

# NEED ANALYSIS OF STUDENTS OF PRIMARY SCHOOL TEACHER EDUCATION IN ENGLISH SPEAKING SKILLS

Dayu Retno Puspita<sup>1</sup> Asih Rosnaningsih<sup>2</sup>

Universitas Muhammadiyah Tangerang

[dayuretnopuspita@gmail.com](mailto:dayuretnopuspita@gmail.com) [asihrosna@gmail.com](mailto:asihrosna@gmail.com)

## Abstract

In learning English, speaking skills are one of the skills that must be possessed by Elementary School Teacher Education students so that they can master the ability to communicate in spoken English. Speaking skills in learning English must be adjusted to their needs. Lecturer needs a needs analysis that is expected to facilitate students in learning English. This study aims to determine and describe the needs of Elementary School Teacher Education students in English speaking skills. Data obtained from questionnaires and interviews. The results of the analysis of learning needs obtained are students needing the ability to speak fluently and communicatively in order to prepare themselves to fulfill the demands of their profession as elementary school teachers later. Needs analysis data designed to reveal a) the current process of English speaking skills in the Primary School Teacher Education Study Program, University of Muhammadiyah Tangerang, b) Students' needs and difficulties, c) Students' needs and desires in learning speaking skills. The needs analysis revealed that (1) the difficulty of students in the most dominant speaking skills was grammar, (2) the material desired in the form of materials related to elementary school material, (3) the activities needed by students such as simulation, roleplay, dialogue and question answer. The results of this study are expected to be a reference for preparing syllabi and developing teaching material.

**Keywords:** need analysis; primary school teacher education; speaking skill

## Introduction

Students of primary school teacher education as future professional teachers are expected to be able to actively master English both verbally and in writing. To support the success of students as prospective elementary school teachers in teaching English, students of primary school teacher education are equipped with English courses as a provision that will be

taught in elementary schools. In learning English, speaking skills are one of the skills that students of primary school teacher education must possess so that they can master the ability to communicate in spoken English. This was confirmed by Tze-Ming Chou (2012) in his research stating the fluency and accuracy of spoken language is an important skill and is the main objective in learning English.

Speaking skills in learning English must also be adjusted to the needs of primary school teacher education students. Therefore lecturer needs a needs analysis that is expected to facilitate students in learning English, both in pronunciation, accuracy, pronunciation, and mastery of English vocabulary. It is important to do a needs analysis because English has been a general course that is taught by students of primary school teacher education. In learning English speaking skills, not infrequently the provision of material tends to be the same as students from the English department, so students consider English courses as a complement because they do not support their knowledge in teaching English for elementary school students later.

### Speaking skill

Speaking skills are one of the four language skills that students must learn and master in learning English. Here are the essence of speaking according to various experts. Nunan (2003) states that speaking is a productive oral skill. It consists of producing systematic verbal utterances to convey meanings. Brown cited by Florez (1999) also provides a definition of speaking stating "Speaking is an interactive process of constructing meaning that involves producing and receiving information",

According to Syakir (2007), Speaking skills require 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. Whereas Non-

linguistic aspects include, personality dimensions, such as self esteem and extroversion. Meanwhile according to Syakur (Mora, 2010), there are five components in aspects of speaking skills including, comprehension, grammar, vocabulary, pronunciation, and fluency.

The speaking skills of PGSD students as prospective elementary school teachers who later teach English in elementary schools, as stated by Nunan (1989) so that they can: (1) produce sound patterns and speech sounds in English, (2) use sentences and words, intonation and rhythm patterns English, (3) choosing words and sentences that fit the listener's social context, and the subject matter, (4) structuring thinking patterns meaningfully and logically, (5) using language as a tool to express values and express opinions, and (6) use language quickly and confidently without much pause. From the above statement it can be understood that PGSD students are expected to be able to produce sound patterns and speech sounds in English, using simple sentences and expressions that are appropriate to the social context that is teaching English elementary school students.

### Need Analysis

Richards (2006) states needs contain meaning wants, desires, demands, expectations, motivation, lacks, constraints, requirements. Richards defines the need for language learning as 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 the Nation (2010) divided the needs into two, namely 1) the target needs, namely what students had to do in a target situation, and 2) the learning needs, namely what students had to do in learning.

### Procedure for Implementing of Need Analysis

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

### **Methods**

This research was conducted in the Primary School Teacher Education Study Program Faculty of Teacher Training and Education, University of Muhammadiyah Tangerang. The object of research is PGSD students. This research was conducted using a qualitative descriptive approach. Data collection techniques used include: interviews and questionnaires.

Table 1 Instrument Grid

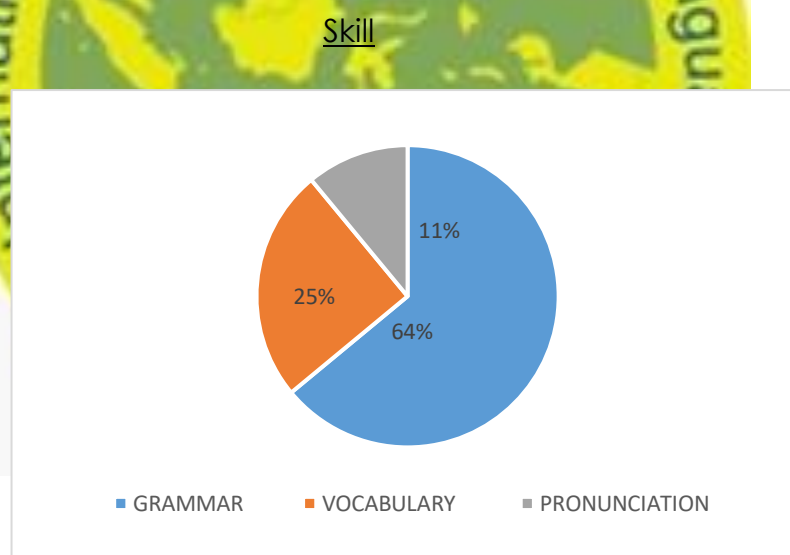
| No | Component           | Sub component  |
|----|---------------------|--|
| 1  | Necessity and lack  | The need for English speaking skills   |
|    |                     | Students' perception on the level of difficulty in English speaking skills         |
|    |                     | Student perceptions of self-ability related to English speaking skills             |
|    |                     | Students' perception of linguistic knowledge in mastering English speaking skills. |
| 2  | Necessity and wants | Desired material on students' English speaking skills                              |
|    |                     | Learning activities for speaking skills needed by students                         |

### **Result and Discussion**

English for students of Primary School Teacher Education Study Program (PGSD), Muhammadiyah University of Tangerang is a compulsory subject that must be taught by every student in the first semester with a weight of 2 credits which includes theoretical and practical lectures. English courses in the PGSD Study Program are held in classes with a total of around 30-35 students in each class. In the selection of lecture material, it is not often prepared by the lecturers of English courses that are seen based on class conditions, not on what is needed or needed by students. Under these conditions, English lectures at PGSD study programs tend not to focus on teaching basic speaking skills. It is not uncommon for teachers to ignore speaking skills in students.

#### 1. Necessities dan lacks

Chart 1 Students' Perception on the Level of Difficulty In English Speaking



In connection with the table above, there are several aspects that influence why students have difficulty speaking English. Figure 2 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, p.76) 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, p.76) 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

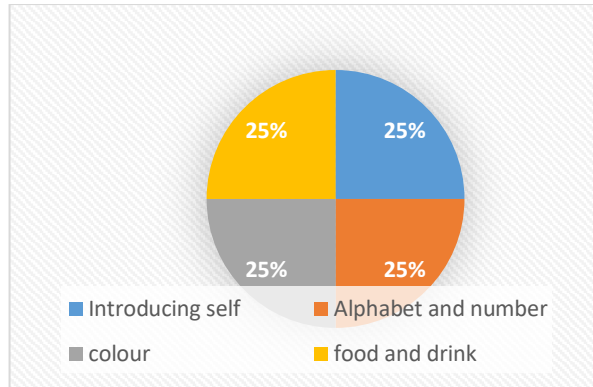
is very important to be trained because the pronunciation of English words is certainly much different from the pronunciation of the words in the mother tongue that students have. And there are many similarities between the pronunciation of certain words so you have to say these words correctly and clearly to be understood by the other person. Another reason is that articulation is not good enough, because they use their own dialect. Hetrakul (1995, p.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.

## 2. Necessities and wants

Relating to wants', which is what the learners want to achieve in learning English, questionnaire data shows that the purpose of learning English specifically in speaking skills for PGSD Study Program students, is for the preparation and needs of working as an English subject teacher and also for the need to study PGSD source books in English.

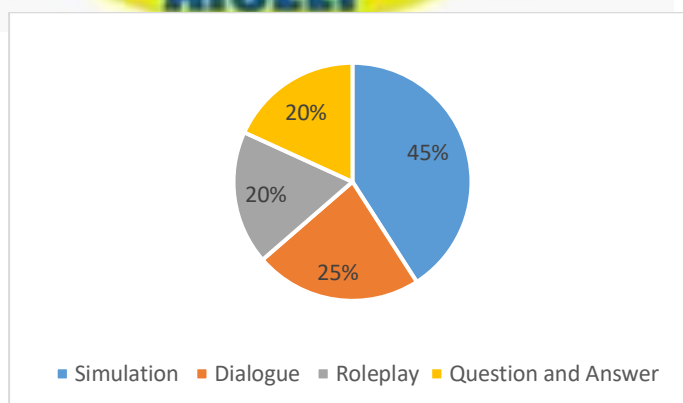
Based on the information data, the teaching of English in the PGSD study program must be in line with what is the need for English in the workplace where the English language will be used, namely in schools where prospective teachers will teach using the language of instruction, namely English. Therefore it is very necessary to have English learning oriented to preparation and equip students with adequate communication skills.

### Chart 2 Desired Material On Students' English Speaking Skills



Based on the data obtained, the suitability of the material (soldering) of English learning with the main subject areas of students, namely the PGSD field of study, can be obtained data that all correspond to a 25% percentage weighting in each material. The material above is adjusted to the material in elementary school. Providing English learning material that is suitable for the student's main subject of study will be very useful for preparing students to teach at school. Fulfilling this 'wants', also increase students' motivation to learn English because the material provided is in accordance with what they want. This motivation is very important in the conditions of learning English, especially the mastery of speaking skills in primary school education study programs, given the limited time available for lectures.

Chart 3 Learning Activities for Speaking Skills Needed by Students





In connection with the table above, the most answers to questions about learning English speaking skills that are considered important are simulations, which is 45%. This shows that students as prospective English teachers who will teach English in elementary schools need simulations as an understanding of a certain principle or skill concept and also to practice the ability to solve problems that come from everyday life (Ali, 2016). Simulation can be interpreted as a way of teaching by doing a process of artificial behavior. So simulation is basically a kind of game in teaching that is lifted from the reality of life. This is consistent with this research which focuses on speaking skills in supporting PGSD students as prospective teachers who will teach English in elementary schools. Next is the dialogue activities of 20% as learning activities to speak English which is considered second important. The last learning activity needed is roleplay and question and answer by 20%. The conclusion that can be drawn from the table above is that students assume the ability to speak or communicate is very important for their future careers in teaching at school.

## **Conclusion**

Based on the results of the analysis it can be concluded that students need the ability to speak fluently and communicatively in order to prepare themselves to fulfill the demands of their profession as elementary school teachers later. Data needs analysis reveals that the difficulty of students in the most dominant speaking skills is grammar, the desired material in the form of materials related to elementary school materials, activities needed by students such as simulation, roleplay, dialogue and question answer. The results of this study are expected to be a reference for preparing syllabi and developing teaching material.

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