The Training Concept of Speaking Skill based on Need Analysis

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Abstract: The development of good vocation trainings and schools is crucially needed to gain the quality education. By quality education, it means the schools or trainings that can prepare the graduate with global competence. The best schools or training that can produce the best outcome depends on how the curriculum is designed and implemented. This paper will describe the training concept of speaking skill based on need analysis. The research employed qualitative approach, in which the data were collected from the students of vocational schools. The research describes; (1) the condition of the students' speaking skill at vocational school, (2) the portrait of the existing course condition at vocational school; (3) the concept of the students' English speaking skill based on need analysis.. The concept includes the aspects; the course rationale, goals and objectives, syllabus, the materials, the learning activities, the monitoring and assessment, and the course evaluation.

1 INTRODUCTION

Most of the students at either public or private schools in Indonesia are highly motivated to study English and they are happy when their teachers use English in the classroom interaction. However, not all of the teachers use English in classroom interaction; only 45 % of the teachers use English in the classroom interaction (Yulia, 2013). The research reveals that proficiency of the students in English as Foreign Language (EFL) is still low (PISA, 2016). The success of the students' performance either inside or outside the classroom depends on the construction of learning and teaching (Bøhn, 2015). Sometimes, in learning and teaching, students and teacher are mismatched (Babaii et al., 2016). As matter of fact, teachers play an important role in ELT classroom (Tsang, 2017). Therefore, the concept is the starting point for teachers to explore and fix the problem in the classroom (Fawcett, 2012). The process of a course design is affected by need analysis which describes a particular target and learning situation (Hutchinson.T, 2014). This paper decribes a training concept of speaking skill based on need analysis. The concept was formulated after finding the answers of how the speaking skill of the students and the portrait of the course at the school.

Until recently analyzing need of speaking skills for students of vocational schools have been done a lot of times. However, analysis of students' need for speaking skills at three majors of vocational schools in Indonesian context is still scanty. The paper aims to the paper aims to describe the following aspects: (a) the present condition of the students' speaking skills at vocational schools; (b) The portrait of the existing English course at vocational schools; and, (c) The training concept of speaking skill based on needs

2 LITERATURE REVIEW

2.1 Training Conception

ESP, like any form of language teaching, is primarily concerned with learning. But it is our view that in its development up to now, ESP has paid scant attention to the question of *how* people learn, focusing instead on the question of *what* people learn. It has, in other words, been language- centered

in its approach. We would not wish to dismiss this language-centered approach. It has provided some very important insights into the nature of specific language needs.

However, we feel that, if it is to have any real and lasting value, ESP must be founded in the first instance on sound principles of learning, and it is with this purpose in view that we have proposed a learning-centered approach to ESP. In the following part, what this shift in focus entails for the ESP practitioner is explained (Hutchinson.T, 2014).

An outline of the transition from concept acquisition to concept mastery is offered which stresses the importance of learning in operational conditions in order to achieve expert performance, which itself implies concept mastery. Context-sensitive aspects of concept mastery in the form of 'activity concepts' are considered and their importance recognized (Winch, 2016). The effects of training on peer assessment and comments provided regarding oral presentations in EFL (English as a Foreign Language) classrooms (Saito.H, 2008).

Moreover, the conception of the teachers in implementing curriculum to construct the classroom activity concerned with the learners' knowledge is important (Bøhn, 2015). Task Based Learning Teaching (TBLT) indicated that learners improved their speaking proficiency by maximizing their speed of speech, increasing grammatical accuracy, elaborating on their utterances, and developing interactional language. Furthermore, learners' opinions on being taught with the TBLT approach were sought, and the findings indicated that the learners felt encouraged to speak, believed in their potentials to use the target language, expanded their vocabulary, and recognized the relevance of the TBLT approach (Albino, 2017).

2.2 Need Analysis

Needs analysis as an integral part of evaluative review of English materials, mainly textbooks, requires giving sufficient attention in all English language learning contexts. This issue seems to be more demanding in English as a Foreign Language (EFL) contexts where the textbooks are the main sources of input for the learners. However, in some cases, this important factor is excluded entirely or at least limited to the ideas of major stakeholders (Rashidi & Kehtarfard, 2014). The article reports on the findings of a study conducted to evaluate an English textbook (the third-grade high school

English book), which is being used in all state high schools in Iran by using a needs analysis framework.

As the conclusion from the research that the textbook that used by the students fully support the students in learning process (Rashidi & Kehtarfard, 2014). In learning process, the students also need to know what they are learning and they want to know what they have been learning (2010).

Hutchinson and Waters ((Hutchinson.T, 2014)) divide needs into target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn). And the target needs can be identified from three areas i.e. necessity, wants, and lack. Necessity: What is necessary in the learners' use of language? For example, do the learners have to write answers to exam questions? Wants : What do the learners lack? For example, are there aspects of writing that were not practiced in their previous learning (L1, L2)? and Lack: What do the learners wish to learn? (Nation & Macalister, 2010).

3 RESEARCH METHODOLOGY

This chapter discusses the research methodology which includes the research design, the data collection, the data analysis, and the limitation of the study. The research design provides the theoretical framework on which the research is based on, the purpose of the research, and the research site and participants.

This study is in the domain of applied linguistics specifically in ESP. ESP is an approach to language teaching which aims to meet the needs of particular learners. Robinson (1991), Jordan (1997), Dudley-Evans and St. John (1998) agree that the key stages in ESP are Needs Analysis, Course (Syllabus) Design, Materials selection, teaching and learning, and evaluation. The five stages can be contracted into three phases: needs analysis, course design, and application. Explicitly, ESP process is started from identifying the learners needs analysis, and designing the course on the basis of the needs, and then the implementation of the course.

The aim of this research is to produce the concept of course design (syllabus) at vocational school. To achieve the intended target, the writer conducts three main activities. First this research begins from library research in order to find the general concept of ESP and to review the literature on ESP and to review the previous related studies.

Second, on the basis of the theory, the needs analysis was conducted to find the needs of the

students and the stakeholders. And the third, the result of needs analysis was analysed and interpreted to produce the concept of speaking skills appropriate to the students.

This research was carried out at a vocational school in Karawang called "S" vocational school. This school has three majors, namely; Pharmacy, Computer Network, and Office and Administration. The focus of the research was done at Computer Networking Students. This major has three learning school years; the first, the second, and the third year. Each has 120 learners. Therefore, the total number is 360 learners. In this research, 120 third-year students were taken to be the participants. Since the research adopted a qulitative approach, the questionnaire, interview, observation, and documentation became the major tools of data collection (Creswell, 1998).

There are 49 questions in the questionnaire; 9 items for respondents' profile, 15 items about the English course, 5 items for target situation analysis, 8 items for the present situation analysis, 10 items for the learning needs analysis, and 2 items for the deficiency analysis, situation analysis (learning needs analysis and deficiency).

There are three forms of interview guides, for the students, instructors, course and other stakeholders (the headmaster and foundation). The parts of interview guide for the students are: small talk (warm up), level check, probe, and wind-down (closing). These stages are done to 20 students in order to confirm the results of assessment from the instructors. The main parts of the interview guide for the instructors of the course are: introduction, time and place, questions (students' profile, importance of the English course, students' proficiency, teaching and learning activities, course objective, needs analysis, course preparation, evaluation, facilitating factors, and suggestions) and closing. The parts of interview guide for head master and foundation board are similar to the instructor guides. But the interview for the head master and foundation was focused on the general purposes of the institutions.

The observation is carried out for two English teachers and students. The writer observed the classroom activities once for each instructors. The classroom took 90 minutes. The procedures of the observations are as follows: first, the researcher asked for permission and made an appointment to both instructors to have observation in the classroom. At the schedule time, the researcher and the instructor came into the classroom together. In the classroom, the researcher also set a video camera

to record the activities in that classroom. And he tried to be invisible to the instructor and students. During the observation, the researcher took notes of the classroom implementation.

The field notes in this study are in narrative forms. The researcher focused on the description of classroom activities, which consisted of the type of activity, the participant organization, the content, the student modality, materials, and physical setting. The document collected in this research includes syllabus, lesson plans, instructional, test and students test records documents. The documents were from the instructors of the English course at school "S".

To answer the first research question and the second research question, the researcher categorized the data in terms of such as the present students speaking skill, institutional goals, classroom implementation, materials, instructors, teaching methodology, and evaluation. The questionnaire data on English course, the interview data, the classroom observation data, and the data from documents were the sources that gave the present students speaking skills and the portrait of the present course implementation. The result of the data analysis and the interpretation was used to be the basis to build the concept training of speaking skill at vocational school.

4 FINDINGS AND DISCUSSION

4.1 The Students' Speaking Skills

Based on the interview conducted to 20 students in English and the information from the instructor, the researcher found low their speaking skill at the school "S". When the researcher began to interview using English, most of students could understand, but they still committed some errors in both pronunciation and grammar. Furthermore, when the interview moved to the level check and probe, most of them did not understand what the researcher said. This portrait described that level of the students speaking skill was still under the average.

4.1.1 Target Situation Analysis

There are five items in target situation analysis, which describes the students' reasons to study English for the future, their perception of the importance of English and oral accuracy, the frequency of their writing task, and their intermediate future need. Generally, the students

needed English in order to work in a good company and get much salary. By mastering English, they can communicate globally and could travel around the world.

This section gives the interpretation of the students' speaking skill at a vocational school. It includes the competences of vocabulary, grammar, and pronunciation. The vocabulary mastery of the students at school "S" need some help since most of the students have no sufficient vocabularies. They should study hard to learn from daily vocabulary commonly used in daily communication.

The grammar mastery of the students is still low. This can be proved from the interview done by the researcher concerned with the level check. Most of them could not answer the question with past tense situation. Even the present tenses are frequently mistaken. The pronunciation mastery of the learners is still questioned. Most of the students committed pronunciation errors. They speak with local English (*Englishes*), in terms of their intonation, stress, and spelling.

4.1.2 The Portrait of English Course

The goals of the institution are to produce the good English speaking skill graduations who could answer the demand needed by the companies and to fulfil the target of national curriculum. The efforts to gain those aims, the head master and foundation let the English instructors to organize the classroom management or implementation by themselves. The school gave the message for the instructors to be able to fulfil the goals decided by the schools and government. Technically, the headmaster and foundation gave the chance to the instructors to develop the materials by themselves.

4.1.3 Instructors and Teaching Model

From the interview, observation, and document review to the instructors, the researcher narrated the result as follows; first they share their problem during the classroom activities, because most of the students' knowledge and ability in basic English are very low. They were difficult to understand the lesson given by teachers about the specific purpose. Therefore, the result of the students learning and teaching target was not maximal.

The methodology, generally, used by the instructors consisted with three groups activities; pre-activities, whilst activities, and post activities. Pre-activities included greeting, checking the students' attendance, motivating the students.

Whilst-activities included the students' reading text and finding the answers written at the end of the passage, and then discussing it with teachers' guide. The instructors asked the students to open the dictionary to translate the meaning of the text.

Post-activities included the reviewing the points of the text, assignments, and closing the meeting. When the semester came, the assessment of the EFL in that school was multiple choices, matching, and essay (written test).

4.2 Interpretation of the Findings

In teaching implementation and learning process, each instructor has her own styles of teaching. However, the teaching methodology of the teachers includes three groups of activities; pre-activities, whilst activities, and post-activities. In the pre-activities, the teachers greeted, motivated, and conditioned the students. In the main activities, the teachers explained the lesson, gave the students the exercises to read and find vocabulary in the text. In the post-activities, the teachers reviewed the lesson and gave home work for the students. To make the students actively participate in teaching and learning, the teachers used various strategies, namely; question-and-answer, discussion, individual or group assignment.

4.2.1 The Proposed Training Concept of Speaking Skill

The training concept of speaking skill is designed on the basis of the needs analysis. The results of the needs analysis provide the objective and subjective of the students, and target needs and learning needs. Target needs consists of the necessities, wants.

The training concept follows the design suggested by Nation and Macalister (2010). The process includes environmental analysis, needs analysis, principles of language teaching and learning, goal and objectives, content and sequencing, format and presentation, monitoring and assessment, and evaluation. Based on the findings of the students' present situation and target analysis, the training concept of the speaking skill is as follows:

1) The need to develop the vocabulary mastery in order to make easier to master the oral communication
2) The need to develop basic grammar as the strong foundation of the students to develop their own language
3) The need to develop the pronunciation in

order that they can use the video or audio to have a self- learning.

5 CONCLUSIONS

The purposes of this research are (1) to describe the present students' speaking skill; (2) to depict the existing condition of the English course; and (3) to propose the training concept of speaking skill based on needs analysis.

The findings of the research conducted through questionnaire, observation, interview, and document review, give the portrait of the present condition of the school and provide the information on the needs analysis and teaching implementation t as a basis of developing the training concept.

The training concept includes such aspects as the course rationale, goals and objectives, syllabus, the materials, the learning activities, and the monitoring and assessment, and the course evaluation. Those aspects are the training concept to develop the students speaking skill based on the needs analysis.

Since developing the students skill based on the needs analysis is crucial, to produce the design of curriculum, specially speaking courses, need analysis will be the target for the furure related research. The future reseach may evaluate the formulated speaking courses to see its effectiveness.

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