

Investigating the Need of Students in Developing a Model of Web 2.0-Based Extensive Listening Materials

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Abstract. Learning English especially for listening is still considered as challenging area. It is due to the unavailability of suitable material of listening which is in accordance to the students' needs. Moreover, students face the difficulty in listening, because they have no sufficient background about listening in their previous school. Therefore listening remains untouched in English teaching. Moreover, this study attempts to investigate the need analysis in developing a model of web 2.0-based Extensive Listening (EL) materials by students' need. This study applied a descriptive qualitative method in analyzing data. The questionnaires was used for collecting the data from 68 students in English Department in Berau, East Kalimantan. The results showed that 82.2% students chose the authentic materials for learning extensive listening. The finding also showed that the 86.9% students agree with web-based as a tool for extensive listening. The most of students chose fiction as a material for EL as Listening for pleasure learning. The students need to listen several of activities of listening; for instance: folklores such as history of the kingdom from the education web.

Key words: Need Analysis; Web 2.0; Extensive Listening.

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INTRODUCTION

One of the English skills that students must develop is listening, however, listening can be considered as a subject that have not requires a lot of attention. This is in accordance with the opinion of Chang et al (2018,p.1) argue that although second language listening has become an area of research in the last ten years, several topics such as fluency and extensive listening have not received much attention.

Furthermore, several researchers have also proven that "listening has received greater attention in recent years" (Field, 2008; Richards, 2009;). Currently listening has a prominent place in every formal and non- formal English teaching program. The high interest of researchers in conducting research in listening requires teachers to be able to take position themselves well to apply learning and develop designs of teaching procedures that are in accordance with student's needs.

In order to learn and get a basic comprehension of what they are listening to during extended listening, which is hearing for pleasure, students are expected to listen to a lot of spoken information (Renandya & Farrell, 2011; Renandya & Jacobs, 2016; Waring, 2008).Intensive listening activities can be done by watching movies, YouTube, TV series, documentary films, TV news, or listening to

songs radio news, online stories, and so forth (Chang, 2018). Based on the opinion above, it can be concluded that in extensive listening, the material used should meet several qualifications including: the material should be interesting, the material should be in accordance with the level of students' understanding, the material should be highly varied, and the material should be easy to comprehend.

Furthermore, the teacher should not only play a tape and then ask students to answer the questions, but there should also be good interaction between students and teachers. Therefore, the students can have the opportunity to play an active role in understanding the listening material delivered by the teacher. Renandya & Farrel (2011:1) stated that "Thus, their perception of hearing difficulty results from both losing the gist or significant aspects of the spoken text as well as from being unable to pick up the sounds or syllables". Therefore, it should come as no surprise that students also find it challenging to complete the worksheets and follow-up tasks that the teacher has prepared.

Moreover, teaching listening in Berau is still considered as challenging area. It is due to the unavailability of suitable material of listening which is in accordance to the students' needs. Moreover, students face the difficulty in listening, because they have no sufficient background about

listening in their previous school. Most of the English language teaching systems in schools in Berau still use grammar- translation method. Therefore listening remains untouched in English teaching. Those reasons motivate the researcher in developing the material of Extensive listening in order to facilitate the students with suitable material related to their needs.

Meanwhile technology is needed as a medium and a means to teach listening skills. In this digital era, English teaching techniques have drastically changed to extraordinary use of technology because our lives are influenced. by technological advances and information in circumstances in which technology is no longer new. Actually, technology existed in ancient times, but its advancement was not as rapid as it is today. Enhance language learning (Sharma & Barrett, in Peterson, 2010). Furthermore, Graddol (1997) asserts in Shyamlee & Phil (2012) that bleach technology is at the heart of the process of globalization and has an impact on cultural and educational activity. Resources and media are plentiful, especially when teaching listening, therefore technology plays a significant role in assisting instructional materials for listening.

In fact, Web 2.0 as new version of the web does not refer to an update to the World Wide Web's technical specifications, but instead to how well the network administrator uses the web platform. Web 2.0 is defined by O'Reilly (2006) as "a corporate popular uprising in the computing industry which has tends to result from of the transition toward the world wide web as a system, as well as an effort to comprehend its regulations for achievement on that devices. It means a sort of learning measure which uses the arrangement of Internet as a method of conveyance technique for guidance for achieving various kinds of exercises of learning. Chatterjee et al. (2019) stated web is an internet learning measure where the learning technique is use personal connection between the educator and the students, web-based learning incorporates each intercession identified with schooling which utilizes advanced mode which is otherwise called nearby intranet. The researchers formulated the research question was: How were the students' need in developing of a Model of Web 2.0-Based Extensive Listening?. Therefore the researchers conducted this research to investigate the the students' need in developing of a Model of Web 2.0-Based Extensive Listening Materials.

METHODS

This research was conducted to investigate the needs of the students in Developing a Model of Web 2.0-Based Extensive Listening Materials. The need analysis was one of the cycles of Research and Development study. The first stage concerning of research and collecting information. It defined that the purpose of the study to describe students' need analysis (Creswell, 2012). Survey research was thus appropriate for this investigation .

a. Participants

The participants of this investigation that 68 students from two universities in Berau, Kaltim. The students were from STIT Muhammadiyah Berau and Universitas Muhammadiyah Berau's sixth semester. Purposive sampling was used to choose the participants.

b. Instrument

The most often utilized instrument is considered to be a questionnaire. Questionnaires are written records that include the identical inquiries for every sample member (Borg & Gall, 2003).

The questionnaire was chosen because the researchers wanted to hear what the students need in developing of a Model of Web 2.0-Based Extensive Listening Materials. The outcome helped shape the fundamental ideas of the upcoming data in developing of a Model of Web 2.0-Based Extensive Listening Materials . All seventh semester students were given the questionnaire in this study, which was its subject.

c. Collecting Data

To conduct the needs assessment, two tasks had to be finished. The questionnaire was originally given out to seventh semester students. The second step is to review the students' respond the questionnaire.

d. Analyzing Data

The researchers examined the data after collecting it. In order to analyze the data, the researcher adhered to Ary, et al (2010). The researchers first calculated the percentage of each question using a straightforward statistical analysis. The study's findings were then interpreted by the researchers.

Finally, the researchers presented the results and findings of the research .

RESULTS AND DISCUSSION

The questionnaires consist of six questions that spread to the 68 students has mentioned previously. The first variable of the questionnaires about the authentic material. The

finding show that 88,2% (60 students) chose authentic materials. Meanwhile the rest are eight students chose non-authentic material.

Table 1. Auth and Not Auth Material

Types	Total	Percentages
Auth Material	60	88.2
Not Auth	8	11.8

Table 2. Topics of Listening

Types	Total	Percentages
Real Story	6	8.9
Theme about Idol	1	1.4
Non real story	50	73.6
Classic Histories	10	14.7
All of the themes	1	1.4

Participants chose themes related to non real story, and one participant chose themes related to memorable historical events. The remaining students chose all of the themes (see table 2). It can be explained that most students prefer themes related to non -real story that can help them learn more. A total of 50 students chose.

Students believe that technology or listening models based on web 2.0 will be used in listening classes. The urgency was expressed by all of the students. (See Table 3).

Table 3. Urgency The Use of Media

Types	Total	Percentages
Priority	68	100
Media is required in some way.	0	
Needed	0	
Less needed	0	
Unneeded	0	

Table 4. Types of Teaching Aids

Types	Total	Percentages
Web 2.0	60	86.9
LCD Projectors	2	2.9
Audio	3	4.41
All	1	1.4

Most students (60 students) chose web 2.0 as a good media for developing their listening skill, two participants chose an LCD projector, three people chose audio-only, and the rest or one person chose all props or teaching media. Students prefer material that they can select hear outside of the schoolroom (extensive listening) (for the clearer see table 6).

Sixty students chose material selected by the teacher based on their preferences and listened to

it in class, 2 students can choose to converse directly conversation with the lecturer or consider inviting everyone else to chat with students in the classroom, and 6 both these students chose pairing responses.

Table 5. During Listening

During Listening	Total	Percentages
Students should be motivated by the lecturer.	60	86.9
The lecturer assists students in completing the task.	2	2.9
Describe the instruction. Place the listening instruments.	2	2.9

Table 6. Students' Listening Difficulties

Students' difficulties	Total	Percentages
Native's pronunciation	23	33.8
Vocabularies	10	2.9
Correct catching words	22	33.8
Comprehending the Context	13	19.11

The six is about the difficulties of extensive listening (see table 6). As many as 23 students, they had issues because their pronunciation was too fast. Ten students had difficulty understanding vocab, 22 students had difficulty correctly catching words, and nine students had difficulty understanding context. Furthermore, the majority of the students had problems since the record keeping was too fast. The students fail because they were confronted with new vocab that participants were unfamiliar with.

CONCLUSION

The researchers found some the findings has been elaborated. The students' need in developing a Model of Web 2.0-Based Extensive Listening Materials for University Students . These research results had indeed figured out needs of students to EL model developed. It was as a core for the next cycle of RnD for the next research. It would be insigtful data in developing an a Model of Web 2.0-Based Extensive Listening Materials. It was expected that these finding are able to be applied, because of the lack of an appropriate listening model, these findings already had figured student be a guidance to developing extensive listening materials.

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