Quickly Understanding of Needs and Issues of Undergraduate University Students in Listening Comprehension: A Need Analysis to Develop Assisted-Social Media Learning Material

by Syofianis Ismail

Quickly Understanding of Needs and Issues of Undergraduate University Students in Listening Comprehension: A Need Analysis to Develop Assisted-Social Media Learning Material

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ABSTRACT

Using social media in teaching listening requires creativity and modification in order to be suitable for learning. The aim of this research is to identify the learners' need for developing assisted-social media learning material in listening comprehension course at the Islamic University of Riau, Indonesia. The study involved undergraduate students taking listening comprehension subject who were selected through cluster random sampling. Along with the students, 5 lecturers were also involved. The instruments used in this study were questionnaire, interviews guide, and observation sheet. The questionnaire was centered on two main categories: Target need analysis and learning need analysis, drawing on the theoretical framework of Hutchinson and Waters (1987). Both analysis results revealed that the challenges faced by students while learning listening comprehension with the help of social media have a notable influence, mainly because of the discrepancy between the anticipated methods of learning and the actual internal factors that drive students to acquire effective listening skills. This situation is likely to contribute to the enhancement of their speaking abilities to meet their specific goals. As a result, meeting these goals requires additional support in terms of psychological, motivational, and material aspects. Overall, these findings provide valuable insights for designing and developing a tailor-made English learning material assisted by social media that meets the specific needs of the learners in the future particularly in listening comprehension course.

KEYWORDS
Learning Need; Social Media; Listening Comprehension

ABSTRAK

Menggunakan social media dalam belajar listening membutuhkan kreatifitas dan modifikasi supaya pembelajaran lebih menarik.Tujuan dari penelitian ini adalah untuk mengidentifikasi kebutuhan para pembelajar dalam mengembangkan materi pembelajaran yang menggunakan social media dalam mata kuliah pemahaman menyimak di universitas Islam Riau, Indonesia. Penelitian ini melibatkan

KATA KUNCI
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Syofianis Ismail[1], Erna Naswir[2]
J-SHMIC : Journal of English Academic
Vol 10 No 2, August 2023

mahasiswa sarjana yang mengambil mata kuliah pemahaman menyimak/listening yang dipilih melalui pengambilan sampel acak kluster. Bersama dengan para mahasiswa, 5 dosen juga terlibat dalam penelitian ini. Instrumen yang digunakan dalam penelitian ini adalah kuesioner, panduan wawancara, dan lembar observasi. Kuesioner difokuskan pada dua kategori utama: analisis kebutuhan target dan analisis kebutuhan pembelajaran, yang mengacu pada kerangka teoritis Hutchinson dan Waters (1987). Hasil analisis keduanya mengungkapkan bahwa tantangan yang dihadapi oleh para mahasiswa saat belajar pemahaman menyimak dengan bantuan media sosial memiliki pengaruh yang signifikan, terutama karena adanya ketidak cocokan antara metode pembelajaran yang diharapkan dan faktor internal sebenarnya yang mendorong para mahasiswa untuk memperoleh keterampilan mendengarkan yang efektif. Situasi ini kemungkinan besar akan berkontribusi pada peningkatan kemampuan berbicara mereka untuk mencapai tujuan-tujuan khusus mereka. Oleh karena itu, pencapaian tujuan-tujuan ini memerlukan dukungan tambahan dalam hal aspek psikologis, motivasi, dan materi. Secara keseluruhan, temuan-temuan ini memberikan wawasan berharga untuk merancang dan mengembangkan materi pembelajaran Bahasa Inggris yang disesuaikan dengan bantuan media sosial yang memenuhi kebutuhan khusus para pembelajar di masa depan, terutama dalam mata kuliah pemahaman menyimak atau listening,.

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INTRODUCTION

Apparently social media has been played a significant role in the world of education. Social media provides platforms with easy and fast access for teachers and students in the learning process (Elverici, 2021). Variety information obtained can be utilized to achieve learning objectives. The same goes for language learning, especially English as foreign language (Al-Khalidi and Kkkhouni 2021) (Faizi et al., 2014). The four language skills must be able to reach the required proficiency standards. The most difficult and challenging language skill is listening (Walker, 2014; Yamada, 2018). Based on the mapped standardized test on CEFR, the required proficiency level for this skill is B2 and C1 as pertinent basis in higher education (Fleckenstein et al., 2018), whereas in reality, the proficiency achievement for listening is the lowest among other three language skill (Tschirner, 2016). The use of social media can be one of the learning tools that can assist in the learning process to enhance students' listening skills and improving their listening proficiency (Dirjal et al., 2020; Read et al., 2021; Sitorus & Azir,

2021). In other words, social media has the advantage of attractiveness that can be utilized in language learning.

Social media provides a variety of platforms that are rich in content. With the various platforms offered by social media, both teachers and students can access a wide range of educational content, such as articles, tutorials, videos, online courses, and e-books, which are readily available online (Pradeepa & Hema, 2022). This content can be easily accessed through convenient pathways to develop the language skills and knowledge needed (Woods et al., 2019). Through social media, collaboration and communication between teachers and students, regardless of geographical boundaries, can be facilitated (Kessler, 2013). For example, through discussion forums or group chats aimed at enabling the exchange of ideas or even collaboration on a project (Bexheti et al., 2014). Therefore, the use of social media can provide an engaging, interactive, and visually appealing learning experience (Purvis, A., Rodger, H., and Beckingham, 2016). In brief, social media offers a broader and more appealing learning environment with abundant learning materials.

Social media facilitates the development of listening skills by allowing listeners to hear the language used authentically in everyday contexts by native speakers as well (Kadwa & Alshenqeeti, 2020). Listening to native speakers directly through social media, students can enhance their listening comprehension by developing a habit of listening to words and sentences pronounced as similar and appropriate speed and intonation as the native speakers perform. It also enables listeners to engage interactively with native speakers within language communities (Popa, 2017). Therefore, accessed online, social media utilized through the use of various devices, such as instagram, youtube, skype, facebook, and other platforms provide possibilities and facilitate students to be interactively engaged with the native speaker. To sum up, social media use may assist students to improve their listening comprehension ability through authentic sources.

Nonetheless, obstacles are also found in utilizing social media for listening comprehension, for example related to the content (Anwas et al., 2020). As it comes to its implementation within a learning material, the selected content may not in line with the learning procedure and have inconsistent sound quality, grammar, or dialect, or the short duration of the content which does not provide students with the opportunity to practice their listening skills more deeply, so that the content does not support the development of listening abilities as in a study conducted by Ismail, Syofianis (2016) that students still have difficulties in taking the main ideas and factual details of what they hear and most of the difficulties experienced by the students are limited vocabulary, unable to grasp the meaning of the speaker's pronunciation because of a lack of background knowledge about the topic being discussed and too fast in speaking

Hence, the role of social media in listening comprehension have a significant impact if the chosen learning material aligns with the needs of the students, particularly supporting the development of their listening abilities and generally enhancing teaching and learning process. Accordingly, accommodating students' need of the best suit of utilization of social media for listening comprehension, an analysis needs to be conducted for an exploration as the purpose of this study. The analysis was to identify problems faced by instructors encountered in the teaching and learning process, recognize the constraints or obstacles faced by students, and identify the problems related to instructional problems, expectations and needs of instructors

Rofianis Ismail[1], Erna Naswir[2]
J-SHMIC : Journal of English Academic
Vol 10 No 2, August 2023

in their efforts to improve their professionalism as instructors of the listening comprehension course at university level. Thus, this recent study brings up two questions formulation:

1. What are the learning needs of the undergraduate students for using assisted-social media in listening comprehension?
2. What are the problems faced by the students and the lecturers in meeting the learning need of the undergraduate students for using assisted-social media in listening comprehension?

Literature Review
Social Media in Class

Social media is a group of internet-based applications built on the foundation of web technology that enables the creation and exchange of user- generated content Kaplan & Haenlein, 2010) Another definition of social media is various websites or other forms of technology where people can connect and interact with each other and share information (Akram & Kumar, 2017). Social media that is highly mobile and web-based technology can create a very interactive platform so that individuals and communities can share, create, discuss and modify user-generated content. With the ability of social media like this, social media has the potential to be developed as a means for easy and effective learning and teaching. But to be used as a learning media, especially listening, it requires creativity and modification so that it is more suitable to be used as a special learning media for listening.

Now more and more internet users have broadband, making it easier to access YouTube and other video clip sites (Google Video, Vimeo, etc.) (Marone & Rodriguez, 2019). This site is becoming popular especially among young people because the site also provides English and class lessons to improve listening skills. These sites offer authentic everyday English examples used by ordinary people (Muchtar et al., 2015; Zarzycki, 2021). In some schools YouTube began to be used by teachers as learning media in the ESL class. Students watch video clips that are fun even though their quality is sometimes interrupted because of the slang that makes this video difficult to understand. On the other hand, students are attracted to the "real" nature of this video.

It cannot be denied that social media has played a very large and significant role in the social life of the community (KIOUACH & ZARHBOUCH, 2021). Especially in the process of learning and teaching social media has become an integral part of the process. The existence of social media technology began with the discovery of super computer technology in 1940 by the United States military (Nair, 2020). Shortly afterwards, network systems were developed that connect computers to each other using cables. In the 1970s computer networks began to be developed so that people could already communicate via e-mail or e-mail on a limited basis. In the 1980s email usage was very extensive and replaced conventional letters (Nikali, 1995). The first social Media was created in 1997 that allows people to upload various information to social media portals and make friends with many people. In 1999 a blog was created that allowed people to publish various information that could be accessed by many people.

The benefits of social media, especially in the learning process include: efficient use of time because many things can be done faster, increasing collaboration / collaboration between students and students so that the learning process runs faster and more efficiently (Kessler, 2013). Social media increases student /student collaboration and participation even in different

Sofianis Ismail[1], Erna Naswir[2]
J-SHMIC : Journal of English Academic
Vol 10 No 2, August 2023

places. Students who lack interest can be more motivated to learn. Especially for listening, the students can get benefits obtained by using social media and they can listen repetitively according to their desires. Using social media, instead of doing non-useful things, students are led to do more positive learning activities (Kojo et al., 2018). Therefore, the use of social media in the future is feasible as it will be very useful to broaden horizons and increase student absorption. Social media also has disadvantages that cannot be avoided. Social media is the biggest distraction factor or in the learning process of students. If students do not have high discipline, social media will disrupt students. The survey conducted by Alasmari (2020) found that throughout his life humans spent 5 years and 4 months on social media from an average age of 65 years. This trend tends to increase every year. If the time used for social media is for things that are useful it will certainly be very good for education but if it is the opposite it will be very detrimental for students.

Learning of Listening Comprehension.
Listening is one of the receptive skills as well as reading. Listening can be defined narrowly and broadly. In a narrow sense according to Clark and Clark in Xu (2011) listening is a mental process in which the listener absorbs the sound that the speaker releases and uses it to form an interpretation of what is conveyed by the speaker. Understanding has two meanings, broad and narrow understanding. Rost in (Deregözü, 2021) defines listening in a broad sense as a process of receiving what is conveyed by the speaker (receptive orientation); construct and represent meaning (constructive orientation); negotiate meaning with the speaker, and give a response to the speaker (collaborative orientation); and create meaning through involvement, imagination and empathy (transformative orientation. Listening is a complicated process because it involves two important psychological and social process, that is, listening as a psychological phenomenon that occurs at the cognitive level in the human mind and is also a social phenomenon that creates reciprocal interactions between humans and the surrounding environment. Listening is a complex process that requires understanding so that we can convey it to others, then evaluate it before combining it with the phonological aspects of language and with speaking skills (Mart, 2020).

Listening process.
According to Vandergrift. L (2016) there are two different processes in understanding listening. Listeners use a 'top-down' process when they use prior knowledge to understand the meaning of the message that is happening now (see also May et al., 2020). Previous knowledge can be in the form of knowledge of the topic, context of listening, type of text, culture or other information stored in long-term memory as a scheme (a typical sequence or general situation around which world knowledge is arranged). Listeners use content words and contextual clues to form hypotheses exploratively. The second process of listening is that listeners use a 'bottom-up' process nwhen they use linguistic knowledge to understand the meaning of a message. They construct meanings from low-level sounds to words to grammatical relationships to lexical meanings to arrive at the final message. Understanding of listening is not top-down or bottom-up processing, but an interactive, interpretive process where listeners use prior knowledge and linguistic knowledge in understanding messages. An understanding of something that is heard will be determined by their knowledge of topics, language, familiarity or the purpose of listening. For example, listening to the essence mainly concerns

the top-down process, while listening to certain information, such as in weather broadcasts, involves a bottom-up process to understand all the desired details.

Research from cognitive psychology has shown that listening comprehension is more than just extracting meaning from incoming speech. This is the process of matching words with listeners who already know about the topic. Therefore, when listeners know the context of text or speech, the process becomes easier because listeners can activate prior knowledge and make conclusions that are right and important to understand the message (Byrnes, 1984). Therefore, teachers need to help students organize their thinking, to provide the right background knowledge to understand and make predictions and prepare to listen. This will significantly reduce the burden of understanding for listeners. Theoretically listening comprehension ability are influenced by four factors, those factors that affecting listening skills are 1) the ability to determine vocabulary meaning from the context, 2) the ability to identify main idea with supporting details, 3) the ability to understand listening for specific purposes, and 4) the ability to recognize the specific grammatical structure within a setting.

Learning Listening Comprehension by Using Social Media.

The most popular social networking site currently for listening is You Tube. Most students or anybody who want to advance their listening skill these days will turn to this social media or any other digital platform. With the advancement of technology and the widespread availability of internet, accessing social media is no longer a problem. Easy access to social media has facilitated teachers or lectures to integrate traditional teaching with e-learning thus stimulating lessons. One of the best forms of social media to teach English in a language class room is You Tube. You Tube is a social networking site that has become the leading social networking site in the world. (Boyd & Ellison, 2007) noted that Facebook began in early 2004 as a Harvard-only social networking site but in September 2005 had successfully expanded to include high school students, professionals inside corporate networks, and, eventually everyone. The site www.socialbakers.com reported that at the end of February 2013, there are 963,679,900 Facebook users worldwide. Asia becomes the continent with the most users, which are 267,816,640 users.

Previous Research

The critical results of Hague (2023) which investigated the effectiveness of social media as a learning media also found that the use of social media can improve foreign language learning skills among students. Fauzanna (2017) examined the effectiveness of listening to investigate the understanding of EFL first year students during dictation and reproduction lessons compared to listening through the internet. Every week, students are required to do extra activities as homework to listen to some ELT sources on the internet. The results showed that vocabulary skills and understanding of their meanings increased significantly because they learned from various sources. Students can also identify their weaknesses that need to be improved. The method of teaching listening is also effective because students are introduced to materials that vary in English.

The Pew Research Center conducted a suvey in early 2018 of American adults found that this social media landscape was determined and dominated by Facebook and YouTube. At the same time, younger Americans (especially those aged 18 to 24 years) use many and more platforms. 78% of children ages 18 to 24 use Snapchat, and most of these users (71%) visit

Syofianis Ismail[1], Erna Naswir[2]
J-SHMIC : Journal of English Academic
Vol 10 No 2, August 2023

the platform several times per day. Similarly, 71% of Americans in this age group now use Instagram and almost half (45%) are Twitter users (Aaron Smith and Monica Anderson, 2018). Pew Research Center, 2018 (http://www.pewinternet.org/ 2018 / 03/01 / social- media-use-in-2018 /).

Ismail, Syofianis (2016) studied the use of Podcast for listening also show that the use of social media Podcasts for listening learning is far better than using traditional instruments such as tape recorders, CD ROMs and other conventional devices. When students learn to listen using Podcast they can give full attention and focus more to listening. They also have more time to practice listening. They can listen repeatedly, not only in the classroom but also outside the classroom. They can also practice more outside of the class because there are many authentic academic listening materials available in the podcast.

METHOD

Employing a mixed-method (quantitative-qualitative) approach, this study aimed to report the results of a need analysis conducted on assisted-social media use for listening comprehension course. The undergraduate students taking listening comprehension subject were the population and selected cluster random sampling students were chosen as the sample of this study at an Islamic university in Riau, Indonesia. Along with the students, 5 lecturers were also involved. The instruments used in this study were questionnaire, interviews guide, and observation sheet. Collecting data obtained from the questionnaire and interviews, the researcher utilized Cunningsworth (1995), Brown (1995), Westwood (2009), and Graves (2003) as the theoretical foundation.

The data collected for the questionnaires were used to examine the real condition of teaching listening, problems encountered during the learning process, teaching materials, media, strategies employed, classroom management, evaluation, student achievement, and solutions. The quantitative data obtained from the questionnaire was analyzed by using Likert Scale by providing a score for each answer within the criteria of 4=strongly agree, 4=agree, 3=disagree, and 1=strongly disagree which were then analyzed with descriptive technique. On the other hand, the qualitative data was analyzed by carrying on with 4 (four) data analyzing stages, namely data collection, data reduction, data presentation, and drawing conclusions.

FINDING AND DISCUSSION
Findings

Concerning to the intention of this study, some important points were discovered in order to figure out the need and the conditions of the assisted-social media use for learning process of listening comprehension of the students. The essence of the findings from the process of analyzing requirements indicates that the difficulties encountered by students in the process of learning listening comprehension, with the assistance of social media, have a significant impact due to the disparity between the expected procedures of listening comprehension learning and the actual internal factors that motivate students to possess adequate listening skills. Ultimately, this situation is expected to aid and guide them in developing good speaking abilities to meet their target needs. Consequently, fulfilling these needs psychologically, motivationally, and materially becomes supplementary requirements to support the fulfillment of their target needs. The details and the elaboration of the points as the following:

Sofianis Ismail[1], Erna Naswir[2]
J-SHMIC : Journal of English Academic
Vol 10 No 2, August 2023

Table 1. Target Needs and Learning Needs of the undergraduate students for using assisted-social media in listening comprehension

No	Indicators	Items	%
1.	Target needs		
	a. Lacks	Students have difficulties in getting the meaning and sound of what they have listened because they have limited vocabulary.	76
	b. Necessity	How important listening skill is regarding the students' academic success.	95
		How important speaking is regarding the students' academic success.	95
	c. Wants	Describing procedures and process.	93
2	Learning needs		
	a. Psychological	I wish I could listen and speak English fluently.	85
	b. Motivational	It is important for us to learn English listening and speaking because English is world language.	94
	c. Material	Type of materials for listening should include textbooks, videotape, technology and social media and other materials used in content subjects.	98

Target Needs
Lacks, Necessities, and Wants

The results obtained from the questionnaire given to students show a total percentage of 76% of students stating a lack of ability to understand the meaning of vocabulary and the spoken language due to their limited vocabulary mastery. Then, the statement regarding the importance of listening skills for their academic achievement and the significance of speaking skills shows a higher total percentage, which is 95% of all students expressing the same attitude towards the statement. With the students expressing the difficulties they face in the process of learning listening comprehension and the importance of listening and speaking skills, they show their desire to obtain clear procedures and processes for learning listening comprehension, as indicated by a total percentage of 93% as their input regarding the target needs they want to fulfill in the learning process.

Learning Needs
Psychological Needs

The response to the statement of "I wish I could speak English fluently" was 85%. It clearly showed the important and very important criteria in their psychological aspect, that they are eager to speak English fluently. The details data of the results of questionnaires showed that the psychological sub indicator number 1 display that the "students really want to speak English fluently showed the highest score of important and very important criteria percentage as amount as 85%. The learning need for them from their psychological was they wanted to be able to communicate well by using English. It may conclude that the researcher provides the students with the suitable activity in the classroom to promote their speaking skill.

Motivational Needs

Section 2 named Motivational that had 10 questions. The results of questionnaires showed that item no 3, "it is important for us to learn foreign languages" showed the highest score of percentage of important and very important criteria was 94%. Based on the figure above, the data showed that the students' motivation was influenced by their supporting internal and external motivation. The internal motivation was from their internal desire in studying English and external desire was from the aims of studying English influenced by environment. It means that the students' learning English was promoted by their needs, so the researcher develops the environment in the classroom by providing the students with implementing some strategies and methods to create the enjoyment situation.

Material Needs

Section 3 named Material had 6 questions. The results of questioner showed that item no 1, "what type of materials do you think the English language education program should include? Textbooks, instruction equipment manuals, CDs, DVDs, videotape, and other materials used in content subject" show the highest score of important and very important percentage 96%. The detail data was shown in the following figure 15. From the figure above the researcher found that the highest score of important and very important criteria percentage was 96%, the students needed to have social networking, textbooks in teaching and learning process, followed by the providing tool to support the with the situation by using authentic material to support them in acquiring English in real life.

Students' Problems

These problems concern with analyzing problems that the students have and their characteristics that are relevant to the development of the instruction model of listening. These characteristics include entering competencies and background experience of the students that influence the development of the instruction model. There are 14 factors that cause problems in listening of the students. The first four factors indicate extrinsic problems that cause listening difficulties (teaching method, limited time of listening, language ability and social disadvantage). The second three problems are intrinsic problems which include background knowledge, metacognitive, failure in listening and process of psychology. The next problems caused poor listening comprehension are lack of vocabulary, lack of pronunciation, oral reason and information process.

Table 2. Conditions and Students' Problems in Listening Comprehension

Condition and Classification of Student Problems		Problems	Sum Scores	Mean scores	Category
1. Problems causing listening difficulties (extrinsic)		Teaching method. No media of technology	271	4.04	High
			270	4.02	
		Limited time for listening.			High
		Language ability.	213	3.17	Middle
		Social disadvantages	192	2.86	Low
2. Problems causing listening difficulties (intrinsic)		Cognitive ability	205	3.05	Middle
		Psychological process.	213	3.17	Middle
		Past failure in listening.	192	2.86	Low

3. Problems causing poor comprehension	Limited vocabulary	280	4.17	High
	Lack of fluency	271	3.14	Middle
	Text difficulty level	270	4.02	High
	Listening strategy	211	4.04	High
	Verbal reasoning	211	3.14	High
	Processing information	208	3.11	Middle
	Recalling information	216	3.33	Middle

Table 2 describes the three classification of problems condition that cause students' problems in listening; these are extrinsic, intrinsic and problem causing poor comprehension. The extrinsic problems include teaching method, limited time for listening, language ability and social disadvantage. In the intrinsic problems include the cognitive ability, the psychological process and the past failure in listening. In the third class among the problems which has high frequency of occurrence are limited vocabulary, lack of fluency, text difficulty level, listening strategy, verbal reasoning, processing information and recalling information. Item included in intrinsic problems are cognitive ability, psychological process and past failure in listening. and limited vocabulary that affect listening difficulties. There was no item with high frequency of occurrence in this category. Limited vocabulary, lack of fluency, text difficulty level, listening strategy, verbal reasoning, processing information and recalling information are problems that cause poor comprehension. Items which fall into category of high frequency of occurrence are limited vocabulary with mean score of 4.17, text difficulty level with mean score of 4.02 and listening strategy of 4.04. Therefore, based on the classification above, it can be concluded that there are five problems with high frequency of occurrence in listening. They are:

Limited vocabulary

According to the highest average score of the results of questioner, limited vocabulary is the most frequent item that causes difficulties for students in listening. The average score is 4.17 which indicates that limited vocabulary "often" cause problems in listening. The following table describes problems to listening. Table 3 tell us that 47.8 % of the students stated that limited vocabulary always caused them to have problems in listening, 31% stated that limited vocabulary often caused problems in listening, 13.4% stated that limited vocabulary sometimes caused them problems in listening, 6% said that limited vocabulary seldom caused them problems in listening and only 1.5% mentioned that vocabulary never caused them problems in listening.

Table 3. Limited Vocabulary Causing Students' Problems in Listening Comprehension

Scale (score)	Frequency	Percentage
1. Never	1	1.5
2. Seldom	2	6.0
3. Sometimes	5	13.4
4. Often	12	31.3
5. Always	18	47.8
Total	38	100.0

191

Sofianis Ismail[1], Erna Naswir[2]
J-SHMIC : Journal of English Academic
Vol 10 No 2, August 2023

Lack of Listening Time

The average score for limited time for listening is 4.04 which indicated that this problem often caused problem in listening. It means that students only spent limited amount of time for listening which led to difficulties in listening. It is further explained by the following Table 4.

Table 4. Limited Listening Time Causing Students' Problems in Listening Comprehension

Scale (score)	Frequency	Percentage
1. Never	1	1.5
2. Seldom	2	4.5
3. Sometimes	5	13.4
4. Often	12	49.3
5. Always	18	31.3
Total	38	100

Table 4 shows that 49.3 % out of 67 students said that limited time they spend for listening often caused the problems in listening. 31.3 % indicated that lack of time in listening always caused them to have problems in listening. And 13% stated that limited time for listening always caused problems in listening while 4.5 % stated that it seldom caused them to have problems in listening. Only 1.5% stated that lack of time in listening never caused them to have problems in listening.

Difficulty of Listening Text

The average score for this level is 4.04 which indicates that text difficulties "often" cause problems in listening. These items are further described in Table 5 which shows that 58.2%of67 students indicated that listening difficulties often caused problems in listening, 25.4 % of the students stated that listening difficulties always caused problems. Only 4.5% of the students who seldom have problem and none (0%) of the student who do not have any problem in listening.

Table 5. Text Difficulties Level Causing Students' Problem in Listening Comprehension

Scale (score)	Frequency	Percentage
Never (1)	-	-
Seldom (2)	2	4.5
Sometimes (3)	4	11.9
Often (4)	22	58.2
Always (5)	10	25.4
Total	38	100.0

Rofianis Ismail[1], Erna Naswir[2]
J-SHMIC : Journal of English Academic
Vol 10 No 2, August 2023

Lecturers' Problems

In an attempt to discover the instructional problems, different kinds of analysis were carried out by identifying fundamental problems that lecturers have in improving their performance, the problems that lecturers should address in advance through interviews and observations. There were several problems came upon the processes noticed as the following.

1. *Difficulties in listening*

Lecturers explained that it was difficult for them to teach the students due to the lack of facilities utilized in teaching so around 60% of the students who had the difficulties of listening trough audio listening activities, Lecturers explained that it is difficult for them to teach their students listening because lack of facility to use in teaching so around 60% of their students were having difficulties when they were listening audio. Yet, listening is considered as one of the most important subjects for students majoring in English. Some factors contributed to these difficulties are determining vocabulary meaning from context due to limited vocabulary, identifying main idea with supporting details because unfamiliar words, listening for specific purpose, and recognizing specific grammatical structures with in the setting, sounds and lack of cognitive abilities and lack of exercises.

2. *Lack of teaching material in teaching listening*

The second problem is the lecturers also have problems of their own. One of the problems is related to the teaching model of listening. We interviewed lecturers who are teaching listening to get more in-depth information. They said that they do not use any specific teaching model in teaching listening. It seems that they do not concern very much with teaching model. They use any model that suit to their style and the need of the students. Observation during research indicates that there was question and answer by using audio, eclectic method there is no a specific model used in teaching listening. However, the most common method use in teaching listening is group discussion, teacher-centered and jigsaw. Observation also shows that lecturers emphasize on making sure that they understand the listening text by asking the students some question related to the spoken text.

3. *The process in teaching listening*

The students also have problems on the process and the three stages of listening: pre listening, while listening and post listening. When asked about what activities they did in pre-listening stage, lecturer 1 and 2 said they activated students' back ground knowledge related to the listening topic that they are teaching. The lecturers' answer indicate that they have activated the students' background knowledge in pre-listening activities by showing topics, asking some questions related to the topics, introducing some related vocabularies, etc. However, they do not pay enough attention to the students' background knowledge which is necessary since developing background knowledge is done when the students did not have background knowledge on the recording they are about to listen to. Moreover, they did not ask the students about making prediction.

Sofianis Ismail[1], Erna Naswir[2]
J-SHMIC : Journal of English Academic
Vol 10 No 2, August 2023

4. *Insufficient practice of listening*

The fact the students did not listen a lot contribute to difficulties in listening comprehension. The lecturers confirmed that in order to be a good listener, the students need to listen a lot. Unfortunately, the lecturers did not give enough opportunity to listen a lot in the class. To conclude, the interview and observation revealed that there are four problems that lecturers have to solve related to teaching of listening. Firstly, most of the students have difficulties listening. Factors contributed to these difficulties are limited amount of time spent on listening, language skills, motivation, lack vocabulary and teaching methods. Secondly, the teaching model used in teaching listening; thirdly, process of teaching listening is not done properly and finally fourth, insufficient practice in listening.

Discussion

Target need is the requirement that must be fulfilled to achieve a specific goal, which can be proposed and implemented as input. In listening comprehension, students often encounter difficulties in their efforts to develop good listening skills. This can be observed through the analysis of students' needs, which indicates a disparity between what students should obtain during the listening learning process and their actual ability to comprehend meaning, sound, and vocabulary being presented. This not only signifies a lack but also reflects the students' desire or wants to have a clear and systematic listening comprehension learning process. Therefore, students express that this is a necessity to possess good listening skills, which will ultimately support their speaking ability and help them achieve the desired academic success. This is in line with some studies revealed the difficulties faced by the students in listening comprehension such as in vocabulary aspect, including the quality of the sound heard, the speech speed, the setting, or even the grammar used (Abbasi, 2022; Hardiyanto et al., 2021; Saraswaty, 2018; Tran & Duong, 2020).

Additionally, based on ideal scenario, students should be able to comprehend the language spoken at a level appropriate for their age and language learning stage. However, in reality, even though students in the same educational level and study group may face similar challenges, there will still be issues, such as differences in language proficiency among the students in the group. As a result, students with lower proficiency will struggle more compared to others, even if the material provided is suitable for the group. This is in line with the research conducted by Furuya (2021) which indicates that students with higher proficiency demonstrate better listening comprehension abilities compared to those with lower proficiency levels. Furthermore, students' difficulties can also be caused learning disabilities, where some students face specific learning challenges that hinder their abilities. This aligns with the research conducted by Collins e t al.(2019) which proves that there is a functional relationship between learning disabilities, for example, those caused by inherent factors, and students' efforts in listening comprehension. The bottom line is students with difficulties in listening comprehension should not be more overlooked to seek for the actual problems encountered since these problems experienced by them can be the root cause of every issue encountered in listening comprehension in general, so that the students will possibly be exposed to various of strategies and techniques in listening comprehension as emphasized by Nguyen (2023) that students' difficulties in listening can be overcome by applying variety teaching and learning for listening comprehension adaptable for them. Therefore, regarding the importance of

[3]ofianis Ismail[1], Erna Naswir[2]
J-SHMIC : Journal of English Academic
Vol 10 No 2, August 2023

meeting students' needs in their learning journey, the identification of these problems is crucial to achieving the goal of improving listening comprehension.

Supporting the fulfilment of the target need of the students, learning needs become the other needs to be put as important consideration as well. Based on the finding of the learning need analysis of the students, it displays three supportive needs that can accommodate their target need and not only to ensure but also to assist them reaching the listening comprehension learning objective. The needs are psychological needs, motivational needs, and material need. It is in line with the study conducted by Abdolrezapour and Ghanbari (2021) that due to the complexity of listening comprehension process, the need for regulation for emotion, aspiration, compassion, and acknowledgment apply conducive atmosphere for students' listening comprehension ability. The same thing also goes for need for motivation and material as the media in the process, particularly related to the use of social media. As asserted in some studies concerning to the vital role of motivation and material in listening comprehension such as in social media such as Podcast, Video, Youtube, Twitter or even Facebook (Farani 2016; Namaziandost, Nasri, and Akbari 2019; Wu 2020). The studies that reveal that the presence of motivation and the use of materials, framed in social media platforms, enhance the improvement of listening comprehension ability.

Regarding the analysis results discussed above, the problems faced by students emphasize and clarify their own target and learning needs. In other words, the issues encountered by students in learning listening comprehension are related to the mismatch between their target needs and learning needs. This has an impact on the emergence of problems that lecturers eventually encounter, such as difficulties in conducting the teaching process, determining appropriate teaching materials, selecting suitable instructional procedures, and providing adequate practice activities. This findings align with study conducted by Alrawashdeh and Al-zayed (2017) that besides the four issues identified in this research, the problems faced by instructors are also related to their teaching experience and the lack of suitability of the learning environment provided. In brief, the mismatch of students' need with learning material utilized does affect the challenges that not only the students themselves but lecturers encounter as well in teaching and learning process, especially in listening comprehension course.

CONCLUSION

This study has addressed two key questions by analyzing the students' current need of target and learning need, and the problems faced by both students and lecturers as well. The analysis revealed that the impact of challenges encountered by students in learning listening comprehension through social media is evident, as it arises from the disparity between expected learning methods and internal motivational factors which indicate the cause of the rising problems encountered by the students and lecturers. Nevertheless, this situation can also serve as a catalyst for improving their speaking abilities to achieve their desired objectives. To successfully meet these goals, it becomes crucial to provide supplementary support in psychological, motivational, and material aspects, ensuring a well-rounded and effective learning experience for students. With the right support and guidance, students can overcome these challenges and develop strong listening and speaking skills, equipping them for success in their language learning journey.

Sofianis Ismail[1], Erna Naswir[2]
J-SHMIC : Journal of English Academic
Vol 10 No 2, August 2023

However, this research study has few limitations. Firstly, the methodological approach of using questionnaires may have restricted the depth of understanding learners' perceptions about language learning and teaching, particularly related to students' learning need which more specified on their learning abilities. Therefore, it is suggested that future research could be employed as alternative methodologies to gather more comprehensive data on learners' needs. Lastly, the limited number of students joining the listening course in this study was a small-sized sample used as the respondents, therefore, conducting further studies on students from subsequent listening comprehension course could yield more data for analysis.

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