Analysis of Student's Needs in Speaking Skill for Secretarial Student

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Abstrak

Penelitian ini bertujuan untuk mengetahui kebutuhan siswa dalam keterampilan berbicara bahasa Inggris untuk merancang materi pembelajaran di tingkat Sekolah Menengah Kejuruan. Partisipan dari penelitian ini adalah siswa kelas 10 SMK PGRI 2 Bojonegoro jurusan Administrasi Perkantoran. Pengumpulan data melalui angket kuesioner dan ditujukan pada analisis kebutuhan keterampilan berbicara sebagai data untuk mengembangkan materi pembelajaran. Hasil penelitian menunjukkan sebagian besar dari siswa sangat antusias dalam belajar bahasa Inggris sehingga siswa ingin lancar dalam berbicara bahasa Inggris namun mereka masih terkendala dalam proses belajar yaitu belum bisa menemukan cara belajar bahasa Inggris yang tepat dan terdapat kekurangan dalam kemampuan berbicara bahasa Inggris seperti terbatasnya kosakata, tata bahasa dan takut dalam pengucapan. Siswa menginginkan agar bisa lancar berbicara bahasa Inggris dalam pembelajaran bahasa Inggris menggunakan beberapa model yaitu melalui diskusi berpasangan sesuai dengan topik sehari-hari dan menambahkan kosakata dari teks bacaan serta mendapatkan materi tatabahasa dari guru sebelum melakukan praktik keterampilan berbicara.

Kata Kunci: Analisis Kebutuhan Siswa, Keterampilan Berbicara, ESP.

Abstract

This research aimed to determine the needs of students in English speaking skills in order to design learning materials at the Vocational High School level. The participants in this research were 10th-grade students majoring in Office Administration at SMK PGRI 2 Bojonegoro. Data collection was done through questionnaire surveys and was aimed at analyzing the needs of speaking skills as data for developing learning materials. The research results showed that most students were very enthusiastic about learning English and wanted to be fluent in speaking English. However, they still faced challenges in the learning process, such as not being able to find the right way to learn English and having shortcomings in English speaking skills, such as limited vocabulary, grammar, and pronunciation fears. Students wanted to be able to speak English fluently in English language learning using several models, such as paired discussions on everyday topics, adding vocabulary from reading texts, and receiving grammar instruction from the teacher before practicing speaking skills.

Keyword: Student Need Analysis, Speaking Skill, ESP.

INTRODUCTION

English holds a significant role in the Indonesian education system, as it is deemed essential and has been formally integrated into the curriculum. Its introduction began in secondary schools, with English initially introduced as a local content subject in primary schools in 1994. Subsequently, in 2003, it was made mandatory in junior high, senior high, vocational high schools, and even at the university level (Endriyati & Anggraeni, 2015). This requirement signifies that English is an official subject taught at all educational levels in Indonesia, encompassing four fundamental skills: writing, speaking, reading, and listening. Moreover, language skills are categorized into two distinct types: receptive and productive skills. Receptive skills involve the competence to understand and comprehend the language code through activities like reading and listening. In contrast, productive skills involve the capability to convey and employ the language

code to transmit information, as seen in speaking and writing (Yuzar, 2020). In summary, receptive skills entail grasping information through hearing and reading, while productive skills revolve around creating and conveying information through spoken and written means. Notably, speaking remains a particularly challenging aspect of productive language skills, especially for students learning English as a second language. Prior research conducted by Putri and Amri in 2015 corroborates the difficulty of speaking skills compared to other language skills like writing, reading, and listening, as it necessitates precise pronunciation, vocabulary usage, and numerous other factors to effectively convey ideas.

In the realm of speaking skills, fluency, precision, and grammatical correctness hold paramount importance in the context of a communicative approach. Additionally, it's essential to consider each of these elements during speaking practice, encompassing aspects like phonology, syntax, vocabulary, semantics, and the psychological factors of motivation and personality, as emphasized by Leong in 2017. In essence, concerning the acquisition of English speaking skills, researchers connect it with the process of material learning for speaking. Material development, as proposed by Tomlinson in 1998, encompasses everything that authors, namely teachers or learners, are interested in providing as sources of language information. This involves manipulating these sources to offer knowledge about language and/or language experiences in ways that facilitate language learning. Essentially, material development involves creating tools and designs that serve as sources of language input. To simplify, material development refers to materials that offer resources and enhance the teaching and learning processes, as highlighted by Hasanah and Syamsi in 2020.

The concept of learning needs is intricately tied to an individual's aspirations and desires for study and learning. These needs serve as a constant source of motivation, driving individuals to engage in learning endeavors, regardless of whether they are at the foundational or advanced levels. Another facet of need analysis pertains to the individual's required competencies, which encompass knowledge, skills, and attitudes that need to be acquired and mastered, as outlined by Tenri Ampa and Quraisy in 2018. In essence, the process of need analysis for each individual revolves around assessing their competence and meticulously identifying the knowledge, skills, and attitudes that bridge the gap between their current state and the desired level of proficiency. This step is instrumental in establishing priorities and core interests within the framework of the learning process, as emphasized by Moh. Arif Mahbub in 2018.

Furthermore, need analysis, as defined by Kaharuddin Andi in 2017, serves as a structured process for gathering information regarding students' requirements, references, and challenges. This information is derived through both subjective and objective means, facilitating alignment with students' needs within the teaching and learning process. In alignment with these perspectives, need analysis assumes a critical role in the realm of education, serving as a vital conduit that connects teachers, lecturers, and students. This collaborative effort enhances the overall learning process. Ultimately, need analysis aims to identify the specific information that students require to attain competence in their learning activities.

Material development, as proposed by Tomlinson in 1998, encompasses everything that authors—namely, teachers or learners—find valuable in providing sources of language information and manipulating those sources. This manipulation aims to impart knowledge and foster language experiences that facilitate language learning. In essence, material development involves the creation of tools and designs that serve as sources of language input, a concept aligned with Hasanah and Syamsi's perspective in 2020. Material development represents devices and methods of knowledge that prove beneficial in the learning process, and, when summarized, it pertains to materials that offer resources and enhance the teaching and learning experience. Within the domain of language education, speaking stands out as a crucial productive skill that language schools and students must master. As noted by Gultom in 2016, speaking is a complex skill that demands various simultaneous abilities, including vocabulary, grammar, pronunciation, intonation, and the organization of speech material. Additionally, teaching speaking involves meticulous attention to aspects such as accuracy, fluency, and grammatical usage. This is because effective teaching of

speaking entails the creation of coherent arguments or the clear expression of opinions, ensuring that ideas are comprehensible when conveyed.

With these findings in mind, the researcher aim to conduct a study focused on creating English language learning materials for speaking that align with students' specific learning needs, to ultimately assist teachers in their instructional design. The researcher had done the research by the title Analysis of Student's Needs in Speaking Skill for Secretarial Student.

METHOD

The aim of this research is to depict the assessment of students' learning needs in the context of speaking skills. The researcher employed a qualitative descriptive approach, involving 20 tenth grade students from SMK PGRI 2 Bojonegoro as study participants. Data collection was accomplished through a student's need analysis questionnaire, which drew inspiration from Hutchinson and Waters' model (1987) as well as Nunan's (2004) framework, addressing learners' necessities, preferences, and deficiencies. Nunan's framework encompasses various facets, including input, teacher and learner roles, and the learning environment.

RESULT AND DISCUSSION

The outcome of this investigation aimed to discern students' requirements in the realm of speaking skills, categorized into target needs and learner needs as per the applied theoretical framework. Additionally, the questionnaire data provided insights into two distinct aspects: identifying necessities and preferences, as well as pinpointing areas where target needs were not being met.

Target Need

Initially, the findings regarding target needs were derived from the necessity aspect through the questionnaire. The results revealed that a significant majority of 10th-grade vocational students, amounting to 83.8%, expressed a genuine interest in studying English as a subject. Furthermore, 29.4% considered English to be relatively easy, while 45.6% regarded it as moderately challenging. It's worth noting that teaching English at the vocational high level in Indonesia is mandatory, and this requirement was acknowledged by 45.6% of the respondents.

Want

In this section, the researcher examines students' preferences regarding their desires in learning speaking skills. The findings indicate that 58.8% of students expressed a desire to receive grammar explanations from their English teacher before attempting to speak English. Additionally, they emphasized the significance of the chosen topic for discussion, as they found it crucial to master relevant vocabulary by extracting it from English texts and understanding its meaning. Furthermore, the survey results revealed that students aspire to achieve fluency in spoken English and apply it in their daily lives, particularly through engaging topics like holidays, which piqued their interest.

Lack

As previously noted, speaking is recognized as a challenging skill that involves various elements, including vocabulary proficiency, grammar comprehension, and selecting suitable topics for speaking practice. The findings from the need analysis survey regarding shortcomings in speaking skills reveal that 45.6% of students perceive it as both easy and challenging to practice speaking. Moreover, the majority, accounting for 61.8%, are positioned at the beginner level in terms of their speaking skills, primarily struggling with vocabulary and grammar mastery as their principal obstacles.

DISCUSSION

Speaking skill represents a vital aspect of productive language abilities, demanding dedicated practice for proficiency. Numerous factors come into play, including vocabulary, grammar, pronunciation, intonation, and the coherent organization of speech material. To achieve mastery in speaking, students require effective instructional materials that guide them in honing their speaking abilities. These materials must align closely with the specific needs of the learners. The primary objective of this study was to conduct a need analysis to better understand what students require in terms of speaking skills. Consequently, establishing a strong connection between suitable

English-speaking materials and students' needs becomes essential. Such alignment serves to provide students with clear learning objectives and valuable learning resources. This notion is in accordance with Graves (2000), who emphasizes the necessity of synchronizing English materials with students' requirements, as it offers precise insights into various learner variables, encompassing preferences, objectives, and language proficiency levels.

The results can be categorized into two main aspects: target needs and learner needs. Under the umbrella of target needs, there are three components: necessity, desire, and deficiency. Regarding necessity, the findings indicate that students have a genuine liking for learning English, even though their perceptions of the subject's ease or difficulty vary. It's important to note that in vocational high schools, English is a compulsory subject, as emphasized by Rina & Dian (2019).

Moving on to students' desires in terms of practicing speaking skills, they express a strong preference for receiving grammatical guidance from their teachers. This preference is well-founded, as highlighted by Latha (2012), who emphasizes the pivotal role of grammatical competence in facilitating accurate application and comprehension of English language structures, ultimately contributing to fluency.

Additionally, students express a desire to master speaking skills before engaging in practice. This involves selecting main topics or ideas, such as holidays or animals, which they intend to discuss. This intention is further supported by the need to build a robust vocabulary, achieved through reading texts and deciphering the meanings of words. As Mahripah (2014) underscores, several linguistic elements, including phonology, grammar, vocabulary, semantics, and psychological factors, collectively influence one's speaking capacity.

Furthermore, the survey results revealed that in the aspect of students' deficiencies identified during the need analysis of speaking skills, it became evident that many students possessed a limited vocabulary and struggled with weak grammatical skills, which had a detrimental impact on their speaking abilities. This was reflected in the fact that a significant portion of the students were classified as beginners and held varying perceptions of the ease or difficulty of acquiring these skills. Consequently, there is a pressing need for additional activities or materials to bolster their speaking capabilities, given that vocabulary assumes a critical role. Students must employ words accurately to effectively convey their comprehension in the learning process. Grammar, akin to vocabulary, also holds a prominent place in developing writing skills.

Furthermore, the students exhibited a lack of confidence in practicing speaking, often fearing pronunciation errors. As Fangzhi (1998) aptly notes, pronunciation merits significant attention as it directly influences whether others can comprehend a speaker's message. Consequently, effective pronunciation should be prioritized as one of the initial aspects learners focus on when studying English.

In the learner's needs section of the results, it was evident that incorporating additional teaching aids into English materials had a positive impact on students, particularly in enhancing their speaking activities related to everyday topics. When it came to practicing speaking, students expressed a preference for engaging in conversations with their peers, guided by the teacher's attention to each student's progress. Therefore, for many scholars, the production of relevant materials based on students' needs served as a foundational point of interest (Hutchinson and Waters, 1987; Tomlinson, 2011; Graves, 2000). Given that the primary goal of this research was to uncover students' needs as a foundation for developing speaking skills, addressing these needs emerged as a central focus of this study.

CONCLUSION

The outcomes of this study have established a valuable needs assessment, which is deemed suitable for crafting teaching materials aimed at improving students' introductory speaking skills. Furthermore, the findings underscore the necessity for English content that can bolster students' speaking abilities. It is imperative that the development activities incorporate engaging topics to stimulate and enhance their speaking skills. Additionally, there is a requirement for more comprehensive data on grammar and vocabulary, as there are still gaps in this regard.

This study exclusively concentrated on describing and understanding the need analysis for speaking skills among vocational high school students. A suggestion for future research could involve taking steps towards the development of teaching materials, particularly for speaking skills, where stages such as design, development, implementation, and evaluation could be effectively utilized.

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