AN ANALYSIS OF STUDENTS' NEEDS OF SPEAKING MATERIALS AT ENGLISH EDUCATION STUDY PROGRAM

THESIS

Submitted to Fulfill the Requirements to Achieve Undergraduate (S-1) Degree of English Education Study Program Faculty of Education and Teacher Training

By
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ENGLISH EDUCATION STUDY PROGRAM
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After reading, giving guidance and making some necessary correction, we agree that the thesis by:

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THESIS APPROVAL/FINAL TASK

The Thesis entitled "An Analysis Of Students' Needs Of Speaking Materials At English Education Study Program" has been thesis defense by Education and Teacher Training Faculty (FTK) UIN STS Jambi on:

Day	: Wednesday
Date	: March, 08rd 2022
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Has been approved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirement

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ORIGINALITY THESIS STATEMENT

I who signed below stated that the thesis, which is entitled **"An Analysis Of Students' Needs Of Speaking Materials At English Education Study Program"** is originally and truly my own work.

As certain parts of the thesis which I quoted from the work of other people, I have written the source clearly in accordance with the norms, rules and etgics of scientific writing.

If later found that some parts of the thesis are not my own work or indicated any element of plagiarism, I am willing to accept the consequences in accordance with rule and regulation prevails. Therefore, in writing this originality thesis statement, I am in good health and mind.

Jambi, 06 March 2023
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DEDICATION

Alhamdulillah in the name of Allah Subhanallahu Wata'ala who is all compassionate and most merciful who has given grace and guidance to researcher so that researcher is given the ease in completing this thesis. Furthermore, Sholawat along with the researcher greeting will devote to the Islamic revolutionary the great prophet Muhammad Salallahu 'Alaihi Wassalam, who the researcher hope for his intercession in the final yaummi.

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MOTTO

٥– فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝

5.For indeed, with hardship [will be] ease

٦ – اِنَّ مَعَ الْعُسْرِ يُسْرًاۗ

6. Indeed, with hardship [will be] ease.

(Q. S Al-Insyirah : 5-6)

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ABSTRACT

Name : **Tika Wahyu Prijati Ningsih**

Nim : **205172878**

Title : **An Analysis Of Students' Needs Of Speaking Materials At English Education Study Program**

The study aims to find out the Students needs of Speaking Materials at English Education Study Program in UIN Sultan Thaha Saifuddin Jambi. The method of the research is qualitative. The subject of this research were five semester students at English Education Study Program in UIN Sultan Thaha Saifuddin Jambi. This research data were collected using interview. The findings of the research showed that, students need Audio visual such as watching videos, watching film, and listening to music. Students prefer learning by using the media. To help them follow the process of learning, it can help students to improve and their speaking skill.

Keywords: English Education Study Program, Speaking Materials, Students' Needs, Need Analysis.

ABSTRAK

Nama : Tika Wahyu Prijati Ningsih

Nim   : 205172878

Judul : An Analysis Of Students' Needs Of Speaking Materials At English   Education Study Program

Penelitian ini bertujuan mengetahui kebutuhan siswa jurusan Tadris Bahasa Inggris dalam materi berbicara Bahasa Inggris di UIN Sultan Thaha Saifuddin Jambi. Desain penelitian ini adalah metode kualitatif. Subjek penilitian ini adalah mahasiswa semester 5 di Prodi Pendidikan Bahasa Inggris. Data penelitian ini dikumpulkan dengan menggunakan wawancara, hasil penelitian, dapat disimpulkan bahwa berdasarkan hasil, siswa membutuhkan materi berbicara menggunakan audio visual seperti menonton video, menonton film, mendengarkan music,dan buku. Siswa lebih menyukai belajar menggunakan media tersebut sehingga mereka dapat memahami kata yang disebutkan atau diucapkan Dalam hal ini dapat mempermudah siswa untuk meningkatkan dan menambah keterampilan berbicara mereka dalam Bahasa Inggris.

Kata Kunci: siswa jurusan Tadris Bahasa Inggris, Bahan Berbicara, Kebutuhan Siswa.

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CHAPTER I
INTRODUCTION

A. Background of the Study

Speaking is the process of transferring information or something to someone. Speaking also defined as a communication that is needed by human being to fulfill their need in transferring new information. In speaking the students will express their opinion through oral communication, they will talk, giving opinion, giving suggestion, and also they will describe something or someone or to the listener. Speaking is one skill that have to be mastered by the students at English education program. English education program prepares their students to get ready for work after they finish their study. Therefore, all the materials should be based on the student needs related to their major. Need analysis is a complex process, Involving much more than simply looking at what the learners will have to do in target need. Target need is something of an umbrella term, which is practice, hides a number of important distinctions. In other words, target need is what the learner needs to do in the target situation. Thus, it is more useful to look at the situation in terms of necessities, lacks and wants.

In order to design English speaking materials that meets the needs of students, we also consider needs of both educational institution and workplaces that may hire them. The needs are the needs of learner, the needs of employers and the needs of speaking materials for English Education Program in UIN Sultan Thaha Saifuddin Jambi. Teaching English Education Program and regular high school students are different and challenging in different ways. Moreover the overall goals of a language teaching program usually derive from an analysis of the reason why a group of learners in a particular environment needs to learn English as mentioned by Nikoopur (2011, P.1). In terms of their emphasis, English education program focus more on their practical skills rather than theoretical skills of their counterpart. Needanalysis in language teaching plays a vital role in the process of

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designing and carrying out any language course. This research will identify the student needs for speaking skill in English education program. Therefore the research needs some theories about need analysis.

Al Hosni (2014) considered speaking as essential of language learning is based on the learner's capacity to engage in oral activities. It is in line with Bergil (2016) who clarified the aim of language learning is able to use target language communicatively in accordance with an education, occupation, travelling, and the other field. This indicates learners who learn a language are expected to be able to speak the target language.

Materials are one of important means in transferring the meaning of the knowledge and gist of the teaching leaning process. Because, before the teacher teaches the student in the classroom the teacher must prepares the material well. So that, teaching learning process can be run well. Material are all things which are included in the content of the curriculum and students should achieve the skill based on competence, and standard competence in each subject. In this situation writer focuses on the material because, the material that used now is not based student's needs and many material not suitable whit what are student's needs.

According to Cunningsworth in Ricards (2002) that the roles of materials in language teaching are: as a resource of activities for learners to practice and communicative interaction: a reference source for the learner on grammar, vocabulary, pronunciation and soon, and as a source of stimulation and ideas for classroom activities.

From the results of a preliminary study through online interview on march 02, 2022, with students at UIN Sultan Thaha Saifuddin Jambi. About the researcher found that they were too shy to use by using English. Most of the students have difficulties in English speaking performance in addition. Based on some facts which found in English Education Study Program UIN Sultan Thaha Saifuddin Jambi, it shows some phenomena of speaking performance itself especially in the students' areas. Moreover, they have to

speak English in front of the class and it is watched by their friends that ignored. They will laugh at them if they make a mistake. If this problem is ignored, it will have an impact on the students themselves and other student. So the teaching and learning process will not succeed as expected.

From the background above, the writer is interested in analyzing the student's needs of speaking materials. So the researcher concludes to choose the title **"An Analysis of Students' Needs of Speaking Materials at English Education Study Program"**.

B. Identification of the Problem

Based on the background of the problem
1. The students too shy to use by using speaking English. Most of the students have difficulties in English speaking performance addition.
2. They have to speak in front of the class and it watched by their friend that ignored it will laugh to them if they made a mistake if this problem is ignored it will have an impact on the students themselves and other students.

C. Limit of the Problem

This research focused on the student needs of speaking materials at English Education Study Program.

D. Research Question

1. What are the student needs of Speaking Materials at English Education Study Program in UIN Sultan Thaha Saifuddin Jambi ?

E. The Objective of the Study

To find out students' needs of speaking materials in English Education Program, especially in UIN Sultan Thaha Saifuddin Jambi.

F. The Benefit of the Study

1. Theoretically

This study is expect to describe and explaining of the students' needs of speaking materials. This study is also expected to the support the ability of teaching English especially in teaching speaking skill. In addition, this study is expected to give deeper understanding on the speaking materials in English.

2. Practically

   a. For English Department, this study hopefully will be useful for their English learning especially in teaching speaking skill and give more information to improve their speaking achievement and heaving good learning source.

   b. For researcher, this study purpose to enrich the knowledge in education and language.

   c. For the other researchers, the result of the study can be a referential contribution for those who want to conduct a further in depth study in analyzing the textbook and the research related the students' needs.

CHAPTER II

THEORITICAL FRAMEWORK

The next significant thing in doing the study was the theoretical framework. Thispart gives the explanation about the theories used in this study. The theories usedin this study must be able to answer the problem of the study.

A. Definition of Speaking

Speaking is one of the skills that should be mastered by the students of any level in education. According Kayi (2006), speaking is the process of building and sharing meaning thought the use of verbal and non-verbal symbol in variety of context. It can be said that speaking is the ways' people in expressing ideas, opinions, and thought with the receiver to understand the meaning of words or sentence. O the other hand, Hamer (2002) who stated that speaking is a kind of productive skill from the four basic language skills. It means that the ability of students to producemessage with the purpose can be understood well by the receiver. Thus, speaking is one of productive skill which considers the grammar usage inside. In sum, speaking is a process digging out the feeling or ideas through verbal communication along with considered grammar,vocabulary, and pronunciation usage.

According to Torky (2006:34), speaking is as the learner's ability to express himself or herself orally, coherently, fluently, and appropriately in a given meaningful context. At this perception he divided three aspects of speaking as a skill English language teaching learning process. The aspects should be considered in planning a language course in order preparing the students speaks communicatively in real life situation, those aspect are:

a. Speaking is face to face: at this aspect facial expression, gesture and body movement are valuable meaning.

b. Speaking is interactive: the conversation run smoothly betweenspeaker

and listener who participate with appropriate context and situation.

c. Speaking happens in real time: language interaction between speaker and listener at real time gives a chance to do self- correction, repetition among them. As the result it will allow them become more fluent and responsive to the real time demand.

B. Types for speaking skill

Brown (2004: 141-142) states there are five types in speakingskills, they are :

1. Imitative

At one of a continuum of typed of speaking performances is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

2. Intensive

A second type of speaking frequently employed in assessment context in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonology relationship.

3. Responsive

Responsive assessment tasks include interaction and test comprehensive but at the some what limited level of very short conversations, standard greeting and small task, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authencity) with perhaps only or two follow up question or retorts:

a. Mary   : excuse me, do you have time?

   Dough   : yeah, nine-fifteen.

   Steven   : what is the most urgent environmentalproblem today?

   Celine   : I would say massive deforestation.

4. Interactive

The different between responsive and interactive speakingis the length and complexity of the interaction, whichsometimes includes multiple exchange and multiple participants. Interaction can be take the two forms of transactional language, which has the purpose of exchange specific information or

interpersonal exchange, which have the purpose of maintaining social relationship (in the threedialogues cite above, A and B were transactional and C was interpersonal).

5. Extensive

Extensive oral production tasks include speeches, oral presentation, and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to non-verbal responses) or rule out together.

C. Element of Speaking

According to harmer (2001: 269) among the element necessary forspoken production are in the following:

1. Connected: effective speaker of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. In connected speech sounds are modified, omitted, added or weakness.

2. Expressive devices : native speaker of English change the pitch and stress of particular parts of utterances, very volume and speed, and show by other physical and non-verbal means how they are feeling (especially in face to face interaction). The use of these devices contribute to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

3. Lexis and grammar: spontaneous speech is marked by the using of a number of common lexical phrases for different function such as agreeing or disagreeing, expressing surprise, or approval. People live in different ways, place and environment causing different mindset too. Therefore, teachers needs to supply their students with various phrases for different function in their speaking classroom activities. For instance, where students are involved specific speaking context such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at

various stages of interaction.

4. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure what we are saying. We often need to as for clarification when we are listening someone else talk. For students this is especially crucial. Therefore, it is necessary to have an appropriate language of how to clarify to avoid mistakes between the speaker and listener. A useful things teachers can do, therefore, is to offer them phrases such as the following:

1. (I'm sorry) I didn't quite catch that

2. (I'm sorry) I don't understand,

3. What exactly X mean?

4. Could you explain that again, please?

Therefore, the mastery of speaking in English as a priority for many second language learners. Consequently, learners often evaluate their success in foreign learning as well as the effectiveness of their English course on the basic how much they feel they have improved in their spoken language proficiency especially in improvement speaking ability it can make someone can be more fluent, confidence, brave be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.

D. Speaking Materials

Materials is a component of learning that used in teaching and learning process to meet the needs of the students, materials is very used to help and facilitate the teacher and students in teaching and learning process (Tomlinson 2011; Richards and Schmidt 2002). It means that the material refers to everything of tools or sources that the teacher used to teaching English in classroom and the students achieve learning objectives effectively. For

example, many kinds of materials can be used by teacher in teaching and learning activities. For example, many kinds of materials can be used by earning activities. Some kinds of materials are easy to be found such as a textbook, a workbook, a cassette, audio or video form, website, and so on (Tomlinson, 2011). This, materials should give the students some experience after earning activities and recommended to meet student needs.

Speaking material must be designed for supporting teaching of speaking skill. Many people state that teaching of speaking skill is often correlated with speaking activity such as interaction, discussion, role play, speech, interview, and so on. However, despite the apparent priority accorded to speaking skill by contemporary methodologies, speaking skill have, until relatively recently, been under analyzed in English language teaching, with the result that speaking skills syllabuses in English language teaching materials often amount to no more than a list of speaking activities e.g., role play or information gap. This situation with regard to speaking skill is all the more surprising given that considerable research into speaking skill has been conducted outside English language teaching circles (In Azarnoosh et. Al, 2016: 83).

The materials for supporting speaking activity are mentioned by Thombury (2005:8) in managing talk especially interaction, most speaking takes the from to face dialogue and therefore involve interaction. Even in monologue speaking, such as lectures, political speeches, and stand up comedy, most speaker adjust their delivery to take into account the request of their audience. Richard (2008: 20) state that in designing speaking activities or instructional materials for second language teaching, it is also necessary to recognize the very different function speaking performs in daily communication and the different purpose for which our students need speaking skill. (Richard (2008:21-38) uses three part version of brown and Yule's framework in designing his own materials, those are: talk as interaction, talk as transaction, and talk as performance. Each of these speech

activity is quite distinct in terms of from and function and requires different teaching approaches.

1. Talk as interaction

    Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greeting, engage in small talk, recount recent experience, and so, because they wish to be friendly and to establish comfortable zones of interaction with other these are best taught in model feature such as open and closing conversation, recounting personal incidents and experiences, and reacting to what other say. One rule for making small talk is to initiate interaction with a comment concerning something in the immediate vicinity or that both participants have knowledge of. The comment should elicit agreement since agreement is face preserving and nonthreatening. Hence, safe topics, such as the weather, traffic, and so on, must be chosen.

2. Talk as transaction

    Talk as transaction refers to situation when the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Talk as interaction is more easily planned since current communicative materials are rich resource of group activities, information gap activities, and role play that can provide a source for practicing how to use talk for sharing, and obtaining information, as well as for carrying out real word transaction. An issue that arises is the level of linguistic accuracy that students achieve when carrying out these tasks. As students carry out communicative tasks, the assumptions strategies such as comprehension checks, confirmation checks, and clarification requests.

3. Talk as performance

    Talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcement, and speeches. Talk as performance tends to be in form of monolog rather than dialog, often follow a recognizable format, such as speech of welcome, and is closer to written language that conversational language. This approach Involve providing example or models of speeches or

written examples.

E. The Forms of Speaking Material

Thornburry (2005: 8) and Richards (2008: 21-38) proposed the form of speaking materials into monologue, dialogue, and task. In addition, speaking materials are all of materials for speaking activity in the form monologue, dialogue, and task that can support speaking practice in teaching learning process. The form of speaking materials is explained detail as follows:

1. Monologue

   Monologue is also mentioned as one of types of spoken language. Monologue classified into two form, they are planed and unplanned. Planned monologue differ considerably in their discourse structure. Such as speeches and other pre written material usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologue such as impromptu lectures and long "stories" in conversations, for example exhibit more redundancy, which make for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension (Brown, 2001: 251). For instance: speeches, oral presentation, and stories.

   a. Speech

   Speech is the processing conditions of communications involve the time factor. The words arebeing spoken as they are being decided and as they are being understood (Bygate. 1987: 11).

   b. Oral presentation

   Oral presentation, in academic and professional arenas, it would not be uncommon to be called on to present a report, a paper, marketing plan, a sales idea a design of a new product, or a method (Brown, 2004: 179).

   c. Retelling a story

   Retelling a story includes as task for doing activity, such as the students hear or read a story or news that they are asked to retell (Brown, 2004:182).

2. Dialogue

   Dialogue is also one of types of spoken language. It involves two or

more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional) stated by Brown (2001: 251). For instance: interactional or interpersonal dialogues are conversation and small talk. Meanwhile, interactional dialogues are giving and receiving information such as asking someone for directions and obtaining goods or services such as ordering food in a restaurant.

F. Need Analysis

Need analysis is way to gather some information related to the learners' need. It appeared firstly in 1920s at India and widespread as a research in language planning in the early of 1970s. Then Otolia explained that needs analysis "consisted in assessing the communicative needs of the learners and the techniques of achieving specific teaching objectives" (Otolia2015).

According to Nikoopur (2011, p.1). In terms of their emphasis, students focus more on their practical skills rather than theoretical skills of their counterpart. Need analysis in language teaching plays a vital role in the process of designing and carrying out any language course. This research will identify the students' needs for speaking spill.

Ampa, et.al (2013:171) stated that n need analysis, the designer identifies the learning problem, the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristic of students. Analysis also considers the learning environment, any constraint, the delivery options, and the timeline for the project. During analysis, the designer develops a clear understanding of the "gaps" between the desired outcomes, and the audience's exiting knowledge and skills. The questions used during the analysis phases are :

1. Who is the audience and what are the characteristic?

2. What types of learning constrains exist?

3. What are the delivery options?

4. What are the pedagogical consideration (verbal, visual, tactile,

auditory)?

5. What is the timeline for project completion?

Based on the explanation above, the need analysis is "what" and "how" of course to identify the learning problem, goals and objective, the objective needs the knowledge that has been exist, the other characteristic that related with the objective (students) by curriculum design materials selection, methodology, assessment, and evaluation. Besides it, the need analysis should be consider some things like : the learning environment, every constraints or obstacles, how delivery option for objective, and the schedule for design. The need analysis is not list from all things has could be done by objectives, but identify the specific skills to able the objectives do something before the instruction will be began.

G. Target Needs

Target needs refer to the knowledge and abilities of the students in learning accordance with in which English is used. Target needs belong to what the learners need to do in the target situation (Hutchinson and waters, 1987). In analyzing the target needs, there are three considerations which should be considered. Necessities are what the students have to know in order to function successfully in the target situation. In the case, necessities are to know the students' needs learning speaking materials relates to goals, language functions, speaking materials ad speaking usage. Target Needs is what the learner needs to do in the target situation. Target Needs is something of an umbrella term, which in practice hides anumber of important term such as necessities, lack, and wants.

1. Necessities

Necessities are about what the learners has to know in order to function effectively in the target situation. In order word, necessities also mean the need of someone to be success in his or her business. Is the skill which a student's sees as being relevant to himself or herself. For example, a businessman or woman might need to understand business letters, to communicate effectively as sales conferences, to get the necessary information from sales catalogues and so on. He or she will presumably also need to know the linguistic features

discoursal, functional, structural, lexical which are commonly used in that situation identified. Thus observing the situation the learner will need to function and then analyzing the constituent parts of them is important in order to now the necessities of the learners.

2. Lacks

Lack is the difference between the students present competence and the desire competence. Moreover, based on English for specific purpose book lack is about what the learners knows already, so that the teacher or the facilitator can decide which of the necessities the learners lack. (*Hutchison, Waters and Breen,*1979 page:56).

3. Wants

Wants mean what the learners want or feel they need since the target need only an objective sense with the actual learners playing on active role, the learner also have a view as to what their needs are. The awareness of the needs that characterizes the ESP situation. But awareness is a matter of perception, and perception may very according to one's standpoint. Learners may well have a clear idea of necessities of the target situation. The students will certainly have view as their lacks. But it is quite possible that the learners view will conflict with the perception of the other interested parties; course designer, sponsors, and teacher. Bearing in mind the importance of learner motivation in the learning process, learner perceived wants can not be ignored.

H. Learning Needs

Learning needs are the knowledge and abilities required by the learners in order to be able to perform to the required of competence in the target situation. Learning needs are what the students' needs to do in order to learn (Nunan, 2004). There are fifth competence considerations in learning needs which should be considered. Input is the students' process receives knowledge in learning English from inside or outside the class, such as textbooks, newspaper, videos, televisions, English teacher, and environments to support their English ability.

I. Related Studies

There are several previous the researcher which are relevant with this research. First, Suparmi (2019) conducted a research entitled "Students Needs Of English Speaking Materials in Tourism Vocational School In Padang". Faculty of English Education, University Putra Indonesia YPTK, Padang. The thesis applied a qualitative. The data were taken from observation, interviews and questionnaire. The aim of this study is to find out the students needs focus on necessities, lack, and wantin learning speaking. This study conducted at tourism vocational school in Padang. The respondent choose by using purposing sampling technique.

The similarities between this research and this thesis are the research method, using qualitative research. While the difference between this research and this thesis is the aim of this research is to find out the student needs focus on necessities, lack, and want learning speaking, while this aim to focus the student need of speaking materials at English Education Study Program.

Second, The Portrait of Students' Need for English Speaking Materials in Nursing Vocational School at SMK Negeri 1 Bulango by Nursiti Aisyah Paputungan, Moon H. Otoluwa, and Karmila Machmud.[8] The aim of this research is to analyze students" need for developing English speaking materials. This study uses quantitative and qualitative descriptive methods. The data collected through observation, interview, and questionnaire. In observation, the indicators are the tenth-grade students and the English teacher. In interview, the researcher interviews the English teacher about the materials of English for tenth-grade students and what are the students" difficulties in speaking activities. In questionnaire, the students asked to answer several questions related to their problems and needs in speaking English materials by choosing one or more options from the several options. Responded background refers to see the student's condition and experience in learning English.

The similarities between this research and this thesis are the main focus of this research which is students" need of speaking English materials and the technique collecting data that uses observation and interview. Meanwhile, the

difference between this research and this thesis is this research used mix method which are qualitative and quantitative method, while this thesis uses qualitative method.

The last, Ratmanida and Yeni Suryati (2019) conducted research entitled "An Analysis of Speaking Materials in English textbook For the Tenth Grade of The Senior High School". The data is the textbook assessment score in the form quantitative data obtained through the textbook evaluation sheet. The purpose of this research in to find the quality of material in the English textbook for the tenth grade of senior high school.

The similarities between this research and this thesis are the main focus of this research which is student needs of speaking English materials. Meanwhile, the difference between this research and this thesis is this research used quantitative method, while this thesis uses qualitative method.

CHAPTER III

RESEARCH METHOD

A. Research Method

This researcher used descriptive qualitative method as the research method. According Anggito and Setiawan (2018, p.11) descriptive qualitative is an object phenomenon, or social setting that was outlined in narrative writing, where data and facts are collected in the form of words or pictures instead of numbers, containing quotes from data (facts) that are expressed in the field to provide support for what is presented in the report. Therefore, the researcher used qualitative descriptive design to classify the students' need of speaking materials at English Education Study Program.

In n this study, it is very important to know the right research method so that the researcher gets a good and correct understanding of the need of speaking material. In this study, the researcher knows the needs of speaking student materials at UIN Sultan Thaha Saifuddin Jambi.

With the above statement, the researcher got information about the student need of speaking materials at English Education Study Program.

B. Setting and Subject the research

1. Setting of the Research

Researcher conducted the research at UIN Sultan Thaha Saifuddin Jambi, university is located at Simpang Sungai Duren, Kec. Jambi Luar Kota, Kota Jambi. The researcher was conducted at five Semester on desember 2022 students on the academic year of 2022/2023

2. Subject of the Research

Subject of the research was the students of English Education Study Program at UIN Sultan Thaha Saifuddin Jambi. Students that consist of 23 students as the interview.

C. Data Collection Technique

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In this study, data collection was carried out by researcher used the interview method.

1. Interview

Wei and Moyer (2008, P.162) stated that interview is very efficient research tool in that it allows investigation to gather fairly large bodies of data in relatively little time. It seems that the interview technique is very helpful in data collection because it involves the person being researched and the person researching interacting so that it can minimize time but still get accurate data.

In this interview, the researcher used structured interview and the researcher used Indonesian and the transcription of record will be translated into English. in the interview process so that students do not misunderstand when the interview takes place. Then, the researcher was interview with 23 students, the researcher was interview in the middle of the semester and after the class is finished. To make the interview time more effective, the researcher divided the interview time with students into five sessions consisting of five students. This interview focused on the students need of speaking materials at English Education Study Program.

D. The Technique of Data Analysis

The research used qualitative data, analyzed be using technique of analysis. The analysis give predicate to researched variable according to real condition. The researcher applies analysis descriptive as the technique of data analysis since was qualitative design. In addition, the data analysis is conducted when the researcher collects data. Qualitative data analyzing consist of three current flow of activity: data reduction, data display, conclusion or verification (Wiley,2016). Each of the stage as follow:

1. Data Reduction

Data Reduction is to develop codes or categories and to classify texts or visual images into categories. The data obtain from the field is

quite a lot, because of it, and then it should be noted in a through and detailed. The longer researcher into the field, then the amount of data will be more and more complex and complicated. Therefore, there should be a reduction of the data. In this research, the researcher tried and discard all irrelevant information, but do ensure that you have access to it later if require, as unexpected findings may need you to examine some data previously consider unnecessary.

2. Data Display

Data display will be displayed from descriptive writing. The data will be categorized based on kinds of speaking activities which is acting from a script, communication, discussion, prepared talks, questions, simulation and role play. Therefore, the researcher would write and present the data and the draw conclusion. In the data display the researcher should go through and means taking the reduced data and data displaying it in an organized. Then researcher makes conclusion by describing the information from the instrument for collecting data. For collecting data the researcher uses table as a data display. It is further explained good displays are major-avenue to valid qualitative analysis. In addition, with data reduction, the correction and use of display is not separate from analysis but part of it.

3. Conclusion or Verification

Conclusion in qualitative is drawing conclusion and verification. The initial conclusion put forward are still temporary and will change if there is no strong evidence found to support the next data collection stage, but if the conclusion put forward at the initial stage are supported by valid and consistent evidence when the researcher returns going to the field to collect data, the conclusions put forward are credible conclusion.

Therefore, the conclusion in qualitative research may be able to answer the formulation of problem formulated from the start but maybe

not because as has been stated that the problems and problem formulations in qualitative research are still temporary and will develop after the research is in thefield.

E. Trustworthiness : credibility

Trustworthiness in credibility testing is defined as checking data from several sources. Some of the checking techniques conducted to determine the overall confirmation followed by the following types:

a. Member checking

Member checking is the process of checking data obtained by the researcher to the data giver. The purpose of member checking is to find out how far the data will be obtained in accordance with what is provided by the data giver so that the data is valid, and it is more credible/trusted, but if the data found is not agreed upon by the data giver, the researcher needs to have discussion with the data giver, and if the difference is very incompatible, the researcher should changes his findings, and must adjust to what is provided by the data giver. In this research, researcher make of member checking in this study is by collecting data and then checking the data to determine the suitability of the data provided by the data source, then the researcher makes conclusions from the data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher explained about the students' Need of Speaking Materials at English Education Study Program, then the researcher focused on one research question that is what are the students' needs of Speaking Materials at English Education Study Program?

A. Finding

The needs materials by students in speaking English at English Education Study Program. The researcher got the data through interview. Researcher collected data by made interview while the students learning process. Students needs of Speaking Materials at English Education Study Program. Then, the needs of speaking materials divided into three according to the audio visual.

1. Videos

The first of the student1 needs of the speaking materials at English Education Study Program. Students like learning English videos because they are easier to understand when learning speaking. By frequently watching English videos students can improve their English speaking skill, and students like learning using videos because it's not boring it's more like relaxing in learning, so they better understand what the videos are talking about. The students. Learning input refers to sources of learning materials in teaching to achieve the students goal and objective like audio visual as watching videos. This was found and strengthened based on the results of students interview that most of students admitted to needs of speaking materials through videos. In line with students interview answer.

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S1: *"I need watching the video and using the internet to make learning speaking. This can make it easier for me when learning speaking. (Thursday, 30th December 2022)"*.

S2: *"yes I like, because pelajaran menggunakan video dapat membantu pengetahuan yang lebih baik lagi. (Thursday, 30th December 2022)"*.

S3: *"yes I like, because menggunakan video gak boring da nada ekspresi tersendiri. (Thursday, 30th December 2022)"*.

S4: *"yes suka, karena dengan menonton video ebih banyak menambah kosa-kata. (Thursday, 30th December 2022)"*.

S5: *"suka karena kita bisa lihat gambarnya dan gampang mengerti maksudnya. (Thursday, 30th December 2022)"*.

student explain it can be concluded that students prefer learning English by using videos because students understand conversations in videos more quickly and students say that learning using videos makes them not get bored quickly and can add to their vocabulary.

2. **Film**

The seconds of the students needs of speaking materials like learning English through watching film. Students like learning through watching film because watching movies usually accompanied by scene or subtitle that are easier to understand. And students can add vocabulary that is not yet know and they can understand more after recording the vocabulary, students say maybe some of the vocabularies. Students also said that it couldn't be counted either because usually pick up interesting

vocabulary or even ones don't know yet. This was found and strengthened based on the results of students interview that most of students admitted to needs of speaking materials through film. In line with students interview answer.

> S1: *"yes also like it ,by watching English films, you can hone your English skills, especially can improve my vocabulary (Thursday, 30th December 2022)".*
>
> S2: *"yes I like, karena bisa melatih pendengaran serta bisa menambahkan vocabulary. (Thursday, 30th December 2022)."*
>
> S3: *"yes karena di film bisa sambil nonton dan tidak boring. (Thursday 30th December 2022)".*
>
> S4: *"yes I ike, karena bisa melatih pendengaran serta bisa menambah vocabulary. (Thursday, 30th December 2022)".*
>
> S5: *"yak arena di film bisa samba nonton dan tidak boring. (Thursday, 30th December 2022)".*

Students explain by watching film can improve your speaking skill, from watching film we can recognize new English words, including everyday expressions to and use. They won't get bored when studying while watching movies, that way it's easier for students to understand what they are learning. in this case students study more often and add more to their vocabulary.

3. Music

The seconds of the students needs of speaking materials like learning English through listening to music. Learning procedures refer to the types of activities and tasks that the students do in learning speaking. The students activities were suggested by students saying that they wanted to do a Listening to Music directly with foreign guests as a part of the tasks or activities of the speaking learning. This was found and strengthened based on the results of students interview that most of students admitted to needs of speaking materials

through videos. In line with students interview answer.

S1: *"I like learning through music, because in my opinion listening to songs id the most fun and easiest way to mater English.(Thursday 30ᵗʰ December 2022)".*

S2: *"yes I like karena biasanya saya mendengarkan lagu-lagu bahasa inggris. (30ᵗʰ December 2022)".*

S3: *"yes I likekarena bisa menambah kosa kata saya dan mengerti cara pengucapan bahasa inggris dengan benar. (Thursday 30ᵗʰ December 2022)".*

S4: *"yes i like, because saat bosen saya mendengarkan music dan secara tidak bisa beajar. (Thursday 30ᵗʰ December 2022)".*

S5: *"yes iike karena biasanya saya mendengarkan lagu-lagu bahasa inggris.*

Students explain by listening to music because they listen to music more often and better understand the words spoken. Many of them prefer music or listen to English songs to learn speaking. they better understand the pronunciation of the words they hear and listening to music can make them more relaxed in learning.

B. Discussion

Based on the results of the researcher finding, the researcher found student needs of speaking materials that were expressed by students based on the results of interviews with students and all of the following was discussed.

1. Videos

Leraning to use videos will have a positive impact on students, in order word, students can better understand what they see ad hear so that students can improve their speaking skills. They will find it easy to express ideas. The result shows that there was an improvement in the students' speaking skill in aspects of fluency, vocabulary, pronunciation, grammar, and content. Muna (2011) also conducted an action research at the eleventh grade of SMK Negeri 3 Surakarta (vocational high school).

The result also shows that Video can improve students' speaking skill in aspects of fluency, vocabulary, grammar, pronunciation, and students' idea related to the content of the topic. Besides, using YouTube video also causes an improvement of the class situation become more conducive. More than that, a research that was done in higher education also shows similar result. Qomar (2016) conducted an action research at Muhammadiyah University of Metro for the third semester in the academic year of 2015/2016 shows that video can improve students' speaking skill which includes pronunciation, grammar, word choice, maintaining conversation, and organization of the ideas.

Then, the results of the discussion about students' needs of speaking materials in speaking English above were known and supported by interviews that the researcher conducted with students. Students in the interview answered about the like learning English through videos: Do you like learning English through videos? (*Apakah suka belajar bahasa inggris menggunakan videos?*) Then, how often do you watch English videos to improve your skill? (*Lalu apakah dengan menonton videos bisa menambah skill bahasa inggris kamu?*) Then, students answer this question enthusiastically and honestly that they really like learning English uding videos, by watching videos they are happier because it's easier to understand the expressions from video and they can understand easily. By frequently watching videos they can improve their speaking skill. Then, this is also in line with the results of previous research by Watkins and Wilkins (2011) "An IT based media to improve students speaking skill " This study aims to using Video can improve students' speaking skill in term of pronunciation, grammar, vocabulary, and fluency. So, it can be said that YouTube video as IT-based media is recommended to be used for improving students' speaking skill.

2. **Movie/Film**

In Learning English using movie, the students can applied English

movie to teach four skill, namely; Listening skill, speaking, writing, and new vocabulary for students. While-watching the students can listening pronunciation of the conversation in the movie, this thing can improve students ability on speak English, they can said the word correctly with listening the conversation in the movie, then the students can add new vocabulary the student noted new vocabulary and students can practice with answer question from teacher. In movies there are already subtitles so that students can read them and search for their meaning in the dictionary that can make students remember vocabulary and meaning besides that they can write from the notes they take when watching movies. According g to Maria (2016) Teaching by using movie can teach students several skills including listening, speaking, writing and vocabulary. Benefits in implementing English using movie in teaching and learning process can also be again to use English movie   as an attractive strategy to teach English as a Foreign Language.

Then, the results of the discussion about students' needs of speaking materials in speaking English above were known and supported by interviews that the researcher conducted with students. Students in the interview answered about the like learning English through film/movie : Do you like learning English through film/movie? (*Apakah suka belajar bahasa inggris menggunakan film/movie?*) Then, how often do you watch English movie to improve your vocabulary? (*Lalu apakah dengan menonton movie bisa menambah kosa kata kamu?)* Then, students answer this question enthusiastically and honestly that they really like learning English using film/movie, by watching movie they are happier because it's easier to understand the expressions from movie and they can understand easily.

3. **Listening to music**

Classical music was one of reading strategy that cloud guide students to read the text. They will be bored when they only read the text

without music. According to Darmasyah,2010."music can change the minds of people who think learning is boring. By listening music, learning will be more fun and not boring. Music will also provide enjoy and relax to the listener. Moods have a meaningful effect on the achievement of the learning out comes comfortable feelings and relax opens opportunities for the brain to work lightly. Thus, the incoming information gets more access and certainly makes it easier for ask to remember."

Then, the results of the discussion about students' needs of speaking materials in speaking English above were known and supported by interviews that the researcher conducted with students. Students in the interview answered about the like learning English through music : Do you like learning English through listening to music? (*Apakah suka belajar bahasa inggris menggunakan mendengarkan musik?*) Then, how often do you watch English musicto improve your pronunciation? (*Lalu apakah dengan mendengarkan music bisa menambah pronunciation kamu?)* Then, students answer this question enthusiastically and honestly that they really like learning English using music, by listening music they are happy because it doesn't bore them and it easier to understand English pronunciation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion, it can be concluded that the students   related to the target needs in speaking materials which are the goal, the student level, and the speaking materials. The student goal and learning speaking is The students goal and learning speaking material is using a internet like a watching video, watching film, and listening to music. In order to improve their speaking skill they make a note for every word that she or he doesn't know. It can make them improve their speaking skill rather than study in the school. They can improve their speaking skill with technique or method the use or them.

B. Suggestions

   1. The students

   a. The researcher expects the students to improve their effort in increasing their knowledge in learning English speaking.

   b. The students should be more active in teaching learning process.

   c. The researcher hopes that the students increase their motivation and positive thinking in learning English so they will learn English easily because they like it.

   d. The students should be pay attention learning English used English speaking.

   2. The readers

   a. The researcher expects this research can gave a contribution for the readers especially in analyzing in teaching English speaking.

   b. The researcher hopes the readers will get information and knowledge from this researcher especially about teaching English speaking.

   c. The researcher also expects the readers will be interest to conduct similar themes of the research deeply.

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APPENDIXCES

A. Appendix 1 : Interview with students

No	Questions
1.	Do you like learning English through watching videos? Why do you think prefer to use video!
2.	Do you like learning English through watching film/movie? Why do you like learning English through video!
3.	Do you like learning English through listening to music? Give me a reason!
4.	How often do you watch English videos to improve your English?
5.	Does watching movie increase your vocabulary? Give me a reason!
6.	Do you enjoy and feel happy when you use the listening to music? Why? Give me a reason!
7.	Does listening to music can improve your speaking skill? Give me a reason!

First Interview

Interview : Dina Mustika

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

D1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

D2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

D3: Yes I like, because I need watching video and using the internet to make learnig speaking. This can make it easier for me when learning speaking.

R4: How often do you watch English videos to improve your English?

D4: Yes, because dengan sering menonton video bahasa inggris akan menambah skill bahasa inggris saya.

R5: Do you like learning English through film? Why? Give me a reason!

D5: Yes like, by watching film you can hone your English skills, especially for speaking.

R6: Does watching movie can improve your vocabulary? Give me reason!

D6: Yes, because disuatu film ada vocabulary yang tidak saya ketahui dan saya bisa mengetahuinya dari sana.

R7: How much vocabulary do you get when we watch a movie?

D7: not sure, because usually I pick up interesting vocabulary or even ones I don't know yet.

R8: Do you like learning English through listening to music and why?

D8: yes I have and I also like learnig speaking through music, because in my opinion listening to songs is the most fun and easiest way to master English.

Second Interview

Interview : Dhilla Agustin

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

D1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview with you, I am going to ask some question about which I have previously observed in the class, are you ready?

D2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

D3: Yes I like, because pelajaran menggunakan video dapat membantu pengetahuan yang lebih baik lagi.

R4: How often do you watch English videos to improve your English?

D4: Yes, because dengan sering menonton video bahasa inggris akan menambah skill bahasa inggris saya.

R5: Do you like learning English through film? Give me a reason!

D5: Yes like, because dengan menggunakan film biasanya disertai adegan jadi lebih mudah memahami.

R6: Does watching movie can improve your vocabulary? Why do you like?

D6: Yes, because disuatu film ada vocabulary yang tidak saya ketahui dan saya bisa mengetahuinya dari sana.

R7: How much vocabulary do you get when we watch a movie?

D7: Kira-kira mungkin ada 20-30 vocabulary

R8: Do you like learning English through listening to music? Give me a reason!

D8: Sngat suka, karena saya sendiri suka mendengarkan lagu bahasa inggris

Third Interview

Interview : Eki Sepriani

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

E1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

D2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

E3: Yes I like, because pelajaran menggunakan video kayak lebih mudah memahami.

R4: How often do you watch English videos to improve your English?

E4: Yes, because menggunakan video lebih mudah membantu dan kita juga cepat untuk memahami.

R5: Do you like learning English through film? Give me a reason

E5: ya suka-suka ajasih lewat film

R6: Does watching movie can improve your vocabulary?

E6: Yes bisa

R7: How much vocabulary do you get when we watch a movie?

E7: 20-30 vocabulary

R8: Do you like learning English through listening to music? Why do you ike?

E8: yes suka, karena saya lebih suka music

Fourth Interview

Interview : Vidya Atielova

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

V1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview with you, I am going to ask some question about which I have previously observed in the class, are you ready?

V2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

V3: Yes I like, karena bisa melihat kesalahan dari video tersebut.

R4: How often do you watch English videos to improve your English?

V4: Yes tentu saja

R5: Do you like learning English through film? Give me a reason!

V5: Yes like, karena bisa melatih pendengaran serta bisa menambahkan vocabulary.

R6: Does watching movie can improve your vocabulary?

V6: Yes

R7: How much vocabulary do you get when we watch a movie?

V7: tergantung film bisa 10-20 vocabulary

R8: Do you like learning English through listening to music? Give me a reason!

V8: yes I like, because saat bosen saya suka mendengarkan music dan secara tidak langsung bisa belajar.

Five Student

Interview : Ayu Setia Ningrum

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

A1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

A2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

A3: Suka karena dengan video itu lebih banyak menambah kosa kata .

R4: How often do you watch English videos to improve your English?

A4: Yes, karena divideo itu lebih bayak percapakan dan banyak kosa kata baru untukdipelajari.

R5: Do you like learning English through film? Give mea reason!

A5: Ya karena di film bisa sambil nonton dan tidak boring

R6: Does watching movie can improve your vocabulary?

A6: Yes

R7: How much vocabulary do you get when we watch a movie?

A7: 20-30 vocabulary

R8: Do you like learning English through listening to music?

A8: yes I like

Six Interview

Interview : Anggraini Mahmuda

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

A1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

A2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

A3: yes I like, because menggunakan video gak boring da nada sensasi tersendiri

R4: How often do you watch English videos to improve your English?

A4: Yes, bisa menambah pronunciation yang tidak bisa saya ucapkan saya bisa dengab menonton video.

R5: Do you like learning English through film? Why, give me reason!

A5: Ya karena di film bisa sambil nonton dan tidak boring

R6: Does watching movie can improve your vocabulary?

A6: Yes

R7: How much vocabulary do you get when we watch a movie?

A7: gak bisa dihitung sih Cuma kayak kosa kata yang asing kita bisa mencari artinya apa sih dan bisa menambah kosa kata kita jadi gak mesti juga berapa banyaknya.

R8: Do you like learning English through listening to music?

A8: yes I like

Seven Interview

Interview : Legita Mirantika Piany

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

L1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

L2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

L3: Like because kayak enak aja gak bikin bosen

R4: How often do you watch English videos to improve your English?

L4: bisa

R5: Do you like learning English through film? Give me a reason!

L5: Ya karena di film bisa sambil nonton kita bisa melihat eksperinya

R6: Does watching movie can improve your vocabulary?

L6: yes bisa

R7: How much vocabulary do you get when we watch a movie?

L7: gak bisa diperkirakan tapi untuk 10-20 ada.

R8: Do you like learning English through listening to music? Why?

L8: yes I like karena biasanya saya mendengarkan lagu-lagu bahasa inggris

Eight Interview

Interview : Laila Anisa Fitri

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

L1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

L2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

L3: suka karena kita bisa lihat gambarnya gampang nangkap maksudnya

R4: How often do you watch English videos to improve your English?

L4: ya dengan cara dia berbicara atau conversiationnya

R5: Do you like learning English through film?

L5: suka, karena difilm itu banyak kosa kata yang kita dengar dan cara ngomongnya

R6: Does watching movie can improve your vocabulary?

L6: yes bisa

R7: How much vocabulary do you get when we watch a movie?

L7: gak banyak tapi sering lihat jadi ingat

R8: Do you like learning English through listening to music?

L8: yes I like karena biasanya saya mendengarkan music bahasa inggris jadi kayak ikut nyanyi jadi tau cara ngomongnya

Nine Interview

Interview : Putri Ratna Sari

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

P1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview with you, I am going to ask some question about which I have previously observed in the class, are you ready?

P2: Yes I am ready

R3 : Do you like learning English through videos?

P3: Yes I like, because is more enjoy

R4: How often do you watch English videos to improve your English?

P4: tergantung videonya kak, kalau video movie gitu enggak.

R5: Do you like learning English through film?

P5: no, karena kalau film focus kecerita jadi jadi malah gak belajar.

R6: Does watching movie can improve your vocabulary?

P6: tidak menambah vocab saya

R7: Do you like learning English through listening to music?

P7: yes I like karena bisa menambah kosa kata saya

Ten Interview

Interview : Merisha Novela

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

M1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

M2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

M3: Yak karena dengan menggunakan video kita bisa lebih santai

R4: How often do you watch English videos to improve your English?

M4: yes karena lebih mudah memahami

R5: Do you like learning English through film? Give me a reason!

M5: Ya I like, karena di film bisa sambil nonton kita bisa melihat eksperinya

R6: Does watching movie can improve your vocabulary? Give me a reason!

M6: of course, karena di dalam video tersebut kita mendapat kosa kata baru

R7: How much vocabulary do you get when we watch a movie?

M7: gak bisa diperkirakan.

R8: Do you like learning English through listening to music? Why do you ike music?

M8: yes I like karena biasanya saya lebih sering mendengarkan lagu bahasa inggris.

Eleven Interview

Interview : Resti Aullia Sari

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

M1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

M2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

M3: Yak karena dengan mengguakan video kita tidak bosan

R4: How often do you watch English videos to improve your English?

M4: I think iya karena ada substitelnya

R5: Do you like learning English through film? Why do you like?

M5: Ya I like, karena di film bisa sambil nonton kita bisa melihat eksperinya

R6: Does watching movie can improve your vocabulary?

M6: yes

R7: How much vocabulary do you get when we watch a movie?

M7: gak bisa diperkirakan tapi untuk 10-20 ada.

R8: Do you like learning English through listening to music? Give me a reason

M8: yes I like karena biasanya saya mendengarkan lagu-lagu bahasa inggris

Twelve Interview

Interview : Sherly Aprianti

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

S1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

S2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

S3: suka karena kita bisa lihat gambarnya gampang nangkap maksudnya

R4: How often do you watch English videos to improve your English?

S4: ya dengan cara dia berbicara atau conversiationnya

R5: Do you like learning English through film? Why do you like?

S5: suka, karena difilm itu banyak kosa kata yang kita dengar dan cara ngomongnya

R6: Does watching movie can improve your vocabulary? Give me a reason

S6: yes bisa

R7: How much vocabulary do you get when we watch a movie?

S7: gak banyak tapi sering lihat jadi ingat

R8: Do you like learning English through listening to music? Why ?

S8: yes I like karena biasanya saya mendengarkan music bahasa inggris jadi kayak ikut nyanyi jadi tau cara ngomongnya

Thirteen Interview

Interview : Neka Tia Pratiwi

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

N1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

N2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

N3: Yes I like, because pelajaran menggunakan video dapat membantu pengetahuan yang lebih baik lagi.

R4: How often do you watch English videos to improve your English?

N4: Yes, because dengan sering menonton video bahasa inggris akan menambah skill bahasa inggris saya.

R5: Do you like learning English through film?

N5: Yes like, because dengan menggunakan film biasanya disertai adegan jadi lebih mudah memahami.

R6: Does watching movie can improve your vocabulary?

N6: Yes, because disuatu film ada vocabulary yang tidak saya ketahui dan saya bisa mengetahuinya dari sana.

R7: How much vocabulary do you get when we watch a movie?

N7: Kira-kira mungkin ada 20 vocabulary

R8: Do you like learning English through listening to music?

N8: Sngat suka, karena saya sendiri suka mendengarkan lagu bahasa inggris

Fourteen Students

Interview : Zesika Ariani Egi Saputri

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

A1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

A2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

A3: Suka karena dengan video itu lebih banyak menambah kosa kata .

R4: How often do you watch English videos to improve your English?

A4: Yes, karena divideo itu lebih bayak percapakan dan banyak kosa kata baru untukdipelajari.

R5: Do you like learning English through film?

A5: Ya karena di film bisa sambil nonton dan tidak boring

R6: Does watching movie can improve your vocabulary?

A6: Yes

R7: How much vocabulary do you get when we watch a movie?

A7: 10 vocabulary

R8: Do you like learning English through listening to music?

A8: yes I like

Fiveteen Interview

Interview : Alfi Syahrina

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

A1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

A2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

A3: Yes I like, because is more enjoy and asik aja.

R4: How often do you watch English videos to improve your English?

A4: iya kak, bisa menambah wawasan kita juga.

R5: Do you like learning English through film?

A5: yes I like it.

R6: Does watching movie can improve your vocabulary?

A6: yes

R7: Do you like learning English through listening to music?

A7: yes I like karena bisa menambah kosa kata saya

Sixteen Interview

Interview : Adhelia Irsanty Putri

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

A1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

A2: Yes I am ready

R3 : Do you like learning English through videos?

A3: Yes I like, because is more enjoy

R4: How often do you watch English videos to improve your English?

A4: yes .

R5: Do you like learning English through film?

A5: yes I like, because dari film kita bisa mengerti apa yang dimaksud dengan melihat subtitelnya.

R6: Does watching movie can improve your vocabulary?

A6: yes itu bisa menamvah vocab saya

R7: Do you like learning English through listening to music?

A7: yes I like karena lebih enjoy saat belajar

Seventen Interview

Interview : Anita Amalia

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

A1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

A2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

A3: suka karena kita bisa lihat gambarnya gampang nangkap maksudnya

R4: How often do you watch English videos to improve your English?

A4: ya dengan cara dia berbicara atau conversiationnya

R5: Do you like learning English through film?

A5: suka, karena difilm itu banyak kosa kata yang kita dengar dan cara ngomongnya

R6: Does watching movie can improve your vocabulary?

A6: yes bisa

R7: How much vocabulary do you get when we watch a movie?

A7: gak banyak tapi sering lihat jadi ingat

R8: Do you like learning English through listening to music?

A8: yes I like karena biasanya saya mendengarkan music bahasa inggris jadi kayak ikut nyanyi jadi tau cara ngomongnya

Eighteen Interview

Interview : Anisa Hasanah

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

A1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview with you, I am going to ask some question about which I have previously observed in the class, are you ready?

A2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

A3: Yes I like, because I need watching video and using the internet to make learnig speaking. This can make it easier for me when learning speaking.

R4: How often do you watch English videos to improve your English?

A4: Yes, because dengan sering menonton video bahasa inggris akan menambah skill bahasa inggris saya.

R5: Do you like learning English through film?

A5: Yes like, by watching film you can hone your English skills, especially for speaking.

R6: Does watching movie can improve your vocabulary?

A6: Yes, because disuatu film ada vocabulary yang tidak saya ketahui dan saya bisa mengetahuinya dari sana.

R7: How much vocabulary do you get when we watch a movie?

A7: not sure, because usually I pick up interesting vocabulary or even ones I don't know yet.

R8: Do you like learning English through listening to music?

A8: yes I have and I also like learnig speaking through music, because in my opinion listening to songs is the most fun and easiest way to master English.

Nineteen Interview

Interview : Intan Nuraini

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

I1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

I2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

I3: Yes I like, karena dengan menonton video kita lebih bisa mengerti.

R4: How often do you watch English videos to improve your English?

I4: Yes, because dengan sering menonton video bahasa inggris akan menambah skill bahasa inggris saya.

R5: Do you like learning English through film?

I5: Yes karena film adalah kesukaan saya.

R6: Does watching movie can improve your vocabulary?

I6: Yes, because disuatu film ada vocabulary yang tidak saya ketahui

R7: How much vocabulary do you get when we watch a movie?

I7: not sure, maybe 10 vocabulary

R8: Do you like learning English through listening to music?

I8: yes I have and I also like learning speaking through music.

Twenty Interview

Interview : Lilis Yuniarti

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

L1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

L2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

L3: Yes I like. Karena dengan mengguakan video saya lebih memahami bahasa inggris, karena dalam video ada suara visual yang lebih mudah dipahami.

R4: How often do you watch English videos to improve your English?

L4: bisa

R5: Do you like learning English through film?

L5: Yes karena film adalah kesukaan saya.

R6: Does watching movie can improve your vocabulary?

L6: Yes

R7: How much vocabulary do you get when we watch a movie?

L7: mungkin bisa 50 kata baru yang saya dapat

R8: Do you like learning English through listening to music?

L8: yes I like.

Twenty one Interview

Interview : Mia Syahnan

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

M1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

M2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

M3: Yak karena dengan mengguakan video kita tidak bosan

R4: How often do you watch English videos to improve your English?

M4: I think iya karena ada substitelnya

R5: Do you like learning English through film?

M5: Ya I like, karena di film bisa sambil nonton kita bisa melihat eksperinya

R6: Does watching movie can improve your vocabulary?

M6: yes

R7: How much vocabulary do you get when we watch a movie?

M7: gak bisa diperkirakan tapi untuk 10-20 ada.

R8: Do you like learning English through listening to music?

M8: yes I like karena biasanya saya mendengarkan lagu-lagu bahasa inggris

Twenty two Interview

Interview : Cahaya Fadila Aprilia

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

C1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

C2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

C3: Yes I like, because pelajaran menggunakan video kayak lebih mudah memahami.

R4: How often do you watch English videos to improve your English?

C4: Yes, because menggunakan video lebih mudah membantu dan kita juga cepat untuk memahami.

R5: Do you like learning English through film?

C5: ya suka-suka ajasih lewat film

R6: Does watching movie can improve your vocabulary?

C6: Yes bisa

R7: How much vocabulary do you get when we watch a movie?

C7: 20-30 vocabulary

R8: Do you like learning English through listening to music?

C8: yes suka, karena saya lebih suka music

Twenty Three Interview

Interview : Nadia

Status : Student

Text Interview

R1: Assalamu'alaikum waramatullaahi wabarakatuh

N1: wa'alaikumussalam warahmatullaahi wabarakatuh

R2: Okay, previously I would like to thank you for giving me the opportunity to do interview   with you, I am going to ask some question about which I have previously observed in the class, are you ready?

N2: Yes I am ready

R3 : Do you like learning English through videos? Why do you think prefer to use video!

N3: Yak karena dengan mengguakan video kita tidak bosan

R4: How often do you watch English videos to improve your English?

N4: I think iya karena ada substitelnya

R5: Do you like learning English through film?

N5: Ya I like, karena di film bisa sambil nonton kita bisa melihat eksperinya

R6: Does watching movie can improve your vocabulary?

N6: of course

R7: How much vocabulary do you get when we watch a movie?

N7: maybe 20-30

R8: Do you like learning English through listening to music?

N8: yes I like Karena lebih jelas pengucapannya

B. Appendix 2 : Picture of Students Interview

Nama Mahasiswa/NIM : Tika Wahyu Prijati Ningsih / 205172878

Judul Skripsi : An Analysis of Students Needs of Speaking Materials at

English Education Study Program

Pembimbing I : Edi Rozal, M.Pd.

Pembimbing II : Reni Andriani, SS, M.Pd

No.	Pertanyaan	Blm	Sdh
1	Apakah setiap catatan revisi dari Dosen Pembimbing sudah anda perbaiki sesuai dengan catatan masing-masing Dosen Pembimbing?		✔
2	Apakah Skripsi anda sudah mempunyai pokok masalah, kesimpulan, dan rekomendasi yang bersesuai antara satu dengan lainnya?		✔
3	Apakah Skripsi anda sudah mempunyai abstrak yang sesuai dengan format yang sudah ditentukan? (lihat lampiran contoh Absrak!)		✔
4	Apakah draft Skripsi anda sudah disetujui oleh pembimbing anda? Atau Nota Dinas sudah ditandatangani oleh kedua Pembimbing anda untuk didaftarkan dalam ujian munaqasah?		✔
5	Apakah komposisi halaman atau jumlah kata Skripsi anda sudah seimbang antara pendahuluan, kerangka teori, studi relevan/tinjauan pustaka, metode penelitian, pembahasan/inti laporan Skripsi dan penutup? (Lihat Lampiran Jumlah Minimal Halaman Skripsi)		✔
6	Apakah tada baca titik koma, titik dua dst, format *footnote, bibliography, font,* spasi, huruf besar dan kecil, ukuran kertas, dan *margin* sudag mengikuti standar yang ditentukan?		✔
7	Apakah kata-kata yang otomatis menjadi bahasa Inggris oleh komputer seperti sistem menjadi system, sudah anda perbaiki?		✔
8	Apakah Lembaran Pernyataan Orisinalitas Skripsi anda mengandung kata-kata seperti contoh yang ada dan sudah anda tandatangani dengan materai Rp.6000,-? (Lihat lampiran contoh Pernyataan Orisinalitas Skripsi)		✔
9	Apakah bahasan teoritis penelitian anda sudah dirubah menjadi bahasa operasional/empiris sebagai laporan penelitian?		✔
10	Apakah setiap referensi yang anda rujuk sudah dimasukkan ke dalam daftar pustaka?		✔
11	Apakah setiap kata asing sudah diberi cetak miring?		✔

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12	Apakah teknik penulisan sudah konsisten dari awal sampai akhir?		✔
13	Apakah jumlah halaman Skripsi sudah mengikuti ketentuan yang berlaku, yaitu maksimal halaman Skripsi 100 sampai 60?		✔
14	Jika Skripsi anda penelitian lapangan, apakah Skripsi anda sudah disertai dengan instrumen pengumpulan data (IPD) dan bukti wawancara, observasi, dan dokumentasi?		✔
15	Apakah Skripsi anda sudah menyediakan transliterasi (jika diperlukan)?		✔
16	Jika halaman Skripsi kalian tidak mengikuti ketentuan, maka apakah anda sudah memperoleh Surat Persetujuan pengecualian dari Ketua Jurusan? Prodi dan Wakil Dekan I?		✔
17	Apakah Curriculum Vitae sudah memuat informasi yang harus dimasukkan dengan format sesuai dengan Buku Panduan ini? (Lihat lampiran Curriculum Vitae)		✔

CATATAN:

*Jika masih terdapat pertanyaan yang jawabannya BELUM, maka selesaikan masalah ini dahulu sebelum anda menemui Bagian Akademik untuk mendaftarkan Skripsi anda. Pihak Akademik tidak akan mendaftarkan Skripsi anda jika masih ada pertanyaan di atas yang dijawab "BELUM".

*Jika Anda merasa kesulitan menjawab sebagian petanyaan di atas, mintalah waktu untuk berkonsultasi dengan pembimbing, Ketua Jurusan/Program Studi anda atau Wakil Dekan I (Bidang Akademik).

Saya **Tika Wahyu Prijati Ningsih** bersama ini menyatakan dengan sesungguhnya bahwa *checklist* di atas sudah saya jawab dengan benar dan bertanggung jawab.

Setelah membaca dan memperhatikan dengan cermat, kami para pembimbing Skripsi dengan judul di atas bersama ini menyatakan bahwa pernyataan mahasiswa di atas **telah kami periksa dengan teliti** dan benar adanya. Kami bertanggung jawab sepenuhnya sebagai pembimbing.
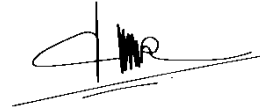
Pembimbing I

Edi Rozal, M.Pd.
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Pembimbing II

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NIP. 199005262020122017

KEMENTERIAN AGAMA RI

UIN SULTHAN THAHA SAIFUDDIN JAMBI
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Concultation Card

Name   : Tika Wahyu Prijati Ningsih

Students ID : 205172878

Major   : English Education Study Program

Tittle   : An Analysis Of Students' Needs Of Speaking
              Materials At English Education Study Program

Advisor I   : Edi Rozal, M.Pd

No	Day/Date	Material Consultattion	Signature
1	October , 04th2021	Penyerahan surat penunjukan dosen pembimbing dan Bimbingan proposal BAB I-BAB III	
2	April, 13th 2022	ACC For Seminar	
3	June, 07th 2022	Bimbingan Revisi setelah seminar	
4	June, 10th 2022	ACC for Riset	
5	February, 6th 2023	Bimbingan BAB IV dan BAB V dan ACC Skripsi for Munaqasyah	

Jambi, 06 March 2023

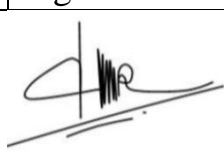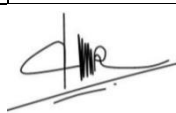**Edi Rozal, M.Pd**
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KEMENTERIAN AGAMA RI

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Concultation Card

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Students ID   : 205172878

Major   : English Education Study Program

Tittle   : An Analysis Of Students' Needs Of Speaking Materials At English Education Study Program

Advisor II   : Reni Andriani, S.S., M.Pd

No	Day/Date	Material Consultattion	Signature
1	October , 04th 2021	Penyerahan surat penunjukan dosen pembimbing dan Bimbingan proposal BAB I-BAB III	
2	April, 13th 2022	ACC For Seminar	
3	June, 08th 2022	Bimbingan Revisi setelah seminar	
4	June, 10th 2022	ACC for Riset	
5	February, 6th 2023	Bimbingan BAB IV dan BAB V dan ACC Skripsi for Munaqasyah	

Jambi, 06 March 2023

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Education Program

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SMP/MTS	: MTS N 8 Muaro Jambi, Graduated year 2014
SMK/MA	: SMA Islam Al-Arif, Graduated year 2017
Perguruan Tinggi	: S1 English Education Department at UIN Sulthan Thaha Saifuddin Jambi, Graduated 2023.

Motto : "*Jika sesuatu yang kau senangi tak terjadi, maka senangilah apa yang terjadi* ".