



Need Analysis of Speaking Skill by Using Simulation for Students of Primary School Teacher Education

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Abstract

There are several types of activities carried out to improve student speaking skills in English, one of which is simulation. Simulations of speaking skills in learning English must also be tailored to the needs of PGSD students. This study aims to find out and describe the student needs of Primary School Teacher Education in English speaking skills using simulation. Data obtained from questionnaires and interviews. The results of the analysis of learning needs obtained are that students need speaking skills fluently and communicatively in order to prepare them to meet their professional demands as an elementary school teacher later. Needs analysis data designed to reveal a) The current process of speaking English skills in the Muhammadiyah Elementary School Teacher Education Study Program, b) Student needs and difficulties in learning activities using simulation, c) Student needs and desires in speaking skills learning using simulation. Needs analysis reveals that (1) Learning activity activities needed by students are simulations (2) Student's difficulties in speaking skills in learning activities using the most dominant simulation is the lack of confidence and grammar, (3) Desired material in learning activities using simulation in the form of materials relating to elementary school material. The results of this study are expected to be a reference for preparing syllabi and developing teaching material.

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INTRODUCTION

In learning English, speaking skills are one of the skills that PGSD students must have so that they can master the ability to communicate in spoken English. This is reinforced by Tze-Ming Chou (2012) in his research stating the smoothness and accuracy of spoken language is an important skill and is the main goal in learning English.

In carrying out English learning, PGSD students as elementary school teacher candidates who later teach English to use English as the language of instruction provide a great opportunity for students to listen to various expressions or expressions naturally as often as possible. Through the sentences expressed by the teacher, students gain firsthand experience about how the pronunciation of English words, various word meanings in various contexts, and the use of grammar according to its function. Students' inability to vocabulary, grammar and pronunciation are the most common difficulties when they learn English speaking skills (Vinh, 2012). By often practicing the pronunciation of various expressions in English, it is hoped that it can encourage students to dare to use the English they have learned for the purpose of clearly communicating in the classroom.

To give students a wide opportunity to practice speaking English while learning English takes place in the classroom, students must use English as often as possible in class. This is consistent with Paul's statement (2004) that teachers can use English in class. The teacher can say simple sentences like, open your book, or please write while demonstrating while demonstrating how to open a book or write. But some time later, the demonstration was no longer needed because students had understood what to do. The teacher simply gives the command in English. In addition, to give students more opportunities to speak English according to their daily needs, the teacher can translate the expressions expressed by students in English that they can use to express what they feel or what they do.

There are several types of activities carried out to improve student speaking skills in English. They are simulation, brainstorming, complete the story, playing card, finding difference (Kayi, 2010). One of them is simulation. Simulations in speaking skills in learning English must also be tailored to the needs of PGSD students. However, a need analysis is needed which is expected to facilitate students in learning simulations in learning English.

THEORETICAL FRAMEWORK

Speaking skills

Speaking skills are one of four language skills that must be learned and mastered by students in learning English. Here follows the nature of speaking according to various experts. Brown cited by Florez (1999) also provides a definition of speaking which states "Speaking is interactive process of constructing meaning

that involves producing and receiving information", which can be interpreted that speaking is an interactive process in constructing meaning which includes processing and receiving information. Speaking is the process of building and sharing messages through the use of verbal and non-verbal symbols in various contexts (Chaney in Kayi, 2010).

According to Syakir (2007), Speaking skills requires two aspects, namely linguistic and non-linguistic aspects. Linguistic aspects include comprehension, pronunciation, grammar and word order, vocabulary, and general speed of speech, sentence length and etc. While Non-linguistic aspects include, personality dimensions, such as self-esteem and extroversion. Meanwhile, according to Syakur (Mora, 2010), there are five components in the aspects of speaking skills including comprehension, grammar, vocabulary, pronunciation, and fluency.

Speaking activities

Kayi (2010) stated that various activities speak as follows: 1) Simulation. Simulation is very similar to role playing but what makes it different is a more elaborate simulation. 2) Brainstorming, where students must produce ideas in limited time. In this case, students will not be criticized for the ideas produced, so students can be open in building ideas. 3) Complete the story. In completing the story, students who sit in a circle will convey a story that is not complete given by the teacher, 4) Report. In this activity, students read newspapers or magazines in class. Then they will report interesting news in reading to other students, 5) Playing cards. In this game students must be grouped in groups that will choose cards. Then they will make 4-5 questions about a topic to ask other group members. 6) Finding differences, students can work in pairs and each pair will be given two different pictures. Then they will discuss the similarities and differences in the image.

Simulation

According to Mudlofir (2016) the simulation can be interpreted as a way of presenting learning experiences with artificial situations into real situations in learning activities to understand certain concepts, principles or skills. For example: before carrying out aviation practice, a flight school student carries out flight simulation first, the situation encountered in this simulation must be made as it really is the real situation.

The same thing also stated by Ali (2016) simulation can be interpreted as a way of teaching by performing a process of imitation. So simulation is basically a

kind of game in teaching that is lifted from the reality of life. The purpose of the simulation is to provide an understanding of a certain concept of principle or skill and also to practice problem-solving skills originating from everyday life.

Simulation activities have many benefits in improving speaking skills. The simulation aims to: (a) train certain skills both professionally and for daily life, (b) gain an understanding of a concept or principle, (c) train themselves in solving problems, (d) make students active in learning, (e) provide learning motivation to students, (f) train students to collaborate in group situations, (g) grow students' creative power, (h) train students to understand and appreciate the opinions of others (Ahmadi, 2005). Therefore it can be understood that simulations can train certain skills that are professional in nature. Professionals here understand that to become a professional elementary school teacher candidate, PGSD students are expected to be skilled in communicating in English. In addition, with simulations, students can improve their learning activeness and can foster their creative power.

Need analysis

Richards (2006) states that needs contain meanings of wants, desires, demands, expectations, motivation, lacks, constraints, requirements. Richards defines the need for language learning as a language deficiency, which is the difference between what students can do now and what they should be able to do. While Hutchinson and Waters in Nation (2010) divide needs into two namely 1) target needs, namely what students must do in a target situation, and 2) learning needs, namely what students must do in learning.

Procedure of Requirement Analysis Implementation

A number of procedures can be used to carry out an analysis of needs and the type of information obtained often depends on the type of procedure used. In teaching English, a needs analysis of the factors of student needs is very important not only for the needs of teaching materials but for determining the expected future of the learning. All of them will answer questions such as: how to learn good English, what are the expectations of students for learning English, even how the future of learning English is learned. An analysis of needs in English learning is important in relation to the needs of English learners for specific purposes.

RESEARCH METHODOLOGY

This research was conducted in the study program of the Primary School

Teacher Education and Education Faculty of Muhammadiyah University of Tangerang. The object of his research is Sixth semester students of Primary School Teacher Education. This research was conducted using a qualitative descriptive approach. Data collection techniques used include: interviews and questionnaires. There were thirty questions filled by students for questionnaires.

Table 1 Instrument Grid

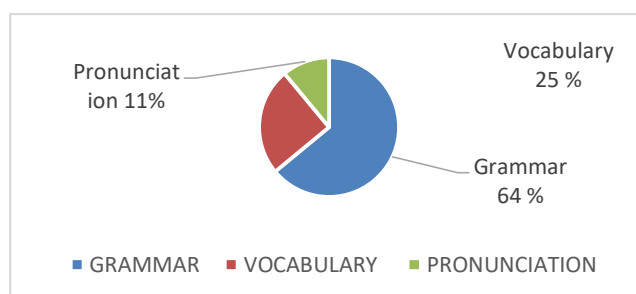
No	Component	Sub component
1	Necessity and lack	Student perceptions at the level of linguistic difficulty in speaking English skills using simulation
		Student perceptions at the level of non-linguistic difficulties in English speaking skills use simulation
2	Necessity and wants	Learning skills learning activities needed by students
		Desired material for students' English speaking skills

DISCUSSION

English for students of the Primary School Teacher Education Study Program (PGSD), Muhammadiyah University of Tangerang is a common course that must be taught by every student in the sixth semester with a weight of 2 credits which includes lectures on theory and practice. English courses in the PGSD Study Program are held in classes with around 30-35 students in each class. In choosing lecture material, it is often prepared by the instructors who are able to teach English courses based on the classroom conditions, not on what students need or need. With these conditions, the English language lectures in the PGSD study program tend not to focus on the basic teaching of speaking skills. Not infrequently the instructors ignore the speaking skills of students.

1. Necessities and lacks

Figure 1. Student perceptions at the level of linguistic difficulty in speaking English skills using simulation



In connection with the table above, there are several aspects that influence why students have difficulty speaking English. Figure 1 showed that the most dominant difficulty in the linguistic aspect is grammar. Grammar is quite difficult for students to understand. Students will always have difficulty using grammar in speaking English. They don't know when they have to apply the present time, the past, and the future. This statement is supported by Hetrakul (1995) stating that English always deals with time references while Indonesian does not have it. In addition, there are singular and plural forms which must be distinguished by students and there are still many forms that must be learned. Most students are very easily confused with English grammar, while grammar is needed to form the right sentence. If students do not have mastery of grammar, of course they will not be able to produce sentences that are grammatically correct. Realizing that the grammar of students is very weak, so they feel embarrassed when they want to make English sentences verbally.

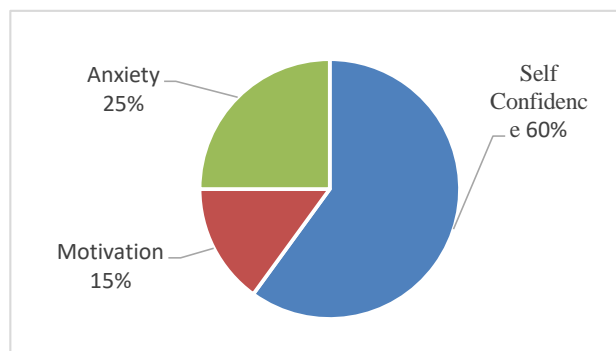
The second difficulty in linguistic problems is the vocabulary with a percentage of 25%. Results of Speech Difficulties Faced by Students Difficulties of students when speaking English is vocabulary. Students don't know vocabulary, so they use Indonesian when they have to speak English. Too bad because they will use Indonesian for some time. This is proof that conversation requires mastery of vocabulary. This statement is reinforced by Hetrakul (1995) stating that "Vocabulary is a component in speaking. In speaking English, students need to master a lot of vocabulary, because by mastering many words, they will learn how to speak easily. Sometimes, students feel difficulties when they learn because they have limited vocabulary.

Without vocabulary, speakers cannot convey meaning and communicate in the target language. People cannot communicate effectively or express their ideas both oral and written forms if they do not have enough or less mastery of vocabulary. Oxford (1990) also states that speaking in English is a stressful thing for students. That is because they feel that they are afraid to make mistakes related to grammar and also the lack of vocabulary in English to facilitate their speaking activities.

Pronunciation ranks third on the level of difficulty in the linguistic aspect. This pronunciation can enable people to speak or speak words clearly. So that it can be understood by the interlocutor. This pronunciation is very important to be

trained because the pronunciation of English words is certainly much different from the pronunciation of the words in the mother tongue that students have. And there are many similarities between the pronunciation of certain words so you have to say these words correctly and clearly to be understood by the other person. Another reason is that articulation is not good enough, because they use their own dialect. Hetrakul (1995: 76) states that the problem often faced by students is about pronunciation. They find it difficult to say certain words because in English, between pronunciation and writing is different. Because of that, they have not recognized him. While Hasan (2000) also stated that the difficulty faced by many students of English as a foreign language is the lack of understanding of English pronunciation expressed at normal speed.

Figure 2. Difficulties of students in speaking English in non-linguistic problems



Speaking skills are important skills to learn. Besides linguistic problems, some students also have problems in non-linguistic. Based on the above considerations, it is important to analyze the nonlinguistic problems faced by students majoring in Elementary School Teacher Education at Muhammadiyah University in Tangerang. After analyzing the data, it was found that students faced two non-linguistic problems, namely: self-confidence, motivation and anxiety.

In connection with the table above, the most answers to questions about the difficulties of students in speaking English skills on non-linguistic aspects of the problem are self-confidence, namely 60%. This shows that students are worried about making mistakes and fearing criticism when they speak English in class because their English is not right. Students who have low self-esteem often cannot control themselves in public speaking in class, for example, regulate their behavior as friends expect, lose confidence in themselves, think that their friends do not pay attention, fear of making mistakes, and so on. MacIntyre suggested that self-confidence significantly contributes to the learner willingness to communicate in a

foreign language (Hysook and Lee, 2004).

Another difficulty is anxiety at 25%, in this case, anxiety also becomes a problem for students in speaking and makes students feel uncomfortable when they talk. In addition, this is also much influenced by the fear of students being laughed at by other students or criticized by the teacher. So, low student motivation and low participation in speaking activities. This is also reinforced by Horwitz that packaging about speaking a particular language can affect student performance (Juhana, 2012). This can affect the quality of production of spoken language and make individuals appear less fluent than they really are. In this situation, they prefer to be quiet while others talk showing that students lack confidence to communicate. A student does not believe in speaking English because they are afraid if they choose the wrong word.

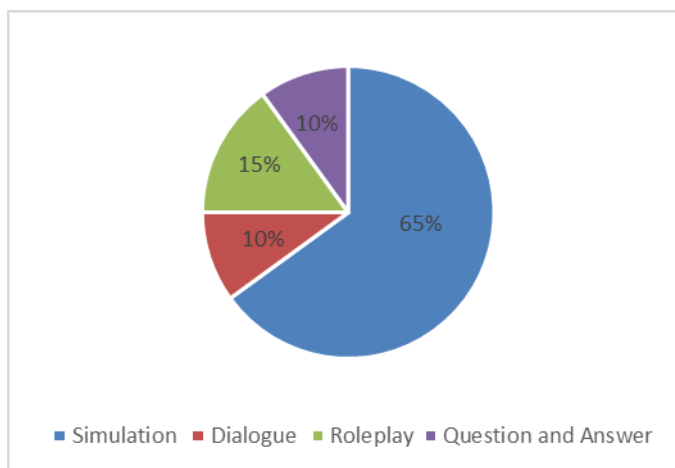
Another difficulty is lack of motivation by 15%. Students feel that English is difficult. That makes students less motivated to learn more about English, thus causing other speaking problems to occur. This is reinforced by Keramida stated that motivating students and creating a comfortable environment in the classroom is important to be noticed by teachers because it can reduce students' anxiety, increase their self-confidence, and encourage their willingness to communicate (Juhana, 2012).

2. Necessities and wants

Regarding wants', which is what the learners want to learn in English, the questionnaire data shows that the purpose of learning English, especially in speaking skills for students of PGSD Study Program, is to prepare and need to work as an English subject teacher and also for the purposes of studying PGSD source books that speak English.

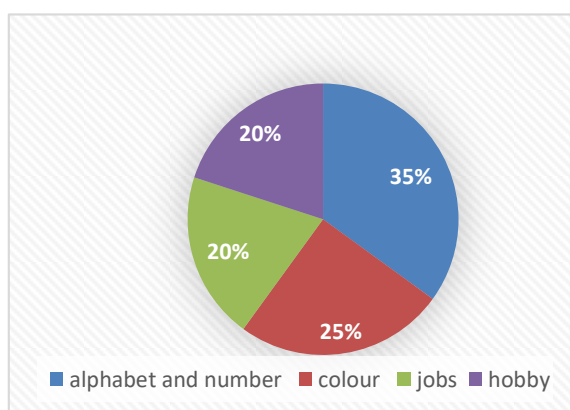
Based on the information data, the teaching of English in the PGSD study program must be in harmony with what is needed in English in the workplace where English will be used, namely in schools where prospective teachers will teach using the language of instruction, namely English. Therefore English learning is very much needed which is oriented towards preparation and equips students with adequate communication skills.

Figure 3. Learning skills learning activities needed by students



In connection with the table above, the most answers to questions about learning activities of English speaking skills that are considered important are simulations, namely 65%. This shows that students as prospective English Language teachers who will teach English in elementary schools will need simulations as an understanding of certain conceptual concepts or skills and also to train problem-solving skills derived from everyday life (Ali, 2016). Simulation can be interpreted as a way of teaching by performing artificial behavior processes. So simulation is basically a kind of game in teaching that is lifted from the reality of life. This is in accordance with this study which focuses on speaking skills in supporting PGSD students as prospective teachers who will teach English in Elementary Schools. Next is role-play activities of 10% as learning activities of English speaking skills which are considered second important. The last learning activity needed is 10% dialogue and question and answer. The conclusions that can be drawn from the table above are that students assume the ability to speak or communicate is very important for their future career in teaching at school.

Figure 4. The material students want in speaking skills using simulation



Based on the data obtained, the suitability of the material (soldering) of learning English using learning activities using simulation with a percentage weight does not differ much in each desired material. The material above is adapted to the material in elementary school. The most desirable material is alphabet and number. Next is the color material of 25% as learning material for English speaking skills which is considered second important and followed by job material and hobbies. Providing English learning materials that are in accordance with the main subject areas of students will be very useful for preparing students to teach in schools. This fulfillment of 'wants' will also increase the motivation of students to learn how to simulate well in learning English because the material provided is in accordance with what they want. Giving motivation is very important, especially the mastery of speaking skills in elementary school education courses, given the limited time available for this lecture.

CONCLUSION AND SUGGESTION

Based on the results of the analysis, need analysis reveals that (1) the learning activities needed by students are simulations (2) The student's difficulty in speaking skills in learning activities using simulation is the most dominant lack of confidence and grammar, (3) The desired material in learning activities using simulation in the form of materials relating to elementary school material. The results of this study are expected to be a reference for preparing syllabi and developing teaching material.

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