

## Student's Needs Towards Speaking Materials In Students' Book For The First Year Of SMA Swasta Xaverius Gunungsitoli In 2023/2024

Elfin Kurnia Telaumbanua<sup>1</sup>, Yasminar Amaerita Telaumbanua<sup>2</sup>, Kristof Marthin Efori Telaumbanua<sup>3</sup>, Nursayani Marua<sup>4</sup>

<sup>1,2,3,4</sup>Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias, Nias, Indonesia

elvintelaumbanua18@gmail.com<sup>1</sup> yannaqueencer@gmail.com<sup>2</sup> kristofmartin.telaumbanua8@gmail.com<sup>3</sup>

marua.nursayani@gmail.com<sup>4</sup>

### Info Artikel

Diterima :

4 Desember 2024

Revisi :

16 Desember 2024

Terbit :

30 Desember 2024

### Key words:

*Students' Need,*

*Speaking*

*Material,*

*Students' Book*

### Kata Kunci:

*Kebutuhan Siswa,*

*Materi Berbicara,*

*Buku Siswa*

### Corresponding

Author :

Elfin Kurnia

Telaumbanua<sup>1</sup>,

Yasminar

Amaerita

Telaumbanua<sup>2</sup>,

Kristof Marthin

Efori

Telaumbanua<sup>3</sup>,

Nursayani

Marua<sup>4</sup>

elvintelaumbanua

al8@gmail.com<sup>1</sup>

yannaqueencer

@gmail.com<sup>2</sup>

kristofmartin.tel

ambanua8@g

mail.com<sup>3</sup>

marua.nursaya

ni@gmail.com<sup>4</sup>

### Abstract

This study aims to analyzing of the students' needs towards speaking materials in students' book for the first year of SMA Swasta Xaverius Gunungsitoli. To conduct this research, the researcher using a narrative method with a qualitative approach. Data were collected through interview and field note techniques. Data analysis was conducted through the stages of data reduction, data display, and conclusion drawing. The results of the research study show that students' needs are : 1. Dialogue. Dialogue is : students need practice for conversation. 2. Vocabulary. Vocabulary is : Students need a wide and specific vocabulary to be able to speak fluently and effectively. 3. Grammar. Grammar is : Students need to understand correct and effective sentence structure to convey messages clearly. 4. Pronunciation. Pronunciation is : Proper pronunciation is very important to be understood by the listener. The researcher concluded that students' needs for speaking materials in English books are very important to be considered in the learning process. Proper needs analysis and relevant textbooks can help students to develop their speaking skills effectively.

*Keywords: Students' Need, Speaking Material, Students' Book*

### Abstrak

Penelitian ini bertujuan untuk menganalisis kebutuhan siswa terhadap materi berbicara dalam buku siswa kelas X SMA Swasta Xaverius Gunungsitoli. Untuk melakukan penelitian ini, peneliti menggunakan metode narrative dengan pendekatan kualitatif. Data dikumpulkan melalui teknik wawancara dan catatan lapangan. Analisis data dilakukan melalui tahapan reduksi data, display data, dan penarikan kesimpulan. Hasil studi penelitian menunjukkan bahwa kebutuhan siswa adalah: 1. Dialog. Dialog adalah : siswa membutuhkan latihan untuk percakapan. 2. Kosakata. Kosakata adalah : Siswa membutuhkan kosakata yang luas dan spesifik untuk dapat berbicara dengan lancar dan efektif. 3. Tata bahasa. Tata bahasa adalah : Siswa perlu memahami struktur kalimat yang benar dan efektif untuk menyampaikan pesan dengan jelas. 4. Pengucapan. Pengucapan sangat penting untuk dipahami oleh pendengar. Peneliti menyimpulkan bahwa kebutuhan siswa akan materi berbicara dalam

buku bahasa Inggris sangat penting untuk diperhatikan dalam proses pembelajaran. Analisis kebutuhan yang tepat dan buku teks yang relevan dapat membantu siswa untuk mengembangkan kemampuan berbicara mereka secara efektif.

*Kata Kunci: Kebutuhan Siswa, Materi Berbicara, Buku Siswa.*

## INTRODUCTION

Language is an important aspect of human beings (Riadil, 2020). It is one of the communication tools used by people in everyday life to communicate. Humans, on other hand, cannot escape interaction and communication with others and, in any circumstance, humans will communicate with those who live in various locations. Languages come in various varieties and each nation has its own distinctive language. However, to connect with people from throughout the globe, people use an international language, that is English. English is the language used to communicate with people in different countries. One of the international languages is English which has an essential function in the world in many aspects of life (Arif & Hakim, 2018). In this era of globalization, English has a big role in the life and development of a country.

Effective English learning is taught from elementary school education, children's ability to think is capable providing understanding and gathering information in English learning. In general, English learning can be easily learned by children, English learning is usually designed according to students' abilities so that the learning can be more meaningful and does not westernize students (Meisani, 2019). The importance of learning English in the world of education after the enactment of the new curriculum, namely the Independent Curriculum, brought many changes, one of which is that learning English is a mandatory subject in schools. As a foreign language, English is used by some countries, such as in Indonesia.

The Students Handbook is a manual, a guidebook for LSPR students in guiding, mentoring, encouraging and directing students in teaching and learning activities and various kinds of supporting activities within the LSPR Institute of Communication and Business. The book is currently being developed refers to the Independent Curriculum, where this curriculum provides flexibility for educational units/programs in developing the potential and characteristics of students. The government, in this case the English Books supports the implementation of the Independent Curriculum in Early Childhood Education, Primary Education and Secondary Education units by developing Main Textbooks.

In the Regulation of the Minister of Education, Culture, Risk and Technology of the Republic of Indonesia Number 25 of 2022 in article 2, it is explained that the assessment of educational books aims to obtain quality educational books as learning resources and teaching materials for students, educators and educational staff in educational units and education programs. And in article 6 it is explained that assessment of local content textbooks as referred to in article 3 letter c includes assessment of student books and teacher guidebooks. Local content textbooks as referred to in paragraph (1) are books that contain local potential, uniqueness and needs. Local potential, uniqueness and needs as intended in paragraph (2) are determined by the provincial regional government.

The main textbook is one of the main learning sources for use in educational units. The reference for preparing the main textbook is the Guidelines for Implementing the Curriculum in the Context of Learning Recovery which is stipulated through the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 dated 10 February 2022, as well as Learning Achievements in Early Childhood Education, Basic Education Level, and the Secondary Education Level in the Independent Curriculum which is determined through the Decree of the Head of the Educational Standards, Curriculum and Assessment Agency Number 008/H/KR/2022 dated 15 February 2022. The book presentation is designed in the form of various learning activities to achieve competency in these Learning Outcomes. This book is used in educational units implementing the Independent Curriculum. We see that currently, the majority of students in Indonesia cannot speak English fluently.

The Merdeka Curriculum is a curriculum approach designed to reduce students' burdens, develop their creativity and diverse intelligence, and build strong character. One of the main aspects of the Merdeka Curriculum is that it provides teachers with flexibility in designing and implementing learning according to student needs. Teachers have a key role in identifying the potential, interests and learning needs of each student with the Independent Curriculum approach, teachers can design learning that accommodates student diversity, so that each student can develop optimally. Teachers can choose methods, students' book materials, and train students in speaking English using students' books.

## METHOD

This research has been conducted using qualitative research with narrative methods. According to Feny Rita Fiantika (2022, p.1) Research methods are used as a vehicle for obtaining valid data in a study. Researcher

was analyze all data obtained using the chosen research method to determine solutions to research problems. Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and carried out in natural settings Walidin, Saifullah & Tabrani in Fadli (2021).

The variables of Handayani et al., 2022 state research variable is attributes or behavior or values of people, object, or various activities determined by the researcher, in order to get information about the research and to draw the conclusion. According to Rafika (Ulfa, 2021, p.342) research variables are an object that is attached (owned) to the subject. Research objects could be people, objects, transactions, or events collected from research subjects that described a condition or value of each research subject. This research was on students' needs towards speaking materials and students' books.

The research was conducted at SMA Swasta Xaverius Gunungsitoli. The located at Jl. Nilam No. 7 Iir, Gunungsitoli City, North Sumatera. The research took place on February 2024.

In this study the authors used two sources of data, namely: Primary data sources, namely data directly collected by researchers (or officers) from the first source. So, primary data sources, namely interviews, field notes. And Secondary data sources, namely supporting data that is used as a basis or basis in discussing the results of the analysis and obtained from a literature study by studying, recording, citing sources of data and information related to this research problem and data obtained from the research location. Therefore, secondary data sources, namely textbooks. Next, primary data and secondary data was collected by researchers as qualitative data. Qualitative data is a research method that is often used without calculations. This type of qualitative research uses data based on data.

## RESULT AND DISCUSSION

Based on the observation, the researcher found that some students in class X-Budi Luhur have poor vocabulary mastery. The students only know easy vocabulary and do not want to know new vocabulary. So, they find it difficult to pronounce new vocabulary because they don't want to know what they want to learn. There are only a few vocabulary materials in English books. The researcher hopes that difficult vocabulary or vocabulary that students do not understand should be added in this English book so that students understand the meaning of the words they learn and students also understand the material.

The third need is grammar. In this era of technological advancement, it is only natural that students can understand and apply grammar in English conversation. This is because the use of grammar in English is not only for chatting but also as a support for digital activities considering that in this digital era we can communicate with people around the world to increase and develop knowledge. Grammar is an important part of learning a language, especially English. When someone wants to learn a new language in a formal form, they will generally learn grammar. According to (Richards and Schmidt in Murti et al. 2024), grammar is defined as a description of the structure of a language and how language units such as words and phrases are formed into a perfect sentence.

Based on field notes result, the collected information through students of X-Budi Luhur at SMA Swasta Xaverius Gunungsitoli was discussed in the following. According to (Souhuwat, 2022) Dialogue is one of the learning models to motivate learners to actively ask questions as long as educators present questions and learners answer.

The first is motivation. According to Ali & Savas in Noerjanah, Luthfiani (2019) emphasize that motivation as a key factor in achieving success in language can help students learn to speak in EFL settings. The success of student learning can be determined by their motivation. Students who have high learning motivation tend to have high achievement as well, otherwise their learning motivation is low, their learning achievement will also be low. High and low motivation can determine the high and low effort or enthusiasm of a person for activities, and of course the high and low enthusiasm will determine the results obtained.

The second is stimulation. Stimulation is an activity to stimulate children's basic abilities so that children's abilities can develop optimally (Putra et al., 2018). According to Kristina et al., (2021) stimulation is part of children's basic needs, namely 'hone'. With us often honing children's abilities, their abilities will increase and can develop well with the amount of stimulation provided. According to (Ruhaena in fitriyani dkk 2024) states that teaching English to children whose mother tongue is not English requires emphasis on vocabulary, error correction and fluency in reading. This can be stimulated using the Jolly Phonics method by always introducing vocabulary while teaching proper spelling skills.

The third is English debate. English Debate is very appropriate and effective as a learning technique because it gives students the opportunity to express their ideas when debating. This also has an impact on students' speaking

ability in conveying English expressions (Rokhayani & Cahyo in Amalia 2023). According to Novianawati's opinion (2016: 5) states that: the ability to express opinions can be honed or trained through how to speak in expressing his opinion, how to or attitude before and after expressing his opinion, as well as courage in expressing his own opinion. Through speaking, we are actively involved in the learning and communication process, which can increase motivation to be more engaged in learning. By learning to speak, we can improve our ability to communicate in the language we are learning. This will give us confidence and satisfaction when we can communicate fluently and effectively. With this material, English Debate is very appropriate and effective as a learning technique because it gives students the opportunity to express their ideas when debating.

## CONCLUSION

Based on the research data and discussion of students' needs for speaking materials in student books, it is concluded that speaking skill is one of the important aspects in students' communication skill. Identifying the needs of speaking materials in textbooks is the most important thing in education.

After the researcher concluded that the needs of X-Budi Luhur students are dialogue, vocabulary, grammar, pronunciation, stimulation, motivation, English debate and lack of confidence. with this Dialogue can also help foster learners' attention to the lesson and develop their ability to use their knowledge and experience so that their knowledge can be used as a basis for learning. improving vocabulary mastery is very much needed because they also have difficulty in understanding the instructions they find in textbooks or assignments they do the use of grammar in English is not only for chatting but also as a support for digital activities considering that in this digital era we can communicate with people around the world to increase and develop knowledge.

Pronunciation is a science that studies the technique / procedure of pronouncing English vocabulary, one of the points that is quite complicated, compared to grammar, and vocabulary, English pronunciation is very important. Stimulation is an activity to stimulate children's basic abilities so that children's abilities can develop optimally). Motivation is one of the factors that influence student success. Lack of confidence or inferiority is a feeling of inadequacy and considers other people better than himself.

## SUGGESTION

After conducting this study, there are several recommendations from the researcher. Firstly, writers, it would be good to add vocabulary for each chapter in this English book so that in the end the learning process or learning outcomes are finally achieved because according to the results of the researchers' interviews. Second, for the publisher, the researcher wants to develop the book so that it can add insight to the student. Third, for students, students are expected to remain enthusiastic and always take the time to review their learning and make reading a habit so that reading is done on the basis of awareness, not coercion from others.

## BIBLIOGRAPHY

- Akhmad, E., Saleh, Y. R., & Pakaya, S. (2022). *The Criteria of Good English Textbook for Students: A Senior English Textbook Analysis. ELOQUENCE: Journal of Foreign Language, 1(3), 114-124.*
- Alfian, A. (2019). *Student Voice: Needs Analysis in English Language Teaching and Learning at Islamic Universities. IJET (Indonesian Journal of English Language Teaching), 8 (2), 63-72.*
- Budi Hermawan, Dwi Haryanti, Nining Suryaningsih. (2022). *Work in Progress. Book Center.*
- Dekanawati, V., Astriawati, N., Setiyantara, Y., Subekti, J., & Kirana, A. F. (2023). *Analysis of the Effect of Customs Training Service Quality on Trainee Satisfaction. Journal of Maritime Science and Technology, 23(2), 159-176.*
- Eka Warohma, Ainur Rohma, Nia Kurniati. (2022). *Need Analysis of English Speaking Material for Students in Islamic Boarding School. https://jurnal.stkipbjm.ac.id/index.php/sensaseda/article/download/2070/1015/*
- Hia, G. T. N., Maru'ao, N., Harefa, A. T., & Harefa, T. (2023). *The Description of Teacher-Students Interaction in English Speaking at the Tenth Grade of SMA Negeri 3 Gunung Sitoli in 2022/2023. Edumaspul: Jurnal Pendidikan, 7(2), 2159-2164.*
- Hidayah, N., Sumarno, S., & Dwijayanti, I. *Analysis of teaching materials on the needs of teachers and class V students. Scientific Journal of Basic Education, 10(2), 128-142.*
- Islamuddin, R., Telaumbanua, Y. A., Laoli, A., & Zebua, E. P. (2023). *Analysis of The Application of Video Learning Media on Students' Learning Interest at The Tenth Grade of SMA Negeri 1 Gunungsitoli in 2022/2023. Journal on Education, 6(1), 8375-8386.*
- Mai Sri Lena, Sartono Sartono, Tiara Emilia, Sania Khairanis. (2023). *Analysis of Students' Difficulties in Learning English in Elementary Schools. Journal of Education and Language Stars, 1(3), 41-47. https://doi.org/10.59024/bhinneka.v1i3.175*

- Ngaisah, S., Yadi, F., & Pratama, A. (2023). *THE INFLUENCE OF GROUP WORK METHODS ON INDEPENDENCE IN LEARNING COLOR DISCS IN CLASS IV PRIMARY SCHOOL*. *Pendas: Scientific Journal of Basic Education*, 8(2), 1112-1122.
- Nugraha, E., Azis, A., & Ibrahim, N. (2023, November). *The Relevance of Learning Achievements and Learning Objectives in Literary Material for Class VII Middle School Indonesian Language Books Erlangga Publishers*. In *Proceedings of the National Seminar on Educational Sciences (Vol. 2, No. 1)*.
- Nugraheni, AF, Safiroh, SD, Rahayu, P., Widiarsih, P., & Ikaningrum, RE (2021). *Presentation of Speaking Material in High School English Textbooks*. *Langua: Journal of Linguistics, Literature, and Language Education*, 4(2), 1-5.
- Nuryanti, N., Khoirunnisa, F., & Adriani, N. (2020). *Analysis of Students' Needs for the Use of Teaching Materials on Salt Hydrolysis Material (Case Study of Class XI MIA Students at SMAN 2 Tanjungpinang)*. *Student Online Journal (SOJ) UMRAH-Teaching and Educational Sciences*, 1(2), 520-523.
- Ratmanida, Yeni Suryanti. (2020). *An Analysis of Speaking Materials in English Textbook for the Tenth Grade of the Senior High School*. <http://creativecommons.org/licenses/by-nc/4.0/>
- Rifa Oktaviani Jaidi, Arsyi Rizqia Amalia, Din Azwar. (2021) *Analysis of the Role of Teachers in English Language Learning during the Covid-19 Pandemic at Al-Ummah Cibadak Elementary School*. *Edumaspul Journal*, 5(2), 757-766.
- Siti Khasinah, Elviana. (2022). *Need Analysis in Curriculum Development*. *MUDARRISUNA Journal: Media for Islamic Religious Education Studies*, 12(4), 837-850
- Utami, L. T. (2021). *Analisis of speaking material in english textbook at grade XII published by kemendikbud 2018 (Doctoral dissertation, IAIN Palangka Raya)*.
- Zahrotul Fitri, Azwar Abbas. (2023). *Students' Need Analysis on Speaking Materials*. *Journal of Linguistic and English Teaching*, 8(1), 99-113. <https://jounal.fkip-uwgm.ac.id//index.php/script>