

The Students' Needs in Developing Learning Materials for Speaking Skills in Indonesia

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Abstract

This research was aimed to explore the students' needs in the learning materials for speaking skills. The problems were what the students' needs in the learning English speaking skills which include the needs of contents, the learning media, activities of learning, interesting topics, and students' learning styles. The questionnaire was used to obtain data from the students. It was suggested that the lecturers would design and develop the learning materials for speaking skills based on the students' needs.

Keywords: Students' needs, learning materials, speaking skills

1. Introduction

In this globalization era, the demand of thinking and dynamic learning, such as a way of thinking, communication, and problem-solving needs a communication means either written or oral form to express ideas and to communicate to other people, but the implementation to be the learning process is still constrained. Therefore, the lecturers are expected to overcome the constraints by designing the learning materials for the English speaking skills based on the students' needs.

In designing the learning materials the need analysis is very important to do. It is due to the necessity to associate the learning materials with the students' needs. The analysis of their needs is concerned with the interesting topics, learning media, activities of learning, and students' learning styles.

With reference to the importance of students' needs in the learning materials designed by the lecturers for the improvement of learning, thus, it has become the urgent needs for the improvement of capabilities by the doers of education, especially for the lecturers to possess capabilities and interest in designing the learning materials based on the students' needs.

2. Need Analysis

In need analysis, the designer identifies the learning problem, the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics of students. Analysis also considers the learning environment, any constraint, the delivery options, and the timeline for the project. During analysis, the designer develops a clear understanding of the "gaps" between the desired outcomes, and the audience's existing knowledge and skills. The questions used during the analysis phases are: 1) Who is the audience and what are their characteristics?, 2) What types of learning constraints exist?, 3) What are the delivery options?, 4) What are the pedagogical considerations, (verbal, visual, tactile, auditory)?, 5) What is the timeline for project completion? . To identify the specific skills that the learner must have mastered prior to beginning the instruction. This is not a listing of all the things learners can already do, but an identification of the specific skills they must be able to do in order to begin the instruction. It is also important to identify any specific characteristic of the learners that may be important to consider in the design of the instructional activities. The results of analysis will guide to design the lesson. The areas related to the analysis include 'general characteristics, specific entry competences (knowledge, skills, attitudes,) and learning styles. Similarly, Casper (2003) states that a need analysis includes all the activities used to collect information about the students' learning needs, wants, wishes, or desires. Furthermore, Munby (1987) proposes the elements of need analysis which are related to the participants, communication need processor, profile needs, language skills selector, linguistic incoeder, and communicative competence specification.

In this research, it is concerned with the participants which refer to the information about the identity and language of the learners, present command of target language; communication needs processor which refers to the particular communication needs according to sociocultural and stylistic variables which interact to determine a profile of such needs; language skills selector which identifies the specific language skills that are required by the learners; and communicative competence specification which indicates the target communicative competence of the participants.

3. Development of Learning Materials Based on Students' Needs

Allwright (1990) argues that learning materials should teach students to learn, that they should be resource books for ideas and activities for learning, and that they should give teachers rationales for what they do. Learning materials are also used to help transfer information and skills to others. These are used in teaching at places like schools, colleges and universities. These can include textbooks, films, audios, and more or these can include printed and non-printed materials. The common characteristic of all of them is that they should enhance teaching in a meaningful, interesting way. Similarly, the other characteristics of learning materials stated by Nash (1999) are practical, relevant to the students' situation, building upon existing knowledge, problem centered, logical and clear. Similarly, Tomlinson (2003) states that material development refers to anything which is done by writers, teachers or lecturers to provide sources of language input in which maximize the likelihood of intake. In other words, it also relates to the supplying of information about and or experience of the language in ways designed to promote language learning. In doing so, materials developers, including teachers or lecturers, may bring pictures or advertisements in the classroom, compose a textbook, design a student worksheet, film, read a poem or an article. Therefore, whatever they do to provide input, they also take into account any related principle to make the learners able to learn the language effectively. Therefore, they should be based on the students' needs.

3.1 Learning Materials for Speaking Skills

In developing materials, we should consider several factors, such as relevant subject of materials, attractiveness of format, accuracy of language level and learning objectives. The relevant subject of materials is decided according to learning needs which can be assessed by interview with the students or observation. Format of materials is selected according to volume of the subject, degree of complexity of messages, and language level which is to be set with relevant to students' lives. The accuracy of language includes the clear information, the grammatical sentences, and the language used effectively. According to Bygate (1987), the notion of speaking skills may be viewed into two basic aspects; those are '*motor-receptive skills*' and '*interaction skills*'. '*Motor-receptive skills*' involve a mastering of sounds and structures and '*Interaction skills*' involve making decisions about what and how to say things in specific communication situation to convey the right situation. Similarly, Burkart (2004) states that speaking skills involve three areas of knowledge, namely, '*mechanics*', '*functions*', and '*social and cultural rules and norms*'. '*Mechanics*' refer to pronunciation, grammar, and vocabulary. '*Functions*' refer to transaction and interaction, while the '*social and cultural norms*' refer to understanding how to take into account who is speaking to whom, in what circumstance, about what, and for what reason, such as '*turn-taking, length of pauses between speakers, and relative roles of participants*'.

In connection with the above ideas, this study focuses on the classification of speaking skills in terms of '*motor-receptive skills or mechanics*' and '*functions*' areas. Many people do not pay attention to pronunciation, structure, and vocabulary when teaching 'speaking skills'. They think that these elements should be taught separately with the speaking skills. But in fact, many cases of misunderstanding in communication were caused by the mispronouncing of words, misusing of vocabulary, and disordering words and sentences. A few examples are: if someone pronounces the words 'fast' and 'vast' with no differences lead to misunderstanding. The other example: when someone pronounces the word 'present' in the sentences 'I would like to present' and 'I like the present'. The use of stress in the first syllable and in the second syllable makes different meanings. Thus, Structure and vocabulary are also included in learning speaking skills because without understanding the English structure and vocabulary, it is impossible to produce meaningful utterances. Therefore, pronunciation, grammar and vocabulary are extremely important in speaking skills. Furthermore, the *function* area is also discussed in this study. As Richard (1990) develops classroom activities for speaking skills into three functions, those are '*interaction function*', '*transaction function*', and '*performance function*'. '*Interaction*' function refers to what we normally mean by conversation and describe interaction which serves a primary social function, such as '*greeting*' when people meet because they wish to be friendly and establish a comfortable zone of interaction with others. '*Transaction*' function refers to situation where the focus is what is said or done. The message is the central focus and making oneself understand clearly and accurately. Burns (2010) classifies 'transaction' function into the situation where the focus is on giving and receiving information and where the participants focus on what is said and achieved, for examples, *asking someone for the time, asking someone for direction on the street, classroom group discussion and problem solving activities, etc.* and also it may be transactions which focus on obtaining goods or services. For examples: *checking into a hotel, buying something in a shop, ordering food from a menu in a restaurant, discussing needed repairs to a computer with a technician, etc.*

The other function of speaking skills is *performance* function. This refers to public talk, that is, talk which transmits information to audiences, such as morning talks, public announcement, and speeches. John (1996) in Burns (2010) states that the texts often have identifiable generic structure and language used is more predictable. The speaker must include all necessary information in the text, hence the importance of topic as well as textual knowledge will be more emphasis on form and accuracy and also tends to be form of monologues rather than dialogues.

Based on the explanation above, a taxonomy of speaking skills is identified as follows:

- a. Motor-receptive skills (Mechanic) include:
 - Sound recognition,
 - Structure recognition,
 - Vocabulary development,
- b. Function areas, include:
 - *Interaction* function
 - *Transaction* function
 - *Performance* function includes oral presentation, stories, etc.

These areas should be paid attention in relation to need analysis for developing learning materials for speaking skills. The aims are to train the students to communicate grammatically, logically connected sentences and acceptable pronunciation.

Tomlinson (2003) proposes five dimensions for developing speaking skills. The first is *conceptualizing learners' needs*. In designing the materials of learning, it should begin from who the learners are in order to link the language study either to the learners' future use or to their present receptivity. Brindly (1989) in Tomlinson (2003) also indicates the importance of looking both subjective needs and objective needs in the learners. Subjective needs are the areas as the learners' speaking proficiency, the learners' speaking difficulties and real-life conversational situations outside the classroom. Objective needs include the aspects as personality, learning styles, wants and expectations of the course. All of them may help to decide how to design the materials. The second is *identifying subject matter and communication situation*. It means that we need to know the knowledge of the learners as the foundation of the contents of the learning materials. We should know what the learners want to do with the language, what type of environment where the language is used, and what skills that the society requires of an effective speaker. The third is *identifying verbal communication strategy*. Conversation strategies should be incorporate in teaching materials. The ways to do is designing the task for the learners to act upon their speech, for example, learners can be helped to practice building talk upon talk, dealing with interaction pressure such as stealing and sustaining turns, choosing when to move on to a new topic, and so forth. The fourth is *utilizing verbal sources from real life*. Verbal expression related to real life of the students may be used to design the materials in the classroom. Tay (1988) in Tomlinson (2003) suggests that to seek practical teaching ideas is by taping learners' peer group interaction in the target language in a realistic way of learners to take part in the teaching and learning process. The fifth is *designing skill-acquiring task*. The tasks created should be relevant, so that they may help the learners in three essential aspects, namely: to acquire the skills, to learn rules of interaction, and to experience communication of meanings.

The five concepts will be the bases for analyzing the students' needs in designing the materials for speaking skills. The materials developed are based on the given taxonomy of speaking skills which start from motor-receptive skills' to the 'function' areas. Motor-receptive skills emphasize on the sound recognition as the starting point to develop speaking materials. It covers the segmental sounds: vowels and consonants, and supra-segmental sounds: 'stress and intonation' which are needed to be improved by the students. The other focuses related to 'motor-receptive skills' are the structure and vocabulary development. The materials to be discussed are implicitly involved to the function areas, such in interaction, transaction, and performance. The techniques used are 'explanation, demonstration, imitation, drill and production' through the multimedia designed. Thus, the students are able to recognize the sounds that differentiate the meanings of words, produce meaningful words and the grammatical sentences. Such in the case, the 'function' areas which cover '*interaction, transaction and performance*', the materials designed are dialogues and monologues referring to these functions. Dialogues include the patterns of expressions that are contextual for the students' daily lives. For examples, how to indicate the speaker's agreement and polite disagreement, such as '*Of course, it is. Quite, absolutely true*', etc. to indicate possible doubt, '*I'm not quite sure, Is that right?*', etc. While monologues as 'performance' function refers to presentation. The materials may be designed based on the types of texts needed by the students. For examples, describing something or someone, demonstrate how to make something, retelling story, etc. These practices are conducted by the students after showing them a model through multimedia.

3.2 Activities for Speaking Skills

Kayi (2006) proposes the variety activities in speaking skills that may be used based on situations; those are *group interaction, discussion, dialogue, role play, interviews, and presentation*.

3.2.1 Group interaction

The aims of *Group interaction* is to help the English language learning classroom enjoy practicing speaking in English, use interactive strategies to help students build fluency when speaking, spend time talking about favorite topics and practice as a group, so that the class feels more interesting. It also leads a discussion on favorite movies to everyone, gives every student the chance to retell the story in his own words. They may need

time to organize their thoughts and check pronunciations of uncommon words, and the story-telling should be easy with familiar tales.

3.2.2 Discussion

'Discussion' is one of the activities in practicing the speaking skills. It may help the students think about what happened during the lesson and to draw lessons that they can apply in other contexts. It also gives the students opportunity to discover for themselves the importance of human right values, to propose ways of actually living according to these values. The discussion also encourages to fully participate by giving them the opportunity. The aim is to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Here the teacher can form groups of students and each group works on their topic for a given time period, and present their opinions to the class.

3.2.3 Dialogue

Dialogues may also be used to practice speaking skills. It helps the students practice inb speech, pronunciation, intonation, and stress. In 'dialogue', the students ask and response questions to reach new levels of understanding. They inquire together to make their thinking processes, rather than assuming that they automatically know what is intended. They inquire to learn, rather than to make points or to confirm their own assumptions. Therefore, using dialogue either short or long in teaching speaking skills, the students are also motivated to practice and Hve self-confidence to speak English.

3.2.4 Role Play

Role play in the classroom involves students actively in learning process by enabling them to act in a real scenario. The teacher selects particular event or situation related to the topics of the study. The format of interaction can be varied depending on the time and resources available. The primary objective is to allow the learners to become actively involved in the learning process, which leads to better and deeper learning. Role playing is used in the learning process to provide participation and involvement in the learning process. It allows the learner to receive objective feedback about one's performance. Role playing can be used to diagnose interactive skills, to provide models and practice, and to motivate individuals to pay more attention to their interpersonal impact. One of its primary benefits is that it allows the learner to experience a real life situation in a protected environment. Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while (Richard, 2003).

3.2.5 Interviews

Conducting interviews with people gives students a chance to practice their speaking skills not only in class but also outside and helps them becoming socialized. It consists of a series of questions asked to determine and discover information. After interviews, each student can present the results to the class.

3.2.6 Reporting

'Reporting' activity may be conducted in training the students' speaking skills. The students are asked to report what they find or watch as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

3.2.7 Presentation

Presentation is the other activities to develop speaking skills. The teachers may give the students opportunities to present information in class, for example, hold an informal show and tell day where everyone brings something from home to share with the class. Give the class notice make the students can prepare and practice ahead of time. Offer class time let them ask the teacher's questions on any particular words they need. Models for them, how and what the teacher want them do not make shy students stand in front of the classroom.

4. The Components of Speaking Skills

Speaking skills are the ability to perform the linguistic knowledge in actual communication. The ability functions to express our ideas, feelings, thoughts, and needs orally. Heaton (1989) classifies in general the elements of speaking skills into the 'accuracy', 'fluency' and 'comprehensibility'. The *accuracy* is concerned with the 'grammar, vocabulary, and pronunciation'. If someone speaks English, the understanding of the English grammar should be paid attention in order that the utterances produced are grammatically correct, so that the listener understands those utterances. Similarly, the *vocabulary* is also important in speaking skills. Large vocabulary should be improved in order that the words might be used appropriately. One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary, without vocabulary nothing can be conveyed. Another element of speaking skills is '*pronunciation*'. It is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Correct pronunciation of individual sounds and words make the listener able to hear and distinguish the words we are saying. In this case, there are two features of pronunciation: segmental and supra-segmental features. Segmental features include vowels and consonants,

while supra-segmental features refer to stress and intonation. Thus, recognizing all English vowels, consonants, stresses, and intonations are very important for helping to produce correct sounds on both single words and combinations of words, like phrases, clauses, and whole sentences either in dialogues or in monologues.

Kellem (2009) proposes seven principles to be considered when designing and doing fluency building activities. Firstly, *incorporate repetition* means repetition will be incorporated into many speaking activities. ‘Interview’ and Report’ are the activities of speaking, and a teacher may ask the students to do them. For example, student A asks Student B and takes note of the answers. Student A is then required to report Student B’s answers to Student C, who should also take notes. In this case, the students do repetition of the utterances. Secondly, ‘increase speaking time’ refers to the time available for using English. Thirdly, it is *‘prepare before speaking’*. In this case, the students are given a few minutes to think about the topic before engaging in conversation. Fourthly, *‘use familiar and motivating topics’* means the topics chosen are familiar, relevant and interesting to the students. Fifthly, *‘ensure appropriate level’* refers to the consideration of the difficulty level of students in order to reduce the necessity of over-thinking while speaking. Sixthly, *impose time limits*, refers to the available time for each students in speaking should be limited in order that it forces the students to speak faster and pause less. Seventhly, *‘teach formulaic sequences’* refers to teaching materials emphasized on the sequences of words, phrases, collocation, or expressions used in conversation.

5. Method

The subjects of the research were 60 students from the third semester of English Education Department of UNISMUH Makassar, Indonesia. They were involved to gather information about the students’ needs, existing knowledge, and the general characteristics. The instruments were questionnaires to find out the needs, existing knowledge, and characteristics of students. The questionnaires covered the items of students’ needs, English proficiency, and students’ characteristics. To know the students’ needs, the researcher offered the items of questionnaire that consisted of 5 choices, i.e. *very important (5), important (4), doubt (3), unimportant (2), very unimportant (1)*. To know the students’ existing knowledge, the students conducted self-assessment, and then the lecturers checked the students’ answers by asking them to speak one topic. The choices of the English proficiency were *‘very good (5), good (4), average (3), low (2), very low (1)’*.

The students were also asked to write the learning media, learning activities, and the interesting topics they needed. The ways to do were to offer some learning media, learning activities, and the interesting topics, and then they chose the points that they needed. To get data of the general characteristics of students, they answered the items of rubric, including the choices of learning styles.

Data obtained from the questionnaires and rubrics were analyzed by using the percentage technique. The formula was: $P : F/N \times 100$, where P was per cent, F was the frequency of the responses, and N was a total number of responses. The analytical process of the students’ needs towards the aspects of speaking skills was classified into 5 (very important) converted with 81%-100%, 4 (important) converted with 61%-80%, 3 (doubt) converted with 41%-60%, 2 (not important) converted with 21%-40% and 1 (very unimportant) converted with <20%. The analysis of the English proficiency was classified as 5 (very good) converted with 81%-100%, 4 (good) converted with 61%-80%, 3 (average) converted with 41%-60%, 2 (low) converted with 21%-40%, and 1 (very low) converted with <20%. Furthermore, the results of the data analysis were interpreted qualitatively.

6. Results

6.1 Students’ Needs of Contents

Students’ needs of speaking skills have been identified based on the results of analysis of questionnaire. The items of questionnaire cover the components of speaking skills as the variables and sub-variables and indicators, i.e. *‘motor-receptive skills’* and *‘interaction Skills’* (Bygate, 1987) or *‘mechanics’* and *‘functions’* (Burkart, 2004). *‘Motor-receptive skills (‘mechanics’)* refer to pronunciation, structure, vocabulary; *‘interaction skills or functions’* refer to the function of the dialogues and monologues produced by the speakers which include *‘interaction, transaction, and performance’*. Furthermore, the students choose the alternative answers, i.e. *very important (5), important (4), doubt (3), not important (2), very unimportant (1)*, based on the given indicators. The following table indicates the results of need analysis of contents in learning materials for speaking skills.

Table 1. The Results of Students’ Need of Contents

No	Aspects	Components	Needs (%)
1	Mechanics	Vocabulary	92
		Pronunciation	88
		Structure	90
2	Functions	Interaction	43
		Transaction	92
		Performance	92

The results of the analysis indicate that the students need to learn English pronunciation, structure, and vocabulary. The percentage of scores (88%, 90%, 92%) are classified as very important. Similarly, they also consider that ‘transaction and performance’ functions are needed to be learned. It is indicated by the percentages of scores (92%, 92%) which are classified as very important. Meanwhile, ‘interaction’ function is not quite needed. The students’ answers are on the ‘doubt’ classification (43%). Therefore, the learning materials that have been developed are concerned with the mechanic aspects, i.e. vocabulary, pronunciation and structure, while the function aspect includes ‘transaction’ and ‘performance’. So, most of the learning materials refer to the dialogues or the conversations about goods and services oriented, and monologues related to the presentation in English to audiences, such as *speeches*, *giving class report*, etc. As Bygate (1987) notes that the notion of speaking skills may be viewed into two basic aspects; those are ‘*motor-receptive skills*’ and ‘*interaction skills*’. Similarly, Burkart (2004) states that speaking skills involve three areas of knowledge, namely, ‘*mechanics*’, ‘*functions*’, and ‘*social and cultural rules and norms*’. ‘Mechanics’ refer to pronunciation, grammar, and vocabulary. ‘Functions’ refer to transaction and interaction, while the ‘*social and cultural norms*’ refer to understanding how to take into account who is speaking to whom, in what circumstance, about what, and for what reason. In relation to these ideas, the results of analysis indicate that the aspects of speaking skills that the students need are *mechanics* (vocabulary, structure, pronunciation), and *functions* (transaction, interaction). The results of students’ needs of contents are related to the level of students’ English proficiency that can be seen in the following table:

Table 2. Students’ English Proficiency

Components	Levels of English Proficiency (%)
Vocabulary	58
Pronunciation	58
Structure	54
Interaction	65
Transaction	55
Performance	45

The score classifications are ‘very good (81%-100%), good (61%-80%), average (41%-60%), low (21%-40%), very Low (<20%). The levels of the scores indicate that the students’ English proficiency is on the average levels of all variables of speaking skills, except for interaction function which is just on the ‘good’ level. As Brindly (1989) in Tomlinson (2003) indicates that it is important to look at the students’ needs, the students’ speaking proficiency or students’ speaking difficulties. These can help the lecturers to decide what to teach. The results of analysis indicate that most of the components of speaking skills are still low and needed to be improved. Therefore, the learning materials developed are concerned with the vocabulary, pronunciation and structure, and they are mostly related to ‘transaction’ and ‘performance’ functions.

5. Needs of Learning Media

There are many learning media that can be used in teaching and learning process, but in this study the students are recommended to identify four learning media that they like and need. Every student chooses more than one media and the results of all answers are shown below:

Table 3. Students’ responses towards Learning Media

Learning Media	Students’ Responses (%)
Printed Materials	75
Videos	73
Audios	58
Pictures	18

The scores in Table 4 indicate that audio as the learning media is more recommended than pictures. The use of pictures as media is given the fewest score (18%). The learning media that are mostly recommended are printed materials (75%) and video (73%). Therefore, the learning media which are primarily provided in teaching English speaking skills are printed materials and videos. However, audios and pictures are also provided in the MMLM.

6. Activities of Learning

There are six activities of learning needed by the students in the English speaking skills. These activities are stated by the students through the questionnaire. The students are permitted and even suggested to choose more than one learning activities. Based on the students’ responses, the results of analysis of the items are shown as follows:

Table 4: Students' responses towards the Activities of Learning

Activities of Learning	Frequency	Per cent (%)
Group Interaction	22	37
Discussion	28	45
Dialogue	48	80
Role play	20	33
Interview	8	13
Presentation	21	35

There are 6 activities of learning that have been provided to be responded by the students. The fact indicates that only one of them is not well-responded, i.e. interview (13.00%). The other five activities of learning are well-responded, but the one which is mostly well-responded is a dialogue (80.00%). However, the others are also accepted and needed by the students to be applied in their learning activities. Therefore, these five learning activities (Group Interaction, Discussion, Dialogue, Role play, and Presentation) are selected to be applied in the learning materials design. As Kayi (2006) proposes that a variety of activities in speaking skills may be used based on situations; those are *group interaction*, *discussion*, *dialogue*, *role play*, *interviews*, and *presentation*. In fact, the results of students' analysis indicate that five learning activities are needed by the students. So, those are included in the MMLM.

7. Interesting Topics

There are 18 topics offered to be chosen by the students. Based on the students' responses, seven topics are interesting to talk in learning speaking skills. The results of calculation are presented in the following table.

Table 5: Students' Needs of Interesting Topics

Topics	Frequency	Per cent (%)
Education	452	75
Science & Technology	215	36
Economics	239	38
Health	304	51
Environment	283	47
Language Learning	224	37
Religion	242	40

Data in Table 5 show that there are seven topics that have been responded by the students. These topics are classified to have more interesting than the others (>30%). They are 'education, health, environment, religion, economics, language learning, science and technology'. These matters are selected as the topics of the learning materials for speaking skills.

8. Students' Learning Styles

There are three learning styles that have been commonly used by the students; those are provided to be responded by the students. The results of analysis are shown in the following table.

Table 7: Students' Learning Styles

Learning Styles	Frequency	Per cent (%)
Auditory	408	68
Visual	326	54
Kinesthetic	209	39

The fact indicates that all kinds of learning styles are used by the students. Therefore, in designing the learning materials, all these learning styles are recommended.

Conclusion

The results of students' needs related to the aspects of speaking skills are mechanics which include vocabulary (92%), pronunciation (88%), structure (90%), and function areas are interaction (43%), transaction (92%), and performance (92%). It concludes that all aspects of speaking skills should be included in the learning materials for speaking skills. Similarly, the analysis of the students' English proficiency towards the aspects of the speaking skills indicates that the level is only classified as average (56%). The results of analysis of learning media indicate that the students need printed materials (75%), videos (73%), audios (58%) and pictures (18%). It is concluded that the students need multimedia in learning materials for speaking skills. Furthermore, the learning activities needed by the students are group interaction, discussion, dialogue, role play, and presentation, but what is mostly needed is dialogue activity (80%). Furthermore, There are seven topics which are interesting for the students to learn. Those are about education, science & technology, economics, health, environment, language learning, and religion. Education topic is mostly interesting for the students (75%). Similarly, the

learning styles used by the students in learning speaking are auditory, visual, and kinesthetic. Though the auditory learning style is most frequently used by the students.

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