

**STUDENTS' NEEDS ANALYSIS IN LEARNING PROCESS  
OF SPEAKING CLASS AT ELEVENTH GRADE OF  
SMK DIPONEGORO 02 RAWALO, BANYUMAS**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd)  
Degree**

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## STATEMENT OF ORIGINALITY

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## APPROVAL SHEET

### APPROVAL SHEET

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Sudah dapat diajukan kepada Ketua Jurusan Tadris UIN Prof. K.H. Saifuddin Zuhri Purwokerto untuk dimunasyahkan dalam rangka memperoleh gelar Sarjana Pendidikan (S.Pd). Demikian, atas perhatian Ibu, saya mengucapkan terimakasih.

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## MOTTO

*“Along with the God”*

-Kim Yong Hwa-



## **DEDICATIONS**

I dedicate my thesis to :

*Myself*

*My beloved parent*

*My happiness niece and nephew*

*My support system brother and sister in law*

*My best friend*





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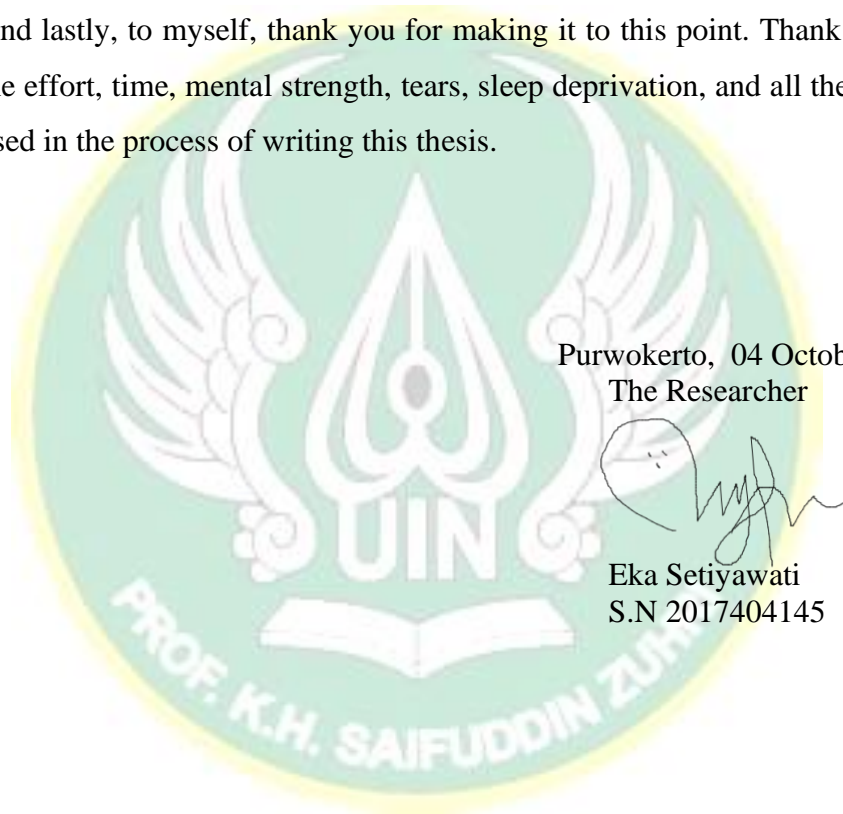
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Purwokerto, 04 October 2024  
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# **STUDENTS' NEEDS ANALYSIS IN LEARNING PROCESS OF SPEAKING CLASS AT ELEVENTH GRADE OF SMK DIPONEGORO 02 RAWALO, BANYUMAS**

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## **ABSTRACT**

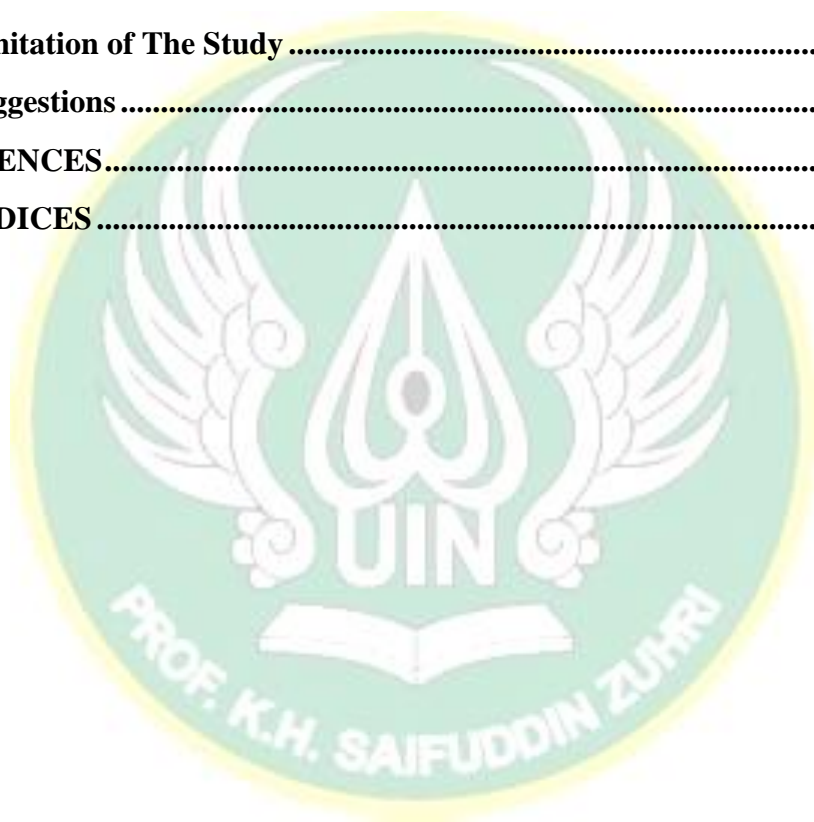
This study aims to analyze students' needs in learning process of speaking class for the eleventh grade at SMK Diponegoro 02 Rawalo, Banyumas. The focus of this research is to analyze students' target needs, which consist of three main aspects: necessities, lacks, and wants. This research uses a descriptive quantitative method, with data collection techniques in the form of questionnaires given to 42 respondents, who are the sample of the total population of eleventh-grade students at SMK Diponegoro. The results of this study show that the majority of students, there are 59% students chose jobs as their target situation (necessities). However, based on the mean with 54% in students speaking proficiency level most students feel they are still lacking and according the mean with 56% of students' difficulties in mastering aspect of speaking, students often experience difficulties in mastering speaking aspects, which consist of comprehension, vocabulary, pronunciation, grammar, and fluency (lacks). Moreover, the majority of students hope that daily life topics that will be used as learning materials, with 43% students chose that, next language learning games as learning activities. Then, in the aspect of students' wants, daily life topics were the most preferred to be used as learning material, with 43% of students selecting this topic. Additionally, 47% of students chose language learning games as the most preferred learning activity. The majority of students selected audiovisual media as the preferred learning media, with 60% of students opting for it to be used in the speaking class learning process.

**Keywords :** speaking class, students' needs analysis, target needs

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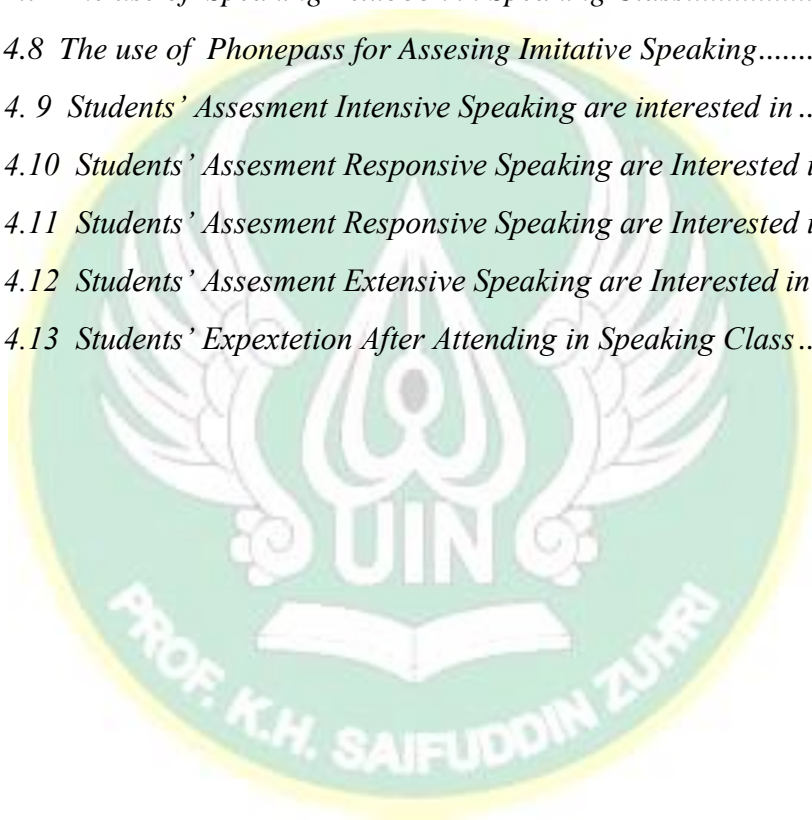
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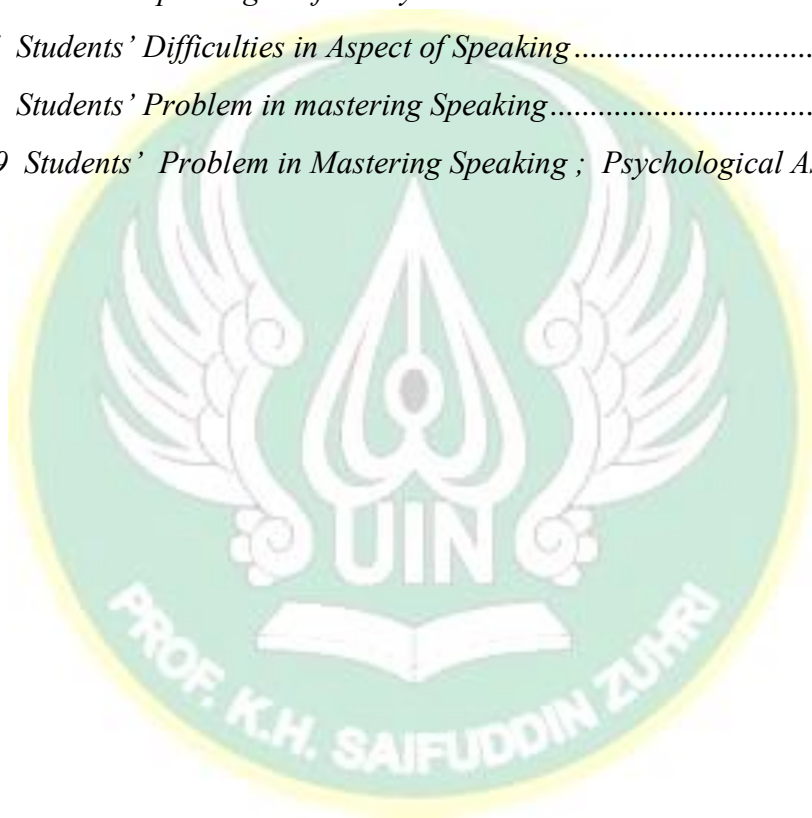
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# CHAPTER I

## INTRODUCTION

### A. Research Background

Currently, English has permeated various sectors in community life, including education, business, employment, politics, and tourism. Therefore, having proficiency in English can make someone competitive and open up greater opportunities in employment, scholarships, and international relations. To achieve that, speaking skill in English plays a crucial role, as individuals will utilize their speaking skills to connect with one another. Furthermore, as stated by Richards (2008), speaking skills are central to effective communication, especially in diverse, multilingual communities. In this context, speaking skills are crucial for vocational high school (SMK) students as they prepare for professional environments that demand effective communication. For example, for accounting and officer management vocational program students, speaking skill help them interact with clients, colleagues, and superiors in their future career. According to Nuraini (2016), improving speaking abilities boosts student confidence and competitiveness, equipping them for job interviews, presentations, and workplace communication. Therefore, it is essential for vocational students to develop their speaking skills to better prepare for their future careers.

However, having good speaking skills is not easy for vocational high school (SMK) students because they often face challenges in mastering speaking skills. That is supported by the findings of Gidion (2023) in his research at SMK Kristen Sanggau, which revealed that the majority of students experience difficulties in speaking English, influenced by several factors. The first factor is language ability, including pronunciation, grammar, and vocabulary. The second factor is psychological, such as a lack of confidence, shyness, anxiety, and low motivation. These factors can hinder students from mastering good speaking skills. According to Rachmawati (2020), many vocational high school (SMK) students struggle to express their

thoughts and ideas in English due to a lack of understanding of correct sentence structures and appropriate vocabulary usage. Based on the problems and difficulties which influences students in improving speaking skills, some schools are seeking solutions such as conducting separate speaking classes from regular English classes.

Speaking classes can be defined as spaces where students are given the opportunity to practice and enhance their speaking abilities in English through communicative activities such as role plays, discussions, and presentations (Nation & Newton, 2009). In this regard, as implemented by SMK Diponegoro 02 Rawalo, Banyumas, the school has been conducting speaking classes for the past two years with the aim of providing students the opportunity to develop and improve their speaking skills in preparation for becoming proficient in English after graduation. Additionally, another goal is to equip students with the English language skills necessary for further studies, future careers, or for daily communication with fluency and confidence.

Based on to the observations on September 27, 2023, in SMK Diponegoro 02 awalo, Banyumas many students often face difficulties in attending speaking classes, both in terms of language ability and psychological factors. These difficulties include the inability to limited vocabulary, difficulty understanding and using correct sentence structures, shyness, and lack of confidence. Therefore, to explore these issues further, this research aims to analyze students' needs in the speaking class learning process from the students perspective. According to Richard (2001), needs analysis is a process used to gather information about students' needs. Based on Hutchinson & Waters (1987), the target of needs analysis focuses on the necessities, lacks, and wants of students. Thus, this research was conducted to analyze students' target needs, which include their necessities, lacks, and wants. Additionally, it aims to determine whether students themselves believe that the speaking class is important for their vocational program, in line with the objectives of the speaking class.

Several previous research have been carried out on the context of this research. The first previous research is entitled *"Students' Needs Analysis in Teaching and Learning Process of English Subject for Eleventh Grade Students at SMA Patra Dharma Tarakan 2019/2020"* by Markus (2020). The results of the study show that group work and vocabulary practice are the learning activities students enjoy most. In terms of lacks, the majority of students struggle to understand the meaning of sentences when the speaker is too fast (listening), have difficulty pronouncing words correctly (speaking), find it hard to understand English writing rules (writing), and do not know the meaning of words in a sentence (reading). As for wants, students wish to be able to communicate both verbally and in writing in English. The second is the previous research conducted by Syamsul Munier (2021) with the title *"Students' Needs Analysis in Teaching and Learning Process of Speaking for Informal Class for Second Semester Students of English Education Department in Borneo Tarakan University"*. The research shows each student still lacks vocabulary mastery when practicing speaking during the learning process. Additionally, students are not active enough in class, which leads to difficulties in practicing conversation. And the last previous research is *"Students' Needs Analysis in Learning English at SMK TI Annajiyah Bahrul 'Ulum"* by Ilvi Nur Diana (2022). The result shows where students highlight speaking as the most important skill for them. Most students prefer a question and answer method related to vocational subjects like Software Engineering (RPL) and Multimedia.

In the first previous research, the focus is more on the four English skills (listening, speaking, reading, writing) in general, rather than specifically on speaking skills, which is the focus of this thesis. In Markus's research also addresses senior high school students, while the context of this research is vocational high school (SMK) students, who may have different needs. Then, in the second previous research, the focus is on English education university students, whereas this research focuses on vocational high school (SMK) students with a vocational orientation and a different learning context. In

Munier's research also emphasizes the lack of vocabulary mastery and student participation, while this thesis explores other aspects such as teaching materials or teaching methods in speaking classes at the vocational high school level. Meanwhile, in the third previous research, although it was conducted in an SMK context, the focus is more specific to vocational aspects such as Software Engineering (RPL) and Multimedia. On the other hand, this thesis may examine speaking needs more generally. This thesis can also explore different methods or approaches tailored to student needs.

This research focus on analyzing students' needs in speaking classes, where the primary focus is on developing students' speaking skills. This aligns with earlier findings showing that most students identified speaking as the key language skill. The study will examine students' necessities to understand their target situations for learning speaking, their lacks to explore the difficulties they experience, and their wants regarding preferred learning methods, materials, media, and assessments in the speaking class at eleventh grade of SMK Diponegoro 02 Rawalo. The results of this study are hopefully to serve as a reference for teachers in designing learning materials that align with students' needs, making the learning process more effective. Therefore, this research aims to examine this through the research entitled *"Students' Needs Analysis in Learning Process Of Speaking Class At Eleventh Grade Of SMK Diponegoro 02 Rawalo, Banyumas"*.

## **B. Conceptual Definition**

### **1. Students' Need Analysis**

Students' needs analysis is the process of collecting information about students' needs in the learning process. According to Brown (1995), needs analysis refers to the organized gathering and examination of relevant information necessary to address the language learning requirements of students within the specific context of the institution participating in the educational process. Meanwhile, students' needs are what they think they need to know in participating in learning to improve their abilities in



academic or non-academic fields. Students' needs can be obtained through the analysis of necessities, lacks, and wants of the students (Intan, 2017). This activity aims to determine students' needs in lessons so that teachers can adjust what students need in learning.

## **2. Speaking Class**

Speaking classes are designed to offer students chances to cultivate and enhance their speaking abilities through materials, learning media, and teaching models prepared by teachers. According to Nation & Newton (2009), speaking classes are spaces where students are given the chance to practice and enhance their speaking skills abilities in English through communicative activities such as role play, discussions, and presentations. By participating in speaking class, it is expected that students can practice speaking, expand vocabulary, improve grammar understanding, and enhance their communication both within and outside the school environment. However, the implementation of speaking class in schools is still not comprehensive; only few schools have separate speaking class from English subject. Yet, with the existence of speaking classes, schools prepare students to compete in the outside world in fields such as employment, education, and international social interaction.

## **C. Research Questions**

This research is to answer the following questions:

1. What are students' needs in learning process of speaking class at eleventh grade of SMK Diponegoro 02 Rawalo, Banyumas?

## **D. Objectives and Significance of The Research**

### **1. Objective of The Research**

Based on the research question, the objective of this research is :

To find out the students' needs in learning process of speaking class at eleventh grade of SMK Diponegoro 02 Rawalo, Banyumas.

### **2. Significance of The Research**

- a. Teoretical Significance

Theoretically, the research about students' needs analysis in speaking class can develop and enhance the quality of teaching and learning process in speaking class using students' needs.

#### b. Practical Significance

##### 1) For teacher

The findings of this research can serve as a reference for teachers when organizing the material for teaching speaking class, to choose more relevant and effective instruction consider to the needs of the students in teaching and learning process of speaking class.

##### 2) For students

Especially students in eleventh grade, hopefully for the result of this research can enhance their personal understanding of learning needs in the speaking class, fostering increased learning motivation, and promoting self-evaluation in mastering speaking skills through the teaching and learning process in the speaking class.

##### 3) For other researcher

Hopefully, for other The researcher believes this study can serve as a valuable source of information and reference for conducting research on students' needs analysis in the teaching and learning process of speaking classes or other related studies. It serves as motivation for other researchers to delve deeper into the analysis of students' needs in speaking class.

#### E. Outline of the Research

This research is presented in five chapters. The first chapter serves as the introduction, which includes the research background, research questions, objectives of the study, and a review of previous research. The second chapter presents the theoretical framework, outlining the theories employed in this research, including those related to students' needs analysis in the speaking class learning process. The third chapter covers the research



methodology, detailing the type of research, the time and location of the study, the population and sample, data collection techniques, and data analysis methods. The fourth chapter addresses the findings and discussions of the research. Lastly, the fifth chapter concludes with a summary and recommendations. This will be followed by references and appendices.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Framework**

##### **1. Need Analysis**

As an initial step in developing an effective speaking class, needs analysis plays a crucial role in understanding what students actually require. Therefore, it is essential to have a clear understanding of what is meant by needs analysis. Next, the definition of needs analysis and how this process can comprehensively identify students' needs will explain below.

##### **a. Defenition of Need Analysis**

In the 1960s, needs analysis was first applied in English for Specific Purposes by John Munby, a language expert. His purpose in applying needs analysis in ESP was to design language programs customized to meet the unique needs of students. The definition of needs analysis involves assessing what students already understand and what they need to learn; it guarantees that the course will include pertinent and valuable content for teaching and learning plans by teachers (Nation & Macalister, 2010). Additionally, Hutchinson and Waters (1987) describe "needs" as the capability to comprehend and/or produce the linguistic characteristics relevant to the target situation, such as the ability to understand passive voice sentences. So, needs analysis in students is the process of collecting information regarding students' needs to modify the learning plans prepared by teachers.

Based on Hutchinson & Waters (1987), it is understood that the target needs of needs analysis consist of necessities, lacks, and wants, which are explained as follows:

##### **1). Necessities**

Necessities are needs shaped by the requirements of the target situation, meaning what students need to know to perform effectively in that context. For instance, students who want to obtain scholarships

abroad should understand the language used for communication there. For instance, if the scholarship is for the United States, then learning English is necessary.. Necessities also align with target situations or objective needs, as mentioned by Johns & Dudley-Evans (1991). This component focuses on identifying the specific language skills and knowledge required by learners to function effectively in the target situation, such as in a specific job, academic setting, or social context

## 2). Lack

Lacks refers to things that students need to know, such as their deficiencies and what actions they need to take. To identify students' deficiencies, it is essential to grasp the level of knowledge already possessed by students, so that teachers can determine the students' needs. This also aligns with the objectives of Present Situation Analysis (PSA) mentioned by Johns & Dudley-Evans (1991) in the components of needs analysis where this aspect involves evaluating learners' current language proficiency and the language skills they already possess. This analysis helps establish a starting point or baseline for the language course, identifying the gap between current abilities and the expected language proficiency, which enables educators to tailor course content effectively to bridge this gap.

## 3). Wants

Wants refer to what students wish to learn or master should not be overlooked. Wants include students' preferences such as learning styles, preferred materials, language use contexts, and others. According to Johns & Dudley-Evans (1991), this component considers learners' personal desires, motivations, and attitudes towards language learning, often referred to as "subjective needs." Understanding subjective needs aids in designing a learning program that not only meets objective needs but also aligns with learners' expectations and motivations.

In conclusion, needs analysis is an important process in designing speaking class instruction tailored to students' needs. This concept includes three main aspects: necessities, which are needs based on the target situation; lacks, which indicate gaps in students' knowledge; and wants, which reflect students' desires and learning preferences. By understanding these three elements, teachers can develop more effective and relevant learning plans to enhance students' language skills.

#### **b. The Purposes of Needs Analysis**

According Hutchinson & Waters (1987) there are the purposes of students need analysis in teaching and learning process in speaking class :

- a) To analyze students' needs in the context of using English in the future, such as in their jobs or studies.
- b) To help identify students' learning needs to achieve those targets, such as learning strategies, motivation, and gaps in knowledge or skills.
- c) To assist in designing learning materials that are tailored to the specific needs of students, making them more relevant and effective.
- d) To help determine priorities in learning based on students' needs.
- e) To find the most suitable teaching methods to meet students' needs, both in terms of learning models and delivery methods.
- f) To assist in adjusting the learning process to fit the needs, abilities, and characteristics of the students.

Need analysis is helpful in determining whether a program should be implemented by assessing its alignment with the goals and objectives of learners in language acquisition. The results of need analysis will also help students understand what they necessities, their lacks in the learning process, and their wants in learning a particular subject. For teachers, they will be able to adjust learning materials, teaching models, learning media, and learning evaluations according to the results of the student needs analysis later on.

### **c. Evaluating Need Analysis**

Evaluating a needs analysis is fundamental within the process itself. This evaluation is conducted by examining necessities, lacks, and wants. Through this evaluation, this research gains direct insight into the findings. The needs analysis serves as an evaluative tool, which can be assessed for its reliability, validity, and practicality. A reliable needs analysis employs meticulously crafted instruments and consistently applied standards. Valid needs analysis focuses on what is pertinent and significant. Therefore, this research endeavors to demonstrate that the needs analysis conducted will yield insights relevant to English curriculum development, thereby enhancing the learning process. This is achieved through rigorous research and analysis, substantiated by empirical evidence.

## **2. Speaking Class**

### **a. Speaking**

Speaking is a normal activity in human life that is very important, we can communicate with others, express opinions, convey goals and messages, and express feelings in various emotional conditions and so on. Speaking is the ability to articulate words and sounds to express or convey ideas, opinions, or emotions. According to Baiq (2017), speaking serves as a means of communicating with others, sharing information, and expressing thoughts, feelings, and emotions, provide explanations, or ask questions to someone. The purpose of speaking is to convey what is in our minds, whether intentionally or unintentionally, to our conversation partners.

### **b. Element of Speaking**

Speaking is not just about knowing how to pronounce words, but also about the types that we must be aware of. As foreign language learners, we must pay attention to the elements of speaking that need to be considered when learning a foreign language, so that there will be not



misunderstandings when communicating later on. Speaking elements are crucial and cannot be separated from each other. According to Syakur (1987), elements of speaking include:

- 1) **Pronunciation:** This refers to the ability to produce sounds correctly, including aspects such as intonation, stress, and rhythm. Clear pronunciation is vital for effective communication and intelligibility.
- 2) **Grammar:** This element involves the correct use of language structures, including tenses, sentence construction, and overall syntactic accuracy. Grammatical competence is essential for conveying ideas clearly and precisely.
- 3) **Vocabulary:** This aspect deals with the range and appropriateness of words used in communication. A rich and varied vocabulary enables speakers to express themselves more effectively and accurately in different contexts.
- 4) **Fluency:** Fluency refers to the ability to speak smoothly and without unnecessary hesitation. It reflects the speaker's ability to maintain the flow of conversation naturally and effortlessly.
- 5) **Comprehension:** Comprehension relates to the speaker's ability to understand and respond appropriately to questions or statements in a conversation. It involves both listening and processing information accurately.

### **c. Types of Speaking**

Brown, H. D. and Abeywickrama (2010) identify five distinct types of speaking performances typically observed in language assessments:

- 1) **Imitative Speaking :** this type focuses on the capability to merely repeat or mimic a word, phrase, or sentence.. The primary concern is not understanding or producing original content, but accurately imitating the pronunciation and intonation of a model provided by the teacher or recording.
- 2) **Intensive Speaking :** Intensive speaking involves producing short stretches of language in a controlled context, such as practicing



drills or responding to prompts. The goal is to develop control over certain grammatical or phonological aspects of language, often without the need for extended or complex communication.

- 3) **Responsive Speaking** : responsive speaking consists of short exchanges, such as simple questions and answers, that are brief and to the point. While somewhat limited, it requires more meaningful interaction than imitative or intensive speaking, as it typically involves understanding and responding appropriately to questions or comments.
- 4) **Interactive Speaking** : interactive speaking includes more complex exchanges, such as conversations or discussions. This type of speaking involves extended interaction, where participants engage in dialogues, negotiate meaning, ask follow-up questions, and provide elaborated responses. Interaction can be either transactional (focused on exchanging information) or interpersonal (focused on social relationships).
- 5) **Extensive Speaking (Monologue)** : extensive speaking refers to longer stretches of speech, such as giving presentations, speeches, or telling stories. In this type of performance, the speaker holds the floor for an extended time, requiring more coherent and organized output. This form of speaking is often planned and may involve more formal language use.

#### **d. Problem in Mastering Speaking**

As we know, mastering speaking skills for students is not as easy as it seems. Students may not be capable of communicating, even in basic English. The students' low proficiency in English speaking is affected by various factors, including a deficiency in English vocabulary knowledge, insufficient practice of English communication in daily life, the poor quality of student tasks in improving speaking skills, and the lack of effective teaching methods used by teachers. Additionally, Penny

Ur (1996) mentions several challenges encountered by students in learning to speak include the following:

1. **Inhibition**, is a problem for students where, Unlike reading, writing, and listening activities, speaking necessitates immediate interaction with an audience. Students often hesitate to express themselves in English during class; they are concerned about making errors, fear criticism or embarrassment, or may simply feel shy about drawing attention to their speech.
2. **Nothing to say**, in this case, Even when students are not inhibited, it is common to hear them express that they can't come up with anything to say; they feel unmotivated to articulate their thoughts beyond the nagging sense that they ought to be speaking. Students struggle to find the motivation to speak, articulate their opinions, or make pertinent comments.
3. **Low or uneven participation**, sometimes only one participant can speak at a time if students are to be heard; in larger groups, this means each student will have limited time to express themselves. This issue is further exacerbated by some students' tendency to dominate the conversation, while others contribute very little or not at all.
4. **Mother tongue use**, in classes where all or some students share the same native language, they may prefer to use it because it is easier and feels more natural than speaking English to one another. Additionally, they may feel less "exposed" when communicating in a small group. This makes it challenging, especially in less disciplined or motivated classes, to ensure that they adhere to using the target language.

In addition to the problems of mastering speaking mentioned above, according to Juhana (2012), problems in speaking are also influenced by psychological aspects in learners, such as the fear of making mistakes, shyness, anxiety, low confidence, and a lack of motivation. Regarding the issues students face in mastering English speaking skills, whether in

terms of environmental, external, internal, or psychological factors, each student undoubtedly has different issues. As facilitators, teachers are tasked with guiding and motivating students to boost their enthusiasm in overcoming the problems they encounter in mastering speaking skills. Students will also be better equipped to address their issues so that they don't hinder their learning of speaking in the future.

#### **e. Definition of Speaking Class**

Penny Ur mentions that requiring students to write and listen is simpler than getting them to speak during teaching and learning activities, as they do not have sufficient time to engage in speaking due to the limited time allocated for it. Therefore, it would be more effective to hold speaking class separately from regular English classes, allowing students ample time to develop and practice their speaking skills. Speaking class are sessions created by the school to provide students with opportunities to enhance their speaking abilities. According to Newton (2009), speaking class are spaces where students are given the chance to practice and develop their speaking skills in English through communicative activities such as role-plays, discussions, and presentations. And also the objective of teaching speaking in schools is to equip students for real-time communication before they start interacting in real-world situations outside of the classroom (Danang, Irra & Ghaifa, 2024).

As speaking class are conducted, there are several reasons for necessity, as mentioned by Harmer (2007), which include:

- 1) Speaking activities offer rehearsal opportunities—chances for students to practice speaking in real-life situations within the safe environment of the classroom.
- 2) Speaking tasks that encourage students to utilize some or all of the language they know provide valuable feedback for both teachers and students.

- 3) The more students have chances to engage various language elements.

In addition, to the reasons mentioned above, One of the objectives of a speaking class is to help students enhance their language skills so they can speak fluently. Fluency refers to the ability of speakers to communicate naturally and effectively convey meaning when interacting with others.

#### **f. The Purposes of Speaking Class**

SMK Diponegoro 02 Rawalo implements the speaking class with the following purposes:

- 1) To prepare students to be proficient in speaking English after graduating from school.
- 2) To enable students to speak English with confidence.
- 3) To equip students with the necessary English language skills for further studies.
- 4) To prepare students for the workforce, where English proficiency can be a valuable asset.
- 5) To enable students to use English language in daily communication.
- 6) To provide students with opportunities to develop and enhance their speaking abilities.
- 7) To give students the chance to practice speaking English fluently.

#### **g. Learning Speaking**

In learning speaking, the process of teaching and learning activities in a speaking class is not different from other subjects, as it is based on interconnected components of learning. These components influence each activity and process within the teaching and learning experience. In this regard, the researcher uses Suryosubroto's (1997) perspective on learning components, which include learning objectives, learning materials, teachers, students, teaching methods, educational media,

learning context, and assessment of learning. The following is an explanation of each learning component:

- 1) Learning Objectives : these are the set of teaching and learning activities planned to achieve what is known as instructional objectives. Instructional objectives are detailed formulations of what students must master after completing the related instructional activities successfully
- 2) Learning Materials : these are the content or subject matter provided to students according to the curriculum used and the learning objectives. Learning materials should be relevant and suited to the students' abilities and needs.
- 3) Teacher : According to Indonesian Law No. 14 of 2005 regarding Teachers and Lecturers, a teacher is defined as a professional educator whose primary responsibilities encompass educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, primary education, and secondary education.
- 4) Learners : learners are the subjects in the learning process who become the focus of attention. The characteristics, backgrounds, and needs of learners must be considered when designing and implementing learning activities.
- 5) Teaching Methods : these are the strategies or techniques used by educators to deliver materials to students to achieve the learning objectives. In teaching methods, there are several speaking activities according to Harmer, J. (2001), which include drama/acting from a script, communication games, discussions, questionnaires, simulations, and role-plays.
- 6) Learning Media : these are tools or instruments used in the learning process to assist and facilitate the delivery of materials. The following are types of learning media according to Arsyad (2011) namely :



- a) Audio Media : these are media that rely on hearing to convey messages. These media include all forms of tools that deliver information through sound, such as radio, recordings, audiotapes, cassettes, CDs and, MP3.
- b) Visual Media : Visual media are media that rely solely on the sense of sight. These media present messages in the form of images or visuals, such as posters, photos, graphics, and pictures, flaschard, flanel boards, puppets.
- c) Audio-visual media : Audio-visual media are media that combine elements of sound and images. These media allow users to see and hear messages simultaneously, such as film, songs, and video recording.

The role of learning media is very important for students in helping to improve their speaking skills. For example, the use of visual media can assist learners in improving their vocabulary retention, as visual memory for objects tends to be very effective and visual media can serve as cues to help remembering words (Agus & Sukirno, 2020)

- 7) Learning Environment : These are the conditions or atmosphere that influence the teaching and learning process. The learning environment is divided into:
  - a) Physical Environment: Such as classroom layout, facilities, and other resources.
  - b) Social Environment: Such as relationships between students and teachers, peers, and school staff.
  - c) Academic Environment: Such as a peaceful, comfortable, and conducive school atmosphere
- 8) Learning Evaluation : This is the activity of measuring students' achievement of learning objectives. Evaluation can be conducted through tests, attitude assessments, observations, and other



appropriate methods. In terms of evaluating speaking classes, according to Brown (2004) in his book, speaking evaluation is divided based on the types of speaking, as follows:

- a) Imitative Speaking: Phonepass test (The Phonepass test measures computer-assisted oral production via telephone. Test-takers read aloud, repeat sentences, articulate words, and respond to questions. With a downloadable test sheet for reference, participants are instructed to call a designated number and follow the provided directions.).
- b) Intensive Speaking: includes directed response tasks, read-aloud exercises, sentence/dialogue completion tasks, oral questionnaires, picture-cued tasks, and translation of limited segments of discourse.
- c) Responsive Speaking: involves question and answer sessions, giving instructions and directions, and paraphrasing.
- d) Interactive Speaking: encompasses interviews, role plays, discussions, conversations, and games.
- e) Extensive Speaking: consists of oral presentations, picture-cued storytelling, retelling stories or news events, and translating extended prose.

The components of learning in speaking classes are interconnected elements that play a vital role in the success of the teaching and learning process. In speaking classes, each component must be aligned to enhance students' speaking skills by providing structured instruction, practical activities, and continuous feedback. Proper planning of these components ensures that students not only acquire language proficiency but also gain confidence in using the language in real-life contexts.

## B. Previous Research

There are several previous research were found which are relevant to the topic of this research. The following are the findings of some research related to the topic :

The first research was conducted by Intan Safitri (2017) entitled *"Students' Need Analysis in English Speaking For Everyday Communication at State Islamic Institute of Palangkaraya"*. The researcher aimed to identify the English speaking needs of second-semester students in the English study program at IAIN Palangka Raya, focusing on their lacks, targets, and wants. A qualitative research design was used, involving questionnaires distributed to 24 students, interviews, and analysis of speaking videos from the lecturer. Findings revealed that students struggle with oral presentations, vocabulary mastery, grammatical errors, and fear of speaking due to mistakes. They need to learn everyday communication, correct pronunciation, and proper grammar. Students expressed a desire to use English for higher education, opposed removing the course from the curriculum, believed that poor proficiency negatively affects academic performance in group work, preferred working in pairs or groups, and wanted teachers to serve as facilitators and guides. Meanwhile, this study specifically investigates the needs of Vocational High School (SMK) students who may face different challenges. This gap is evident in Safitri's research, which focuses more on the academic context and communication for higher education. Additionally, this study explores the relevance of teaching methods and materials that align with students' preferences, which were not analyzed in Safitri's research

The second previous research is entitled *"Students' Needs Analysis in Teaching and Learning Process of English Subject for Eleventh Grade Students at SMA Patra Dharma Tarakan 2019/2020"* by Markus (2020). This research aimed to analyze the learning needs of English for the eleventh grade students of SMA Patra Dharma Tarakan. The researcher used quantitative descriptive and the data collection from questionnaires is distributed were 70 students, eleventh grade English teacher and six students

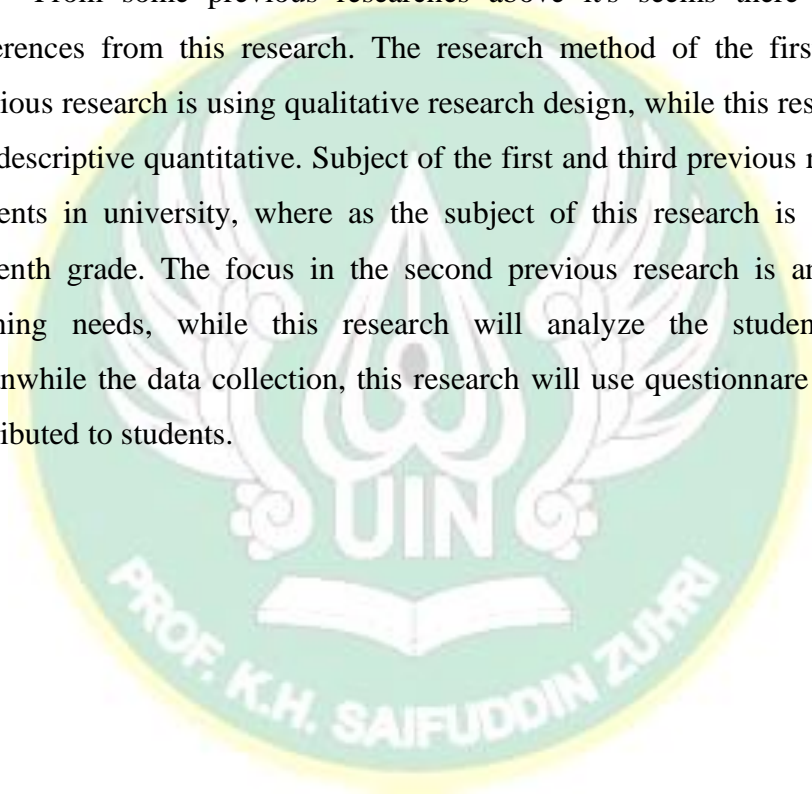
were interviewed, and observation of the learning process and the teacher's teaching in the classroom. There were eight indicators of learning needs analyzed in this research ; needs, shortcoming, whises, English language skills, time allocation, learning media, evaluation, and students scores. Meanwhile, this research focuses specifically on one English skill, that is speaking skill, along with preferred teaching methods, media, and evaluations for the speaking class. Additionally, the previous study targeted high school students, while this research focuses on vocational school students.

The third is the previous research conducted by Syamsul Munier (2021) with the title *"Students' Needs Analysis in Teaching and Learning Process of Speaking for Informal Class for Second Semester Students of English Education Department in Borneo Tarakan University"*. The focus of this research is to know the students' needs of English Education Department in Borneo Tarakan University. This research use descriptive quantitative design and the data collection by interviewing and questionnaire. The result of this research is shown every students still lack vocabularies in the learning process of speaking for informal interaction subject, many kinds of strategy or learning method, and learning material adjusing by the comfort and students' understanding ability. Students skillalso lack of active in the class, soit is caused difficulties for students to practice in speaking. Meanwhile, the study at SMK Diponegoro 02 Rawalo Banyumas also highlights students' needs in speaking classes, but at the vocational school level. The primary focus and educational contexts differ, and the aspects analyzed also vary between the two studies.

And the last previous research is *"Students' Needs Analysis in Learning English at SMK TI Annajiyah Bahrul 'Ulum"* by Ilvi Nur Diana (2022). This research aims to identify the needs of vocational high school students at SMK TI Annajiyah Bahrul 'Ulum in learning English, focusing on target needs, learning needs, and dominant needs. A descriptive qualitative method was employed, with data collected through questionnaires distributed to 36 twelfth-grade students and interviews with the English teacher. The

results indicate that 18 students (50%) learn English to support their future careers, 22 students (61%) expressed a need for speaking skills, and 15 students (41.7%) identified the question-and-answer method on relevant topics and issues as the most motivating learning activity. In contrast, this current study focuses on students' needs in a separated speaking class, not targeting specific vocational skills. It can serve as an extension to explore how students view speaking as a crucial skill, considering the findings of the previous study.

From some previous researches above it's seems there are some differences from this research. The research method of the first and last previous research is using qualitative research design, while this research will use descriptive quantitative. Subject of the first and third previous research is students in university, where as the subject of this research is student at eleventh grade. The focus in the second previous research is analyze the learning needs, while this research will analyze the students needs. Meanwhile the data collection, this research will use questionnaire wich will distributed to students.



## **CHAPTER III METHODOLOGY**

### **A. Type of the Research**

In this study employed a descriptive quantitative research design. Descriptive research is conducted to ascertain the values of independent variables, whether singular or multiple, without comparing or relating them to other variables (Iyus, 2020). The purpose of descriptive research is to systematically describe the facts and characteristics of a specific population factually and accurately. Regarding the quantitative approach, based on Arikunto (2013), a quantitative approach is one that involves numbers, starting from data collection, interpretation, and presentation of results. According to Robert Danmoyer (2008), the quantitative approach is an empirical study to collect, analyze, and display data in numeric form.

In conclusion, the descriptive quantitative research method is an approach aimed at describing and explaining the phenomena or characteristics of a population or sample using quantitative data. Based on John and David (2018), the sequential explanatory approach in descriptive quantitative research involves The analyst begins by conducting quantitative research, evaluating the results, and then elaborating on those findings for further clarification. In this study, the researcher detailed the students' needs within the teaching and learning process of the speaking class in eleventh grade at SMK Diponegoro 02 Rawalo.

### **B. Time and Place of the Research**

This research has conducted on July 31st 2024 at SMK Diponegoro 02 Rawalo, located at Jl. Raya Tambaknegara RT 01/ RW 04, Rawalo, Banyumas Regency, Central Java. This research conducted this school due to observations indicating that it offers a speaking class along the implementation Merdeka curriculum for the 2022/2023 academic year at that school. This research aims to analyze the needs of eleventh-grade students by considering the difficulties and challenges they face in the speaking class. It examines the learning methods, materials, and media used by teachers,



which may lead to student boredom and reduced participation. The teacher also focuses on the use of repetition as a learning activity and the textbooks provided by the school as teaching media and study sources. Additionally, this research seeks to analyze students' target needs which consist necessities, lacks, and wants.

## C. Population and Sample

### 1. Population

In quantitative research, the population refers to a generalized area made up of objects or subjects that possess specific qualities and characteristics to be examined. The population is all research objects or subjects that have certain characteristics, criteria related to the research problem to be studied and conclusions can be drawn (Suriani, et al, 2023). The population in this research is including all students of eleventh grade of SMK Diponegoro 02 Rawalo, totaling 110 students and divided into four classes. The classes were XI TKJ, XI AK, XI MP, and XI TBSM. Here is the table of population :

*Table 3.1 Population of the Research*

No	Class	Students
1	XI Manajemen Perkantoran (MP)	20
2	XI Akutansi (AK)	22
2	XI Teknik Komputer Jaringan (TKJ)	33
3	XI Teknik dan Bisnis Sepeda Motor (TBSM)	35
<b>Total</b>		110

### 2. Sample

A sample is a subset of the population that shares the same characteristics as the larger group. Sample consists of a number of individuals that represent the population and have the population's characteristics as closely as possible (Suriani, et al, 2023). In quantitative research, John T. Roscoe (1975) states that the minimum number of respondents for quantitative research is 30 to 50 respondents. As stated in the population, eleventh grade at SMK diponegoro 02 Rawalo is divided into four classes ; XI TKJ, XI AK, XI MP, and XI

TBSM, with a total of 110 students. The researcher randomly selected sample for this research is the class XI MP, which has 20 students and XI AK which has 22 students. So, for the sample for this research is 42 respondents.

*Table 3.2 Sample of the Research*

No	Class	Students
1	XI Manajemen Perkantoran (MP)	20
2	XI Akutansi (AK)	22

#### **D. Technique of Data Collection**

In this study employs the data collection technique using a questionnaire. Based on John Creswell (2018), a questionnaire is an instrument used to collect data from participants through written responses to a series of questions. Thus, the use of a questionnaire involves a series of written questions presented to respondents, which are then filled out by respondents and can be distributed online or in writing by providing them directly to the respondents. This research chooses a questionnaire as the data collection technique because it is consistent with this quantitative research method. The questionnaire given to class XI MP and XI AK SMK Diponegoro 02 Rawalo regarding questions about students needs which contains 35 questions related to necessities (target situation analysis), lacks (present situation analysis in speaking class, speaking proficiency level, students difficulties, and students problems), and wants (material, activities, media, type of speaking, and assesment are interested in by students), adapted from several journals, articles, and books will serve as the basis for analysis by the researcher to examine and draw conclusions using the descriptive research method.

Where the questions divided based on the Likert scale and semi-closed questions. This scale provides an overview of respondents' attitudes, opinions, or levels of satisfaction regarding a particular phenomenon (Dawson, 2009). Additionally, semi-closed questions allow researchers to gather additional information by providing open-ended options for respondents to elaborate on their choices (Fowler, 2014). The data collected

from the questionnaire using the Likert scale and semi-closed questions can be analyzed using descriptive statistics to identify trends and patterns in the respondents' answers. This analysis enables researchers to compile reports that reflect students' or respondents' perspectives in a more in depth and structured technique.

The related questionnaire has been validated by Mrs. Windhariyati D.K., M.A., M.Pd as a teaching lecturer at the English Education program at UIN Saizu, with experience teaching speaking. The table below is an explanation of the questions distributed to students according to the categories:

*Table 3.3 The Questionnaires Framework of the Study*

No	Target Needs	Indicator	Sources	Items
1	Neccesities	Target situation anlysis		1 items
2	Lack	Speaking profecieny level	a. Element of speaking (Syakur,1987)	6 items
		Presents situation analysis	b. Speaking class	3 items
			c. Element of speaking (Syakur, 1987)	5 items
			d. Most difficult element of speaking	1 items
		Problem in Speaking	a. In general (Penny Ur, 1991)	3 items
			b. Psychological Aspect (Juhana, 2012)	5 items
3	Wants	Students preferences	a. Learning material	1 items
			b. Learning method : - Learning activities (Harmer, 2001)	2 items

			- Type of speaking ( Brown & Abeywickrama, 2010)	
			c. Learning media (Arsyad, 2011)	2 items
			d. The uses of speaking textbook	
			Learning evaluation (Brown 2004)	5 items
		Students expectation	After attending speaking class	1 item
<b>TOTAL</b>				35 items

#### E. Technique of Data Analysis

Data analysis in quantitative research is conducted after data from all respondents have been collected. The data analysis technique in this research is divided based on the questionnaire with a Likert scale and semi-closed questions. For the Likert scale questions, from number 1 to 23 and 31, the first step is to determine the score for each option, such as 1 = always, 2 = often, 3 = rarely, and 4 = never. Then, calculate the total score using the formula. Lastly, calculate the mean. Meanwhile, for the questionnaire with semi-closed questions, which includes numbers 24 to 30 and 32 to 35, the first step is to accumulate the results of all the students' answers into a table. The next step involves using descriptive statistics to summarize the data, including the frequency of respondents for each category of answers and the percentage of total respondents who chose each option. Then, the data is presented using tables and diagrams, along with explanations of what is shown in the tables and diagrams. From all these steps, the researcher used Microsoft Excel as an alternative. Lastly, the results from the previous steps were explained using descriptive statistics. Below is the score table for the Likert scale questionnaire for numbers 1 to 23 and number 31:

Table 3.4 Scale Likert Score

No	Statement		Scale	
			Positive	Negative
1.	Always	a	4	1
2	Often	b	3	2
3	Poor	c	2	3
4	Very poor	d	1	4

Each response category got evaluation. The highest score for a positive item is 4, the lowest score is 1, and vice versa for a negative item. The biggest number in the strongly agree response indicates that an item or perception is positive, whereas the largest number in the strongly disagree response indicates that an item or view is negative for positive statements, while the biggest number in the strongly disagree response indicates that an item or perception is positive, whereas the largest number in the strongly agree response indicates that an item or view is negative for negative statements. The following is the formula used by the researcher to calculate the results from the Likert scale questionnaire and semi-closed questions :

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P: Percentage

F: Frequency being searched

N: Number of cases (number of frequency or number of individuals)

According to the formulation, the researcher analyzed the data by aggregating each alternative response using Sutrisno Hadi's method (1990). He stated that the researcher employs an interpretative approach to analyze a substantial portion of the computed data. The sample percentage (F) indicates



the frequency being examined. After establishing the distribution of responses (F) and the total number of respondents (N), this figure was divided by the overall number of research subjects (N) and then multiplied by 100%.

In this research use descriptive quantitative statistics. As the researcher adjusts where to use questionnaires as data collection tools, then the results has developed into numbers, diagram and table using descriptive statistics. The purpose is to be more specific in order to provide a clear picture of the students' needs in the speaking class at SMK Diponegoro 02 Rawalo, Banyumas.



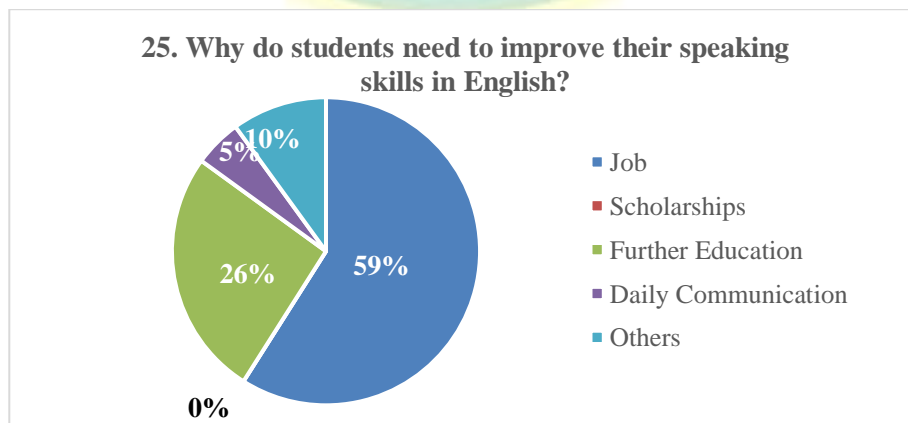
## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the research findings and discussion from the students' needs analysis in the learning process in a speaking class. This chapter will be divided into three aspect of the target needs, namely students' necessities, lacks, and wants. The research results were obtained from a questionnaire distributed to the research sample consisting of 42 students, 20 students from class XI MP, and 22 students from class XI AK. Where data of the result will be divided based on the Likert scale there are question number 1 to 23 and 31 and semi-closed questions there are number 24 to 30 and 32 until 35. The findings will be presented in the form of tables and diagrams, followed by an explanation of the results from the tables and diagrams.

#### A. Students' Neccesities in Learning Process of Speaking Class

According to Hutchinson and Waters (1987), "necessities" refer to the language skills that students need to master in order to function effectively in a target situation, often related to their future professional or academic roles. On the other hand, Johns and Dudley-Evans (1991) explain "target situation analysis" as the examination of the context in which the language will be used. They emphasize the importance of understanding the situation in which learners will communicate so that language instruction can be tailored to the specific demands of that target situation. The following are the results of the target situation analysis from the students :



*Diagram 4.1 Students' Target Situation Analysis*

The diagram above shows the target situations that interest students and why they need to learn English speaking skills. Based on the diagram, the most preferred target situation for students is for job, with 59% or 25 students choosing this option. Then, 26% or 11 students selected "further education" as their target situation. Additionally, 5% or 2 students chose for daily communication. Meanwhile, no students selected scholarship as their target situation. Additionally, 10% or 4 students selected other options, citing reasons such as broadening knowledge, preparing for the future, or choosing all options from A to D as their target situation. Thus, more than half of the 42 students chose for job as their target situation. This finding aligns with Hutchinson and Waters' (1987) theory in English for Specific Purposes (ESP), which emphasizes that learners often study English to meet specific objectives such as job-related needs. The large percentage of students selecting "for job" indicates that vocational students are particularly motivated by practical, work-related outcomes in their language learning.

## **B. Students' Lacks in Learning Process of Speaking Class**

According to Hutchinson and Waters (1987), "lacks" refers to the gap between what students already know and what they need to master to achieve their goals in a target situation. It involves identifying areas where students are deficient in language skills or specific abilities. In this study, students' lacks are divided into four aspects: present situation analysis, speaking proficiency level, speaking difficulties, and psychological aspect.

### **1. Presents Situation Analysis in Speaking Class**

This section discusses whether students like their speaking class, whether they find the speaking class important for their vocational program, and whether they often feel bored during the speaking class.

*Table 4.5 Present Situation Analysis in Speaking Class*

No	Question	Option	Scale	Range	%
1	Do students like their speaking class?	a. Strongly like	4	2	5%
		b. Like	3	20	47%
		c. Somewhat like	2	18	43%
		d. Dislike	1	2	5%
		<b>Mean</b>	<b>2.52 (63%)</b>		
2	According to students, is the speaking class important for their vocational program?	a. Strongly important	4	17	40%
		b. Important	3	23	45%
		c. Somewhat important	2	2	5%
		d. Unimportant	1	0	0%
		<b>Mean</b>	<b>3.36 (84%)</b>		
3	Have students ever felt bored during the speaking class?	a. Always	4	2	5%
		b. Often	3	3	7%
		c. Sometimes	2	37	88%
		d. Never	1	0	0%
		<b>Mean</b>	<b>2.17 (54%)</b>		

Based on Table 4.2, 47% or 20 students reported liking the speaking class, while 43% or 18 students somewhat disliked it. Additionally, 5% or 2 students strongly liked the speaking class, and another 5% or 2 students disliked it. These findings align with Krashen's Affective Filter Hypothesis, which suggests that students' attitudes towards language learning can influence their success. A positive affective filter, as seen in the majority of students who like the class, facilitates language acquisition. However, the significant number of students who somewhat dislike the class indicates the presence of potential affective barriers, such as anxiety or lack of engagement, which can hinder progress in speaking proficiency.

Furthermore, regarding the importance of the speaking class for their vocational program, 55% or 23 students stated that it is important, while 40% or 17 students believed it is very important. Only 5% or 2 students felt it was somewhat unimportant. This aligns with Hutchinson and Waters' (1987) Needs Analysis theory, which highlights the significance of aligning language learning with students' vocational and professional needs. The

majority's perception of the speaking class as important indicates that they recognize the practical relevance of speaking skills in their future careers, especially in fields requiring communication with clients, colleagues, and supervisors. This further supports the notion that speaking classes are essential in vocational education contexts..

Lastly, regarding whether students feel bored during the speaking class, Table 4.2 shows that 88% or 37 students sometimes feel bored, 7% or 3 students often feel bored, and 5% or 2 students always feel bored. This high level of boredom can be explained through the Flow Theory proposed by Mihaly Csikszentmihalyi (1990). This theory states that optimal learning experiences occur when there is a balance between the challenges faced by students and the skills they possess. When students feel that the tasks in the class are not sufficiently challenging or engaging, they tend to experience boredom. In conclusion, based on the mean results, the majority of students like speaking, and they feel that the speaking class is important for their vocational program. However, the majority of students sometimes feel bored during the speaking class.

## 2. Speaking Proficiency Level

This section focuses on students' speaking proficiency levels, which include aspects of comprehension, vocabulary knowledge, grammar, pronunciation, and fluency (Syakur, 1987). This measurement is typically based on how well a person can use spoken language to communicate effectively.

*Table 4.6 Students' Speaking Proficiency Level*

Q	Aspect that Students Assess	4	3	2	1	Mean	%
		Very good	Basic	Poor	Very poor		
4	Speaking Skill	0	7	33	2	2.12	53%
5	Comprehension	0	7	31	4	2.07	52%
6	Vocabulary	1	14	27	0	2.38	59%
7	Grammar	0	11	31	0	2.26	56%



8	Pronunciation	0	14	27	1	2.31	58%
9	Fluency	0	4	33	5	1.38	49%

The table above presents the percentage of how students assess their current English speaking proficiency. Based on the table, 78% or 33 students feel that their speaking proficiency is still poor. Then, 17% or 7 students feel that their speaking proficiency is still at a basic level. Meanwhile, 5% or 2 students feel that their English speaking proficiency is still very poor. Therefore, based on the result of mean majority students feel that their English speaking proficiency is still poor at this present.

Regarding the comprehensive proficiency, there are 74% or 31 students who feel that their comprehension is still poor. Then, 17% or 7 students feel that their comprehensive is still basic. Meanwhile, 9% or 4 students feel that their comprehension is very poor. Thus, according of the result of mean the majority of the 41 students still feel that their comprehensive is still poor. This aligns with the findings of Syakur (2016), who identified similar trends in students' self-assessments of their speaking proficiency. According to Syakur's study, many students struggle with understanding spoken language due to limited exposure and practice, which leads to a lower perception of their own comprehension abilities.

The second aspect is speaking vocabulary knowledge, with 64% or 27 out of 42 students feeling that their vocabulary knowledge is still poor. Additionally, 34% or 14 students feel that their vocabulary knowledge is still at a basic level, and 2% or 1 student feels that the vocabulary knowledge is already very good. Therefore, the result of mean shows the majority of students feel that their vocabulary knowledge is still poor in proficiency up at this time. This resonates with Syakur's findings that a lack of vocabulary knowledge often hinders learners from expressing themselves effectively, ultimately affecting their overall speaking proficiency

The third aspect of speaking is grammar. Based on the table above, 74% or 31 students feel that their grammar proficiency is still poor. And 26% or

11 students feel that their grammar proficiency is still at a basic level. Therefore, according to the result of mean the majority of students feel that their grammar proficiency is still poor at this time. This is consistent with Syakur observations that grammatical accuracy is a common challenge for language learners, leading to difficulties in constructing coherent and meaningful sentences during speaking activities.

Next, the aspect of speaking is pronunciation, where 64% or 27 students feel that their pronunciation is still poor, and 33% or 14 students feel it is still basic. Meanwhile, 3% or 1 student feels that their pronunciation proficiency is very poor. So, the majority of the 42 students based on the result of mean feel that their pronunciation proficiency is still poor. Syakur (2016) indicates that poor pronunciation can significantly impact communication, making it difficult for others to understand the speaker, which is a common concern among students in language learning contexts.'

The final aspect of speaking is fluency in speaking English. According to the table, 79% or 33 students feel that their fluency is still poor. There are 12% or 5 students who feel that their fluency is very poor, and 9% or 4 students feel that their speaking fluency is still poor. Thus, the mean shows most students feel their fluency is still poor. This reflects Syakur's findings that many students experience anxiety and lack of confidence when speaking, which in turn hampers their ability to speak fluently.

This finding aligns with Syakur's (2016) theory, which emphasizes that students' self-assessments of their language proficiency significantly influence their learning outcomes and motivation. According to Syakur, when students perceive their speaking skills as insufficient, it can lead to a lack of confidence and hinder their willingness to engage in speaking activities. This perception of inadequacy may discourage students from practicing and improving their skills, creating a cycle of low proficiency and decreased motivation. Therefore, understanding students' self-assessments is crucial for educators to implement targeted strategies that can boost both their confidence and proficiency in speaking

### 3. Students' Difficulties in Element of Speaking

In mastering all aspect of speaking, students certainly experience difficulties such as in mastering comprehension, grammar, vocabulary knowledge, pronunciation, and fluency in speaking. The table below presents the percentage of difficulties experienced by students in mastering the aspects of speaking.

*Table 4.7 Students' Difficulties in Aspect of Speaking*

Q	Aspect	1	2	3	4	Mean	%
		Always	Often	Some times	Never		
10	Difficult to understand the meaning of words or sentences in English	4	19	19	0	2.36	59%
11	Difficult to use correct grammar when speaking in English	3	25	13	1	2.29	57%
12	Difficult to find the right words to express their ideas in English	2	29	11	0	2.21	55%
13	Difficult to pronounce English correctly	2	20	19	1	2.45	61%
14	Speak English with frequent loading or stops	9	25	7	1	2	50%

Table 4.3 presents the problems in the comprehension aspect, specifically how often students feel difficulty in understanding the interpretation of words or sentences in English. It shows that 45% or 19 students often feel it. And another 45% or 19 students sometimes feel it. Additionally, 10% or 4 students always feel it. So, based on mean that showing the majority of students feel difficulties, according to Constructivist theory, popularized by Jean Piaget (1973), understanding occurs through experiences and interactions with the environment. In this context, if students find it difficult to understand English, there may be a lack of practical experience and interaction with the language, leading to their understanding not developing well.

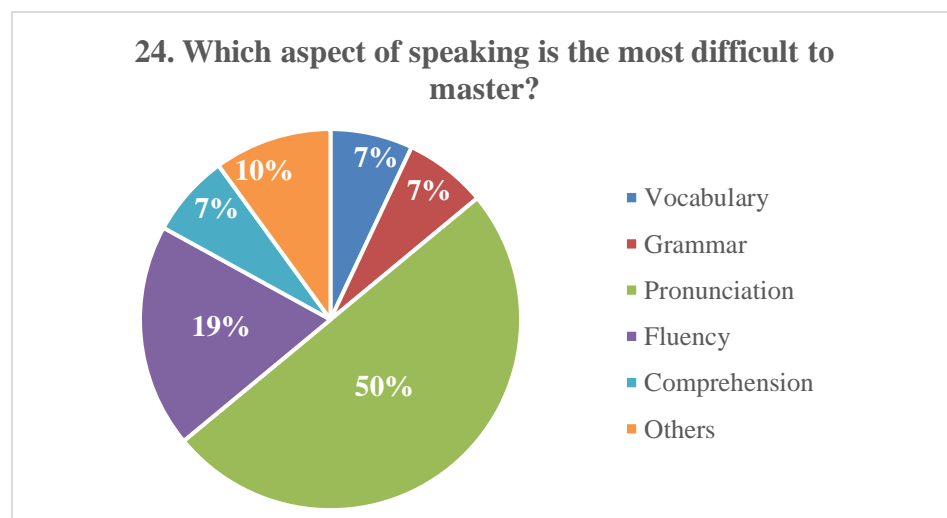
The second aspect is grammar, which addresses how often students have difficulty using correct grammar when speaking English. It shows that 60% or 25 students often feel it. 31% or 13 students sometimes feel it. 7% or 3 students always feel it. And 2% or 1 student never feel it. Thus, the majority of students often feel difficulties in using correct grammar when speaking. In this case, the majority of students who struggle with grammar indicate that they do not receive enough appropriate input to improve their grammar skills (Krashen, S. D. 1985).

Next, in the vocabulary knowledge, which measures how often students feel difficulty in finding the right words to express their ideas in English, 69% or 29 out of 42 students often feel it. There are 26% or 11 students who only sometimes feel it. While 5% or 2 students always feel difficulty in finding the right words. Based on the mean results showing that students struggle to find the right vocabulary, according to the theory Lexical Approach by Michael Lewis (2000) emphasizes the importance of vocabulary in language learning. This indicates that difficulties in finding the correct words reflect the need for more in-depth vocabulary instruction and reinforcement of vocabulary mastery to enhance students' speaking skills

In pronunciation aspect, which addresses how often students have difficulty pronouncing English words correctly, the table above shows that 48% or 20 students often feel it. 45% or 19 students only sometimes feel it. And 5% or 2 students always feel it. Meanwhile, 2% or 1 student never feel it. So, based on the mean, the majority of students often feel difficulty pronouncing English words correctly. According to Kelly (2000), good pronunciation is key to effective communication. Students' inability to pronounce words correctly indicates the need for more practical practice in pronunciation and sound production in English.

And the last, in the fluency, which measures how often students speak English with a lots of loading or stops, 60% or 25 students often feel it. 21% or 9 students always feel it. And 17% or 7 students only sometimes feel it. Meanwhile, 2% or 1 student never feel it. Therefore, in the problem related to

fluency, the majority of students often speak English with many loading stops. Based on the table showing the mean indicating students' difficulties with fluency while speaking, this can be explained by Skehan, who states that fluency can be affected by students' attention to other aspects of speaking, such as accuracy. When students focus too much on pronunciation or using correct grammar, they may experience more frequent pauses. This highlights the need for balanced practice between accuracy and fluency in speaking.



*Diagram 4. 2 The Most Difficult Aspect of Speaking*

Diagram 4.2 shows the most difficulties aspect of speaking that students find difficult to master. According to the data presented, 50% (21 students) indicated that pronunciation is the most challenging aspect. Following this, 19% (8 students) selected fluency, while comprehension, vocabulary, and grammar each garnered the same response from 7% (3 students) of the participants. Additionally, 10% (4 students) chose other options, citing difficulties such as understanding the language and mastering all elements of speaking. These findings align with Syakur's (2016) research, which emphasizes that students often struggle with pronunciation as it directly impacts their overall speaking proficiency. Pronunciation is a critical component in language learning, as it affects the clarity of communication and the ability to convey meaning accurately. This highlights the importance of targeted instruction in pronunciation to enhance students' speaking skills.



and boost their confidence in language use. Therefore, it is evident that a significant portion of the 42 students identified pronunciation as the most difficulties aspect to master.

#### 4. Problem in Mastering Speaking

Problem in mastering speaking refers to the difficulties or challenges faced by students in developing their speaking skills. The table below presents the percentage of several problems in speaking according to Penny Ur (1996) experienced by students.

*Table 4.8 Students' Problem in mastering Speaking*

Q	Aspect	1	2	3	4	Mean	%
		Always	Often	Some times	Never		
15	Nothing to say	8	21	13	0	2.12	59%
16	Low or uneven participant	0	9	29	4	2.88	72%
17	Mother tongue use	13	23	6	0	1.83	46%

Based on the table above, the first problem in mastering speaking skills is nothing to say, which refers to how often students feel they have no ideas or topics to discuss in English. There are half of the 42 students, namely 50% or 21 students, who often feel they have no ideas or things to talk about. Meanwhile, 31% or 13 students only feel this sometimes, and 19% or 8 students always feel they have no ideas to discuss. This indicates that the majority of students often struggle to find topics when learning to speak in English according to the result of mean. This issue aligns with the findings of Penny Ur (1996), who states that students often face difficulties in speaking due to a lack of ideas or conversation material, which can hinder their communication flow.

The second problem is low or uneven participation, which refers to how often peers or teachers respond when students speak in English. According to the table above, 69% or 29 students chose sometimes, while 21% or 9 students chose often. Meanwhile, 10% or 4 students selected never. Therefore, based on the result of mean, the majority of students feel that their peers or

teachers rarely respond to them when learning to speak English in class. This can contribute to students' feelings of insecurity, as noted by Penny Ur, who states that a lack of feedback from teachers and classmates can hinder the development of students' speaking skills.

Next, regarding the use of the mother tongue, which refers to how often students switch to using Indonesian when learning to speak English, 55% or 23 students chose often. Additionally, 31% or 13 students chose always, and 14% or 6 students selected sometimes. Thus, according to the result of mean msjority students often switch to using Indonesian when learning to speak English in class. Penny Ur also notes that the use of the mother tongue can impede the development of students' speaking skills, as they become less accustomed to using the target language in learning situations.

In addition, to the problems in mastering speaking mentioned above, students' psychological aspects also influence the process of learning to speak English, such as fear of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation (Juhana, 2012). The table below presents the percentage of students experiencing problems in mastering speaking influenced by psychological factors.

*Table 4. 9 Students' Problem in Mastering Speaking ; Psychological Aspect*

Q	Pshychological Aspect	1	2	3	4	Mean	%
		Always	Often	Some times	Never		
18	Fear of make mistakes	13	23	6	0	1.83	46%
19	Shyness	0	9	29	4	1.95	49%
20	Anxiety	10	23	9	0	1.98	50%
21	Lack of confidence	6	27	9	0	2.07	52%
22	Lack of motivation	2	14	21	5	2.68	67%

The table above shows the first psychological aspect, which is how often students feel fear of making mistakes when learning to speak English. According to the data, 55% or 23 students often experience this fear, while 31%

or 13 students always feel it. Only 14% or 6 students report feeling this way sometimes. This indicates that the mean shows the majority of students frequently fear making mistakes when attempting to speak English. Juhana (2012) highlights that fear of making mistakes can significantly hinder students' willingness to participate in speaking activities, as they may prioritize avoiding errors over engaging in meaningful communication.

The second aspect concerns how often students feel shyness when trying to speak English. The table indicates that 52% or 22 students often feel shy, 26% or 11 students always feel this way, and 22% or 9 students only feel shy sometimes. Thus, according to the result of mean the majority of students often experience shyness when wanting to speak English. Juhana suggests that shyness can create a barrier to effective communication, as students may refrain from expressing their thoughts and ideas in English due to their reluctance to engage.

The third aspect is how often students feel anxiety when they want to speak English. Here, 55% or 23 students often feel anxious, 24% or 10 students always feel this way, and 21% or 9 students only sometimes experience anxiety. Therefore, based on mean most students frequently feel anxiety when attempting to speak English. Juhana emphasizes that anxiety can adversely affect students' speaking performance, as it may lead to increased self-consciousness and reduced fluency during speaking tasks.

Next, regarding how often students feel a lack of confidence when they want to speak English, the data reveals that 64% or 27 students often feel a lack of confidence, while 22% or 9 students only sometimes experience this feeling, and 14% or 6 students always feel it. This indicates that the result of mean shows the majority of students frequently struggle with confidence in their speaking abilities. Juhana notes that a lack of confidence can deter students from actively participating in speaking activities, further hindering their language development.

The final aspect examines whether students have ever felt a lack of motivation, which makes them reluctant to learn speaking. According to the

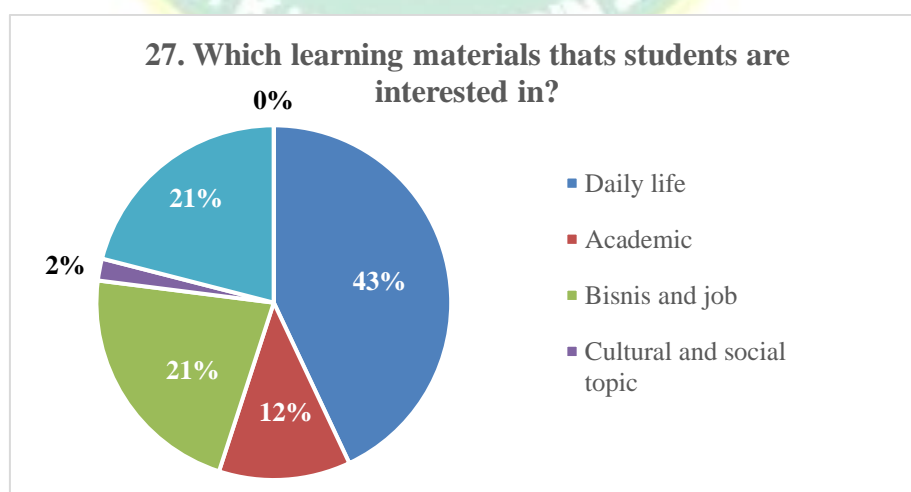
table, 50% or 21 students sometimes feel this lack of motivation, while 33% or 14 students often experience it, and 5% or 2 students always feel unmotivated. Meanwhile, 12% or 5 students never feel this way. Therefore, according to the result of mean majority students sometimes feel a lack of motivation, leading to reluctance in learning to speak English. Juhana suggests that motivation is a crucial factor in language learning; a lack of motivation can significantly impede students' engagement and persistence in acquiring speaking skills.

### C. Students' Wants in Learning Process of Speaking Class

According to Hutchinson and Waters (1987), "wants" refer to the desires or preferences of students regarding what they wish to learn or focus on during their language learning process. Wants reflect the subjective views of students about the skills and topics they find important or interesting. Understanding students' wants helps educators design more engaging and relevant language courses, catering to their interests and motivating them to participate actively in the learning process.

#### 1. Learning Materials in Speaking Class

This analysis reflects students' preferences regarding the types of materials they want to discuss in the speaking class. The results of this analysis can help instructors design and adapt learning materials and activities that are more relevant, effective, and aligned with students' needs.



*Diagram 4.3 Students' Learning Material are Interested in*

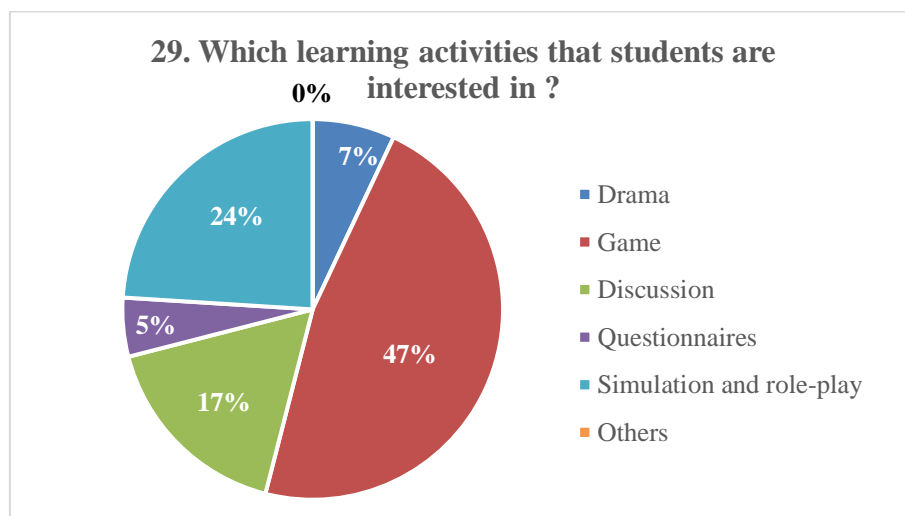
In Diagram 4.3, the percentage of material types that students are interested in discussing in the speaking class is presented. Based on the diagram, the most popular topic among students is daily life, with 43% or 18 out of 42 students selecting it. Then, 21% or 9 students chose business and work as their preferred topic, which is the same number of students who selected hobbies and personal interests, also at 21%. Additionally, 12% or 5 students preferred academic topics, while only 3% or 1 student chose hobbies and personal interests. Thus, the majority of students selected daily life as the preferred learning material, which can be used by teachers when designing learning materials. However, a significant number of students also selected business and jobs or hobbies and personal interests, which can provide variety in learning materials to prevent monotony and keep students engaged.

According to Suryosubroto (2002) emphasizes the importance of aligning learning materials with students' interests to create a more engaging and effective learning environment. He argues that when students find the topics relevant to their lives and interests, they are more motivated and active in the learning process. The data from the diagram supports this notion, indicating that a balance of everyday life topics, along with business and hobbies, can help teachers maintain student motivation and engagement, as suggested by Suryosubroto. This strategy could help reduce student boredom and create a more dynamic learning experience in speaking classes.

## **2. Learning Methods in Speaking Class**

The Learning method in the learning process of speaking class also influences student engagement in the classroom. This includes the types of learning activities they are interested in, as well as the type of speaking they prefer when learning English speaking in class.

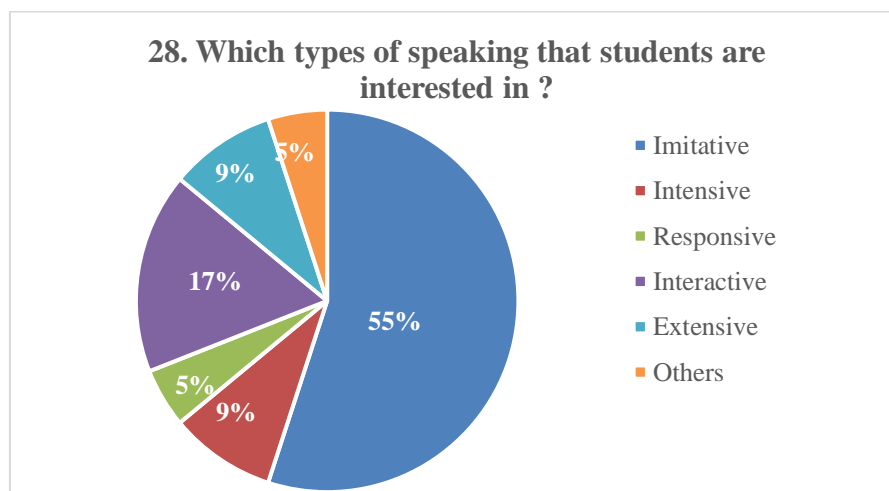




*Diagram 4. 4 Students' Learning Activities are Interested in*

Diagram 4.4 illustrates the percentage of learning activities that students prefer to engage in during speaking class. According to the diagram, language learning games rank first, with 47% or 20 students selecting this option. In second place, 24% or 10 students chose simulation and role-play. Following that, 17% or 7 students preferred discussion activities. Meanwhile, 7% or 3 students opted for drama, and 5% or 2 students selected questionnaires. Therefore, the majority of students prefer language learning games as the most favored activity in speaking class, followed by simulations and role-play. Discussion, drama, and questionnaires received less interest.

That indicates that students tend to prefer interactive and enjoyable learning approaches in speaking classes. These findings are in line with Harmer's (2001) *The Practice of English Language Teaching*, where he explains that activities such as games and role-play create a low-pressure, engaging environment. Harmer points out that these types of activities encourage students to speak more freely and confidently, reducing anxiety and making language practice more enjoyable. He also emphasizes that interactive methods foster better learning outcomes by allowing students to use the language actively, which helps solidify their communication skills.



*Diagram 4.5 Students' Types of Speaking are Interested in*

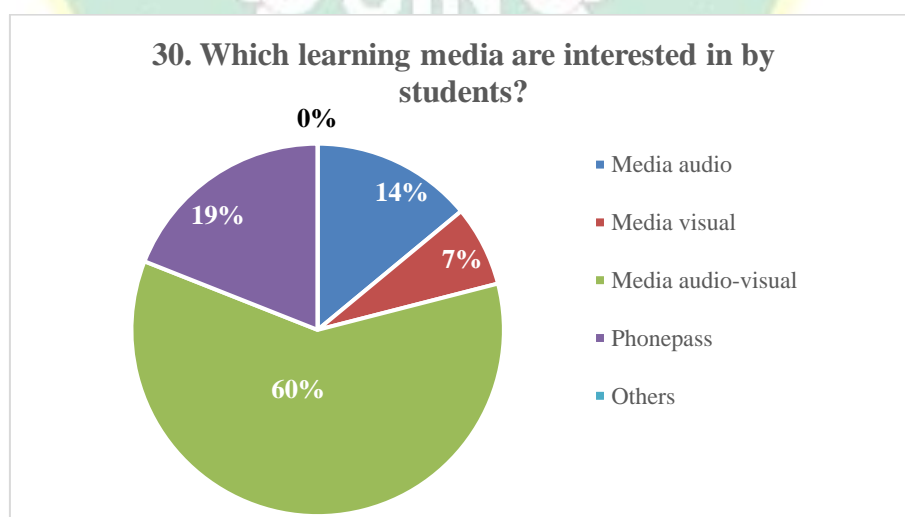
In speaking classes, the type of speaking employed significantly influences student engagement and learning outcomes. According to Brown & Abeywickrama (2010), various types of speaking, such as imitative, intensive, responsive, interactive, and extensive, each serve distinct educational purposes. The diagram indicates that more than half of the 42 students prefer imitative speaking, with 55% or 23 students selecting this type. This preference aligns with Brown & Abeywickrama's assertion that imitative speaking helps learners practice pronunciation, intonation, and fluency in a low-risk environment, thereby boosting their confidence. Interactive speaking follows with 17% or 7 students opting for it, emphasizing the importance of real-time communication and engagement with peers, as highlighted by Brown & Abeywickrama. This type encourages students to think on their feet and respond to one another, fostering a dynamic classroom atmosphere.

Both intensive and extensive speaking types received equal interest at 9% or 4 students each. Intensive speaking focuses on producing more controlled language output, while extensive speaking encourages longer discourse on various topics, which Brown & Abeywickrama note as vital for developing fluency and coherence. Lastly, responsive speaking ranked last, selected by only 5% or 2 students, indicating that while it holds value for providing immediate feedback, it may not be as appealing for students as other forms of speaking. Additionally, 5% or 2 students chose other options, stating that they

were interested in all types of speaking to be applied in the speaking class. Overall, the findings reflect the diverse preferences of students, suggesting that incorporating a variety of speaking types, as recommended by Brown & Abeywickrama, could enhance engagement and learning in speaking classes. The interest in all types of speaking shows that students are open to exploring different speaking methods, which can further enrich their learning experience.

### 3. Learning Media in Speaking Class

The role of learning media in speaking class is crucial as it can enhance student engagement in the learning process. Learning media such as audio media (radio, recordings, audiotapes, cassettes, CDs, and MP3), visual media (posters, photos, graphics, and pictures, flashcards, flannel boards, puppets), audio-visual media (films, songs, and video recordings), and phonepass can make the classroom atmosphere more dynamic and interactive (Arsyad, 2011). The appropriate use of learning media can help students improve their speaking skills, such as refining pronunciation, enriching vocabulary, and more. The diagram below will show the percentage of learning media preferred by students to aid the learning process in the speaking class.



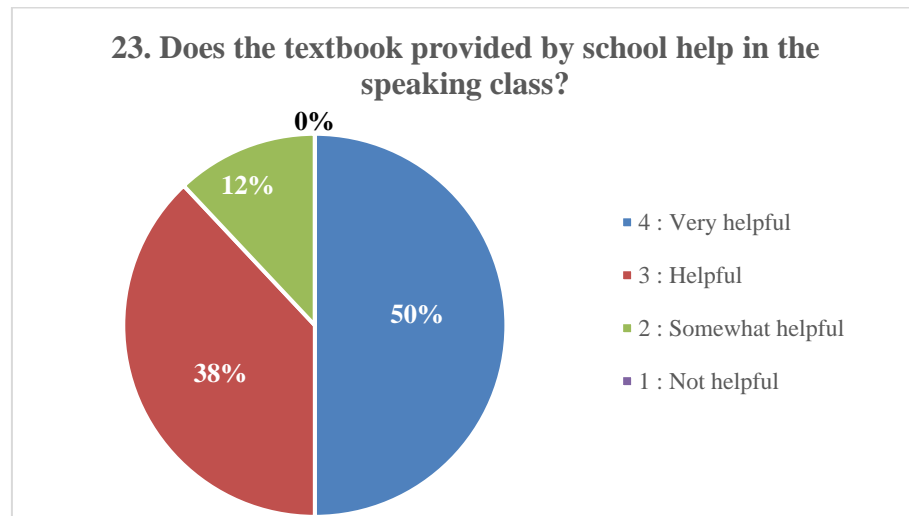
*Diagram 4. 6 Students' Learning Media are Interested in*

Based on the diagram above, the most preferred learning media is audiovisual media, with 60% or 25 students selecting it. Then, 19% or 8

students chose phones as their preferred learning media. Next, 14% or 6 students opted for audio media, while visual media was the least favored, with only 7% or 3 students selecting it. So, the majority of students prefer audiovisual media as a learning tool in the speaking class, followed by phone media. Audio media received less interest, while visual media was the least preferred by students. This indicates that students tend to prefer interactive and multifunctional learning media in the process of learning speaking.

These findings supported by Arsyad's (2011) views on the importance of learning media in education. According to Arsyad, audiovisual media can enhance the learning experience by providing a dynamic and engaging way for students to absorb information. The interactive nature of audiovisual tools facilitates better understanding and retention of language concepts, making them a valuable resource in teaching speaking skills. Arsyad emphasizes that effective use of various types of media, including phones, can further enrich the learning process and cater to different learning styles, ultimately leading to improved student engagement and outcomes in language acquisition

The textbooks that have been used in the speaking class, starting from the implementation of the speaking class, are also included in the survey to determine whether students believe that the textbooks compiled by the school, which contain various types of conversations on different topics, help them improve their speaking skills. Thus, the diagram below illustrates the percentage of students' perceptions regarding the role of the textbooks used in the speaking class learning process.



*Diagram 4.7 The use of Speaking Textbook in Speaking Class*

Based on Diagram 4.6, half of the 42 students, or 50% (21 students), feel that the speaking textbooks are very helpful in their learning process. Additionally, 38% (16 students) find the textbooks fairly helpful. Meanwhile, 12% (5 students) feel that the textbooks are somewhat helpful in the speaking class. None of the students feel that the speaking textbooks do not help at all in improving their speaking skills. In conclusion, the majority of students find the speaking textbooks very helpful for their learning process. Most students also consider the textbooks fairly helpful, while only a few students feel the textbooks are less helpful.

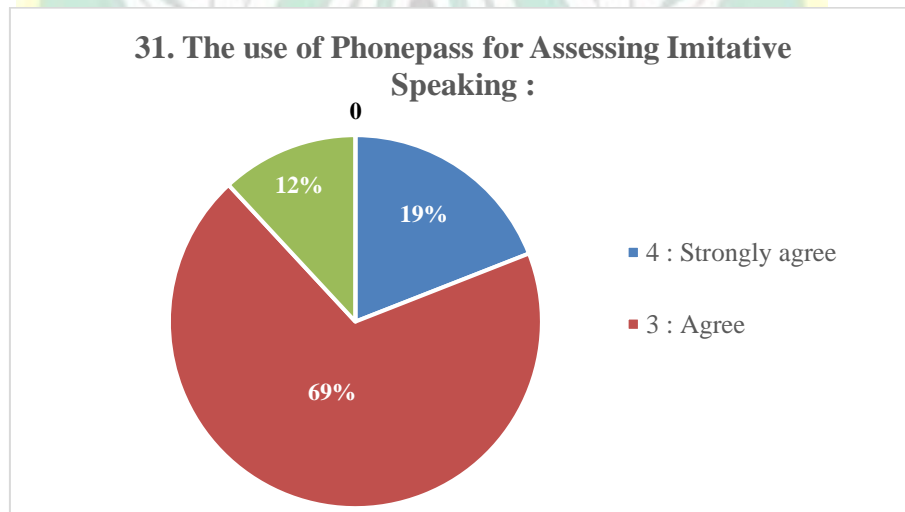
These findings align with Harmer's (2001) perspective in *The Practice of English Language Teaching*, where he emphasizes the important role textbooks play in language learning. Harmer states that well-designed textbooks can provide the structure and resources necessary for students to enhance their speaking skills. Textbooks can offer exercises and examples that assist students in practicing and developing their speaking abilities. Furthermore, effective use of textbooks can aid teachers in delivering material in a systematic and engaging manner, thereby supporting a more effective learning process.

#### **4. Learning Evaluation in Speaking Class**



In learning evaluation speaking classes, according to Brown (2004), there are several types of assessment corresponding to different types of speaking: imitative, intensive, responsive, interactive, and extensive (monologue). In this case, the researcher aims to determine which type of assessment students prefer according to the type of speaking practiced. The following diagrams present the percentages of the types of speaking class assessments that students prefer, based on the speaking types.

The first type of speaking is imitative speaking, where according to Brown in his book, imitative speaking assessment can use PhonePass, a technology-based learning platform designed to help students improve their speaking skills. This platform includes several features such as speaking exercises, automated assessments related to pronunciation, intonation, and sentence structure. The diagram below shows the percentage of students who agree if imitative speaking uses PhonePass as a medium for assessing their speaking skills.

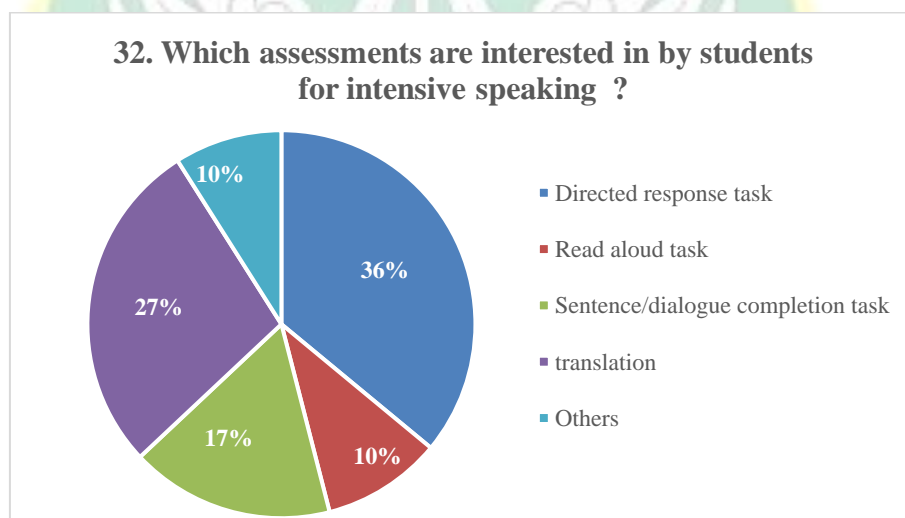


*Diagram 4.8 The use of Phonepass for Assesing Imitative Speaking*

Based on the diagram above, a significant 69% or 29 students agree that using PhonePass for assessing imitative speaking is effective, while 19% or 8 students strongly agree. Only 12% or 5 students disagree with this assessment method. This data reflects students' positive perception of PhonePass in facilitating their speaking practice. According to Brown (2004) emphasizes

the importance of effective assessment tools in language learning, noting that the assessment process should promote learner engagement and accurately reflect their speaking abilities. In this context, the majority of students recognizing PhonePass as an effective tool aligns with Brown's assertion that effective assessment methods can enhance the learning experience by providing immediate feedback and opportunities for self-reflection.

Moreover, Brown highlights that assessment should not only measure proficiency but also motivate students to improve their speaking skills. The positive feedback from students about PhonePass indicates that it may serve as a motivating factor in their language learning journey, allowing them to engage in speaking practice in a structured and supportive environment. Thus, the findings support Brown's viewpoint on the effectiveness of using technology-based assessment tools like PhonePass in enhancing students' speaking abilities.

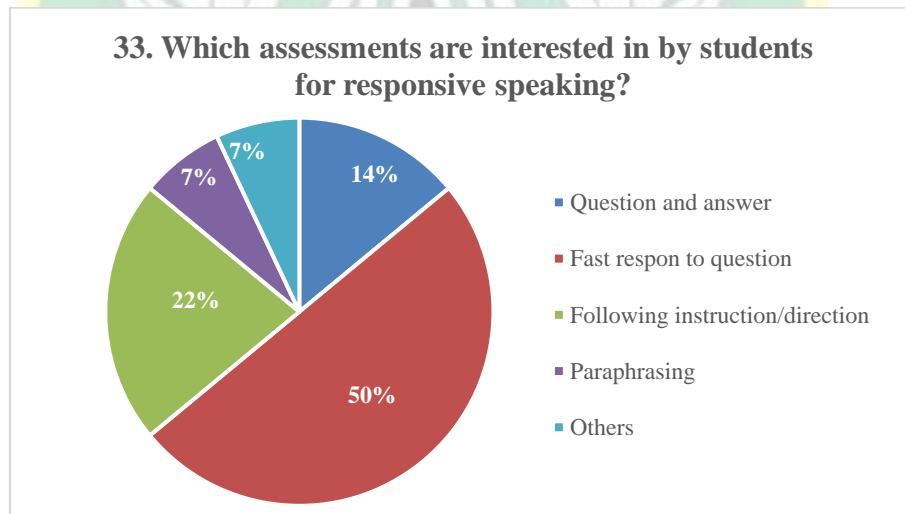


*Diagram 4. 9 Students' Assessment Intensive Speaking are interested in*

Diagram 4.8 shows the percentage of types of assessments for intensive speaking that students are interested in. Based on the diagram, there are various student preferences regarding the type of assessment they are interested in for intensive speaking. The first preference is directed response tasks, chosen by 36% or 15 students. Next, 27% or 12 students selected the translation assessment type. Following that, 17% or 7 students chose the

sentence or dialogue completion task. Additionally, 10% or 4 students selected other options, including reading fluently and all types of intensive speaking assessments. Therefore, the majority of students prefer directed response task assessments, followed by translation and sentence or dialogue completion tasks. This indicates that students have different interests regarding assessment methods in intensive speaking.

In this context, these findings align with Brown's (2004) perspective on the importance of diversity in the types of assessments used to measure students' speaking skills. Brown emphasizes that varied assessment types can provide a more comprehensive understanding of students' speaking abilities and can enhance their motivation and engagement in the learning process. With over a third of students choosing directed response tasks, along with a significant preference for translation assessments, it is evident that students seek assessment methods that not only evaluate their speaking skills but also encourage more comprehensive language mastery.

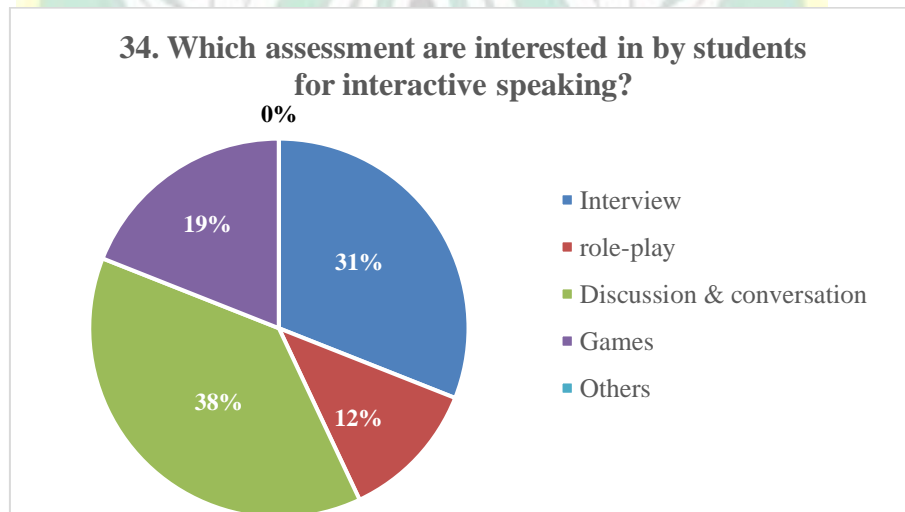


*Diagram 4.10 Students' Assessment Responsive Speaking are Interested in*

The diagram above shows the percentage of assessment types preferred by students for responsive speaking. According to the diagram, the most popular assessment type is fast response to questions, with half of the 42 students, or 50%, choosing this option. The second most preferred type is following instructions or directions, with 22%, or 9 students. Then, 14%, or 6

students, chose question and answer, while 7%, or 3 students, selected paraphrasing sentences. Additionally, 7%, or 3 students, chose other options, expressing interest in all types of responsive speaking assessments. In conclusion, the majority of students prefer fast response to questions as the assessment type for responsive speaking, followed by following instructions or directions. Some students also opted for question and answer, as well as paraphrasing, while a small number expressed interest in all types of responsive speaking assessments.

Based on Brown (2004) that emphasis on the importance of responsive speaking assessments in language learning. Brown highlights that effective assessments should be closely tied to real-life communication situations, enabling students to demonstrate their ability to respond quickly and accurately to spoken prompts. The preference for fast response assessments reflects students' desire for dynamic and interactive evaluation methods that mirror authentic communication.



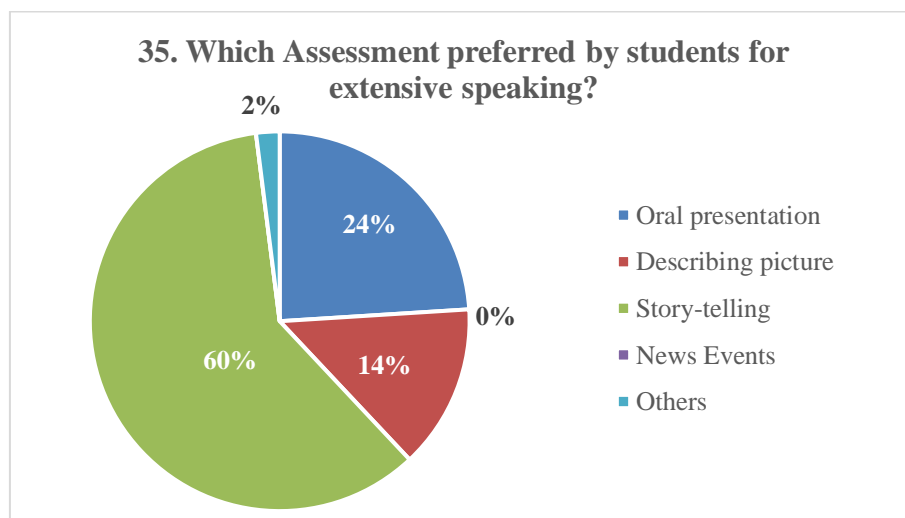
*Diagram 4.11 Students' Assessment Responsive Speaking are Interested in*

The diagram above shows the percentage of assessment types for interactive speaking preferred by students. The most favored assessment type, chosen by 38% or 16 students, is discussion and conversation. Close behind, 31% or 13 students selected interviews. Next, 19% or 8 students preferred games, while 12% or 5 students chose role-play. In conclusion, the majority

of students prefer discussion and conversation for interactive speaking assessments, followed by interviews. Some students also chose games, while role-play was the least favored option. This indicates a variety of preferences among students regarding assessment methods for interactive speaking. These findings resonate with Brown's (2004) insights into effective assessment practices in language learning. Brown emphasizes that interactive speaking assessments should reflect real-world communication contexts, enabling students to practice their speaking skills in meaningful ways. The preference for discussions and conversations suggests that students value opportunities to engage in authentic dialogue, which can enhance their fluency and confidence.

Moreover, Brown highlights the role of interviews as an effective assessment method, as they allow for personal interaction and immediate feedback. The significant interest in interviews among students aligns with Brown's argument that such assessments can foster deeper engagement and help students articulate their thoughts clearly. The inclusion of games in the assessment mix further supports Brown's perspective on the importance of creating enjoyable and motivating learning experiences. By integrating interactive activities like games, educators can promote a relaxed atmosphere that encourages student participation, ultimately enhancing their speaking abilities. In summary, the variety of preferences among students for different interactive speaking assessments underscores the need for diversified assessment strategies, as advocated by Brown, to cater to students' interests and promote effective language learning





*Diagram 4.12 Students' Assessment Extensive Speaking are Interested in*

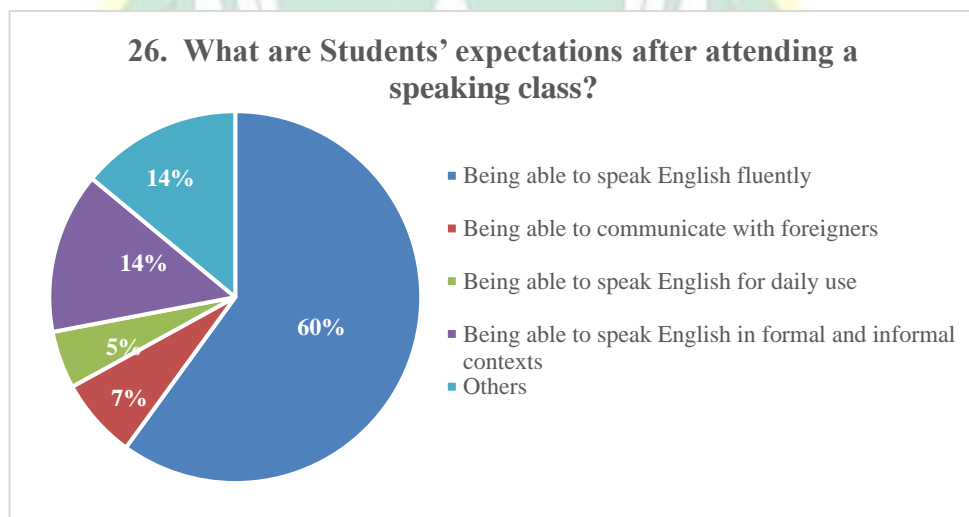
The diagram above shows the types of assessments preferred by students for the final speaking type, extensive speaking. Based on the diagram, more than half of the 42 students, or 60%, chose storytelling as the assessment for extensive speaking. In second place, 24% or 10 students selected oral presentations, followed by 14% or 6 students who preferred describing pictures. No students chose news events as an assessment option. Meanwhile, 2% or 1 student selected drama as an alternative assessment for extensive speaking. So, most students preferred storytelling as the assessment type for extensive speaking, followed by oral presentations. A smaller number of students chose describing pictures, while no students opted for news events as an assessment. One student selected drama as an alternative assessment. This shows that students tend to be more interested in assessment methods involving narration and presentation in extensive speaking.

According to Brown (2004) argues that extensive speaking assessments, such as storytelling and oral presentations, not only allow students to showcase their language proficiency but also foster creativity and critical thinking. Storytelling, in particular, engages students by allowing them to narrate their experiences or imaginings, thus enhancing their ability to articulate thoughts fluently and coherently. Moreover, Brown highlights that oral presentations can be effective in assessing a student's ability to organize

and convey information effectively. The preference for oral presentations among students reflects a desire for opportunities to communicate ideas clearly and confidently, which is essential for real-world interactions.

### 5. Students' Expectation in Speaking Class

Student's Expectation after attending Speaking Class refers to the students' hopes after completing a speaking class, specifically about the outcomes they want to achieve or experience. This can include goals such as being able to speak English fluently, communicating with foreigners, using English in daily conversations, and speaking English in both formal and informal situations. The diagram below presents the percentage of students' expectations regarding what they aim to achieve after attending the speaking class they are interested in.

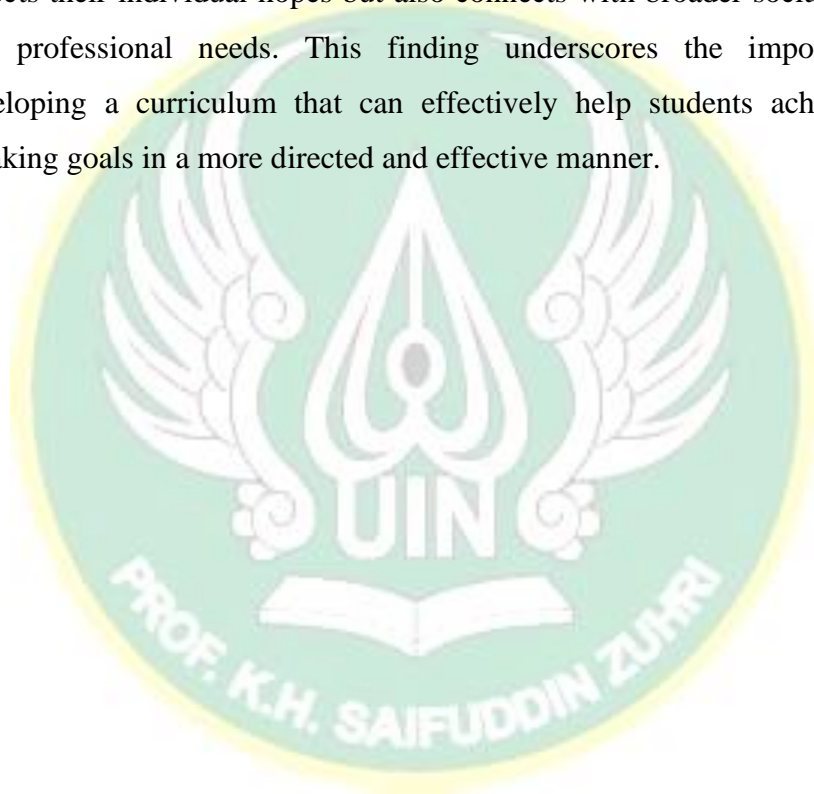


*Diagram 4.13 Students' Expectation After Attending in Speaking Class*

Based on Diagram 4.13, it shows that the majority of students want to speak English fluently after attending the speaking class, with 60% or 25 students choosing this option. Additionally, 14% or 6 students want to speak English in formal or informal situations. Then, 7% or 3 students wish to be able to speak with foreigners, and 5% or 2 students want to communicate with foreigners. Meanwhile, 14% or 6 students chose other options, mentioning they want to speak English, understand English, and that all options in the answers reflect their expectations after attending the speaking

class. Therefore, most students hope to speak English fluently after attending the speaking class, with the largest percentage of them selecting this option.

This finding aligns with research conducted by Syakur (2016), which showed that students' motivation to speak English is significantly influenced by their expectations of language proficiency after attending classes. In that study, students emphasized the importance of speaking skills in both academic and professional contexts, reflecting the real-world needs in today's global society. Thus, students' desire to speak English fluently not only reflects their individual hopes but also connects with broader social contexts and professional needs. This finding underscores the importance of developing a curriculum that can effectively help students achieve their speaking goals in a more directed and effective manner.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

The findings of this study address the research question, "What are the students target situation in the speaking class of learning process at eleventh grade of SMK Diponeroro 02, Rawalo?" Based on the research findings in the necessities aspect, 59% of students chose job as their target situation. In the lacks aspect, additionally, 88% of students sometimes feel bored during speaking class. However, most students like speaking classes and feel that these classes are important for their vocational programs. Then, according to students' speaking proficiency level, the result of mean with 54% students generally still lack mastery and based on students' difficulties in mastering speaking, the result of mean 56% students often experience difficulties when trying to learn aspects of speaking, which consist of comprehension, vocabulary, grammar, pronunciation, and fluency. According to the students, pronunciation is the most difficult aspect to master. Other speaking-related problem such as having nothing to say and using their mother tongue are majority students feel that, while regarding feeling like low or uneven participants, most students only sometimes feel this way. Psychologically, many students often experience fear of making mistakes, shyness, anxiety, and lack of confidence, while the majority experience a lack of motivation only occasionally.

Furthermore, regarding students' wants, data shows that the most preferred learning material is daily life topics. For learning methods in speaking class, games are the most favored, and the majority of students prefer to apply imitative speaking in class. In terms of learning media, 60% of students chose audio-visual media as a learning resource in the speaking class, and most students feel that the use of long-standing speaking textbooks helps them in the learning process. Regarding learning evaluation, according to the students assesment are studen'ts intereted in in speaking class, 69% of

students agree that the assessment for imitative speaking should use phonepass. For intensive speaking, the directed response task is the most favored evaluation method. In responsive speaking, 50% of students prefer the fast response task assessment. For interactive speaking assessments, the majority of students choose discussion and conversation. Lastly, for extensive speaking, most students select story-telling as the type of assessment. After attending speaking classes, 60% of students express the hope of being able to speak English fluently.

### **B. Limitation of The Study**

This research has several limitations that may affect the generalization and completeness of the research results, including:

1. This research involved 42 respondents as a sample from a population of 110 eleventh grade students. This sample size may not be fully representative of the student population as a whole, thereby limiting the generalizability of findings to broader contexts.
2. The results of this research are specific to eleventh grade students at SMK Diponegoro 02 Rawalo, Banyumas and may not be fully applicable to other institutions with different student characteristics or educational systems. Further research in schools or other areas is needed to support the validity of the findings of this research.
3. Data collection only uses questionnaires. Although questionnaires provide quantitative insights, the data may not capture in-depth qualitative information. In other words, there is no supporting data such as from interview results.

These limitations provide an overview of the constraints in this research as well as areas that could be improved in future research.

### **C. Suggestions**

1. For the Teachers

Teachers are advised to provide intensive training on each aspect of students' speaking by using learning methods and media according to what



students are interested in, such as games, using audio-visual media and speaking activities that involve students actively to overcome boredom and also, because the majority students feel they need to improve this aspect. Apart from that, it is important for teachers to create a supportive classroom atmosphere so that students feel comfortable, are not afraid of making mistakes, and get psychological encouragement to increase self-confidence.

## 2. For the Students

Students are advised to utilize material that is relevant to their interests, such as daily life topics and preferred learning media, such as audio-visual media, to improve their speaking skills outside of class. It is also important for students to be more confident in practicing the language, even if mistakes occur, because this is part of the learning process.

## 3. For the School

Schools need to support efforts to develop speaking classes by providing supporting facilities and learning media, such as audio-visual tools and others. Schools can also create additional or extracurricular programs that focus on improving English speaking skills, such as debate clubs or conversation classes with native speakers.

## 4. For Further Researcher

Further research could explore evaluation methods preferred by students, such as phonepass for imitative speaking or discussion for interactive speaking. Apart from that, expanding the research sample to other educational levels or different study programs will also provide more representative results.

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# APPENDICES





## Appendix 1

### Questionnaires

Nama :

Kelas :

No. Absen :

#### PENGANTAR

Angket ini merupakan angket *analisis kebutuhan siswa pada kelas speaking* yang berisi daftar pertanyaan mengenai pendapat Anda. Angket ini bukan merupakan tes dan tidak memuat benar atau salah. Hasil angket ini tidak berpengaruh terhadap nilai akademik Anda. Jawaban yang diberikan akan dijamin kerahasiaannya. Jadi jawablah dengan sejujur-jujurnya.

#### PETUNJUK PENGISIAN

1. Jawablah dengan memberi tanda silang (x) pada jawaban yang dipilih.
2. Pada pertanyaan nomor 24 sampai 35 (selain nomor 31) jika Anda memiliki jawaban yang berbeda, Anda bisa memilih opsi (e) atau (f) untuk mengisi jawaban yang Anda inginkan.
3. Jawablah sesuai dengan keadaan yang sedang dirasakan.
4. Selamat mengerjakan dan terima kasih atas kesediaannya mengisi angket ini.

#### KUISIONER

1. Apakah Anda menyukai kelas *speaking*?
  - a) Sangat suka
  - b) Suka
  - c) Kurang suka
  - d) Tidak suka
2. Apakah menurut Anda kelas *speaking* itu penting bagi program kejuruan yang anda ambil?
  - a) Sangat penting
  - b) Penting
  - c) Kurang penting

- d) Tidak penting
3. Apakah Anda pernah merasa bosan saat mengikuti kelas *speaking*
- a) Selalu
  - b) Sering
  - c) Kadang
  - d) Tidak Pernah
4. Bagaimana Anda menilai kemampuan berbicara Anda dalam Bahasa Inggris saat ini?
- a) Sangat baik
  - b) Baik
  - c) Kurang
  - d) Sangat Kurang
5. Bagaimana Anda menilai kemampuan memahami dan merespon percakapan dengan orang lain dalam Bahasa Inggris saat ini?
- a) Sangat baik
  - b) Baik
  - c) Kurang
  - d) Sangat Kurang
6. Bagaimana Anda menilai pengetahuan kosakata Anda dalam Bahasa Inggris saat ini?
- a) Sangat baik
  - b) Baik
  - c) Kurang
  - d) Sangat Kurang
7. Bagaimana Anda menilai pengetahuan *grammar*/tata bahasa Anda dalam berbicara Bahasa Inggris saat ini?
- a) Sangat baik
  - b) Baik
  - c) Kurang
  - d) Sangat Kurang

8. Bagaimana Anda menilai pengucapan Anda dalam berbicara Bahasa Inggris saat ini?
- a) Sangat baik
  - b) Baik
  - c) Kurang
  - d) Sangat Kurang
9. Bagaimana Anda menilai kelancaran berbicara Anda dalam Bahasa Inggris saat ini?
- a) Sangat baik
  - b) Baik
  - c) Kurang
  - d) Sangat Kurang
10. Seberapa sering Anda merasa kesulitan dalam memahami arti kata atau kalimat dalam Bahasa Inggris?
- a) Selalu
  - b) Sering
  - c) Kadang
  - d) Tidak Pernah
11. Seberapa sering Anda merasa kesulitan dalam menggunakan tata bahasa yang benar saat berbicara dalam Bahasa Inggris?
- a) Selalu
  - b) Sering
  - c) Kadang
  - d) Tidak Pernah
12. Seberapa sering Anda merasa kesulitan menemukan kata yang tepat untuk mengungkapkan ide Anda dalam Bahasa Inggris?
- a) Selalu
  - b) Sering
  - c) Kadang
  - d) Tidak Pernah

13. Seberapa sering Anda merasa kesulitan dalam melakukan pengucapan Bahasa Inggris yang benar?
- a) Selalu
  - b) Sering
  - c) Kadang
  - d) Tidak Pernah
14. Seberapa sering Anda berbicara Bahasa Inggris dengan banyak jeda atau berhenti?
- a) Selalu
  - b) Sering
  - c) Kadang
  - d) Tidak Pernah
15. Apakah Anda sering merasa tidak punya ide atau hal untuk dibicarakan dalam kelas berbicara Bahasa Inggris?
- a) Selalu
  - b) Sering
  - c) Kadang
  - d) Tidak Pernah
16. Apakah teman Anda atau guru Anda sering menanggapi atau merespon Anda saat berbicara Bahasa Inggris dalam kelas?
- a) Selalu
  - b) Sering
  - c) Kadang
  - d) Tidak Pernah
17. Saat belajar berbicara Bahasa Inggris dalam kelas, seberapa sering Anda beralih menggunakan Bahasa Indonesia?
- a) Selalu
  - b) Sering
  - c) Kadang
  - d) Tidak Pernah

18. Apakah Anda pernah merasa takut membuat kesalahan pada saat ingin berbicara Bahasa Inggris?
- a) Selalu
  - b) Sering
  - c) Kadang
  - d) Tidak Pernah
19. Apakah Anda pernah merasa malu pada saat ingin berbicara Bahasa Inggris?
- a) Selalu
  - b) Sering
  - c) Kadang
  - d) Tidak Pernah
20. Apakah Anda pernah merasa cemas, seperti gelisah, gugup atau tegang pada saat ingin berbicara Bahasa Inggris?
- a) Selalu
  - b) Sering
  - c) Kadang
  - d) Tidak Pernah
21. Apakah Anda pernah merasa kurang percaya diri pada saat ingin berbicara Bahasa Inggris?
- a) Selalu
  - b) Sering
  - c) Kadang
  - d) Tidak Pernah
22. Apakah Anda pernah merasa kurangnya motivasi Anda sehingga malas belajar berbicara Bahasa Inggris dalam kelas?
- a) Selalu
  - b) Sering
  - c) Kadang
  - d) Tidak Pernah
23. Apakah dengan adanya buku pembelajaran *speaking* membantu Anda dalam meningkatkan kemampuan berbicara?



- a) Sangat membantu
  - b) Membantu
  - c) Kurang membantu
  - d) Tidak membantu
24. Dalam mengikuti kelas *speaking* aspek apa yang paling sulit Anda kuasai?
- a) *Vocabulary* / kosakata
  - b) *Grammar* / tata bahasa
  - c) *Pronunciation* / cara pengucapan
  - d) *Fluency* / kelancaran berbicara
  - e) *Comprehension* / pemahaman
  - f) Lainnya:.....
25. Mengapa Anda butuh meningkatkan kemampuan berbicara dalam Bahasa Inggris?
- a) Untuk pekerjaan
  - b) Untuk Beasiswa
  - c) Untuk Pendidikan lanjut
  - d) Untuk Komunikasi sehari-hari
  - e) Lainnya :.....
26. Apa yang Anda harapkan setelah mengikuti kelas *speaking*?
- a) Bisa berbicara Bahasa Inggris dengan lancar
  - b) Bisa berkomunikasi dengan orang asing
  - c) Bisa berbicara Bahasa Inggris dalam sehari-hari
  - d) Bisa berbicara Bahasa Inggris formal dan informal
  - e) Lainnya :.....
27. Topik apa yang paling Anda minati untuk dibahas dalam kelas *speaking*?
- a) Sehari-hari (*Daily life*)
  - b) Pendidikan (*Academic*)
  - c) Bisnis dan pekerjaan (*Business and job*)
  - d) Budaya dan sosial (*Cultural and social topics*)
  - e) Hobi dan minat pribadi (*Hobbies and personal interests*)
  - f) Lainnya :.....

28. Jenis berbicara Bahasa Inggris mana yang paling Anda ingin lakukan dalam kelas?
- a) Menirukan pengucapan Bahasa Inggris yang benar (*Imitative*)
  - b) Latihan intensif menggunakan tata bahasa yang benar (*Intensive*)
  - c) Merespon pertanyaan atau instruksi secara langsung (*Responsive*)
  - d) Berpartisipasi dalam berdialog atau percakapan singkat (*Interactive*)
  - e) Berbicara dalam durasi panjang secara individu (*Extensive*)
  - f) Lainnya :.....
29. Aktivitas pembelajaran apa yang Anda ingin lakukan dalam kelas *speaking*?
- a) Drama
  - b) Game pembelajaran bahasa
  - c) Diskusi
  - d) Kuisiner
  - e) Simulasi dan bermain peran kehidupan sehari-hari
  - f) Lainnya :.....
30. Media pembelajaran mana yang ingin Anda lakukan di kelas *speaking*?
- a) Media Audio : perekam suara, radio, mp3, CD
  - b) Media Visual : gambar, flashcard, poster, dll
  - c) Media Audio-visual : film, lagu, video recording, dll
  - d) Phoness : aplikasi pembelajaran bahasa
  - e) Lainnya :.....
31. Apakah Anda setuju penggunaan aplikasi pembelajaran bahasa untuk penilaian jenis *speaking imitative* (meniru atau mencontoh)?
- a) Sangat setuju
  - b) Setuju
  - c) Kurang setuju
  - d) Tidak setuju
32. Jenis penilaian seperti apa yang Anda inginkan untuk jenis *speaking intensive* (latihan secara intensif dan berulang)?
- a) Merespon secara terarah
  - b) Membaca dengan nyaring

- c) Melengkapi kalimat atau dialog
  - d) Menerjemahkan
  - e) Lainnya :.....
33. Jenis penilaian seperti apa yang Anda inginkan untuk jenis *speaking responsive* (menanggapi atau merespon secara langsung)?
- a) Menjawab pertanyaan singkat
  - b) Merespon pernyataan
  - c) Melakukan instruksi dan arahan
  - d) Memparafrase/menyampaikan ulang informasi dengan kalimat berbeda
  - e) Lainnya :.....
34. Jenis penilaian seperti apa yang Anda inginkan untuk jenis *speaking interaktif* (komunikasi 2 arah atau timbal balik)?
- a) Interview/wawancara
  - b) Bermain peran
  - c) Diskusi dan percakapan
  - d) Game
  - e) Lainnya :.....
35. Jenis penilaian seperti apa yang Anda inginkan untuk jenis *speaking extensive* (berbicara dalam durasi panjang secara individu)?
- a) Presentasi individu
  - b) Mendeskripsikan gambar
  - c) Bercerita
  - d) Membawakan berita
  - e) Lainnya :.....

## Appendix 2

### Question Indicator

TARGET NEEDS		
No	Indicators	
1.	Necessities	Target situation (Hutchinson & Waters, 1987).
		1). Mengapa Anda butuh meningkatkan kemampuan berbicara dalam Bahasa Inggris? a) Untuk pekerjaan b) Untuk Beasiswa c) Untuk Pendidikan lanjut d) Untuk Komunikasi sehari-hari e) Lainnya :.....
	Lacks	b. Currents proficiency, skill deficiency (Hutchinson & Waters, 1987). Lacks (John A.M & Dudley-Evan, 1991). Lacks: presents knowledge (Nation & Macalister, 2010). Comprehension, grammar, vocabulary, pronunciation , fluency (Syakur. 1987). Inhibition, nothing to say, low or uneven participation, mother tongue use (Penny Ur, 1991). Fear of mistake, shyness, anxiety, lack of confidence, lack of motivation (Juhana, 2012)
		1) Apakah Anda menyukai kelas speaking? a) Sangat suka b) Suka c) Kurang suka d) Tidak suka 2) Apakah menurut Anda kelas <i>speaking</i> itu penting bagi program kejuruan yang Anda ambil? a) Sangat penting b) Penting c) Kurang penting

		<p>d) Tidak penting</p> <p>3) Apakah anda pernah Anda merasa bosan saat mengikuti kelas <i>speaking</i>?</p> <p>b) Selalu</p> <p>c) Sering</p> <p>d) Kadang</p> <p>e) Tidak Pernah</p> <p>4) Bagaimana Anda menilai kemampuan berbicara Anda dalam Bahasa Inggris saat ini?</p> <p>a) Sangat baik</p> <p>b) Baik</p> <p>c) Kurang</p> <p>d) Sangat Kurang</p> <p>5) Bagaimana Anda menilai kemampuan memahami dan merespon percakapan dengan orang lain dalam Bahasa Inggris saat ini?</p> <p>a) Sangat baik</p> <p>b) Baik</p> <p>c) Kurang</p> <p>d) Sangat Kurang</p> <p>6) Bagaimana Anda menilai pengetahuan kosakata Anda dalam Bahasa Inggris saat ini?</p> <p>a) Sangat baik</p> <p>b) Baik</p> <p>c) Kurang</p> <p>d) Sangat Kurang</p> <p>7) Bagaimana Anda menilai pengetahuan <i>grammar</i>/tata Bahasa Anda dalam berbicara bahasa Inggris saat ini?</p> <p>a) Sangat baik</p> <p>b) Baik</p> <p>c) Kurang</p> <p>d) Sangat Kurang</p>
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	<p>8) Bagaimana Anda menilai pengucapan Anda dalam berbicara Bahasa Inggris saat ini?</p> <p>a) Sangat baik</p> <p>b) Baik</p> <p>c) Kurang</p> <p>d) Sangat Kurang</p> <p>9) Bagaimana Anda menilai kelancaran berbicara Anda dalam Bahasa Inggris saat ini?</p> <p>a) Sangat baik</p> <p>b) Baik</p> <p>c) Kurang</p> <p>d) Sangat Kurang</p> <p>10) Seberapa sering Anda merasa kesulitan dalam memahami arti kata atau kalimat dalam Bahasa Inggris?</p> <p>a) Selalu</p> <p>b) Sering</p> <p>c) Kadang</p> <p>d) Tidak Pernah</p> <p>11) Seberapa sering Anda merasa kesulitan dalam menggunakan tata bahasa yang benar saat berbicara dalam Bahasa Inggris?</p> <p>a) Selalu</p> <p>b) Sering</p> <p>c) Kadang</p> <p>d) Tidak Pernah</p> <p>12) Seberapa sering Anda merasa kesulitan menemukan kata yang tepat untuk mengungkapkan ide Anda dalam Bahasa Inggris?</p> <p>a) Selalu</p> <p>b) Sering</p> <p>c) Kadang</p> <p>d) Tidak Pernah</p> <p>13) Seberapa sering Anda merasa kesulitan dalam melakukan</p>
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		<p>pengucapan Bahasa Inggris yang benar?</p> <p>a) Selalu</p> <p>b) Sering</p> <p>c) Kadang</p> <p>d) Tidak Pernah</p> <p>14) Seberapa sering Anda berbicara Bahasa Inggris dengan banyak jeda atau berhenti?</p> <p>a) Selalu</p> <p>b) Sering</p> <p>c) Kadang</p> <p>d) Tidak Pernah</p> <p>15) Dalam mengikuti kelas speaking aspek apa yang paling sulit anda kuasai?</p> <p>a) <i>Vocabulary</i> / kosakata</p> <p>b) <i>Grammar</i> / tata bahasa</p> <p>c) <i>Pronunciation</i> / cara pengucapan</p> <p>d) <i>Fluency</i> / kelancaran berbicara</p> <p>e) <i>Comprehension</i> / pemahaman</p> <p>f) Lainnya :.....</p> <p>16) Apakah Anda sering merasa tidak punya ide atau hal untuk dibicarakan dalam kelas berbicara Bahasa Inggris?</p> <p>a) Selalu</p> <p>b) Sering</p> <p>c) Kadang</p> <p>d) Tidak Pernah</p> <p>17) Apakah teman Anda atau guru Anda sering menanggapi Anda saat berbicara Bahasa Inggris dalam kelas?</p> <p>a) Selalu</p> <p>b) Sering</p> <p>c) Kadang</p> <p>d) Tidak Pernah</p>
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	<p>18) Saat belajar berbicara Bahasa Inggris dalam kelas, seberapa sering Anda beralih menggunakan Bahasa Indonesia?</p> <p>a) Selalu</p> <p>b) Sering</p> <p>c) Kadang</p> <p>d) Tidak Pernah</p> <p>19) Apakah Anda pernah merasa takut membuat kesalahan pada saat ingin berbicara Bahasa Inggris?</p> <p>a) Selalu</p> <p>b) Sering</p> <p>c) Kadang</p> <p>d) Tidak Pernah</p> <p>20) Apakah Anda pernah merasa malu pada saat ingin berbicara Bahasa Inggris?</p> <p>a) Selalu</p> <p>b) Sering</p> <p>c) Kadang</p> <p>d) Tidak Pernah</p> <p>21) Apakah Anda pernah merasa cemas, seperti gelisah, gugup atau tegang pada saat ingin berbicara Bahasa Inggris?</p> <p>a) Selalu</p> <p>b) Sering</p> <p>c) Kadang</p> <p>d) Tidak Pernah</p> <p>22) Apakah Anda pernah merasa kurang percaya diri pada saat ingin berbicara Bahasa Inggris?</p> <p>a) Selalu</p> <p>b) Sering</p> <p>c) Kadang</p> <p>d) Tidak Pernah</p> <p>23) Apakah Anda pernah merasa kurangnya motivasi Anda sehingga</p>
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		<p>malas belajar berbicara Bahasa Inggris dalam kelas?</p> <p>a) Selalu</p> <p>b) Sering</p> <p>c) Kadang</p> <p>d) Tidak Pernah</p>
3	Wants	<p>C. Wants ; learners preferences (Hutchinson &amp; Waters, 1987). Wants, means and subjective needs ( Johns A.M &amp; Dudley-Evans, 1991). Wants ; subjective analysis ( I.S.P Nation &amp; Macalister, 2010). Learning objectives, learning materials, teaching methods, learning media, learning evaluationn (Suryosubroto, 1997). Imitative, intensive, responsive, interactive, and extensive ( Brown H.D &amp; Abeywicakrama, 2010). Kinds of media (Liza, 2022). Assesing speaking (Brown, H. D, 2004</p> <p>1) Apa yang Anda harapkan setelah mengikuti kelas <i>speaking</i>?</p> <p>a) Bisa berbicara Bahasa Inggris dengan lancar</p> <p>b) Bisa berkomunikasi dengan orang asing</p> <p>c) Bisa berbicara Bahasa inggris dalam sehari-hari</p> <p>d) Bisa berbicara Bahasa inggris formal dan informal</p> <p>e) Lainnya :.....</p> <p>2) Topik apa yang paling anda minati untuk dibahas dalam kelas <i>speaking</i>?</p> <p>a) Sehari-hari (<i>Daily life</i>)</p> <p>b) Pendidikan (<i>Academic</i>)</p> <p>c) Bisnis dan pekerjaan (<i>Bussines and job</i>)</p> <p>d) Budaya dan sosial (<i>Cultural and social topics</i>)</p> <p>e) Hobi dan minat pribadi (<i>Hobbies and personal interests</i>)</p> <p>f) Lainnya :.....</p> <p>3) Jenis berbicara Bahasa Inggris mana yang paling Anda ingin lakukan dalam kelas?</p> <p>a) Menirukan pengucapan Bahasa inggris yang benar (<i>Imitative</i>)</p>

		<p>b) Latihan intensif menggunakan tata bahasa yang benar (<i>Intensive</i>)</p> <p>c) Merespon pertanyaan atau instruksi secara langsung (<i>Responsive</i>)</p> <p>d) Berpartisipasi dalam berdialog atau percakapan singkat (<i>Interactive</i>)</p> <p>e) Melakukan presentasi panjang secara individu (<i>Extensive</i>)</p> <p>f) Lainnya :.....</p> <p>4) Aktivitas pembelajaran apa yang Anda ingin lakukan dalam kelas <i>speaking</i>?</p> <p>a) Drama</p> <p>b) Game pembelajaran bahasa</p> <p>c) Diskusi</p> <p>d) Kuisiner</p> <p>e) Simulasi dan bermain peran kehidupan sehari-hari</p> <p>f) Lainnya :.....</p> <p>5) Media pembelajaran mana yang ingin Anda lakukan di kelas <i>speaking</i>?</p> <p>a) Media Audio : perekam suara, mp3,CD</p> <p>b) Media Visual : gambar, flashcard, poster, dll</p> <p>c) Media Audio-visual : film, lagu, video recording, dll</p> <p>d) Phoness : aplikasi pembelajaran bahasa</p> <p>e) Lainnya :.....</p> <p>6) Apakah dengan adanya buku pembelajaran <i>speaking</i> membantu Anda dalam meningkatkan kemampuan berbicara?</p> <p>a) Sangat membantu</p> <p>b) Membantu</p> <p>c) Kurang membantu</p> <p>d) Tidak membantu</p> <p>7) Apakah Anda setuju penggunaan aplikasi pembelajaran bahasa untuk penilaian jenis <i>speaking imitative</i> (meniru dan mencontoh)?</p> <p>a) Sangat setuju</p> <p>b) Setuju</p>
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	<ul style="list-style-type: none"> <li>c) Kurang setuju</li> <li>d) Tidak setuju</li> </ul> <p>8) Jenis penilaian seperti apa yang Anda inginkan untuk jenis <i>speaking intensive</i> (latihan secara intensif dan berulang)?</p> <ul style="list-style-type: none"> <li>a) Merespon secara terarah</li> <li>b) Membaca dengan nyaring</li> <li>c) Melengkapi kalimat atau dialog</li> <li>d) Menerjemahkan</li> <li>e) Lainnya :.....</li> </ul> <p>9) Jenis penilaian seperti apa yang Anda inginkan untuk jenis <i>speaking responsive</i> (menanggapi atau merespon secara langsung)?</p> <ul style="list-style-type: none"> <li>a) Mernjawab pertanyaan singkat</li> <li>b) Merespon pernyataan</li> <li>c) Melakukan instruksi dan arahan</li> <li>d) Memparafrase/menyampaikan ulang informasi dengan kalimat berbeda</li> <li>e) Lainnya :.....</li> </ul> <p>10) Jenis penilaian seperti apa yang Anda inginkan untuk jenis <i>speaking interaktif</i> (komunikasi 2 arah atau timbal balik)?</p> <ul style="list-style-type: none"> <li>a) Interview/wawancara</li> <li>b) Bermain peran</li> <li>c) Diskusi dan percakapan</li> <li>d) Game</li> <li>e) Lainnya :.....</li> </ul> <p>11) Jenis penilaian seperti apa yang Anda inginkan untuk jenis <i>speaking extensive</i> (berbicara dalam durasi panjang secara individu)?</p> <ul style="list-style-type: none"> <li>a) Presentasi inividu</li> <li>b) Mendeskripsikan gambar</li> <li>c) Bercerita</li> <li>d) Membawakan berita</li> <li>e) Lainnya :.....</li> </ul>
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QUESTION INDICATOR LIST		
No	Indicators	References
1.	<b>Target Needs</b> a. Neccesities (target situation) b. Lacks (currents proficiency, skills deficiency) c. Wants (learners preferences)	Hutchinson, T., & Waters, A. 1987. <i>English for Specific Purposes: A Learning-Centred Approach</i> . Cambridge University Press.
2.	<b>Component of needs analysis</b> a. Target situation and objective needs b. Wants, means and subjective needs c. Presents situation analysis d. Lacks	Johns, A. M. & Dudley-Evans, T. (1991). <i>English for Specific Purposes: International in Scope, Specific in Purpose</i> . TESOL Quarterly 25(2), 297-314.
3.	<b>Aspect of Needs Analysis</b> a. Neccesities (Required knowledge) b. Lacks (Presents knowledge) c. Wants (Subjective Knowledge)	I.S.P, Nation, & Jhon Macalister. (2010). <i>Language Curriculum Design</i> . New. York: Routledge.
4.	<b>Elements of Speaking</b> a. Comprehension b. Grammar c. Vocabulary d. Pronunciation e. Fluency	Syakur. 1987. <i>Language Testing &amp; Evaluation</i> . Surakarta : Sebelas Maret University Press.
5.	<b>Types of Speaking</b> a. Imitative b. Intensive	Brown, H. D. & Abeywickrama, P. (2010). <i>Language assessment: principles and classroom practice</i>

	c. Responsive d. Interactive e. Extensive (monologue).	(2nd ed.). New York: Pearson Education Inc
6.	<b>Problem in Speaking</b> a. Inhibition b. Nothing to say c. Low or uneven participation d. Mother tongue use	Ur, Penny. 1991. <i>A Course in Language Teaching</i> . Cambridge: Cambridge University Press.
7.	<b>Problem in speaking ; Psychological aspect</b> a. Fear of mistake b. Shyness c. Anxiety d. Lack of confidence e. Lack of motivation	Juhana. (2012). <i>Psychological Factors That Hinder Students from Speaking in English Class ( A Case Study in a Senior High School in South</i> . Journal of Education and Practice 3(12)
8.	<b>Classroom speaking activities</b> a. Drama b. Communication games c. Discussion d. Questionnaires e. simulation and role-play	Harmer, J. 2001. <i>Practice of Language English Language Teaching</i> (Third Ed). London: Longman.
9.	<b>The kinds of media</b> a. Audio Media : audiotapes, cassetes, CDs, MP3. b. Visual Media : Pictures, flaschard, flanel boards, puppets. c. Audio-visual media : Film, songs, and video recording.	Faridloh, Liza. L. 2022. <i>Teaching Speaking By Using English Songs At SMK PGRI 2 PONOROGO</i> . IAIN Ponorogo.
10.	<b>Assesing Speaking</b> a. Imitative : Phonepass	Brown, H. D. 2004. <i>Language Assessment Principles and</i>

	<p>b. Intensive : direct response task, read-aloud task, sentence/dialogue completion task and oral task, picture-cued task, translation.</p> <p>c. Responsive speaking : question and answer, giving instructions and directions, paraphrasing</p> <p>d. Interactive : interview, role play, discussion and conversation, games</p> <p>e. Extensive : oral presentation, picture-cued story-telling, retelling a story, news event, translation</p>	<p><i>Classroom Practices.</i> New York: Pearson Education, Inc.</p>
11.	<p>Learning Component</p> <p>a. Learning Objectives</p> <p>b. Learning Materials</p> <p>c. Teacher</p> <p>d. Learners</p> <p>e. Teaching Methods</p> <p>f. Learning Media</p> <p>g. Learning Environment</p> <p>h. Learning Evaluation</p>	<p>Suryosubroto, <i>Proses Belajar Mengajar di Sekolah</i>, Rieneka Cipta, Jakarta, 1997, hlm. 146</p>

## Appendix 3

### Validation Letter Research Instrument

**SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN**

Yang bertanda tangan dibawah ini:

Nama : Windhariyati D.K., M.A., M.Pd.  
NIDN : 2001049001

Setelah membaca, menelaah dan mencermati instrument penelitian berupa lembar angket yang akan digunakan untuk penelitian berjudul **"Students' Needs Analysis in Learning Process of Speaking Classes at Eleventh Grade of SMK Diponegoro 02 Rawalo, Banyumas"** yang dibuat oleh:

Nama : Eka Setiyawati  
NIM : 2017404145  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Kuruan

Dengan ini menyatakan instrumen lembar penelitian tersebut,

<input type="checkbox"/>	Layak digunakan
<input checked="" type="checkbox"/>	Layak digunakan dengan revisi
<input type="checkbox"/>	Tidak layak digunakan

Catatan (bila perlu)

.....

.....

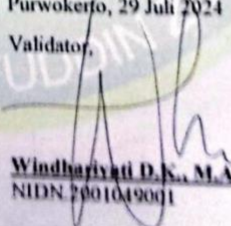
.....

.....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 29 Juli 2024

Validator,

  
Windhariyati D.K., M.A., M.Pd.  
NIDN 2001049001



#### Appendix 4

#### List of Respondent

No	Name	Gender	Class	NIS
1	Aca Septiasa	P	XI AKL	4229
2	Adenia Arini	P	XI AKL	4230
3	Aliifah Octzafhia Adhwaa	P	XI AKL	4231
4	Bunga Arum Dani	P	XI AKL	4232
5	Dewi Rosita	P	XI AKL	4233
6	Dian Dwi yanti	P	XI AKL	4234
7	Disa Aswita Utami	P	XI AKL	4235
8	Felin Alghania	P	XI AKL	4236
9	Hesti Sabinta Putri	P	XI AKL	4237
10	Hikmah Margi Fathonah	P	XI AKL	4238
11	Ira Febri Nurlaela	P	XI AKL	4239
12	Lhaila Muldiatin	P	XI AKL	4240
13	Lidya Ifatun Muqaromah	P	XI AKL	4241
14	Lulu Alifia	P	XI AKL	4243
15	Marchelin Taras Maulani	P	XI AKL	4244
16	Riri Silfiana	P	XI AKL	4245
17	Salmah Nur Andini	P	XI AKL	4247
18	Tina	P	XI AKL	4249
19	Tri Lestia Nuspita Ningrum	P	XI AKL	4250
20	Tria Setianingsih	P	XI AKL	4251
21	Winda Anis Saputri	P	XI AKL	4252
22	Suci Mulyanti	P	XI AKL	4337
23	Ambar Putriningsih	P	XI MP	4253
24	Diah Salsabilla	P	XI MP	4254
25	Diva Nurjanah	P	XI MP	4255
26	Ela Mega Aulia	P	XI MP	4256
27	Erva Martia Maharani	P	XI MP	4257
28	Evi Nur Faizzah	P	XI MP	4258
29	Fajri Auliya Wulandari	P	XI MP	4259
30	Hilmiyanti Sabila Putri	P	XI MP	4260
31	Mutia Yuliansah	P	XI MP	4261
32	Naela Syakarotiz Zakiyah	P	XI MP	4262
33	Presti	P	XI MP	4264
34	Rahmah Nur Fathiah	P	XI MP	4265
35	Rima Apriliana	P	XI MP	4266
36	Rindi Dwi Adhaningtyas	P	XI MP	4267

37	Sabrina Echa Mayzahra	P	XI MP	4268
38	Silvi Andita	P	XI MP	4269
39	Silvi Dwi Yuliati	P	XI MP	4270
40	Sofiana Nur Rahmawati	P	XI MP	4271
41	Virna Angelina Fibriani	P	XI MP	4272
42	Riski Amelia	P	XI MP	4246



## Appendix 5

### Result of Questionnaire

R	Question																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	c	b	c	c	c	c	c	c	c	b	c	c	c	b	b	b	b
2	d	b	a	b	c	b	c	c	d	b	a	b	b	b	a	c	a
3	b	b	c	c	d	c	c	c	c	b	b	b	b	b	c	c	b
4	b	a	c	c	b	b	b	b	c	c	c	b	c	c	c	c	b
5	b	b	c	c	c	c	c	c	c	c	b	c	c	b	b	c	b
6	a	a	c	c	d	a	c	c	c	b	c	b	b	c	c	b	a
7	b	b	c	b	b	c	b	b	c	c	c	c	c	c	b	c	b
8	b	b	c	c	c	b	c	b	c	b	b	b	c	b	c	c	b
9	b	a	c	c	b	c	c	b	c	c	b	a	b	a	b	c	c
10	b	a	c	c	c	c	c	c	c	b	b	b	b	b	b	c	b
11	d	b	a	b	c	b	c	c	d	b	a	b	b	b	a	c	a
12	c	a	c	c	b	b	b	c	c	c	b	b	b	b	b	d	b
13	b	a	c	c	c	c	c	b	c	c	c	b	c	b	b	c	b
14	b	a	c	c	d	b	c	c	d	a	a	b	c	a	a	b	c
15	b	a	c	c	b	c	b	b	c	c	c	b	c	c	c	c	c
16	b	a	c	c	c	b	c	c	c	c	c	b	c	a	c	c	b
17	b	a	c	b	c	b	c	b	b	c	c	c	c	b	c	c	b
18	a	a	c	b	c	c	b	b	b	c	c	c	c	b	b	c	b
19	b	a	c	c	c	b	c	c	c	c	c	b	b	a	a	c	a
20	c	a	c	c	c	b	c	b	c	c	c	c	c	c	c	c	b
21	b	b	b	c	c	c	c	c	c	c	b	b	a	a	a	c	b
22	b	b	c	c	c	c	c	c	c	a	b	a	c	c	c	c	a
23	c	b	c	c	c	c	c	c	c	b	b	b	b	b	b	c	a
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35	c	b	c	c	c	b	c	c	c	b	b	b	b	b	b	c	a
36	c	b	c	c	c	c	c	c	c	c	b	b	b	b	c	c	b

37	c	a	b	d	c	c	c	d	d	b	d	b	b	b	b	d	c
38	c	a	c	c	c	c	b	b	c	a	b	c	a	a	a	b	c
39	b	b	c	c	c	c	c	c	c	b	b	b	b	b	b	c	b
40	b	b	c	b	b	b	b	b	b	c	c	b	c	b	c	c	b
41	b	b	c	c	c	c	b	c	b	b	b	c	c	b	b	c	a
42	c	c	c	c	c	c	c	c	c	b	b	b	b	b	b	b	b

R	Question																	
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
1	b	c	b	c	b	b	c	a	a	a	b	b	b	b	a	b	c	c
2	b	b	b	b	c	a	d	a	a	c	d	b	c	b	a	b	a	c
3	a	b	a	c	b	b	c	c	a	a	e	b	c	b	d	b	a	a
4	a	a	b	b	c	a	d	c	a	a	a	e	c	b	a	c	a	c
5	b	b	b	b	c	a	b	a	a	d	d	e	c	b	a	b	b	b
6	a	c	b	b	c	a	d	c	c	b	a	e	b	a	a	b	a	a
7	b	b	b	c	c	a	d	a	d	e	a	b	c	b	b	c	d	c
8	b	c	c	c	c	a	a	c	d	a	d	b	d	b	c	b	c	c
9	a	c	b	a	c	a	d	a	e	b	d	a	a	b	e	b	b	e
10	b	b	b	b	b	b	e	d	b	a	c	e	c	b	a	b	c	c
11	b	a	b	b	c	a	d	a	a	c	d	b	d	a	b	b	a	c
12	a	a	b	b	c	b	b	a	a	c	a	a	c	a	d	b	c	c
13	c	c	c	c	c	a	e	e	a	c	b	b	c	c	a	a	c	a
14	a	a	a	b	c	c	c	a	a	e	a	e	a	a	a	a	a	c
15	b	b	b	b	b	b	c	c	c	a	a	a	c	b	a	b	a	a
16	c	c	c	c	c	a	d	d	a	e	d	e	c	b	d	d	a	c
17	b	c	c	b	c	a	f	a	a	a	b	b	d	b	d	b	a	a
18	b	b	b	b	c	a	c	a	d	a	a	b	a	b	c	a	b	c
19	a	a	a	a	b	a	c	a	a	c	a	e	c	a	b	b	d	a
20	a	a	a	b	c	a	b	a	b	e	d	b	a	c	d	b	d	b
21	b	a	a	a	c	b	c	c	a	e	b	b	c	b	a	b	a	c
22	a	a	a	a	a	b	c	a	d	e	a	e	c	b	d	a	c	b
23	b	b	b	b	c	b	f	e	e	a	f	b	c	b	e	e	d	c
24	b	a	c	c	b	b	c	c	a	a	c	b	d	b	c	a	d	c
25	c	b	c	b	d	c	c	a	a	a	a	c	c	c	a	b	c	c
26	b	b	b	b	c	b	f	c	e	a	f	b	c	b	e	e	a	c
27	a	b	c	b	a	b	c	e	b	e	a	b	c	b	c	c	b	b
28	a	b	b	b	d	c	c	a	a	a	a	c	d	c	a	c	c	c
29	c	b	c	b	d	c	c	a	a	a	a	c	c	c	a	b	c	c
30	b	c	a	b	b	b	c	a	a	e	a	b	c	a	d	b	d	c
31	b	b	b	c	c	b	c	a	e	b	a	d	a	b	c	b	a	a
32	b	b	b	b	c	b	f	e	e	a	e	b	c	b	e	e	b	c

33	c	c	c	b	b	a	d	a	a	a	e	e	d	b	d	a	c	c
34	b	b	b	b	b	b	e	c	a	b	a	c	c	b	b	c	c	c
35	a	b	a	a	b	a	a	a	a	c	a	b	d	b	d	c	d	a
36	b	b	b	b	b	a	a	c	a	a	a	b	c	b	c	b	c	c
37	b	b	b	b	b	a	c	a	a	c	a	c	c	b	d	c	c	b
38	b	a	a	c	b	b	c	c	d	e	a	c	b	a	d	d	c	b
39	b	b	b	b	d	c	c	a	a	a	a	c	c	b	a	c	c	c
40	a	b	a	a	d	a	c	a	d	c	e	e	c	a	d	d	c	a
41	c	a	b	b	c	a	c	a	a	c	a	b	d	b	a	c	d	c
42	b	b	b	b	b	a	c	a	e	b	a	d	a	b	c	b	a	a

### Scale Likert Score

a. Present Situation Analysis in speaking Class (Lacks)										
Question	Scale				Percentage				Mean	%
	4	3	2	1	4	3	2	1		
1	2	20	18	2	5%	47%	43%	5%	2.52	63%
2	17	23	2	0	40%	55%	5%	0%	3.36	84%
3	2	3	37	0	5%	7%	88%	0%	2.17	54%

b. Students' Speaking Proficiency Level (Lacks)										
Question	Scale				Percentage				Mean	%
	4	3	2	1	4	3	2	1		
4	0	7	33	2	0%	17%	78%	5%	2.12	53%
5	0	7	31	4	0%	17%	74%	9%	2.07	52%
6	1	14	27	0	2%	34%	64%	0%	2.38	59%
7	0	11	31	0	0%	26%	74%	0%	2.26	56%
8	0	14	27	1	0%	33%	64%	3%	2.31	58%
9	0	4	33	5	0%	9%	79%	12%	1.98	49%

c. Students' Difficulties in Aspect of Speaking (Lacks)										
Question	Scale				Percentage				Mean	%
	1	2	3	4	1	2	3	4		
10	4	19	19	0	10%	45%	45%	0%	2.36	59%
11	3	25	13	1	7%	60%	31%	2%	2.29	57%
12	2	29	11	0	5%	69%	26%	0%	2.21	55%
13	2	20	19	1	5%	48%	45%	2%	2.45	61%
14	9	25	7	1	21%	60%	17%	2%	2	50%



<b>d. Students' Problem in Materring Speaking (Lacks)</b>										
<b>Question</b>	<b>Scale</b>				<b>Percentage</b>				<b>Mean</b>	<b>%</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
<b>15</b>	8	21	13	0	19%	50%	31%	0%	2.12	53%
<b>16</b>	0	9	29	4	0%	21%	69%	10%	2.88	72%
<b>17</b>	13	23	6	0	31%	55%	14%	0%	1.83	46%
<b>18</b>	13	23	6	0	31%	55%	14%	0%	1.83	46%
<b>19</b>	11	22	9	0	26%	52%	22%	0%	1.95	49%
<b>20</b>	10	23	9	0	24%	55%	21%	0%	1.98	50%
<b>21</b>	6	27	9	0	14%	64%	22%	0%	2.07	52%
<b>22</b>	2	14	21	5	5%	33%	50%	12%	2.68	67%

<b>e. The use of textbook in Learning Process (Wants)</b>										
<b>Question</b>	<b>Scale</b>				<b>Percentage</b>				<b>Mean</b>	<b>%</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
<b>23</b>	21	16	5	0	50%	38%	12%	0%	3.38	84%

<b>f. The use of Phonepass for Assesing Imitative Speaking (Wants)</b>										
<b>Question</b>	<b>Scale</b>				<b>Percentage</b>				<b>Mean</b>	<b>%</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
<b>31</b>	8	29	5	0	19%	69%	12%	0%	3.07	77%

### The Result of Semi-closed Question

<b>Q</b>	<b>Option</b>						<b>Percentage</b>					
	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>
<b>24</b>	3	3	21	8	3	4	7%	7%	50%	19%	7%	10%
<b>25</b>	25	0	11	2	4	-	59%	0%	26%	5%	10%	-
<b>26</b>	25	3	2	6	6	-	60%	7%	5%	14%	14%	-
<b>27</b>	18	5	9	1	9	0	43%	12%	22%	2%	21%	-
<b>28</b>	23	4	2	7	4	2	55%	9%	5%	17%	9%	5%
<b>29</b>	3	20	7	2	10	0	7%	47%	17%	5%	24%	0%
<b>30</b>	6	3	25	8	0	-	14%	7%	60%	19%	0%	-
<b>32</b>	15	4	7	12	4	-	36%	10%	17%	28%	9%	-
<b>33</b>	6	21	9	3	3	-	14%	50%	22%	7%	7%	-
<b>34</b>	13	5	16	8	0	-	31%	12%	38%	19%	0%	-
<b>35</b>	10	6	25	0	1	-	24%	14%	60%	0%	2%	-

## Appendix 5

### Documentation



Question Session XI MP



**Question Session XI AK**



## DAFTAR RIWAYAT HIDUP

### A. Identitas Diri

1. Nama Lengkap : Eka Setiyawati
2. NIM : 2017404145
3. Tempat/Tgl. Lahir : Purbalingga, 23 Agustus 2001
4. Alamat Rumah : Sirau, RT 003/ RW 001, Karangmoncol, Purbalingga, Jawa Tengah
5. Nama Ayah : Sumiarto
6. Nama Ibu : Aminah
7. Nama Istri : -
8. Nama Anak : -

### B. Riwayat Pendidikan

#### 1. Pendidikan Formal

- a. SD/MI, tahun lulus : SD Negeri 02 Sirau / 2014
- b. SMP/MTs, tahun lulus : SMP Negeri 5 Satu Atap Karangmoncol / 2017
- c. SMA/MA, tahun lulus : SMK Ma'arif NU Bobotsari / 2021
- d. S1, tahun masuk : UIN Prof. K.H. Saifuddin Zuhri Purwokerto / 2021

### C. Pengalaman Organisasi

1. IPNU-IPPNU Komisariat SMK Ma'arif Nu Bobotsari
2. PMR Wira SMK Ma'arif Nu Bobotsari
3. Pagar Nusa SMK Ma'arif Nu Bobotsari
4. Himpunan Mahasiswa Jurusan Tadris Bahasa Inggris UIN Saizu Puriwkerto

Purwokerto, 04 Oktober 2024



Eka Setiyawati