Need Analysis of Listening Skills in the EFL Class at Sulawesi Barat University

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Abstract

Listening is clearly the weakest skill of EFL students who encounter different kinds of listening problems. This research analyzed student needs analysis of listening skills in EFL learners at Sulawesi Barat University. This study was conducted to identify students' listening obstacle and identify their needs analysis. The questionnaire was conducted to answer the following questions. (1) What are the barriers to the development of students' listening skills? And (2) what are the needs of students regarding listening? 124 EFL students from six different classes were voluntarily selected for the study. The data was gathered by questionnaire. The results of the study showed several reasons that hinder a student's hearing were speaking fast, speaking quietly, different accents and pronunciation, and a group of people talking at the same time. Students' needs for listening comprehension are as follows: students need to recognize English lecturers, students need to learn how to take effective notes and ask for repetition or explanations, students need to recognize long explanations and instructions in English, different accents and pronunciations need to be recognized and students need to increase their vocabulary.

Keywords: EFL; listening skills; need analysis

Introduction

Improving the quality of education is one important point planned by lecturer to their students. In order to reach learning goals, lecturers have to be aware about what the students really need. In this case need analysis is very crucial. According to Richard (2001), the success of a program depends heavily on the purpose of the program and the underlying backbone of the purpose, and therefore on the needs analysis performed. Needs analysis is critical to ensuring the success of the program and achieving its goals. This is reflected in the student's success in language learning. The results of the needs analysis will help the instructor identify future professional needs of the student, the student's needs in terms of language skills, and the student's deficiencies in the field of language skills.

According to Hichem (2013) listening is a concept that is both complicated and hard to be analysed. It means that it is difficult to make a clear and quick definition of listening. EFL listening skill has been ignored for a long time in lieu of the theory that listening is learnt automatically and once for all, though (Teng, 2009). Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing. Listening skill is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

Listening is a skill given by one of the study programs at the University of Sulawesi Barat, namely the English Language Education Study Program, Faculty of Teacher Training and Education. Listening skills are packaged in listening for general communication, listening for information and listening for professional purposes. Related to the listening course, in the learning process a good design is needed so that the objectives of developing listening learning can be achieved effectively and efficiently. The appropriate form of learning design in listening learning can be analyzed using the theory of need analysis. Based on interview with the students before, the students have not had sufficient listening skill, particularly when the speaker is a native speaker.

(Ristanti & Maria, 2016)conducted research to find out the students' ability in listening comprehension on descriptive text. The data were collected using test in the form of multiple choice. The finding was students need to improve their listening ability by practicing more on listening exercise and should motivate themselves to listen more listening materials. (Mandasari, B., & Aminatun, 2019) conducted study aimed to reveal students' skills on each English language skill and find out what students need and want on English language learning at higher education level. The result of this study showed that students are more confident with their reading and writing skills than their speaking and listening skills. (Alqunayeer & Zamir, 2016)conducted study analyzed the target needs of EFL female Saudi students to

choose EFL as their specialization and the result overall assessment of the data shows that the learners show their weakness in oral skills i.e. Listening and Speaking as compared to literary skills i.e. Reading and Writing

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Therefore it's far essential to do a studies on need analysis of listening abilities on this EFL class to figure out their obstacles, to discover their wishes and to examine it with their goals and objectives. This studies is performed as a way to make the students extra aware of their wishes and make the academics recognize approximately the best curriculum that suitable among the students need and their learning goals. At the cease it's far was hoping that the students will enhance their listening talent and it'll have an effect on to the alternative abilties   talent.

Method

In this research, the researcher used descriptive qualitative research. This research was conducted online due to the current COVID-19 pandemic, so it was not possible for researcher to research and visit directly at the research site (Sulawesi Barat University which is located jalan Prof. Dr. BaharuddinLopa, S.H, Baurung, Banggae Tim sub district,Majene regency, Sulawesi Barat) and the subjects in this research were students of English Education department 2021. They were at different levels to ensure including different points of views from different people at different levels of proficiency. To collect this research data, the research instruments used by the researcher are questionnaires. Questionnaire in this research using closed-ended (seen from the way answer). The closed-ended answer has been provided so respondents just have to choose.

The questionnaire survey of need analysis for nonnative speakers has been adopted from Richards (2001) study. Richard (2001) designed this questionnaire as a part of a study conducted by the institute of language teaching and learning at Auckland University. This study aimed to identify what the language needs of students whose mother tongue is not English attending the university and whether these needs are met. The questionnaire aims to identify students' believes, opinions and attitudes toward listening skills. The questionnaire addresses primary problems that students may face in English classes with respect to listening comprehension. It revolves around two major themes: troubles that students often encounter and the

reasons behind difficult understanding of lectures and students.

Results

As it is shown in the below pie chart, there were 124 respondents represent their opinion. This research was done from Juni until November 2021.

Figure 1. Numbers of Participant
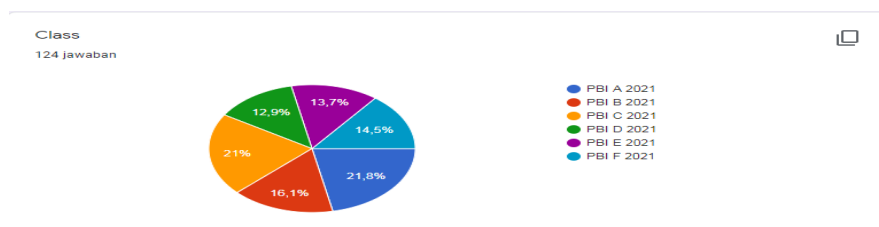
The division of questions in the test: the problems that the students encounter and also the reasons why the students encounter the problems.

a. Troubles that Students often Encounter

Looking at the results of the questionnaire, we can see that the students still have a lot of difficulty in understanding lectures. There were 71% of students sometimes have difficulty in understanding lectures. While 6,5% students always find difficulty and 12,1% often have difficulty understanding lectures. On the other hand, only 10,5% did not find any difficulty as it is shown in the below pie chart.

*Figure 2. Numbers of Students Who Have Trouble Understanding Lecturers*
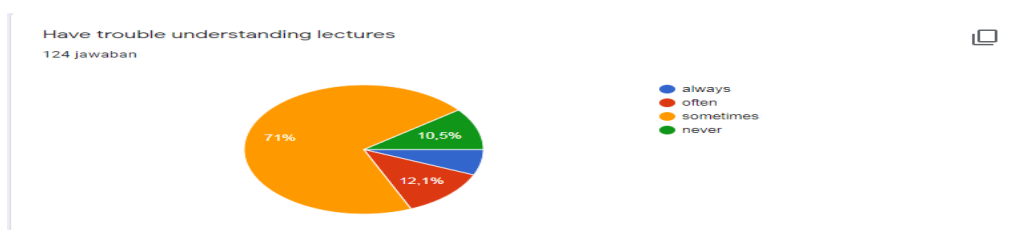
According to the results of the questionnaire, the second problem the students faced was taking effective notes. As the pie chart below shows, there were 61,3% who are sometime having trouble taking notes effectively. On the other hand, 16,9 % of students do not have this problem. While 16,1% who are often and 5,6% who are always of students still face this problem.

*Figure 3. Numbers of Students Who HaveTrouble Taking Effective Note*
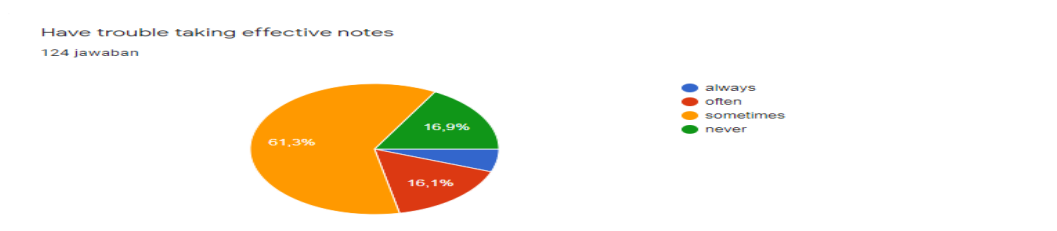
Based on the below pie chart, the third problem that students encounter was students need to ask staff or lecturer questions to clarify materials that have been taught was also need to be concerned because there were 58,9% of students are sometimes need to ask again to clarify the materials. There were 16,9% who are often and 13,7% who are always ask to clarify the materials and 10,5% representing those who do not need to ask.

Figure 4. Numbers of Students Who Need to Ask Staff or Lecturer Questions to Clarify the Material
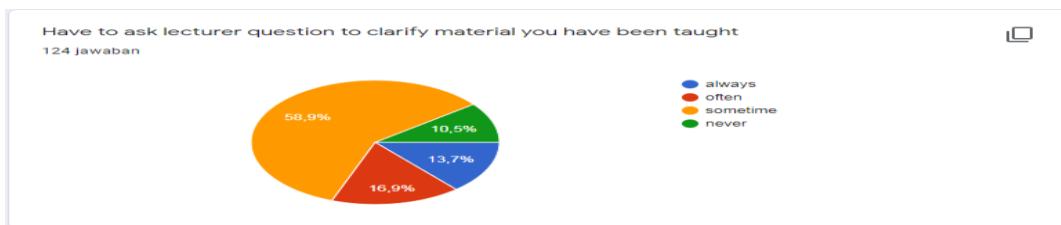

The next trouble that students encounter is suffering to understand lengthy descriptions in English. About 46% of the respondent sometime understanding lengthy descriptions. Percentages dropped sharply to represent who who did not have these problems.

Figure 5. Numbers of Students Who Have Trouble Understanding Lengthy Description
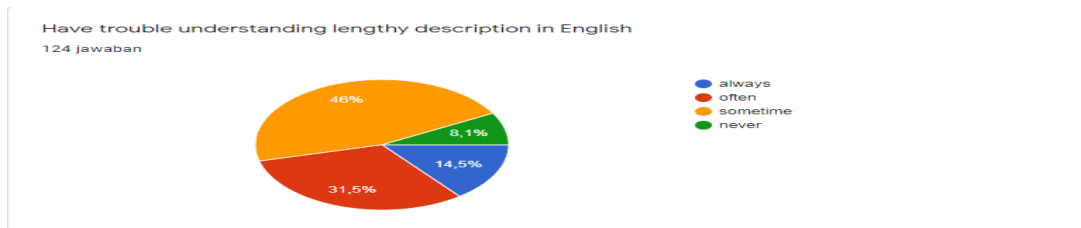

The following pie chart embodies the next problem encountered. Fifty one point six percent of students sometime have difficulty understanding instructions in English. In addition, 12,9% of them always have such problems, and 27,4% have such problems. However, 38 % of them have no such experience. The graph shows that 56% of students face such problems. This indicates that more than half are facing difficulties that indicate a hearing problem.

Figure 6. Numbers of Students Who Have Trouble Understanding Instruction in English
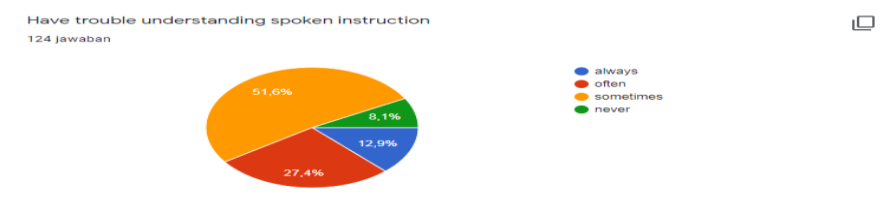
The following pie chart shows the sixth problem students face. 59% of students sometime understanding informal English. On the other hand, 11,3% of students do not have this problem. 6,5% of students always encounter such problems, and 22% often encounter such problems. This shows that more than half of the students have a hard time understanding informal English.

Figure 7. Numbers of Students Who Have Trouble Understanding Instruction in English
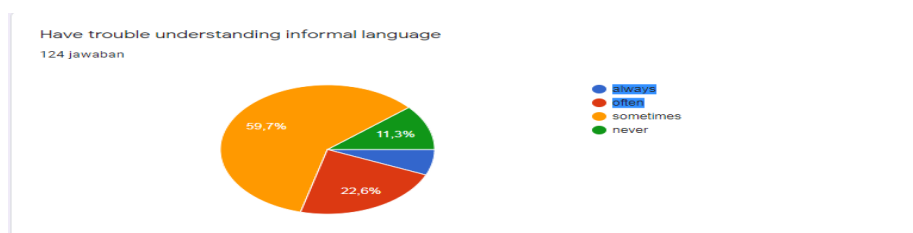
As the following pie chart shows, the last difficulty students faced was understanding the content of the lecture. 59% of students sometime have trouble understanding the content of a lecture. Moreover, 4,8% of them always have such problems, and 21,8% often have such problems. On the other hand, only 13,7 % of students do not have such problems. These percentages reflect that about 80% of students encounter such problems. These results indicate a lack of listening skills.

Figure 8. Numbers of Students Who Have Trouble Understanding Instruction in English
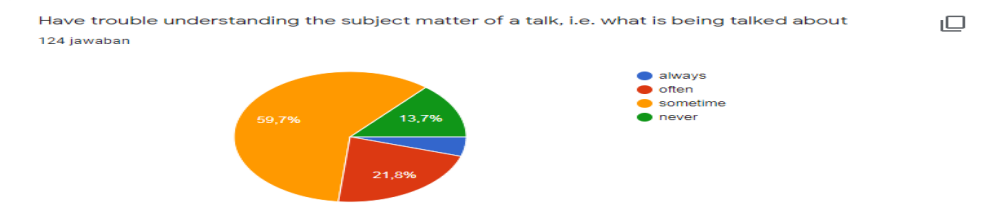

b. Causes of Difficulty Understanding Lecturers and Other Students

Students have difficulty understanding their classmates and lecturer for a variety of reasons. In this Questionnaire, the 4 most common reasons were discussed. In addition, the students were asked to choose how often they had such reasons related to their confusion about lecturers and students.

According to the questionnaire, the reason why students have difficulty

understanding lecturers or other students is that 50,8% of them sometimes speak too fast, 29,8% often speak too fast. While believing that they do not speak too fast.

Figure 9. Numbers of Students Who Have Trouble Understanding Lecturers or Other Students Speak   Fast
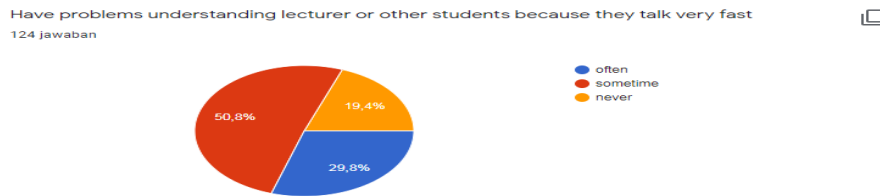

The pie chart below is the second reason why students do not understand their lecturerss and classmates. 12,1% of students in general could not   understand their instructors or   friends because they spoke quietly. 42,7% of them sometimes have this reason. On the other hand, 45,2% of them   have no such reason.

Figure 10. Numbers of Students Who Have Trouble Understanding Lecturers Because Speak Quiet
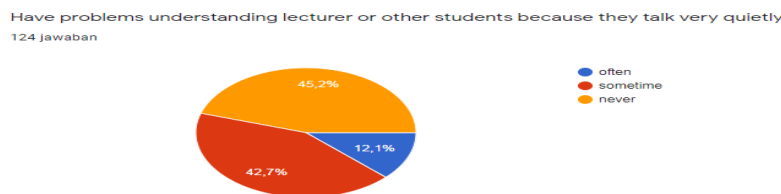
The pie chart below represents the third reason for difficulty understanding students' lecturers and students' classmates. 18,5% of   students generally do not understand the lecture and other students because the accent and pronunciation of the speaker is different from what the students are used to. 52,4% of   students sometimes have the same reason that they do not understand their lecturers and classmates while 29% of them do not have this reason.

Figure 11. Numbers of Students Who Have Trouble Understanding Different Accents and Pronounciation
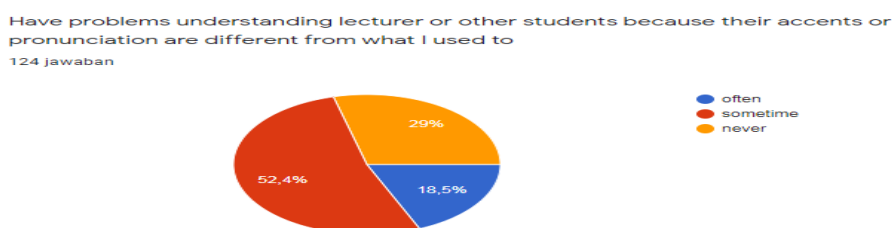
The pie chart below, demonstrates the fourth reason that entails students' problem of not understanding their lecturers and classmates. 52,4% of   students

said   they were sometimes bothered by more than one person is speaking. 21,8% said   they are often bothered by more than one person is speaking. While 25% said they were never bothered because   more than one person was talking.

Figure 12. Numbers of Students Who Have Trouble Understanding Because More Than One Person Speaks at the Same Time
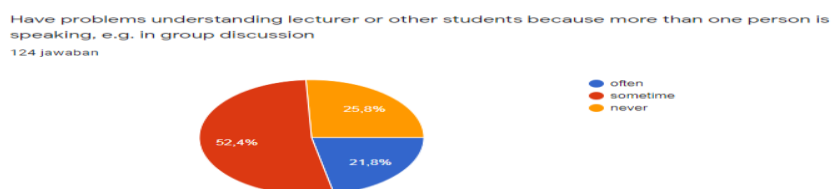
Discussion

1. Impediment to the progress of students' listening skills

Drawing upon the data above, several reasons have been identified responsible for hindering students listening comprehension. These reasons include: speaking fast, speaking quietly, different accents and pronunciation, and a group of people talking at the same time. First, students cannot control the speed of delivery or speaking fast. Underwood (1989) stated many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks.

Second, students cannot always have words repeated. This is a serious problem in learning situations. 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. According to Underwood (1989) 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. Students have a limited vocabulary. The lecturer may choose words the students do not know. Students sometimes encounter 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.

Third, students may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point. According to Hargie (2011) at the receiving stage, noise can block or distort incoming stimuli. This is connected to what findings indicate that one of students' main problems that impede their listening comprehension is a group of people talking at the same time.

2. The Students' Needs of Listening Skills

Regarding the results of the questionnaire, student needs were identified. First,

students must realize their courses in English. If students cannot grasp the basic content of the lecture, language learning will be hindered and thus stopped and failed. In addition, they must learn to take effective notes and ask for more repetition or clarification. Listening is not a passive skill, on the contrary it is interactive. The students needs to stop and ask for clarification or rehearsal of a particular part to make sense of it. Otherwise, learning will not continue. In addition, they must also recognize a lengthy English description and instructions. In addition, they must determine the subject of a speech. The main need is to identify different accents and pronunciations due to the diversity of lecturers and students' backgrounds. Listening to non-native speakers is effective if the listener shares the native language with the speakers, when it becomes more difficult. Learning new vocabulary is necessary to overcome difficulty in listening comprehension caused by lecturers or other students. The results also draw attention to the need to focus exclusively on scaling students' vocabulary to help them achieve lexical comprehension of the entry. Learning a new language cannot be successful without learning vocabulary as it is an integral part of any language.

Conclusion

From the above analysis, needs analysis is an important and indispensable step in the design of study programs and their development because it is the basis for aligning objectives with reliable needs. More than half of the participants expressed an urgent need to learn how to take effective notes and asked for rehearsals or explanations in English. In addition, they must define a long description in English as well as instructions. In addition, they must recognize the subject of a speech. In addition, there is an important need to identify different accents and pronunciations due to the diversity of lecturers and students' backgrounds. In addition, the main need is to learn and use new and different vocabulary and terms related to different fields. Learning new vocabulary is the key to overcome some of the difficulties that teachers or other students do not understand.

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