# Need Analysis in Learning Materials for Enhancing

# Speaking Skills Perceived by Undergraduate Students

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# ABSTRACT

**Wipanee Pengnate (2018)**. *Needs Analysis is Learning Materials for Enhancing Speaking Skills Perceived by Undergraduate Students*

The purposes of this research were 1) to investigate needs analysis in learning materials for enhancing speaking skills perceived by undergraduate students, and 2) to study additional suggestions. The research samples were 219 TNI students derived through random sampling technique. The Instrument used for data gathering a questionnaire in three major preferences: Vocabulary Learning Preference, Pronunciation Learning Preference and Learning Style Preference. The research findings were as follows: 1) TNI students had overall needs in learning materials for enhancing speaking skills at high level (x =4.32). When considered in each aspect, it was found that the highest level was Pronunciation Learning Preferences (x =4.46), followed by Vocabulary Learning Preferences and Learning Style Preferences (x =4.30, x =4.21 respectively). 2) The opinions and suggestions from the students were as follows: It is important to develop speaking ability through pleasure activities based on each unit lesson; Speaking activities should be exposed in a more natural and less structured way; Teachers should identify the problems which are frequently encountered by the students; and Teachers should select the real life situations as learning topic in each class.

**Keywords** –English teaching-learning approach, EFL Classroom, English Speaking Skills

# ACKNOWLEDGEMENT

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# Chapter 1

# Introduction

## 1.1 Background

Over the past few decades, English is often qualified to be the "Global Language". English became a dominant language by virtue of reaching the power of being spread widely. It is also established as a lingua franca that is the common language consistently used as a bridge in communication between people who do not share the same language. According to Karahan (2007) when describing English language, the mastery of speaking skill has become increasingly important in FLL setting due to its preeminent rank in international communication. Consequently, EFL learning process requires a great emphasis on teaching the speaking skill since English is considered a global language and used for interpersonal communication. Within this context, it is the desire of many first year EFL learners to be fluent and to evolve their speaking skill. If the EFL teachers were aware of the appropriate activities which would enhance the EFL learners' speaking performance, then they will certainly decrease most of the difficulties that learners face in speaking. The present work is based on two hypotheses that shall be examined and verified through research instruments. First of all, it could be hypothesized that if teachers apply the appropriate activities they would enhance their students' speaking skill, motivate them and enrich their vocabulary. Also, if the students are given the chance to express themselves and produce, then they should be satisfied by the implementation of communicative activities which may conduct

to an amelioration of the teaching of speaking. The current work is purposefully done into two connected chapters. The first one is about the literature review on the teaching of speaking skill of English language as FL. Then, it sheds light on the factors that cause speaking difficulties to EFL learners, learners' communication strategies for EFL speaking performance and some effective classroom speaking activities. The second chapter concerns real opinions and thoughts of first year students at Thai-Nichi Institute of Technology regarding the speaking skill during EFL process. It is the practical part of the work including the research methodology, research participants, research tools, data collection and analysis. This chapter seeks also to answer the research questions by confirming or disconfirming the research hypotheses, and then concludes with the research results. Furthermore, the work reflects the student's attitudes towards enhancing speaking skill and highlights the most effective activities that can be used for this improvement. To conclude, some suggestions and recommendations are provided. Hopefully, this study will help educators better discover and better use speaking activities.

The need for effective strategies and activities for the sake of reinforcing the EFL learners speaking skill is the main concern of EFL educators. Enhancing learners' speaking skill is not an easy task for many EFL teachers at all. This need leads teachers to use different strategies and activities. This first chapter is devoted to the literature review and deals with the theoretical part of this work. Several basic concepts and definitions which are related to the work are provided. This chapter aims at presenting the nature of speaking skill and the

main goals of teaching it. Moreover, it sheds light on the factors that cause speaking difficulties to EFL learners. Finally, it attempts to reveal some of the strategies and activities which may tackle the problems of EFL learners in speaking skill.

## 1.2 Research Samplings

The research samples consisted of 219 students from Faculty of Business Administration, Faculty of Information Technology and Faculty of Engineering derive through Sample Random Sampling Techniques.

## 1.3 Research Purposes

The purposes of the study were as follows:

1) To investigate needs analysis in learning materials for enhancing speaking skills perceived by undergraduate students, and

2) To study additional suggestions.

# Chapter 2

# Literature Review

This Chapter will demonstrate a theoretical framework as ground knowledge for following issues:

2.1 Nature of Speaking Skill

2.2 2.2 Elements of Speaking Skill

2.3. The Importance of Speaking Skill

2.4. Communicative Competence Communication

2.5. The Notion of Teaching Speaking

2.6 Goals of Teaching Speaking

2.7 Speaking and Listening Connection

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2.10 Related Research

## 2.1 Nature of Speaking Skill

Speaking Skill Speaking is an interactive process of communication which is the basis of all human relationships within language learning. It is one of the four language skills (reading, writing, listening and speaking). The skill of speaking constitutes without doubt one of the major concepts, it seems to be the most interesting skill, especially from EFL learners. In

addition, people who know a language are denoted to as speakers of that language. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication. Many experts define speaking in different ways. Brown and Yule (1983) stated that "speaking is to express the needs-request, information, service, etc. Another definition of speaking skill is the process of building and sharing meaning through the use of verbal and non – verbal symbols into a variety of context." (Chaney, 1998). Therefore, speaking is not an easy task, its mastery claim a lot of experience and practice. Luoma (2004) argues that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop."

## 2.2 Elements of Speaking Skill

Elements of speaking skill is not an easy task, one should be aware about some elements which are very important. Harmer (2001) mentions the elements of speaking which refer to the language features that learners should have knowledge about. In addition to the processes of language and information in the same time when an interlocutor interacts with them. (As cited in Kouicem, 2010).

### 2.2.1 Language Features for Speak Effectively

There are some features which is very necessary to both learner and teacher in order to speak fluently. From that language feature the students could connected other speech by recognizing phonemes in addition to understand the nature of native speaker then their phonological rules. The following features are necessary for an effective speaking (Kouicem,

2010). Connected speech: this ability needs from the speaker of English to produce more connected sounds not only separated phonemes. These sounds may be modified, omitted, added or weakened in the connected speech. Expressive devices: English native speakers use effectively the phonological rules which refer to the pitch, stress, volume, speed with the use of non-verbal means. These devices help them to convey their intended meaning. Students, then need to have this ability to employing such devices if they want to be effective communicators. Lexis and grammar: when learners produce same language function, they often use the same lexical structure. The teacher's role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others. Negotiation language: learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others' talk. So, the teachers have to provide them with the necessary expressions they need when they ask clarification from other speakers. Learners also need to well perform their utterances if they seek to be understood and clear especially when they can see the other interlocutors did not understand them.

### 2.2.2. Mental/ social Processing

The necessary processing skills speaking are the following: Language processing: this refers to the ability of the learners/ speakers to process the language in their minds through putting it in a coherent order so that the other interlocutors can understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others. Interacting with others: most

of the speaking situations involve interaction between two or more interlocutors, that is to say an effective speaker need to be able to listen and understand others' talk then reacts through taking turns or keeping the others to do so. Information processing: this relates to the ability of processing the information in the mind rapidly, i.e. the time speakers get information; they should be ready to respond to the others' talk.

## 2.3. The Importance of Speaking Skill

Karen (1994) defines it as an expressive language skill in which the speaker uses verbal symbols to communicate. The traditional approaches of language learning and teaching, like the grammar translation method, fail to properly care for the speaking skill in the majority of classrooms where the emphasis was mainly on reading and writing. Whereas, the emphases on learning understanding and expressing meaning, which the term fluency represents, come from the philosophy of communicative language teaching (CLT). Revel (1991) realizes the importance of CLT in making a bridge between linguistic competence and communicative competence. In other words, accuracy and fluency, he claims theories of communicative competence imply that teachers must do more than just supply learners with a number of language structure to manipulate. The importance of speaking skills, hence, is enormous for the learners of any language. It promotes communicative efficiency, teachers want students to be able to use language fluently and correctly as much as possible. Learners as well give the speaking skill priority in their learning because it is, in fact, the active use of language to express meaning. According to Widdowson (1990) learning just

the language system is not the appropriate way for learning how to communicate in the FL because knowledge of the language code alone does not explain the demands of communication and interaction with others in the FL. Rules and isolated terms that are learned are not what learners need outside the classroom. It is however a very long and often tiresome process to become fluent in speaking the foreign language. One frustration commonly voiced by learners is that they have spent years studying English, but still can't speak it (Thornbury 2008). One of the main difficulties of course, is that speaking usually takes place spontaneously and in real time, which means that planning and production overlap. If too much attention is paid to planning, production suffers, and the effect is a loss of fluency, on the other hand, if the speaker's attention is directed solely on production, it is likely that accuracy will suffer, which could prejudice intelligibility. In order to free up attention, therefore, the speaker needs to have achieved a degree of planning and production. Effective teaching that promotes learners' active engagement and the development of speaking skill is being a challenge to teachers of English as a foreign language. That is, being capable to communicate orally with each other, using effectively the target language, is nowadays of the utmost importance, up to the point where learners who are not able to be fluent in using a foreign language cannot be considered effective language users. Celce- Murcia (2001) argues that for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. With speaking, learners can influence their listeners, it is a means of expressing and showing social positions and moving the solidarity of societies as well.

Hence, speaking is important in both inside and outside the classroom. It is a tool by which speakers of foreign languages have more opportunities to get jobs and, is also the skill whereby people be friends or separate others. Baker and Westrup (2003) support that a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.

## 2.4. Communicative Competence Communication

The notion of communicative competence is first introduced by Dell Hymes in 1972 in contradistinction to the restricted Chomskian concept of linguistic competence. We need linguistic competence, an adequate vocabulary and mastery of syntax to speak in another language (Nunan, 1999 ). In contrast, Hymes explained the term communicative competence as that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific context (Brown 2000). Communicative competence combines both the use of the linguistic system itself and the functional aspects of communication. It is a dynamic, interpersonal construct, it is relative and depends on the cooperation of all the involved participants (Savignon, 1983). In 1980, in an analysis and review of much research and literature regarding communicative competence, Canale and Swain further develop this notion, identifying four dimensions of communicative competence: grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

## 2.5. The Notion of Teaching Speaking

Hughes (2011) makes an interesting methodological point that as far as teaching speaking skills is concerned one needs to distinguish between "teaching the spoken form of a language" and "teaching a language through speaking". She also stresses the fact that unfortunately, when compared to writing, the spoken form is under-researched and that this may be one of the reasons why teachers may feel more confident when using "stable written forms and genres" in their lessons (Hughes 2011). In fact, the two concepts are interconnected, they are often interchangeably used and rarely distinguished. To be more clear, teaching the spoken form of a language can be through writing or speaking. Yet, it is not very useful if it is not practised through speaking and cannot bring great results. Thus, if only the spoken form is taught through practice then it is a part of teaching speaking. According to many language users, the speaking ability is the measure of knowing a language and that is, teaching speaking is the best way to reach the communicative proficiency and to be fluent, and being so needs tremendous efforts from both learners and teachers. Within this process, three main phases should be taken into consideration.

## 2.6 Goals of Teaching Speaking

According to Bake and Westrup (2003), teaching speaking can be beneficial for various reasons: Firstly, it gives students the chance to use the new language they are learning. Secondly, in teaching speaking can reinforce the learning of functional language and diagnose their strengths as well as their weaknesses. Thirdly, teaching speaking lead them to

speak fluently and without difficulty. All this helps to improve students' communicative skills. In narrower sense, the rationale behind teaching speaking can be either for learning the language (MacCarthy, 1972). When people are learning to speak a language, they are concerned mainly with two things; first, knowing what to say- what words and phrases to use at any given moment, in any given situation- and second, being able to say it- able to perform the required actions, the movement necessary, for saying those words and phrases aloud, or for the purpose of communication. To be more orally productive, learners would need to be more capable of responding in a relevant and socially appropriate manner to the communication of others (Haley and Austin 2004).

## 2.7 Speaking and Listening Connection

Concerning the integration between listening and speaking, there is a huge emphasis on the role of combination between the two skills in conversations. Anderson and Lynch (1988) posit that: A carefully prepared L2 utterance is only a useful aid to Communication if the speaker can deal effectively with the replies he receives. For the l2 learner in conversation, he need to be skilled as both speaker and listener. For communication to occur, neither speaking nor listening will occur in isolation. A speaker has necessity to a listener and the listener as well must have a speech to listen to (Redmond and Vrchota: 2007). That is, each one relies on the other one to succeed a conversation through interacting and negotiating verbally.

## 2.8. Factors that Cause Speaking Difficulties to EFL Learners

According to the International Journal on Studies in English Language and Literature (IJSELL), Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows: .Inhibition. Students are worried about making mistakes, fearful of criticism, simply shy, or Nnthing to say. Students have no motive to express themselves. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

## 2.9 Speaking Activities in Different Areas

### 2.9.1 Work-Integrated Learning (WIL)

Work-Integrated Learning or WIL is a program which enables students to learn the necessary generic skills in a form of rich, active and contextualized learning experience (McLennan, 2008). According to Atchison et al. (2002, p.3), WIL is defined as "educational programs which combine and integrate learning its workplace application, regardless of whether this integration occurs in industry or whether it is real or simulated" This is further advocated by Abeysekera (2006) that WIL programs are receiving increased attention in Australia as the programs provide universities with an opportunity to offer a better product that students will

appreciate as a pay-off for their investment. Research on WIL programs has shown a significant increase in student's working competency as job knowledge and skills, improved attitudes and behaviors towards work readiness, and substantial personal development (Hughes & Moore, 1999).
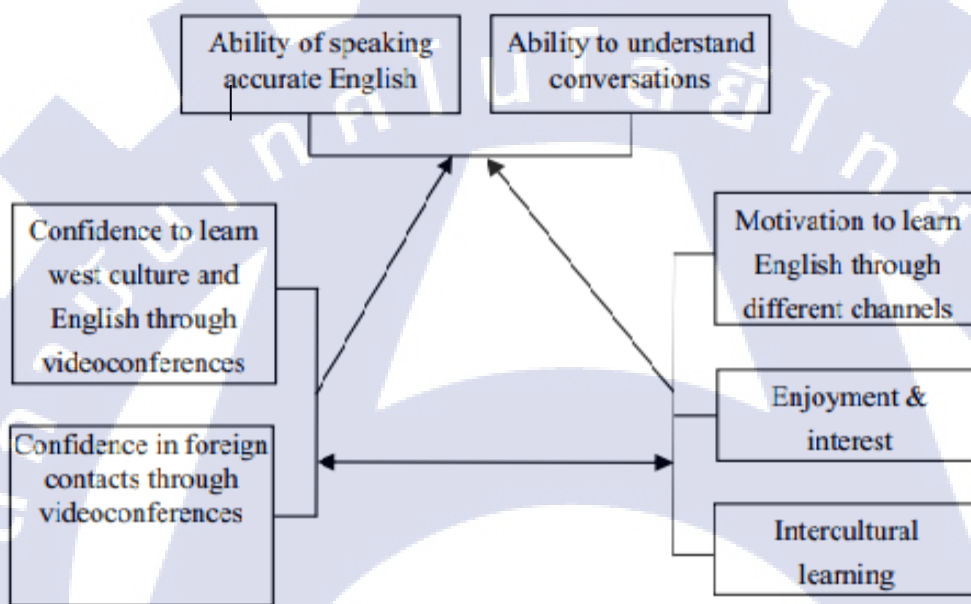
### 2.9.2 Computer-Mediated Communication (CMC)

According to interviews, it was found out that the highest problem of students' English competency was speaking skills. Further, during observation process of the students' research project, it was indicated that the students lacked of self-confidence to speak English in public areas. This might be because of less practicing both in classroom and outside classroom. Therefore, computer-mediated communication could be one of the best choices of the students to practice English. This is also to support TNI students to further develop their own ability to adapt and continue learning on their own. This concept is similar to Anderson (2003)'s statement as technology makes it possible to provide opportunities more commonly found only when there is a surrounding population of native speakers, and hence helps transform traditionally passive learners into more engaged and interactive learners.

There are several research has been conducted using asynchronous and synchronous CMC for L2 language learning (Lin & Chen, 2007; Payne & Ross, 2005; Tudini, 2003), and also for every decision-making (Smith, 2004). The research results are highlighted that use of computer-mediated communication (CMC) for language instruction benefited EFL students

as they perceived that their confidence in using English increased in a CMC environment. This is supported by Hudson & Bruckman (2002) who contend that asynchronous CMC benefits students by permitting delayed response to questions to allow careful construction of grammar. Consequently, the ideal synchronous CMC for L2 learning is speaking with a native speaker who provides good target language interaction.

Figure 1        Computer-Mediated Communication Learning Design



Source: Wu & Bright (2006)

Figure 1 illustrates the learning design by using computer-mediated communication which supports the students' opportunity to practice English with foreigners through videoconference.

According to Wu & Bright (2006), it is stated that developing online opportunities for language instruction poses important and difficult challenges. In American education, videoconferencing technology has been available for close to 35 years and online collaborative learning has become increasingly common and valuable (Ortega, 2009). Once available only at considerable expense, videoconferencing is now possible via the Internet with minimal expense and standard home consumer equipment (Dantas & Kemm, 2008).

### 2.9.3 Social-Affective Learning

During interview and observation process, it was indicated that the students were comfortable to work in a small group. They, further, clarified that this activity created supportive classroom communities, and students were learnt to listen and respect each other.

Social-affective learning is one aspect which students can benefit from cooperative learning. They learn to support each other, to deal with heterogeneity in a group, to work in a team and to deal with the perspective of others. A further advantage is that students are able to learn to listen to each other and to solve problems together (Slavin, 1995). This is relevant to Long & Poster (1985, p.12)'s statement who point out that "a small group of peers provides a relatively intimate setting and, usually, a more supportive environment in which to try embryonic SL [second language] skills."

Consequently, the students have the willingness to speak and act in a foreign language as they feel more confident to produce utterances in their English. To create social-affective learning, then, has proved its effectiveness as a teaching strategy with all the benefits provided to both teachers and learners. It can be employed in the ordinary classroom as learners have opportunities to frequently encounter the material under study through various venues and modes of delivery.

### 2.9.4 Authentic Learning

During interview and observation of activity phase, a significant number of the students commented that learning activity which was situated outside classroom caused learning motivation. Some of the students revealed that their team members spent a lot of time together and help each other since the beginning of the project until the end of the project. The results from the students' interviews and observations were at high satisfaction.

Roelof & Terwel (1997) highlight that the challenge of implementing authentic learning is not always easy as there are many certain requirements that should be put into place: construction of knowledge in a complete task environment, connection to the student's personal world, attention to the value of learning situations beyond the school, and cooperation and communication. Similar interpretations of authentic learning are presented in almost all the responses as "learning that takes place within real life contexts", "learning that is meaningful and applies to real life", and "learning which makes direct connections to real life activities" (p.5). Moreover, Arts & Segers (2002) add that learners have opportunities

to use authentic language in order to perform communicative and referential tasks, even when the focus on the lesson is on language rules and mechanics rather than the development of language skills. In brief, an implementation of authentic learning is indicated in three main ways as:  by how instruction is done; by how knowledge is disseminated; and by how materials to facilitate learning are used.

### 2.9.5 Research-based Activity

It was found out that the majority of the students' interview demonstrated that they had a high level of satisfaction in this learning activity. They also suggested that the research project should be demonstrated with other subjects in their major areas.

A significance of research based is stated by The University of Western Australia, the University verifies that graduates from higher degree by research programs are highly employable across all fields of study. The reason of a high rate success in employment is that the generic skills required for success in a graduate research degree are the same skills that are in high demand by employers. In particular, successful completion of a research degree indicates to a prospective employer that the students have excellent project and personal management skills. This includes the ability to think independently and critically, solve problems and communicate effectively (The University of Western Australia, 2013).

A more radical approach is further advocated by Asbaugh & Johnstone (2000, p. 69) who reveals five conditions of learning emphasized on the process of learning as well as the product of learning as follows: 1) Complex, rich learning environments that incorporate authentic activity; 2) Social negotiation as an integral part of learning; 3) Multiple juxtapositions of instructional content (i.e. examining the same material from multiple perspectives); 4) Nurturance of reflexivity; and 5) Emphasis on student-centred instruction.

## 2.10 Related Research

**Konder Manurung (2014)** studies Improving the speaking skill using reading contextual internet-based instructional materials in an EFL class in Indonesia. The aim of the study is to solve speaking problems of students in an EFL class using contextual internet-based instructional materials. The study employed Classroom Action Research design in a speaking class at an English Education Department at a university in Indonesia. The study consisted of two cycles. Each cycle consisted of planning, implementation, observation and reflection. The criterion of success was that ≥ 80% of the students must gain speaking score of ≥75. The results of cycle 1 revealed that less than 80% of the students achieved the criterion; consequently the revised plan for cycle 2 was implemented. The results of cycle 2 revealed that more than 80% of the students gained score ≥75 and therefore the cycle was stopped. The design and development process of the instructional materials are discussed and the steps in implementing teaching integrated reading and speaking in EFL teaching and learning (TIRS) are proposed.

**Cagri Tugrul Mart (2012)** studies Developing Speaking Skills through Reading. The findings present that there is an increasingly high relationship between reading and speaking skills. There is no question that people who develop large reading vocabularies tend to develop large speaking vocabularies. Indeed, reading power relies on continuous improvement in vocabulary knowledge that provides communication. The importance of word knowledge, which facilitates speaking skills, has been a major resource in the development of reading skills. Therefore fostering improvement in word knowledge through wide reading has the potential for fostering improvement in speaking skills. This article focuses on how printed words relate to spoken words and finally how reading contributes to speech.

**Rocio Segura Alonso (2013)** studies The Importance of Teaching Listening and Speaking Skills. The aim of this paper is to show the importance of listening and speaking skills in the classroom in order to get a perfect acquisition of the second language. Although these skills have been explained separately, they are really connected and it is really important to put into practice together and integrate them with the rest of skills. After my experience as a teacher, I have noticed that these skills are a very important part in relation to the acquisition of English and I have also asked my students in order to know their thoughts in relation to my hypothesis and they assure that these skills need to be developed because students, during all the courses, study English but based on the development of reading and writing skills and sometimes, the teacher suggests doing some listening because the majority of the student´s books include the typical listening (such as conversations) with the

corresponding exercises which are very useful to check the listening comprehension but, they think they need to know how to be a good listener or speaker because if they travel abroad, they are going to communicate through listening and speaking and not reading or writing. Specially, for Spanish speakers, listening and speaking tend to be more complicated than the acquisition of other skills, such as reading or writing, since the former are quite difficult to practice when the student does not live in an English speaking country. For this reason, this paper deals with some activities to develop with the students in order to develop these skills and show why it is important to develop and the difficulties the learners have.

# Chapter 3

# Research Methodology

This Chapter describes research samplings, research purposes, research methodology and research designed employed in this study.

## 3.1 Research Samplings

The research samples consisted of 219 students from Faculty of Business Administration, Faculty of Information Technology and Faculty of Engineering derive through Sample Random Sampling Techniques.

## 3.2 Research Purposes

The purposes of the study were as follows:

2) To investigate needs analysis in learning materials for enhancing speaking skills perceived by undergraduate students, and

2) To study additional suggestions.

## 3.3 Research Methodology

<u>Instrumentation</u>

The instrument used in this study was a questionnaire based on needs analysis in learning materials for enhancing speaking skills perceived by undergraduate students.

The first part of this questionnaire asked for the demographic information on the students' gender and faculty. The second part concerned a study of needs analysis in learning materials for enhancing speaking skills perceived by undergraduate students. This part comprised 19 items in three major preferences: 6 items of Vocabulary Learning Preference; 3 Pronunciation Learning Preference; and 10 items of Learning Style Preference; The five levels of opinion used in the questionnaire were ranked as "The highest level", "High level", "Moderate level", "Low level" and "The lowest level". Responses from the student questionnaires were subsequently coded. The data of the students' coded responses were statistically calculated and analyzed. The computation of Cronbach's Alpha as a measure of reliability was employed to indicate hoe reliable the research questionnaire results were. Reliability was defined as the proportion of the students' responses to each item in the questionnaire and the reliability coefficient or calculated alpha was a lower bound of the true reliability of the research instrument, or the questionnaire. The descriptive statistics was also used to determine the individual summary statistics for each of the 19 items in the questionnaire.

The third part was open-ended question for more opinions and suggestions.

Data Analysis

Data analysis from questionnaire both single item and whole questionnaire which presented a form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1981) as follows:

$1.00 <= X < 1.50$          refers to the lowest level.

$1.51 <= X < 2.50$          refers to low level.

$2.51 <= X < 3.50$          refers to moderate level.

$3.51 <= X < 4.50$          refers to high level.

$4.51 <= X < 5.00$          refers to the highest level.

The collected data was analyzed using computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, and content analysis.

# Chapter 4

# Data Presentation

## 4.1 Results of students' demography

The analysis of the data from the students' questionnaire was presented in the first section deals with the demographic variables from the students' responses to Part 1 of the questionnaire in the following table.

Table 1       The results of demographic variables

| Demographic data of respondents | n | % |
|---|---|---|
| **1. Genders** | | |
| 1.1 male | 105 | 47.95 |
| 1.2 female | 114 | 52.05 |
| Total | 219 | 100 |
| **2. Faculties** | | |
| 2.1 Business Administration | 73 | 33.33 |
| 2.2 Information Technology | 68 | 31.05 |
| 2.3 Engineering | 78 | 35.62 |
| Total | 219 | 100 |

The table presented that total number of student participants was 219 TNI students which consisted of 105 male students (47.35%) and 114 female students (52.05%). For the faculties, there was 73 Business Administration students (33.33%), 68 Information Technology students (31.05%) and 78 Engineering students (35.62%).

## 4.2 Results of needs analysis in learning materials for enhancing speaking skills

Table 2: Table of mean and standard deviation of needs analysis in learning materials for enhancing speaking skills in each aspect and in total

| Components | n | $\bar{x}$ | S.D. | Level |
|---|---|---|---|---|
| Vocabulary Learning Preferences | 219 | 4.30 | 0.67 | High |
| Pronunciation Learning Preferences | 219 | 4.46 | 0.68 | High |
| Learning Style Preferences | 219 | 4.21 | 0.69 | High |
| Total | 219 | 4.38 | 0.73 | High |

The table above indicated that TNI students had overall needs in learning materials for enhancing speaking skills at high level ($\bar{x}$ = 4.32). When considered in each aspect, it was found that the highest level was Pronunciation Learning Preferences ($\bar{x}$=4.46), followed by Vocabulary Learning Preferences and Learning Style Preferences ($\bar{x}$ =4.30, $\bar{x}$ =4.21 respectively).

Table 3: Table of Mean ($\bar{x}$) and Standard Deviation (S.D.) of needs analysis in learning materials for enhancing speaking skills in Vocabulary Learning Preferences

| Vocabulary Learning Preferences | n | $\bar{x}$ | S.D. | Level |
|---|---|---|---|---|
| 1. Memorizing vocabulary | 219 | 4.32 | 0.54 | High |
| 2. Using vocabulary to communicate | 219 | 4.46 | 0.75 | High |
| 3. Listening and repeating vocabulary | 219 | 4.21 | 0.66 | High |
| 4. A list of vocabulary | 219 | 4.18 | 0.57 | High |
| 5. Vocabulary in conversations | 219 | 4.34 | 0.63 | High |
| 6. Topic based vocabulary | 219 | 4.28 | 0.72 | High |
| **Total** | **219** | **4.30** | **0.67** | **High** |

The above table presented that the mean score of Vocabulary Learning Preferences was at high level ($\bar{x}$=4.30). The highest item was Using vocabulary to communicate ($\bar{x}$=4.46), followed by Vocabulary in conversations ($\bar{x}$=4.34). However, the lowest item at high level was A list of vocabulary ($\bar{x}$=4.18).

Table 4: Table of Mean ($\bar{x}$) and Standard Deviation (S.D.) of needs analysis in learning

materials for enhancing speaking skills in Pronunciation Learning Preferences

| Pronunciation Learning Preferences | n | $\bar{x}$ | S.D. | Level |
|---|---|---|---|---|
| 7. Learning from dictionary | 219 | 4.39 | 0.84 | High |
| 8. Learning by imitating foreign teacher | 219 | 4.52 | 0.79 | Highest |
| 9. Learning from NES medias | 219 | 4.47 | 0.63 | High |
| **Total** | **219** | **4.46** | **0.68** | **High** |

The above table presented that the mean score of Pronunciation Learning

Preferences was at high level ($\bar{x}$=4.46). The highest item was Learning by imitating foreign

teacher ($\bar{x}$=4.52), followed by Learning from NES medias ($\bar{x}$=4.47) at high level. However, the

lowest item at high level was Learning from dictionary ($\bar{x}$=4.39).

Table 5: Table of Mean ($\bar{x}$) and Standard Deviation (S.D.) of needs analysis in learning

materials for enhancing speaking skills in Learning Style Preferences

| Learning Style Preferences | n | $\bar{x}$ | S.D. | Level |
|---|---|---|---|---|
| 10. Games | 219 | 4.40 | 0.67 | High |
| 11. Pictures | 219 | 3.50 | 0.68 | Moderate |
| 12. Film and video | 219 | 4.29 | 0.79 | Highest |
| 13. Taking in pairs | 219 | 4.37 | 0.86 | High |
| 14. Role play | 219 | 4.23 | 0.69 | High |

| 15. Studying alone | 219 | 4.18 | 0.75 | High |
|---|---|---|---|---|
| 16. Doing tasks | 219 | 4.20 | 0.74 | High |
| 17. Small group | 219 | 4.20 | 0.57 | High |
| 18. Large group | 219 | 4.15 | 0.65 | High |
| 19.Talk to friends and teachers in English | 219 | 4.62 | 0.77 | Highest |
| **Total** | **219** | **4.21** | **0.63** | **High** |

The above table presented that the mean score of Learning Style Preferences was at high level ($\bar{x}$=4.21). The highest item was Talk to friends and teachers in English ($\bar{x}$=4.62), followed by Games ($\bar{x}$=4.40) at high level. However, the lowest item at moderate level was Pictures ($\bar{x}$=3.50).

## 4.3 Results of suggestions and opinions of needs analysis in learning materials for enhancing speaking skills

The suggestions from the respondents were listed as follows:

1. It is important to develop speaking ability through pleasure activities based on each unit lesson.

2. Speaking activities should be exposed in a more natural and less structured way.

3. Teachers should identify the problems which are frequently encountered by the students.

4. Teachers should select the real life situations as learning topic in each class.

# CHAPTER 5

# CONCLUSION

According to the findings, it could be concluded as a following lists

1. TNI students had overall needs in learning materials for enhancing speaking skills at high level ($\bar{x}$ = 4.32). When considered in each aspect, it was found that the highest level was Pronunciation Learning Preferences ($\bar{x}$=4.46), followed by Vocabulary Learning Preferences and Learning Style Preferences ($\bar{x}$ =4.30, $\bar{x}$ =4.21 respectively).

2. Vocabulary Learning Preferences was at high level ($\bar{x}$=4.30). The highest item was Using vocabulary to communicate ($\bar{x}$=4.46), followed by Vocabulary in conversations ($\bar{x}$=4.34). However, the lowest item at high level was A list of vocabulary ($\bar{x}$=4.18).

3. Pronunciation Learning Preferences was at high level ($\bar{x}$=4.46). The highest item was Learning by imitating foreign teacher ($\bar{x}$=4.52), followed by Learning from NES medias ($\bar{x}$=4.47) at high level. However, the lowest item at high level was Learning from dictionary ($\bar{x}$=4.39).

4. Learning Style Preferences was at high level ($\bar{x}$=4.21). The highest item was Talk to friends and teachers in English ($\bar{x}$=4.62), followed by Games ($\bar{x}$=4.40) at high level. However, the lowest item at moderate level was Pictures ($\bar{x}$=3.50).

5. Opinions and suggestions from the respondents were listed as follows:

5.1 It is important to develop speaking ability through pleasure activities based on each unit lesson.

5.2 Speaking activities should be exposed in a more natural and less structured way.

5.3 Teachers should identify the problems which are frequently encountered by the students.

5.4 Teachers should select the real life situations as learning topic in each class.

## Discussion

According to Hedge (2000), it is demonstrated strategic competence for developing speaking skill as how to cope in an authentic communicative situation and how to keep the communicative channel open. It relates to the verbal and non- verbal communication strategies capable of minimising communication breakdown arising from low competence. The strategic competences are listed as three phase as follows:

Phase 1: Mechanical Practice: It is the first phase in learning speaking which is a set of exercises that it takes place in the laboratory. In brief, learners are asked to use the right words in the right order with the correct pronunciation. This activity provides learners with a training of language grammar, vocabulary and pronunciation.

Phase 2: Meaningful Oral Work: It is considered the second phase just after the mechanical phase. It provides learners with social and cultural rules and norms.

Phase 3: Free Oral Production: It is considered as the last phase which contains free discussions that are performed by learners.

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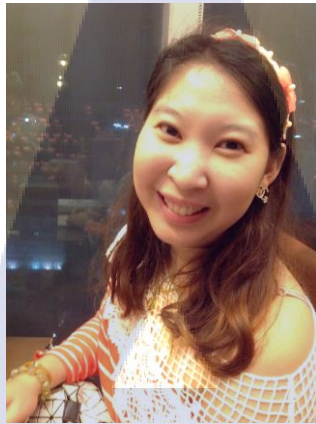
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