Needs Analysis of Students on Listening Course Instruction

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Abstract

The Listening Course is one of the mandatory courses in the Language and Literature Education Study Program in university. This course is crucial as listening is an essential language skill that is frequently used in daily life. This study examines the needs of students in learning listening at Universitas Kristen Indonesia Toraja. The study employs a mixed-method design, using survey and interview techniques on 33 students of the Indonesia Language and Literature Education Study Program in UKI Toraja who take the Listening Course. The results indicate that the students require a more engaging and innovative learning process in order to be interested and comprehend the material of the Listening Course. Therefore, the needs of students in the Listening Course instruction include improvement or revision of the learning material, learning media, learning methods, and relevant teaching materials that are suitable for current students. Based on the analysis of those needs, lecturers can improve the quality of education and teaching in the Listening Course.

Keywords**:** *listening, need analysis, students*

Introduction

This research examines the needs of students in learning the Listening course. Listening is one of the mandatory courses programmed for students in the Department of Language and Literature in Indonesian Higher Education Institutions (Prihatin & Sari, 2021). Listening is the first skill out of the four language skills that must be mastered not only by students in the Department of Language and Literature in Indonesia, but even by all students. This is in line with the opinion that Listening is an activity that is consciously or unconsciously most dominant in the learning process of students (Yustuti et al., 2022)

Listening as one of the crucial aspects of learning, refers to the main domains of learning involving affective, cognitive, and psychomotor domains (Toifah, 2021).

Therefore, listening learning should receive significant attention from the study program, especially from the lecturers who teach it(Sukma & Evitriana, 2019). However, unfortunately, based on the initial observations with students who have taken the Listening course so far, students actually expect more than what they have gained thus far. Students actually expect more than what they have gained thus far. Based on these initial observations, a research will be conducted to identify the needs of students in learning Listening in the Indonesian Language and Literature Education Study Program.

Based on preliminary observations, one of the background reasons for this research is that language learning has mainly focused on speaking, reading, and writing skills, which has led to less attention given to the development of listening skills. This imbalance in language learning can impede students' comprehensive understanding and use of the language, which includes the ability to understand daily conversations, comprehend various types of texts, and communicate effectively with others.

Furthermore, language learning that is overly focused on speaking, reading, and writing skills may neglect crucial aspects such as grammar, vocabulary, and pronunciation, which are all essential elements of comprehensive language learning. Therefore, it is important to provide a balanced focus on all language skills to enable students to develop their language abilities comprehensively and effectively.

Another background reason for this research is that the teaching of listening skills has been more theoretical than practical. This theoretical focus may hinder students' ability to develop their listening skills. While theory and concepts about listening skills are essential, students also need to practice their listening skills to develop them effectively. If listening instruction is overly theoretical, students may find it difficult to identify and understand the actual context of conversations, recognize nuances and intonations that can influence meaning, and apply their skills in various situations, such as formal and informal situations and various types of texts, such as news, interviews, or group discussions.

Another background reason is that the learning materials used in the teaching of listening skills may be perceived as monotonous and lacking variety, which can make it difficult to engage students' interest. This can cause students to lose motivation and interest in learning, feel bored with the monotonous materials,

limit their understanding of the topics, and restrict their creativity, preventing them from thinking outside the box. Students may feel that there is no room for creativity in their learning, which can affect their ability to generate new ideas or creative solutions to complex problems.

Furthermore, another factor that underlies this research is the non-contextualized nature of the listening material provided by the lecturer, making it difficult for students to understand the information being conveyed, especially in relation to Javanese culture. Non-contextual listening material can have a negative impact on student understanding and learning. If the material being presented is not related to the Toraja cultural context, students may struggle to comprehend and connect the information with the appropriate context that they have experienced.

In addition, the limited availability of reference books for learning listening skills, and outdated materials also contribute to the background of this research. Students may find it difficult to access adequate learning resources to improve their listening skills.

Research analyzing the needs of students in listening courses is important in the field of education. Listening is a crucial language skill in the learning process, especially in higher education. Good listening skills will enable students to understand and capture information provided by lecturers or teachers. However, not all students have the same listening ability. Some students may struggle to understand the material being presented, which can affect their learning outcomes. Therefore, a needs analysis is necessary to identify the challenges that students face in listening, in order to take appropriate action to improve the quality of learning in the classroom.

This research can also help lecturers in developing more effective and efficient course materials. By understanding the needs of students, lecturers can adapt teaching methods that are more suitable and provide a more appropriate approach in delivering the material. In addition, this research can provide input for higher education institutions in developing a curriculum that is more suitable for the needs of students. By understanding the needs of students in listening skills, higher education institutions can design a more relevant and effective curriculum, thus improving the quality of education provided.

Based on the formulation of the background above, the research problem statement is: What are the needs of students in learning Listening skills? Based on the

research problem statement, the objective of this analysis of student needs in the Listening skills course is to understand how students experience teaching and learning in the Listening skills course, and to evaluate their needs in achieving optimal results in the course.

The specific objectives of this research are to help determine the level of understanding of students regarding the material taught in the Listening skills course. In addition, with this research, the needs of students in terms of effective teaching and learning methods in the Listening skills course can be identified. Through this research, we can assess the effectiveness of teaching materials and other resources provided to support the learning process in the Listening skills course.

Furthermore, we can also identify obstacles or difficulties faced by students in learning Listening skills and find solutions to overcome these problems. Thus, the ultimate goal of this research is to measure the level of student satisfaction with teaching and learning in the Listening skills course so that it can improve the quality of teaching and learning in the Listening skills course by accommodating the needs and expectations of students.

With these objectives, the research on the analysis of students' needs in listening classes is expected to provide significant contributions to improving the quality of education and teaching in higher education and helping students achieve their academic goals more effectively. The research can assist instructors in identifying the needs of students in terms of effective teaching and learning methods and learning resources that can support the learning process. Furthermore, the research can enhance the quality of teaching and learning. The research results can provide useful information for instructors to improve and develop better teaching and learning methods that are suitable for students' needs.

Another benefit of this research is to address the barriers or difficulties that students encounter in learning listening skills. By identifying these obstacles, instructors can find solutions to overcome them, allowing students to learn more effectively. The research on students' needs in listening classes can also increase student satisfaction. It can help understand the level of student satisfaction with teaching and learning in listening classes, which can lead to improvements in teaching quality and increased satisfaction levels among students. Additionally, the research can enhance time and resource efficiency. By knowing students' needs, instructors can allocate appropriate time and resources to develop effective teaching materials efficiently.

The ultimate benefit of this research is to improve the quality of graduates. With improved teaching and learning quality, students can acquire better knowledge and skills in the Listening course, thus better preparing them for the workforce after graduation. Overall, the analysis of students' needs in the Listening course is crucial in improving the quality of education and teaching in higher education and ensuring that students get an optimal learning experience.

The novelty of this research lies in its focus on the specific needs of students in learning Listening. This research can create innovation by focusing on the needs of students that have not been extensively studied before. With this research, it is hoped that further research can focus on development research based on the needs of students generated in this research.

Research Methodology

This research is a mixed methods research, which is an approach that combines two or more research methods, whether qualitative or quantitative, in one study (Indrawan & Jalilah, 2021; Sugiyono, 2015). In this research, the researcher used various research methods, such as interviews, surveys, observations, and statistical data analysis, to obtain comprehensive and in-depth information about the phenomenon being studied.

This research is a mixed methods research because the researcher not only collected quantitative data to answer the analysis of students' needs for listening courses but also used qualitative data to strengthen the quantitative data (Sugiyono, 2015) on students' needs in learning Listening. By using mixed methods, the researcher can obtain more complete, in-depth, and reliable information about students' needs, thus producing stronger conclusions that can impact the learning of Listening.

The population in this research on the analysis of students' needs for listening courses is all students who take the Listening course in the Indonesian Language and Literature Education Study Program in the Odd Semester of 2022/2023, amounting to 33 students. The sample in this study is also 33 students. Thus, total sampling technique is used for sample collection. Total sampling technique is a sampling technique in which the entire population in a study becomes the sample (Laerd Content, 2012). This means that all students in this study become research subjects. Total sampling technique is usually used if the population in the study is relatively

small, making it possible to involve all members of the population in the study. The use of total sampling technique in this research is to obtain results that are more representative because it covers the entire population. Additionally, this technique also allows the researcher to conduct more in-depth and detailed analysis of population characteristics.

The data in this study was collected using survey and interview techniques (Fadli, 2021; Hasanah, 2017; Sugiyono, 2015). Survey is one method that can be used in analyzing the needs of students for the listening course. Survey can provide broad and representative information about students' preferences, attitudes, and needs towards the listening course. The survey was conducted by distributing questionnaires to 33 students of the Indonesian Language and Literature Education Study Program who took the listening course in the Odd Semester of 2022/2023. Researchers can use questionnaires to collect data on students' preferences and needs for the listening course. The questionnaire can be distributed offline. The questionnaire must be well-designed and clear to minimize bias and obtain accurate answers from respondents.

In addition to the survey, interviews were also conducted (Djaelani et al., 2013). Interview is one method that can be used in analyzing the needs of students for the listening course. Interviews can provide in-depth and comprehensive information about students' preferences, attitudes, and needs towards the listening course (Asraf, 2021). The structured interview technique was used in this study. A structured interview is a type of interview that uses pre-designed questions. These questions will be consistently asked to each respondent. Structured interviews can provide consistent and reliable information, and allow for comparison of results from each student.

Data analysis in this study used Miles and Huberman's data analysis technique (Harahap, 2021). Miles and Huberman's technique is a qualitative analysis technique used to organize, analyze, and understand qualitative data in research (Lisabella, 2013; Miles & Huberman, 2014). This technique consists of three main stages: data reduction, data display, and data verification.

1. Data reduction: This stage involves collecting, organizing, and filtering data to identify major patterns or themes in the data
2. Data Presentation: This stage involves presenting data in the form of tables, diagrams, or narratives to facilitate analysis and understanding.

3. Data Verification: This stage involves testing the validity and reliability of data by comparing the analysis results with the raw data obtained. This is done to ensure that the obtained analysis results are accurate and trustworthy.

In a study on the analysis of students' needs for the listening course, Miles and Huberman's data analysis technique can be used to understand students' needs for the course through qualitative data such as interview or group discussion results (Miles & Huberman, 2014). This technique can help researchers identify main themes or patterns in data related to students' needs and present the data in an easily understandable and interpretable form. Additionally, data verification can help researchers ensure the validity and reliability of the analysis results.

Findings and Discussion

Findings

The analysis of students' needs for the Listening course was obtained through a survey using a questionnaire that was filled out by the students, followed by interviews. The questionnaire consisted of nine questions and was completed by 33 students.

Item	Percentage
Have you taken the Listening course before?	100 % taken
In your opinion, how important is it to take the Listening course?	45% : very important 30% : important, 16% : less important 9% : not important.
Is the material taught in the Listening course given by the lecturer interesting?	15% : very interesting 25% : interesting 45% : less interesting 15% : not interesting
Do you find it difficult to follow the Listening course material given by the lecturer?	30% : very difficult 40% : difficult 8% : less difficult 15% : not difficult
Does the Listening course include theory and practice?	100 % : more theoretical
Do you feel there is a need to improve teaching and learning methods in the Listening course?	100 % : feel the need for an improvement in teaching and learning methods in the Listening course
How do you rate the quality of the materials provided for the Listening course?	100 % need for an improvement in the quality of materials provided for the Listening course
Do you feel there is a need to improve	100 % feel the need for an

teaching and learning media in the Listening course?	improvement in the teaching and learning media in the Listening course
Do you feel there is a need to improve teaching and learning materials in the Listening course?	100 % feel the need for an improvement in the quality of materials provided for the Listening course

Question No. 1 above is used to determine whether or not the students have taken the Listening course. The purpose of providing question item No. 1 is to ensure that all students in the class being studied have taken the Listening course and therefore have an understanding of the course material. Based on the survey conducted, it is known that out of 100% or 33 students, all of them have taken the Listening course.

Question No. 2 above is used to measure the students' attitude towards the Listening course. The researcher measures this attitude by asking how important the Listening course is. Based on the survey conducted, it is known that out of 15 or 45% of the students, they consider it very important, 10 or 30% consider it important, 5 or 16% consider it less important, and 3 or 9% consider it not important.

Question No. 3 above is used to measure students' attitudes towards the Listening course material. The researcher measures this attitude by asking how interesting the Listening course material given by the lecturer is. Based on the survey conducted, it is known that out of 5 or 15% of students, they stated it is very interesting, 8 or 25% stated it is interesting, 15 or 45% stated it is less interesting, and 5 or 15% stated it is not interesting.

Question No. 4 above is used to measure students' attitudes towards the Listening course material. The researcher measures this attitude by asking how difficult the Listening course material given by the lecturer is. Based on the survey conducted, it is known that out of 10 or 30% of students, they stated it is very difficult, 13 or 40% stated it is difficult, 15 or 8% stated it is less difficult, and 5 or 15% stated it is not difficult.

Question No. 5 above is used to determine the type of material taught in the Listening course given by the lecturer. The researcher measures this by asking about the theoretical or practical material provided by the lecturer in the Listening course. Based on the survey conducted, it is known that out of 33 or 100% of students, they stated that the material provided is more theoretical.

Question 6 is used to determine whether students feel the need for an improvement in teaching and learning methods in the Listening course. Based on the survey, it is known that 100% or 33 students feel the need for an improvement in teaching and learning methods in the Listening course.

Question 7 is used to determine whether students feel the need for an improvement in the quality of materials provided for the Listening course. Based on the survey, it is known that 100% or 33 students feel the need for an improvement in the quality of materials provided for the Listening course.

Question 8 is used to determine whether students feel the need for an improvement in the quality of teaching and learning media in the Listening course. Based on the survey, it is known that 100% or 33 students feel the need for an improvement in the teaching and learning media in the Listening course that can help students understand the Listening course easily.

Question 9 is used to determine whether students feel the need for an improvement in the quality of teaching and learning materials in the Listening course. Based on the survey, it is known that 100% or 33 students feel the need for an improvement in the quality of materials provided for the Listening course.

Besides the survey, interviews with students were also conducted. The analysis of students' needs can also be obtained from the results of the interviews. The purpose of the interview in the study of analyzing students' needs for the listening course is to obtain a deeper understanding of students' views and needs for the course. By conducting interviews, researchers can obtain qualitative information that cannot be obtained from quantitative data.

Through the interviews, it was found out why students chose the listening course, their opinions on the usefulness of the course, as well as their views on the curriculum, teaching methods, and assessment used in the listening course. Interviews also provide an opportunity for students to express problems or difficulties they face in learning the listening course.

By obtaining a deeper understanding of students' views and needs for the listening course, researchers can identify the weaknesses and strengths of the course. In addition, the results of the interviews can be valuable input for the development of more effective and efficient curricula and teaching methods to improve the quality of learning for students. Therefore, interviews can help improve the quality and relevance of the listening course and meet the needs of students.

The following questions were used in conducting the interviews:

Item	Answer
1. In your opinion, what are the topics or types of material that should be taught in the listening course?	1. Basic techniques in listening comprehension 2. Various discourse types and different contexts 3. Strategies to improve listening skills 4. Technology and media used in listening comprehension 5. Cultural diversity in message delivery 6. Critical thinking skills in listening comprehension 7. Listening practice
2. In your opinion, what are the topics or types of media that should be used in teaching the listening course?	1. Audio 2. Video
3. Do you have any suggestions or criticisms that you would like to provide for the listening course?	1. Increasing listening practice so that students become more confident in their listening skills. 2. Using listening materials that are relevant to the Toraja culture. 3. Utilizing more engaging learning media such as videos rather than just displaying materials through PowerPoint. 4. Varying the teaching methods employed by the lecturer. 5. Providing varied and easily accessible learning materials for students.

Based on the above interviews it is concluded that in developing the material for the listening course, students need:

1. Interesting and contextually relevant listening material that is easy to understand and practical, not just theoretical.
2. Improvement in teaching and learning methods for the listening course.
3. Improvement in teaching and learning media for the listening course.
4. Easily accessible listening course materials for students.

Discussion

One of the needs of students in learning Listening is the need for materials. Students require materials that are interesting and easy to understand, not just limited to defining topics related to Listening. The need for relevant Listening materials is one of the concerns of students. Relevant materials will motivate students to learn and improve their understanding of the topic. In addition to relevance, students also need clarity in the presented materials. Learning materials should be presented in a clear and easily understood language, with concrete Listening practices that can be followed.

To address the issue of Listening materials, students also need to be provided with materials related to the real world. Students require learning materials that are relevant to real-life situations and can provide practical and useful understanding for their future lives. Furthermore, students need to be given trustworthy sources of information. Students require learning materials supported by credible and high-quality sources of information, such as textbooks, journal articles, or other academic references.

In relation to material selection, students need to be provided with material that is suitable for their life context(Reznani et al., 2021). Based on the context of Toraja, relevant listening topics for students in the area are as follows: (1) Listening to Toraja language: As Toraja language is still widely used by the community, students in the area need to have the ability to listen to Toraja language in order to communicate with the locals. (2) Listening to Toraja culture: Toraja has a unique and rich culture. Students can learn about Toraja culture by listening to presentations, lectures, or discussions on culture, customs, art, and music of Toraja. (3) Listening to information about tourism development in Toraja: Tourism is an important sector in the economy of Toraja. Students can listen to information about tourism development, cultural tourism, and ecotourism in Toraja to enrich their knowledge in the field of tourism.

By listening to these topics, students in Toraja can gain relevant knowledge to their needs in the area and can strengthen their listening skills in both Toraja language and Indonesian language (Yulia Putri et al., 2021).

In addition to learning material, students also need media that can make it easier for them to understand the material(Anggraeni Nuf, 2022; Maruti, 2016). So far, listening learning has only been done by utilizing PowerPoint media, making students

less interested(Nuraeni, 2019). By selecting and using listening learning media (Dosi & Budiningsih, 2019)that are interesting and suitable for student needs, lecturers can motivate students to learn more actively and effectively, as well as helping them improve their skills and knowledge in the field of listening.

In line with that, interesting learning media that can be used by teachers include listening learning media such as video lessons (Pratiwi, 2021). Video lessons can be an interesting learning media because they can show real-life examples of the correct ways to listen, both in the form of interview recordings, presentations, or news. Video lessons can also display attractive visuals that can facilitate understanding and motivate students to learn more actively.

In addition, in this technological era (Arono, 2013), teachers can also use podcasts. Podcasts are an audio learning media that is currently popular(Ilana et al., 2021). In listening learning, podcasts can be used to deepen students' skills in listening to audio and improve their ability to understand various accents and intonations in foreign languages. In addition, teachers can also utilize interactive games (Susanto et al., 2021). Interactive games are interesting learning media because they can help students practice listening skills and gain practical experience interactively. Interactive games can motivate students to learn more actively and provide enjoyable challenges to strengthen their listening skills.

Furthermore, listening learning can also use e-learning platforms (Siti Kurniasih, 2022). E-learning platforms such as Moodle, Edmodo, or Google Classroom(Wisman & Kurniawan, 2020) can be interesting learning media because they provide easy access to various learning resources such as modules, articles, videos, and assignments. E-learning platforms can also help teachers provide fast and interactive feedback to students, as well as facilitate students to collaborate and interact with their classmates online(Wisman & Kurniawan, 2020).

The students' needs are also related to the methods used in teaching the listening course (Sulistiawan et al., 2018). The appropriate listening teaching method is crucial because listening is one of the essential language skills that is frequently used in daily life (Monica et al., 2017; Yustini, 2019). Effective listening enables individuals to understand information better, follow instructions more accurately, and communicate more effectively.

One of the interesting and effective methods to fulfill the students' needs is problem-based learning. This method involves students in identifying and solving

problems related to specific listening topics. In the process, students will learn how to observe and analyze information critically and solve problems effectively.

Furthermore, teachers can use modeling methods. This method involves students in demonstrating proper listening skills through demonstration or examples. In the process, students will learn how to follow models and practice listening skills accurately. Another interesting method is simulation. This method involves students in a simulation situation to demonstrate their listening skills in real-life situations, such as interviews or presentations. In the process, students will learn how to adapt to situations and demonstrate appropriate listening skills.

Students also require adequate and relevant course materials for listening comprehension in today's student world. In listening comprehension, course materials play an important role in helping students understand the material being taught. So far, lecturers have only used PowerPoint materials . According to interviews conducted, students need listening comprehension materials that can help them understand the material better. Therefore, listening comprehension materials should be designed to help students understand information better and improve their listening skills.

Various teaching materials that can be used by lecturers include audio(Aryani et al., 2021). Audio is the most commonly used teaching material to improve listening skills. Audio can be in the form of speech recordings or presentations designed to improve students' understanding of a particular topic. Audio teaching materials can be used to introduce new vocabulary or to listen to proper pronunciation.

Additionally, lecturers can also use video(Aryani et al., 2021). Video is a very effective teaching material to improve listening skills. Videos can be used to introduce new topics or provide more visual explanations(Kiftia & Rukmi, 2022). Videos can also show real-life situations related to a particular topic, making students more interested and making it easier for them to understand the information.

Besides video and audio, lecturers can also use teaching materials in the form of textbooks. Textbooks used to grab students' attention must be developed specifically (Mana et al., 2020; Momang, 2021). These textbooks aim to help students in developing effective listening skills. The Listening textbook should be equipped with examples of oral texts such as speeches, presentations, interviews, and lectures,

which can be used by students to practice listening well. In the process of lectures, students often have to listen to course material from lecturers. The Listening textbook can help students to understand course material more easily and follow the lecturer's instructions better. Thus, students can develop effective listening skills through understanding the types of listening, listening techniques, and self-evaluation in listening.

Conclusion and Suggestion

Based on the research on the analysis of students' needs in learning listening skills in the Indonesian Language and Literature Education Program at the Kristen Indonesia Toraja University, it can be concluded that students require a more interesting and innovative learning process in order to be more interested and understand the material in the listening course. Students' needs for learning listening skills include improving or revising the learning materials, learning media, learning methods, and relevant teaching materials for contemporary students.

In this study, data was collected through survey and interview techniques on 33 students in the Indonesian Language and Literature Education Program at UKI Toraja who were enrolled in the listening course. Using a mixed-method approach, this study successfully identified the main needs of students and provided specific and practical recommendations to improve the quality of learning. However, for future reference, researchers suggest designing and developing listening materials, media, methods, and teaching materials that can be universally used by students.

In conclusion, it is hoped that the results of this study can be used as a reference by relevant parties, including educators, curriculum developers, and policy makers in the field of language and literature education, to improve the quality of listening skills learning that is better and relevant to the needs of contemporary students.

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