

# Developing Students' Listening Worksheet Of Narrative Text Based On Scientific Approach For Eighth Grade Students At SMP YPI Amir Hamzah Medan

Rizki Anisa<sup>1</sup>

<sup>1</sup> English Department, Medan State University

## ABSTRACT

This study focused on developing students' worksheet for teaching listening skill. The aim of this study was to develop students' listening worksheet as an additional material for teaching listening skill to the eighth grade students of junior high school. This study was conducted by using Research and Development (R & D) design through six stages; gathering information and data, analyzing data, designing materials, validating by experts, revising, and final product. The subjects of this study were the eighth grade students at SMP YPI Amir Hamzah Medan. The data were gathered by administering interview to English teacher and distributing questionnaire to 30 respondents to get the students' needs. The interview and questionnaire results prove that the students need students'

worksheet as a media which can help them to understand about narrative text especially in listening skill. The finding of this study showed that the researcher has developed students' worksheet that consists of 25 pages with 3 main parts such as the definition of narrative text, the components of narrative text and several exercises that can be used to comprehend the students understanding about narrative text. This worksheet has been validated by two validators, one from State University of Medan and one from SMP Amir Hamzah Medan. This worksheet has the average percentage was 95,5% and it categorized as very good.

## Keywords:

*listening, English listening material, narrative text, students' worksheet.*

## INTRODUCTION

Listening is the ability to receive and the process to understanding speech in the communication process. The ability to listen and understand a person talking in English to communicate with other people is important. Students who are good at listening will understand more of what the speaker says. According to many researchers, listening is one of the important skills that should be mastered because it helps students to improve other English skills. Rather than speak, read, or write people listen more in their daily life. Rivers in Hasyuni (2006: 8) says that listening is a creative skill. "Listening is an active, purposeful process of making sense of what we hear," according to Nunan (2003:24). Listening is an

active skill since it requires us to decipher the meaning from what we hear. Listening skill is needed to all genres in English Education. Long functional text or genre is one of the text types that must be learned by students. They are; narrative, procedure, report, descriptive and else.

English has several genres and one of them is narrative text. According to syllabus of Curriculum 2013, narrative text is one of the several genres that must learn by students in Junior High School especially for eighth grade students. A narrative text is a story with complication or complex events and it tries to find the resolutions to solve the problems. The aim of narrative text is to convulse or to entertain the reader with a story.

Based on the observation in the field, in SMP YPI Amir Hamzah Medan the researcher found that some problems. The teacher said she did not use any specific media or method to teach the students. Not only does that, the researcher found out that SMP YPI Amir Hamzah Medan does not provide the students' worksheet. The teacher only used the text book. Worksheet will be able to help both of the teacher and the students to do teaching-learning process easily by practicing the students' knowledge about the related material and to support the lesson plan.

The teacher told the researcher that most of the students having difficulties to learn English especially in narrative text because of students' concerns in the learning process. In learning process, students' attitude which they feel blasé and not interested in learning material because of the tedious method from the teacher. Students get low achievement especially in listening ability because of the lack of practicing the material. So, the students feel more difficult to learn English because they do not have any exercise.

Most of teachers in Indonesia use text book as a worksheet book, because they think that it is quite effective to teach the students. However the English teacher at SMP YPI Amir Hamzah Medan wished there were worksheets in that school and she also said that it will be great if the students have their own worksheet in order to achieve the material given. In addition, there are not many questions which discuss about narrative text material. Based on the interview, the teacher only gives some questions to the students after giving the material because of student's low ability in learning English. The worksheet should be consisting of the competency and students' need.

In this research, the researcher would like to develop the students' listening worksheet especially in narrative text. Students' worksheet is a sheet of work including tasks that must be done by the students. The activities in a students' worksheet are usually

conducted with direction or steps to complete a task. The researcher thinks that Scientific Approach will be able to improve and develop student's ability especially to think critically in learning English. Scientific Approach is an approach used in learning with a pressure on the use of scientific methods in teaching-learning activities. This approach is supposed to make students think scientifically, logically, critically and objectively according to the facts. It will help students to improve their cognitive skill because scientific approach itself implied five main steps namely observing, questioning, exploring, associating and communication. Students will be able to think critically and the researcher hopes that the students can be more interest while studying English by using this worksheet. This worksheet is expected to increase students' knowledge and achievement in listening skill especially in learning narrative text based on scientific approach. Students need to think critically to answer the question. And it will help the students as guidance to practice and students can do the exercise in the textbook especially in narrative text.

The subject of the study taken from three of class sessions of the EFL virtual classroom to give a different sight. The theory that used was the synchronous and asynchronous learning environment and about the initiation exchange regarding the IRF pattern. The virtual class was conducted using a cloud-based educational platform named WizIQ. It is the application using cloud-based e-learning that takes place a virtual space that is not tied to any one computer enables the user to conduct live classes with self-paced courses. After analyzed deriving the pattern of the interaction the study found that the most dominant course acts of teacher's initiation is elicitation act that gained 34.11% in the total conversation teacher and students. The most significant discourse act of students' initiation is the elicitation acts took about 34,7% as second the most significant number two was elicitation acts for the purpose confirming teacher's talk. The act that the student does when needed to check their understanding towards the lesson.

Therefore, this study is correlated based on the phenomena above then the writer would like to analyse classroom of the online English while focuses on the teacher's initiation. How the teacher initiate students during class and how the IRF pattern applied in an online classroom setting while in the middle of current situation of Covid-19 Pandemic.

## **METHOD**

This study was conducted based on educational Research and Development (R&D) research method that had a function to develop a new educational product based on the need analysis. Research and development are research techniques used to manufacture

specific products and evaluate their efficacy, according to Sugiyono (2017:407). R&D is a type of research design, according to Borg and Gall (2003), that is used to create and validate educational goods like curriculum, syllabus, textbooks, instructional media, modules, assessment tools, etc. This study used Borg and Gall's proposed R&D research methodology (2003). In this research, the sources of the qualitative data were interview with the teacher and the students' questionnaires. The data was collected by analyzing descriptively.

The subject of this research is the eighth grade students of SMP YPI Amir Hamzah Medan. The researcher's reason for choosing this school is because they only use text book and the worksheet in the text book is not effective. Based on the preliminary observation and data collected by the researcher, the class of VIII grade of SMP YPI Amir Hamzah Medan consisted of 30 students in second semester. In collecting data, the author gathered the data by using several instruments namely interview, observation and questioner.

## **RESULTS**

### **a. Analyzing Data**

In this research, the text book and students' needs become the main data. The questions in the text book were matched to the students' needs in order to know whether it has been good for the students' need or not. In developing the worksheet for the students, the researcher needs the students' needs as the direction in completing it. Getting to know the needs analysis of student's grade eighth at SMP YPI Amir Hamzah Medan, the researcher collected the data related to students' needs by analyzing questionnaire. The questionnaire was distributed to 30 students. The students were given questionnaire that consisted of 15 questions. It was made in the form of multiple choices which consisted of fifteen questions. There were two important things that have to be known in doing need analysis, they are target needs and learning needs (Hutchinson and Waters, 1991) Target needs was done to know the students' objectives in learning English. It consisted of students' necessities, students' lacks, and students' wants. Besides, learning needs was done to know about students' interest input and learning preferences.

- **Target Needs**

According to Hutchinson and Waters (1991), necessities are what the students' need to know in order to function effectively in the target situation. According to the data, most of the students thought that they needed to improve their writing skill. Furthermore, based on the data got from the teacher's interview, he said that the worksheet should be more interesting and should be developed by giving color and picture so that they can be interested to learn. So, the learning process of listening will run well by developing listening worksheets based on students' needs.

**Table 4.1 Student's answers about their necessities**

No	Questions	Options	N	F	Percentages
1.	In my opinion, I need a group of discussion to learn English	a. Agree	30	12	40%
		b. Very agree	30	10	33,3%
		c. Disagree	30	6	20%
		d. Very disagree	30	2	6,7%
2.	I need to increase my score in listening skill	a. Agree	30	13	43,3%
		b. Very agree	30	8	26,7%
		c. Disagree	30	5	16,7%
		d. Very disagree	30	4	13,3%

Table 4.1 shows the students' view about necessities. First, most of the students needed a group discussion while learn English, the students who answered agree was 40%, very agree was 33,3%, disagree was 20% and very disagree was 6,7%. The second is the students' need to increase score in listening skill, the students who answered agree was 43,3% and very agree was 26,7%, disagree was 16,7% and only 13,3% of students who answered very disagree.

- **Lacks**

The following table will show the students' lack and obstacle in writing a procedure text.

**Table 4.2 Student's answers about their lacks**

No	Questions	Options	N	F	Percentages
----	-----------	---------	---	---	-------------

<b>1. In my opinion, learning English is difficult</b>	<b>a. Agree</b>	<b>30</b>	<b>17</b>	<b>56,7%</b>
	<b>b. Very agree</b>	<b>30</b>	<b>6</b>	<b>20%</b>
	<b>c. Disagree</b>	<b>30</b>	<b>7</b>	<b>23,3%</b>
	<b>d. Very disagree</b>	<b>30</b>	<b>0</b>	<b>0%</b>
2. I know and understand about narrative text material	a. Agree	30	9	30%
	b. Very agree	30	0	0%
	c. Disagree	30	17	56,7%
	d. Very disagree	30	4	13,3%
3. I cannot understand about the generic structure in narrative text	a. Agree	30	18	60%
	b. Very agree	30	5	16,7%
	c. Disagree	30	7	23,3%
	d. Very disagree	30	0	0%
4. I do not understand about the language features in narrative text	a. Agree	30	20	66,7%
	b. Very agree	30	6	20%
	c. Disagree	30	4	13,3%
	d. Very disagree	30	0	0%
5. One of the reasons why listening skill is difficult because there is no audio in exercise about learning listening skill so that I cannot be able to practice my listening skill	a. Agree	30	16	53,3%
	b. Very agree	30	6	20%
	c. Disagree	30	5	16,7%
	d. Very disagree	30	3	10%

Table 4.2 shows about the students' answer about their lacks. First, most of the students felt difficult in learning English. The number of students who answered agree was 56,7%, very agree was 20% and disagree 23,3%. The second is about students' know and understanding about narrative text. It is 30% of the answered agree, 56,7% was disagree and 13,3% was very disagree. The third, most of the students do not understand about the generic structure of the text. It is 60% of them answered agree, 16,7% very agree, and 23,3% disagree. The fourth is about the students' understanding of language feature in writing procedure text. Most of the students cannot understand it. It is 66,7% of them answered agree, 20% very agree, and 13,3% disagree. The fifth is about one of the reason

why listening skill is difficult because there is no audio in exercise about learning listening skill so that I cannot be able to practice my listening skill. It is 53,3% of the answered was agree, 20% very agree, 16,7% disagree and 10% was very disagree.

- **Wants**

The following table will show the students' wants in order to improve their listening skill of narrative text.

**Table 4.3 Student's answers about their wants**

No	Questions	Options	N	F	Percentages
1.	I need worksheet as an additional learning resources to be able understand the learning material	a. Agree	30	17	56,7%
		b. Very agree	30	7	23,3%
		c. Disagree	30	6	20%
		d. Very disagree	30	0	0%
2.	I want a worksheet which has the example of narrative text	a. Agree	30	18	60%
		b. Very agree	30	8	26,7%
		c. Disagree	30	4	13,3%
		d. Very disagree	30	0	0%
3.	I want a worksheet which has interesting design	a. Agree	30	16	53,3%
		b. Very agree	30	8	26,7%
		c. Disagree	30	6	20%
		d. Very disagree	30	0	0%
			32		
4.	I want worksheet which has clear instruction	a. Agree	30	10	33,3%
		b. Very agree	30	17	56,7%
		c. Disagree	30	3	10%
		d. Very disagree	30	0	0%
5.	I need to improve my listening skill in English to be able to carry out effective learning activities in the classroom	a. Agree	30	16	53,3%
		b. Very agree	30	5	16,7%
		c. Disagree	30	6	20%
		d. Very disagree	30	3	10%

6. I want a worksheet that can dig my ability in listening skill	a. Agree	30	13	43,3%
	b. Very agree	30	9	30%
	c. Disagree	30	5	16,7%
	d. Very disagree	30	4	13,3%

Based on table 4.3, we can see that firstly, most of the students' need worksheet as their additional resources to be able understands the learning material. It was 56,7% of the students was agree, 23,3% was very agree and 20% was disagree. The second, they wanted worksheet with example of narrative text. The students who answered agree were 60%, very agree were 26,7%, and disagree were 13,3%. The third, the students wanted worksheet which has interesting design. It is 53,3% of them answered agree, 26,7% very agree and 20% disagree. The fourth, most of the students want worksheet which has clear instruction. The students who answered agree were 33,3%, very agree were 56,7%, and disagree were 10%. The fifth is about students' need to improve their listening skill in English to be able to carry out effective learning activities in the classroom. The students who answered agree were 53,3%, very agree were 16,7%, disagree were 20%, and very disagree were 10%. And the sixth one, the majority of the students wants worksheet to dig their knowledge. It was 43,3% of the students agree, 30% was very agree, 16,7% was disagree, and 13,3% was very disagree.

▪ **Learning Needs**

Learning needs refer to what the learners need to do in learning activity (Hutchinson and Waters, 1991). The following table will show about the result of learning needs from the questionnaire.

**Table 4.4 Student's answers about their learning needs**

No	Questions	Options	N	F	Percentages
1.	In my opinion, it will be better if learning about narrative text is included by audio in order to improve listening skills in students.	a. Agree	30	9	30%
		b. Very agree	30	13	43,3%
		c. Disagree	30	5	16,7%
		d. Very disagree	30	3	10%



<b>2. In my opinion, the audio provided must also have a clear voice and a clear pronunciation so that it can be easily understood by students.</b>	<b>a. Agree</b>	<b>30</b>	<b>10</b>	<b>33,3%</b>
	<b>b. Very agree</b>	<b>30</b>	<b>13</b>	<b>43,3%</b>
	<b>c. Disagree</b>	<b>30</b>	<b>5</b>	<b>16,7%</b>
	<b>d. Very disagree</b>	<b>30</b>	<b>2</b>	<b>6,7%</b>

---

Based on table 4.4, firstly, the students' opinion that it will be better if learning about narrative text is included by audio in order to improve listening skills in students. It is 30% of the students was agree, 43,3% was very agree, 16,7% was disagree and 10% was very disagree. Secondly, the students thinks the audio provided must also have a clear voice and a clear pronunciation so that it can be easily understood by students. It is 33,3% of the students was agree, 43,3% was very agree, 16,7% was disagree and 6,7% was very disagree.

### **1. Interview Analysis**

The researcher gave an interview to the English teacher of the eighth grade of SMP YPI Amir Hamzah Medan. It was conducted to support the results of the questionnaire analysis by the students and also to get the accurate data. The teacher's responses to the questions given by the researcher were presented Appendix. By analyzing the data, the students did not have worksheet yet to support their study. The students only have text book while the exercise of narrative in the text book did not push them to be able to listen. It was hard for the teacher to ask guide the students to learn. Furthermore, the development of students' worksheet for listening skill fulfill the students' need and purpose to study. The results of the need analysis were used by the researcher as guidance in developing appropriate listening worksheet for listening skills.

### **2. Validating by Experts**

The worksheet was evaluated and validated by two experts, namely an English education lecturer of Universitas Negeri Medan and English teacher of SMP YPI Amir Hamzah Medan. The students' worksheet that has been developed will awaken students' interest and improve retention because of the various pictures and colors. The order of words and sentences were simpler and easier to

understand. The correction, criticism, and suggestion by the experts were used to revise and improve the quality of students' worksheet. Those experts were:

1. Dr. Rahmad Husein, M.Ed. as a worksheet expert (lecturer of English education department of Universitas Negeri Medan).
2. Juliasni Tanjung, S.Pd as a worksheet expert (English teacher of SMP YPI Amir Hamzah Medan).

**Table 4.5. The Data of Experts' Validation toward Linguistic Aspect**

Item Assesmed	Expert		Percentages	Criteria
	I	II		
Lembar kerja relevan dengan kompetensi yang harus dikuasai siswa	4	5	90	Very Good
Standarisasi penggunaan tata bahasa secara umum	4	5	90	Very Good
Pemilihan kosa kata untuk narrative text secara tetap atau sesuai	4	5	90	Very Good
Latihan soal yang terdapat dalam lembar kerja siswa disesuaikan dengan pendekatan Scientific Approach dalam Kurikulum 2013	5	5	100	Very Good
Ketepatan atau kesesuaian tanda baca	5	5	100	Very Good
Ketepatan dan kesesuaian pengguna pilihan kosa kata secara umum	5	5	100	Very Good
<b>An Overall Assessment</b>	<b>27</b>	<b>30</b>	<b>95</b>	<b>Very Good</b>

From the table above, the first aspect was conducted to identify whether the learning media already fulfilled the linguistics standard to be applied in students' listening narrative text for the eighth grade students. Furthermore, the data above showed that the average percentage of experts' validation toward linguistics aspect is 95% which is categorized as very good. It means that the students' worksheet especially in linguistics aspect has been impressive. Therefore, based on those criteria, Worksheet can be categorized as an appropriate additional resource for the eighth grade students.

**Table 4.6. The Data of Experts' Validation toward Process Aspect**

Item Assesmed	Expert		Percentages	Criteria
	I	II		
Lembar Kerja Siswa mendorong siswa untuk berdiskusi	5	5	100	Very Good
Lembar Kerja Siswa memungkinkan siswa dapat menerapkan strategi belajar yang efisien dan efektif	4	5	90	Very Good
Lembar Kerja Siswa mampu menciptakan suasana dan lingkungan belajar yang relaks dan menyenangkan	4	4	80	Good
Lembar Kerja Siswa membuat siswa lebih cepat mengerti serta memahami mengenai Narrative Text	5	5	100	Very Good
Menyajikan contoh mengenai narrative text	5	5	100	Very Good

<b>Menyajikan instruksi yang jelas pada lembar kerja siswa</b>	5	5	100	Very Good
<b>Menyajikan materi pengantar lembar kerja sebagai panduan bagi siswa</b>	5	5	100	Very Good
<b>Menyajikan kompetensi yang harus dikuasai oleh siswa</b>	5	5	100	Very Good
<b>An Overall Assessment</b>	38	39	96,25	Very Good

The second aspect is about process aspect in students' worksheet in improving listening skill in narrative text for the eighth grade students. The process aspect was used to identify whether the learning media gave the chance for the students to study independently. Furthermore, those item assessed were also to identify whether the worksheet could create an enjoyable atmosphere toward the learning process and also effective and efficient to be used in teaching-learning process which made the students were easier to comprehend the narrative text. Based on the data above, it showed that the average percentage of experts' validation is 96,25% which is categorized "very good" as an appropriate media to encourage students in learning listening narrative text.

**Table 4.7. The Data of Experts' Validation toward Product and Content Aspect**

Item Assesmed	Expert		Percentages	Criteria
	I	II		
<b>Pengembangan lembar kerja siswa dirancang sesuai dengan kebutuhan siswa</b>	5	5	100	Very Good

<b>Pengembangan lembar kerja siswa memuat topic mengandung kompetensi yang bernilai dalam mendengarkan Narrative text.</b>	<b>5</b>	<b>5</b>	<b>100</b>	<b>Very Good</b>
<b>Lembar kerja memenuhi tuntutan kurikulum</b>	<b>5</b>	<b>5</b>	<b>100</b>	<b>Very Good</b>
<b>Soal-soal yang di sajikan mendorong rasa keingintahuan siswa</b>	<b>4</b>	<b>5</b>	<b>90</b>	<b>Very Good</b>
<b>Pengembangan lembar kerja siswa mendorong terjadinya interaksi antar siswa</b>	<b>4</b>	<b>5</b>	<b>90</b>	<b>Very Good</b>
<b>Pengembangan lembar kerja siswa mendorong siswa untuk belajar secara berkelompok</b>	<b>5</b>	<b>5</b>	<b>100</b>	<b>Very Good</b>
<b>Siswa dapat menggali ilmu pengetahuan dari berbagai sumber</b>	<b>4</b>	<b>5</b>	<b>90</b>	<b>Very Good</b>
<b>An Overall Assessment</b>	<b>32</b>	<b>35</b>	<b>95,7</b>	<b>Very Good</b>

The third aspect was used to identify whether the product is already fulfilled the students' need or not. The other components were identified to know whether the learning media consisted of the competences value which is going to be achieved in the teaching and learning process. Moreover, the data above showed that the average percentage of experts' validation toward content aspect is 95,7% which is categorized as very good. Means, the worksheet is suitable with students' need and it also effective to achieve the competences in narrative text.

**Table 4.8. The Data of Experts' Validation toward Layout Aspect**

<b>Item Assesmed</b>	<b>Expert</b>	<b>Percentages</b>	<b>Criteria</b>
----------------------	---------------	--------------------	-----------------

<b>Penggunaan bahasa pada lembar kerja tepat</b>	5	5	100	Very Good
<b>Bahasa pada soal mudah di pahami</b>	5	5	100	Very Good
<b>Desain lembar kerja siswa menarik</b>	5	5	100	Very Good
<b>Desain pemilihan warna pada lembar kerja siswa</b>	4	5	90	Very Good
<b>Pemilihan gambar pada lembar kerja siswa</b>	4	5	90	Very Good
<b>Penggunaan jenis dan ukuran huruf pada lembar kerja siswa</b>	4	5	90	Very Good
<b>Desain sampul lembar kerja siswa</b>	4	5	90	Very Good
<b>An Overall Assessment</b>	31	35	94,9	Very Good

The last aspect is used to determine the relevancy of the layout design, including the fonts, backgrounds and colors used in the learning media. The other components that being determined was the arrangements of the fonts and the design material whether it suitable for the students or not. Meanwhile, this aspect is also used to identify the quality of a well-designed Worksheet. Overall both experts validated the media by categorizing it as “very good” product since the average percentages of experts’ validation is 94,9%.

**Table 4.9. The Result Data of Experts’ Validation**

No.	Item Assessed	Expert Validation (Percentages)	Criteria
1.	Linguistics Aspects	95	Very Good
2.	Process Aspects	96,25	Very Good
3.	Product and Content Aspects	95,7	Very Good

4.	Layout Aspects	94,9	Very Good
All Overall Assessment		95,5	Very Good

The table above shows the average percentage of experts' validation from the lecturer and the teacher. They both validated the product connected to the four aspects given is 95,5% which is categorized as very good product. In general, based on the validation of the experts, Students' worksheet is an appropriate additional recourse for learning English in listening especially in narrative text for the eighth grade students of SMP YPI Amir Hamzah Medan.

#### a. Research Findings

##### 1. Designing New Worksheet

In this development, the researcher designed the layout of the texts, the cover of the worksheets, gave the worksheet' guidance, gave a little explanation and example of narrative text, and developed some questions of each listening tasks.

##### a. Course Grid

Course grid is the guidance sheet which is designed based on the result of the need analysis in order to develop the materials. The contents of the course grid namely unit, topic, basic competencies, indicator, learning material, and learning activities. The learning activities section contains the steps of Scientific Approach.

##### b. The Part of Worksheets Design

After the course grid was developed, the next step was developing the materials. The figure below shows the parts of each part of the materials design based on scientific approach. Since curriculum 2013 has been applied in teaching and learning process at this time, these media steps are also adapted by using scientific approach as the basis for the curriculum 2013. There are five steps of scientific approach that are used in this media such as observing, questioning, experimenting, associating and communicating.

##### ▪ Observing

The first step of the scientific approach is observing. In this step, the teachers must deliver an object that directs students to the material.

Students were asked to listen the audio about narrative text and then they need to complete the text based on the audio.

- **Questioning**

The second step is questioning. In this part can be utilized by both teachers and students in the classroom. There are several statements based on the audio and the teacher asked the students to choose and decided whether the following statements are true or false.

- **Experimenting**

In this step, the students need to match column A and found the meaning of words in the column B.

- **Associating**

In this step, students need to work in pairs and found out the generic structure and language features of the text.

- **Communicating**

The closing step is to communicate. Students must communicate what they have learned. They can present the results or discussion in front of class.

## 2. Revising the Worksheet

The developed students' listening English worksheet had been validated by the expert. There were some suggestions by the experts for revising the product.

### 1) English Lecturer's Suggestion

He suggested writing a simple and clear instruction by using imperative sentence in order the students understand what the writer asked for. The English lecturer also suggested changing the kind of question and put the basic competence and core competence in the worksheet, and the last repair some grammatical errors into the good ones.

### 2) English Teacher's Suggestion

She commented that overall, the product was good, including the design and questions in the worksheet. She expected that the worksheet will help her and her students to conduct the teaching-learning process especially in narrative text.



### 3. Final Product

The final product has finished after revising the students' listening worksheet. This worksheet has already based on students' needs and proper to use in the teaching-learning process. Furthermore, it is able to enhance the students' excitement and achievement in learning English especially narrative text.

### DISCUSSIONS

The research was conducted by using Research and Development (Borg and Gall: 1985) and purposed to develop students' listening worksheets for the eighth grade students of SMP YPI Amir Hamzah Medan. There are 30 students who participated in this research. The data of students' needs analysis was gathered by using questionnaire and interview to the English teacher of the eighth grade. The questionnaires and interview were analyzed based on Hutchinson and Waters' principle (1991).

The need analysis was divided into three terms; they are necessities, lacks, and wants. In term of necessities, most of the students demanded to increase their score and change their technique of study in order to discuss in group. In term of lacks, most of the students do not understand the language features and do not know the generic structure of narrative text. In term of wants, most of the students wanted an example of narrative text and needed students' worksheet as an additional learning resource to be able understand the learning material. In term of students' learning needs, most of the students needed an audio in order to improve their listening skill while learning and the audio provided must also have a clear voice and a clear pronunciation so that it can be simply understood by students.

Based on the result, the researcher has known the students' needs to develop student's worksheets. The data also was acquired from interview to the teacher. The teacher said that the students' difficulty in learning English especially narrative text is because they do not have enough practice in learning English and lack of vocabulary. Their text book does not give questions which push the students to think critically.

After analyzing the students' needs, the student's worksheets were developed. The student's worksheet was based on basic competence 3.14 and 4.18 in the syllabus of curriculum 2013. Students were supposed to understand the meaning of narrative text. The students' worksheet that has been developed by using scientific approach was the topic about observing, asking, exploring, associating and communicating. The tasks were

about completing the text, answering the questions about true and false, working in a group and they need to find the generic structure and language features on the text and present it in front of class based on what they have discussed before.

## CONCLUSIONS

After conducting the research, analyzing the data and developing the product, the conclusion is the eighth grade students of SMP YPI Amir Hamzah Medan need to developing worksheet because the questions in their textbook could not fulfill their need to improve their ability to listen and master narrative text. The English listening worksheet should be developed to the due students' need and level. The developed worksheets will motivate the students to increase their own knowledge by exploring the topic of the listening task. Because the students wanted to change their technique of study, so the researcher fulfilled their want by developing the worksheet based on scientific approach which motivated them to work in group. By that, the students could share their knowledge and idea about what will be written to their friends. Besides, the researcher used attractive colors in the worksheet including its cover because it will be attractive for the students to learn.

## REFERENCES

- Anderson, M and K. Anderson. (1997). *Text types in English 1*. South Yarra, Australia: Macmillan Education Australia.
- Borg, Gall and Gall. 2003. *Research and Developmental in Education*. Cambridge: Cambridge University Press.
- Dirgeyasa, I. Wy. (2016). *College Academic Writing A Genre-Based Perspective*. Jakarta: Kencana.
- Fauzanna, Wulan. 2017. *Listening Journals for Extensive Listening Practice of EFL Students at Andalas University*. Padang, Indonesia: Universitas Andalas.
- Finnochiaro, M. (1974). *English as a second language: From theory to practice*. New York, NYC: Regents Publishing Company.
- Hammond, J. (1992). *English for social purposes*. Sydney, Australia: Macquarie University.
- Hutchinson, T. and A. Waters. (1991). *English for specific purposes (A learning centered approach)*. Cambridge, Britain: Cambridge University Press.

Ikhsan, M. K. and S.B. Handayani. 2016. *The development of students' worksheet using scientific approach on curriculum materials. Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)*. 74-87.

Julianti, Dwi P. and Sumarmin, R. 2018. *The Development of Student Worksheet Based on Scientific Approach on Environmental Pollution Topic For Junior High School Student Grade VII*. Padang, Indonesia: Universitas Negeri Padang.

Krathwohl, 2002. *A revision of Bloom's Taxonomy: an overview*. *Theory into Practice*, 41 (4): 1-8.

Kusuma, MD., Rosidin, U., Abdurrahman., Suyatna, A., (2017). *The Development in Higher Order Thinking Skill (HOTS) Instrument Assessment In Physic Study*. Lampung, Indonesia: Lampung University.

Latifa, Nurul and Manan, Abdul. 2018. *Teaching Narrative Text by Using Preview, Question, Read, State, And Test (Pqrst) Technique*. *English Education Journal (EEJ)*. 9(2). 243-260.

Mandarani, Vidya. 2016. *Peningkatan Kemampuan Listening Comprehension Melalui Strategi Top-Down and Bottom-Up*. Sidoarjo, Indonesia: Universitas Muhammadiyah Sidoarjo.

Merdekawati, Sanni and Puji Lestari, Himmawati. *Developing Student Worksheet In English Based On Constructivism Using Problem Solving Approach For Mathematics Learning On The Topic Of Social Arithmetics*. International Seminar and the Fourth National Conference on Mathematics Education 2011 Department of Mathematics Education, Yogyakarta State University 896 Yogyakarta.

Mulyaningsih, Dini Utami. 2013. *An Analysis of Students' Ability in Writing Narrative Texts (A Case study at One Public Junior High Schools in Bandung)*. *Journal of English and Education*. 1(2). 16-22.