

## Students' needs analysis in English speaking for everyday communication at State Islamic Institute of Palangka Raya

Intan Safitri

[intansafitri113@gmail.com](mailto:intansafitri113@gmail.com)

Luqman Baehaqi

[luqmanbae@gmail.com](mailto:luqmanbae@gmail.com)

State Islamic Institute (IAIN) Palangka Raya, Indonesia

### Abstract

This study is aimed to know students' needs in English speaking for everyday communication at second-semester of English study program at IAIN Palangka Raya. The type of this study was qualitative. The data is taken from the questionnaire, interview, and analysis of speaking videos. Those data were aimed at gathering information related to the lacks, target, and wants. The result found that, from the lacks: the students often have trouble in oral presentation, the student's low vocabulary mastery, there were some mistakes in their grammar, the students were often afraid to speak because they were worried about making mistakes, from the necessities; the students have to learn how to communicate on the level of everyday communication, the students are able to pronounce the words correctly, the students are able to apply the proper grammar in communication, from the wants; the students will use English speaking for higher education, the students strongly disagree with the opinion of removing the course from university curriculum, they thought bad English proficiency determine a bad effect on the academic performance, they like pair or group project, they prefer for working in pair or groups, and the students want the teacher as the facilitator and guide.

**Keywords:** *needs analysis, speaking skill*

### INTRODUCTION

The teaching and learning of English can never be aside from four language skills (listening, speaking, reading, writing), as the paramount of important in English language teaching for more than six decades now (Brown,

---

State Islamic Institute (IAIN) Palangka Raya Indonesia, 15-16 December 2017

<http://english.ftik.iain-palangkaraya.ac.id>

Copyright © 2017 by INACELT

2000, p. 232). Qodir, Baehaqi, and Miftah (2016) said that in the English language teaching and learning, it needs the materials which are appropriate for the students since they are relevant to the students' need, interest, and level of students' English ability of language skills, including speaking and listening skills. Also, in the teaching and learning of English, it needs text books or e-books to support the language skills development (Priajana & Baehaqi, 2012).

Referring to the four language skills development, speaking is considered as the most important skill among four skills because people who know a language are referred to as speakers of that language (Ur, 1996, p.43). Speaking as one of the four language skills is considerably visible skill (Ayunda, 2012). In teaching speaking the teacher will have a lot of efforts in designing and developing their teaching methods and approaches to help the student become a good speaker in English, besides the result is sometimes indicate unsuccessful in learning the language.

Many researchers found problems of learning English speaking, such as students still lack confidence and bravery to communicate in English, and some of them are shy to speak English to their friends although they are students of English department (Khoir, 2014). (Ur, 1996, p.117) found several factors that cause problems in speaking, as follow: inhibition, nothing to say, low or uneven participation and mother tongue. Raba'ah (2005, p. 15) also pointed out that there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. In addition, Ayunda (2012) said that in the classroom, it is difficult for a teacher to pay attention to individual students to point out errors in their speech. Some learners are able to repeat a model sentence at the same speed immediately, while others may pretend that they are done with the repetition when the classroom becomes silent.

However, considering the students' obstacles of learning speaking, the teaching and learning could be better if the teachers aware of students' needs and the problems that they face in speaking. Because needs analysis is helping the teacher to arrange appropriate materials for the students (Richards, 2001, p. 52).

### **Needs Analysis**

Needs analysis (NA) was introduced into language teaching through the ESP movement from the 1960s. It is the procedures used to collect information about learners' needs (Richards, 2001, p. 51). Nation & Macalister (2010, p. 24) also have a notion about needs analysis. It examines what the learners know already and what they need to know. Needs analysis makes sure that the course will contain relevant and useful things to learn. The various focuses of needs analysis, as:

- a. Necessities: is the demands of the target tasks.
- b. Lacks: it involves looking at where learners are at the present. The source of lacks could come from the university lecturer who marks such assignment, or the learners themselves are also a very useful source of information about lacks
- c. Wants: learners have their own views about what they think is useful for them.

### **Speaking**

Speaking refers to a process of producing verbal words to transfer meaning to the listener. (Torky, 2006, p.34) defined speaking as the learner's ability to express himself or herself orally, coherently, fluently and appropriately in a given meaningful context. He divided three aspects of speaking that should be considered in order to prepare the students speaks communicatively in real life situation. Those aspects are:

- a. Speaking is face to face: at this aspect facial expression, gesture and body movement are valuable meaning.
- b. Speaking is interactive: the conversation run smoothly between speaker and listener who participate with appropriate context and situation.
- c. Speaking happens in real time: language interaction between speaker and listener at a real-time gives a chance to do self-correction, repetition among them. As the result, it will allow them to become more fluent and responsive to the real-time demand.

### **METHOD**

The research design of this study is categorized into a qualitative research. Qualitative research is a research which the data in the forms of

written or oral words are analysed descriptively (Maleong, 1983, p. 3). In this study, the researchers focused on students' needs in English for everyday communication by giving the closed-ended questionnaire to the students related to their targets, lacks and wants of the speaking course. The researchers distributed the questionnaire to the 24 students of second-semester of English study program at IAIN Palangka Raya. And for additional information, the researchers also asked the lecturer about the students' problems in speaking and analysed the videos of speaking. In the end, all the data of this study described by the researchers descriptively.

## FINDINGS

The results of the needs analysis are presented in the tables.

Table 1. Students' problems of learning speaking (lacks)

Questions	Options of the answer	N	Students' Answer	%
1. Have difficulty in giving an oral presentation.	Always	24	3	12.5
	Often	24	12	50
	Sometimes	24	9	37.5
	Never	24		
	N/A	24		
2. Have trouble wording that I want to say quickly enough	Always	24	1	4.17
	Often	24	13	54.16
	Sometimes	24	10	41.67
	Never	24		
	N/A	24		
3. I am worried about saying something in the case will make mistake in my English.	Always	24	2	8.33
	Often	24	11	45.83
	Sometimes	24	10	41.67
	Never	24	1	4.17
	N/A	24		
4. I don't know how to say something in English.	Always	24		
	Often	24	3	12.5
	Sometimes	24	20	83.33
	Never	24	1	4.17
	N/A	24		
5. I don't know the best way to say something in English.	Always	24		
	Often	24	12	50
	Sometimes	24	10	41.67

**State Islamic Institute (IAIN) Palangka Raya Indonesia, 15-16 December 2017**

<http://english.ftik.iain-palangkaraya.ac.id>

Copyright © 2017 by INACELT

	Never	24	2	8.33
	N/A	24		
6. I have difficulty in pronunciation of words.	Always	24		
	Often	24	8	33.33
	Sometimes	24	15	62.5
	Never	24	1	4.17
	N/A	24		
7. Find it difficult to enter the discussion.	Always	24	1	4.17
	Often	24	1	4.17
	Sometimes	24	16	66.67
	Never	24	6	25
	N/A	24		
8. Receive low grades in a task involving class participation.	Always	24		
	Often	24	4	16.67
	Sometimes	24	11	45.83
	Never	24	9	37.5
	N/A	24		
9. Have difficulty working in small groups during class.	Always	24		
	Often	24		
	Sometimes	24	9	37.5
	Never	24	15	62.5
	N/A	24		
10. Have difficulty participating in large group discussions or in the debate.	Always	24	3	12.5
	Often	24	1	4.17
	Sometimes	24	9	37.5
	Never	24	11	45.83
	N/A	24		
11. Have trouble leading class discussion.	Always	24	1	4.17
	Often	24	9	37.5
	Sometimes	24	8	33.33
	Never	24	6	25
	N/A	24		
12. Have difficulty working with other students on out-of-class projects.	Always	24		
	Often	24	1	4.17
	Sometimes	24	8	33.33
	Never	24	15	62.5
	N/A	24		

**State Islamic Institute (IAIN) Palangka Raya Indonesia, 15-16 December 2017**

<http://english.ftik.iain-palangkaraya.ac.id>

Copyright © 2017 by INACELT

Table 2. The present and future domains of language use and thus reasons for studying English (target)

Questions	Options of the answer	N	Students' Answer	%
13. Why do you need to study English speaking?	To get higher education	24	7	29.17
	To get success for future profession	24	12	50
	To speak to foreigner	24	5	20.83
	To speak with friends and family	24		
	Other	24		

Table 3. The students' attitude towards the place and role of English (target)

Questions	Options of the answer	N	Students' Answer	%
14. When do you use English Speaking?	When studying	24	15	62.5
	When socializing	24	9	37.5
	At home	24		
	At office	24		
	Other	24		

Table 4. Learning preferences in terms of language skills (wants)

Questions	Options of the answer	N	Students' Answer	%
15. In future, I shall be using English for	Higher education	24	13	54.17
	Job career	24	10	41.67
	Socializing	24	1	4.17
	At home	24		
	Others	24		

**State Islamic Institute (IAIN) Palangka Raya Indonesia, 15-16 December 2017**

<http://english.ftik.iain-palangkaraya.ac.id>

Copyright © 2017 by INACELT

Table 5. The importance of particular languages skills (wants)

Questions	Options of the answer	N	Students' Answer	%
16. Would you like speaking course to be taken away from university curriculum because you do not find the present syllabus and the way of classroom teaching helpful in fulfilling your needs of English?	Strongly disagree	24	24	100
	Disagree	24		
	Neutral	24		
	Agree	24		
	Strongly Agree	24		

Table 6. Preferred learning styles and strategies (wants)

Questions	Options of the answer	N	Students' Answer	%
17. Do you think if a student's level of English not good it can have?	A good effect on his academic performance	24		
	A bad effect on his academic performance	24	24	100
	No effect at all on his performance	24		

Table 7. Patterns of learner to the interaction (wants)

Questions	Options of the answer	N	Students' Answer	%
18. What kind of speaking class do you like?	A class with a lot of activities	24	9	37.5
	Pair/group and project	24	14	58.33
	Teaching only by the teacher and no activities by the students	24	1	4.17

State Islamic Institute (IAIN) Palangka Raya Indonesia, 15-16 December 2017

<http://english.ftik.iain-palangkaraya.ac.id>

Copyright © 2017 by INACELT

Table 8. Role relationship (wants)

Questions	Options of the answer	N	Students' Answer	%
19. How do you prefer to do learning activities?	In class	24	1	4.17
	Preference for working in pair or groups	24	17	70.83
	Preference for working alone	24	6	25

Table 9. Preference for teaching activities (wants)

Questions	Options of the answer	N	Students' Answer	%
20. What kind of role do you like your teacher to have?	As a facilitator and guide	24	19	79.17
	Traditional role (someone in control of everything in class).	24	5	20.83

### **Data from the interviewed with the lecturer**

From the interviewed with the lecturer of English speaking for everyday communication, he was Mr Akhmad Ali Mirza, M.Pd, the researchers took the information:

General Information	According to the lecturer, English speaking for everyday communication is the name of speaking course with the purpose of this study is students to be able to communicate, pronounce, and apply the proper grammar at the level of everyday communication. He preferred some methods when he taught English speaking for everyday communication to the second-semester students of English study program, but the
---------------------	--



	methods that he usually used were practice individually, and practice in a group.
Lacks	Based on the lecturer's viewed about lacks, he found some problems of the students in this course that were classical problems, they were lack of vocabulary, eventhough they knew the vocabulary they did not know how to express the vocabulary. To solve the problem of speaking actually the solution that he suggested to the students to solve the problem was they have to get open interactive with English and practice a lot.
Necessities (target)	Because the course was speaking, so they had to learn about some materials related to speaking for everyday communication, such as learn how to be able to perform a self-introduction, to talk about routines, etc.
Wants	Based on lecturer's experienced students' needs in English speaking for everyday communication class for the first if he saw from the tools, the tools that can be used in the class is maybe some kind of audio facility that they can use to hear so that they can do what they want clearly. For the activity, in his opinion the activity they need to do is practice a lot.

### **Data from an analysis of speaking videos**

The researcher uses Clark and Clark theory (1997) in Fauziati (2009, p. 74-78), Ratner and Fromkim (1977).

Table 10. The result of analysis speaking video

No	Types of Error	N	%
<b>Speech Error</b>		<b>440</b>	<b>53.27</b>
1	Silent Pause	126	15.25
2	Filled Pause	210	25.42
3	Repeats	54	6.54
4	Unretraced	1	0.12
5	Retraced	19	2.30
6	Corrections	8	0.97
7	Interjection	13	1.57
8	Stutter	4	0.48

9	Slip of tongue	5	0.61
<b>Grammatical Error</b>		<b>273</b>	<b>33.05</b>
1	Omission of bound morpheme	40	4.84
2	Omission of possessive marker	1	0.12
3	Misordering	20	2.42
4	Omission of auxiliary	32	3.87
5	Omission of modal	10	1.21
6	Omission of article	11	1.33
7	Omission of preposition	28	3.39
8	Wrong in word selection	131	15.86
<b>Pronouncing</b>		<b>108</b>	<b>13.08</b>
1	Faulty in producing consonant	66	7.99
2	Faulty in producing vowel	42	5.08
<b>Code Switching</b>		<b>5</b>	<b>0.61</b>
1	Use of Indonesian lexical item	2	0.24
2	The modified of Indonesian words.	3	0.36
<b>Total of the data</b>		<b>826</b>	<b>100</b>

## DISCUSSION

the data that obtained from their lacks, targets, and wants showed:

### 1. Lacks

There were twelve questions that asked about the problems that the students found in speaking class, and from those twelve questions, the problem that almost all of the students experienced were the question number one, number two, number three, number four, and number five. From these answered, it can be presumed that almost all of the students less in vocabularies and they were often worried to say something in the case will make mistake in English so that they cannot speak English well. It is supported by Hetrakul (1995, p. 76) cited in Afisa (2015) "vocabulary is a component in speaking. In speaking English, students need to master a lot of vocabulary, because by mastering many words, they would be able to study the way of speaking easily.

The lecturer also said the problems that he usually found were the English students of second-semester less in vocabularies and even they knew the vocabularies they were shy to speak in the case will make mistake in English speaking. The data from videos also added the information about the lacks of the students. There are four classifications of analysis the errors of the speaking, and the researcher found all types of errors in the videos, in detail;

- a. From nine types of speech error, filled pause dominantly appeared in the videos. The reason of the filled pause according to Ilmiani (2014, p. 10) is the cognitive reason, which is concerned with the internal mental states. It is the field that studies mental process including how people think, perceive, remember, and learn.
- b. For the grammatical error, the dominant errors found in wrong in word selection. Wrong in word selection according to (James, 1998, p. 65) means the speakers get trouble when they choose the word in their spoken.
- c. The third classification was pronunciation error, which faulty in producing consonant were dominant found in the videos. According to Ilmiani (2014, p. 13), pronunciation is kind of interlingual transfer. The utterances from the speaker is influenced by the dialect of the mother tongue.
- d. The fourth was code switching. According to Ilmiani (2014, p. 13) code-switching is kind of interlingual transfer which is in part of transfer in vocabulary.

Realizing the students' low in vocabulary mastery, they got confused with English grammar, some errors in pronunciation, so the teacher should prepare the material appropriately that encourage the students to achieve the goals in learning English speaking. The teacher could prepare the list of new vocabularies that appropriate with the material with the phonetic transcriptions so that the students are be able to pronounce the words well, and the teacher could give the formula or the how to use English speaking well. For example, the material in English speaking for everyday communication tells about routine.

Vocabularies	Grammar focus ( <i>simple present and statements</i> )
Sweep /swi:p/ Brush /brʌʃ/ Comb /kʊm/ Wash /wɒʃ/ Watch /wɒtʃ/ Hang /hæŋ/	Subject + V1 I hang out the clothes. You comb the hair. or Subject + V1 (s,es) He watches the television She washes the dish

## 2. **Necessities or (targets)**

From the questionnaire, the questions number thirteen and fourteen were asking the students about the target or the necessities of the speaking course. For number thirteen the data shows that 50% of the students consider to get success for a future profession, and for number fourteen students' attitude towards the place and role of English in the school curriculum, the data shows students thought when studying 62.5%. Lecturer's reported the targets of the students, they had to learn about some materials related to speaking for everyday communication. He took some topics that truly fulfil the needs of the students in everyday life communication whether it is used when studying or when socializing, and whether they use English for higher education or for getting job career or get success for a future profession. The materials of the videos were also related to the skills of English speaking for everyday communication that the teacher's wanted the students to be able.

## 3. **Wants**

From the questionnaire, the researcher got the information, such as; The students thought that they will use English speaking for higher education, all the students strongly disagree with the opinion of removing speaking course from university curriculum, all the students thought bad English proficiency determine a bad effect on the academic performance, the students like pair or group or project, the students also prefer for working in pair or groups, and the students want the teacher as the facilitator and guide. Lecturer's opinion of the students' needs in English speaking for everyday communication class for the first if he saw from the tools, the tools that can be used in the class is maybe

some kind of audio facility that they can use to hear so that they can do what they want clearly.

## CONCLUSION AND SUGGESTION

The result found that, from the lacks: the students often have trouble in oral presentation, the student's low vocabulary mastery, there were some mistakes in their grammar, the students were often afraid to speak because they were worried about making mistakes, from the necessities; the students have to learn how to communicate on the level of everyday communication, the students are able to pronounce the words correctly, the students are able to apply the proper grammar in communication, from the wants; the students will use English speaking for higher education, the students strongly disagree with the opinion of removing the course from university curriculum, they thought bad English proficiency determine a bad effect on the academic performance, they like pair or group project, they prefer for working in pair or groups, and the students want the teacher as the facilitator and guide.

The researcher expects the learners know their lacks so that they could improve their ability in learning English, especially in speaking because learning the language means to learn how to use it correctly. The lecturer also can create a comfortable class, give motivation to the students, facilitate and guide them to become a good speaker. The researcher suggests to the next researcher to find the needs of the student in the material of speaking, and the researcher hopes the next research can be better than this research, and this research becomes a reference for the next researcher who takes this term.

## REFERENCES

- Afisa, Sheila. Y. P. (2015). *The Students' Difficulties in Speaking at the Tenth Grade of SMA Negeri 1 Sine in 2014/2015 Academic Year*. Unpublished thesis. Surakarta: Universitas Muhammadiyah Surakarta.
- Ayunda, A. N. (2012). The effect of look-up technique on speaking fluency. *Journal on English as a Foreign Language*, 2(2), 45-52.
- Brown, H. Douglas (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. California: Longman.

- Hetrakul, Kavin. (1995). *The Second Language*.  
<http://eserver.org/courses/spring95/76-100g/KavinHetrakul.html>  
(Accessed on October 11, 2017).
- Hutchinson, Tom and Water, Allan. (1987). *English for Specific Purposes*.  
Cambridge: New York.
- Ilmiani, D. (2014). *Error in Oral Production by English Department Students of Muhammadiyah University of Surakarta*. Unpublished thesis. Surakarta: Universitas Muhammadiyah Surakarta.
- James, C. (1998). *Errors in Language Learning and Use: Exploring Error Analysis*.  
United States of America: Addison Wesley Longman Inc.
- Khoir, Mohammad. (2014). *The Language Attitude of Students of English Department UIN Sunan Kalijaga Towards English*. Unpublished Thesis. Yogyakarta. State Islamic University Sunan Kalijaga.
- Maleong, Lexy J M.A. (1983). *Methodology Penelitian Kulaitatif*. Jakarta: Depdikbud.
- Maleong, Lexy J M.A. (2005). *Metodologi Penelitian Kualitative*. Bandung: PT Remaja Rosdakarya.
- Nation, ISP and John Macalister. (2010). *Language Curriculum Design*. New York: Routledge.
- Priajana, N., & Baehaqi, L. (2012). The realization of e-books for teaching as reflected by EFL teachers of Islamic junior high school (MTs). *Journal on English as a Foreign Language*, 2(1), 51-57.
- Qodir, A., Baehaqi, L., & Miftah, M. Z. (2016). Developing materials of listening comprehension for the English Department students. *Journal on English as a Foreign Language*, 6(1), 1-20.
- Raba'ah G. (2005). *Communication Problems Facing Arab Learners of English*. *Journal of Language and Learning*, 3 (1), ISSN 1740-4983.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Torky, Shiamaa Abd El Fattah. (2006). *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students*. Unpublished Thesis. Ain Shams University.
- Ur, P. (1996). *A Course in Language Teaching*. Cambridge. Cambridge University Press.