



AN ANALYSIS OF STUDENTS' NEEDS OF SPEAKING MATERIALS AT ENGLISH EDUCATION STUDY PROGRAM

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ABSTRACT

The study aims to find out the Students needs of Speaking Materials at English Education Study Program in UIN Sultan Thaha Saifuddin Jambi. The method of the research is qualitative. The subject of this research were five semester students at English Education Study Program in UIN Sultan Thaha Saifuddin Jambi. This research data were collected using interview. The findings of the research showed that, students need Audio visual such as watching videos, watching film, and listening to music. Students prefer learning by using the media. To help them follow the process of learning, it can help students to improve and their speaking skill.

Keywords: English Education Study Program, Need Analysis, Speaking Materials, Students' Needs

A. INTRODUCTION

Speaking is the process of transferring information or ideas to someone else. It is a crucial form of communication that humans need to share new information. Through speaking, students express their opinions, engage in oral communication, provide suggestions, and describe things or people to the listener. Mastering speaking skills is essential for students in English education programs, as these programs prepare them for the workforce. Consequently, all materials should be tailored to meet the students' needs related to their future careers. Need analysis is a complex process that involves much more than just identifying what learners will have to do in their target situations. It encompasses necessities, lacks, and wants.

To design English speaking materials that meet the needs of students, it is important to consider the requirements of both educational institutions and potential workplaces. These needs include those of the learners, the employers, and the specific demands of the English Education Program at UIN Sultan Thaha Saifuddin Jambi. Teaching students in an English Education Program differs significantly from teaching regular high school students,



presenting unique challenges. The overall goals of a language teaching program typically stem from an analysis of why a particular group of learners in a specific environment needs to learn English, as highlighted by Nikoopur (2011, p.1). English education programs emphasize practical skills over theoretical ones. Need analysis in language teaching is vital for designing and implementing any language course. This research aims to identify the needs of students for speaking skills in the English Education Program, necessitating a thorough understanding of need analysis theories.

Al Hosni (2014) views speaking as an essential part of language learning, rooted in the learner's ability to participate in oral activities. Bergil (2016) supports this, stating that the goal of language learning is to use the target language communicatively in various contexts such as education, work, and travel. This implies that learners are expected to be proficient in speaking the target language. Materials play a crucial role in conveying the essence of knowledge and facilitating the teaching-learning process. Teachers must prepare materials meticulously to ensure the process runs smoothly. Materials encompass all content within the curriculum, and students must achieve skills based on competence and standard requirements in each subject. This study focuses on materials because the current ones do not align with students' needs, and many are unsuitable.

Cunningsworth, as cited in Ricards (2002), outlines the roles of materials in language teaching: they serve as resources for learners to practice and engage in communicative interactions, reference sources for grammar, vocabulary, and pronunciation, and sources of stimulation and ideas for classroom activities.

A preliminary study conducted through online interviews on March 2, 2022, with students at UIN Sultan Thaha Saifuddin Jambi revealed that many students are too shy to speak English. Most students struggle with English speaking performance, particularly in front of their peers, who often ridicule them for mistakes (Riadil, 2020; Wahyuningsih & Afandi, 2020; Gahmi, 2021; Oradee, 2012). Ignoring this issue can negatively impact the students and hinder the teaching and learning process.



Given these observations, the writer is interested in analyzing students' needs for speaking materials. Thus, the researcher concludes to choose the title "An Analysis of Students' Needs of Speaking Materials at UIN Sultan Thaha Saifuddin Jambi."

B. METHOD

This research employed a descriptive qualitative method. According to Cresswell & Plano (2011), Sugiyono (2014) & Arikiunto (2010), descriptive qualitative research involves describing a phenomenon, object, or social setting in a narrative form. Data and facts are collected as words or images rather than numbers and include quotes from field data to support the report's findings. Therefore, the researcher used a qualitative descriptive design to classify the students' needs for speaking materials in the English Education Study Program. Understanding the correct research method is crucial in this study to accurately identify the needs for speaking materials. The researcher aimed to understand the needs of students for speaking materials at UIN Sultan Thaha Saifuddin Jambi. Through this approach, valuable information about the students' needs for speaking materials in the English Education Study Program was obtained.

The research was conducted at UIN Sultan Thaha Saifuddin Jambi, located in Simpang Sungai Duren, Kec. Jambi Luar Kota, Kota Jambi. The study was carried out with fifth-semester students in December 2022, during the academic year 2022/2023. The subjects of this research were students from the English Education Study Program at UIN Sultan Thaha Saifuddin Jambi, specifically 23 students who participated in interviews.

C. FINDINGS AND DISCUSSION

The research focused on the materials needed by students in the English Education Study Program for improving their speaking skills. The researcher gathered data through interviews conducted during the students' learning process. The needs for speaking materials were categorized into three types based on audio-visual resources: videos, films, and music.

Videos



Students expressed a preference for learning English through videos as they found them easier to understand and more engaging compared to traditional methods. By regularly watching English videos, students reported improvements in their speaking skills. Videos make learning less boring and more enjoyable, allowing students to grasp the content better. This preference was supported by student interviews:

- S1: "I need to watch videos and use the internet to make learning speaking easier."
(Thursday, 30th December 2022)
- S2: "Yes, I like it because learning through videos can help me gain better knowledge."
(Thursday, 30th December 2022)
- S3: "Yes, I like it because videos are not boring and have their own expressions."
(Thursday, 30th December 2022)
- S4: "Yes, I like it because watching videos increases my vocabulary." (Thursday, 30th December 2022)
- S5: "Yes, I like it because we can see the pictures and understand the meaning easily."
(Thursday, 30th December 2022)

These responses indicate that students prefer learning English through videos because it enhances their comprehension and keeps them engaged, which in turn helps improve their vocabulary and speaking skills.

Films

Students also showed a strong preference for learning English through films. Watching films often includes scenes and subtitles that make it easier to understand and pick up new vocabulary. Students found that recording new vocabulary from films helped them retain and understand the words better. This preference was corroborated by student interviews:

- S1: "Yes, I like it. By watching English films, you can hone your English skills and improve vocabulary." (Thursday, 30th December 2022)
- S2: "Yes, I like it because it can train listening and add vocabulary." (Thursday, 30th December 2022)



- S3: "Yes, because in films you can watch and not get bored." (Thursday, 30th December 2022)
- S4: "Yes, I like it because it can train listening and add vocabulary." (Thursday, 30th December 2022)
- S5: "Yes, because in films you can watch and not get bored." (Thursday, 30th December 2022)

Students noted that watching films improved their speaking skills by exposing them to new vocabulary and expressions in an engaging way, making it easier for them to understand and practice English.

Music

Learning English through listening to music was another preferred method among students. Music was seen as a fun and effective way to learn English, helping students improve their pronunciation and vocabulary. Students often listen to English songs, which helps them understand word pronunciations better and keeps them relaxed during learning. This preference was confirmed through student interviews:

- S1: "I like learning through music because, in my opinion, listening to songs is the most fun and easiest way to master English." (Thursday, 30th December 2022)
- S2: "Yes, I like it because I usually listen to English songs." (Thursday, 30th December 2022)
- S3: "Yes, I like it because it can add to my vocabulary and help me understand the correct pronunciation of English." (Thursday, 30th December 2022)
- S4: "Yes, I like it because when I'm bored, I listen to music and can learn without realizing it." (Thursday, 30th December 2022)
- S5: "Yes, I like it because I usually listen to English songs." (Thursday, 30th December 2022)

Students explained that listening to music helped them better understand English pronunciations and made learning more enjoyable and less monotonous. Based on the



findings, it is clear that students in the English Education Study Program have specific preferences for learning materials that aid in improving their speaking skills.

Learning through videos has a positive impact on students, helping them understand and retain information better. Studies have shown that using videos can improve various aspects of speaking skills, including fluency, vocabulary, pronunciation, grammar, and content understanding. Research by Muna (2011) and Qomar (2016) also supports the effectiveness of videos in enhancing speaking skills in educational settings. Using films in learning helps students improve their listening, speaking, writing, and vocabulary skills. Films provide a practical context for learning language, with subtitles aiding comprehension and vocabulary retention. Maria (2016) highlights the benefits of using films in teaching English, noting their effectiveness in engaging students and enhancing their language skills.

Listening to music is an enjoyable and effective method for learning English. It helps students improve their pronunciation and vocabulary while making the learning process more fun and less boring. Music creates a positive and relaxed learning environment, which can enhance memory retention and overall learning outcomes, as noted by Darmasyah (2010).

In conclusion, the preferences for videos, films, and music as learning materials are supported by both student feedback and previous research, indicating their effectiveness in improving English speaking skills in the English Education Study Program at UIN Sultan Thaha Saifuddin Jambi.

D. CONCLUSION

Based on the findings and discussion, it can be concluded that students' target needs for speaking materials include their goals, skill levels, and the specific materials they use. The students aim to improve their speaking skills by using the internet for activities like watching videos, films, and listening to music. To enhance their speaking abilities, they note down any unfamiliar words, which helps them improve more effectively than traditional school studies. This approach allows them to advance their speaking skills through the techniques and methods they find most useful..



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