

STUDENTS' NEEDS TOWARD SPEAKING MATERIALS IN STUDENTS' BOOK FOR THE FIRST YEAR OF SMA SWASTA XAVERIUS GUNUNGSITOLI IN 2023/2024

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**STUDENTS' NEEDS TOWARD SPEAKING MATERIALS
IN STUDENTS' BOOK FOR THE FIRST YEAR OF
SMA SWASTA XAVERIUS GUNUNGSITOLI IN 2023/2024**

RESEARCH PROPOSAL

**Presented in
Research Proposal Seminar Forum**



By

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INTRODUCTION

1.1 Background of the Problem

Language is an essential part of our existence (Riadil, 2020). It is a communication tool that individuals utilize in their daily lives. Humans, on the other hand, cannot avoid interaction and communication with others, and in any case, humans will communicate with people living in different areas. Languages come in many kinds, and each country has its own unique language. However, to communicate with individuals from all over the world, people employ a worldwide language, which is English. English is the language used to communicate with people from many countries. English is an international language that plays an important role in many facets of life (Arif & Hakim, 2018). In today's globalized world, English plays an important part in a country's life and growth. To keep up with the pace of progress in this period of globalization, the Indonesian government established a foreign language learning policy in the form of English, which is incorporated into Indonesian education sessions at all levels. This policy is contained in Laws affecting the National Education System, "Foreign languages that can be used as a language of instruction in certain educational units to support abilities students' foreign languages" (Law No. 20 Article 33 Paragraph 3 of 2003). The relevance of English in numerous spheres of life, including education. Effective English learning is taught beginning in elementary school; children's ability to think allows them to grasp and acquire knowledge in English. In general, children can readily learn English. English instruction is frequently organized based on students' skills so that the learning is more relevant and does not westernize them (Meisani 2019). The importance of learning English in the world of education increased following the implementation of the new curriculum, known as the Independent Curriculum, which resulted in numerous changes, one of which is that learning English is now a mandatory subject in schools. As a foreign language, English is used by various countries, such as Indonesia. This makes English a vital language to master. Language consists of six skills: listening, speaking, reading, writing, looking,

and presenting. Speaking is a useful ability in spoken mode since it allows you to convey your feelings, opinions, and ideas. Speaking is the most important skill when learning a second or foreign language (Rao, 2019).

The Students Handbook is a guideline, or guidebook, for LSPR students to use in leading, mentoring, motivating, and directing students in teaching and learning activities, as well as many types of support activities at the LSPR Institute of Communication and Business. The book is currently under development and pertains to the Independent Curriculum, which allows educational units/programs to develop students' potential and traits. The government, in this case English Books, helps to execute the Independent Curriculum in Early Childhood Education, Primary Education, and Secondary Education units by creating Main Textbooks.

In the Regulation of the Minister of Education, Culture, Risk and Technology of the Republic of Indonesia Number 25 of 2022 in article 2, it is explained that the assessment of educational books aims to obtain quality educational books as learning resources and teaching materials for students, educators and educational staff in educational units and education programs. And in article 6 it is explained that assessment of local content textbooks as referred to in article 3 letter c includes assessment of student books and instructor guidebooks. Local content textbooks, as defined in paragraph (1), are books that reflect local potential, uniqueness, and needs. The provincial regional government determines local potential, uniqueness, and needs, as outlined in paragraph 2. However, based on views of the learning process thus far and observations in class, there are still many kids who do not speak English clearly. Students typically gain English speaking skills in classes that employ student handbooks or media as teaching aids. Aside from that, the instructor's role is vital since the teacher plans the materials that pupils will require during the learning process. English textbooks must be fitted to the applicable curriculum, where in the process of teaching and learning, our curriculum plan is expected to achieve this learning. Learning outcomes include classwork, critical thinking, and creativity. Students can construct

expressions that adhere to acceptable communication norms. Students participate more actively in discussions by preparing discussion materials and performing out duties and functions in them.

According to the results of the students' interview sheet, the material that professors impart to students when teaching is highly clear. One of the materials provided was in the form of interviews or conversations based on student respondents (9 students). According to respondents (8 students), they were very motivated by the speaking material. According to respondents (3 students), they had difficulty speaking English. According to respondents (5), they really like learning English. According to respondents (7), the most interesting conversation topic in the spe. Students can convey sympathy, empathy, caring, feelings, and admiration in unique ways through fictional texts and multimodal nonfiction. According to the researcher's findings from observations conducted between January and March 2024 at SMA Swasta Xaverius Gunungsitoli, there are still pupils who are not fluent in English and lack confidence in speaking English.

Based on prior research by Warohma, Rohma, and Kurniati (2022) titled "need analysis of English speaking material for students in Islamic boarding school". As a result, it is reasonable to conclude that students at Islamic boarding schools require dormitory-related materials. To supplement information in the speaking lesson, the tutor occasionally teaches English from a book. Student challenges are produced by unsupported materials, which are subsequently compounded by a less supporting environment. They chose to study in a dormitory to improve their English abilities, with teachers serving as their primary source of instruction due to a shortage of English resources for students other than teachers. In terms of technique, people prefer to learn through discussion, followed by pair work. The pupils have a stronger desire to learn English, as seen by their interest in public resources. Based on prior research by Fitri, Abbas (2023) titled "Students' Need Analysis on Speaking Materials: A Survey Study at SMA N 1 Bantul". As a result, it is possible to deduce that the students' motivation for learning to speak stems

from their future careers. They rely solely on school materials to improve their speaking abilities. Students have English books provided by the school, but many prefer to learn English online rather than through textbooks. Furthermore, the obstacles that tourism students face stem from the materials, approach, technique, and learning environment in the classroom. There are some questions about the learning needs. In their lesson, the teacher used group presentations and read PowerPoint slides. To improve their speaking skills, half of the participants chose each English session. To develop their speaking skills, the pupils must speak English and create an English-language video.

Ratmanida and Suryanti (2020) did earlier research named "An Analysis of Speaking Materials in an English Textbook for the Tenth Grade of Senior High School". In general, the textbook takes a genre-based approach to material design. It is divided into 15 segments, each of which focuses on a different genre. Each chapter is divided into sections: warming, vocabulary builder, pronunciation practice, dialogue (only in chapter 3), reading, vocabulary exercises, grammatical review, hearing (only in chapters 1, 6, 11, 12, and 14), speaking, writing, and reflection. It is clear that each chapter has a specific concentration on speaking materials and exercises, such as vocabulary building, pronunciation practice, and speaking assignments. The values for language assistance fall into the good category, with a sub score of 3.6. Content-based and effective help has a rating of 2.5, placing it in the Poor category. The value of skill help is rated as 3.5, which is adequate. The diversity and flexibility features have a rating of 2.3 or are rated as poor. The contents should serve as both presenting material and a reference book (grammar, vocabulary, and pronunciation). Materials should offer students with personalized or self-investment in the information being learned, demonstrate real language use to the learner, and focus the learners' attention to linguistic aspects of the input. Furthermore, the material should help learners to feel right that the material should help learners to develop students' self-confidence, relevant with students' needs, and useful, involve and help the learners' self-investment, the learner must be ready to acquire the point being

taught, the material should expose the learner to language in authentic use, materials should represent subject matter and communication situation, a verbal communication strategy

The main textbook is one of the primary learning resources used in educational institutions. The reference for preparing the main textbook is the Guidelines for Implementing the Curriculum in the Context of Learning Recovery, which are stipulated through the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 dated 10 February 2022, as well as Learning Achievements in Early Childhood Education, Basic Education Level, and the Secondary Education Level in the Independent Curriculum, which are determined through the Decree of the Head. The book presentation is structured as a series of learning exercises to help students master these Learning Outcomes. This book is used in instructional units that follow the Independent Curriculum. We see that the majority of Indonesian students do not speak English fluently.

The Merdeka curricular is a curricular method that aims to minimize students' burdens, foster creativity and diverse intelligence, and instill strong character. One of the most important characteristics of the Merdeka Curriculum is that it allows teachers to design and implement learning activities based on the requirements of their students. Teachers play an important role in assessing each student's potential, interests, and learning needs. Using the Independent Curriculum method, teachers can construct learning experiences that fit student diversity, allowing each student to develop optimally. Teachers can select methods and content from students' books to train pupils in speaking English.

According to Law No. 14 of 2005, which includes teachers and lecturers, professional educators have seven main tasks: educating, teaching, guiding, directing, training, assessing, and evaluating participants. Based on this, teachers should be able to carry out their role in learning. A teacher's distinguishing feature is the ability to comprehend the content and communicate it clearly to students in an understandable manner. Teachers can organize the class in terms of time, media use, and how to convey it to

students in order to create a fun and meaningful learning environment; additionally, teachers can create interactions and become acquainted with students without losing their authority as a teacher in front of them (Kurniasari et al., 2019: 158).

Based on the phenomenon, previous researches, theories above, it's very necessary to analyze the students' needs toward speaking material in students' books entitled "**Students' Needs toward Speaking Materials in Students' Book for The First Year of SMA SWASTA XAVERIUS GUNUNGSITOLI in 2023/2024**".

1.2 Focus of the Research

This research focuses on analyzing of the students' needs toward speaking materials in students' book for the first year of SMA Swasta Xaverius Gunungsitoli.

1.3 Formulation of the Problem

Based on the focus of the research, the research questions is formulated as follows: what are the students' need toward speaking material in students' book for the first year of SMA Swasta Xaverius Gunungsitoli.

1.4 Objective of the Research

The Objective of the research is to found out and to describe the students' need toward speaking material in students' book for the first year of SMA Swasta Xaverius Gunungsitoli.

1.5 Significance of the Research

The significances of this research are :

- a) Theoretically, the result of the study will provide the description of a situation as it naturally happen in the class, especially to the students' need toward speaking material in students' book.
- b) Practically:
 - 1) For teachers, this research can be used as a guideline to carry out the students' need toward speaking material in students' book. For the

students, the products of this research can motivate students to learn writing and make the learning process more interesting.

- 2) For researcher, this research can be used as a direct experience when interview the students' need toward speaking material in students' book.
- 3) For University of Nias, the results of this research can improve campus ratings in the field of research.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Definition of Students' Need

Develop a broad definition of need that includes want, demand, expectation, motive, lack, constraint, and requirement (Richard in Idman 2020). According to him, need is determined by a person's interests and values. Richard's need analysis identifies pupils' abilities and needs, aligning with Hutchinson and Waters' learning need theory. In general, need analysis, also known as need assessment, refers to the processes involved in obtaining information to serve as the foundation for designing resources to satisfy the learning needs of a specific group of students (Brown in Idman 2020).

Learning challenges frequently revolve around learning materials (materials) and learning resources (Aunurrahman in Nuryanti, Fitriah, Adriani 2020). Teaching materials in a learning setting should be one of the components that must be there, because they must be studied, observed, studied, and used as material that students will master, as well as providing direction for studying it. This is consistent with the findings of Safika et al. (2019), who found that innovative use of instructional materials can improve students' ability to absorb and comprehend what they are learning. As a result, teaching materials are quite significant for pupils because they are one of their requirements.

The information is required to load topics and themes for debate in the learning process, and it might be more focused on the desired outcome than a more extensive conversation without specific goals. The educational materials generated must meet the needs of teachers as facilitators, students as users, and other stakeholders. Teachers are educators who will later implement the teaching process in the classroom (Uliah, KD, et al., 2019). To attain learning objectives, a teacher must be more than just an educator who gives material or motivation; a teacher must also be creative

in order to carry out an effective and engaging teaching and learning process.

One method is to create learning tools that are appropriate for the topic and attitudes of the students, so that learning can lead to kids learning independently and thinking critically about problems, allowing them to tackle the challenges they face later. The student's need for books that are appropriate for use is due to the Regulation of the Minister of Education, Culture, Religion, and Technology of the Republic of Indonesia Number 25 of 2022, which states in Article 2 that book assessment determines the suitability of educational books based on material, presentation, design, and graphics standards. So, the book is one of the students' prerequisites. Based on the foregoing explanation, it is possible to conclude that books are one of the necessities of students in education, and that they must be employed in learning in accordance with the applicable curriculum and government provisions. Thus, these needs include desires, wishes, requests, hopes, motives, deficiencies, difficulties, and activities involving information collection that will serve as the foundation for generating some material to suit students' learning needs.

2.1.2 Student's Need Classification

Hutchinson and Waters (quoted in Nuryanto, 2018: 27) divide the demands into two categories: target needs (what learners need to communicate in the target circumstance) and learning requirements.

1. Target Needs

According to Hutchinson, "target needs" is a broad term that conceals numerous important differences. It is more useful to consider the target situation in terms of needs, wants, and requirements. To succeed in the target environment, the learner must be aware of the different sorts of needs that are determined by the demands of the goal circumstance. Identifying necessities alone, however, is insufficient, because ESP is concerned with the needs of specific learners. It also needs to know what the learner already knows, so you can determine which of the necessities

the learner is lacking. One target case requirement could be to read text in a specific topic area. The learner's ability to execute something independently will determine whether or not they require training. In other words, the proficiency target must be matched to the learners' current competence level. The difference between the two is referred to as the learner's lack. The term "want" refers to a circumstance in which a person desires the required talent since he is in a specific field and must master the required expertise.

⁶ 2. Learning Needs

According to Nurfahmi (2013: 84-85), learning needs are a means to consider how a learner's motivation should be directed to study English for a certain goal. According to Ratmanida and Suryanti (2019), textbooks support teachers by assisting them in preparing materials and achieving teaching goals and objectives, as well as students in meeting their learning needs. Based on the explanation above, it is clear that student needs are what students believe they need to know in order to implement the learning process in the classroom, as well as the need to meet the teacher's target for students in school or in all activities that support the needs themselves, both in communicating and fulfilling the needs in the material presented to assist the teacher in analyzing student basis.

2.1.3 Speaking Materials

Speaking materials are one of the resources included in the English textbook. The composition of speaking materials must combine ² vocabulary, intonation, pronunciation, grammar, and other aspects in order to transmit our message to the audience. The range of speaking exercises helps pupils learn ² the classroom. Good speaking resources encourage students to be fluent in their spoken language. As a result, in order to help pupils improve their speaking skills, teachers should focus on speaking components from textbooks. Furthermore, it is necessary to understand the

usefulness of resources for learners in the learning process, as well as the compatibility of speaking materials. As a foreign language, English has not only become a tool for communication and preserving relationships between people all over the world, but it has also become a topic that students must learn in school. Textbooks are guides to learning materials that both teachers and students can rely on during the teaching and learning process. Students give learning sources based on textbook materials. An English textbook should have materials for four English language skills. Materials are identified from a variety of talents.

Curriculum is essential in any educational institution in order to effect change in the nation's youth (Masykur, 2019). An autonomous curriculum is one that includes a variety of intracurricular learning activities and optimal material to help students understand topics and build competencies. autonomous curriculum designed to foster autonomous thinking. The curriculum has various dimensions, one of which is the autonomous curriculum, or document dimension. The document dimension defines a curriculum as a written document that includes formulations, objectives, a collection of materials, methodologies, and evaluation. One of the curricular adjustments related to the document dimension is the learning outcomes of each course.

The curriculum document provides a written educational program that will be used as a reference for carrying out teaching and learning activities. Learning outcomes for each session are developed based on the phases and must be reduced to learning objectives or a sequence of learning objectives. With these developments, there are certain challenges in developing learning tools (Putri, Rindayati, & Damariswara, 2022). Some of these issues include trouble reading and achieving appropriate learning results. Another challenge was preparing the TP (learning objectives) from the CP and then creating a chronological ATP (learning objective flow) from the TP, as well as developing teaching modules and an autonomous curriculum. Learning outcomes are a reference for intracurricular learning that is based on National Education Standards,

particularly Content Standards (Educational Standards, Curriculum and Assessment Agency, Ministry of Education, Culture, and Research 2022). The government has established that CP is the student competency target.

2.1.4 Learning Outcomes in Phase E (class 10 high school)

At the conclusion of phase E, students employ spoken, written, and visual English texts to communicate based on the occasion, purpose, and audience/reader. Various sorts of text, such as story, description, process, exposition, recount, report, and original text, are the primary sources for learning English at this phase. Students use English to express desires/feelings and discuss themes relevant to their everyday life or current situations based on their age in this phase. They read written books to learn or gather knowledge. Implicit inference skills for comprehending information in English begin to emerge. Students create a wider range of textual and graphic content, keeping in mind the goals and target audiences.

a. Listening & Speaking

At the end of phase E, students use English to communicate with teachers, peers, and others in a variety of situations and contexts. They begin and continue conversations and discussions by asking and answering questions, as well as employing methods. They understand and recognize the major concepts and pertinent facts from discussions or presentations about issues that are important to young people's lives. They use English to convey their ideas on topics relevant to young people's life and to discuss their hobbies. They express opinions and draw parallels. In some situations, they rely on nonverbal cues like as body language, speaking speed, and tone of voice to communicate.

b. Reading & Viewing

At the conclusion of Phase E, students read and respond to a variety of texts, including narrative, description, process, explanation, recount, and report. They read to learn or gather knowledge. They look for and assess certain aspects and elements in various sorts of texts. This text

can be printed or digital, and it may include visual, multimodal, or interactive elements. Their comprehension of the main ideas, issues, and plot developments in many types of literature begins to grow. They recognize the author's purpose and improve their ability to make simple inferences to interpret implied information in text.

c. Writing & Presenting

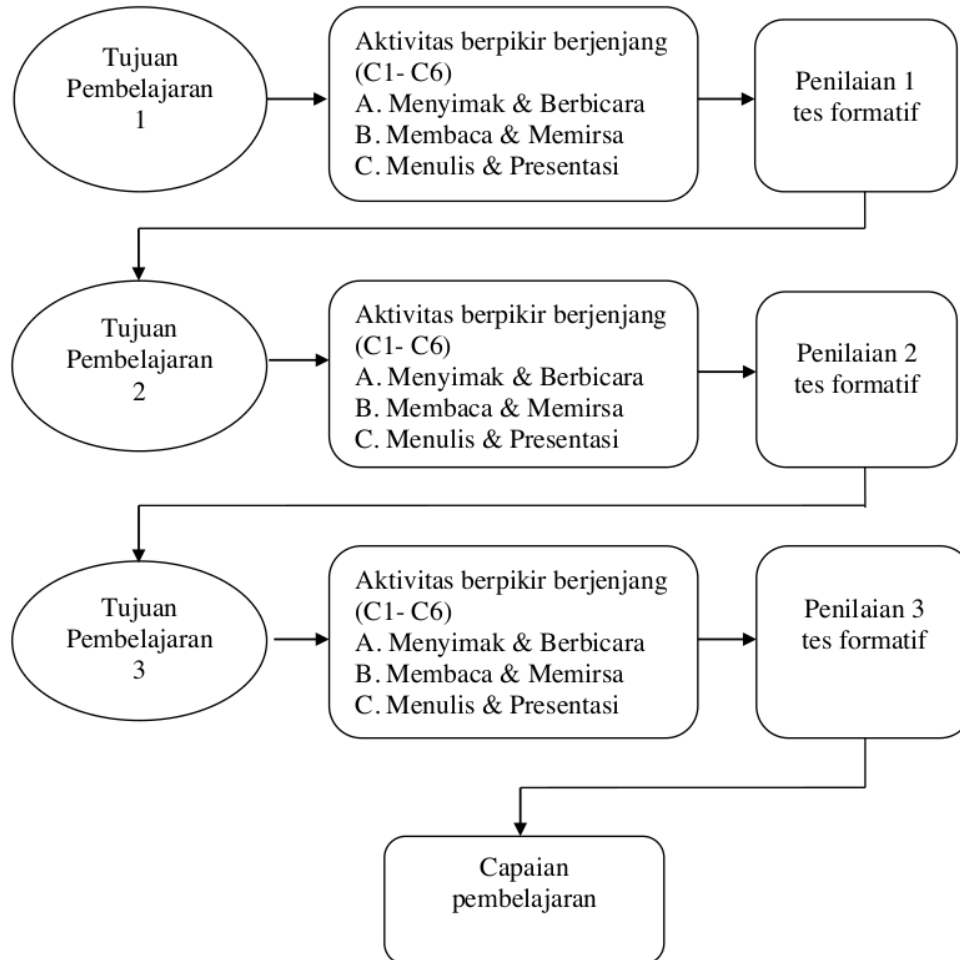
At the end of phase E, students produce a variety of fiction and nonfiction works using guided exercises, demonstrating their understanding of the goals and target readers. They design, compose, review, and revise various forms of content while displaying self-correction strategies such as punctuation and capitalization. They use standard language and verbs to describe their views in writing. They deliver information in print and digital formats in a variety of presentation techniques to suit readers/viewers and achieve varied purposes.

2.1.5 Learning Objectives (TP)

Learning Objectives (TP) are descriptions of three dimensions of student competency (knowledge, abilities, and attitudes) that must be developed through one or more learning experiences. Learning Objectives are arranged chronologically depending on the sequence of learning throughout time, which is required for Learning Outcomes (CP). Operationally, the Learning Objectives component can include the three following aspects:

- a. Competency, which refers to talents that students can display or show in the form of products that illustrate students' success in accomplishing learning objectives.
- b. Content, specifically the fundamental knowledge or primary concepts that must be understood at the conclusion of a learning unit.
- c. Variations that illustrate the creative, critical, and higher-level thinking abilities that students must develop in order to fulfill their learning objectives. Examples include evaluating, analyzing, predicting, and producing.

2.1.6 Flow of Learning Objectives (ATP)



2.1.7 Definition of Students' Book

According to Mayangsari, Nurkamto, and Supriyadi (2018) emphasize that students in Indonesia's educational system must also have a textbook. The government provides textbooks for all topics. Each student receives one textbook each subject. Instead of focusing on English-speaking countries' cultures, Indonesian students should discuss and debate Indonesian culture in English.

According to Ratmanida and Suryanti (2019), textbooks support teachers by assisting them in preparing materials and achieving teaching goals and objectives, as well as students in meeting their learning needs. Textbooks can help teachers execute the curriculum and adjust it to learning. Textbooks are standard textbooks prepared by professionals in their disciplines for instructional objectives, and they are provided with relevant teaching tools that school and college users can understand to support programs and learning activities (Pulungan, 2020).

This is also consistent with Rusyana's opinion (Kosasih, 2021), who believes that textbooks are learning resources utilized in schools to provide extensive indirect experience and assist instructional programs. Textbooks serve several purposes, including reflecting points of view, providing organized and gradual learning resources, presenting rich and harmonious material, providing various teaching methods and means, providing an initial fixation of assignments and exercises, and providing sources for evaluation and improvement (Pulungan, 2020)m

Based on the explanation, the researcher will examine the spoken content from the English textbook. Analyzing textbooks to identify their impact on student growth. The material in the book can help students improve their speaking skills and assess the quality of the book based on the opinions of the teacher who uses the English textbook.

This section contains the data presentation for the textbook analysis English textbook "Bahasa Inggris" for the tenth grade of Senior High School. It was released by the Indonesian Government. This textbook comprises six chapters: "Great Athletes" in Chapter I, "Sports

Events" in Chapter II, "Sports and Health" in Chapter III, "Healthy Foods" in Chapter IV, "Graffiti" in Chapter V, and "Fractured Stories" in Chapter VI. It contains a preamble, a table of contents, six chapters, and references, for a total of 200 pages for all chapters, including references.

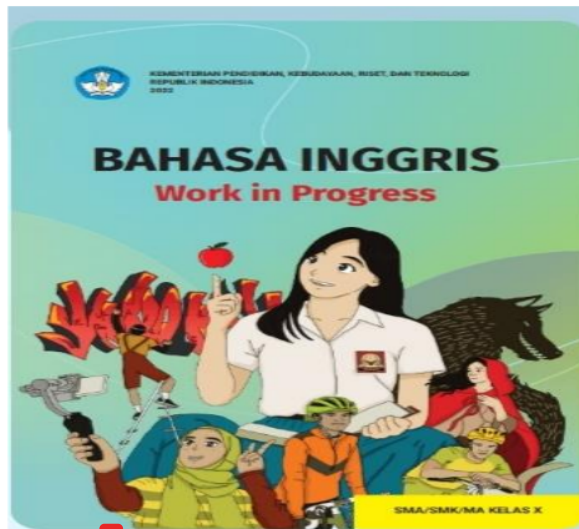


Figure 1.1 Cover of “Bahasa Inggris” English textbook for tenth grade of Senior High School

Then, the researcher found all English speaking material in English textbook “Bahasa Inggris” for twelve grade of Senior High School. All material of speaking skill in chapter I, II, III, VI, XV.

Chapter	Grammar And Structures	Speaking
1. Great Athletes	<ul style="list-style-type: none"> • Present simple 	<ul style="list-style-type: none"> • Talking about photographs of athletes and the sports they play
2. Sports Events	<ul style="list-style-type: none"> • Adverbs of time 	<ul style="list-style-type: none"> • Talking about the experience of watching a sports event using 5

		<ul style="list-style-type: none"> senses Telling a sport event using 5 senses
3. Sports and Health	<ul style="list-style-type: none"> Present simple Imperative sentence 	<ul style="list-style-type: none"> Talking about suggestions to stay healthy
4. Healthy Foods	<ul style="list-style-type: none"> Had better, modals 	<ul style="list-style-type: none"> Talking about healthy and less healthy foods and drinks
5. Graffiti	<ul style="list-style-type: none"> Expressions for giving opinions 	<ul style="list-style-type: none"> Talking about about graiti
6. Fractured Stories	<ul style="list-style-type: none"> Past tense; Conditional Sentence 	<ul style="list-style-type: none"> Talking about a fractured part of a story

Table 1. Speaking Materials Chapter in the English Textbook.

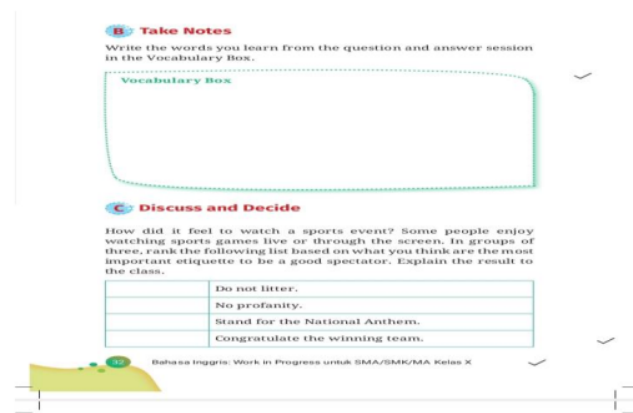
In this book, there are three forms of speaking material, including dialogue, monologue and tasks.

1. The book includes speaking material in the form of tasks. (Khan et al, 2018). As a result, the demand for speaking is much higher and more complex than that for listening, reading, and writing. As defined, speaking is the verbal exchange of thoughts and ideas. Speaking is a method of communicating with others to transmit messages or information. Aside from talks and monologues, this book includes homework, including group exercises. Speaking assignments are commonly completed in pairs or small groups. Pair and group work allows pupils to learn from each other. These points are typically provided to students participating in conversations. So people can exchange information by sharing and talking. Aside from that, it also takes the form of role playing. Students participate in activities based on previously developed scenarios.



Figure 1.2 Example of speaking material

2. ¹This book has speaking material in the form of tasks. ¹This point tends to offer the students for making discussions. So, they can communicate to get the information by sharing and discussing. besides that it is also in the form of role play.



¹Figure 1.3 Example of speaking material

Task 2

A Listen and Discuss

Listen to Agam talking about his experience of watching a sport event and answer the following questions:






1. What did the speaker tell you?
2. How does he feel about watching a live football match?
3. Where did he watch the match?
4. How many people were there in the stadium?

"While the match was exciting nonetheless, I kept on chewing the food! I thought earlier, it was a bit chewy, but it was smooth and tasted really good." What does the word 'it' refer to?

B Listen and Find out

Listen again to the audio recording then find out what Agam is experiencing during the match. In small groups, fill in the following categories of senses with appropriate words that describe Agam's experience of the sports event. Share your results with the class.

Chapter 3 Sports Events

See	Hear	Smell	Touch	Taste
				

Picture 3.3 Five senses

C Let's Practice

Sit in pairs. Your teacher will give you two pictures of sports games. Decide in which activity they have more exciting experiences. Explain the reasons why.

Figure 1.4 Example of speaking material

3. This book contains dialogue. According to Ratnasari et al. (2022), speaking skills are a skill that everyone should have because it is one of the most common ways to communicate with others. Dialogue is a form of spoken language. It involves two or more speakers and is intended to convey propositional or factual (transactional) information. For example, introducing oneself to one another. Dialogue is a conversation, and it can take many forms, including small talk and contributions.

E Take Notes

Did you learn new words from the text? Add them to your Vocabulary Box.

Vocabulary Box

Task 2

A Listen and Answer

Listen to a conversation of two classmates talking about healthy activities that one of them has decided to do. Answer the questions based on the conversation.

1. Who are they?
2. What has made Bindi surprised?
3. What made Bahar see his doctor?
4. What has Bahar done to live healthier?

Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

B Listen and Complete

Listen to the audio recording again and complete the following information in the table. More than one answer is possible.

Bahar's main problem	
----------------------	--

Figure 1.5 Example of speaking material

4. This book contains dialogue. According to (Ratnasari et al., 2022), speaking skills are a skill that everyone should have because it is one of the most common ways to communicate with people. Dialogue is a form of spoken language. It involves two or more speakers and is intended to convey propositional or factual (transactional) information. For example, introducing oneself to one another. Dialogue is a conversation; in a conversation, it can take several forms, including small talk and providing feedback with the aim of achieving something.

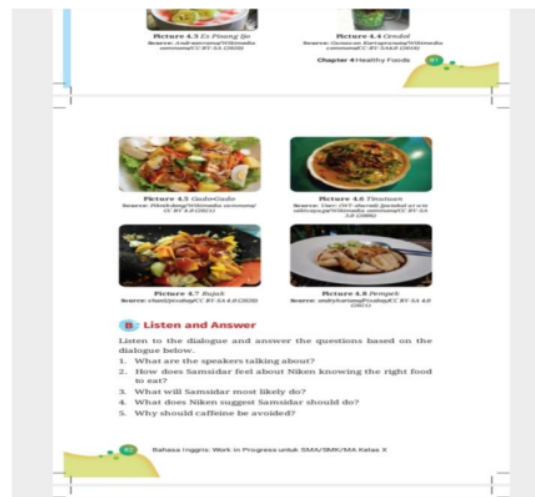


Figure 1.6 Example of speaking material

5. The book includes speaking material in the form of tasks. (Khan et al, 2018). As a result, the demand for speaking is much higher and more complex than that for listening, reading, and writing. As defined, speaking is the verbal exchange of thoughts and ideas. Speaking is a method of communicating with others to transmit messages or information. Aside from talks and monologues, this book includes homework, including group exercises. Speaking assignments are commonly completed in pairs or small groups. Pair and group work offers students the opportunity to learn from each other. These points tend to be offered to students conducting

1 discussions. So they can communicate to get information by sharing and discussing. Apart from that, it is also in the form of role playing. Students carry out activities based on scenarios that have been created has been established.



Figure 1.7 Example of speaking material

6. The book includes speaking material in the form of tasks. (Khan et al, 2018). As a result, the demand for speaking is much higher and more complex than that for listening, reading, and writing. As defined, speaking is the verbal exchange of thoughts and ideas. Speaking is a method of communicating with others to transmit messages or information. Aside from talks and monologues, this book includes homework, including group exercises. Speaking assignments are typically completed in pairs or small groups. Pair and group work allows pupils to learn from each other. These points are typically provided to students participating in conversations. So people can exchange information by sharing and talking. Aside from that, it also takes the form of role playing. Students participate in activities based on previously developed scenarios.

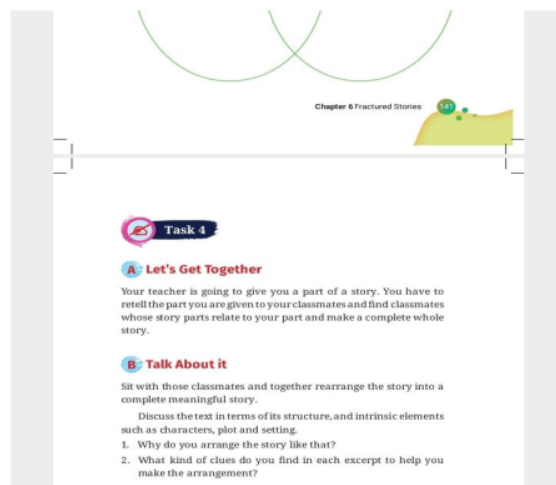


Figure 1.8 Example of speaking material

2.1.8 Book Criteria of Good English Textbook

The following are the requirements for an English textbook. Because textbooks play such an important role in the teaching and learning process in the classroom, they must be of excellent quality. The researcher seeks the assistance of an expert to determine how a textbook is categorized as high-quality. Greene, Petty, and Tarigan were the first to structure the textbook by ten criteria. A good textbook exhibits particular traits. The textbook should engage and appeal to pupils. As a result, they will be excited to use textbooks.

The textbook must be capable of motivating pupils, provide instructive content, and take into account the language component of the textbook. As a result, it will be suitable for the learner's capabilities. A textbook's material must be applicable to another subject of study, and it should motivate students to participate in personal activities. The textbook's contents must be stated clearly so that students are not confused when using it because it will be the learner's point of view; the textbook must have a clear point of view; a textbook must be able to strike a balance and place emphasis on the learners' worth; and the textbook must be able to accommodate individual variances. We can also learn the following

textbook criterion from Cunningsworth: The textbook should be adapted to the needs of the students, it should be consistent with the goals and objectives of the language learning program, and it should cover the (current or future) uses of the language that students will employ. Choose textbooks that will help students use language effectively for their purposes; they help students in a variety of ways. And, like teachers, textbooks should play a significant part in learning by acting as a bridge between the target language and the student.

1.1.9 Feasibility Indicator of Students' Textbook

In the Regulation of the Minister of Education, Culture, Business and Technology of the Republic of Indonesia Number 25 of 2022, concerning the assessment of educational books.

Article 1

1. Books are written works and/or graphic works published in the form of bound prints or in the form of electronic publications that are published on a regular basis.
2. Education Books are books used in general education, vocational education, academic education, professional education, vocational education, religious education and special education.
3. Book assessment is determining the suitability of educational books based on standards of material, presentation, design and graphics.
4. Textbooks are books prepared for learning based on National Education Standards and the applicable curriculum.
5. Main Textbooks are textbooks that must be used in learning based on the applicable curriculum and are provided by the central government free of charge.
6. Companion Textbooks are books that contain material to expand, deepen and complement the main material in the student's book.
7. Non-text books are enrichment books, references or guides that contain material for developing the attitudes, knowledge and skills of students, educators and educational staff.

8. Local Content Textbooks are Textbooks that contain local content.

9. Minister is the minister who carries out government affairs in the fields of education, culture, science and technology.

Article 3

Evaluation of Educational Books consists of:

- a. Primary Textbook Assessment;
- b. Companion Textbook Assessment;
- c. Assessment of Local Content Textbooks; And
- d. Non-Text Book Assessment.

Article 4

(1) Assessment of Primary Textbooks as intended in Article 3 letter a is an assessment of Primary Textbooks written by the community as one of the mechanisms for preparing Primary Textbooks by the central government.

(2) Assessment of Main Textbooks as intended in paragraph (1) includes assessment of:

- a. Student books; And
- b. Teacher's guide book.

(3) The student book as referred to in paragraph (2) letter a is the Main Textbook which contains ⁹ the main material that must be studied by students at the primary and secondary education levels.

(4) The teacher's guidebook as referred to in paragraph (2) letter b is the Main Textbook which contains teaching materials and/or teaching methods used by educators in early childhood education, basic education and secondary education.

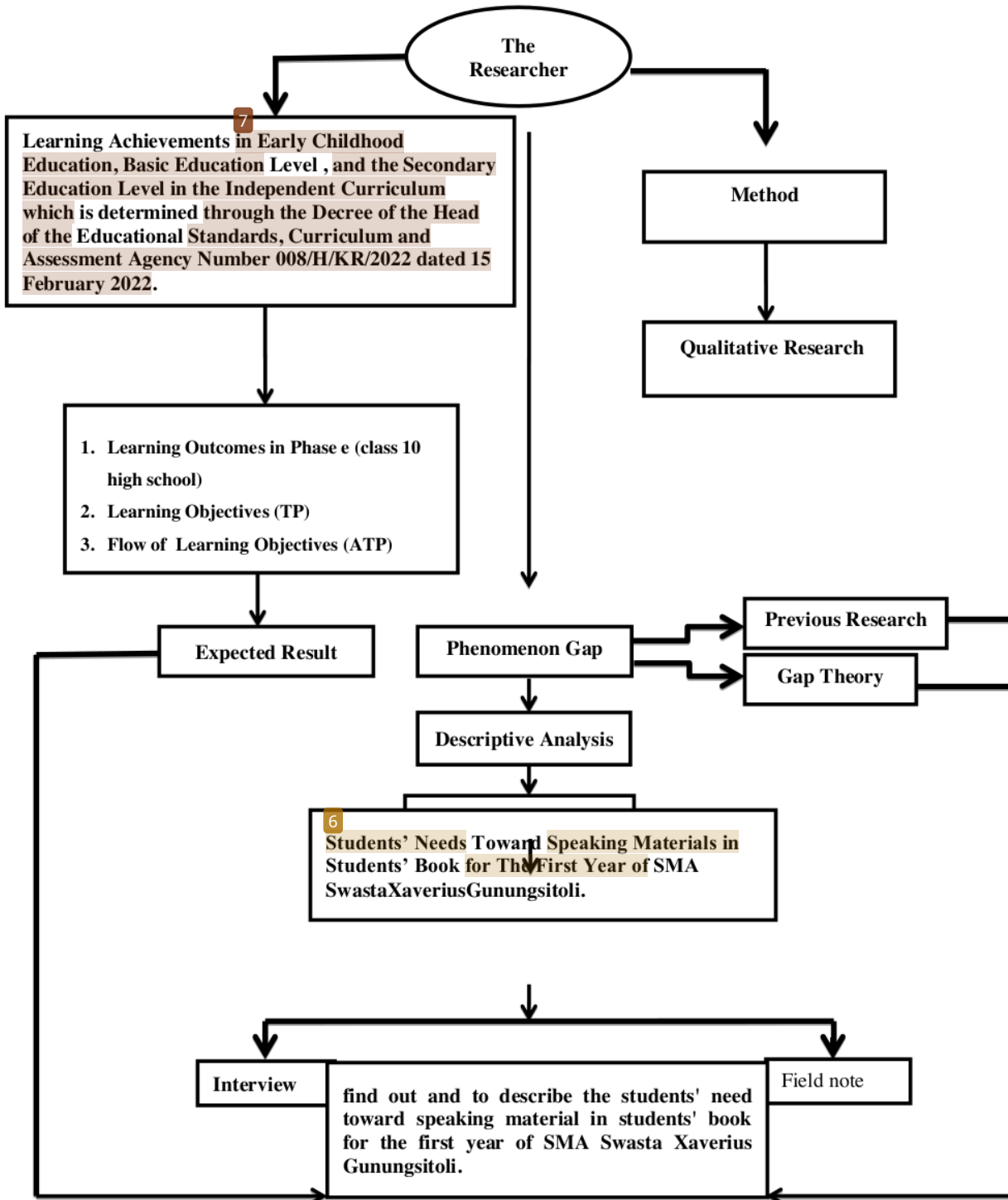
2.2 Conceptual Framework

The conceptual framework in this research aims as a direction in conducting research. Guidelines for understanding the flow of thought so that the analysis is more systematic. In this research, the researcher chooses SMA Swasta Xaverius Gunungsitoli, particularly two English teachers and the students at the tenth grade as research informants.

This research is initiated by the gap between expectations and reality. Based on Law No. 14 of 2005 which contains teachers and lecturers states that professional educators have seven main tasks, namely educating, teaching, guiding, directing, training, assessing, and evaluating participants. Based on this, teachers should be able to implement their role in learning. The characteristics of being a teacher is being able to understand the material and convey it clearly to students so that it is easy to understand. Teachers can organize the class in terms of time, use of media and how to convey it to students so as to create a learning atmosphere which is fun and meaningful, besides that teachers can create interaction and familiarize themselves with students without losing their authority as a teacher in front of students. So, this causes the researcher to be interested in conducting research. The focus of the research conducted by researchers in this is how students' needs for speaking material in student books. So, the researcher would like to conduct the research by using a qualitative research particularly ethnographic approach.

Then to collect data, researcher will use instruments, namely direct interviews and Field note to obtain information about students' needs for speaking material in student books. After collecting the data, the researcher will report the result as the real situation happen in the field based on the data without making any changes or setting up the situation and the result of the data.

Furthermore, the conceptual framework about "The Students' Needs Toward Speaking Materials in Students' Book for The first Year of SMA Swasta Xaverius Gunungsitoli in 2023/2024 is described in the schematic as follows:



6 Figure 2.2 Conceptual Framework

CHAPTER III

RESEARCH METHODS

3.1 Approach and Type of the Research

The researcher will employ an ethnographic method with a qualitative focus. According to Feny Rita Fiantika (2022, p.1), research procedures are utilized to collect valid data in a study. Researchers will assess the data collected using the specified research strategy to find solutions to research challenges. Qualitative research is a study procedure used to comprehend human or social phenomena by building a comprehensive and complex picture that can be articulated in words, providing detailed viewpoints collected from informant sources, and conducted in natural settings. Walidin, Saifullah, and Tabrani in Fadli (2021).

Then Creswell in Murdiyanto (2020) defines it. Qualitative research is the process of examining social phenomena and human problems. Qualitative research is also defined as a strategy in scientific research that seeks meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of phenomena, is focused and multi-method, natural and holistic, prioritizes quality, employs multiple methods, and is presented narratively (Sidiq & Choiri, 2019).

One of the primary techniques to qualitative research is ethnography. Ethnographic research is one of the most important qualitative research methods in which the researcher observes or interacts with the target. According to Soeriadiredja (2022: 3), ethnography is the description or writing about an ethnic group by an anthropologist based on the findings of field study conducted over a specific length of time. As a result, it is possible to conclude that the model is a qualitative research model with the goal of characterizing the cultural features found in individuals or groups of people who belong to a cultural community. As a result, researchers must learn theory in order to analyze the gaps that exist between theoretical conceptions and observed realities.

Variables of the Research

Handayani et al., 2022 define research variables as traits, behavior, or values of people, objects, or numerous activities chosen by the researcher in order to gather information about the research and develop conclusions. According to Rafika (Ulfa, 2021, p.342), study variables are objects that are attached (owned) by the subject. People, items, transactions, or events acquired from study subjects can be used to characterize their state or value. This research focuses on students' needs for speaking materials and books.

3.2 Setting and Schedule of the Research

The research will be conducted at SMA Swasta Xaverius Gunungsitoli located at Jl. Nilam No. 7 Ilir, Gunungsitoli district, Gunungsitoli City, North Sumatera. The research will take place on February 2024.

3.3 Source of Data

Data sources in research refer to subjects from which data can be acquired. If the researcher collects data through interview techniques, the source of the data is referred to as the responder, which is defined as individuals who respond to or answer the researcher's written and oral questions. If the researcher uses a field note, the questionnaire or note serves as the data source, while the contents of the note serve as the subject of the research. In this study, the authors used two sources of data:

- a. Primary data sources, namely data directly collected by researchers (or officers) from the first source. So, primary data sources, namely interviews, textbooks.
- b. Secondary data sources include supporting data from a literature study and data collected at the research location. As a result, secondary data sources were used, including field notes. Next, researchers will collect primary and secondary data as qualitative data. Qualitative data is a research method that is frequently employed without computations. This sort of qualitative research employs data based on arguments.

3.4 Instrument of the Research

According to Sugiyono's book, ⁵ research instruments are tools used to quantify observable natural and social phenomena (Muslihin et al., 2022). The research instrument is a tool used in research to gather and obtain data, making it easier to do the research. In this study, the researcher serves as both an instrument and a data collector, asking questions, listening, watching, and collecting research data.

Researchers must connect with individuals and others throughout the study process, therefore their participation in qualitative research is required. Based on the explanation above, the research instruments employed by researchers in this study are interviews and field notes. In addition to the researcher, this study used structured interviews, documentation, and document formats.

Therefore, the research instrument used by researchers in this study is an interview guide which helps researchers to find out what roles, obstacles, and students need toward speaking material in students' books, as well as using field notes for field notes so that the data obtained is in accordance with reality.

3.5 Data Collecting Technique

Data collection techniques as a method of data analysis techniques. There are some data collection techniques that the author uses, namely:

1. Interview

Interviewing is the process of gathering information for research purposes through question and answer sessions between the interviewer and the interviewees, during which the respondent's responses are recorded or taped. According to Berger (in Kriyantono, 2020, p. 289), an interview is a dialog between a researcher (someone seeking information) and an informant (someone believed to have relevant information about an object). According to Fiantika

(2022:53), there are three sorts of interviews: organized, semi-structured, and unstructured interviews.

1. Structured interviews entail the researcher asking the identical set of questions to each respondent, which are predetermined before to the interview. The goal is to gather specific information, and technologies such as recording devices, voice recorders, photographs, and brochures can aid in the data collection process.

2. Semi-structured interviews offer greater flexibility than structured interviews. They are open-ended, allowing the interviewer to delve into complex subjects and situations while encouraging respondents to offer their thoughts and views.

3. Unstructured interviews are free-form interviews in which the interviewer does not ask predefined questions and the interview is more conversational in nature. In this form of interview, the researcher listens to the respondent's story and lets them lead the discussion.

In this study, the researcher employs a structured interview design. Interviews are conducted by asking the same set of questions to each responder, which are predetermined before to the interview. The goal is to gather specific information, and technologies such as recording devices, voice recorders, photographs, and brochures can aid in the data collection process. The researcher uses the informant selection technique to interview students who will become crucial research participants and stakeholders.

2. Field note

Furthermore, Soeriadiredja (2016: 11) suggests that researchers train themselves in making observations and recording all events in order to detect bias in those observations and build more systematic reminder procedures. Of course, conducting interviews and participant observation activities are linked to note-taking tasks. Make field notes containing all of the information and experience gathered while conducting research.

The "facts" of "what happened," the process of analyzing activities that make sense, detecting and noting items as "significant," disregarding others as "insignificant," or even ruling out all other options. Writing field notes entails writing about social life and conversation. Incriptions, Emerson et al. (1995: 9-11) According to Soeriadiredja (2016: 11), field notes are the result of reflecting techniques for putting witnessed experiences (such as persons and locations) into written form. For some, this transition is a necessary process of choosing. Ethnographers write on something different. Field note descriptions also display an object in a unique way, highlighting something "missing" from previous presentations or framing. And these presentations reflect and integrate the sensitivity, meanings, and comprehension of researchers who derive conclusions from narrating experiences.

3.7 Data Analysis Technique

In this research, researchers analyzed data based on the results of interviews with class X students. The data analysis technique according to (Miles et al., 2014) divided into three streams of activities that occur simultaneously. The three streams are:

a) Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and/or transforming the data included in the entire corpus of written field notes, interview transcripts, papers, and other empirical material. During this stage, the researcher develops an Interview Sheet with the outcomes of the interviews with students. Researchers identify the books used by students to learn English in class based on the Minister of Education, Culture, Business, and Technology of the Republic of Indonesia Regulation No. 25 of 2022.

b) Data Display

Data Display In general, a display is an orderly collection of information that allows you to draw conclusions and take action.

Seeing data displays allows us to better grasp what is going on and take action based on that understanding. Good data presentation is the primary path to strong qualitative analysis. After all of the material has been thoroughly summarized, the next stage is to show the data and all facts about English student books in order to gain an understanding of the research. Good data presentation is the primary pathway to strong qualitative analysis. The following is a category guidesheet.

Table 1.2 Students' Interview Sheet

INTERVIEW SHEET		
Students' Identity	Day/ date : February 2023	
Class : Budi Luhur	Time : 09:00-10:00 Wib	
	Location : SMA Swasta	
	Xaverius Gunungsitoli	
		Students' Responses
1.	Do you think the speaking material presented by the English teacher is clear in learning needs?	
2.	What topics are you most interested in discussing in a speaking book?	
3.	Do you think speaking material can motivate you?	
4.	Would you prefer to learn speaking	
5.	What are the main difficulties you face when speaking in English?	

c) **Drawing and Verifying Conclusion**

Drawing and verifying conclusions is the essence of research findings, which describe final opinions based on prior descriptions or decisions made using inductive or deductive reasoning approaches. At this point, researchers examined pupils' needs for speaking materials in their book of Sma Swasta Xaverius Gunungsitoli. After all the data is apparent, the researcher draws conclusions by analyzing all of the data results.

CHAPTER IV
RESULT AND DISCUSSION

4.1. Result

This research was conducted at SMA Swasta Xaverius Gunungsitoli. It is located in Kota Gunungsitoli, at Jl.Nilam No. 7 Gunungsitoli, Iilir, Kec. Gunungsitoli, Kota Gunungsitoli Prov. Sumatera Utara. There were 36 students in class X Budi Luhur. Based on the research focus, namely analyzing of the students' needs toward speaking materials in students' book, the researcher has collected data through interview. The researcher conducted interview for 36 students to answer the problem formulation. After that, the researcher collected data by analyzing data based on the results of interviews and field notes through data condensation, data display, and drawing conclusions.

4.1.1. The Result of Interview

Based on the focus of the research, namely to analyze the students' needs toward speaking materials in students' book, the researcher collected accurate data by conducting interviews with students of X-Budi Luhur. The researcher conducted interview for 36 students at the school, namely on 05th June 2024, the researcher interview for 17 students. Then on 12th June 2024, the researcher continued to interview for 19 students. There for there were 36 students have been interview by the researcher with the result presented in the table 4.1 below:

Table 4.1. Data Got from Interview Sheet for Students

<i>No.</i>	<i>Students' Name</i>	<i>Questions</i>	<i>Responses</i>
1.	ATPZ, CKH, DG, ELN, ESN, EYZ, EEP, FZ, FFZ, FAM, GGH, GSG, IAH, ITZ, JS, JJG,KKD, MZ,	Apakah kamu lebih suka dalam belajar speaking?	Iya sangat suka, karena speaking itu adalah salah satu keterampilan berbahasa Inggris yang harus kita kuasai untuk dapat berkomunikasi dengan pengguna Bahasa lain.
Apa yang menjadi kebutuhan utamamu dalam speaking material?		Yang menjadi kebutuhan utamaku dalam speaking material adalah dialog.	
Apakah materi speaking yang disajikan buku bahasa Inggris sudah jelas dalam kebutuhan belajar?		Ya, sangat jelas.	
Apakah menurutmu materi speaking bisa memotivasi kamu belajar?		Iya, sangat memotivasi.	

		<i>Apa kesulitan kamu ketika berbicara dalam bahasa Inggris?</i>	<i>Kesulitan saya ketika berbicara bahasa Inggris kurang kosakata.</i>
		<i>Bagaimana materi berbicara dalam buku pelajaran membantu kamu dalam mengembangkan keterampilan berbicara?</i>	<i>Sangat membantu, karena materi berbicara dalam buku pelajaran biasanya mencakup konsep – konsep dasar seperti tata bahasa, kosa kata, intonasi, dan cara menyusun kalimat dengan benar.</i>
		<i>Bagaimana pendapat anda tentang kualitas materi berbicara dalam buku bahasa Inggris?</i>	<i>Materi berbicara dalam buku bahasa Inggris sangat membantu kami dalam berlatih speaking karena menyediakan latihan /percakapan yang ada dalam buku.</i>
		<i>Apakah ada saran atau ide kreatif yang ingin kamu bagikan untuk meningkatkan materi berbicara dalam buku teks bahasa Inggris?</i>	<i>Saran saya yaitu menambahkan atau menemukan kosakata baru .</i>

<i>No.</i>	<i>Students' Name</i>	<i>Questions</i>	<i>Responses</i>
2	<i>MCG, MKB, MNH, MGT, NAH, NEG, OZ, PWZ, RRZ, RF, RPT.</i>	<i>Apakah kamu lebih suka dalam belajar speaking?</i>	<i>Saya tidak suka bahasa Inggris</i>
		<i>Apa yang menjadi kebutuhan utamamu dalam speaking material?</i>	<i>yang menjadi kebutuhan utamaku dalam speaking material adalah grammar.</i>
		<i>Apakah menurutmu materi speaking bisa memotivasi kamu belajar?</i>	<i>Kurang memotivasi</i>

<i>No.</i>	<i>Students' Name</i>	<i>Questions</i>	<i>Responses</i>
	<i>MNH, MGT, NAH, NEG, OZ, PWZ, RRZ, RF, RPT.</i>	<i>Apakah materi speaking yang disajikan buku bahasa Inggris sudah jelas dalam kebutuhan belajar?</i>	<i>Masih terdapat kelemahan dalam buku tersebut.</i>
		<i>Apa yang menjadi kebutuhan utamamu dalam speaking material?</i>	<i>yang menjadi kebutuhan utamaku dalam speaking material adalah pronunciation.</i>
		<i>Bagaimana menurutmu peran guru dalam membantu siswa mengembangkan keterampilan berbicara melalui materi dalam buku teks bahasa Inggris?</i>	<i>Menurutku, peran guru yaitu membantu siswa berlatih untuk pelafalan dalam setiap kalimat.</i>

Based on the table above, it can be seen that: The interview results are divided into three classifications, in the first group, For the first question, 18 people answered and stated that they really liked learning speaking because speaking is one of the English language skills that we must master to be able to

communicate with other language users. when we are good at speaking English, we can talk to people from various countries.

Meanwhile for the second question, 18 people answered and stated that the main need for speaking materials is through dialogue materials because through dialogue materials students are able to use the functions of English communication / conversation properly and correctly (structure) in daily conversations both formally and non-formally. That is, students are given ample opportunities to learn English structures in depth so that students' conversations in English are really good.

For the third question, 18 people have answered and stated ¹ that the speaking material presented in the English book is clear in learning needs, because in the book each material is given an understanding, purpose and examples in the book.

As for the fourth question, 18 people answered and stated that the speaking material really motivated them to learn. Students who have high motivation will not have difficulty speaking in front of the class and if students who have low motivation will have difficulty speaking in English in front of the class. Student motivation is an important factor in speaking skills.

The fifth question, 18 people answered and stated that their difficulty in English is vocabulary. Students difficulties in vocabulary are: Firstly, students have difficulty in translating words. This is caused by confusion in understanding the meaning or Indonesian translation of an English word because an English word has several meanings. Secondly, students have difficulty in pronunciation. They are confused about pronouncing English words because English usually has different writing and pronunciation systems. Thirdly, students misspell words. This is the most frequent error because students are still confused with the difference between Indonesian and English alphabet.

Then for the sixth question, 18 people answered and stated that the speaking materials in the textbooks were very helpful in developing speaking skills, because speaking materials in textbooks usually cover basic concepts

such as grammar, vocabulary, intonation, and how to construct sentences correctly.

Then in the second group, for the first question, 11 people have answered and stated that some students do not like to learn speaking material because the lack of self-confidence that exists in students makes them unwilling to try and practice to speak English. Even though all of that can hinder their English speaking skills. They do not realise that language is something that must become a habit, so that they will become accustomed to using it.

Then in the second question, 11 people have answered and stated that the main need for speaking materials is grammar because by mastering grammar we can arrange sentences in English precisely and clearly. This will help us express our ideas and thoughts more effectively.

Then for the next question, 11 people have answered and stated that the speaking material is less motivating because students have no intention of learning, and think that English is difficult to learn.

Then in the third group for the first question, 9 people have answered and stated that the speaking material presented still has weaknesses in the book. that is, there are sentences that are difficult for students to understand so that students feel confused and do not understand what is learned in the book.

The second question, 9 people have answered and stated that the main need in speaking is Pronunciation. pronunciation is very important in our life. In English, pronunciation is very important. if our pronunciation is good or fluent, then we can communicate with foreigners.

Then for the third question, 9 people have answered and stated that the role of the teacher is very important because students need teachers to teach and train students in pronunciation in each sentence so that students can develop their speaking well.

So based on all the explanations above, it is concluded that the needs of class X-Budi Luhur students are: dialogue, vocabulary, grammar and pronunciation.

4.1.2 Field Notes Results

The researcher has observed students at SMA Swasta Xaverius Gunungsitoli, especially in class X- Budi Luhur for 3 meetings. This was done to find out how students' needs toward speaking materials in students' book. For class X- Budi Luhur on 05th, 12th, and 19th June 2024.

Based on the observations that have been made, the researcher obtained data that at the first meeting the researcher observed class X- Budi Luhur on Wednesday, 05th June 2024 at 10.45 WIB. The researcher found that there were still students who were less enthusiastic in learning, when the English teacher explained the material about announcements, there were students who did not focus on learning and were less motivated, this was because they did not like the topics studied in the book because speaking material involved direct interaction with the language being studied. To stimulate students' courage and motivation in speaking, for example through discussion or debate activities (English debate).

In the second meeting, the researcher observed class X- Budi Luhur on Wednesday, 12th June 2024 at 10.45 WIB. The researcher found that there were still students who had difficulty in pronouncing vocabulary. When the English teacher explained the continuation of last week's announcement material, the English teacher reviewed with the students what material they had understood from last week. The researcher paid attention to the student when explaining the announcement material and there were some mispronounced vocabulary when the student explained.

In the third meeting, the researcher observed class X- Budi Luhur on Wednesday, June 19th, 2024 at 10.45 WIB. The researcher found that there were still students who lacked confidence, when the teacher told students to have a dialogue. with this dialogue material, students can practice how to pronounce in English. researchers noticed that there were several students who did not follow the teacher's orders because they thought that if they appeared in front of the class, their pronunciation would be incorrect, there was minder or lack of confidence.

4.2 DISCUSSION

4.1.1 The Analysis and Interpretation of the Research Results

4.1.1.1 The Students' Needs based Interview Result

Based on interview result, it was found some students' need in the book used by the students of X-Budi Luhur at SMA Swasta Xaverius Gunungsitoli as discussed below. The first requirement is dialog. According to (Souhuwat, 2022), dialogue is one of the learning strategies that can drive students to actively ask questions as long as educators pose questions and students respond. Dialogue can also help learners focus on the lesson and enhance their capacity to apply their knowledge and experience so that it can be utilized as a foundation for learning. Dialogue in everyday life acts as a means of communicating with others. Dialogue allows one to express their feelings to others. In practice, communication might involve more than two persons.

Based on the observations that have been conducted by the researcher, it was found that some students X-Budi Luhur students need dialogue material because it helps students build knowledge as they explore and build on their own ideas and the ideas of others. this dialogue material is found in the English class X book in Chapter 4 healthy foods on page 100. The dialogue material can help students to have conversations with others in English.

The second need is vocabulary. Vocabulary are the needs of students in speaking material for class X-Budi Luhur at SMA Swasta Xaverius Gunungsitoli. According to Fauziah, Herlina, and Mawarninica (2019), enhancing vocabulary mastery is critical since students struggle to follow the directions in textbooks and assignments. The verbs employed in the instructions are very strange to them. Furthermore, most pupils misinterpret the meaning of words in sentences. Furthermore, vocabulary mastery influences students' thinking and creativity during the language learning process, hence vocabulary mastery can define a student's speaking quality (Kasno, 2014: 1).

The quality of a person's language skills depends on the quantity of vocabulary they have. The more vocabulary a person has, the greater their language skills. It is certainly understandable that the quality and quantity of vocabulary or vocabulary owned by students will help students absorb various information conveyed by teachers or information from various other learning sources. Good vocabulary mastery greatly affects students' ability to communicate, both orally and in writing because vocabulary development is so important for improving and developing students' language skills, language learning must be taken more seriously and with greater concentration. Many English language models or techniques are inspirational for increasing English language abilities and competency (Sya et al., 2022). At the elementary school level, one of the abilities that pupils are expected to master is solid language skills, which are the most significant asset in communicating and interacting. Language skills in English in elementary schools are inextricably linked to four skills: reading, speaking, listening, and writing, all of which need children to grasp vocabulary.

Based on the observation, the researcher found that some students in class X-Budi Luhur have poor vocabulary mastery. The students only knew easy vocabulary and did not want to know new vocabulary. So, they found it difficult to pronounce new vocabulary because they did not want to know what they want to learn, and the students were not interested in doing their assignments because the English teacher only provided material and instructs them to answer the following questions. Students were not given many opportunities to ask questions and express their ideas.

The third requirement is grammar. In this modern age, it is only natural for pupils to grasp and apply grammar in English discourse. This is due to the fact that grammar in English is used not only for chatting but also to promote digital activities, since we may contact with individuals all over the world to enhance and develop our knowledge. Grammar is a vital aspect of learning a language, particularly English. When someone wishes

to learn a new language in a formal setting, they will typically learn grammar. According to Richards and Schmidt in Murti et al. (2024), grammar is defined as a description of the structure of a language and how language units such as words and phrases are formed into a perfect sentence.

According to (Murcia in Murti et al. 2024), grammar learning is a process that teaches pupils how to analyze the rules, meaning, function, and form of grammar in the language under study. Grammar learning focuses on mastering tenses, which play an important role in oral and written communication in English. Tenses are used to describe when an event occurs or takes place.

Understanding and mastering these tenses enables pupils to convey accurate information about the order of events or circumstances at a given time. For example, Present Perfect Tense is used to describe events that occurred in the past but are still important in the present. In contrast, the Present Perfect Continuous Tense emphasizes the duration or continuity of an event that began in the past and continues into the present. Understanding and employing these tenses is critical for students' ability to communicate effectively and clearly. Understanding the variations between the various tenses allows students to avoid usage errors that can lead to confusion in communication. As a result, mastering grammar with tenses is a vital foundation in providing children with appropriate

Based on the observations that have been conducted by the researcher, it was found that some students X-Budi Luhur also consider that grammar is difficult to apply in communication in using English. This is because English spelling and grammar have a lot of teachings about rules that make it difficult for students to remember everything. this grammar material is found in the English class X book in Chapter 6 fractured stories on page 135. So, students memorise irregular verbs and regular verbs with repeated practice and exposure to the language.

The fourth requirement is pronunciation. English Pronunciation is a science that investigates the process / practice of pronouncing English

vocabulary. One of the most difficult aspects of English pronunciation, in comparison to grammar and vocabulary, is its importance. Phonology and pronunciation are inseparable. Phonology is the study of the fundamental sounds and speech patterns of a language. In English, phonology is concerned with comprehending the spoken sound system utilized in spoken English. On the other hand, phonology can be defined as the study of how sounds are organized and employed in a language (Zsiga in Pudjiati et al. 2024). Good pronunciation can help us communicate more effectively with interlocutors and native speakers. For our society, learning English from elementary school to college is merely a formality, so English pronunciation is considered inconsequential. Understanding and pronouncing English correctly can help us win the competition and avoid misunderstandings with native speakers. To master English Pronunciation, students should practice pronouncing English words every day. However, before we can accurately pronounce the sounds or intonation of words, we must first listen to native speakers. Learning English pronunciation from native speakers might help you complete the pronunciation sounds of your English words. There are typically no native speaker teachers at the site of study since paying native speaker teachers is prohibitively expensive, and we do not meet visitors every day to practice pronunciation.

Based on the observations made by the researcher, it was found that some X-Budi Luhur students also consider that pronunciation is difficult for students. This is because pronunciation is difficult to pronounce correctly. So, for students to always learn or practice pronunciation well so that by having good pronunciation can make our communication with interlocutors or native speakers easier to understand.

4.1.1.2 The Students' Needs Field Notes Result

Based on field notes result, the collected information through students of X-Budi Luhur at SMA Swasta Xaverius Gunungsitoli was discussed in the following.

The first step is to become motivated. According to Ali and Savas in Noerjanah, Luthfiani (2019) emphasize the importance of motivation in achieving language success, which can assist students learn to speak in EFL settings. Student motivation can influence the success of their learning experience. Students that have great learning motivation also have high achievement; if their learning drive is poor, their learning achievement will be low. High and low motivation can define a person's level of effort or excitement for activities, and high and low enthusiasm, of course, decide the results.

According to Rahman (2021), motivation is one of the characteristics that determine student achievement. A person will achieve the required results in learning if he has the will to study. Motivation can serve as a catalyst for obtaining positive outcomes. Someone will engage in an activity because he is motivated. The presence of great motivation in learning will result in optimal outcomes. The researcher discovered that there were still students who were less motivated to learn. When the English teacher explained the material about announcements, there were students who were less enthusiastic to learn, which was due to their dislike of the topics covered in the book. They desire speaking content that requires direct connection with the language being studied.

The second step is stimulation. Stimulation is an activity that stimulates children's basic abilities and allows them to develop properly (Putra et al., 2018). According to Kristina et al. (2021), stimulation is one of children's basic needs, specifically 'hone'. With us frequently sharpening children's abilities, they will improve and develop well with the quantity of stimulation supplied.

According to (Ruhaena in fitriyani dkk 2024), teaching English to children whose first language is not English necessitates a focus on

vocabulary, error correction, and reading fluency. This can be encouraged utilizing the Jolly Phonics technique, which always introduces vocabulary while teaching proper spelling abilities. According to Rahwati and Windarsih (2021), parents demand the use of the phonics approach so that their children can read and speak English from an early age. The phonics approach can help children develop their English vocabulary, allowing them to become conversational and read beginnings in English.

The results of initial observations in the field, the researcher found that there were students who were still confused to understand the English commands given by the teacher. This is because children are still not used to hearing sentences in English, so that children are only silent when in class and less enthusiastic.

The third is English debate. English Debate is an acceptable and successful learning approach since it allows pupils to express their thoughts while debating. This also has an impact on pupils' speaking abilities to transmit English expressions (Rokhayani & Cahyo in Amalia 2023). Speaking allows us to actively participate in the learning and communication process, which might boost motivation to learn more. Learning to speak improves our ability to communicate in the language we are learning. We will feel more confident and satisfied if we can speak fluently and efficiently. With this material, English Debate is an excellent learning strategy since it allows pupils to express their thoughts while debating. This also has an impact on pupils' ability to convey English expressions (Rokhayani & Cahyo, Amalia 2023). Speaking allows us to actively participate in the learning and communication process, which might boost motivation to learn more. Learning to speak improves our ability to communicate in the language we are learning. We will feel more confident and satisfied if we can speak fluently and efficiently.

The fourth characteristic is a lack of confidence. According to (Puspitasari et al., 2022), lack of confidence or inferiority is a feeling of inadequacy in which other individuals are considered superior than oneself. People who feel inferior are unsatisfied with what they have, are quick to give up, and believe they lack the ability of others. Not all pupils are self-confident; diverse circumstances and backgrounds have a significant impact on each individual's self-confidence development. Each learner faces hurdles such as shyness, insecurity, and fear. According to the researcher's observations, several X-Budi Luhur students' troubles stemmed from a lack of confidence in expressing their thoughts in class.

This is because students are scared that their thoughts will not be acknowledged or accepted by their friends. When the English teacher ordered them to engage in a dialogue, they were terrified to perform in front of the class. This is because these students believe they are not as capable as their peers. According to the student's confession, they have studied well at home but are unsure of themselves, therefore they are hesitant to share their ideas when asked or told to, fearing that if their answers or opinions are incorrect, they would become the laughing stock of their peers. This behavior typically arises because kids have not been trained to be confident since childhood.

The researcher observed that the speaking materials in the Year X English textbooks are in line with the national education standards and the current curriculum. The material described corresponds to the daily life of students. Each part of the book is interrelated, complementary and sustainable so that the flow of discussion is easily understood by students.

4.2.2 The Research Results versus to the Latest Related Research

This study focuses on describing the students' needs toward speaking materials in students' books. Based on the results of the study, it can be seen that the students' needs toward speaking materials in students' books include vocabulary mastery and pronunciation and motivation related to the learning process and students' speaking skills. However, the

researcher mentioned three previous studies related to this study and there are several comparisons with the results of the studies that have been conducted, the detailed explanation is as follows.

Fitri, Abbas released the first previous research, titled ³ **Students Need Analysis on Speaking Materials: A Survey Study at SMA N 1 Bantul**, in 2023. The goal of ³ this study is to investigate students' requirements and obstacles ³ in regard to speaking materials. It can be inferred that the majority of ³ students agreed that they wished to have a chat, a discussion, and play games to make the English-speaking learning environment more welcoming and enjoyable.

The second previous research, **An Analysis of Speaking Materials in English Textbook for the Tenth Grade of the Senior High School**, was released in 2020. Ratmanida and Suryanti. The goal of this study is to determine the quality of materials in an English textbook for the tenth grade in senior high school. This study focuses on speaking material from senior high school textbooks.

The conclusions of this study show that ² the research findings on the examination of speaking materials provided in the "Bahasa Inggris" ² textbook expound on several important points. It is possible to conclude ² that the speaking materials do not fully support inspiration, imagination, creativity, and cultural sensibilities in order to provide learners with moments of inspiration, imagination, creativity, and cultural sensibilities, ¹¹ as well as a lack of spoken language characteristics, communication function and strategies, and a variety of speaking materials ².

² The contents should serve as both presenting material and a reference book (grammar, vocabulary, and pronunciation). Materials should offer students with personalized or self-investment in the ² information being learned, demonstrate real language use to the learner, and focus the learners' attention to linguistic aspects of the input. Furthermore, the material should help learners to feel right that the material should help learners to develop students' self-confidence, relevant to students' needs and useful, involve and help the learners' self-

investment, the learner must be ready to acquire the point being taught, and the material should expose the learner to language in authentic use. Materials should depict the topic matter and communication scenario, a verbal communication technique, and use verbal sources from real life. Furthermore, the last previous research entitled 'The Analysis Of Students' Needs Of English Material At Sman 8 Sidrap', was published in 2023 by Latif, Sulistiawati. The goal is to examine students' demands for English teaching resources that will help them develop their English speaking competency. The research findings were separated into two categories: student needs and teaching materials. The findings revealed that 1) students' needs were to be able to communicate in English and have high English speaking skills in order to compete for jobs (goal needs), as well as to have English teaching resources in games and group work (learning needs). 2) In terms of the instructional materials intended to meet students' English learning needs, some points were determined to be fulfilled: 1) ability to communicate in English and equip students to compete in job seeking, 2) help students develop their English speaking skills, 3) teaching materials from textbooks,

Based on several previous studies, the researchers found similarities and differences in the results of research found by researchers in the field. The first previous research has more or less similarities with the results of the research conducted by the researcher regarding one of the students' needs, namely vocabulary, grammar, the need to have conversations and discussions in the classroom so that the classroom atmosphere is fun in learning to speak English. Furthermore, the results of the second previous study showed that the quality of materials in English textbooks. This shows that there are similarities between the needs of students and the results of research conducted by researchers, that one of the needs of students is that the material must function and act as a source of presentation material and reference books (grammar, vocabulary, pronunciation). The materials should provide students with individual investment or self-investment, learnt information, demonstrate authentic

language use to learners, learners' attention should be directed to the linguistic features of the input. Furthermore, the resources should assist learners feel right, as well as enhance their confidence, motivation, and stimulus. While the results of the previous study demonstrated that students' demands and teaching materials. In terms of teaching materials that are intended to suit the demands of students studying English, it was discovered that several things were addressed, including the ability to communicate in English, assisting students in improving their English speaking skills, and textbook-based teaching materials.

4.2.3 The Research Results versus the Theories

Based on the research results obtained, the researcher then compared it with several existing theories. First, by Menggo, Suastra, Budiarsa, Padmadewi (2019) said That needs analysis is critical in generating speaking material and produces a powerful tool that assists teachers in designing materials that are appropriate for the learners' target and learning needs. The goals of this study are to examine the sorts of learners' target needs and learning requirements for content development in an academic English-speaking course. Meanwhile, according to the researcher's findings, numerous kids at X-Budi Luhur High School lack vocabulary. Furthermore, according to (Matin 2023), Most students are enthusiastic about learning English and want to be fluent in speaking English, but they are still constrained in the learning process, specifically not being able to find the right way to learn English and having deficiencies in English speaking skills such as limited vocabulary, grammar, and fear of pronunciation.

Meanwhile, in the research data that the researcher found, there are still several students who lack vocabulary and lack self-confidence in X-Budi Luhur at SMA Swasta Xaverius Gunungsitoli. In addition, according to Idman (2020) said Students need to work on their grammar, pronunciation, and vocabulary skills. Islamic content is required to be included in English texts. They opted to teach and learn English outside of

the classroom, in small groups, and via the use of pictures, videos, and audio recordings. This survey also found that speaking and listening are the most crucial abilities for learning English. While in the research data that the researcher found, there were still several students from X-Budi Luhur at SMA Swasta Xaverius Gunungsitoli who do not master grammar, pronunciation and vocabulary.

4.2.4. The Research Results Implication

The results of this study indicate that there are several student needs for speaking materials, namely is dialogue, vocabulary, grammar, and pronunciation, motivation, stimulation, lack of confidence. the results also show that X-Budi Luhur students do not fully like speaking materials. This is caused by several factors such as the contribution of teaching materials to the lack of students' speaking skills due to the lack of vocabulary and good pronunciation as well as the lack of student motivation in learning. Therefore, the results of this study were able to make English teachers realise that the needs of students in class X-Budi Luhur need more attention and better guidance. This is certainly an evaluation for English teachers to make every effort in carrying out their role as teachers so that the goals to be achieved in fulfilling students' needs for speaking materials for students can be achieved better. Furthermore, through the results of this study, it is hoped that it will be able to make students, especially in class X-Budi Luhur of SMA Swasta Xaverius Gunungsitoli, aware of the importance of education for themselves.

4.2.5. The Research Results Limitation

There are several limitations of the research results in this study, namely:

- a) There are still many shortcomings in conducting this study because the researcher is still a beginner and this is the first study for the researcher so that the researcher has not been able to carry out this study perfectly because he has not had previous experience.

b) The researcher has limited knowledge in handling qualitative analysis, and has limited experience in understanding the needs of students, especially X- Budi Luhur students. This lack of knowledge made the researcher sometimes a little difficult and confused in carrying out this research. Therefore, the researcher could not conduct this research perfectly.

c) In addition, the researcher experienced limitations in conducting the study because when the researcher conducted the study at school, the English teacher was quite busy with school interests, so the researcher conducted the study in a very short time because the semester 2 period at school would soon end.

BAB V

Conclusions And Recommendation

5.1 Conclusion

Based on the research data and discussion of students' needs for speaking materials in student books, it is concluded that speaking skill is one of the important aspects in students' communication skill. Identifying the needs of speaking materials in textbooks is the most important thing in education.

After the researcher concluded that the needs of X-Budi Luhur students are dialogue, vocabulary, grammar, pronunciation, stimulation, motivation, lack of confidence. with this Dialogue can also help foster learners' attention to the lesson and develop their ability to use their knowledge and experience so that their knowledge can be used as a basis for learning. improving vocabulary mastery is very much needed because they also have difficulty in understanding the instructions they find in textbooks or assignments they do. the use of grammar in English is not only for chatting but also as a support for digital activities considering that in this digital era we can communicate with people around the world to increase and develop knowledge.

Pronunciation is a science that studies the technique / procedure of pronouncing English vocabulary, one of the points that is quite complicated, compared to grammar, and vocabulary, English pronunciation is very important. Stimulation is an activity to stimulate children's basic abilities so that children's abilities can develop optimally.) Motivation is one of the factors that influence student success. Lack of confidence or inferiority is a feeling of inadequacy and considers other people better than himself.

5.2 Recommendations

After conducting this study, there are several recommendations from the researcher. Firstly, for English teachers, it would be nice if the learning materials in the student book are arranged in an interesting and interactive way so that it can increase students' interest in learning.

Second, for students, it is expected to learn English and practice or practice in English in order to be smart and fluent in English. Finally, it is hoped that future researchers can develop this research to be even better and follow up on all the shortcomings that exist.

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APPENDIX

STUDENTS' NEEDS TOWARD SPEAKING MATERIALS IN STUDENTS' BOOK FOR THE FIRST YEAR OF SMA SWASTA XAVERIUS GUNUNGSITOLI IN 2023/2024

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