

Students Need Analysis on Speaking Materials: A Survey Study at SMA N 1 Bantul

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Abstract

Background:

Effective speaking ability is crucial for achieving good communication, and this study aims to explore students' needs and challenges in relation to speaking materials. The research objectives are to identify areas where students encounter difficulties in speaking and to gather information on their preferences for speaking materials.

Methodology:

30 students in 11th grade SMA N 1 Bantul became respondents to this research. The data were collected through a questionnaire consisting of 29 items and interviews to get more specific. At the same time, six students randomly did the interview.

Findings:


Based on students' questionnaires and interviews, we can find that most students agreed that grammar (63,3%) is the most challenging thing in learning English speaking and fluency (13,3%). Also, some students in the interview cannot identify the exposition text because it is difficult to conclude. Six students participated in the interview using a voice note to record their answers about the need for speaking materials.

Conclusion:

Most students agreed they wanted to make a conversation, have a discussion, and play games to make the situation friendly and fun in English-speaking learning.

Originality:

This study contributes valuable insights for educators and material developers to address student needs and challenges in speaking materials, ultimately improving their speaking abilities.

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1. INTRODUCTION

Communication is pivotal to achieving success in all domains within today's interconnected global society. Language functions as a medium for communication, and individuals possessing linguistic proficiency are capable of engaging in seamless interactions. Moreover, effective communication is paramount for individuals to accomplish their aims, objectives, and goals. Consequently, a shared language is necessary for facilitating communication with people across the globe. English, being acknowledged as an international language and spoken worldwide, serves as a conduit for communication among individuals from diverse regions, states, countries, and continents. Oral proficiency is the most critical skill in the acquisition of a foreign or second language. Among the four fundamental language skills, speaking is of the utmost importance in foreign or second language learning. According to [Brown et al. \(1981\)](#), the majority of a student's grade will likely be based on their ability to speak in real-world situations. Despite their significance, speaking abilities have been undervalued. The majority of EFL/ESL instructors continue to teach speaking skills through memorization of dialogues or repetition of drills. ([Pavlikova, 2019](#); [Razi et al., 2021](#)).

Nonetheless, contemporary society necessitates that learners acquire proficient communication abilities. Instructors of English as a Foreign Language are obliged to impart essential competencies to EFL students, enhancing their verbal aptitude and enabling them to excel in real-world contexts. Within the prevailing EFL/ESL instructional landscape, there is an increased focus on oral proficiency, as employability is more contingent on effective communication than technological acumen. The limited attention given to phonological, morphological, semantic, and syntactic dimensions of language has emerged as a substantial obstacle for English language learners to develop speaking skills. Historically, there has been a predilection for emphasizing reading and writing competencies. However, acknowledging the paramount importance of oral communication has led to a renewed emphasis on cultivating learners' speaking abilities, ensuring their academic success and professional prowess upon completing their education. Furthermore, English is the lingua franca for securing employment opportunities and actualizing one's aspirations in life.

Nowadays, an ideal characteristic of materials (second language materials), as viewed by ([Fitriyah, 2018](#)), writers and teachers should create learners through a creative process that stretches to the real classroom ([Tomlinson, 2013](#)). Teaching communication is a process compared to a set of products. Tomlinson's perception coincides nicely with ([Nunan, 1986](#)). It is also closely related to what [Breen \(1980\)](#) calls the process syllabus. Opportunities for growth

exist within speaking materials, and by identifying the areas where most students face challenges, the development of targeted materials can better support their needs (Muthmainnah et al., 2020).

Menggo et al. (2019) state that It is imperative for educators to cultivate instructional resources that facilitate the progression of learners from rudimentary to advanced levels, irrespective of their initial aptitude. This signifies that the caliber of teaching is intrinsically linked to the efficacy of these educational materials. Prior to their implementation, however, a thorough evaluation must be conducted to ascertain their suitability for dissemination. Consequently, this underscores the significance of needs analysis in the context of spoken language materials (Basri et al., 2016; Syamsuddin & Afgani, 2019).

Previous researchers have already conducted some studies related to which needed analysis in speaking materials and need analysis. The first relevant research was conducted by Kurniawati (2022), who stated that the teacher is expected to do an analysis based on the students' needs related to their program and contains the fourth English language skills and the components of English. According to Clarisa et al. (2022) In this research, needs analysis (NA) is employed as a methodological strategy to aid instructors in developing materials, assignments, activities, and evaluation procedures for English for Specific Purposes (ESP) courses. This is done in relation to the veracity of numerous significant scenarios that have the potential to affect the lives of students. Sintayani et al. (2022), in research, produced a document analysis indicating that self-assessment has several effects on EFL students' speaking performance ent are aware of lengths and weakness, they can make adjustment, adaptation, improvement, and change in their work or performance to best meet the assessment. Syakur et al. (2020) added that, in relation to the analysis of student targets in learning English, the questionnaire data reveals that the purpose of learning English for diploma students is to be able to communicate actively using English. The last related article from Bedoya et al. (2016), in addition to adopting communicative tasks, the curriculum should promote the study skills emphasized by the English for general academic purposes (EGAP) approach. The curriculum must clearly define the evaluation. Alternative assessment could satisfy the requirements of professionals because it encourages contextualized communicative tasks, interactive performance, and intrinsic motivation.

In the current condition, most of the students would prefer to speak in English more confidently in the classroom. Sometimes, they ask the teacher first before speaking just because

they need more confidence (Munawir, 2017; Nasir & Dermawan, 2022). That is why we need to find out the need for analysis from these students regarding speaking. Students are forced to qualify the speaking skill in the classroom. However, not all students have the same opportunity to speak English. So many factors come from the students themselves as internal factors, teachers, Etc., as the external factor, especially students in senior high school in Yogyakarta, SMA N 1 Bantul. In this case, need analysis regarding speaking skill materials is needed to contextualize and analyze students' needs, for example, because of the materials, how teachers explain the materials, and so on.

2. LITERATURE REVIEW

2.1 Theoretical review

To get a comprehensive analysis of the study and the following relevant theories will be used: speaking, need analysis, and language needs.

2.1.1 Speaking

Speaking is a two-way process requiring both the productive skill of speaking and the receptive skill of understanding. Speaking is perceived as the most difficult of the four macro skills for second-language learners to acquire. In addition, learning to speak fluently requires a great deal of constant practice and focus. (Khan et al., 2018). Thus, the demand for speaking is significantly greater and more complex than that for listening, reading, and writing. As defined, speaking is the process of verbally exchanging thoughts and ideas. Speaking is a form of communication with others to convey messages or information. Many experts expressed their opinions about what was meant and their perspectives on speaking skills. According to Efrizal (2012), speaking is speech or utterance which aims to acknowledge the speaker's existence and receive a statement to know the intent and intention. Meanwhile, Khosravani (2021) specified that speaking is to understand the structure of the words and grammar and how they comprehend when, why, and how they speak.

Speaking can be understood as communicating one's intentions (thoughts, ideas, and content) to others through the use of spoken language so that the intentions are understood. However, it is only possible to develop speaking skills through continuous practice. They can be done with colleagues in the class, language lecturers in English, English teachers, or other teachers who can speak English. The aim is to facilitate

speaking skills, enrich vocabulary usage, improve language structure, perfect vocabulary words, and English sentences, and train hearing so that it is easy to capture messages from the other person. If learner wants to speak English, they must be able to pronounce vocabulary accurately and in intonation (G. Kalpana & V. V. Subba, 2018; Paranduk et al., 2021).

2.1.2 Need analysis

Needs analysis, also known as needs assessment, is now widely accepted as an essential component of the development and evaluation of second language curriculum. Identifying the needs of a specific institution's students is a direct way of informing curriculum developers of the potential goals and objectives needed to develop the curriculum (Berwick, 1989; Tzotzou, 2014). The growing interest in the needs of students in the field of English as a Second Language (ESL) has primarily focused on the types of linguistic output the students will require; this approach to curriculum design is often referred to as an ends-means approach. Following the Munby Curriculum Design Model by Phan (2005), this focuses on the specific speech acts the learner will need in a given situation.

2.1.3 Language needs

In numerous instances, ascertaining the linguistic requirements of learners can be relatively uncomplicated, particularly when the objective is to acquire a language for specific purposes, such as professional pursuits in the fields of tourism, nursing, or hospitality. In this context, one can examine the tasks employees generally execute in English, thereby evaluating the language needs associated with those tasks. The acquired information can subsequently serve as the foundation for devising an appropriate training program. In certain cases, "needs" may encompass students' rights, as delineated by Linse. Educational institutions bear the responsibility of considering the cultural, political, and personal attributes of students during curriculum development, with the aim of designing activities and objectives that are both realistic and meaningful. Although it is not within the purview of schools to engage in political matters, they are obliged to ensure equal access to educational opportunities and to acknowledge the experiences of all students, irrespective of their political and cultural origins. (Linse, 2005).

3. METHODOLOGY

This research method is survey research, known as descriptive quantitative and qualitative research. It involves collecting data to test a hypothesis or to answer the question about people's opinions on some topics or issues (Gopal et al. 2021). The researcher chose this method because this research was intended to find out the students' needs and gather data about the current condition of speaking teaching in SMA N 1 Bantul. The language needs analysis will be conducted in selected Grade 11 SMA N 1 Bantul, Yogyakarta.

The instrument used in this research is a survey using Google Forms and interviews; as stated by Creswell (2002) and also Gay (2009) that in conducting survey research, the instruments which can be used to gather the data are closed questionnaires and open-ended questionnaires to find out students' necessities and also to seek students' wants and lacks. It was divided again into some minor items. The input will be divided into audio, audio-visual, and multimedia. The researcher has distributed and collected the open-questionnaire with multiple choice and interviews from the students to gather the data for this research. Then, the response from the students was calculated by scoring each item. The data from the questionnaire and interview were then analyzed to determine the students' needs for speaking materials. The sample is focused on students of 11th graders of senior high school. It will be analyzed using Google Forms and a transcript from the interview. After collecting the data from the questionnaires, it uses the quantitative and qualitative data described in a Chart showing the percentage of student opinion about speaking materials.

4. FINDINGS

SMA N 1 Bantul has two different majors. Those are natural science and social sciences majors. XI consists of 9 classes, with seven classes in the natural sciences major and two classes in the social sciences major. Each student has a book on English learning. As mentioned in Chapter I, this research aims to analyze and discover the target needs and learning needs of 11th-grade students of SMA N 1 Bantul. The participants of this research were XI-grade students. The participants were asked through interviews and questionnaires to get more specific data. The questionnaire was done by the students in 11th grade, while six students did the interview. The writer will answer what is being asked in the research question. The first question focuses on which area of speaking materials most of the students need help with. The second question focuses on what the need for is speaking materials. The question will be answered one by one and explained above

4.1 In which area of speaking materials do most students have difficulty

4.1.1 Goals

The students said that learning English is to speak to get a job, and many said it is for communicating. They want to speak English fluently to compete with others for a job. It is also supported by the result of the students' questionnaire regarding learning English speaking goals, as shown in Chart 4.1.

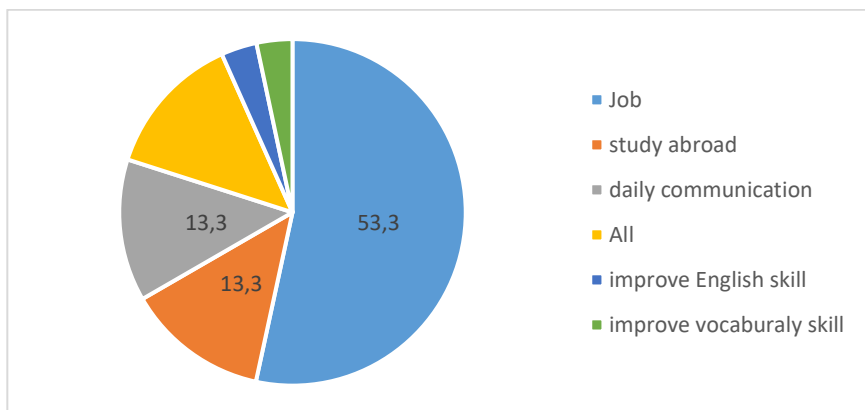


Chart 4.1 The purposes of learning English

4.1.2 Level

Students agreed that the goal of learning to speak is for their future careers. Most students rely on school materials to improve their speaking skills by answering the questionnaire they only attended, as shown in Chart 4.2.

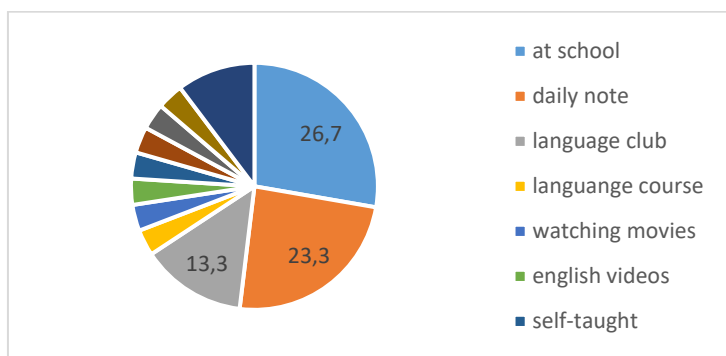


Chart 4.2 Activities to Improve students' speaking skills

Students agreed that grammar is the most difficult in learning English, and 13,3% agreed that fluency also becomes an obstacle in learning English, as shown in Chart 4.3.

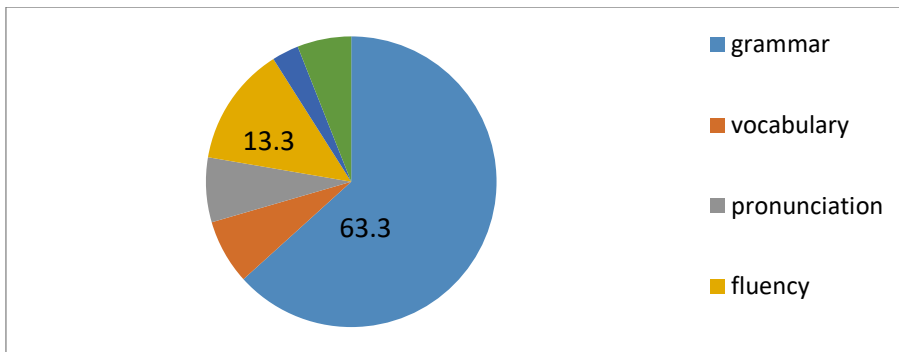


Chart 4.3 The most difficult aspects in English speaking

4.1.3 Speaking material

Most students agreed that they wanted to converse in the classroom while learning English and make an impromptu speech and focus group discussion shown in Chart 4.4.

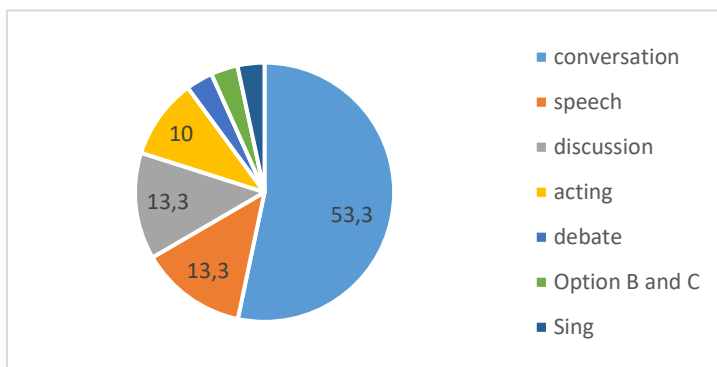


Chart 4.4 The most wanted activities in speaking

Some students agreed they need a responsive (30,7%) to be implemented in speaking. Also, some students agreed they need extensive (30%) to be implemented in the speaking shown in Chart 4.5.

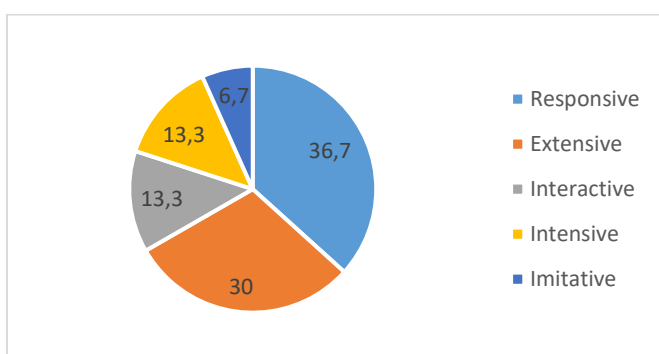


Chart. 4.5 Students need speaking

Most students agreed that songs are the favorite media in learning English. Also, some students agreed that stories are the favorite media for learning English, as shown in Chart 4.6.

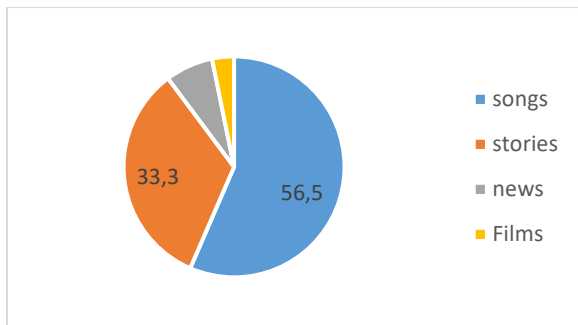


Chart 4.6 The most favorite media in speaking materials

4.1.4 Necessities

Most students agreed that the 2013 curriculum could increase their English-speaking ability, as shown in Chart 4.7.

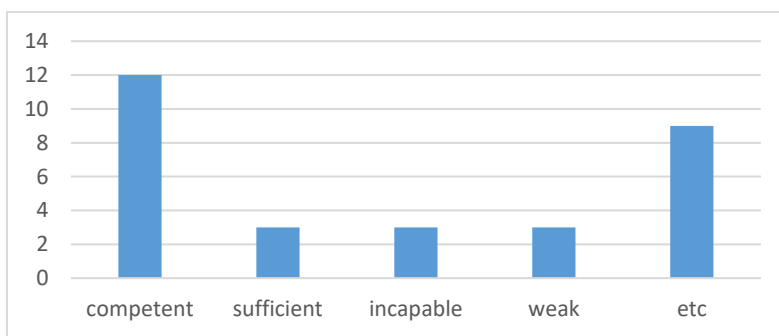


Chart 4.7 Students' opinions about curriculum 2013

Most of the students could identify and find about curriculum 2013 to improve speaking skills in the English language, shown in Chart 4.8.

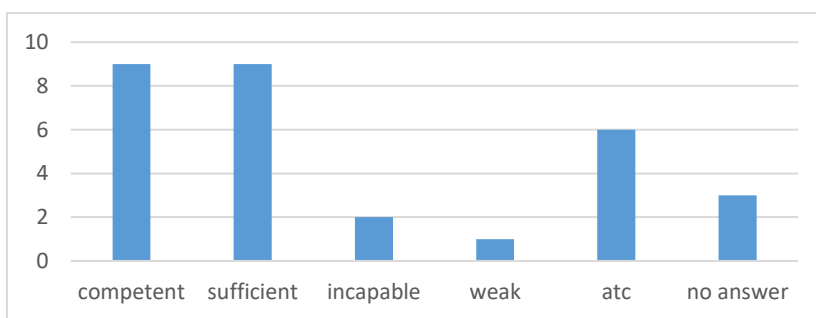


Chart 4.8 Students' answer about curriculum 2013

Most students answered that they understand how to write the cause and effect text according to the social function, structure, and language feature shown in Chart 4.9.

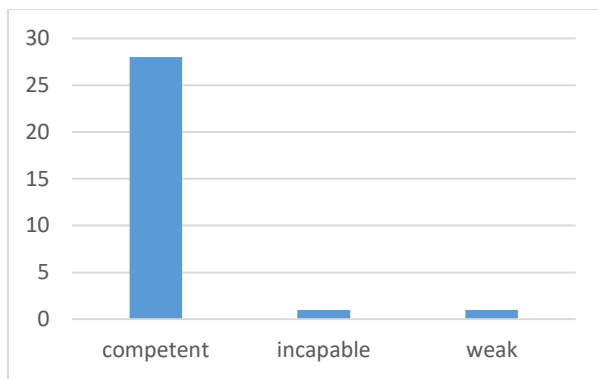


Chart 4.9 Students' ability to write the cause and effect text

4.1.5 Wants

Most of the students agreed that they could identify and receive the meaning behind the teenage song lyrics that showed in Chart 4.10.

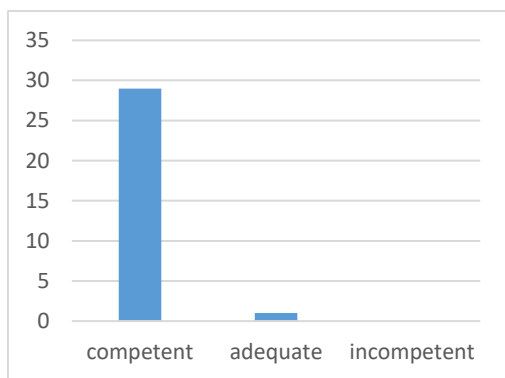


Chart 4.10 students' ability to identify and receive the meaning of a teenage song

4.1.6 Lack

Based on the interview, students need help understanding how to converse about advising role play, simulation, and other activities. On the first question of the interview, the answer is "To master it yet." Also, an answer said, "I do not think so, because to be honest, I've had conversations or anything related to role-play, simulations, and similar activities. Maybe I just found out little by little because I often read in the comments or captions on various social media that I have. Nevertheless, to be honest, I don't understand what role play, simulation, and activities are and the like. I only know that role play is like playing a role but I don't know how to do it, make it, or use it so I haven't mastered how to make conversations in these activities". It proves that some students need help understanding how to converse about giving some advice through role play, simulation, and other activities.

Some students still cannot understand how to identify and compare the difference between the analytical exposition in English and in Bahasa "Sometimes it is difficult for exposition / still confused because concluding it is difficult.". Some students answered the

interview by saying, "Not yet, because, like the answer to the first question, I've never had a conversation or anything related to role-play, simulations, and similar activities. So, I have not been able to master how to structure a conversation using the expression of opinions and thoughts in this activity."

Most students agreed that they wanted to converse, have a discussion, and play games to make the situation friendly and fun in English-speaking learning. Most students also agreed they wanted to learn how to deliver their opinion, an impromptu speech, grammar, and vocabulary. Also, some students want to make daily conversation related to their future job, "Daily speaking, for speaking in the world of work". Students also agreed that they wanted to listen to a native speaker so it could improve their pronunciation. "In my opinion, by listening to more native speakers, the pronunciation or accent is good and clear.". Most students agreed they wanted to sing a song, converse, and play games in online learning.

4.2 Students' difficulty in English Speaking

Based on the students' questionnaire and interview, most students agreed that grammar (63,3%) is the most difficult thing in learning English speaking and fluency (13,3%), shown in Chart 4.3. Also, some students in the interview cannot easily identify the exposition text because it is difficult to conclude by saying, "For exposition text, sometimes it is difficult/still confused because concluding is difficult."

4.2.1 The need for speaking materials

Six students participated in the interview using a voice note to record their answers about the need for speaking materials. Most students agreed that they wanted to converse, have a discussion, and play games to make the situation friendly and fun in English-speaking learning.

On the first question, most students agreed they needed help understanding how to converse about advising role play, simulation, and other activities. The answer is, "I don't think so because, to be honest, I've had conversations or anything related to role-play, simulations, and similar activities. Maybe I just found out little by little because I often read in the comments or captions on various social media. But to be honest, I don't understand what role play, simulation, and activities are and the like. I only know that role play is like playing a role but I don't know how to do it, make it, or use it so I have not mastered how to make conversations in these activities". Based on that, students need more knowledge and practice in the classroom in giving advice. On the third question, some

students agreed that they have not mastered how to structure a conversation using the expression of opinions and thoughts in the context of simulations, role plays, and other structured activities. The answer is "Not yet because, like the answer to the first question, I have never had a conversation or anything related to role-play, simulations, and such activities. So, I have not been able to master how to structure a conversation using the expression of opinions and thoughts in these activities". On the sixth question, most students agreed that they could not master how to identify and compare differences between various expository texts in English and text differences in English with Indonesian by saying, "For the exposition, sometimes it's difficult/still confused because concluding it is difficult." On the eighth question, some students agreed that they have not mastered composing a text that involves action give and ask for information related to circumstances/actions/activities/events without mentioning the actor in the scientific text. The second answer is, "Yes, maybe I have, but I am a little hesitant because scientific texts still sound new and have not been studied, but if they are often given understanding and often read the texts, I will be able to compile them."

Most students also agreed they wanted to learn how to deliver their opinion, an impromptu speech, grammar, and vocabulary. Also, some students want to make daily conversation related to their future job, "Daily speaking, for speaking in the working field." Students also agreed that they wanted to listen to a native speaker so it could improve their pronunciation. "In my opinion, by listening to more native speakers, the pronunciation or accent is good and clear." Most students agreed they wanted to sing a song, make conversation, play games in online learning, and practice native-speaker speaking. "Practice dialogue like in a movie or practice dialogue like taking turns with proficient people or native speakers.

5. DISCUSSION

Drawing on established theoretical frameworks, the process of materials design for language instruction should commence by examining the learners' profiles in order to establish connections between language acquisition and the learners' current receptivity as well as future applications. [Brindley \(2012\)](#) emphasizes the significance of considering both the subjective and objective needs of the learners. Subjective needs encompass the learners' speaking proficiency, challenges, and authentic communicative situations beyond the classroom environment, which subsequently inform the instructional content. Objective needs, on the other hand, involve elements such as personality, learning styles, cultural inclinations, and

course expectations, which collectively guide pedagogical approaches. As an illustrative case of learner needs, studies on English instructional materials in Korea and Japan have revealed that a considerable number of Korean learners derive satisfaction from utilizing English as a medium for self-expression.

In contrast, many Japanese language students prefer to study it in order to comprehend and discuss foreign cultures (Yuasa, 2010). As Graves (1996) suggested, A needs assessment should be considered an ongoing process before, during, and after the course, as suggested. After all, determining the needs of learners does not entail describing them. Moreover, it entails involving students in the development of materials and giving them a voice in their materials. Therefore, more than speaking materials provided by schools is needed for students. Thus, a need analysis was required that included target needs and learning needs. Based on the findings above, it is known that speaking is one of the most important skills of English. The questions were intended to determine the target needs of the 11th grade of SMAN 1 Bantul to improve their speaking skills. Although the students already know the goal of learning to speak, they still need to get what they want.

6. CONCLUSION

Based on the previous chapter, the questionnaire and the interview related to the target needs in speaking materials: the goal, the students' level, and the speaking materials. The students' goal in learning to speak is for their future careers. They only rely on school materials to improve their speaking skills. Students have English books that the school has given them, but they prefer learning using the Internet more than English textbooks. Furthermore, the difficulties of tourism students come from the materials, strategy, technique, and learning environment in the class.

There are some questions regarding the learning needs. The teacher used group presentations and reading PowerPoint in their class. To make them improve their speaking, half of the participants chose every English class. The students must speak in English and make a video in English to improve their speaking skills. Moreover, the learning environment is one of the causes of students' difficulties in speaking during the pandemic covid 19. The classroom is too boring and not conducive.

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