

**AN ANALYSIS OF ENGLISH-SPEAKING SKILLS MATERIALS FOR
THE 11TH-GRADE STUDENTS OF MAN 1 MALUKU TENGAH**

***ANALISIS MATERI KETERAMPILAN BERBICARA BAHASA INGGRIS UNTUK
SISWA KELAS 11 MAN 1 MALUKU TENGAH INGGRIS***

**¹Dian Safitri, ²Syarifuddin Dollah, ³Chairil Anwar Korompot
¹²³Universitas Negeri Makassar, Makassar, Indonesia
Corresponding E-mail: syarifuddindollah@unm.ac.id**

ABSTRACT

The aims of this study are to determine the suitability of the English-speaking skills material to the needs of class 11 students at MAN 1 Maluku Tengah. This research uses a qualitative approach with a qualitative descriptive research design. The subjects of this research were 11th-grade English materials at MAN 1 Maluku Tengah, an English teacher, and seven 11th-grade students at MAN 1 Maluku Tengah. Data was collected using assessment checklists and interviews. The evaluation checklist was carried out offline at school and filled in by an 11th-grade English teacher and the researcher. Interviews with students are used to obtain information about students' needs regarding the English speaking-skill learning materials. Meanwhile, interviews with the teacher were conducted to obtain additional information regarding the English learning materials that she used. Student needs are divided into 3 aspects: necessities, lacks, and wants. From the research findings, the researcher concluded that the English-speaking skills are not yet appropriate to the student's needs.

Keywords: *Materials Evaluation, Speaking, Students' Need*

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui kesesuaian materi keterampilan berbicara bahasa Inggris dengan kebutuhan siswa kelas 11 MAN 1 Maluku Tengah. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian deskriptif kualitatif. Subyek penelitian ini adalah materi bahasa Inggris kelas 11 di MAN 1 Maluku Tengah, seorang guru bahasa Inggris dan tujuh siswa kelas 11 di MAN 1 Maluku Tengah. Data dikumpulkan dengan menggunakan checklist penilaian dan wawancara. Daftar periksa evaluasi dilakukan secara offline di sekolah dan diisi oleh guru bahasa Inggris kelas 11 dan peneliti. Wawancara dengan siswa digunakan untuk memperoleh informasi mengenai kebutuhan siswa mengenai materi pembelajaran keterampilan berbicara bahasa Inggris. Sedangkan wawancara dengan guru dilakukan untuk memperoleh informasi tambahan mengenai materi pembelajaran bahasa Inggris yang digunakannya. Kebutuhan siswa dibagi menjadi 3 aspek yaitu kebutuhan, kekurangan dan keinginan. Dari temuan penelitian, peneliti menyimpulkan bahwa keterampilan berbahasa Inggris belum sesuai dengan kebutuhan siswa.

Kata Kunci: *Evaluasi Materi, Berbicara, Kebutuhan Siswa*

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INTRODUCTION

Materials evaluation in the world of education is a necessity because learning materials play a key role in shaping students' learning experiences. Materials evaluation helps ensure that learning materials support student diversity (Kurniawan et.al, 2021). Every student has a different

learning style and varying levels of ability. By reviewing resources, educators may verify that they can be altered or adjusted to fit the unique requirements of individual pupils. Evaluation of materials also allows educators to identify whether materials are adequate in supporting the teaching of critical skills such as problem solving, speaking skills, and deep understanding. Thus, material evaluation is important in creating effective learning experiences and meeting various student needs. According to Tomlinson (2011), publishers or teachers assess and modify resources from their point of view in order to help students satisfy their own needs, advance their language proficiency, accomplish their objectives, and determine whether the materials are efficient and successful.

Evaluation of English materials is an important step in education that aims to measure students' understanding of English and their ability to speak, listen, read, and write. The evaluation process is important because it provides an overview of student development and helps teachers design more effective learning. In addition, evaluation of English materials also allows students to identify areas where they need to improve their abilities. By evaluating their progress regularly, students can see their development over time and determine whether the learning strategies they are using are effective. Evaluations can also assist teachers in adapting their teaching approaches to suit individual student needs

Speaking, according to Kayi (2006), is the area where linguistic proficiency and instructional strategy diverge. Speaking is a useful talent that needs to become habitual because it requires both hard practice and real communication. When learning a language, the capacity to speak is helpful. Together with other crucial elements like pronunciation, intonation, grammar, vocabulary, and so on, it involves communicative effectiveness. Any language should be taught to them, with some method of preparing the students to communicate in the target language. The learners' ability to talk will be scrutinized the most in a real-world setting. Hence, it is the responsibility of the teachers to provide the students with as much preparation for speaking English in a real-world situation as is reasonably possible.

Speaking entails the systematic production of linguistic expressions to communicate desired meanings. People speaking a non-native language must be aware of the rules of that language, including its grammar, vocabulary, pronunciation, and word formation, and be able to use those rules effectively while communicating in that language. Speaking English resources are things or objects that help pupils learn to speak in class. The content can take several forms, including approaches, tactics, textbooks, and so on. Materials are required to enable pupils to speak English successfully (Bao, 2022).

"Needs analysis" is a term used to describe the procedure used to determine learner needs. Nation and Macalister (2010) classify requirements into three categories: necessities (what is necessary for the learner's usage of the target language), lacks (what is absent from earlier training or education), and wishes. Understanding these three categories helps educators or language instructors to design curricula or learning programs that are more effective and relevant to the needs, deficiencies and desires of each learner. This allows for a more personalized approach tailored to individual needs in learning the target language.

Student needs are an important consideration in evaluating learning materials. A comprehensive review of learning materials includes research into the potential learning potential, actualized learning potential, and actual learning. (Hansen and Bunsgard, 2015). The potential learning potential refers to the extent to which the learning material can be used to achieve the intended learning outcomes. This study aims to evaluate the speaking materials and activities in the English module to determine whether teachers can use it as a guide to help their students

develop speaking skills. In this study, the researcher will also identify students' needs and compare them with the English-speaking materials used.

LITERATURE REVIEW

Materials Evaluation

The process of sorting out the value (or potential worth) of a variety of educational resources is known as materials evaluation. It comprises choosing how to affect people with items (Tomlinson, 2003). Rea-Dickens (1994, cited in Li, 2004) outlines three types of evaluation: (1) pre-use evaluation; (2) in-use evaluation; and (3) post-use evaluation, which is based on performance. She is an advocate of giving evaluation—both during and after use—more attention.

Evaluations can be carried out before, during, or after use. As stated by Rubdy (2003), the primary purpose of evaluating materials before use is to determine the potential of what teachers and students can do with them in the classroom. The efficiency of instructional resources is determined in large part by evaluations carried out both during and after use (McDonough & Shaw, 2003).

Need Analysis

The term 'needs' refers to the gap between 'what is' and 'what should be' (Witkin et al., 1995), or the gap between 'real' and 'ideal' (Reviere et al., 1996). In other words, needs relate to the future, or what should happen, not what used to happen or what is happening now (Titcomb, 2000).

Nation and Macalister (2010) divide needs into three types: necessities (what is required in the learner's use of the target language), lacks (what is missing from previous training or education), and wants (what the learner wants to learn). Understanding these three categories helps educators or language instructors to design curricula or learning programs that are more effective and relevant to the needs, deficiencies and desires of each learner.

RESEARCH METHOD

In this research, the researcher applied the descriptive qualitative approach, which is a research method that aims to describe or describe a phenomenon or situation in an in-depth and detailed way. The purpose of this descriptive qualitative research is to examine the present resources for 11th-grade students at MAN 1 Maluku Tengah and determine whether they are appropriate for the needs of the students. This study was carried out in 11th grade at MAN 1 Maluku Tengah. This Islamic high school is located at Jl. Raya Tulehu, Kec. Salahutu, Kab. Maluku Tengah, Maluku. The subjects of this research were seven 11th-grade students of MAN 1 Maluku Tengah, and an English teacher. In this study, the researcher collected data using interviews.

FINDINGS

The research findings were collected based on the problem statements: Is the speaking skills material in the English-speaking skills materials appropriate to the students' needs? The results of this study are given in the following paragraphs.

According to Nation and Macalister (2010), while analyzing students' needs to answer research questions, researchers grouped them into three groups. These categories are shortages, requirements, and desires. The interview had ten questions and seven participants.

a. Necessities

There are 3 questions about "necessities" which discuss targets and needs as well as learning techniques that students need to learn speaking material in English.

When asked about the learning techniques that students need to improve their English speaking-skills, 6 out of 7 students interviewed by the researcher answered that they prefer to listen so they prefer to learn self-taught by listening to English songs, podcasts or English channels.

"I think I like to listen more. So, I often listen to English songs. I also watch a lot of English movies. And I practice speaking English at home a lot." (Respondent 5, January 16th 2024).

The students believe that to improve speaking skills in English, an effective learning technique for them is listening. Researcher asked about students' goals for learning English and 5 out of 7 students also answered for the purpose of studying and working after they graduated from school.

"My dream is to become a traveler, so I need English skills. I am also studying English for my university studies. I want to major in English literature." (Respondent 7, January 16th 2024).

Students' learning motivation or English learning goals tend to be for their future after graduating from high school. The next question is about speaking activities in the material that are often carried out in class by class 11 students at MAN 1 Maluku Tengah. According to the syllabus and interviews with the teachers concerned, students do more dialogue speaking activities. Is the speaking activity of dialogue with friends effective for improving speaking skills? All students interviewed agreed that this activity was very effective for improving speaking.

"Effective in my opinion, sis. Because indirectly it is chatting, so it helps us familiarize ourselves with English." (Respondent 2, January 2024).

Making pairs with friends to practice speaking activities "English dialogue" is considered effective for improving English speaking skills. Having a partner speak English is a necessity recognized by students to achieve their goals in language learning. By doing this activity, students consciously fulfill their need to practice and familiarize themselves with the use of English in the context of daily conversation. This is reinforced by the 11th-grade English teacher's statement that: *"Usually when students are asked to write, before speaking I usually tell them to write a script, for example in the topic suggest and offer I tell them to write and then execute in the sense of putting it into practice. So, after they write the dialogue, it's time for them to express it in the form of a presentation in front of the class. This is so they can express gestures, appearance, body language, intonation and so on. It can be in the form of a dialogue; it can also be in the form of a monologue. Because compared to just writing, it's better to express it."* (English teacher, January 10th 2024).

b. Lacks

The questions related to "lacks" asked by researcher in interviews with class 11 students at MAN 1 Central Maluku were regarding students' reasons for difficulties learning English, especially speaking. In this question, 5 students answered that they had difficulty in pronouncing

English vocabulary, 1 student answered that they lacked vocabulary and 1 answered that it was not difficult.

"I don't think it's too difficult if it's in the context of speaking English. It's just the pronunciation that might be a bit complicated." (Respondent 3, January 16th 2024).

"What makes English speaking difficult is the vocabulary which is sometimes written differently, the pronunciation is also different. And there are still many words that are foreign to my ears so it is difficult for me to pronounce" (Respondent 5, January 16th 2024).

From the results of interview, it shows that difficulties in learning English speaking can depend on factors such as pronunciation, differences in vocabulary, and the learning strategies applied by each individual. The next question highlights the shortcomings that may exist in the English language material for 11 grade's students of MAN 1 Maluku Tengah. In this question, 5 students answered that they still lacked listening aids and 2 students answered that speaking activities in their learning were still lacking.

"Maybe in learning to listen, the tools are still lacking." (Respondent 4, January 16th 2024).

"Practice speaking, because I think classroom learning is more material." (Respondent 7, January 16th 2024).

In interviews with two students, it was revealed that both of them had quite clear perceptions regarding deficiencies in English language learning in the classroom.

The next question highlights material that makes students more easily bored in learning English in class. From this question, 5 students answered that they were more bored with material that had writing activities. The rest answered that they were bored with the reading material.

"I get bored more easily during writing activities. So, on material that has a lot of writing activities, sis." (Respondent 2, January 16th 2024).

"On material that has a lot of reading activities." (Respondent 3, January 16th 2024).

From the answers above, the first student stated that they felt bored with writing activities, perhaps indicating their lack of interest or involvement in the writing aspect. On the other hand, the second student felt bored with material that had a lot of reading activities. Thus, in improving the effectiveness of English language learning, an in-depth needs analysis is needed to identify deficiencies in teaching and design strategies that can address students' specific preferences and needs. Of the 7 students, none answered speaking. This shows that students are more bored with the material with writing and reading activities than the speaking material.

c. Wants

This section includes 4 questions. In the first question about skills of interest, 6 out of 7 students chose speaking. If it is related to their learning style, these students have a verbal-linguistic learning style. They prefer to practice speaking and do other speaking activities rather than just writing and reading.

"Speaking, because I think learning speaking also helps improve our confidence in public." (Respondent 1, January 16th 2024).

These students expressed particular interest in English speaking skills because they believed that learning to speak would also increase their confidence in public. The next question highlights strategies to fulfill their desire to learn English speaking-skill material quickly. They answered that they preferred to learn English at home self-taught, by practicing and then listening to English audio to increase their vocabulary.

“Practice at home like listening to songs and watching English channels.” (Respondent 6, January 16th 2024).

This student explored independent methods to speed up his mastery of English by listening to songs and watching English channels at home. The next question highlights the topic of speaking-skills material that they want to be interested in or learn more about. To this question, they answered "suggesting and offering" and "compliment and congratulations".

“I think it's in the compliments and congratulations section too, because from the difficult things we can become curious and stimulate our enthusiasm to learn more deeply.” (Respondent 1, January 16th 2024).

“When learning English in class, I want to learn a lot about suggesting and offering because I think it is very interesting.” (Respondent 3, January 16th 2024).

From the answers above, these two wants provide a deeper understanding of students' individual needs in developing their English skills.

The final question relates to extracurriculars at school that you think can help in improving your English speaking-skills. From this question, 5 out of 7 students answered the English club which was held at the MAN 1 school in Central Maluku. The rest answered taking lessons outside of school, one of which was Ganesha Operation.

“Yes, there is an English club here. I joined that club. At this school there is an English club and our teachers there teach the material well so that it arouses our curiosity and confidence in speaking English.” (Respondent 5, January 16th 2024).

“I took private lessons outside, namely Ganesha Operation.” (Respondent 7, January 16th 2024).

From the answers above, the first student expressed his participation in the English club which reflects his desire to learn actively and be involved in extracurricular activities that support the development of English speaking-skills. A second student stated that they chose to take private lessons at Ganesha Operation, highlighting their desire to seek additional support outside the scope of the official school

In connection with the students' need, the school has facilitated more intensive English learning by providing an English club.

“In the English club I focus them on vocabulary building first. To make students more interested, I packaged the material into games. The students' knowledge level is still intermediate, not yet advanced. If in class only 50% speak English, then in the English club it is 100%. So, it is hoped that their listening and speaking skills can be formed there during the learning process.” (English teacher, Januari 10th 2024).

DISCUSSIONS

As mentioned in the previous chapter that there is problem statement proposed in this research. The aims of the research are to find out whether the speaking material provided in the English materials for class 11 students at MAN 1 Maluku Tengah is appropriate to the student's needs. The discussions of those two research objectives are described in the following explanation.

Based on the findings above, researchers evaluated the needs of grade 11 students based on 3 categories from Nation and Macalister (2010), namely necessities, lacks and wants. It discussed as follows:

a. Necessities

The 11th students at MAN 1 Central Maluku have high motivation to learn English, especially for future needs. They consider learning techniques such as watching English channels and dialogue with friends as effective methods to improve their English-speaking skills. Evaluation of learning materials shows the need to use audiovisual materials and paired speaking activities to support the development of students' speaking skills. This shows the need to prepare material that is more relevant to students' needs in improving their English-speaking skills. In the classroom, one of the speaking activities that is often carried out is "dialogue with friends", which is an approach advocated by Hadfield (1999) to enrich learning by recognizing social and cultural relationships between students, as well as improving their speaking abilities.

The speaking activity in the class creates opportunities for students to hone non-verbal skills such as gesture, appearance and body language, as well as verbal elements such as intonation. Overall, the method provides a holistic approach involving both written and spoken aspects, allowing students to learn and practice communication skills holistically. The statement is supported by Tomlison (2011), students should be able to use the target language for communicative goals using the materials. Students are also given the opportunity to speak with each other by working in pairs.

b. Lacks

The researcher finds several challenges faced by 11th grade students in learning English. These challenges include incompatibility with learning materials, insufficient speaking practice, and vocabulary deficiencies. Speaking activities in class are limited to dialogue, while students want more variety in speaking activities. The 11th grade English teacher stated that the students he taught could not improve their speaking skills just through dialogue practice. This is contrary to Cunningsworth's (1995) opinion regarding speaking materials, where he emphasized that students must be taught various communication functions and techniques through practice. Apart from speaking practice, additional forms of interpersonal communication such as dialogue, group discussions, and monologues should also be included in learning. This shows that there are differences of opinion about the appropriate approach in developing students' speaking abilities.

To increase learning effectiveness, evaluation of student speaking material should include changes in the presentation of the material. An increase in the variety of speaking activities is needed to address the deficiencies highlighted by students. In addition, adjustments to writing teaching methods need to be considered to better suit students' interests. By incorporating this feedback into the learning approach, it is hoped that it can create a learning environment that is more dynamic and responsive to students' needs in developing speaking and writing skills in English.

c. Wants

Based on interviews with students and teachers, learning materials have almost fulfilled the students' "wants" related to their needs. One of them is the existence of an English club at their school which of course supports their English-speaking practice. They want to study topics that they think are interesting and useful for them when communicating in English in the future. This statement is in line with the findings of Kardiansyah & Qodriani (2018) in their research that English Club is a crucial tool for students looking to improve their English-speaking skills. It has a few elements that promote and affect members' second language acquisition. Following that, the activities of the English club have a significant impact on its members' academic performance.

The students expect learning materials that suit their interests and needs, and they find significant support in developing English speaking skills through the existence of English language clubs at school. These findings confirm that extracurricular activities such as English clubs not only have value in developing language skills, but also have a positive impact on students' overall academic performance, in line with previous research that notes that English clubs have a crucial role in improving English speaking skills. and has a positive impact on students' second language acquisition as well as their academic performance.

CONCLUSION

Based on the findings and discussions of the study, the researcher concludes that the English-speaking skills material used in class 11 at MAN 1 Central Maluku is not yet appropriate for students' needs, there are still improvements in several areas, such as variations in speaking activities and the addition of adequate tools to assist students in learning, especially listening material.

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