ANALYZING STUDENTS' NEEDS OF SPEAKING MATERIALS IN AN ENGLISH TEXTBOOK

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Abstract

The main purpose of this study was to find out the speaking material contained in the textbook "Talk Active" and what speaking material was needed by students in the eleventh grade at SMA NEGERI 8 PALEMBANG. This research used qualitative descriptive. The population of this research wass eleventh grade students in the second semester at SMA NEGERI 8 PALEMBANG. The sample of this study was 30 students taken by simple random sampling technique. Writer used a questionnaire as an instrument of this study. The results of this study indicate that the speaking material contained in the "Talk Active" textbook used by the school meets the design criteria and good speaking material, then the book is a book published by Yudhistira based on the National Curriculum 2013. Furthermore, the speaking material required by students are material that has good design and material. Such as speaking learning design aspects in terms of skills and content, in terms of productive and fun side, in terms of optimizing student potential from conscious and unconscious suggestions, speaking learning design aspects related to natural, social and moral realities, speaking learning design aspects related to linguistic and communicative competencies. furthermore, aspects of the criteria for speaking material are good in terms of instruction, in terms of interactivity, in terms of challenging material, in terms of analytic activities.

Keywords: *Speaking Materials, English Textbook, and Students Needs*

Abstrak

Tujuan utama dari penelitian ini adalah untuk mengetahui materi berbicara yang terdapat dalam buku teks "Talk Active" dan materi berbicara apa yang dibutuhkan oleh siswa kelas XI SMA NEGERI 8 PALEMBANG. Penelitian ini menggunakan deskriptif kualitatif. Populasi dalam penelitian ini adalah siswa kelas XI semester II SMA NEGERI 8 PALEMBANG. Sampel penelitian ini adalah 30 siswa yang diambil dengan teknik simple random sampling. Penulis menggunakan kuesioner sebagai instrumen penelitian ini. Hasil penelitian ini menunjukkan bahwa materi berbicara yang terdapat dalam buku teks "Talk Active" yang digunakan sekolah memenuhi kriteria desain dan materi berbicara yang baik, buku tersebut merupakan buku terbitan Yudhistira berdasarkan Kurikulum Nasional 2013. Selanjutnya, Materi berbicara yang dibutuhkan siswa adalah materi yang memiliki desain dan materi yang baik. Seperti aspek desain pembelajaran berbicara dari segi keterampilan dan isi, dari segi produktif dan sisi menyenangkan, dalam hal optimalisasi potensi siswa dari saran sadar dan tidak sadar, aspek desain pembelajaran berbicara terkait realitas alam, sosial dan moral, aspek desain pembelajaran berbicara terkait kompetensi linguistik dan komunikatif. Selanjutnya, aspek kriteria materi berbicara baik dari segi pengajaran, dari segi interaktivitas, dari segi materi yang menantang, dan dari segi kegiatan analitik.

Kata Kunci: *Materi Berbicara, Buku Teks Bahasa Inggris, dan Kebutuhan Siswa*

INTRODUCTION

Language is a tool that used by humans for verbal exchange in each day lifestyles. As an individual, people maintain to stay or to interact with different human beings. It proves that in wellknown, human beings are social creatures who need every different. As social human the element significance of language consists of all of the factors. It method that, language is used for verbal exchange. Many languages within the world, each country have a language that use as a neighborhood conversation for sharing with different humans, but there is one of the maximum the usage of English language (Vita Anggraini N, 2020, p.1).

Jaya et al. (2019, p.121), Nowadays, English becomes a global language which is used for international communication. Naturally, in learning English there are difficulties that are often faced, especially when learning speaking skill. Based on the experienced at PGRI Palembang University, in the learning process, students always have difficulties due to insufficient and wasted time, this usually happens when lecturers ask students to have a conversation with their partners (Theriani, Sari, and Pratiwi (2021, p.45)).

In the learning system in Indonesia, to assist students and teachers in the teaching and learning process, textbooks are considered as the main complement to the curriculum. They determine the content, techniques, and strategies to train and recognize in the classroom. This means that textbook can influence the students in teaching-learning process. But textbook cannot influence the students based on its own. The essence of textbook can influence the students only when the teacher conveys the content or material in teaching and learning. In addition, textbooks can be a guide for teachers in the teaching-learning process. The textbook contains lesson material coupled with relevant information thoroughly and completely, the use of textbooks can be used side by side or without learning resources or other learning media.

Taringan in Cahyaningrum (2013, p.130), in the practice of teaching English as foreign language, a text book is one of the most important tools for a language teacher especially. Therefore, no proper transfer of knowledge of English language can be given to the learners without the right textbooks and teaching aids. The effective process of teaching learning is incomplete without the right textbook that can mediate and stimulate one's learning process. The Webster Encyclopedia Dictionary defines a textbook as "A book used by a student in some branch of study". It contains the teaching material primarily for the cognitive elements and techniques to necessary knowledge and skills in a learner that usually based on the current curriculum. It is a complete body of knowledge and has its own course to run.

In addition, the writer interested in analyzing the textbook of senior high school Talk Active written by Lanny Kurniawan and published by Yudhistira textbook to find out whether the textbook materials were in line with Kurikulum 2013. It was found out that this textbook analysis can help the teacher to develop the material and know which topic or materials need by the students.

To be specific in analyzing the textbook material, the writer focused in analyzing one of the language skills in English that is speaking. The writer focused in analyzing the speaking because, based on the writer's experienced teaching training practice at SMAN 8 Palembang. The writer found most students got low score in speaking. Therefore, the process of teaching speaking cannot run well most of them passive in the class. They only read and answer the question based in their English book without knowing how to elicit prior knowledge and find specific information from dialogue or conversation and is also an essential tool in communication, it shares the information directly from speaker to listener, and it is important in shaping, modifying, extending, and organizing thought

between them. So, the writer concluded that the objectives of this study; the first one is to know what is the speaking material contained in English textbook and the second one is to know what is the speaking materials needed by students to improve their speaking skills.

METHOD

This research used a qualitative descriptive method. Ali and Yusof (2011, p.26) any investigation which does not make use of statistical procedures is called "qualitative" nowdays, as if this were a quality label in itself. Creswell (2012, p.239) Qualitative research method means the process of exploring and understanding the meaning of individual and group behavior, describing social problems or human problems.

Technique of Collecting Data

To collect the data for this study, questionnaire used. Collecting data by sending questions to be filled in by respondents themselves, is done by distributing questionnaire forms that contain statements from aspects of designing of speaking materials and Good Speaking Criteria. The use of questionnaires aims to obtain the information needed and support research. The options in the questionnaire consisted of 5 options, namely: Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree. The questionnaires will use a checklist () questionnaire. Students only gave a check mark in the column provided. In this case, the questionnaires had used to obtain information about students' needs related to speaking material seen from the designing of speaking materials and good speaking criteria at the elevent grade of SMAN 8 Palembang

FINDINGS AND DISCUSSION

Analysis of the speaking materials contain in English textbooks

Based on data analysis conducted by writer regarding speaking material contained in the English textbook used by SMA Negeri 8 Palembang, it was found that on average in chapter 1 until 8 there were several discussions about speaking material that related to the learning design that students' needs.

Analysis of the speaking materials needed by students to improve their speaking skills

The findings of this study related to the assessment of students' questionnaire classifications. This study aimed to determine the challenges of speaking materials needed by students in eleventh grade SMA Negeri 8 Palembang. The data was obtained by questionnaire from eleventh of IPA 5 class there were 30 students. Supported by data from the questionnaire as follows :

Questionnaire Result

Based on the first statement from the first aspect "*I like speaking material that is easy to understand*" from thirty respondents the result indicates 20 students or 67% of students whose strongly agree, 8 or 27% students agreed with the statement, 2 or 6% students whose answered undecided, based on the second statement from the first aspect "*I like speaking material that is easy to say*" from thirty respondents the result indicates 23 students or 77% of students whose stronglyagree,

7 or 23 % students agreed with the statement and based on the last statement from the first aspect "*I like speaking material that has a good language structure*" from thirty respondents the result indicates 19 students or 63% of students whose strongly agree, 8 or 27 % students agreed with the statement, 10 or 6% students whose answered undecided. The writer concluded based on three statements from the first aspect most of students are chose *strongly angree* means that most of students were like the speaking materials that easy to understand, easy to remember, and has a good language structure because it can make them more easily to learn about speaking materials.

The next result reveals that from 30 students based on the first statement from the second aspects *"I likespeaking material that is productive learning"* the result indicates 16 students or 54% of students whose strongly agree 13 or 44% students agreed with thestatement, 1 or 2% students whose answered undecided, based on the second statement from the second aspects "*I likespeaking material that is Creative learning*" the result indicates 21 students or70% of students whose strongly agree, 9 or 30 % students agreed with the statement, based on the third statement from the second aspects "*I like speaking material that has fun learning*". The result indicates 24 students or 80% of students whose strongly agree, 6 or 20 % students agreed with the statement, and based on the last statement from the second aspects "*I likespeaking material that can motivate and encourage my curiosity*". The result indicates 23 students or 77% of students whose strongly agree, 7 or 23% students agreed with the statement. So, based on the four statements from second aspects the writer concluded that most of students were chose *stongly agree* but many students also chose *agree* means that the students need the speaking materials as in the second aspect because it could helped them to learn the speaking material easily.

From 30 students based on the first statement from the third aspects "I like speaking *material that is easy to develop*" the result indicates 13 students or 43% of students whose strongly agree, 16 or 53 % students agreed with the statement, 1 or 4% students whose answered undecided and based on the second statement from the third aspects "*I like speaking material that I canrelate to and actualize*" the result indicates 16 students or 53% of students whosestrongly agree, 13 or 43 % students agreed with the statement, 1 or 4% students whose answered undecided. From the statement on the second aspects the writer concluded that most of students were chose *strongly agree* and *agree,* means that the students need the speaking materials as in the third aspects to interest them in learning speaking.

Based on the first statement from the fourth aspects "*I like speaking material related to nature*" from 30 students the result indicates 11 students or 36% of students whose strongly agree, 12 or 40 % students agreed with the statement, 7 or 24% students whose answered undecided, based on the second statement from the fourth aspects "*I like speaking material that discusses everyday life*" from 30 students the result indicates 21 students or 70% of students whose strongly agree, 9 or 30 % students agreed with the statement and based on the statement from the fourth aspects "*I like Speaking Materials Related to Life or Morals Values*" from 30 students the result indicates 12 students or 40%

of students whose strongly agree, 16 or 53 % students agreed with the statement, 2 or 7% students whose answered undecided. The writer concluded from three statements in the fourth aspects most of students were chose *strongly agree* means that students are need the statements in fourth aspects because it could made them happy to learn speaking.

The next result reveals that from 30 students based on the first statement from the fifth aspects "*I like speaking material related to linguistics*" the result indicates 12 students or 40% of students whose strongly agree, 12 or 40% students agreed with the statement, 5 or 16% students whose answered undecided, , there were 1 or 4% students whose answered disagree and based on the second statement from the fifth aspects "*I like speaking material that is easy to be spoken*" the result indicates 20 students or 67% of students whose strongly agree, 7 or 23% students agreed with the statement, 2 or 6% students whose answered undecided, there were 1 or 4% students whose answered disagree. From the two statements in the fifth aspects the writer concluded that students were need the speaking materials as in each statements to learn speaking but many students were not sure that they need speaking materials as in that statements.

From 30 students based on the first statement from the sixth aspects "*I like speaking material that hasclear instructions for each activities*" the result indicates 17 students or 56% of students whose strongly agree, 9 or 30 % students agreed with the statement, 4 or 14% students whose answered undecided and based on the second statement from the sixth aspects "*I like speaking material with well-informed topics, genres, and situations*" the result indicates 13 students or 44% of students whose strongly agree, 15 or 50 % students agreed with the statement, 2 or 6% students whose answered undecided. Based on the statements in sixth aspects the writer concluded that most of students were chose *strongly agree* and *agree* means that students were need the speaking materials as in the sixth aspects to made them more easily to learn speaking.

Based on the first statement from the seventh aspects "*I like speaking materials which role by myself such as story telling or role playing*" from 30 students the result indicates 12 students or 40% of students whose strongly agree, 12 or 40% students agreed with the statement, 5 or 16% students whose answered undecided, there were 1 or 4% students whose answered disagree, based on the second statement from the seventh aspects "*I like speaking material that works in pairs and group work*" from 30 students the result indicates 11 students or 37% of studentswhose strongly agree, 14 or 46 % students agreed with the statement, 5 or 17% students whose answered undecided, based on the third statement from the seventh aspects "*I like speaking material that activities are learnedwhile playing*" from 30 students the result indicates 17 students or 56% of studentswhose strongly agree, 9 or 30 % students agreed with the statement, 3 or 10% students whose answered undecided and there were 1 or 4% students whose answered disagree, and based on the last statement from the seventh aspects "*I like speaking where the activities are learning while singing*" the result indicates 17 students or 56%of students whose strongly agree, 9 or 30 % students agreed with the statement, 4 or

14% students whose answered undecided. From all the statements in seventh aspects the writer conclude that most of students were need the speaking materials as in the seventh aspects because it could made them interest , fun, and happy to learn speaking.

The next result reveals that from 30 students based on the first statement from the eighth aspects "*I like speaking material which activities involve me directly*" the result indicates 15 students or 50% of students whose strongly agree, 13 or 44 % students agreed withthe statement, 2 or 6% students whose answered undecided and based on the second statement from the eighth aspects "*I like speaking material that has challenging activities like short questions and answers,short dialogues, etc. that can practice my hearing and pronunciation*" the result indicates 11 students or 36% of students whose strongly agree, 15 or 50 % studentsagreed with the statement, 3 or 10% students whose answered undecided, , there were 1 or 4% students whose answered disagree. From the table above most of students were chose *strongly agree* and *agree* , so the writer concluded that students were need the speaking material as in the eighth aspects to made them more easily to learn speaking.

From 30 students based on the first statement from the ninth aspects "*I like speaking material that makes me think critically*" the result indicates 17students or 56% of students whose strongly agree, 8 or 26 % students agreed with the statement, 3 or 10% students whose answered undecided, and there were 1 or 4% students whose answered disagree and 1 or 4% students whose answered strongly disagree, based on the second statement from the ninth aspects "*I like speaking material that makes me memorize more vocabulary*" the result indicates 11 students or 36% of students whose strongly agree, 15 or 50 % studentsagreed with the statement, 3 or 10% students whose answered undecided, , there were 1 or 4% students whose answered disagree, and based on the last statement from ninth aspects "*I like speaking material such as open questions, giving quick answers, encouraging arguments, making predictions,or simple material*" the result indicates 11 students or 36% of students whose strongly agree, 14 or 46 % students agreed with the statement, 4 or 14% students whose answered undecided, and there were 1 or 4% students whose answered disagree. The writer concluded that most of students were chose *strongly agree* and *agree* but there were some students also chose *disagree* and *strongly disagree* it means that in this aspects students were not really need the speaking materials as in this aspects because it could made them bored and not interest to learn speaking.

CONCLUSION

Based on the analysis of the "Talk Active" textbook and the analysis of speaking materials needs by students' it could be concluded that speaking material contained in "Talk Active" textbook is in accordance with students needs and the speaking materials that students' need is the speaking materials in variety of form such as speaking materials that easy to remember, understand, and also spoken, speaking materials with fun learning, productive, and also creative learning, speaking materials that easy to develop, related with nature, and talks about daily life, speaking materials that

has clear instruction, with challenging activities, speaking materials that can work in pair and all the speaking materials as the aspect showed in questionnaire.

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