their major. Not only that, they also added the lesson should be applicable to their future job. Unfortunately, the teachers did not always teach them that way. The listening material used to teach listening are sometimes still in general English.

The teachers who agree to use the recording or live listening material related to students major is 80%, it is quite high. But in the application, the material are not always as specific as the students wanted to. Through the interview, the teacher explained the reason why they didn't give enough listening materials that were related to the students' major. It was because the English basic competences in *SMK* which was made by Education Department were focused on the language competencies which were needed by the student to pass national examination. The impact is, the listening tasks referred to the questions of national examination. As we know, the national examination's content do not consider students specific major. Also almost 86% of the teacher taught listening based on the TOEIC test the students will face in the last year of their SMK life. TOEIC stands for Test of English for International Communication is the English language test instrument of testing consist of sets of questions used for measuring the everyday English skills of people working in an international environment (taken from <http://en.wikipedia.org/wiki/TOEIC>). The effect of that the students could not get enough knowledge toward the target situation they will face in the work field.

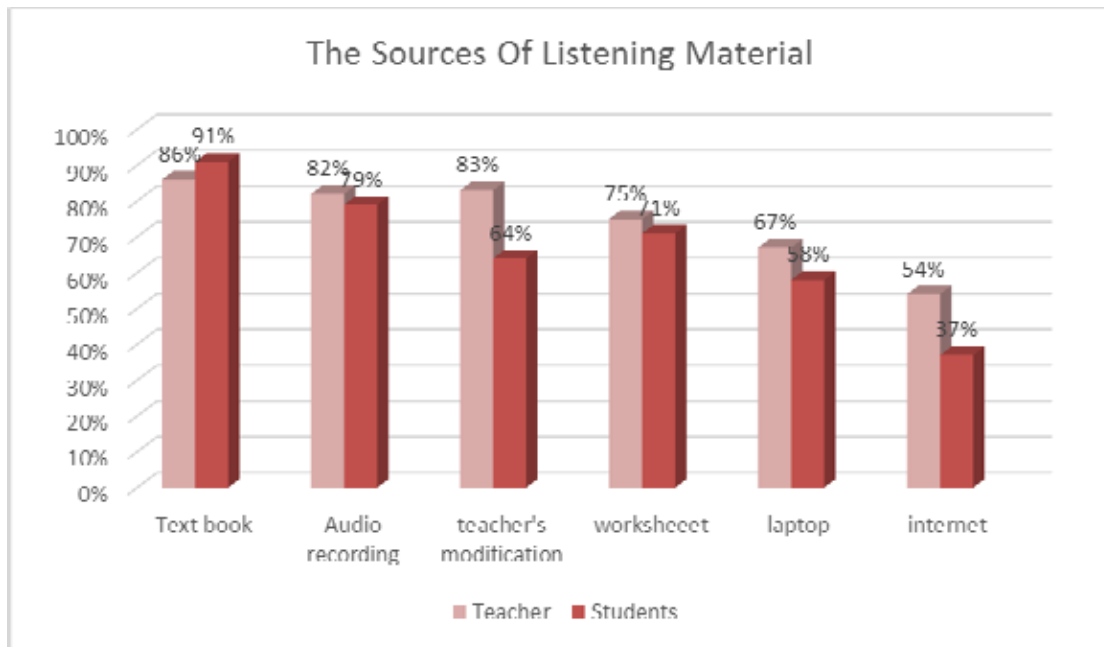
From the observation, it was revealed two of the teachers taught general English to the students; and the rest taught English for Specific Purposes. After the observation, the researcher interviewed the teachers that taught general English about his perception toward the listening materials they had just given. They said the listening material the teachers gave did not fit enough to the students' need. It is

because they follow the basic competencies from government. The teachers also added the book the school used still in general English.

The second high percentage coming from the questionnaires is the willing to understand the recorded and live listening dialogue or conversation and able to respond it. It reached 94% of the students in four SMKs, get along with the students, the teachers' result is 100% teachers support it. All of the teachers agree that understand and respond the dialogue is the important things. For the next one, all the teachers agree that understand are very important. While 83% of students join the perception. After conducting the interview from the teachers, the researcher got that understanding the questions from the task is essential to master. In order to answer the task, the students must know what they should do. Therefore, the clearness to listen of the questions of every tasks is important. Furthermore, the least expectation of the mastering the listening skill came from understanding the statements and repeat the words appropriately. Surprisingly, only 54% of the students and 60% of the teachers support it. They explain it is not really necessary to follow every words they hear. The teachers believe if the students get the main point of what they listen and able to answer the questions given is good enough. Although it will be great if they can know the words they listen. Still, it is very difficult for the students.

Mastering the listening skill must be connected to the material the teachers apply. Thus, the researcher need to find out what kind of the learning materials that are used by the teachers in teaching listening. The next chart below represents the

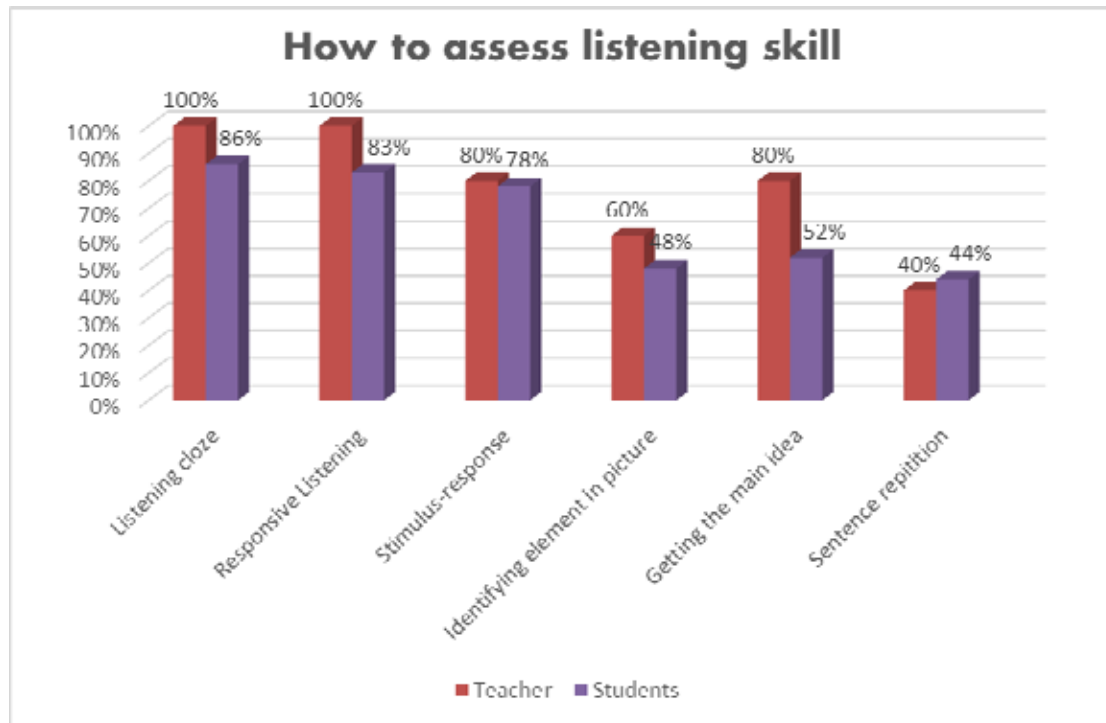
material the teachers used in teaching listening from the most frequently used to the rarest. Here are the results



According to the results gained from the questionnaires, 91% students and 86% teachers agree that text book is the learning materials used the most in English classes. While for the second highest poll is audio recording. It is 79% students and 82% support the result. As the third position, 83% the teachers and 64% chose teachers' modification as the tool for teaching listening. From the observation, one of the teachers use a group work in teaching listening. He asked the representative from each group to read aloud a paper that had been prepared by teacher beforehand. The rest of the member of the group listened carefully and filled the answer based on the

questions given on the paper. In the lowest position with the smallest percentage came from the using internet as the teaching material. Both the teachers and the students agree that the use of internet in the classroom for teaching listening is quite rare. One of the school even did not use internet in their listening activities.

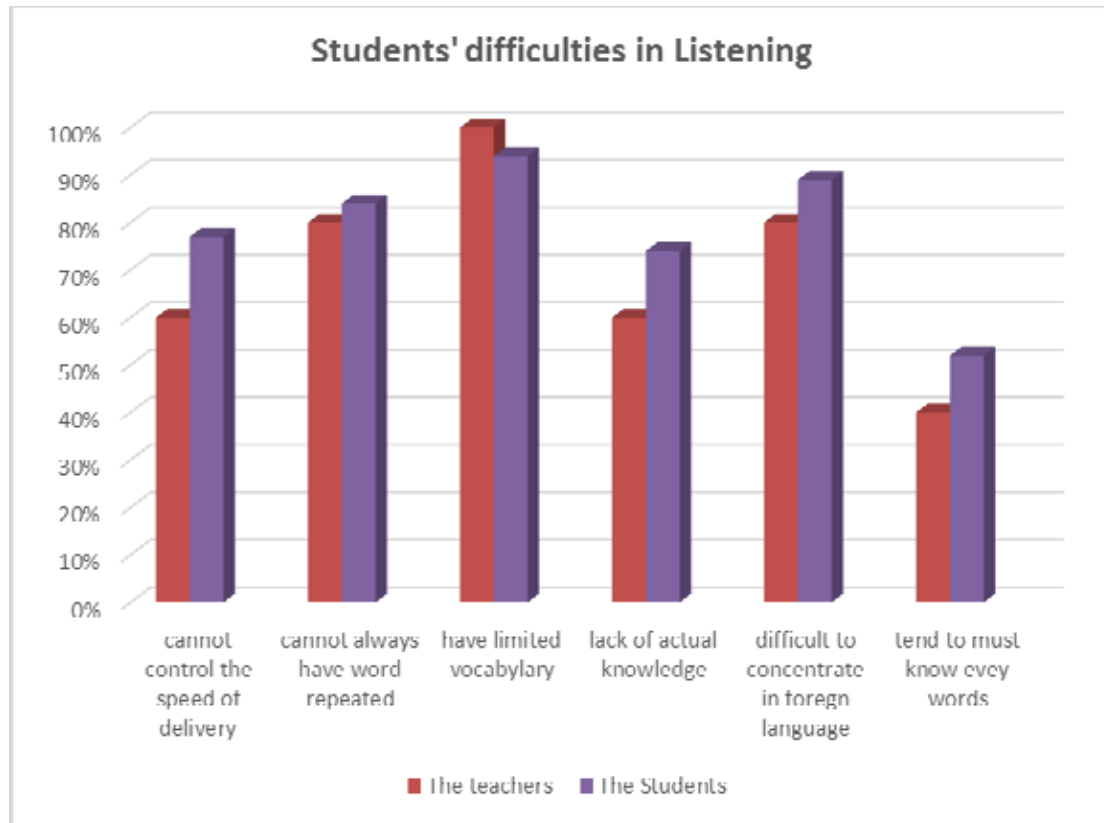
The teachers also need to test the students' ability in listening. Especially for this skill, teacher did not need to integrate from other skills to test the students' listening ability. It is because most of the teachers used one meeting for listening skill. In order to know how well the students in listening, the teachers can make tests or some models of assessment to test the students' listening skills. The next chart below is about the activity that the teachers use to assess the students' listening skills. It deals with what the teachers ask the students to do in order to know how well the students in listening. It is needed to be found out because listening is the focused skill in this study. Here are the results.



The results of how teacher assess the students' listening skill are first 100% teachers and 86% students agree that the teachers ask the students to listen a monolog or dialogue and simultaneously read the written text in which selected words or phrases have been deleted which is called Listening Cloze. The second position is the responsive listening. This kind of assessment is a question and answer format that the test-taker's response is the appropriate answer to a question. The next less percentage is from communicative-stimulus response. It is presented with a stimulus monologue or conversation and then is asked to respond to a set of comprehension question. (Brown, 2004). It reaches 80% of the teachers and 78% of the students that support

this assessment. In the interviews, many of the students said that the almost all assessments have been applied in the listening class. It is just the students did not recognize it. However, they agreed that the assessment used the most by the teachers was answer the questions related to the text. From the observation, the researchers saw that the assessment are used by teachers. Although it was not all the type of assessment were tested in one day. The result were also emphasized by students and teachers' interview. The researcher wanted to confirm whether all kind of these tests are used by the teacher and they agreed.

In learning listening, the students might face the difficulties in the process of receiving material. The following chart is the students' perception and the teachers' perception toward the students' difficulties in listening.



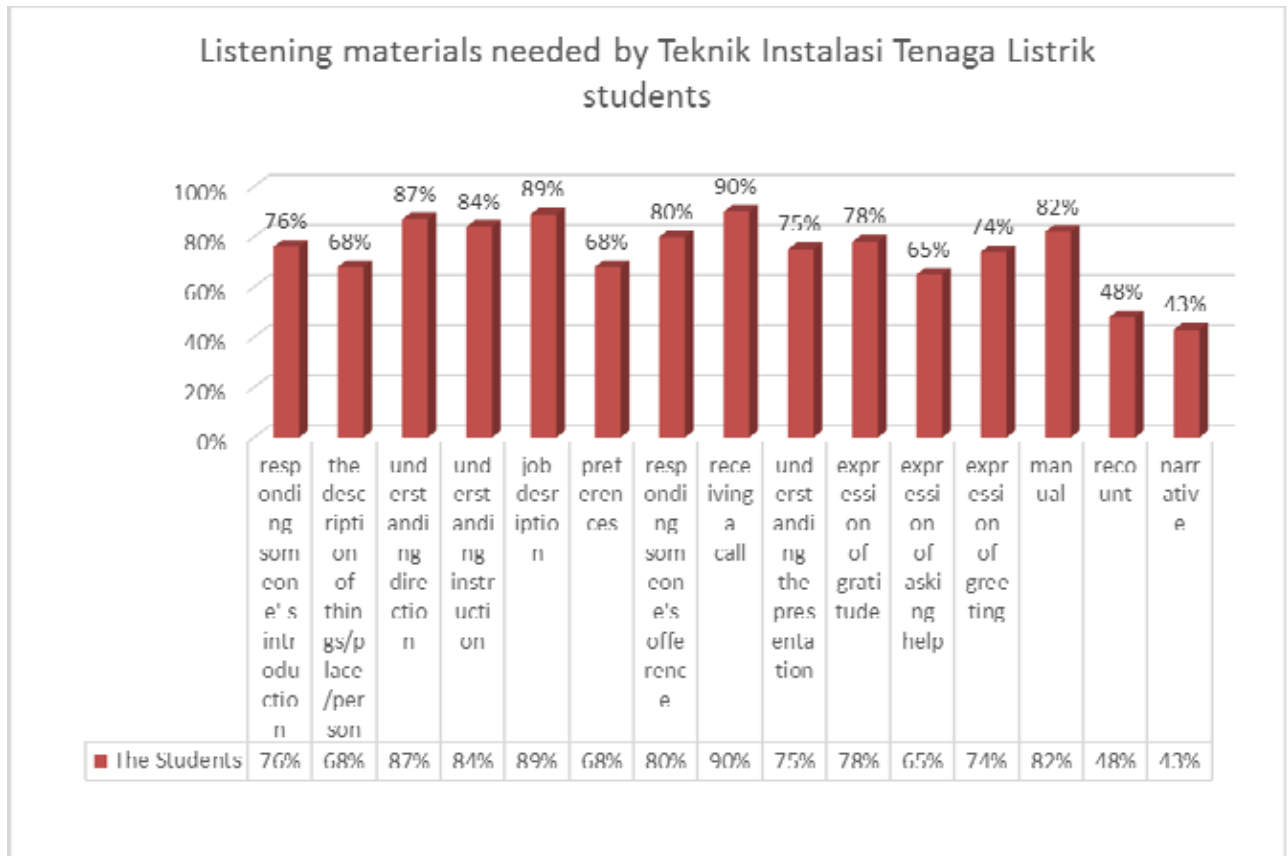
The results show that 94% students and 100% teachers agree that the difficulties of listening are caused by their limited vocabulary. It emerged because the students did not know every words being played. Some due to the words are not suitable for the XI SMK students and another because students' lack of words. The second obstacles fell to the difficulties to concentrate in foreign language. Through the interview, the students said no matter how focus and attentive they listen it is difficult to understand what the audio playing. Since they did not communicate in English regularly, the students could not know what speaker said clearly. Meanwhile, 80% the teachers chose the listening problem come up because the students cannot

always have word repeated as they wish and it is supported by 84% of the students. Furthermore, the other students' difficulties of listening is the lack of actual knowledge. In interview, students stated that some topic being discussed is beyond their knowledge. The speaker saying was too long and too complicated. Thus, 60% the teacher and 74% the students agree about that.

That's all the results of the questionnaires in part I about learning listening in English class based on students' answer and the teachers' answer gained from the questionnaires given.

4.2.1. Needs Analysis

In this part of the findings, the writer analyzed the listening needs of *Teknik Instalasi Tenaga Listrik* students. They need materials of listening that reflect how the language used in their future career. The researcher by conducting the questionnaire wants to find out the need of listening material for *Teknik Instalasi Tenaga Listrik* students. The chart below represents the details of needs analysis results about kinds of materials of listening needed by *Teknik Instalasi Tenaga Listrik* students.

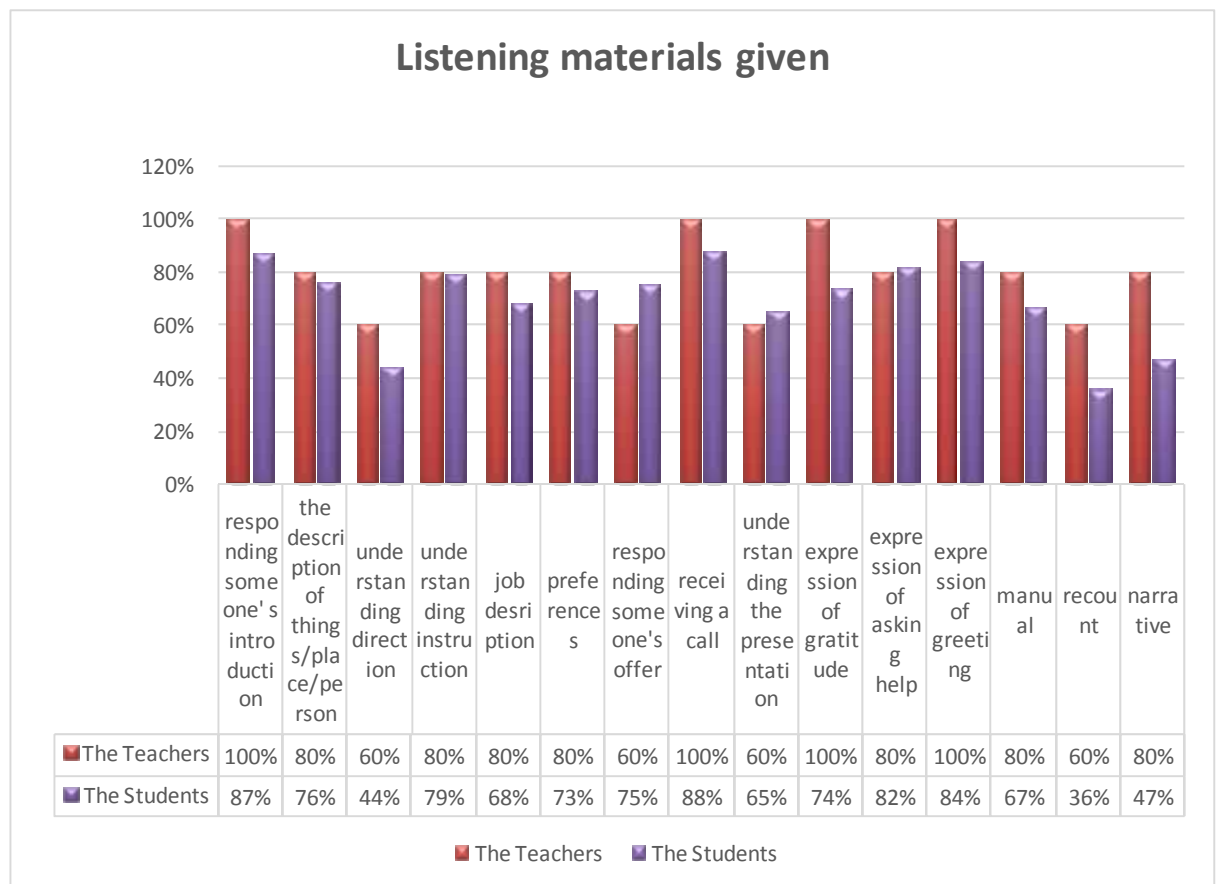


According to the result of needs analysis above, there are three reading materials that are needed the most by *Teknik Instalasi Tenaga Listrik* students; they are understanding direction (87%), receiving call (90%), and job description (89%). Based on the result, receiving call is the material needed the most by *Teknik Instalasi Tenaga Listrik* students. The students need this material because they might want to prepare themselves to handle phone conversation that possibly happen in their future workplace. In the interview the students highlight that handling phone calling is more applicable than the others. Besides handling phone conversation, understanding direction and job description are needed by *Teknik Instalasi Tenaga Listrik* students.

Still, the students did not dismiss that other materials are required in their job. Therefore, the teachers should apply the materials which relate to *Teknik Instalasi Tenaga Listrik* major in order to make the students ready to work and able to communicate in English in their future workplace.

4.2.2. Materials Given

The SMK teachers supposed to provide material according to students' need. Students' need relate to their major in SMK. The chart below represents the results of the questionnaires in part II about the listening materials given.



The highest percentage of material given by the teacher came from understanding someone's introduction, handling phone conversation, and expression of greeting, it reaches 100% the teachers agree about it. Meanwhile, another material that is given the most based on the students' questionnaires is handling phone conversation (88%). It is in line with the teachers' result that all teachers did taught that material. Responding someone's introduction were also given by the teachers so that 87% the students confirm it. And the third highest result is expression of greetings, 84% of the students agree that the teachers has given the material. The results are confirmed through the chart of students' listening needs. It shows that the students need to understand how to handling phone conversation (90%), someone's

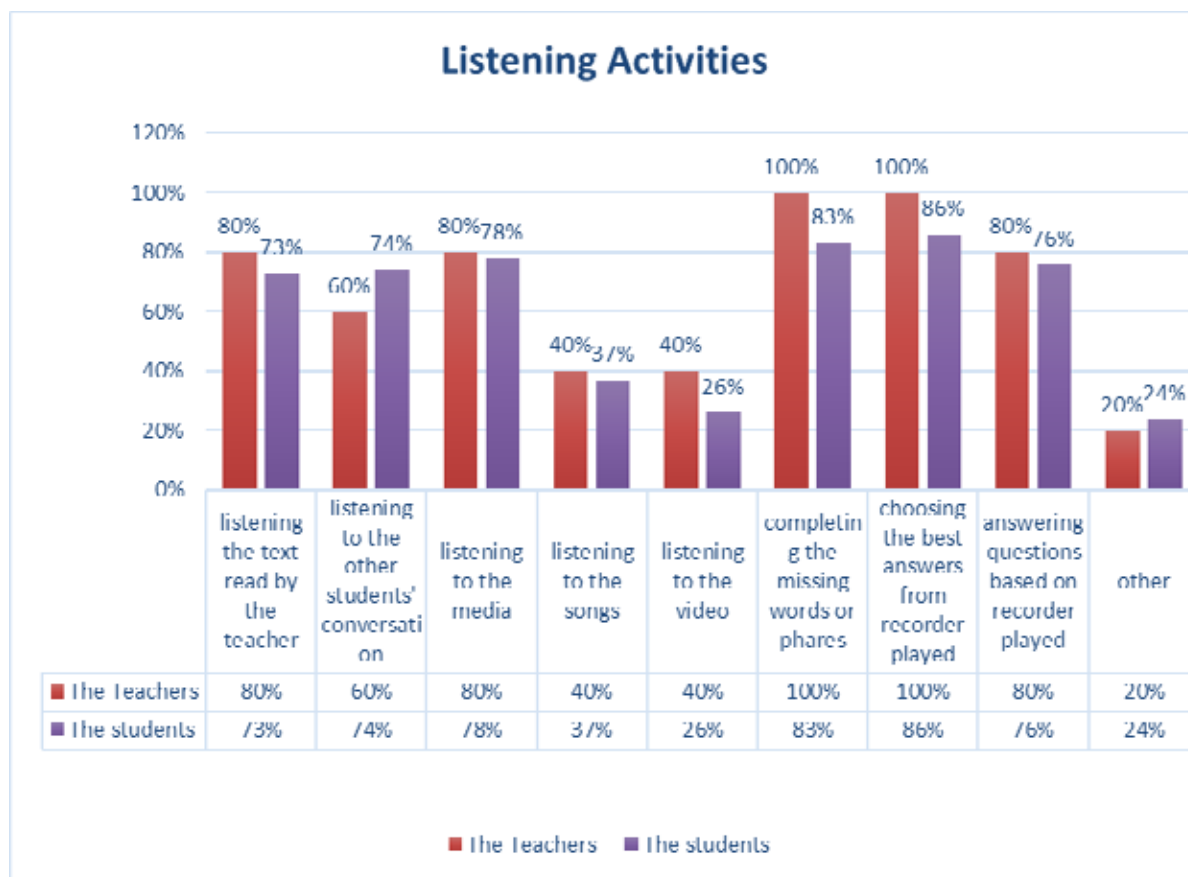
introduction (76%) and expression of greetings (74%). The result represents some of the students' needs have been achieved by the teachers. However, there is still a lack of it that is, understanding direction. 87% of the students need to master the direction it is emphasized through the interview that understanding direction will be applicable in their work place. But only 60% of the teachers gave them that material. As they explained in the interview, the reason teachers did not give it because it is not stated in the basic competences. So they did not teach that material.

Through the interview, the teachers stated that the reason they gave General English in their teaching way because to give them the material based on the students' major is difficult. English for SMK, according to the basic competence from education government, covers all majors like from engineering to secretary. Means the English given has not been specified for the students. They explain it will effect to the material given to the students. Some content of the material are not related to their major which is electrical engineering. It can be seen it the text book the teacher used that is general for SMK in Indonesia.

4.2.3. Listening Activities

In part III of the questionnaires, consist of the listening activities happened in the *Teknik Instalasi Tenaga Listrik* class. The listening activities chart represents the activities happened in the class match to the listening material teacher has given and the students' need. It is necessary to have the activities that draw the situation in students' future workplace. The chart below is the result of the questionnaires about

listening activities used in English classroom according to the students and the teachers.



Based on the students' questionnaires, the result shows that listening activities given the most by the teachers are choosing the best answers from the recorder played (86%), completing the missing words or phrases (83%), and listening to the media (78%). The results matched to the teachers'. For choosing the best answers from the recorder played and completing the missing words or phrases based on the dialogue or short talk they listened, all of the teachers agree that the activities were conducted

in listening class. Others activities that occurred in the class are answering questions based on the recorder played (80%), listening the text read by the teacher (80%) and listening to the other students' conversation (60%). The researcher found that the questionnaires' results of listening activities are relevant to the students and teachers choice. In interview, both the teachers and the students stated that the most frequent listening activities occurred is choosing the best answers from the recorder played.

In observation, the activities from two schools were same. The teachers gave the students the paper consist of a set of task in multiple choice then they ask the students to listen of the tape or recorder has been prepared in advance. The student must choose the correct answer by crossing the letter (A, B, C, D, or E) based on what they listen. The results will be discussed together with the teachers. And the result must be submitted the teachers.

4.2.4. Materials Evaluation

Before analyzing the relevance of the listening materials to the listening needs of *Teknik Instalasi Tenaga Listrik* students, the researcher first evaluated the textbooks that were used the most by the teachers by referring to English basic competences. The English textbooks that were used the most by the teachers was *Get Along With English for Vocational School Grade XI Elementary Level (Jilid 2)*, written by Entin Sutinah, dkk which was published by *Erlangga year 2010*. From

four schools, three schools used this textbook, while another school used various kinds or materials.

The organization of the text book is competency-based syllabus. It can be seen on the objectives which is written in each unit. It is relevant to the *SMK* students' needs

that material organization development used in the textbook focuses on specific competencies.

In this study, the relevance of the learning material to the English basic competences can be seen from the availability of the learning materials in the textbook which refer to English basic competences. The following table is the results of materials review.

NO	BASIC COMPETENCES	LEARNING OUTCOMES	MATERIALS	R/N R	UNIT, PAGE
2.1	Understanding simple daily conversation with nonnative speaker <i>(Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan</i>	1. Students will be able to understand expressions used to talk about daily activities 2. Students will be able to talking about hobbies and interests	Some expressions such as: <ul style="list-style-type: none"> • Asking and telling the job • Asking and telling hobby and interest • used in the daily activities 	R	1, 3, 3

	<i>penutur asli)</i>				1, 3, 4
2.2	<p>Understanding simple messages through direct and indirect communication</p> <p><i>(Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat)</i></p>	<p>- Students will be able to identify the expression</p> <p>- Students will be able to identify the information in the expression</p>	<p>Some expressions such as:</p> <ul style="list-style-type: none"> expressions used in telephone conversation Leaving a message from a phone conversation 	R	2, 24, 2 2, 24, 2
2.3	<p>Describing jobs and background of studies both written and orally. <i>(Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan)</i></p>	<p>1. Students will be able to identify someone's job description</p> <p>2. Students will be able to identify someone's educational background</p>	<p>Some expressions such as:</p> <ul style="list-style-type: none"> Dialogue between the interview and interviewer Identify Kind of jobs 	R	3, 45, 3 3, 45, 3
2.4	<p>Describing past events and future working plans</p> <p><i>(Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan)</i></p>	<p>1. Students will be able to identify the expressions used to talk about past events</p> <p>2. Students will be able to identify the expressions used to talk about future</p>	<ul style="list-style-type: none"> The dialogue about the experience happened in the past Asking and telling plan in the future 	R	4, 62, 2 4, 62,

	<i>datang)</i>	plans			2
2.5	Expressing different kinds of intention <i>(Mengungkapkan berbagai macam maksud hati)</i>	1. Student will be able to identify expressions of bargaining 2. Student will be able to identify expression of preferences	Some expression such as: • Making reservation • Describing a job	R	5, 80, 2
2.6	Understanding simple instructions <i>(Memahami instruksi-instruksi sederhana)</i>	Students will be able to identify the way to describe a process	• Completing the written manual	R	6, 102, 2

Note:

R/NR: Relevant or Not Relevant the learning materials in the textbook to the English Basic Competences.

Based on the results analyzed in the table above, it shows that the textbook that are used the most by the teachers, *Get Along With English for Vocational School Grade XI Elementary Level (Jilid 2)*, written by Entin Sutinah, dkk which was published by *Erlangga year 2010*, is relevant to the English basic competences of *SMK*.

In basic competence 2.1., it is stated that *SMK* students in elementary level should be able to understand simple daily conversation with non native speaker. The

writers of the book provides some expressions that are related to the basic competence, which are, expression used to talk about daily activities, talking about hobbies and interests, and helping guests in proper ways . In basic competence 2.2., *SMK* students are expected to be able to write simple short messages through direct and indirect interaction. The writers of the book provides some expressions used in telephone conversation, leaving a message from a phone conversation, writing a phone message based on what they listen in the phone. In basic competence 2.3., Describing jobs and background of studies both written and orally. The textbook show some expression related to the basic competence for example understanding someone's job description and listening to someone's educational background

In the basic competence 2.4. It is written that students need to be Describing past events and future working plans. The book explored the point through it the dialogue talking about future plans and understanding expressions used to talk about past events. In basic competence 2.5, it is stated that students are expected to express different kinds of intention. The writers give the example of using expressions of bargaining and expressing preferences. In basic competence 2.6., it is stated students are expected to understand simple instructions. It consist of the dialogue which is recorded talk about the way to describe a process.

In order to answer the research question about the relevance of listening materials to the listening needs of *Teknik Instalasi Tenaga Listrik* students, in this part, it discusses the materials evaluation by using objective analysis adapted from

Hutchinson and Waters (1987). Objective analysis is used to evaluate the materials used in the course. In order to find out the English textbooks that were used the most by the teachers, the writer asked to the teachers about what textbooks they were using in teaching *Teknik Instalasi Tenaga Listrik* students. It was found that *Get Along With English for Vocational School Grade XI Elementary Level (Jilid 2)*, written by Entin Sutinah, dkk which was published by *Erlangga year 2010* was the textbooks that were used the most by the teachers in *Teknik Instalasi Tenaga Listrik* classes. From four schools, three schools used this textbook, while another school used various kinds or materials.

According to materials evaluation checklist adapted from Hutchinson and Waters (1987), there are five main points underlined in analyzing the book by using objective analysis. They are; audience, aims, content, methodology, and other criteria (price and availability). Here are the results of the reading materials evaluation.

1. Audience

As the title of the book *Get Along With English for Vocational School Grade XI Elementary Level (Jilid 2)*, written by Entin Sutinah, dkk is designed for vocational school students to learn English for communication purposes, not only for *Teknik Instalasi Tenaga Listrik* students, but also for other majors like tourism, business and management, secretary, etc.

2. Aim

The aim of using this book is to support vocational students' capability in English. This book is used to prepare the students to enter the working world after they graduate and should have some abilities to support their knowledge. The writer of the book make the book based on the standard competencies made by the government so each unit of it are related to the basic competences for *SMK* students in elementary level (grade XI). Then, the researcher could state that the book is relevant to the basic competencies. Therefore, it also achieves the aim to be able to pass in the final examination since the test based on the basic competences. However, this book still has the lack. The aim of the book is to prepare vocation school in their workplace. But the vocational school is still in the general term. For the *Teknik Instalasi Tenaga Listrik* students, they need the English that prepare them to work in the field they are in which relate to their major. Unfortunately, this book is not specific enough.

3. Content

The writers of the textbook split the book into six units. Each unit is arranged based on the English basic competences and the theme are arranged according to the material given. The first unit "Daily Activities" talks about expression used to talk about daily activities. In part of listening section, the book provides the pictures as the lead in to prepare the students in listening section. Then

the students are asked to listen and match each pictures with a correct statements they listen. After that, they listen and complete the missing words from the dialogue played. Unit two is “Talking on The Phone” consist of expressions used in telephone conversation. In listening section, this book provides pictures to brainstorm students before listening and dialogue through the telephone which need to be completed,. It is rather suitable for the secretary major whose job handle the phone calling and also good for the tourism that often handle customer through the telephone.

Next, unit three is “Looking for A Job” which is about describing someone’ job. In listening section, there are pictures of major in work field. Also there is dialogue about someone who was having interview. It is suitable for electrical engineering because in the some years later they must face the interview to get a job. In the unit four, it is “What is Your Plan?” talks about future plans and understanding expressions used to talk about past events. In listening section it consist of two dialogues about situations in past events and the conditions in the future. The material is useful for the useful students. Because they may have a condition to explain what have happened in the past either to their boss or partner.

The next is unit five. The theme is “Which Do You Prefer?” which is about expression of bargaining and preferences. In listening sections, it consist of uncompleted dialogues between guest and waiter. It emphasize how the guest do the reservation and show some expression of preferences. Then, unit six is “What is The Next Step?” which is about describing a process. In listening part, there is an

uncompleted procedures text about making a Pineapple with Caramel Sauce.

Having all descriptions about the listening materials in textbook used above, it can be seen that the language description in this textbook is authentic or not. The listening materials are designed based on the social purposes. The students are expected to use English as the tools to communicate and enrich the knowledge.

This book focuses on the four language skills which are listening, speaking, reading, and writing. It is also equipped with grammar and language-in-focus materials to give some basic knowledge of English. The listening and speaking sections can help students improve their oral skills in English, while the reading and writing sections will help them in written expressions. A good oral skill is needed to communicate with people in schools, working areas, and when meeting foreigners.

The materials are managed based on the subject-matter and the function of the materials. The theme of the materials listening materials is considered for social purposes function. The subject-matter and the function of this book are not particular for *Teknik Instalasi Tenaga Listrik* students. Furthermore, each unit are managed according to the basic competences of *SMK* for elementary level students.

4. Methodology

The researcher found that the listening materials are constructed based on the theory of behaviorism and cognitive. One of the characteristic of the theory of behaviorism is new language should always be dealt with in the sequence: hear, speak, read, and write. This book covers four skill which organize in sequence; first

skill being taught is listening, then speaking, reading and the last is writing. The exercises emphasized the repetition of the learning. It is connected to the theory of behaviorism. It is stated that frequent repetition is essential to effective learning. Another exercises that represent the theory of behaviorism is by making the customer's message based on the dialogue of the book. Then, the cognitive learning can be seen from the problem solving task provided in activities in each unit. In the writing section, the task contains of cognitive-theory exercises. The students are asked to discuss the following questions and then make their own project based on their experiences.

The learning activities or exercises consist in this textbook are in form of dialog, questions and answer, describing pictures and things, adding suitable words, completing the list on the table, fill in the blanks, writing the daily activities and compare it, role play, practice the dialogue with students' peer and write some short functional text in order to make an interaction and an effective communication such as writing a memo, resume, a short message, email, etc. In listening section, the exercises applied are listen and match each pictures with the correct statement, listen and complete the missing words, and listen to the dialogue and answer the questions. Mostly the exercises of listening are worked individually, while for other language skills, the exercises can be done individually, pair works, group works, and individual or group presentation. This textbook also provides learning objectives, brief useful

information called share the knowledge, free practice, glossary, final exam, and Evaluation.

5. Other criteria (price and availability)

Other criteria that also need to be considered are the price and the availability of the textbook. The textbook was published by *Erlangga*. After observation the researcher found that the students can borrow the book in the library. So, it can be easily access by the students

4.3. Discussion

As mentioned in the research questions, the focus skill in this study is on listening skills. Based on the findings in the students need, it was found that *Teknik Instalasi Tenaga Listrik* students need to understand how to handle phone conversation, understanding about job description, and understanding direction. While on the students' questionnaires about the listening materials, it shows that handling phone conversation, responding someone's introduction, and expression of greeting were the reading materials given the most by the teachers. Although understanding about job description and understanding direction are not the most material given by the teacher, they are still relevant because the results above 50% and it is also relevant to the teachers' questionnaires. The listening materials used the

most to the students are the same three highest result of the students' questionnaire which are handling phone conversation, responding someone's introduction, and expression of greeting.

However, there is still a lack of it that is, understanding direction. The students need to master the direction because they believe understanding direction will be applicable in their work place. But only 60% of the teachers gave them that material. It means only three teachers gave the material. The two teachers who did not teach it explained in the interview, the reason they did not give it because it is not stated in the basic competences. So they did not teach that material. But the teachers should find out any material will be needed for students especially whose English is applicable in the real life.

The students stated the importance of mastering the direction is not only about direction on the road but actually it is broader. Direction term can cover some aspects like the clues students need, the oral instruction, and the way of how things should be worked or proceed. However, it is a possible the material will be given for the twelfth grade students. The important thing in organizing students' material is the topic should be based on the students' major.

The textbooks that were used the most by the teachers, *Get Along With English for Vocational School Grade XI Elementary Level (Jilid 2)*, written by Entin Sutinah, dkk, year 2010 provided the listening materials needed by the students. Unfortunately, the material about understanding direction are not included in the textbook. Therefore, the teachers did not teach them this topic. According to English

basic competences, direction or simple instruction must be given for eleventh grade of SMK. This material was managed for *SMK* students in Elementary level. Therefore, it is necessary to the teachers to teach them this. Although the textbook do not cover the material, the teacher could find from other resources.

Learning activities that were given in learning listening were listen and match each pictures with the correct statement, listen and complete the missing words, and listen to the dialogue and answer the questions. The questionnaires' results of listening activities were relevant between the students and the teachers. Choosing the correct answers from the recorder played was the listening activities applied the most by the teachers. Furthermore, the author of the textbook provided the exercises like completing the missing words or phrases, and listening to the media. Through the observation the researcher found out that in learning this skill some teacher equipped the activities with the laptop and audio. Sometimes the activities occurs in the language laboratory that have a more complete tools in listening like headphone, monitor for each students and soundproof walls. The activities that occurred in teaching listening aim to make the students become the comprehensive listener (Grellet, 1981).

According to the analysis of provided materials to the English basic competences, it was found that the textbooks that were used the most by the teachers were relevant to English basic competences for elementary level of *SMK*. Although the listening materials needed by the students were provided in this textbook but the

subject is still in general SMK. Some of the material are referred to the other major of vocational school not particularly engineering students. The unspecific subject can be seen in the unit 5. The unit theme is “which do you prefer?” In this part students are expected to understand the expressing of preferences and expression of bargaining. The dialogue in that unit is between the guest and the waiter in the restaurant. This will be suitable for the tourism major but for engineering it will not. There are not related matter between preferences occur in the restaurant to the electrical engineering issues.

As the results found in this study, the researcher found that the topic of the book are relevant to *Teknik Instalasi Tenaga Listrik* students. However, the exercises and the material like dialogue, pictures, and short talk did not connected to the engineering major. As the researcher investigate from the interview, all of the students said they needed to understand specific listening materials in English because it will be applicable in their future workplace. The “Get along with English” textbook was not specific for *Teknik Instalasi Tenaga Listrik* majors because it was made for all majors in *SMK*. Therefore, the materials provided in this textbook were general. In conclusion, although the textbook was relevant to English basic competences for SMK in elementary level, but it was not relevant to the needs of *SMK* students majoring in *Teknik Instalasi Tenaga Listrik* because the textbook referred to English basic competences where it was made for all majors in *SMK*

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and provides recommendation for developing English listening materials for *SMK* students majoring in *Teknik Instalasi Tenaga Listrik*.

5.1. Conclusion

Based on the needs analysis results, the researcher found that *Teknik Instalasi Tenaga Listrik* students needed English for understanding information they listen or hear before being able to do or produce something. Students' needs in listening were to be able to understand spoken information such as in short talk or monolog, dialogue, inferring, and manual. Those kinds of materials were in line with macro skill of listening skills, that is, recognizing communicative short talk and dialogue according to form and purposes. Through the questionnaires, it was found that the teachers have achieved the listening needs of the students in understanding in handling phone conversation, responding someone's introduction and understand the expression of greetings. But the listening needs have not been fully achieved. The teacher did not give the material about understanding direction while the students need it. In the activities, choosing the correct answer based on the recorder played

was the listening activities given the most by teachers. The other results of listening activities which adapted more frequent were completing the missing words or phrases, and listening to the media. The activities are purposed to create the effective and comprehensive listener. The effective means are applicable and useful either in the real life or in their working world.

After analyzing the listening needs of *Teknik Instalasi Tenaga Listrik* students, the researcher evaluated the textbook that were used the most by the teachers. The textbook was *Get Along With English for Vocational School Grade XI Elementary Level (Jilid 2)*, written by Entin Sutinah, dkk which was published by *Erlangga* year 2010. It was done in order to find out the relevance of listening materials given to the students' listening needs. To evaluate the textbook, the researcher used objective analysis adapted from Hutchinson and Water (1987). Before evaluating the textbook by using objective analysis, the researcher first explored and evaluated the textbook by referring to English basic competence for elementary level students in *SMK*. It was found that the textbook was relevant to English basic competence. From seven basic competences, the textbook provided materials that referred to those basic competences.

After that, the writer evaluated the textbook by using objective analysis. It was found that the textbook did not cover the aural materials needed by *Teknik Instalasi Tenaga Listrik* students. The listening materials provided had social purpose function to *SMK* students. It was because the textbook referred to English basic

competences for *SMK* which means that the textbook was set for *SMK* students in all majors. The textbook was designed not only for *Teknik Instalasi Tenaga Listrik* students, but also for other majors in *SMK*. Therefore, the listening materials provided in this textbook were general. The aim of the book is to organize the students to be able to pass the final exam. As the conclusion, the listening materials provided in the textbook were not relevant to the listening needs of *SMK* students majoring in *Teknik Instalasi Tenaga Listrik*.

5.2. Recommendation

In teaching listening for *Teknik Instalasi Tenaga Listrik* students, the teachers of vocational school must analyze the target situation, what the material are needed, what is their purpose of teaching, how to conduct the activities to be effective. If the question has been answered the teacher can design the appropriate and applicable material for the students. The applicable here means the material must cover students need based on their major. To fulfill students' listening needs, the teachers can select the authentic materials which are related to students' listening needs. Nevertheless, any material must be consider the English basic competences for *SMK*. The basic competences will keep the students stay in line to the final exam made by the government. Moreover, in order to achieve students' listening needs the activities should be in vary. It can be responding to the authentic listening material or listening to the foreigner' speaking. The teachers should use specific listening materials that

are related to the students' listening needs. The materials are then applied in the activities that has been selected to make the teaching activities conducting well.

The student itself in order to improve their listening ability must train themselves by listening the English talk, it can be access through the internet, television, and the native speaker. The students must open themselves of any media which can help them enhancing their listening skill. Also, the government should provide the textbook that is specific according to majors in vocational school. It should be specific because of the differences of the need in the target situation of its majors.

5.3. The Limitation

This study still consists of lacks. Because there was the limitation of time, the analysis were not enough deeper. The instruments used in analyzing the data could be more various. Regarding to the observation, to make the data more valid, the frequency of doing observation should be increased. Therefore the study was lack of analyzing the data because of the limitation of time.

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