Developing Listening Sources Based on IELTS Test for Chinese College Students

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Listening skill plays an important role not only for communication but also for learning language through comprehensible input. Apart of that, listening is also a very complex process. College students in China always face difficulties in mastering skillfully about this process, that is to say, they cannot identify the key words they are listening during their communication because they are trying to understand every single word, and they cannot recognize the intended meaning of the key word. The listening material for college students provides them to be familiar with proficiency test, like International English Language Testing System (IELTS) Test. From this aspect, this research was expected to help the college students to be more familiar with of IELST Listening Test. This research took the form of Research and Development (R&D) model. It is aimed to design a new product of listening material based on IELTS Test for students of English Department, Nanchang Business College (NCBC). The procedures of this research involved identification of required analysis, writing the course grid, listening to material production, evaluation of material, first draft revising of material, and writing its final draft. The findings showed that among 28 students, 57% of them need mostly the audio recording of a conversation between two people proceed in an everyday social situation. 89% of students need to hear a monologue set in an everyday social situation. 70% of them need audio recording of a conversation between four people proceed in an educational or training context. And 96% of students' need audio recording about monologue on an academic subject. As for the question types, 54% of students need multiple choice, 93% need answering short questions, 71% sentence completion, 96% notes/chart/table completion, 100% labeling diagram, 89% classification, and 93% matching. It was successful in increasing college students' interests in English listening skill.

Keywords: listening, listening material, demand analysis, IELTS Test

Introduction

English become an international language that plays important role all over the world. People believe that the function of the language is to facilitate communication among different communities. People who are travelling, working, and studying abroad must be able to speak or use English. Hence, lots of people have the motivation of learning English so as to enforce that aspect of communication according to their individual requirements. There are four skills involved and developed in English language learning. They are listening, speaking, reading, and writing.

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Listening course has always been a crucial subject that should be taught to students. It helps students to obtain the target language subconsciously even if they are not required specifically to pay attention to its special feature. Moreover, listening is the language modality that is used most frequently. It has been estimated that students spend almost half of their communication time in listening and receive more than 90% of their school information through listening to others.

By listening to the recording of activities, the students can replicate the sounds of words when they communicate with others. That is to say, the good and useful listening skill can influence the students' speaking skill directly. A student can respond to what she or he listened to, such as give answers, opinions, arguments, or other cases of communication. It is also important to help them communicate with people around them. However, many students find it difficult to master the skill of listening well. That is why the teacher should be able to develop appropriate and effective learning material for the students.

The importance of listening skill is quite undeniable in both language acquisition and language learning. Language educators and practitioners have awarded that the real features of communication which appear variously in language skill are used at a given time to keep natural communication running well. Movahed (2014) and Shen (2003) claimed that communication in natural world involves the integration of the four language skills and learners in an integrated-skill instruction are exposed to authentic language and activities that are meaningful and interesting.

In order to help students understand the listening material, language instructors have to prepare appropriate teaching material for learners which can guide them in searching for important aspect of listening. Harmer (2007, p. 136) mentioned that recent literature on the teaching of listening indicates the importance of raising students' awareness of the process listening; the listening process is in line with the listening sequences pitched at different levels. The approach of process can make the students acquire how to get meaning from listening and instruct them through the stages that seem to characterize real-life listening.

Regarding the listening material of English learning, students at English Department of Nanchang Business College (NCBC) are prepared to do listening section of proficiency test such as listening TOEFL Test, TOEIC Test, and International English Language Testing System (IELTS) Test. Listening of IELTS Test as practical material is included in Curriculum of English Department of NCBC. It belongs to Listening III Comprehension. This subject is helping students improve their listening proficiency of English language, and listening section of IELTS is also the focus of this study.

Richards (2008) stated that

> At present, a listening test is often included in university entrance exams and other examinations, acknowledging that listening skills come to build a core component of second-language proficiency, and also reflecting the assumptions that if listening skill isn't to be tested, teachers won't teach the subject either. (p. 5)

Through this statement the importance of listening ability is apparently and undeniable.

Although everyone has experienced listening in a real situation, the researcher conducted an informal investigation in order to find out what makes students feel difficult in general listening and in doing Listening IELTS Test in particular. From this aspect, this research focuses on fostering listening material which is based on IELTS Test at English Department of NCBC.

Literature Review

Listening

In a sense, listening is a skill that is related with other study ability, but it has a distinct process from hearing competence. Brown (2000, p. 102) stated that listening is a psycho-motor process of receiving sound waves through the ear and transmitting nerve impulse to the brain. Rost as cited in Nunan and Carter (2001, p. 7) added that the term listening used in language teaching refers to a complex process that allows someone to understand spoken language. Listening is the channel in which language is processed in real time by employing pacing units of encode that are unique to spoken language.

According to William (2003, p. 142), listening is easily fall in tiring of than that of speaking and demands intellectual effort. He adds that in the future the successful leader may not have the loudest voice, but the readiest ear for sure. This means that listening is one of important skills in avoiding problems in communication between people.

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

Walberg (2004, p. 13) explained that listening skills are essential for learning language since they enable students to acquire insights and information and to achieve success in communicating with others. By understanding the theory above, listening skill is one of fundamental skills to understand and identify what others are speaking. Without a good listening competence, someone may find it difficult to understand messages and to communicate with other people effectively.

IELTS at Brief

IELTS Test is a kind of proficiency test which is aimed to measure different level of language ability someone possesses. IELTS is a widely accepted as language test to be the evidence of international students' English language proficiency for entering the university, that means IELTS has become one of tools that university employs as a pre-requirement for enrollment.

According to Adams and Peck (2000), IELTS examination can be taken in over 100 different countries in the world. It is primarily designed to assess the readiness of candidates to study or train in further or higher education courses held in college or university of English-speaking countries.

Moreover, Jakeman and Mcdowell (1997) stated that IELST Test is designed to assess the English language skill of non-English speaking students seeking to study in an English-speaking country. Jakeman and McDowell (1997), Logheed (2008), and Cameron and Tood (2001) explained that IELTS Test conforms to the highest international standards of language assessment. It covers four language skills: listening, speaking, reading, and writing.

Listening section of IELTS Test consists of four sections: each section consists with 10 questions. The first two sections are concerned with social requirements. There is a conversation between two speakers and then a monologue. The final two sections are concerned with situation related to educational or training contexts. There is a conversation between four people and followed by a monologue. Various types of question

are used in IELTS Test including multiple choice, short-answer questions, sentence completion, notes/chart/table completion, labeling a diagram, classification, and matching. All these types of question were employed to acquire students' demand of listening IELTS test.

Research Method

The research is based on a Research and Development (R&D) model. According to Gay, Miles, and Airasian (2011), the design of R&D refers to the development and production listening materials based on users' needs, including teacher training materials, learning materials, sets of behavioral goal, and media materials. This study takes Listening Comprehension III class of English Department of NCBC as research object.

The procedures of this research followed the R&D cycle were proposed by Jolly and Bolitho (as cited in Tomlinson, 1998, p. 98).

The steps are as follow:

Identification of Demand Analysis

Demand analysis was conducting as the first step in this research. It was aimed to find information about students' needs and interesting in studying listening. The information was about students' personal profile, the material that they used to study, students' opinion about the material, and the topic that they intended to learn. The data found in this research were used as the basic data for the next step.

Writing the Course Grid

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

Material Production

The result of course grid was used to develop suitable material for teaching and learning listening in this research. The design of material referred to the result of demand analysis and the characteristics of a good material. During the process of producing the materials, the expert judgments were needed to find out the shortage of the developed material. The expert was the lecture of English Department of NCBC who had taught for almost 20 years.

Material Implementation

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

Material Evaluation

This step was evaluated the material based on questionnaire that was administered for the students and the result of interview with the lecturer who taught Listening Comprehension III; then the collected data were employed to write the final draft of material developed.

Material First Draft Revising

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

Material Final Draft Writing

Based on the result of second questionnaire and interviews with the students and lecturer, the researcher revised the materials once again. The final product was the final draft of listening material based on IELTS Test for Listening Comprehension III subject at English Department of NCBC.

Data Analysis and Discussion

The first step done was the demand analysis. It was held on 20th March 2020 at Listening Comprehension III class in English Department of NCBC. The demand analysis is used to find out the information about students who take Listening Comprehension III that learn listening of IELTS.

There were 28 students in this class. The demand analysis data were analyzed descriptively and qualitatively by paying particular attention on the highest percentages that represent the needs of majority of students. In addition, the results contain the sub-skills of listening IELTS in which students intend to improve. In reference to the materials components developed by Nunan (2004), the information is comprised of inputs, activities, setting, students' role, and lecturer role.

The results of demand analysis were as follow:

Necessities

The necessities are some basic competencies in IELTS listening section. It is consisted of information related to students' necessities of types of audio recording and types of questions. The IELTS Listening section is broken down into four sections. The first section is a conversation between two people set in an everyday social situation. The second section is a monologue set in an everyday social situation. The third section is a conversation between four people set in an educational or training context. And the fourth section is a monologue on an academic subject. Then, the students are expected to have skill in answering a variety of question types on the IELTS Listening Test, such as multiple choice, short answer questions, sentence completion, notes/chart/table completion, labeling diagram, classification, and matching. Table 1 below presents the students' need.

Table 1

Student Necessity

No.	Student necessity	Percentage (%)
Types of audio recording		
1	A conversation between two people set in an everyday social situation	57
2	A monologue set in an everyday social situation	89
3	A conversation between four people set in an educational or training context	71
4	A monologue on an academic subject	96
Types of question types		
1	Multiple choice	54
2	Short answer questions	96
3	Sentence completion	71
4	Notes/chart/table completion	96
5	Labeling a diagram	100
6	Classification	89
7	Matching	93

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

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

The Lacks

The lacks of recording materials are involved of information about skills that the students have not mastered well. The result of the lacks can be seen in Table 2:

Table 2

Student Lack

No.	Student lack	Percentage (%)
Types of audio recording		
1	A conversation between two people set in an everyday social situation	54
2	A monologue set in an everyday social situation	93
3	A conversation between four people set in an educational or training context	86
4	A monologue on an academic subject	100
Types of question types		
1	Multiple choice	36
2	Short answer questions	93
3	Sentence completion	96
4	Notes/chart/table completion	96
5	Labeling a diagram	86
6	Classification	71
7	Matching	79

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

Wants

Wants are what the students wish to accomplish after learning. The data of students' wants are further described in Table 3 below:

Table 3

Student Wants

No.	Student wants	Percentage (%)
Types of audio recording		
1	A conversation between two people set in an everyday social situation	43
2	A monologue set in an everyday social situation	93
3	A conversation between four people set in an educational or training context	79
4	A monologue on an academic subject	100
Types of question types		
1	Multiple choice	43
2	Answering short questions	100
3	Sentence completion	93
4	Notes/chart/table completion	100
5	Labeling a diagram	100
6	Classification	89
7	Matching	93

Based on Table 3 above, it could be inferred that 100% of students wanted recording of monologue on an academic subject, 93% a monologue set in an everyday social situation, 79% wanted a conversation between four people set in an educational or training context, and 43% wanted a conversation between two people set in an everyday social situation. Next, the students wanted exercise of Listening IELTS Test: 100% of the students wanted exercises of short-answer questions, notes/chart/table completion, and labeling a diagram, 93% of them wanted to get exercise more on sentence completion and matching, 89% in classification, and 43% in multiple choice.

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

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

In Section One, the students listened to two monologues which related to educational context. The questions in this section were types of answering question, table completion, and classification.

In Section Two, the students got listening material of monologue social situation. The questions in this section were types of matching, answering question, notes completion, table completion, and sentence completion.

In Section Three, the students were offered material of conversation between four people set in an educational context. The questions in this section were types of labeling diagram, notes completion, answering short question, sentence completion, matching, and multiple-choice questions.

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

After writing course grid, the next step was material production. The course grid was used as guideline to develop the suitable materials for teaching and learning listening for students of English Department of NCBC

who took Listening Comprehension III. The material consisted of four sections. Each section consisted of two units. The first section consisted of two units. In Unit 1, the students listened to a monologue which was about part of university seminar presented by a student; after that they should answer several types of question. The questions are answering short question, table completion, and classification. And Unit 2 is about a monologue extracting from a part of lecture on environmental issue. Types of question in this unit are notes completion, labeling diagram, answering short question, and multiple choice.

There are two units in Section 2. In Unit 1, the students listen to a monologue of a news broadcast on radio station. After that, they will answer varieties of questions such as matching, answering short questions, and notes completion. Unit 2 is a monologue of a program. The variety of questions is table completion and sentence completion.

The third is Section 3. There are also two units in this section. In Unit 1, the students will be offered a conversation between three students who discuss about a survey they are going to do. The types of questions are labeling diagram, notes completion, answering short questions, and sentence completion. Unit 2 is a conversation of a part of interview between a tutor and a student. The types of question are matching, answering short questions, multiple choice, and notes completion.

The last is Section 4. There are also two units in it. Unit 1 is a conversation between two people who talk about enquire of renting a house. The types of question are notes completion, answering short questions, table completion, classification, and sentence completion. Unit 2 is a conversation between two women who talk about buying a bus pass. The variety of questions is notes completion, matching, labeling diagram, classification, and answering short questions.

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

The next step of this research was implementing the listening material to the students who took Listening Comprehension III at English Department, NCBC, and then the result was evaluated to do the first draft revising. The revising included making the instruction clearer and adding more types of questions. The last step was writing the final draft; it was completed based on revisions of listening material.

Conclusion

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

The findings showed that 57% out of 28 students need a conversation between two people set in an everyday social situation, and that is also the most related to the audio recording of the students' need. 89% of

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

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