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## FOSTERING LISTENING MATERIAL BASED ON IELTS TEST FOR COLLEGE STUDENTS

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### *Abstract*

*Listening skill plays an important not only for communication but also for learning language through comprehensible input. Besides that, listening is a complex process. Students' in tertiary level of education, which is called college students, faced difficulties in learning it, such as; they cannot identify the key words that they need to listen out for because they are trying to understand every single word, they cannot recognized the intended meaning, and many more. The listening material for college students provides them to be familiar with proficiency test, like IELTS test. Therefore, this research was expected to help the college students to be more comprehended of IELST Listening test. This research was Research and Development (R & D) research. It was aimed to design a new product of listening material based on IELTS test for English Department students of STKIP Yayasan Abdi Pendidikan Payakumbuh. The procedures of this research involved identification of need analysis, writing the course grid, material production, material implementation, material evaluation, material first draft revising and material final draft writing. The findings showed that students need most related to the audio recording are 57% out of 28 students' need a conversation between two people set in an everyday social situation. 89 % of students need to hear more a monologue set in an everyday social situation. 70% need audio recording of a conversation between up to four people set in an educational or training context. Then, 96 of students' need to audio recording is about a monologue on an academic subject. Then based on the question types, the students' need: multiple choice 54%, short answer questions 93%, sentence completion 71%, notes/chart/table completion 96%, labeling diagram 100%, classification 89%, and matching 93%. It was successful in increasing college students interested in listening skill.*

**Key words:** *Listening, Listening Material, Need Analysis, IELTS Test.*

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## 1. INTRODUCTION

English become an international language that plays important role in the world. People believe the function of the language is to facilitate communication between one and others. Therefore, people who are travelling, working, and studying abroad must be able to use English. Hence, many people want to learn English in order to enforce that aspect of communication according to their individual needs. In English language learning, there are four skills involved and developed. They are listening, speaking, reading, and writing.

Listening is being a vital subject that should be taught to students. It helps students to acquire the target language subconsciously even if the teachers do not ask the students to pay attention to its special feature. Moreover, listening is the language modality that is used most frequently. It has been estimated that students spend almost half of their communication time in listening and they receive more than 90% of their school information through listening to the teachers.

By listening, the students are preparing to replicate the sounds of words when they speak. In other words, the good listening skill will directly influence the students' speaking skill. A student will be able to respond to what she or he listened, such as answers, opinions, arguments, or other terms of communication. It will also important to help them communicate with people around them. However, many students find it difficult to master the skill. That is why the teacher should be able to develop appropriate and effective learning material.

The important of listening is quite undeniable in both language acquisition and language learning. Language educators and practitioners have understood that the real nature of communication in which various in language skill and sub-skills are used at a given time to keep natural

communication running well. Movahed (2014) and Shen (2003) stated that communication in nature involves the integration of the four language skills and learners in an integrated-skill instruction are exposed to authentic language and activities that are meaningful and interesting.

To help students understand the listening material, teacher have to prepare appropriate teaching material that can guide them in discovering important aspect of listening. Harmer (2007, 136) mention that recent literature on the teaching of listening indicates the importance of raising students' awareness of the process listening, the listening process is in line with the listening sequences pitched at different levels. The approach of process can help the students to learn how to get meaning from listening and guide them through the stages that seem to characterize real-life listening.

Regarding to learning material of listening, students at STKIP Yayasan Abdi Pendidikan Payakumbuh is prepared to be able in doing listening section of proficiency test, like Listening TOEFL Test, Listening TOEIC test, and Listening IELTS Test. Listening of IELTS test as material is included in Curriculum of English Department of STKIP Yayasan Abdi Pendidikan. It belongs to Listening III Comprehension. This subject is helping students to improve their listening of language proficiency. And listening section of IELTS is the focus of this study.

Richards (2008: 5) stated that "now, university entrance exams, exit exams, and other examinations often include a listening component, acknowledging that listening skills are a core component of second-language proficiency, and also reflecting the assumptions that if listening isn't tested, teachers won't teach it". Through this statement the importance of listening is undeniable. Thus, everyone has experienced listening in a real situation. Therefore, out of the lack of the learning materials, the researcher also conducted an informal investigation in order to find out what makes listening difficult for students in general and in doing Listening IELTS test in particular. Therefore, this research about fostering listening material based on IELTS test at English Department of STKIP Yayasan Abdi Pendidikan Payakumbuh.

## 2. LITERATURE REVIEW

### a. Listening

Listening is a skill in a sense that is related, but it has a distinct process from hearing. Brown (2000, 102) states that listening is a psychomotor process of receiving sound waves through the ear and transmitting nerve impulse to the brain. Then, Rost in Nunan and Carter (2001: 7) adds that the term listening is used in language teaching to refer to a complex process that allows someone to understand spoken language. Listening is the channel in which someone process language in real time-employing pacing units of encoding and pausing that are unique to spoken language.

According to William (2003, 142), listening is often more tiring than talking and demands intellectual effort. He adds that in the future the successful leader will have not the loudest voice, but the readiest ear. This means that listening is an important skill to study in order to avoid problems in communication between people.

Furthermore, Rubin in Helgesen and Brown (2007, 3) defines listening as an active process in which listeners select and interpret information from auditory and visual clues in order to define what is going on and what the speakers are trying to express. Active means listeners get information from visual and auditory clues and relate the information to what they already know. Select means that the listeners use their background knowledge to make sense of the input as well to figure out the speakers' intention.

Walberg (2004, 13) explains that listening skills are essential for learning since they enable students to acquire insights and information and to achieve success in communicating with others. By having the theory above, listening is the fundamental skill to understand and identify what others are saying. Without a good listening ability, someone will find it difficult to understand messages and to communicate with other people effectively.

Listening is something we do simplify at days. Every people always listens something to get some information. Hence, listening is the process of understand and receive information from what we hear.

### b. IELTS at Brief

IELTS (International English Language Testing System) test is a kind of proficiency test which is aimed to measure how much of language ability someone has. IELTS is a widely accepted language test used as evidence of international students' English language proficiency for entry to university-level. Means IELTS is one of tool that university using as a pre-requirement to entry. According to Adams & Peck (2000), IELTS examination can be taken in over 100 different countries in the world. It is primarily designed to assess the readiness of candidates to study or train in further or higher education courses held in English at college or university.

Moreover, Jakeman and McDowell (1997) state that IELST test is designed to assess the English language skill of non-english speaking students seeking to study in a English speaking country. Then, Jakeman and McDowell (1997), Logheed (2008), and Cameron and Tood (2001) explain that IELTS test conforms to the highest international standards of language assessment. It covers the four language skills; listening, speaking, reading, and writing.

Listening section of IELTS test consists of four sections, each section consists with 10 questions. The first two sections are concerned with social needs. There is a conversation between two speakers and then a monologue. The final two sections are concerned with situation related to educational or training contexts. There is a conversation between up to four people and then a monologue. A variety of question types is used, including: multiple choice, short-answer questions, sentence completion, notes/chart/table completion, labeling a diagram, classification, and matching. And these types of question were used to know students' need of listening IELTS test.

### **3. RESEARCH METHOD**

This research was Research and Development (R&D). According to Gay et al (2011) Research and Development (R&D) design is developed and produced user-need based products including instructors training materials, learning materials, sets of behavioral objectives, and media materials. The setting of this research was at Listening Comprehension III class in English Department of STKIP Yayasan Abdi Pendidikan Payakumbuh.

The procedures of this research followed the R&D cycle proposed by Jolly and Bolitho (in Tomlinson, 1998: 98) design model. The steps are:

#### **1. Identification of Need Analysis**

Need analysis is conducting as the first step in this research. It was aimed to find information about students' needs and interesting in studying listening. The information was students' profile, the material that they used to have, students' opinion about the material and the topic that they wanted to learn. The data found in this research were used as the basic of the next step.

#### **2. Writing the course grid**

In this step, the researcher wrote the course grid based on the need analysis that had been conducted in previous step. It was used as guidelines in developing material. The course grid covered the area of need/problem in term of the language, the meaning, and the goal of the material, the suitable ideas, context or texts with which to work, and the appropriate listening material.

#### **3. Material Production**

The result of course grid was used to develop suitable material for teaching and learning Listening in this research. The design of material referred to the result of need analysis and the characteristics of a good material. During the process of producing the materials, the expert judgments were needed to find out the shortage of the developed material. The expert was the English Department lecturer of STKIP Yayasan Abdi Pendidikan who has taught for almost 20 years.

#### **4. Material Implementation**

This step, the designed material was tried out to the students. The purpose was to obtain information whether the designed materials were appropriate to the students or not.

#### **5. Material Evaluation**

This step was evaluated the material based on questionnaire that was administered to the students and the result of interview with the lecturer who taught listening comprehension III. The collected data then used to write the final draft of material developed.

#### **6. Material First Draft Revising**

After getting feedback of the materials, the researcher revised the first draft. It was revised based on feedback suggested by the lecturer and students.

## 7. Material Final Draft Writing

Based on the result of second questionnaire and interviews with the students and lecturer, the researcher revised the materials. The final product were the final draft of Listening Material based on IELTS test for Listening comprehension III subject at English Department of STKIP Yayasan Abdi Pendidikan.

## 4. DATA ANALYSIS AND DISCUSSION

The first step done is the need analysis. It was held on 20<sup>th</sup> March 2016 at Listening Comprehension III class in STKIP Yayasan Abdi Pendidikan. The need analysis is used to find out the information about students who take Listening Comprehension III that learn listening of IELTS. There were 28 students in this class. The need analysis data were analyzed descriptively and qualitatively by paying particular attention on the highest percentages that represent needs the majority of the students. In addition, the results contain the sub-skills of listening IELTS in which students want to improve. In reference to the materials components developed by Nunan (2004), the information comprised: inputs, activities, setting, students' role, and lecturer role.

The results of need analysis were as follow:

### a. Necessities

The necessities are some basic competencies in IELTS listening section. It consisted of information related to students' necessities of types of audio recording and types of questions. The IELTS Listening section is broken down into four sections. The first section is a conversation between two people set in an everyday social situation. The second section is a monologue set in an everyday social situation. The third section is a conversation between up to four people set in an educational or training context. And the fourth section is a monologue on an academic subject. Then, the students expected to have skill in answering a variety of question types on the IELTS listening test, like: multiple choice, short answer questions, sentence completion, notes/chart/table completion, labeling diagram, classification, and matching. The table below present the students need:

**Table 1: Students' Necessity**

No	Student Necessity	Percentage
Types of Audio Recording		
1	a conversation between two people set in an everyday social situation	57%
2	a monologue set in an everyday social situation	89%
3	a conversation between up to four people set in an educational or training context	71%
4	a monologue on an academic subject	96%
Types of Question Types		
1	Multiple choice	54%
2	Short answer questions	93%
3	Sentence completion	71%
4	Notes/chart/table completion	96%
5	Labeling a diagram	100%
6	Classification	89%
7	Matching	93%

Based on the table 1, the listening skill that students need most related to the audio recording are 57% out of 28 students' need a conversation between two people set in an everyday social situation. 89 % of students need to hear more a monologue set in an everyday social situation. 70% need audio recording of a conversation between up to four people set in an educational or training context. Then, 96 of students' need to audio recording is about a monologue on an academic subject.

Then, the students' need of question types in IELTS listening test are: multiple choice 54%, short answer questions 93%, sentence completion 71%, notes/chart/table completion 96%, labeling diagram 100%, classification 89%, and matching 93%. The interview also revealed that the above listening skills are object of interest of the majority of the students. In conclusion, the materials contain the topics in order of priority by considering the highest percentages first.

b. Lacks

Lacks involved of information about skills that the students have not mastered well. The result of lack can be seen in the following table:

**Table 2: Students Lack**

No	Student Lack	Percentage
Types of Audio Recording		
1	a conversation between two people set in an everyday social situation	54
2	a monologue set in an everyday social situation	93
3	a conversation between up to four people set in an educational or training context	86
4	a monologue on an academic subject	100
Types of Question Types		
1	Multiple choice	36
2	Short answer questions	93
3	Sentence completion	96
4	Notes/chart/table completion	96
5	Labeling a diagram	86
6	Classification	71
7	Matching	79

Based on table 2, 100% of students have difficulty to listen a monologue on an academic subject, then 93% stated they have not mastered a monologue set in an everyday social situation, 86% have not yet mastered a conversation between up to four people set in an educational or training context, and 54% have problem to a conversation between two people set in an everyday social situation. Then, related to the question types, 96% of students do not know how to find answer of question types in sentence completion and notes/chart/table completion, 93 of students said they do not know how to answer question types of short-answer questions, 86% of students have difficulty in labeling diagram, 79% of students difficult in matching question types, 71% is difficult in classification, and only 36% said have problem in multiple choice.

c. Wants

Wants are what the students wish to accomplish after learning. The data of students' wants are further described in the table below:

**Table 3: Students Wants**

No	Student Wants	Percentage
Types of Audio Recording		
1	a conversation between two people set in an everyday social situation	43
2	a monologue set in an everyday social situation	93
3	a conversation between up to four people set in an educational or training context	79
4	a monologue on an academic subject	100
Types of Question Types		

1	Multiple choice	43
2	Short answer questions	100
3	Sentence completion	93
4	Notes/chart/table completion	100
5	Labeling a diagram	100
6	Classification	89
7	Matching	93

Based on the table above, it could be inferred 100% of student wanted recording of monologue on an academic subject, 93% to a monologue set in an everyday social situation, 79% to conversation between up to four people set in an educational or training context, and 43% to conversation between two people set in an everyday social situation. Then, the students wanted exercise of Listening IELTS test: 100% the students wanted exercises of short-answer questions, Notes/chart/table completion and Labeling a diagram, 93% they wanted to get exercise more on Sentence completion and Matching, 89% in Classification, and 43% in Multiple choice.

The result of need analysis above in terms of the students' needs was supported by the result of interview with lecturer. According to the lecturer, the students needed various listening material of IELTS listening, since it was really needed for the students.

After students' need had been identified, the next step was writing the course grid. The course grid was used as a guideline designing materials. The course grid was divided into four sections and each section consists of several types of questions.

In Section one, the students listened two monologues related to educational context. Types question in this section were short answer question, table completion, classification.

In Section two, the students got listening material to monologue social situation. Types of question in this section were matching, short answer question, notes completion, table completion, and sentence completion.

In Section three, the students offered material of conversation between up to four people set in an educational context. Types of question in this section were labeling diagram, notes completion, short answer question, sentence completion, matching, and multiple choice questions.

In section four, the students listened a conversation between two people set in an everyday social situation. The types of question in this section were notes completion, short answer questions, table completion, classification, sentence completion, matching, and labeling diagram.

After writing course grid, the next step was material production. The course grid is used as guideline to develop the suitable materials for teaching and learning listening for students of STKIP Yayasan Abdi Pendidikan who take Listening Comprehension III. The material consisted of four sections. Each section consisted of two units.

The first is section 1. This section consists of two units. In Unit 1 the students listen to a monologue about part of university seminar presented by a student. Then they should answer several types of question. The questions are short answer question, table completion, and classification. And Unit 2 is a monologue about part of lecture on environmental issue. Types of question in this unit are notes completion, labeling diagram, short answer question and multiple choice questions.

The second is section 2. There are two units in this section. In Unit 1, the students listen to a monologue of a new broadcast on radio station. Then, they answer varieties of questions: matching, short answer questions, and notes completion. Then, Unit 2 is a monologue of a program. They variety of questions are table completion and sentence completion.

The third is section 3. It also has two units. In Unit 1, the students offer a conversation between three students who discuss about a survey they are going to do. The types of questions are labeling diagram, notes completion, short answer questions and sentence completion. And Unit 2 is conversation as part of interview between a tutor and a student. The types of question are matching, short answer questions, multiple choice questions, and notes completion.

The last is Section 4. There are two units in it. Unit 1 is a conversation between two people who talk about enquiries of renting a house. The types of question are notes completion, short answer questions, table completion, classification, and sentence completion. Unit 2 is a conversation between

two women who talk about buying a bus pass. The variety of questions are notes completion, matching, labeling diagram, classification, and short answer questions.

During the process of producing the materials, the judgment from expert was doing to find the shortage of material developing. It covers four main points of evaluation: the appropriateness of the content, the appropriateness of the language, appropriateness of the presentation, and appropriateness of the graphic. From the expert, the material production was achievable. The listening material was good and appropriate to the students need. It can be seen from the mean value of expert judgment. The range of the mean value was 3.80 which is categorized as very good although there are still some revisions needed.

The next step of this research was implementing the listening material to the students who take Listening Comprehension III at STKIP Yayasan Abdi Pendidikan Payakumbuh. Then, the result was evaluated to do the first draft revising. The revising included of make the instruction more clear and add more varieties of questions types. The last step was writing the final draft, it was done based on some revisions of listening material.

## 5. CONCLUSION

This research classified as Research and Development (R & D). The data were collected by using questionnaire and interview guidelines. Meanwhile, the procedure of this research were identification of need analysis, writing the course grid, material production, material implementation, material evaluation, material first draft revising and material final draft writing. The purpose of this research was to find out the exact need of English Department students who take Listening Comprehension III, to design and develop listening material based on IELTS listening test. It was done to make the students familiar with English proficiency test, especially IELTS listening test which is different with other proficiency test (TOEFL and TOEIC).

The findings showed that students need most related to the audio recording are 57% out of 28 students' need a conversation between two people set in an everyday social situation. 89 % of students need to hear more a monologue set in an everyday social situation. 70% need audio recording of a conversation between up to four people set in an educational or training context. Then, 96 of students' need to audio recording is about a monologue on an academic subject. Then based on the question types, the students' need: multiple choice 54%, short answer questions 93%, sentence completion 71%, notes/chart/table completion 96%, labeling diagram 100%, classification 89%, and matching 93%. The interview also revealed that the above listening skills are object of interest of the majority of the students. In conclusion, the materials contain the topics in order of priority by considering the highest percentages first. After design the listening material, it was evaluated by expert judgment. From the expert, the material production was achievable. The listening material was good and appropriate to the students need. It can be seen from the mean value of expert judgment. The range of the mean value was 3.80 which is categorized as very good category. Through the findings of this research, it was suggested to lecturer of English Department to do need analysis first before developing learning materials, because it can help not only lecturer but also the students to achieve better result of English learning.

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