

## Need Analysis of DKV Student Toward English Listening Skill

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### Abstract

In an increasingly globalized world, proficiency in English, particularly in listening skills, is essential for students across various disciplines, including Design and Visual Communication (DKV). This study aims to conduct a comprehensive need analysis to identify specific difficulties and requirements related to English listening skills among DKV students at Universitas Indraprasta PGRI. Utilizing surveys and stratified random sampling, the research gathers detailed data on current proficiency levels, perceived importance, and specific challenges faced by these students. Key findings reveal that while most students possess intermediate proficiency, they face significant difficulties with understanding different accents, fast speech rates, and technical vocabulary. These challenges are compounded by external factors such as background noise and lack of context. The study underscores the importance of tailored educational strategies, including exposure to diverse English accents, varied speech rates, and technical vocabulary specific to the DKV field. Additionally, it highlights the need for interactive and immersive learning experiences to enhance students' listening competencies. The results provide valuable insights for educators to develop effective interventions and support services, ultimately improving the academic and professional prospects of DKV students.

**Keywords:** *Listening skill; need analysis; visual communication design; ESP; educational strategies*

### 1. Introduction

In an increasingly globalized world, proficiency in English, particularly in listening skills, is essential for students across various disciplines. For Design and Visual Communication (DKV) students, effective English listening skills are crucial for accessing international resources, understanding diverse perspectives, and collaborating on global platforms. However, many DKV students encounter significant challenges in developing these skills, which can hinder their academic and professional growth.

Listening is often perceived as one of the most challenging aspects of language acquisition, primarily due to the real-time processing demands it places on learners. Previous research indicates that non-native speakers, including DKV students, face compounded difficulties due to unfamiliar accents, varied speech rates, and the use of idiomatic language (Duong, 2020). These challenges are further exacerbated by the technical and specialized vocabulary often encountered in their field (Hardiyanto et al., 2021).

A lack of appropriate learning environments, such as English language laboratories, significantly affects students' ability to develop listening skills. The absence of these facilities means students are often exposed to English influenced by non-native lecturers, which further complicates their learning process (Lumanda, 2022). Moreover, students' perceptions of different English accents play a vital role in their listening comprehension, where the ability to understand various accents can enhance their listening skills and overall language proficiency (Saipullah et al., 2021).

Understanding the unique needs of DKV students in relation to English listening skills is crucial for developing effective educational strategies. This study aims to conduct a comprehensive need analysis to identify specific difficulties and requirements related to English listening skills among DKV students. By employing a need analysis approach, this research will gather detailed data on current proficiency levels, perceived importance, and specific challenges faced by these students. The findings will provide valuable insights for educators to tailor their teaching methods and support services, ultimately enhancing the listening competencies of DKV students (Wahyuningsih & Salsabila, 2023).

### 2. Method

Need analysis is a systematic process used to identify and evaluate the needs of a specific group, which in this case, are the Design and Visual Communication (DKV) students regarding their English listening skills. This method involves collecting and analyzing data to understand the gaps between current capabilities and desired outcomes, allowing for the development of targeted strategies to bridge these gaps (Sava, 2012).

Using need analysis offers several significant benefits in the educational context. By identifying specific needs, educators can develop targeted interventions that directly address gaps in students' listening skills (Sava, 2012). This approach also aids in the efficient allocation of resources, ensuring that efforts are focused on areas with the greatest need (Yulia et al., 2019). Additionally, need analysis provides a solid foundation for informed decision-making by presenting evidence-based insights into students' needs (Leotta & Dolidze, 2022). Furthermore, it establishes a baseline for continuous assessment and improvement of educational programs, fostering an environment of ongoing enhancement and effectiveness (Nur & Sulistyani, 2018).

A study conducted by Hardiyanto et al. (2021) used need analysis to investigate the difficulties faced by EFL students in listening comprehension. The study identified key challenges such as unfamiliar vocabulary and fast speech rates, leading to targeted recommendations for improving listening instruction.

By employing need analysis as a research method, this study will provide valuable insights into the specific challenges and requirements of DKV students in developing their English listening skills, ultimately leading to more effective educational strategies.

This study also employs a qualitative research design, utilizing surveys to gather comprehensive data on the perceptions and future needs of Design and Visual Communication (DKV) students regarding their English listening skills. The survey method allows for the collection of detailed and diverse insights from a larger participant pool (Ishtiaq, 2019).

The participants of this study are DKV students from various academic years at Universitas Indraprasta PGRI. A stratified random sampling method will be used to ensure representation across different years of study. The target sample size is 100 students, with equal representation from first-year to final-year students.

The study uses surveys to explore DKV students' perceptions of their English listening skills and educational needs. The survey includes demographic questions and assesses proficiency levels, challenges in understanding English, and the perceived importance of listening skills. Data analysis will involve basic descriptive statistics for quantitative responses and thematic analysis for qualitative insights. This approach aims to provide accessible findings on student perceptions and needs, guiding targeted educational interventions despite potential biases in self-reported data and challenges in survey response rates.

**3. Findings and Discussion (Capitalized 1st letter, New Romans, Bold, 12pt)**

The results from the survey highlight several key findings regarding the English listening skills of DKV students. The respondents, predominantly aged between 19-25 years, represented a balanced gender distribution and varied academic years from the first to the sixth year of study. This demographic diversity provides a comprehensive understanding of the listening challenges faced by students at different stages of their academic journey.

In terms of English listening experience, most respondents reported an intermediate level of proficiency, indicating a foundational knowledge but significant challenges in advanced comprehension. Here is the chart that show their listening proficiency.

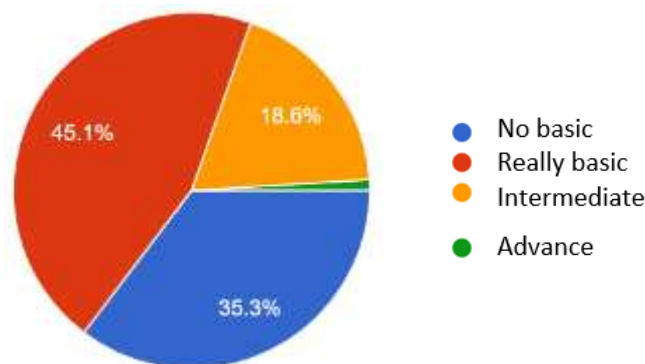


Figure 1 Student's English Listening Proficiency

The most significant challenge identified was dealing with fast speech rates, which suggests a need for increased exposure to a fast speech rate. Figure 2 shows more fully the problems students face in listening to English.

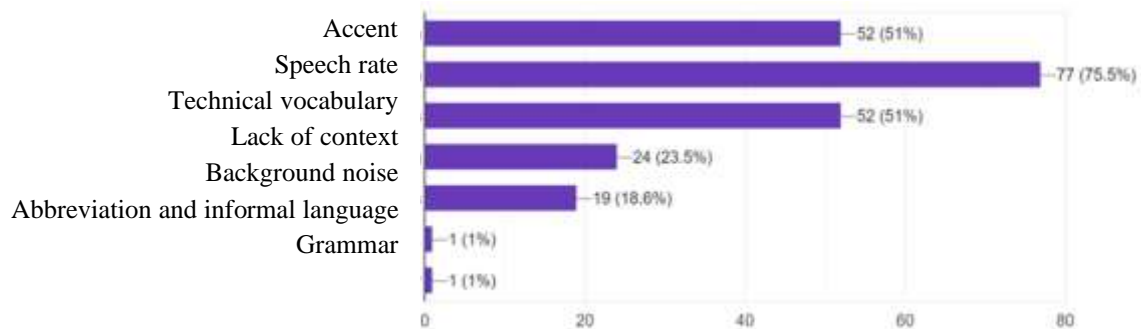


Figure 2. Problems encountered by students

Fast speech rates were also a major hurdle, indicating that students would benefit from materials tailored to their listening speeds. Additionally, the difficulty with accent and technical vocabulary highlights the need for more targeted instruction in the specialized language used in their field. Other factors such as background noise and lack of context further complicated listening comprehension, emphasizing the importance of a conducive learning environment and clear, contextual materials.

The majority of respondents rated English listening skills as very important for both academic success and future career prospects, underscoring a high motivation to improve these abilities. Preferred learning methods included watching English films and TV shows, listening to English music and podcasts, and speaking with native speakers. These methods were favored for their ability to provide visual context, diverse accents, and conversational language. Classroom

Figure 2 Specific challenges in listening

listening.

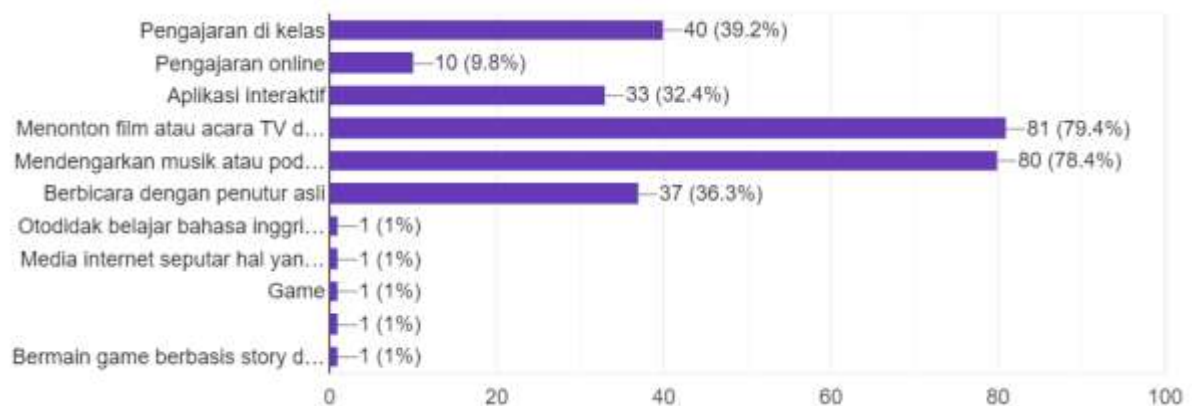


Figure 3 Methods in listening

Respondents suggested increasing practice opportunities, particularly through interactive and conversational methods with native speakers, pointing to a need for more immersive and practical listening experiences. Preferred topics for listening practice included design and art, technology, culture and society, entertainment, and science and nature. This interest in varied topics indicates a desire for diverse and engaging content.

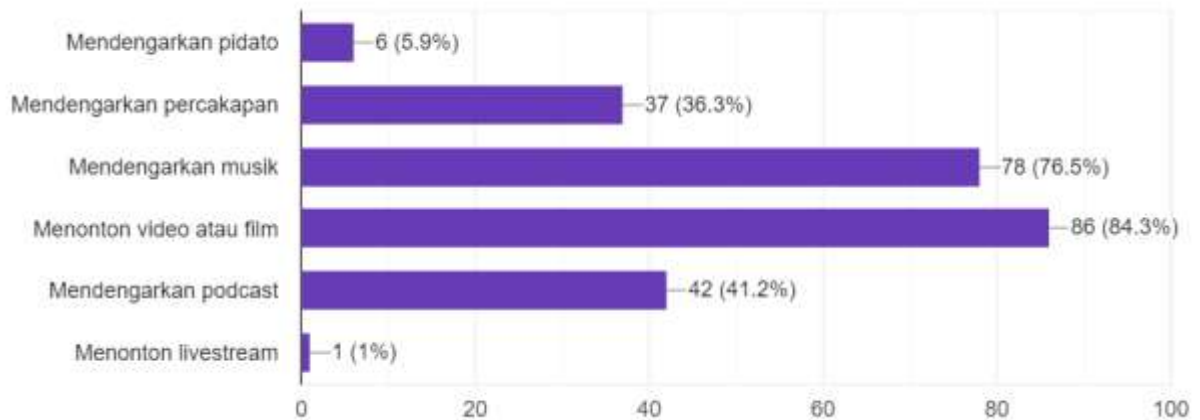


Figure 4 Listening activities

The findings from this study align with previous research highlighting the significant challenges non-native speakers face in understanding English accents, speech rates, and technical vocabulary. These issues are particularly pertinent for DKV students who must navigate the complexities of English in both academic and professional contexts (Baese-Berk & Morrill, 2019; Ma'fiyah et al., 2023; Matsuura et al., 2014; Zahro, 2019).

The predominant issues of accent and speech rate suggest that students would benefit from increased exposure to various English accents and controlled speech rates in their learning materials. This could involve using multimedia resources that feature diverse speakers and speech patterns. The difficulty with technical vocabulary indicates a need for targeted vocabulary instruction integrated into the curriculum. This approach can help bridge the gap between general English proficiency and the specialized language requirements of the DKV field.

There is a clear need to develop a curriculum that includes exposure to different English accents and various speech rates. Additionally, incorporating technical vocabulary specific to DKV into the learning materials can help students better understand and use the language in their field. Implementing more interactive and immersive learning experiences, such as conversation practice with native speakers and the use of multimedia resources, can enhance students' listening skills. The use of films, TV shows, music, and podcasts in English can make learning more engaging and contextually relevant.

The study's sample size and self-reported data may limit the generalizability of the findings. Future research could expand the sample size and include longitudinal studies to track improvements in listening skills over time. Exploring the impact of different types of multimedia resources on listening comprehension could provide more detailed insights into effective instructional strategies.

#### 4. Conclusion

The need analysis conducted in this study provides valuable insights into the specific challenges and requirements of DKV students in developing their English listening skills. The survey results reveal that while most students possess intermediate proficiency, they face significant difficulties with understanding different accents, fast speech rates, and technical vocabulary. These challenges are compounded by external factors such as background noise and lack of context. The findings underscore the importance of tailored educational strategies to address these issues and enhance the listening competencies of DKV students.

To bridge the identified gaps, it is essential to develop a curriculum that incorporates exposure to diverse English accents and varied speech rates. Integrating technical vocabulary specific to the DKV field into learning materials will further aid in students' comprehension and usage of specialized language. Additionally, implementing interactive and immersive learning experiences, such as conversation practice with native speakers and multimedia resources, can provide a more engaging and effective learning environment.

#### Suggestions for Future Research

1. **Expand Sample Size and Demographics:** Future studies should aim to include a larger and more diverse sample size to enhance the generalizability of the findings. Including students from different universities and varying academic backgrounds could provide a more comprehensive understanding of the challenges faced by DKV students in different contexts.
2. **Longitudinal Studies:** Conducting longitudinal studies would allow researchers to track improvements in listening skills over time and evaluate the long-term effectiveness of implemented educational strategies. This approach could provide deeper insights into the progression of students' listening abilities and the sustainability of various teaching methods.
3. **Impact of Multimedia Resources:** Further research could explore the specific impact of different types of multimedia resources on listening comprehension. Comparing the effectiveness of films, TV shows, podcasts, and interactive applications could help identify the most beneficial tools for enhancing listening skills.

4. Experimental Studies on Teaching Methods: Experimental studies comparing various teaching methods and their outcomes on students' listening proficiency could provide evidence-based recommendations for educators. This could include investigating the effectiveness of blended learning approaches, immersive language experiences, and specialized vocabulary instruction.

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