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Students' Needs Survey On Speaking Class Of Uin Satu Tulungagung

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Abstract

The research is related to the analysis of what the students need when they take the speaking course. The findings can be a useful reference to design the proper teaching materials due to the achievement of teaching goals. The study investigated 1) the difficulties faced by students in mastering speaking, 2) the most helpful speaking activities for improving speaking ability, 3) the topic preferred by students in speaking lesson, 4) the materials needed by students in speaking. Data collection method used the questionnaires distribution. The 32 first-semester students of the English Education Department have participated to response the questionnaire items. Respondents were also interviewed to collect additional information. The research found the difficulties faced by the students using appropriate vocabulary and grammar, expressing ideas and opinions, understanding and responding to questions, pronunciation and intonation maintaining conversation. Role-playing exercises pair conversation, group discussion are the favorite activities in speaking practices. The casual conversations with friends and family seem to be interesting topic for the students. Meanwhile the topics which are familiar with their daily life can be media to prompt their speaking performance. In addition, the speaking areas they like most are giving and replying to compliments, asking people to do things (requesting), offering to do things; thanking people, expressing appreciation & gratitude, replying to thanks, appreciation & gratitude. In the case of linguistic aspects, the students think the pronunciation and intonation

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practices are very prominent to speak well.

Keywords: Students' Need Analysis; Speaking Class; UIN SATU Tulungagung.

INTRODUCTION

The ability to speak in the English language plays a crucial role in the context of learning a second or foreign language, especially when the target language is English. Speaking in a particular language serves as a fundamental foundation for individual development. Speaking in English is not only a means of communication but also a tool for processing thoughts, making it one of the primary objectives in oral language learning for everyday use Tarigan (2009) (Herminingsih & Jazeri, 2020)

The significance of speaking skills in English is supported by various perspectives and theories. The viewpoint of Clark and Clark depicts speaking in English as an instrument that can influence the listener, leading to the commencement of teaching speaking by sharpening speaking skills in a foreign language. Speaking skills also encompass the use of appropriate expressions, and success in speaking English is influenced by a variety of factors. This approach aligns with the understanding articulated by Ladouse (1991), which defines speaking as the ability to express oneself and report using spoken words with speaking proficiency. In the context of learning English, speaking also involves the aspect of interaction, where conversations or dialogues can occur when more than one person is involved. Therefore, teaching speaking in English encourages the development of expressive skills and the clear and effective conveyance of ideas, ensuring that messages are delivered and well-received by the listener. Speaking is not merely about the use of words; it is also about the ability to interact effectively in English.

Furthermore, according to Wilson's perspective (1983: 5), speaking is defined as an effort to build a relationship between the listener and the speaker, with the primary goal of creating creative communication. This viewpoint emphasizes the importance of interpersonal aspects and meaning in the process of speaking in English. Similarly, speaking performance, as defined by Stern (in Risnaldi, 2001: 56-57), is a crucial stage in the development of speaking skills. This stage starts with listening skills, practicing speaking, understanding, and ultimately achieving fluency in speaking. In other words, speaking performance is an integral part of English language learning. Wallace (1978: 98) also provides the perspective that speaking is a meaningful oral practice, and individuals must understand each word when using a foreign language. Speaking skills assist

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individuals in expressing their interesting ideas orally. Therefore, the development of speaking skills in English plays a significant role in imparting meaning and facilitating effective communication in the context of a foreign language

Based on the research findings, several challenges and factors affecting students' English-speaking skills have been identified. These challenges are crucial to consider when assessing the need for a "Speaking for Daily Interaction Course." One of the key challenges highlighted by Khoir (2014) is the lack of confidence and courage among students to communicate in English. Even in the English department, some students are hesitant to speak English with their peers. This lack of confidence can significantly hinder their ability to engage in effective English conversations. Ur (1996) identified multiple factors that contribute to speaking difficulties, including inhibition, a feeling of having nothing to say, low or uneven participation, and the influence of the mother tongue. These factors underscore the complexity of developing speaking skills and the need to address various psychological and linguistic barriers.

Raba'ah (2005) emphasized that difficulties in speaking English can be attributed to a multitude of factors, encompassing the learners themselves, teaching strategies, the curriculum, and the learning environment. These factors underscore the multifaceted nature of the problem, which necessitates a holistic approach to addressing students' speaking needs. Ayunda (2012) further pointed out the challenges faced by teachers in addressing individual students' errors in speech. Some students may grasp and replicate model sentences swiftly, while others may struggle and remain silent in the classroom. This variance in learning speed and proficiency calls for customized teaching strategies.

In summary, the existing research indicates that students face challenges in English speaking due to factors such as confidence issues, psychological barriers, and the need for tailored teaching strategies. Understanding and addressing these challenges is vital in designing an effective "Speaking for Daily Interaction Course" that caters to the specific needs of students in enhancing their English-speaking skills. Based on previous research, it is evident that a needs analysis for the course "Speaking for Daily Interaction" is essential for either the students particularly for UIN Sayyid Ali Rahmatullah Tulungagung students and the teacher. This need analysis arises due to the identification of what the students really need. The target of analysis covers the difficulties faced by students in mastering speaking, most helpful speaking activities for improving daily interaction skills, topics preferred by students in speaking, current English materials that are considered necessary for students, materials are necessary to be taught to

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students in mastering speaking English.

RESEARCH METHOD

The research method comprises a set of rules that must be rigorously adhered to in the course of an academic study. It is crucial to ensure that the research is conducted systematically. In this study, the research methodology will be divided into two stages, namely data collection method and technique for data analysis. The data collection used questionnaire distribution. The respondents for this research involve 32 first-year students from the English education department at UIN Sayyid Ali Rahmatullah in Tulungagung. A survey approach was employed in this study to collect data by distributing questionnaires that respondents were required to complete. In addition to the questionnaires, respondents were also interviewed to gather additional information. The data obtained in this study are reported using both quantitative and qualitative descriptive methods. The information gathered through surveys is documented to facilitate a comprehensive description of the various pieces of information provided by the informants.

DISCUSSION

The Difficulties Faced by Students in Mastering Speaking for Daily Interaction

The 32 respondents presented sheds light on the various difficulties encountered by students in mastering spoken English for daily interaction. These findings are crucial for educators and policymakers seeking to enhance English language proficiency among the students. The table below presents a comprehensive discussion of the data and its implications.

Table 1. The Difficulties Faced by Students in Mastering Speaking for Daily Interaction

Difficulties	Number of Respondents
Difficulty in using appropriate vocabulary and grammar	18
Difficulty in expressing ideas and opinions	9
Difficulty in understanding and responding to questions	5
Difficulty in pronunciation and intonation	3

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Difficulty in maintaining conversation	1
Difficulty in initiating conversation	0

The data reveals that a significant 18 students struggle with using appropriate vocabulary and grammar. This is a significant area of concern and indicates a substantial gap in language proficiency. They stated that the use of the English language is significantly different from the use of the Indonesian language in terms of grammar. Therefore, it is very difficult to apply it in daily life without continuous practice. Addressing this challenge should be a top priority for educators, as it underlines the fundamental importance of strong language foundations. Utilizing authentic materials and providing constructive feedback can be instrumental in improving this aspect of language learning.

Table 2. Most Helpful Speaking Activities for Improving Daily Interaction Skills

Activities	Number of Respondents
Role-playing exercises	10
Pair conversations	8
Everyday scenario simulations	5
Group discussions	4
Public speaking exercises	4
Debates and argumentative discussions	2

The 10 respondents answered that role –playing exercises can contribute to the speaking repair. Besides, the students also expressed that pair conversations are helpful activity for improving daily interaction skills. These preferences indicate that many students appreciate one-on-one interactions, which can foster confidence, active participation, and a comfortable environment for practicing spoken English. Instructors should take note of this and consider incorporating pair conversations into the curriculum, as they offer a valuable opportunity for students to engage in focused dialogues. A significant portion of students, 10 students, favored role-playing exercises. They argue that pertaining to role-playing, it employs a language closely

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resembling that used in everyday communication. This significantly aids in the enhancement of their language skills. Engaging in role-playing serves as an enjoyable and effective learning method, facilitating a swifter acquisition of the subject matter. Role-plays immerse students in various scenarios, enhancing their ability to respond effectively in real-life situations. These activities can simulate a wide range of everyday interactions, from ordering food to handling common social situations, which are essential for daily communication. The popularity of role-plays highlights their effectiveness in developing practical communication skills.

The data on students' preferences for speaking activities has clear implications for designing a "Speaking for Daily Interaction Course." To ensure a well-rounded and engaging curriculum, it is essential to strike a balance between various activities to cater to different learning styles and preferences. The course should incorporate a mix of pair conversations, role-playing exercises, group discussions, everyday scenario simulations, public speaking exercises, and occasional debates. By doing so, instructors can create a comprehensive and inclusive course that actively engages and supports all students in their efforts to improve their daily interaction skills. understanding and accommodating students' preferences for speaking activities are crucial for designing an effective language course. The data provided offers valuable guidance to educators and curriculum designers, allowing them to create a learning environment that not only addresses the diverse needs and preferences of students but also equips them with the practical skills necessary for effective daily communication in English.

Table 3. Topics Preferred by Students in Speaking for Daily Interaction

Scenarios	Number of Respondents
Casual conversations with friends and family	29
Business and professional interactions	1
Social gatherings and events	1
Academic discussions and presentations	1
Travel-related interactions	0
Public speaking engagements	0

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The overwhelming preference for casual conversations with friends and family is a dominant and highly practical choice, with a staggering 29 students expressing this preference. They stated prefer using scenarios when speaking in English, with a focus on the desired topics. Limited vocabulary can affect fluency in speech, making the use of scenarios in this context helpful. they argue that casual conversations with friends and family tend to feel easier than speaking with others. This indicates that students are primarily interested in improving their ability to engage in informal, everyday interactions. Such a focus on everyday conversations reflects the practical and relatable nature of language skills required in their personal lives. Therefore, the course should prioritize teaching conversational English, informal language, and practical vocabulary and expressions to meet this significant demand.

Table 4. Current English Materials that are Considered Necessary by Students in Speaking for Daily Interaction

Materials	Number of Respondents
Introduction; Greeting, Introduction, pre - closing, closing, and address system	8
Thanking people, expressing appreciation & gratitude; replying to thank, appreciation & gratitude	8
Giving and replying to compliments and asking people to do things (requesting); offering to do things	8
Getting other people's opinions ideas; Agreeing and disagreeing	7
Asking for and giving personal information	1
Asking for and giving the time and date	0
Describing People	0
Asking for and responding to permission	0
Expressing anger and resolving conflict	0
Making and accepting or refusing an invitation	0

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Apologizing and responding to an apology	0
Getting information or direction	0
Getting people's attention and interrupting	0

The three materials (Introduction; Greeting, Introduction, pre - closing, closing, and address system, thanking people, expressing appreciation & gratitude; replying to thank, appreciation & gratitude, Giving and replying to compliments and asking people to do things (requesting); offering to do things are the most preferred by students, with 8 students choosing them, emphasizing their emphasis on building a solid foundation in basic conversational skills. In the context of the English Education Department, comprehensive training in greeting, introductions, and address systems is not only essential for everyday interactions but also plays a significant role in creating a positive and respectful learning environment. They stated that it holds a significant role in our day-to-day interactions. Utilizing this particular option not only serves to facilitate effective communication in everyday life but also plays a crucial role in nurturing the development of proper and impeccable grammar skills. This importance extends beyond mere language proficiency, as it contributes to one's overall ability to express ideas with precision and eloquence. The value of this option in enhancing daily interactions and honing the skills of good grammar cannot be overstated. It provides individuals with the tools necessary to convey their thoughts and ideas with clarity, making it an indispensable asset for effective communication and personal growth.

Although this component garnered a moderate level of interest, it is important to incorporate exercises that focus on eliciting and providing personal information. In an educational context, this skill can help students engage in more personalized conversations, enabling them to connect with others in a meaningful way. We also can see according to 8 students, expressing the importance of conveying gratitude and maintaining positive interactions is significant. They stated that many individuals, both among the younger and older generations, have increasingly grown less inclined to utter expressions like 'please' and 'thank you' in recent times.

This observable shift in language usage reflects broader societal changes, emphasizing the need for a more nuanced analysis. In contemporary society, the reduced usage of polite expressions may stem from various factors. Among them are the rapidly evolving forms of communication, such as texting and social media, which often prioritize brevity over formal

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etiquette. Additionally, cultural shifts and generational differences can influence linguistic trends, leading to a transformation in social norms. This skill is not only valuable in daily life but also in the educational context, as it fosters a culture of appreciation and support among students, instructors, and peers, which is crucial for a positive and constructive learning environment.

These skills are essential for promoting positive interactions within the department. Teaching students how to give compliments, make requests politely, and offer assistance effectively can create a harmonious and cooperative learning environment. It aligns with the values of constructive feedback and collaboration in an educational setting. Encouraging students to seek others' opinions, engage in constructive discussions, and express agreement or disagreement is important in an educational context. These skills are pivotal for class discussions, debates, and collaborative projects, promoting critical thinking and effective communication. While this area is not the top priority, it's still worth incorporating because it can enhance classroom participation. Students need to know how to engage in discussions appropriately, raise questions, and contribute to class activities effectively.

Additionally, other skills should be addressed to provide students with a well-rounded skill set for effective daily interactions within the department. the preferences expressed by students offer essential guidance for designing a course that equips them with the practical conversational skills needed for success both within the academic environment and in their future professional and personal interactions. The curriculum should aim to strike a balance between these key areas, ensuring that students are well-prepared for a wide range of daily communication scenarios.

Table 5. Materials are Necessary to be Taught to Students in Mastering English Especially Those Related to Speaking for Daily Interaction

Materials	Number of Respondents
Pronunciation and intonation practice	12
Common phrases and expressions for daily interaction	5
Listening comprehension exercises	5
Vocabulary building activities	4
Grammar exercises	4

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Role-specific Language (e.g., language for customer service, negotiation, etc.)	2
Role-playing activities	0
Debating techniques	0
Presentation skills	0
Common Conversation Starters	0
Dialogue Practice for Different Scenarios	0
Handling Telephone Conversations	0
Effective Email and Communication Writing	0
Giving and Receiving Feedback	0
Small Talk Strategies	0
Language for Making Requests and Offers	0
Non-verbal Communication Cues	0

The fact that 12 students emphasize the importance of pronunciation and intonation is significant. They argued that to enhance the fluency of pronunciation and intonation when speaking in English, they must engage in a comprehensive daily interaction course. Consistent practice in daily interactions, such as engaging in conversations, participating in discussions, and actively using the language, plays a pivotal role in honing these crucial linguistic skills. A daily interaction course can offer a structured approach to developing the skills necessary for effective communication in English. It provides individuals with the opportunity to familiarize themselves with the nuances of the language, understand idiomatic expressions, and cultivate the right intonation.

Through regular practice, participants can refine their pronunciation, leading to improved clarity and comprehension in their speech. It underscores the awareness among students in the English Education Department of the critical role that clear and effective communication plays in academic and professional settings. As such, the course should allocate a substantial portion of time to pronunciation and intonation exercises to help students speak English fluently and

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understandably. Although not the most emphasized area, focusing on common phrases and expressions is valuable for enabling students to engage in everyday conversations naturally. These phrases serve as the building blocks for effective daily communication, both within and outside the academic context.

Listening comprehension is a vital skill for understanding and responding to others in spoken interactions. The course should incorporate listening exercises to enhance students' ability to understand various accents and contexts. This is particularly crucial in an academic environment where multiple perspectives are valued. Expanding vocabulary is essential for students in the English Education Department. These activities should focus on words and expressions commonly used in an academic context to facilitate effective communication during academic discussions, presentations, and assignments.

Correct grammar is fundamental for clear and accurate communication. The course should include grammar exercises that are not only useful for everyday interactions but also vital for academic writing and speaking. A portion of students recognize the value of learning a language specific to certain roles or situations. This is crucial, especially if students have aspirations for specific careers within the education sector. Incorporating role-specific language can prepare them for future professional roles. Role-playing activities can be valuable for practicing real-life scenarios. They should be integrated into the curriculum to help students apply their language skills effectively, including in academic contexts. Although not a primary focus, teaching debating techniques can be beneficial for enhancing critical thinking, persuasive skills, and the ability to engage in meaningful academic discussions and presentations. Presentation skills are essential for students preparing to be educators. The course should incorporate activities and guidance on delivering effective presentations, which are not only valuable in daily interactions but also in their future teaching roles. These areas, though not the most emphasized, should be included to create a comprehensive curriculum. They can enhance students' ability to initiate conversations, navigate various social situations, and engage in constructive feedback, which are important skills within the educational context.

These skills, though less emphasized, are still important for professional communication within the educational sector. They should be integrated into the curriculum to prepare students for various communication mediums. While not explicitly mentioned by students, understanding non-verbal cues is still important, and instructors should address these cues as part of effective communication practices. The data highlights the diverse needs and priorities of students in the

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English Education Department, from pronunciation and intonation to role-specific language and academic presentation skills. The curriculum for the "Speaking for Daily Interaction Course" should be designed to encompass these areas, with a strong emphasis on pronunciation, listening comprehension, vocabulary, and grammar to facilitate effective communication within an educational context. the preferences expressed by students provide crucial guidance for crafting a well-rounded course that equips them with the practical language skills needed for both academic and professional success. The curriculum should strike a balance between these key areas to ensure that students are well-prepared for a wide range of communication scenarios they may encounter in their academic and future career paths.

CONCLUSION

In summary, our research highlights the challenges students face when learning to speak English, like lacking confidence or needing tailored teaching methods. To create an effective "Speaking for Daily Interaction Course," we need to understand and address these challenges.

Our data shows that 8 students believe that having one-on-one pair conversations is the best way to improve their daily interaction skills. They feel more confident and participate actively in this setting. We recommend that instructors include more pair conversations in the curriculum. Additionally, 10 students prefer role-playing exercises. They find these activities closely resemble real-life conversations and help improve their language skills. Role-plays are enjoyable and effective because they immerse students in different situations, making them better at real-life interactions.

Notably, a substantial number of students encounter challenges related to appropriate vocabulary and grammar usage, underscoring the critical importance of strong language foundations and consistent practice. Pair conversations and role-playing exercises are identified as highly effective activities for improving daily interaction skills, emphasizing the value of practical engagement. Casual conversations with friends and family emerge as the dominant preference, reflecting the practicality and relatability of conversational English in students' lives. To address these needs, the "Speaking for Daily Interaction" course should focus on pronunciation, listening comprehension, vocabulary, and grammar, while also integrating role-specific language and presentation skills for students aspiring to be educators.

This information is useful for educators and curriculum designers, helping them create a learning environment that meets students' diverse needs. Most students want to improve their

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English for casual conversations with friends and family, and we should address this. We also need to cover a range of skills, like starting conversations, handling different social situations, and giving and receiving feedback, which are important for their education.

In conclusion, the research data shows that students in the English Education Department have various needs and priorities. Incorporating these findings into the curriculum will help students become more proficient and confident in using English for daily interactions and academic purposes. The final stage involves providing recommendations for English language materials that should be included in the curriculum for the 'Speaking for Daily Interaction' course in the English education department at UIN Sayyid Ali Rahmatullah in Tulungagung.

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