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Need Analysis of the Speaking Syllabus Development for the Eleventh Grade of Vocational School

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Article Info	ABSTRACT
<p>Article History: Received: 2021-01-31 Revised: 2021-02-21 Accepted: 2021-03-02</p>	<p>The research had the purpose to recognize the pupils' need in teaching and learning speaking skills to improve speaking syllabus development. The method used qualitative descriptive research. The participants were 60 students of the eleventh grade of vocational high school. The students were divided into two classes of Bina Bangsa Vocational High School. The questionnaire used as an instrument for collecting data. The questionnaire was used for collecting information connected to the target needs and desires. The data were collected in the English Laboratory class. The data collected will be grouped and seen by the majority of students' choices and the least chosen by students. Those data were seen and interpreted the students' needs in learning and mastering speaking skills as guidance for teachers in the future. The results showed that the learners' target of learning speaking is for their higher education and for their future profession. The students preferred practicing speaking skills when learning activities, they desired speaking practice with their friends or pair. They also wanted English speaking to still exist in the curriculum. The learners presumed and wanted the teachers' role as a facilitator and led them in all English-speaking activities.</p>
<p>Keywords: Need Analysis; Speaking; Syllabus Development; Vocational School.</p>	
Informasi Artikel	ABSTRAK
<p>Kata Kunci: Analisis Kebutuhan; Berbicara; Pengembangan Silabus; Sekolah Kejuruan.</p>	<p>Penelitian ini bertujuan untuk mengetahui kebutuhan siswa dalam belajar mengajar keterampilan berbicara untuk mendorong pengembangan silabus berbicara. Metode yang digunakan adalah penelitian deskriptif kualitatif. Pesertanya 60 siswa kelas XI SMK. Murid-murid tersebut berasal dari dua kelas di Sekolah Menengah Kejuruan Bina Bangsa. Kuesioner digunakan untuk mengumpulkan informasi yang berhubungan dengan kebutuhan dan keinginan target yang dilakukan di kelas Laboratorium Bahasa Inggris. Data diinterpretasikan sesuai kebutuhan siswa dalam pembelajaran dan penguasaan keterampilan berbicara sebagai pedoman bagi guru di masa depan. Hasil penelitian menunjukkan bahwa target belajar berbicara peserta didik adalah untuk pendidikan tinggi dan profesi masa depan mereka. Siswa lebih suka mempraktikkan ketrampilan berbicara saat kegiatan pembelajaran, mereka menginginkan praktik berbicara dengan teman atau pasangannya. Mereka juga ingin bahasa Inggris tetap ada di kurikulum. Para peserta didik beranggapan dan menginginkan peran guru sebagai fasilitator dan memimpin mereka dalam semua kegiatan berbahasa Inggris.</p>
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Introduction

In the nature of social relations, the community cannot be separated from the role of communication with each other, speakers and interlocutors work together in conveying and receiving ideas. Speaking activities support communication and social relations. Speaking is a language skill which is very important in the scope of education, both educators and students really need these skills to exist in the educational environment. According to Bygate's view (Nunan, 2001), speaking is seen as multilevel and complex skill. The hardest part is defined by the fact that speakers use their knowledge of language and activate the skills they need in real situations. The speaking position in Indonesian education is very important for learning foreign languages for Indonesian students. In language learning, this has been ranked as important and complicated. On the other hand, Hosseini et al. (2017) stated that in fact speaking teaching has been underestimated and only in the last two decades has it earned its right to become an independent branch of teaching. Since the fact that speaking is an important skill and difficult to master, then, it becomes a problem for students. This is a problem because students' backgrounds and needs are different. To reduce this risk, the teacher as an analyst in the classroom must analyze the students' needs before designing the syllabus and determining the appropriate learning material for students and also a good teaching strategy (Yana, 2016).

Need analysis can be interpreted as a fundamental part of gathering detailed information that will be useful as a basis for improving educational plans as well as in deciding and assessing teaching exercises (Poedjiastutie & Oliver, 2017). In line with Manalullaili (2014), this clarified that analyzing pupils' needs is essential because it is useful to help pupils learn naturally related to their desires. Need analysis also can analyze the various objectives that will be analyzed and the various objects that will be analyzed the needs of students, one of the things that can be analyzed is the syllabus development needs. The syllabus is known as a lesson plan that is used for one semester, which consists of a standard of competency, basic of competency, learning activities, media, tools of evaluation, and etc. The need for a syllabus in teaching is the same as a curriculum that cannot be overlooked. Hence, toward need analysis the teacher can decide the learning objectives and plan a suitable speaking syllabus to cover learning material, strategies that are fit to students, and valid evaluation. Lastly, the syllabus is designed based on the needs of the students so that it is expected to enable students to speak communicatively in English.

This study is adopted of previous research that discusses speaking syllabus in university students, it is in line with the study of Yana (2016). The research subject was eleventh grade students in vocational high schools who at least had mastered basic to intermediate vocabulary. However, they still lacked in speaking skills. So, this research wanted to see the students' needs in speaking skills for syllabus development. Due to the need for analysis on speaking syllabus development, the researcher has formulated several questions to look at and to answer about the pupils' need for speaking. The research questions are: (1) What are the pupils' needs for learning speaking skills? (2) What are the characteristics of appropriate speaking syllabus for the eleventh grade students of SMK Bina Bangsa? Thus, the research has aimed to identify the learners' needs of speaking for the eleventh grade students of SMK Bina Bangsa and to evolve a proper speaking syllabus.

Need Analysis

The procedure for finding out a collection of information about students' needs is known as a need analysis. As stated by Jeczelewski (2016), need analysis is a type of assessment for the specific language needs of students or members of certain groups. In line with several experts, they state that this is also intended as a process of gathering information (Boroujeni & Fard, 2013). The main function of need analysis is to deduct gaps for several subjects, namely students, teaching materials and teachers (Haque, 2014). Moreover, Otilia mentions that need analysis is an analysis of assessing students' communicative needs and techniques to reach certain teaching goals (Otilia, 2015). This analysis aims to determine the results of the main learning requirements in the design and delivery of learning both activities and courses (Brown, 2009). Student needs have relation with attention, potential student constraints and student characteristics. The analysis tries to match the techniques and materials according to the students' needs and thus recognize whether the design is in accordance with the intended target. In addition, the analysis of need has to do various activities with students to understand their learning needs, because a well understanding of the needs of students can support appropriate and successful learning planning. From the needs analysis, the teacher can make priority decisions in teaching. Requirements analysis acts as a method to determine comparisons between existing and desired conditions. Real conditions are often used to describe existing conditions while the desired conditions are called ideal conditions (Anderson, 1994). Thus, need analysis is basically a needs analysis between the available gap of students and their expectations.

What's more, there are several types that cannot be separated from the notion of need analysis. Firstly, need analysis has a needs assessment process that includes several activities in the implementation of needs assessment. The assessment of need is not an outcome, this is more on certain activities in an effort to make decisions. Secondly, needs have a gap between reality and expectations (Anderson, 1994). According to Jeczelewski (2016), there are three stages that teachers and lecturers can do when working on a needs analysis. They are making a design, collecting data, and submitting information into an analysis. In conclusion, need analysis is an activity where information is collected and on the gaps that students must have and what students have.

Speaking

Speaking is a skill that builds social relationships. It is a skill for the process of making and giving meaning toward verbal and non-verbal forms in many contexts and it stated by Chaney (1998) in (Hosni, 2014). Terrell & Brown (1981) illustrated speaking as a reactive process in structure and it covered producing and receiving of various information. In applied linguistics, this skill has a description, namely speaking as a social process based on situations and interactions (Azadi et al., 2018). All these thoughts can be seen speaking as the whole of the students' daily activities in building and receiving utterances.

As one of the crucial skills, speaking is part of the basic skills in constructing communication. Torky describes speaking as a skill to express them verbally, coherently, accurately and fluently in a meaningful context (Torky, 2006). As his view, he divided into three aspects. Those aspects are speaking is a face-to-face activity, the nature of speaking is interactive, and speaking occurs in real time. Speaking skill needs directly face to face

condition and it pays attention to gestures, expressions, and gestures that have meaning. Then, interactive means that there is no obstacle and smooth interaction between subjects. Lastly, real time is focused on speaking which can provide opportunities for self-correction, repetition between speakers and interlocutors. Therefore, students will be more successful and more responsive in speaking real time.

In fact, speaking is a skill that really needs great attention because students always need to be able to speak confidently to carry out many real-time and basic interactions. This skill is the most frequently used to be assessed and the subject through which it can take or lose the opportunity (Namaziandost et al., 2018). It is a skill that becomes a medium for social relations, social rank, business and professional advancement. Then, teaching speaking really requires thinking and a lot of consideration. Hence, learning speaking requires a plan to do during the learning activities.

Syllabus

The syllabus is part of the curriculum in the main material, this is a learning plan that functions for one semester of learning which consists of several content, namely competency standards, basic competencies, learning activities, media, evaluation tools, etc. Yalden in Ur (2013) states that the syllabus can be seen as an explicit and coherent document, instrument, plan, and specification as well as a sequence of content. Syllabus describes all aspects of language teaching, and it is expected by students to know at the end of learning what is taught during the class; when to teach and what level of progress; how and the teaching process; and how to assess student groups. In line with that, Ma'arif (2019) argues that the syllabus is specifically defined as a document that says what must be learned and is needed to regulate the course of the learning process so that it can flow smoothly. Above all, it can be said that the syllabus is a guide in teaching English. The guide consists of a course outline (which involves the course identity, course description, general course objectives, and meeting schedule), topic and subtopic selection, teaching and learning activities, time allocation, system evaluation and assessment, and material resources. and the media.

Method

This research was a qualitative research. This was more precisely qualitative descriptive research. The participants in this study were 60 students from the vocational high school. This was taken two classes of the eleventh grade in the 2020/2021 school year. The questionnaire is used as an instrument to collect data. The questionnaire contains several questions that must be answered by a number of students, some of the questions focus on the target student, the student's desire to learn speaking and the lack of things in learning English. This questionnaire allows students to answer one or more options from the questions provided by the researcher. Here also can provide other answers as a reference for future researchers. Researchers measured the data by calculating the total frequency divided by the total data and multiplied by 100 percent. This data would be grouped based on student answers, identified the more dominant ones, and explained the reasons for student answers in general. Those questions of questionnaire were adopted from Yana (2016) and Boroujeni & Fard (2013). Some of these questionnaires have

different descriptions and purposes. The first question is about the use of language in the present and the future and the reasons for learning English. The second is the learners' attitude towards the choice of place and the role of English in the school curriculum. The third is learning options in terms of language skills. The fourth is the importance of mastering language skills. Furthermore, other questions are the strategies and preferred learning styles and patterns of interaction among students. The latter questions are the relationship between roles and choices for classroom teaching activities. Finally, the data collected will be grouped and seen by the majority of students' choices and the least chosen by students. Those data will make a conclusion of the need analysis in speaking syllabus development.

Result and Discussion

Eight outcomes were obtained from the need analysis of students. The researchers presented the results into one until eight table, as follows:

Table 1. The reasons for learning speaking

No	Questions	The Answer Choice	N	Learners' Answer	%
1	Why do you need to study English speaking?	To get higher education	60	31	51.66
		To get success for future profession	60	18	30
		To speak to foreigner	60	6	10
		To speak to friends and family	60	1	1.67
		Other...	60	4	6.67

Table number one has shown the learners' rationale of learning English speaking. The data can be seen that 51.66% prefer to get higher education and the highest result after that is to their future career as much as 30%; 10% to be able to talk with foreigners and only a few who want to talk to their peers and have other purposes.

Table 2. The time for learning speaking

No	Questions	The Answer Choice	N	Learners' Answer	%
2	When Do You Use English Speaking?	When Studying	60	37	61.67
		When Socializing	60	12	20
		At Home	60	2	3.33
		At Office	60	1	1.67
		Other...	60	8	13.33

In the timing for mastering English speaking, the data shows that there is a choice of speaking time when learning as much as 61.67%; 20% is used for socializing; Besides socializing, other time choices were also chosen as much as 13.33%. the choice of 'others' is mostly chosen by students in English course activities at the course venue.

Table 3. The usage of English in the future

No	Questions	The Answer Choice	N	Learners' Answer	%
3	In the future I shall be using english for...	Higher education	60	19	31.67
		Job/career	60	27	45
		Socializing	60	8	13.33
		At home	60	0	0.0
		Others...	60	6	10

The questions number three revealed the number of students who choose English to be used as communication in their future careers with a total of 45%; for higher education 31.67%, socializing 13.33%; and others as much as 10%. However, none of them chose to use English with their relatives or at home.

Table 4. The omission of speaking course from the curriculum

No	Questions	The Answer Choice	N	Learners' Answer	%
4	Would you like a speaking course to be taken away from the university curriculum because you do not find the present syllabus and the way of classroom teaching helpful in fulfilling your needs of English?	Strongly disagree	60	33	55
		Disagree	60	9	15
		Neutral	60	12	20
		Agree	60	6	10
		Strongly agree	60	0	0.0

Unlike previous studies, the present study of table number four shows several different responses from students of Vocational High School. Although almost all students strongly disagreed with 55% of the elimination of the speaking course from the curriculum, yet 10% of students agreed. Then, there are some of the students who deal with disagreements and some are neutral.

Table 5. Students' level to academic performance

No	Questions	The Answer Choice	N	Learners' Answer	%
5	Do you think if a student's level of English not good it can have....	A good effect on his academic performance	60	6	10
		A bad effect on his academic performance	60	49	81.67
		No effect at all on his performance	60	5	8.33

Data number 5 is intended to see the response of students in the estimation if the student's level of English is not good. Then, it can be seen that there is the same thought that the answer b which contains "A bad effect on his academic performance" if the speaking level of the students is below, this answer b looks 81.67%; 10% for good effect and no effect is 8.33%.

Table 6. Students' preferred learning styles

No	Questions	The Answer Choice	N	Learners' Answer	%
6	What kind of Speaking class do you like?	A class with a lot of activities	60	20	33.33
		Pair/group and project	60	32	53.34
		Teaching only by the teacher and no activities by the students	60	8	13.33

It is clear that there are quite different interests between the two classes. For question number 6, as many as 53.34% of students chose the speaking class which has a project in pairs or groups; 33.33% want speaking activities in many classes; and 13.33% want to teach only with teachers without any activity.

Table 7. Preference for doing learning activities

No	Questions	The Answer Choice	N	Learners' Answer	%
7	How do you prefer to do learning activities?	In the class	60	13	21.67
		Preference for working in pair or groups	60	32	53.33
		Preference for working alone	60	15	25

This section looks at the needs and preferences of children in the activities required during speaking activities. The data are illustrated that some 53.33% still choose to work in pairs or groups; there are many choices for working alone, namely 25% and 21.67 for classroom activities.

Table 8. Pattern of preference for the role of teacher

No	Questions	The Answer Choice	N	Learners' Answer	%
8	What kind of role do you like your teacher to have?	As a facilitator and guide	60	53	88.33
		Traditional role (someone in control of everything in class)	60	7	11.67

The last table focused on what kind of teacher role the student wants, the table gets the most choices in the role of guiding and facilitating students in speaking with 88.33% and 11.67% in conventional or teacher-centered roles.

Discussion

The present study is adopted from the research of Yana (2016). This aims to see the needs of students in learning English speaking as it is known for the English speaking syllabus development. This study has several differences from the previous study, they are the participants level, the number of research subjects, the results of the study. In this research, it has been explained that need analysis is an analysis of assessing students' communicative needs and techniques to reach certain teaching goals (Otilia, 2015). This process is an activity in gathering information on the needs of research subjects in order to reduce gaps and reach the purpose of learning. This is what students refer to achieve their goals and target situations, these are shown in tables one and three. Almost all students in this study targeted speaking at higher education and the most after that was for the future profession. From this result, it was found that there were students' expectations of the desire to use English at the university level. It is a consideration for the teacher-analyst to make learning targets on the syllabus to reach academic level in university level and at the conversational level in a professional context.

The results of the questionnaire show that the needs of Bina Bangsa vocational high school students focus on the process of how and with whom the learning speaking activity takes place. On the results of the questionnaire, the data indicated that students needed speaking in groups and some wanted to have many speaking assignments in class. Another need regarding activities is the use of speaking that students want to do when learning rather than socializing. As the outcomes of the questionnaire, the teacher can add any activities that students need and want to the syllabus. The overall data illustrates the eight needs chosen by the students that the teacher can improve in the future speaking syllabus. In the early part, it was explained that students wanted to use English for their next education after their high school period. It was clear that students had hopes and goals for their future education besides wanting to be successful in a career. Secondly, students enjoy speaking during learning and when socializing. Thirdly, students want to invest their speaking skills for their future jobs. Fourthly, students do not agree with the elimination of speaking in the curriculum because they feel the urgency of speaking skills. In the five needs, they agree that the poor level of speaking skill in students will have a bad effect on performance in education. Moreover, the six and seven needs are about students wanting to do their speaking activity in pairs and want to have a lot of speaking activities in the classroom. Lastly, students want the teacher to support and guide their speaking learning by becoming a facilitator. Then, from some discussion of student needs, the teacher-analyst can develop any goals, activities and targets that will be useful in the speaking syllabus.

Conclusion

Speaking as a skill that is very influential in teaching and learning activities needs to be considered and improved on the achievements and activities that must be achieved by students. Need analysis makes it easier for the teacher-analyst to find out what is still lacking in teaching speaking. From the discussion above, it can be seen that there are eight needs that teachers can develop in the learning plan document rather than just complaining. It is very surprising that more students from vocational high school are interested in the use of speaking in education afterwards, namely universities because students usually decide to

go straight to work rather than go to school again. In addition, this research is expected to facilitate and provide additional information for educators in knowing and developing their speaking syllabus. So, the English teachers can develop the English materials in their speaking class based on the students' needs where by fulfilling between the link and match toward students' needs in speaking class, it may fulfill the students hope in learning English especially in speaking class maximally.

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