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## AN EVALUATION OF COLLEGE STUDENTS' NEED ON LISTENING SUBJECT

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### **Abstract**

*Listening is being one of essential subject at a college level, because it plays a significant role in communication and also is considered as one of the fundamental skills in learning English. At a college level, listening subject is taught to provide students to be able in catch idea from what they hear. The material of listening subject at college level should be suitable to students' need. At STKIP Abdi Pendidikan Payakumbuh, listening subject is taught in three semesters that divided into Listening I which focuses on identifying sound, Listening II focuses on comprehending conversation and text, and Listening III focuses on understanding listening section of proficiency test. Each subject has different purposes itself. This research ascertained students' need regarding to listening subject. It was conducted on context of listening in order to design a material that match to students' listening skill needs to ensure the process of leaning run efficiently. The participants of this research were the English Department students' of STKIP Abdi Pendidikan Payakumbuh. The data will be taken by distributing questionnaire to the participant. The questionnaire was developed through some indicators from Hutchinson and Waters (1987), they are input, content focus (topics), language focus, and task. It will be in form of close-ended questionnaire. The questionnaire was analyzed by using some steps suggested by Gay, Mills, and Airasian (2011), they are data managing, reading/memoing, describing, classifying, and writing report.*

**Keywords:** *Need Analysis, Students' Need, Listening subject.*

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### **1. INTRODUCTION**

People always make communication whenever and wherever. As a human, we cannot escape from interaction and communication. Communication will run well when a hearer understands what a speaker says. The main purpose in communication is to get information or message from the speaker what they talk about. It can be said that in communication, there is a listening process. Listening is one of the most important communication skills.

In English, listening is the first skill from the four language skill, which are: listening, speaking, reading, and writing. In our daily life, listening is usually the first language skill what we learn. Listening is one of the important aspects in learning English as a foreign language. And also, listening plays a significant role in communication and is considered as one of the fundamental skills in learning English. As Burley-Allen in Flowerdew and Miller (2005: 22) found that the importance of listening skills for communication can be seen from the average time that people spent in daily communication. People spent 35% of their time for speaking, 16% for reading, 9% for writing, and 40% for listening. Thus, it can be concluded that listening is more often used in communication than other skill.

Due to the importance of listening, evaluating students' need of listening for college students are important to be done. Lecturer can provide suitable and interesting listening material for the students. Hence, there should be an analysis of students' need. And it is done at STKIP Abdi Pendidikan Payakumbuh.

## 2. REVIEW OF RELATED THEORIES

Listening plays a vital role in facilitating language learning. As Vandergrift (1999, 168) explains that listening is a complex active process in which the listener must discriminate between sound, understand vocabulary, and grammatical structure, interpret stress and intonation, retain what was gathered in all of the above, and interpret it. Thus, it is very complex process as well as important. And it needs careful attention in teaching. In college level, lecturer should be aware of the process and the importance of listening skills to attempt, adopt, and create some material effectively.

Moreover, listening comprehension is important for college students to be studied. And lecturers have to pay attention on materials given to the students. It should be fulfill the needs of students. Hence, the lecturers have to do need analysis of listening material for college level.

According to Brown (1995, 35) needs analysis refers to the activities involved in gathering information that will serve as the basis for developing curriculum that will meet the learning needs of a particular groups of students. It means that need analysis is one of the important aspects of the curriculum which is commonly used as the basis for developing curriculum. Seedhouse (1994, 59) adds that needs analysis may be the preferred basis for design because of the concept of learner authenticity, and because a direct link can be drawn from needs to aims to course design, classroom implementation, and evaluation. The review above can be drawing that the importance of conveying needs analysis before setting up the program is apparent. This is because students are the assets of the program and matching their needs will ensure their successful learning which is the aim of that program.

Need analysis has to be established to find out students' purposes in learning the language. In line with this, Hutchinson and Waters (1987, 54) state that it would be more useful to find out the target needs (i.e. what the student needs to do in the target situation) which will be used to determine the learning needs (i.e. what the students needs to do in order to learn).

In addition, Hutchinson and Waters (1987, 108) state that to create good material, there is a model of learning materials which consist of four elements: input, content focus, language focus, and task. Input can be in the form of text, dialogue, video-recording, diagram or any piece of communication data. The content focus means that language is a means of conveying information and feelings about something. Language focus gives students the chance to take the language into pieces, study how it works and practice putting it back together again. And task is materials which should be designed to lead towards a communicative task in which students use to the content and language knowledge they have built up through the unit. Those elements are involved in this research to find out college students' needs on listening material.

## 3. RESEARCH METHOD

This research was descriptive qualitative research. Its purpose was to describe the students' need of listening material. The material was divided into Listening I, Listening II, and Listening III. The participant was students' of English Department of STKIP Abdi Pendidikan Payakumbuh. The participant was collected by using purposive sampling, and there were 50 students' who were involved in this research. The instrument of this research was questionnaire about students' need of listening material. It has four indicators: input, content focus, language focus, and task. The data was analyzed by using some steps suggested by Gay, Mills, and Airasian (2011), they are data managing, reading/memoing, describing, classifying, and writing report.

## 4. DATA ANALYSIS AND DISCUSSION

After giving the questionnaire to the students, the data was analyzed and described. The main data was about the frequency of students' need of listening material, in the form of Listening I, Listening II, and Listening III.

**Table 1: Students' Need of materials in Listening I subject**

No	Component	Sub-indicator	Frequency
1	Input	Audio	60%
		Audio visual	15%
		Multimedia	20%
		Interactive Multimedia	5%
2	Content Focus	Listen to letters, numbers, dates, and times	12%
		Listen to simple sentence	25%
		Listen to simple conversation	44%
		Listen to simple talk	19%
3	Language Focus	Recognize letters, numbers, dates, and times	3%
		Differentiate sound of words	8%
		Recognize sentences in conversation	26%
		Checking column	8%
		Completing table	20%
		Filling form and cards	30%
		Guessing appropriate words and phrases	8%
4	Task	Listening to conversations and indicate the true and false statements	12%
		Listening to sentences and detecting the correct words or phrases	5%
		Listening to conversation about some activities and fill the information in table	40%
		Listen to simple talk and indicate some sentences whether they are true or false based on what they hear	20%
		Looking for several pictures and listen to conversation and then choose the correct picture that suitable with the conversation	23%

From the table above, it could be seen that the students' need of Listening I subject based on Input was high on Audio, the students are more needed to listen to dialogue or conversation among two or more people. Then on Content focus, the students are more needed on listening to conversation rather than other contents. It might cause of the students' think that they need to hear more conversation, because it was difficult than other. Hence, they want to practice more in listen to it. After that, based on Language Focus, the students need more practice on filling form and cards. It might assume that they are hard to catch the speakers' idea to complete the form and cards, so they need more exercise on it. The last, based on task, the students' need were high on listening to conversation about some activities and fill the information in table.

**Table 2: Students' Need of materials in Listening II subject**

No	Component	Sub-indicator	Frequency
1	Input	Audio	58%
		Audio visual	20%
		Multimedia	8%
		Interactive Multimedia	14%
2	Content Focus	Listen to conversation of different situation	45%
		Listen to announcement	12%
		Listen to advertisement	6%

		Listen to news report	20%
		Listen to talk	17%
3	Language Focus	Infer general and specific information	70%
		Identify speakers' opinions and attitude	14%
		Choosing the correct sequence of events	4%
		Identify pictures are being referred to	2%
		Identify information dealing with predictable everyday matters	10%
4	Task	Listening to conversation with different background sound and situation and infer the ideas of the information	54%
		Listening to extended conversation and identify speakers' opinion and attitudes	15%
		Listening to announcement of different cases and identify the main idea of speakers	4%
		Listen to conversation and identify which pictures are being referred to the conversation	6%
		Listen to talk and conversation and choose the correct sequence of event	4%
		Listen to some talks and identify the information asked	17%

From the table above, it could be seen that the students' need of Listening II subject based on the four components are: First, in input, the students' need were high on Audio, the students are more needed to listen to dialogue or conversation among two or more people; second, based Content focus, the students are more needed on listen to conversation of different situation. They need more practice of this because it is a little bit difficult for the students; third, based on Language Focus, the students need more practice in inferring general and specific information; fourth, based on task, the students' need were high on listening to conversation with different background sound and situation and infer the ideas of the information.

**Table 3: Students' Need of materials in Listening III subject**

No	Component	Sub-indicator	Frequency
1	Input	Audio	100%
		Audio visual	0%
		Multimedia	0%
		Interactive Multimedia	0%
2	Content Focus	Listen to short conversation	6%
		Listen to long conversation	33%
		Listen to talk	12%
		Listen to sentences about pictures	2%
		Listen to dialogue (about social or transactional)	33%
		Listen to a lecture (about academic style)	14%
3	Language Focus	Multiple choice	20%
		Identify correct picture situation	2%
		Identify correct response	6%
		Find short answer	18%
		Sentence completion	8%
		Matching item	6%
		Filling notes/summary/diagram/flow chart/table	20%

		Classifying information	20%
4	Task	Finding the speakers' opinion	30%
		Identify the correct statement of pictures	8%
		Identify the correct responses of questions	12%
		Finding specific information	20%
		Finding main ideas and supporting points	30%

From the table above, it could be seen that the students' need of Listening III subject based on the four components are: First, in input, the students' need were high on Audio only, they don't need the other input. It might happen because the focus on Listening III subject is on proficiency test (TOEFL, TOEIC, and IELTS); second, based Content focus, the students need were high on listening to long conversation and listen to dialogue (about social or transactional); third, based on Language Focus, the students need more practice in doing exercise of multiple choice, filling notes/summary/diagram/flow chart/table, and classifying information; fourth, based on task, the students' need were high on finding the speakers' opinion and finding main ideas and supporting points.

## 5. CONCLUSION

Based on data analysis and finding, it can be concluded that the students' need on Listening material is closely same among Listening I, Listening II, and Listening III. From the input, they are more needed on audio; they need more practice to listen dialogue or conversation between two or more people. And from the content focus, the students' are more needed to listen conversation and dialogue. Then, from the language focus and task are vary related to the subject. moreover, it can be determined that the lecturers have to pay more attention to the listening material given to the college students. It should be accordance to students' need, the objectives of subject, and curriculum goals.

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