

An Analysis of the Students' Needs and their Speaking Proficiency in Designing Instructional Materials

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Abstract

The article was the results of empirical work to analyse the students' needs and their proficiency for instructional materials. To produce such materials also required intensive processes from one step to another. Hence, the research aimed to know: (1) the extent of relations between needs and proficiency and (2) the interrelations of pronunciation, structure, and vocabulary of the English speaking skills. In collecting data, the questionnaire items had been used. The data were analysed by using a statistic analysis. The results showed that the intention in designing the instructional materials required the analysis of the students' needs for the English speaking skills. Thus, the research products were hopefully fruitful to develop the English speaking skills for the English department students.

Keywords: Needs, Proficiency, Instructional Materials

1. Introduction

The instructional materials for the English speaking skills will be equipped with multimedia, so that the materials contain texts as the printed materials, audio-visual aids, and a number of varied exercises that have relations with the themes of the topics of interest. The texts may contain monologues and dialogues. The products are certainly expected to solve the students' problems to learn the English speaking skills. Besides, the products can motivate them to learn in order to improve their English proficiency.

To attain the given purposes, the requirement of need analysis to design instructional materials is really essential. The English speaking materials which are equipped with multimedia will provide artistic and natural values because the object images will be powered by the natural surroundings. It is remarked that education should be carried out in the natural environment that is clean, quiet, pleasant and fresh, so that they grow as good human beings.

The teaching and learning process of English needs the instructional materials. The instructional materials are necessary to develop for producing good products. Hence, good products that can motivate the students to learn should undergo the process of need analysis. Need analysis can be depicted as the underpinning to do next phases in designing the instructional materials. For example, Heinich, et al. (1996) with ASSURE model put 'analyze' as the first phase in developing the instructional materials, and then it is followed by the other phases (state, select, utilize, require, and evaluate).

The use of instructional materials will overcome the students' problems in learning the English speaking skills. The products of instructional materials include the objectives that should be achieved in every topic of the lesson. These objectives become the target, so that both lecturers and students have strong motivation to learn for the attainment of the target. The products also include directions for lecturer to present the lessons and directions for students in doing the learning activities for the speaking skills.

The development of the English speaking skills can be seen from various aspects, for examples: the pronunciation of phonemes, the correct choice of words in context, the accurate use of grammars, and the use of suprasegmental phonemes of the language. These aspects are included as the language aspects that should be developed in order to master the English speaking skills. For the purpose of making good communication, there are components that are also

very essential to notice. These components are setting, participants, ends, act sequence, key, instrumentalities, norms, and gender (Chaer and Agustina, 1995; Kernan, 1971; Ibrahim, 1994).

The problem of the research copes with the students' needs and these are formulated in the research questions. Thus, the research questions are referred to the students' needs and their proficiency that ask about (1) the extent of relations between needs and proficiency and (2) the interrelations of pronunciation, structure, and vocabulary of the English speaking skills.

2. Literature Review

2.1 Learning and Instructional Materials

The word 'learning' is defined as wide knowledge gained by careful study (Hornby, 1980). Thus, learning is the process of obtaining or receiving knowledge and skills about the things. This learning can be done through sight, hearing, feeling and touch. Learning takes place in any environment. Learning takes place in the family and society, both informal and formal settings. Most people associate learning as a formal education that happens in schools.

Instructional materials are substantive and pedagogical component that can be observed. Teaching materials potentially determine the quality of language input and language training during the learning process in the classroom (Ampa, et al., 2013). In choosing the instructional materials, there are three principles that are required according to Sudrajat (2008), namely: (1) relevance, (2) consistency, and (3) adequacy. The relevance principle means that instructional materials have relevance to the attainable standard of competence and the basic competencies. Consistency principle means the appropriate attitudes between instructional materials and the basic competencies that should be controlled by the students. Sufficiency principle means that the materials being taught should be sufficient to help them master the basic competencies.

2.2 The Development of Language skills

There are various stages that can be done in the development of language skills. Brandywine, Rubenstein, and Katie (2013) in their article entitled 'How to Develop Good Communication Skills' describe clearly about the stages in the development of communication skills, comprising: understanding the basic communication skills, engaging your audience, using your words, and using your voice. Burkart (2004) states that speaking skills involve three areas of knowledge, i.e.: mechanics, functions, and social and cultural rules and norms.

Richard (1990) develops the activities of speaking skills for the class into three functions, namely the function of interaction, the function of transaction, and the function of performance. Interaction refers to what we usually mean by conversation and describe interaction that serves the main social functions, such as 'hello' when people meet because they want to be friendly and establish a comfort zone of interaction with others. Transaction refers to a situation where the focus is what is said or done. And, performance refers to the volume of activities carried out within the allotted time.

2.3 Previous Studies

Based on the research results, an article about the English language proficiency development through a model of cross-environment approach is written by Basri (2010) who states that the English language proficiency is determined by the dynamics in the use of language at the level of communication. It has been concluded that the students of English department can improve their English proficiency, including accuracy, fluency, and concept. Besides, they can also gain positive attitudes and strong motivations.

Ginting, et al. (2012) conduct the development of research with the method of research and development of Borg and Gall (1983) and modified by the experimental research carried out in two steps. The first step of this research used a descriptive method to get the material and design of teaching materials course of English for Tourism based on the local needs. Furthermore, Ginting, et al. (2012) clearly outline the development of research results. The results show that the teaching materials of ESP-Tourism with the base of local needs for the areas of Lake Toba are relatively varied and diverse. The diversity of teaching materials makes the specific characteristics of the area that are not possessed by the other areas. The materials can be grouped into two main parts: the topics of talk used for communication and tourist visits. And, the second materials are concerned with function or theme of language used by tour players, for examples how to do a conversation, how to greet someone for the first time, how to offer something, how to ask for help, how to say agreement or disagreement, and how to say 'thank you', and so forth.

Baharuddin (2010) states that the frequent problem in the learning process is the availability of sufficient instructional materials. However, the instructional materials are not fully developed in accordance with the students' needs and their characteristics, so that the students are not quite motivated and encouraged to increase their knowledge through the available instructional materials. Thus, the developer has attempted to develop the instructional materials based on the students' needs and characteristics for class X Semester 1 in State Senior High School 4, Berau. In this connection, Basri (2015) has concluded that in designing the instructional materials the analysis of the students' needs and their proficiency of speaking skills are essential to do based on the procedures of the model used.

3. Materials and Methods

The type of this research was Research and Development which potentially produced printed materials for a course of the English speaking skills. The primary step of this research design was to analyze the students' needs and their proficiency of the English speaking skills through Levene's test for equality of variances and the t-test for equality of means in order to know the extent of relations between needs and proficiency. Further, the students' needs and their proficiency included pronunciation, structure, and vocabulary. Those components were tested by using Test of Normality with Mann-Whitney Test for finding the interrelations of pronunciation, structure, and vocabulary of the English speaking skills.

The research instrument was the use of questionnaire items that covered the above issues for the analysis of the students' needs and their proficiency. The form of questionnaire items was indicated by the levels of needs from the very important to very unimportant points to be chosen. And, for the English proficiency, the students decided their levels based on their own perceptions. The type of data was primary-quantitative. The data had been gathered from the second semester students of English department, Faculty of Letters, UMI Makassar, South Sulawesi, Indonesia. A number of students consisted of 40 persons. Thus, those students took English as their major subjects. The data were identified, organized, calculated, classified, and evaluated. The analysis was done through a statistical analysis.

4. Results and Discussion

The research findings refer to research questions and objectives of the study. The discussions are also provided for the findings with the coherent links about the focuses on the research variables.

4.1 The Variances of Needs and Proficiency

The analysis of the students' needs and their proficiency had been done through the process of SPSS work. Table 1 below shows Levene's test for equality of variances and the t-test for equality of means.

Table 1: The Variances of Needs and Proficiency

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Need	Equal variances Assumed	.045	.833	-3.960	78	.000	-.8625	.2178	-1.2961	-.4289
	Equal variances not assumed			-3.960	77.100	.000	-.8625	.2178	-1.2962	-.4288
Proficiency	Equal variances assumed	4.584	.035	-.846	78	.400	-.1500	.1773	-.5030	.2030
	Equal variances not assumed			-.846	75.540	.400	-.1500	.1773	-.5032	.2032

Based on the Independent Samples Test table for needs, the value results of Levene's test for homogeneity can be said that the data are homogeneous ($0,833 > 0,05$). Because of the homogeneity, the first line is used, i.e. the value of t-count is $-3,960$ on df 78. By choosing the t-test for equality of means table above, where the value of Sig. (2-tailed) is $0,000$. The p value is $0,000 < 0,05$. This case means that there are differences among the pronunciation, structure, and vocabulary on the degree of 5%. These differences are caused by the various ideas possessed by the students in learning the English speaking skills. Some of them want to increase their vocabulary earlier than the others and some others want to improve their pronunciation and or their structure earlier than the other.

Based on the Independent Samples Test table for proficiency, the value results of Levene's test for homogeneity can be said that the data are not homogeneous ($0,035 < 0,05$). Because of non-homogeneity, the second line is used, i.e. the value of t-count is $-0,846$ on df 75,54. By choosing the t-test for equality of means table above, where the value of Sig. (2-tailed) is $0,400$. The p value is $0,400 > 0,05$. This case means that there is not any difference among the pronunciation, structure, and vocabulary on the degree of 5%. These indifferences are caused by the facts that these motor-receptive skills should be mastered well for attaining the English speaking skills. These three components cannot be separated in developing the progress of English proficiency.

4.2 Test of Normality

Tables 2 and 3 below show the results of test of normality. The purpose of this test is to show the significant difference between needs and proficiency for pronunciation, structure, and vocabulary.

Table 2: Case Processing Summary

Need		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Proficiency	Pronunciation	40	100.0%	0	.0%	40	100.0%
	Structure	40	100.0%	0	.0%	40	100.0%
	Vocabulary	40	100.0%	0	.0%	40	100.0%

Table 3: Tests of Normality

Need		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Proficiency	Pronunciation	.135	40	.065	.945	40	.050
	Structure	.222	40	.000	.862	40	.000
	Vocabulary	.288	40	.000	.694	40	.000

Lilliefors Significance Correction

The test of normality table above indicates that the results of Kolmogorov-Sminorv test and Shapiro Wilk test for pronunciation refer to the value of P (sig) $> 0,05$, meaning that the data have distributed normally, but for structure and vocabulary the result refers to the value of sig $< 0,05$ that means that the data do not distribute normally.

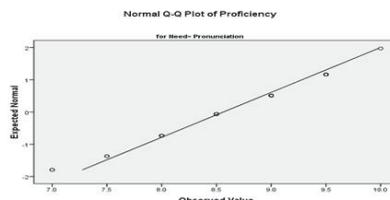


Figure 1: Observed Value of Pronunciation

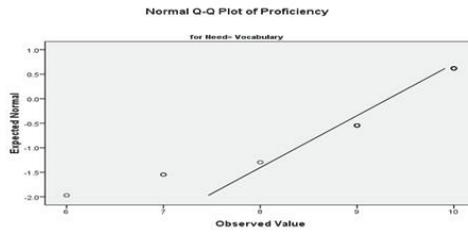


Figure 2: Observed Value of Structure

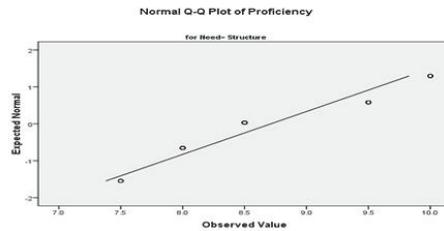


Figure 3: Observed Value of Vocabulary

The figures above show the data for pronunciation distribute normally. It is indicated by the plots that follow the fit line, but for structure and vocabulary the data do not distribute normally because the plots do not follow the fit lines. The following is the use of *Mann-Whitney Test* for finding the interrelations of pronunciation, structure, and vocabulary of the English speaking skills.

a. Pronunciation-Structure

Table 4: Ranks of Pronunciation-Structure

		Ranks			
		Need	N	Mean Rank	Sum of Ranks
Need	Pronunciation		40	30.96	1238.50
	Structure		40	50.04	2001.50
	Total		80		
Proficiency	Pronunciation		40	39.21	1568.50
	Structure		40	41.79	1671.50
	Total		80		

Table 5: Statistic Test

Statistic Test ^a		
	Need	Proficiency
Mann-Whitney U	418.500	748.500
Wilcoxon W	1.238E3	1568.500
Z	-3.745	-.507
Asymp. Sig. (2-tailed)	.000	.612

Grouping Variable: Need

On the rank output, it is known that the mean of pronunciation is different from the mean of structure both for the students' needs and their proficiency, where the mean of structure is greater than that of pronunciation. Based on the

result of value of Mann-Whitney U test, it can be seen on the output of Statistic Test, where the value of needs by the Z test of statistic, i.e. -3,745 and sig.2-tailed, that is $0,000 < 0,05$. Therefore, the result of statistic test for significance states that the hypothesis is accepted, meaning that there is a difference between pronunciation and structure. But for proficiency, the value of Z test is -0,507 and sig.2-tailed, that is $0,612 > 0,05$. Therefore, the result of statistic test for significance states that the hypothesis is rejected, meaning that there is an indifference between pronunciation and structure.

b. Pronunciation-Vocabulary

Table 6: Ranks of Pronunciation-Vocabulary

		Ranks		
	Need	N	Mean Rank	Sum of Ranks
Need	Pronunciation	40	40.00	1600.00
	Vocabulary	40	41.00	1640.00
	Total	80		
Proficiency	Pronunciation	40	28.99	1159.50
	Vocabulary	40	52.01	2080.50
	Total	80		

Table 7: Statistic Test

Statistic Test ^a		
	Need	Proficiency
Mann-Whitney U	780.000	339.500
Wilcoxon W	1.600E3	1159.500
Z	-.201	-4.546
Asymp. Sig. (2-tailed)	.841	.000

Grouping Variable: Need

On the rank output, it is known that the mean of pronunciation is different from the mean of vocabulary both for the students' needs and their proficiency, where the mean of vocabulary is greater than that of pronunciation. Based on the result of value of Mann-Whitney U test, it can be seen on the output of Statistic Test, where the value of needs by the Z test of statistic, i.e. -0,201 and sig.2-tailed, that is $0,841 > 0,05$. Therefore, the result of statistic test for significance states that the hypothesis is rejected, meaning that there is an indifference between pronunciation and vocabulary. But for proficiency, the value of Z test is -4,546 and sig.2-tailed, that is $0,000 < 0,05$. Therefore, the result of statistic test for significance states that the hypothesis is accepted, meaning that there is a difference between pronunciation and vocabulary.

c. Structure-Vocabulary

Table 8: Ranks of Structure -Vocabulary

		Ranks		
	Need	N	Mean Rank	Sum of Ranks
Need	Structure	40	49.71	1988.50
	Vocabulary	40	31.29	1251.50
	Total	80		
Proficiency	Structure	40	31.71	1268.50
	Vocabulary	40	49.29	1971.50
	Total	80		

Table 9: Statistic Test

Statistic Test ^a		
	Need	Proficiency
Mann-Whitney U	431.500	448.500
Wilcoxon W	1.252E3	1268.500
Z	-3.628	-3.482
Asymp. Sig. (2-tailed)	.000	.000

Grouping Variable: Need

On the rank output, it is known that the mean of structure is different from the mean of vocabulary both for the students' needs and their proficiency, where the mean of structure is greater than that of vocabulary. Based on the result of value of Mann-Whitney U test, it can be seen on the output of Statistic Test, where the value of needs by the Z test of statistic, i.e. -3,628 and sig.2-tailed, that is 0,000<0,05. Therefore, the result of statistic test for significance states that the hypothesis is accepted, meaning that there is a difference between structure and vocabulary. But for proficiency, the value of Z test is -3,482 and sig.2-tailed, that is 0,000<0,05. Therefore, the result of statistic test for significance states that the hypothesis is accepted, meaning that there is a difference between structure and vocabulary.

5. Conclusion

The primary step of the research design was to analyze the students' needs and their proficiency attainment of the English speaking skills. The results of this analysis indicate that the students' needs of motor-receptive skills are greater than their English proficiency. There is a significant difference between the students' needs of pronunciation, structure, and vocabulary and their proficiency of these three aspects. These issues can determine the quality of instructional materials. So, the design of instructional materials should refer to the students' needs and their English proficiency.

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