NEED ANALYSIS OF DKV STUDENT TOWARD ENGLISH SPEAKING SKILL

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Abstrak

Penelitian ini dikategorikan sebagai analisis kebutuhan. Penelitian ini bertujuan untuk menemukan dan mengidentifikasi kebutuhan keterampilan berbicara bahasa Inggris mahasiswa DKV. Data penelitian ini adalah kebutuhan bahasa Inggris mahasiswa DKV Unindra yang tercermin dari angket yang telah mereka isi. Kuesioner dibagikan kepada 100 mahasiswa DKV Unindra dari berbagai angkatan yang dipilih secara acak. Hasil yang ditemukan percakapan, diskusi, dan presentasi merupakan tiga materi yang paling dibutuhkan oleh mahasiswa DKV. Tiga kegiatan teratas yang paling dibutuhkan oleh mereka adalah melakukan percakapan dengan teman, berpartisipasi dalam diskusi, dan bernegosiasi untuk memecahkan masalah. Pengucapan, penyampaian presentasi, dan partisipasi dalam diskusi kelompok besar adalah tiga besar kesulitan dalam belajar bahasa Inggris. Semua temuan tersebut digunakan untuk membuat RPP yang menyediakan kebutuhan mereka untuk mempersiapkan diri ke dunia profesional.

Kata Kunci: *Analisis kebutuhan, Bahasa Inggris, kemampuan berbicara*

Abstract

This paper is categorized as a needs analysis. This study aims to find and identify the DKV students' need of English speaking skill. The data of this research is the English needs of DKV Unindra students which is reflected in the questionnaires they have filled out. A questionnaire was distributed to 100 DKV Unindra students of various batches who were randomly selected. The results found The conversation, discussion, and presentation are three most material that is needed by DKV students. The top three activities that are the most needed by them, are having conversation with friends, participating in a discussion, and negotiating to solve problems. Pronunciation, delivering presentation, and participating in a big–group discussion are the top three of difficulties in studying English. All the findings are used to create the lesson plan that provide their needs to prepare to professional world.

Keywords: *Need analysis, English, Speaking skill*

INTRODUCTION

Rapid changes in this globalization era have made English, as a means of world communication, increasingly crucial in its position. In line with this, the people need for English is also increasing, not only for general purposes but also for specific purposes (Sulistio, 2016). In general, the average English proficiency of Indonesians is still low. From a survey conducted by English First EF in 2021, of the 112 participating countries where English is not an official language, Indonesia is still ranked 80. It is far behind from its neighbor, Malaysia, which is ranked 28 (EF, 2021). The lack of English proficiency is also found in DKV students. This can be seen from the passiveness of students in English class. This is very unfortunate since later in their professional world, English proficiency is very useful. In this digitalization era, designer is one of the professions that is very much needed even throughout the world. Communication at the international level is inevitable.

Yana (2016) found that the student's goals in learning English are for their professional world in the future and to support their academic activities. From initial interviews with several graduates and professional designers, it was found that they had difficulty in speaking English especially in communicating and giving presentations to foreign clients. This should be a wakeup call for the Indonesian people to rise up. To answer the challenges of today's era, education must be able to become a bridge that leads today's students to survive and contribute in the future. Good education is education that is developed based on the complex needs of students (Lestari, 2014). Therefore, a comprehensive needs analysis is a crucial process that must be carried out in order to create an effective and meaningful education.

METHODOLOGY

This paper is categorized as a needs analysis. In fact, no learning design is made before knowing the needs of the students. Therefore, needs analysis is an important process that cannot be ignored. If a needs analysis has been completed, it is possible to determine what language course content would maximize the potential of the learner (Jamaluddin, Hanafi, & Sadapotto, 2021).

Brown as stated in Juan (2014) suggests that a needs analysis is an activity of information gathering. Agree with that, Nunan (1988) believes that before designing an educational program, a needs analysis procedure is carried out in order to gather information from and about students. Still in line, Macalister & Nation (2020) explain that the purpose of need analysis is to figure out what knowledge students already possess and what knowledge they need to acquire, so it can be said that needs analysis ensures that learning activities run effectively. Hutchinson and Waters (1987) in Macalister & Nation (2020) divide needs into two: target needs and learning needs. Target needs refer to what students must do in the target situation, while learning needs are what students must do to learn. Target needs are further divided into three, namely:

- Necessity, namely what aspects of the discussion are needed by students in order to function effectively according to the target.
- Weaknesses, namely what students have not mastered.
- Wants, namely what students want them to learn. Furthermore, Nation and Macalister (2010: 25) elaborate that needs can be divided into three by separating current knowledge, required knowledge, and objective and subjective needs. Weaknesses are present abilities, needs are necessary knowledge, while wants are subjective needs.

Furthermore, Nation and Macalister (2010: 25) elaborate that needs can be divided into three by separating current knowledge, required knowledge, and objective and subjective needs. Weaknesses are current abilities, needs are necessary knowledge, while desires are subjective need. Based on 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.

The data of this research is the English needs of DKV Unindra students which is reflected in the questionnaires they have filled out. A questionnaire was distributed to 100 DKV Unindra students of various batches who were randomly selected.

This research uses survey research. Ary, Jacobs, Sorensen, & Walker (2013) explained that the survey was conducted to collect information about

people's beliefs, opinions, characteristics, and habits. Because the purpose of this study was to find out the needs of DKV students for speaking English learning materials, the authors chose a survey method with a questionnaire as the main research instrument.

To obtain research data, questionnaires were distributed to 100 DKV Unindra students consisting of various generations who were randomly selected and asked to fill out a questionnaire. The data is then tabulated and processed with simple statistics so that it can be seen the needs of speaking English learning materials.

The Likert scale is used to determine which needs are most important and which needs are less important. Answer item 1 indicates the respondent "strongly disagrees" with the given statement, item 2 indicates the respondent "disagrees," 3 indicates the respondent is "neutral," 4 indicates the respondent "agrees," and 5 indicates the respondent "strongly agrees." Respondents' answers are translated directly into scoring figures. The numbers are then added up to make a total value. The total value is then processed to become a percentage and interpreted with reference to the index of the assessment interval.

RESULTS AND DISCUSSION

We collected the data both Questionnaires and interview. the questionnaires that have been distributed to 100 DKV students and graduates, and most of them have worked in professional company and absolutely they had taken English subject. From the needs of students toward English speaking materials can be seen as below:

Table 1. Student's Needs Toward English Speaking Materials

No	Learning Material	1	2	3	4	5	Total Scores
1.	Discussion	2	2	20	32	44	414
2.	Seminar	1	10	40	28	21	358
3.	Conversation (formal and informal)	1	2	19	36	42	416
4.	Reading news (aloud)	0	5	34	45	16	372
5.	Presentation	1	5	28	38	28	387
6.	Speech	6	14	41	21	18	331
7.	Debate	6	7	28	29	30	370

From the table of student's need toward English speaking material above, we can see the scores of each activity. The table describes students' need toward English speaking materials. From those materials we can see the sequence from the highest score to the lowest. The first place is the conversation (formal and informal) material which has the highest score in questioner. It means that conversation can help them in professional world. Some of them when they do a role playing in the class room they can express their feeling and talk confidently because the interlocutor is their friend. It is useful for them when they talk n build the chemistry with the client or the team. The second is discussion activity, through interview with some students who in third year grade and have worked in the company, they believe that discussion material helps them much. Because discussion is need when they do the FGD (forum group discussion) with the clients. The third is presentation material. Presentation is delivering process the message from speaker to the audience. They believe it helps them when they meet the client and have to explain the artwork/ design to the client. And the next reading news, debate, seminar, and the last speech.

It is also found the student's needs toward activities in the speaking class. The following table draws the class activities that the students desire to be applied.

Table 2. Student's Needs Toward English Speaking Activities

No	Class Activities	1	2	3	4	5	Score
1.	Participating in a discussion	1	1	17	42	39	417
2.	Discussing 1 specific issue in a small group	1	6	21	45	27	391
3.	Participating in a seminar	3	5	40	37	15	356
4.	Having conversation with friends	0	1	19	33	47	426
5.	Negotiating to solve problems	0	2	23	39	36	409
6.	Reading news (aloud)	0	3	37	40	20	377
7.	Presenting one specific topic in front of class	1	5	35	36	23	375
8.	Participating in a group presentation	0	4	27	38	31	396
9.	Delivering a speech in front of class	6	13	43	19	19	332
10.	Participating in a debate	2	6	41	32	19	360

From the table we can see the class activities which are needed by them. They argued that having conversation with friend can increase their ability in speaking English. The next activity is participating in a discussion, by involving in discussion their train to give their opinion especially the material that related to DKV. The third place is negotiating to solve problem. They argued negotiating is need when they solve the clients' problem. The fourth place is participating in group presentation, and then Discussing 1 specific issue in a small group, they choose small group because they feel more confident to talks in small discussion model and they are not afraid to make mistake because they already know each other's. the five last activities are read news (aloud), presenting one specific topic in front of class, participating in a debate, participating in a seminar, and the last is delivering a speech in front of class.

In addition, the questionnaire also provides data about the problems which are encountered by students in English speaking class. The problems can be seen as follows:

Table 3. Student's Needs toward English Speaking Difficulties

No	Problems	1	2	3	4	Score
1.	Delivering a presentation	5	30	46	19	221
2.	Pronunciation	5	28	50	17	221
3.	Rarely participating in the class (passive)	14	36	36	12	248
4.	Work with small group in the class	18	41	33	8	269
5.	Work with small group outside the class	18	31	39	12	255
6.	Leading the running of a discussion	10	37	40	13	244
7.	Participating in a big – group discussion	8	29	47	16	229
8.	Understanding lecturer's instruction, tutorials, e.t.c	10	52	34	4	268
9.	Getting a chance to speak	18	53	28	1	288

From the table, we know that some students found the difficulties in learning process. Delivering a presentation and pronunciation are the most difficult things for them. They explained that they couldn't find the vocabularies when did a presentation and did not know how to pronounce the words.

Participating in a big - group discussion is being the third difficulty for them. They said they felt shy because they could not find proper words and pronunciation, then they felt unconfident because they have to talk in big audience. The fourth problem is leading the running of a discussion. The fifth problem is they rarely participate in the classroom (being passive). There are four more problems they are working with small group outside the class, understanding lecturer's instruction, tutorials, working with small group in the class, and the last getting a chance to speak.

CONCLUSION

Need analysis is done to find the appropriate material to be used in teaching learning process. It is done to fulfill students target and students' need of speaking skill in professional world. So that need analysis is useful to complete the lesson plan. According to the finding and discussion above, it can be taken a conclusion as follows:

- The speaking skill is one of important aspect in professional worlds.
- The conversation, discussion, and presentation are three most material that is needed by DKV students. The conversation is the most necessary material in learning English for DKV students beside discussion and presentation, they use it when they speaking to client. The second material is discussion, because it useful for them when they are in Focus Group Discussion with the client to give the solution and suggestion of the clients' project. Presentation become the three-high necessity in speaking skill, in order to deliver the message or the art work, students have to be good at presentation skill.
- The top three activities that are the most needed by them, are having conversation with friends, participating in a discussion, and negotiating to solve problems. Conversation is needed for them to participate in conversation with th clients. Participating in a discussion is needed when they discuss the project of the client. The last is negotiating to solve problem, they need it when they offer the argument, idea, and suggestion to clients' project.

Pronunciation, delivering presentation, and participating in a big – group discussion are the top three of difficulties in studying English especially in speaking skill. The main problems that they are less of the vocabulary and confidence. Therefore, lecturer should prepare the lesson plan that give them chance to train their confidence and increase the vocabularies.

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