

What Preference Do The Learners Have In Learning Speaking Skill: Students' Need Analysis

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Abstract: *The objectives of this research were to find out the students' need at the institution of Senior High School in teaching and learning process especially on their speaking skill and also to analyze the result of students' need previously as an action being a professional teacher in arranging a model of learning appropriately. This study was conducted through qualitative approaches, with a total of 14 tenth-grade students of senior high school. The data were collected by using an open-ended questionnaire. Data were analyzed by using a descriptive analysis. The result showed that there were three classification of students' need; interest, motivation, and learning styles of the students that can be seen on Table 1.1. Students' need classification, Figure 1.1. Number of Clasification, and Table 1.2. Classification of Students' Need. Hence, it can believe that by knowing and also analyzing the students' need in teaching and learning process especially in speaking skill, the students are required to be able to feel comfortable, happy, and understanding easily during the learning process through the students' need optimally and appropriately.*

Key words: *Students' Need Analysis, Speaking Skill, Teaching and Learning Process.*

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I. INTRODUCTION

English, as a foreign language in Indonesia, is learned from primary school to university. In learning English, students are expected to master four English skills which include listening, speaking, reading, and writing.

Speaking is one of the productive and expressive language skills used to communicate directly or face to face with other parties for certain purposes (Darmuki & Hariyadi, 2019). Speaking skills are a set of abilities to express ideas, feelings, or thoughts adequately and accurately (Kurniati & Ervina, 2019). Speaking skill also means a person's skill in language when expressing opinions or conveying messages according to the needs of his listeners. Students can communicate their ideas and maintain good relations with others (Nuryanto, et.al, 2018).

Relating to the concept of speaking skill above, Nugroho's research (2010) about teaching English to young learners increased but it has difficult for Indonesian students to speak in English because they lack to practice this skill. In addition, not only to young learners but also the majority of students in senior high school have low capability in oral communication or speaking although they have studied English for three years when they were in Junior High School.

It is in line with case from Amoah & Yeboah (2021), speaking is typically one of the hardest abilities for language learners to be mastered. Munawi & Khafrawi (2022) also supported because there are numerous issues that can arise when speaking. The pupil will not always be right while learning English. Someone will experience difficulties or make errors when writing or speaking. Speaking has four issues: inhabitation, having nothing to say, low or uneven participation, and using one's mother tongue. In short, students studying English struggle to communicate fluently because they are afraid to make mistakes.

Additionally, according to Zaid (2014), language curriculum should be designed and developed based on needs analyses and the recognition of learning styles of the various language learners. How the students learn and how the teachers teach, and how they connect with other, are affected by their various styles of learning. There is a different and consistent way of perceiving, organizing, and maintaining each learner. Learning style is one of the important factors of which influence students' successful in learning certain subjects. Learning style also is a way of students in absorbing and understanding the information or idea. In short, it could be said that learning style is the preference ways in learning. It is in line with Brown (2000) learning styles as the manner in which individuals perceive and process information in learning situation. He argues that learning style preference is one aspects of learning and refers to the choice of one learning situation or condition over another.

The most important thing to be concerned in teaching that all students are very unique and each of them have their own learning style, as a teacher we should keep in our mind that there is no better or worse or

wrong and right in learning styles, so that every person will enjoy with one learning style or some people will mix their learning styles in doing or absorb some information. Also supported by Torre (2013) the teacher could be able to understand the students' learning style to evaluate the students' individual preference. Learning style is owned by humans in absorbing, organizing, and processing information received. So that, by realizing this point, someone will be easier in thinking the learning process.

Reflecting to the statements above, Syaifurahman & Ujiati (2013) said that the most effective key to make teaching and learning effective and success is by knowing students' learning style as an important approach in teaching English as a foreign language in Indonesia, so it is still difficult to be mastered by the students to learn. While Dunn (1994) also said that learning style is the way in which each learner begins to concrete on, process and retains new and difficult information. In short, to ensure learning objectives is running well and evaluate the students' learning style is needed for the teacher in teaching-learning process Torre (2013).

Many other experts categorize learning styles based on the cognitive preference, intelligence preference, and sensory preferences. Hence, there are three types in learning styles based on the sensory preferences that are visual, auditory, and kinesthetic (Deporter and Henacki, 1999). In detail, visual learner more focus on their ability in looking, means concrete things are should be able to show with the learner in understanding information process. Auditory learners have ability in reserving the information through hearing, they need someone instruction to do something and able to imagine something better after listening the information. While kinesthetic learner has a unique way to learn is moving process, work, and touch or sense activity. So that, some learners have their own learning styles to address the lessons presented in a coherent way.

Relating to the problems above, it seems important to take an action by the teachers as an agent of change in education to rise up and design a model of learning especially in speaking skill. In short, the researcher brings out the idea analysis the students' need based on their interest, motivation, and learning styles in teaching and learning process and also to create an appropriate model of learning based on the students' need. Furthermore, students' more interesting, feeling relax, increase their speaking skill, and more motivated to learn English during the class. Hopefully, the professional teacher could design a model of learning speaking skill based on the result of the student's need analysis.

II. METHODS

The researcher used the descriptive-qualitative analysis method whereby the data were served in the form of sentences and presented descriptively based on the research problems. The primary source of this study was fourteen of students' answered of the open-ended questionnaire. For the secondary data, the researcher used the transcript or picture by screenshot of the answered.

Using a qualitative approach, the researcher collected and analyzed the data. The researcher studied by reading fourteen students' answered of the open-ended questionnaire. Additionally, the researcher also studied by reading some theories of students' need; interest, motivation, and learning styles to analyzed the data that the researchers have been collected. Then, the researcher created the conclusion based on the analysis result.

In addition, the students' need classification was based on their interest, motivation, and learning styles. Hence, with the transcript or screenshot of students' answered, the researcher proceeded to analyze the classification by seeing some students' need theories as the result of this study.

After manually collecting the data from several students' answered based on fourteen answered open-ended questionnaire, the researchers categorized the data into 3 types of students' need based on the result of the questionnaire. Finally, every data of students' need were interpreted and concluded into research findings.

III. RESULTS

Regarding to the analysis steps, students' need have been classified based on the result, they were students' interest, motivation, and learning styles. Table 1.1 and also Figure 1.1 illustrated the details of the students' need classifications and number of classifications in this study.

Table 1.1. Students' need classification

No.	Classification	Description	Number of Classification
1	Students' Interest	Feeling comfortable during the class	14 (34%)
2	Students' Motivation	Feeling relax during the class	14 (33%)
3	Students' Learning Styles	Feeling relax, motivate, comfortable and having positive system during the class	14 (33%)

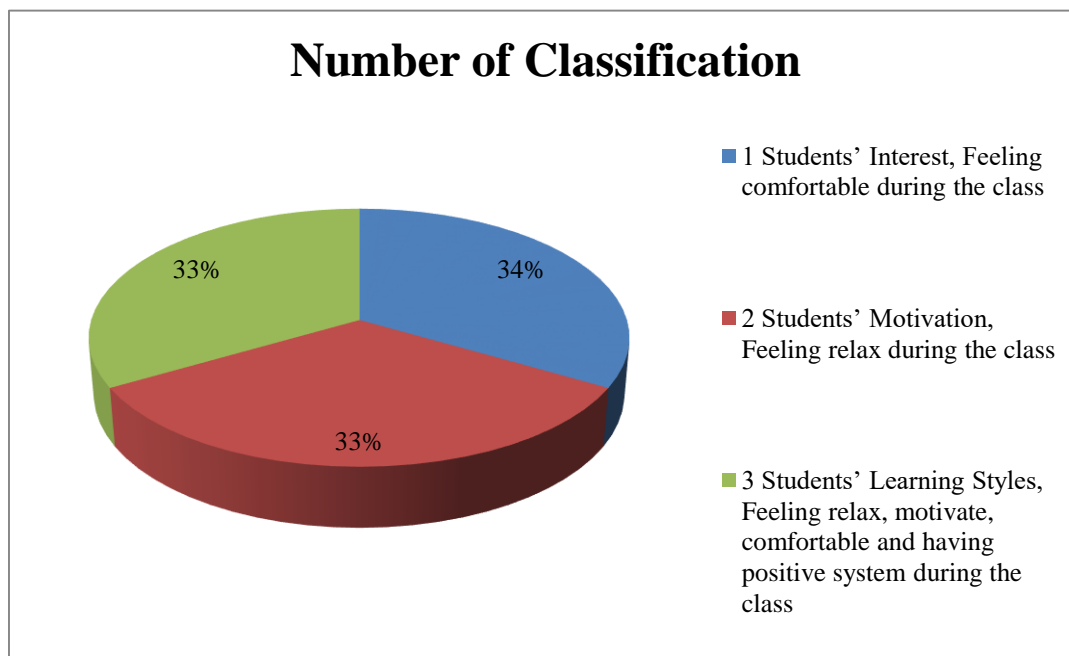


Figure 1.1. Number of Classification

It can be seen in Table 1.1 and Figure 1.1 that the researcher found the same of classification in 100 percent number between each student's need while it was about students' interest, students' motivation, and students' learning styles. The number of classification was 34 percent for students' interest, 33 percent for students' motivation, and 33 percent for students' learning styles. On the other hands, the number classification of students' need were similar each other by seeing the number between three classification were needed to the students in teaching and learning process especially to their speaking skill optimally.

IV. DISCUSSION

Based on the result of the research, it can be discussed into two points, they are written on Table 1.2. : Classification of Students' Need.

a. Classification of Students' Need

No.	Classification	Number of Classification	Description	Ket.
1	Learning Topics	14	Descriptive Text (Historical Place), Narrative Text, Introducing ourself, Sing a song, Hobby and Dream.	
2	Learning Activities (Confident)	14	Sing a song, Practice in front of the class, Retelling Story, Work in group.	
3	Model of Class	14	Comfortable, Using Lab. Computer, Work in group.	
4	Learning Media	14	Song, Videos, Games (at Lab. Computer).	
5	Kinds of Music	14	Slow music instrument, Western-Pop music.	
6	Partner in Pairs	14	Based on the choises (Close relation).	
7	Partner in Groups	14	Pacticing speaking skill.	
8	Visual Learners	14	9 per 14 Person	
9	Auditory Learners	14	9 per 14 Person	
10	Kinesthetic Learners	14	6 per 14 Person	
11	Students' Learning Styles	14	Visual: 5 Auditory: 6 person Kinesthetic: 3	
12	Learning Activities (Relax)	14	Work in group, Watching a video, Practice in front of the class.	
13	Learning Interesting and motivating	14	Speaking practice, Giving motivation, Sharing English Eperience.	
14	The Teacher's Role	14	As a motivator, friends, inspirator.	
15	Students' Desires	14	Pacticing speaking skill.	

Relating to the Table above, it is also supported by Macalister & Nation (2010), needs analysis is directed mainly at the goals and content in teaching and learning process. Needs analysis makes sure that the teaching and learning process contain relevant and useful things to learn. Good needs analysis involves asking the right questions and finding the answers in the most effective way.

Hutchinson and Waters (1987) states that divide needs into *target needs*, e.g. what the learner need to do in the target *situation and learning needs* e.g. what the learner needs to do in order to learn. Each

classification of students' need; interest, motivation, and learning styles have its meaning depending on its needed. This section presents the results of discussion which have more than one reference and the ones that represent each category are presented, they are:

1. Students' Interest

Learning motivation also affects the students' learning achievement as supported by (Hamdani, 2011) who explains two factors affecting learning achievement, namely, internal and external factors. The internal factor covers intelligence, physical, attitude, interest, talent, and motivation, while the external factor includes social and non-social environments. Further, he explained that in the social environment, teachers' roles externally affect students' learning achievement. Learning achievement apart from being supported by the teaching style used by the teacher (Nir & Hameiri, 2014), also supported by students' motivation for learning (Sharma, 2018) in which for late childhood school students, motivation for academic achievement is important. Thus, students are stimulated to complete a task, achieve a goal or qualification level.

2. Students' Motivation

In the education context, motivation is a crucial factor in helping educators improve learning (Williams, 2011). When students are motivated, learning will be easy. However, motivating students to learn requires a challenging role for teachers and varied teaching styles and techniques to attract the students' interest. It is in line with Vărășteanu and Iftime (2013), in which teachers have to be always aware of motivation and encouragement as a key to student active learning. Some teaching styles can be utilized in the teaching and learning process.

Some cases in primary school showed that students go to school because they have to go, not to learn, and pursue a better future so that they accept learning as the way it is. Students with positive attitudes will be more motivated to learn, while students with negative attitudes will hinder learning. This is in line with Cudney and Ezzell (2017) who states that motivation is an important factor in education because it encourages students to produce meaningful work and fosters a desire for lifelong learning.

3. Students' Learning Styles

Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning, and refers to the choice of one learning situation or condition over another. Learning style is owned by humans in absorbing, organizing and processing information received. By realizing this, someone will be easier in thinking.

There are three models (types) in learning styles that are visual, auditory, and kinesthetic (Deporter & Hernacki, 2000). Many other experts categorize learning styles based on cognitive preference, intelligence, and sensory preferences. Some learners have their own learning styles to address the lessons presented. They like the way the information is presented in a coherent way. During the lesson, learners like to write what educators/teachers/lecturers say. These visual learners differ from auditory learners who rely on their ability to listen. While kinesthetic learners prefer to learn by getting involved directly.

Moreover, Hosseini & Mehraein (2022) agreed that identifying and reflecting on learners' individual differences can make them aware of their strengths and weaknesses and help them to be autonomous. There are three learning styles: visual learning style (vision), auditory learning style (hearing), and kinesthetic learning style (moving, touching, and doing). Each student has all three styles of learning with only one style usually dominating how he or she can learn. Therefore, it would be easier for the instructor to incorporate teaching habits through different strategies and methods by understanding each student's characteristics and learning styles.

b. The Role of Professional Teacher in Interpreting the Students' Need

These constrain could have the following effects on teaching and learning process Macalister & Nation (2010):

1. As a motivator, teachers provoke passions and desires in learning, provide encouragement and explore the needs in education, teachers associate learning with hopes and ideals of the future, teachers reward (reward) in learning, hold interesting and fun activities in learning, teachers create conducive learning environments, create competition and cooperation between learners and teachers, and evaluate or comment on learners' work/learning outcomes.
2. As a facilitator, the teacher is obliged to provide services and provide learning facilities and infrastructure for students so that the learning process can run well and smoothly.
3. As conceptor, the activities during learning process should be fun, carry over to the next class, largely student-centered, and meaning focused.

V. CONCLUSION AND SUGGESTION

The results showed that the students' need classification was classified into three kinds of students' interest, students' motivation, and students' learning styles in same the numbering of calculation. The analyzing of each classification of students' need was varied depending on its needed. For instance, there was students' answered by saying his/her interest in teaching and learning process; they interest in descriptive text – historical places, listening songs and doing several educative games during the learning process, practicing their speaking in front of the class by presenting their products in pairs or group works.

Meanwhile the others students answered by saying his/her motivation in teaching and learning process; the role of teacher is needed in every single activities of learning by giving motivation to the students, as a role model, and optimally by using the students' learning style. The other needs is on student's learning styles, students answered by saying his/her the sensory preferences way of learning; by seeing visual images, by listening some interesting songs, and moving activities during the learning process as an educative game related to the material is going on.

It has same points with Hamdani (2011) who explains two factors affecting learning achievement, namely, internal and external factors. The internal factor covers intelligence, physical, attitude, interest, talent, and motivation, while the external factor includes social and non-social environments. It is in line with Vărășteanu and Iftime (2013), in which teachers have to be always aware of motivation and encouragement as a key to student active learning. Some teaching styles can be utilized in the teaching and learning process.

In can be concluded, we need to rise up and up to date what's the student need in teaching and learning process by concerning the rapid transformation of technology integration, it is recommended for further researchers as the professional teachers that focus on exploring student's need and arranging a model of learning in optimally successful learners especially speaking English skill with digital product implicationally to the educational contextually.

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