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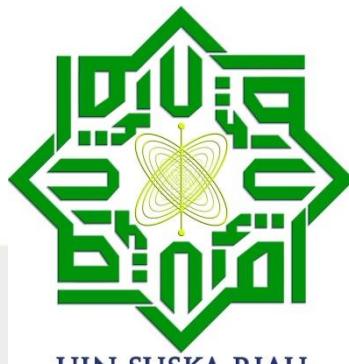
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State Islamic University of Sultan Syarif Kasim Riau

## AN ANALYSIS OF STUDENTS' NEEDS IN SPEAKING SKILL AT ELEVENTH GRADE OF SMAN 1 KATEMAN



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### Thesis

Submitted as partial fulfillment of the Requirements  
for Bachelor Degree of English Education  
(S.Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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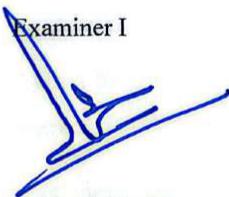
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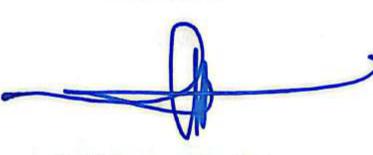
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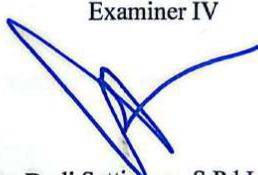
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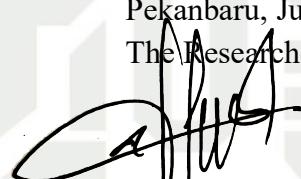
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Pekanbaru, Juny 26<sup>th</sup>, 2025

The Researcher,

  
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## ABSTRACT

### Mariana, (2025) : An Analysis of Students' Needs in Speaking Skill at Eleventh Grade of SMAN 1 Kateman

This study aims to analyze students' needs in speaking skill at eleventh-grade students at SMAN 1 Kateman. A quantitative approach with a survey method was applied. The research instrument was a Likert-scale questionnaire distributed to 176 students randomly selected from a total population of 314 students. The analysis focused on three aspects of need based on Hutchinson and Waters' theory: necessities, lacks, and wants. The results revealed that students have a very high level of need for speaking materials that are relevant to real-life situations, and that improve pronunciation, vocabulary, fluency, and grammar. Students also recognized their weaknesses in speaking skills, such as limited vocabulary, lack of confidence, and difficulty in organizing ideas. Furthermore, they expressed a strong preference for engaging, interactive, and interest-based speaking activities. The average score obtained from the questionnaire was 86, which falls into the "very high" category. These findings indicate the importance of students' needs to improve the students' speaking skill and support more effective speaking instruction.

## ABSTRAK

**Mariana, (2025) : Analisis Kebutuhan Siswa dalam Kemampuan Berbicara pada Siswa Kelas Sebelas di SMAN 1 Kateman**

Penelitian ini bertujuan untuk menganalisis kebutuhan siswa dalam kemampuan berbicara pada siswa kelas XI di SMAN 1 Kateman. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Instrumen penelitian berupa angket skala Likert yang didistribusikan kepada 176 siswa yang dipilih secara acak dari total populasi 314 siswa. Analisis didasarkan pada tiga aspek kebutuhan menurut teori Hutchinson dan Waters, yaitu: necessities, lacks, dan wants. Hasil penelitian menunjukkan bahwa siswa memiliki kebutuhan yang sangat tinggi terhadap materi berbicara yang relevan dengan kehidupan nyata, meningkatkan kemampuan pengucapan, kosa kata, kelancaran, dan tata bahasa. Siswa juga menyadari adanya kekurangan dalam keterampilan berbicara, seperti kurangnya kosakata, rasa percaya diri, serta kesulitan menyusun ide. Selain itu, mereka menginginkan materi yang menarik, interaktif, dan berbasis minat. Nilai rata-rata keseluruhan yang diperoleh adalah 86, yang termasuk kategori sangat tinggi. Temuan ini menunjukkan pentingnya kebutuhan siswa untuk meningkatkan kemampuan berbicara siswa serta mendukung proses pembelajaran yang komunikatif.

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## ملخص

### ماريانا، (٢٠٢٥): تحليل احتياجات التلاميذ تجاه مادة الكلام في كتاب اللغة الإنجليزية لدى تلاميذ الصف الحادي عشر في المدرسة الثانوية الحكومية ١ بكتيمان

هذا البحث يهدف إلى تحليل احتياجات التلاميذ تجاه مادة الكلام في كتاب اللغة الإنجليزية لدى تلاميذ الصف الحادي عشر في المدرسة الثانوية الحكومية ١ بكتيمان. استخدم هذا البحث المنهج الكمي من خلال أسلوب الاستبيان. وأداة البحث هي استبيان بمقاييس ليكيرن ٣١٤ تلميذاً. وزع على ١٧٦ تلميذاً تم اختيارهم عشوائياً من مجموع مجتمع البحث البالغ ٣١٤ تلميذاً. استند التحليل إلى ثلاثة جوانب من الاحتياجات وفقاً لنظرية هتشنسن وووترز، وهي: الاحتياجات الضرورية، والتواتر، والرغبات. أظهرت نتائج البحث أن التلاميذ لديهم احتياج مرتفع جداً تجاه مادة الكلام التي ترتبط بالحياة الواقعية، ونُسِّهم في تحسين مهارات النطق والمفردات والطلاقة والقواعد اللغوية. وأدرك التلاميذ وجود نقص في مهارات الكلام، مثل قلة المفردات، وضعف الثقة بالنفس، وصعوبة تنظيم الأفكار. إضافة إلى ذلك، عبروا عن رغبتهم في الحصول على مواد تعليمية جذابة وتفاعلية وتراعي اهتماماتهم. وقد بلغ المتوسط العام للدرجات ٨٦، وهو ما يصنف ضمن الفئة المرتفعة جداً. وتشير هذه النتائج إلى ضرورة تطوير محتوى الكلام ليكون أكثر تواافقاً مع احتياجات التلاميذ وداعماً لعملية تعلم تواصلية فعالة.



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## CHAPTER 1

### INTRODUCTION

#### A. Background of The Problem

English, as an international language, has become a crucial medium for global communication, and mastering its various skills is essential for learners in EFL (English as a Foreign Language) contexts. Among the four language skills—listening, speaking, reading, and writing—speaking is arguably the most important, as it enables learners to actively participate in real-life conversations and express their thoughts, feelings, and intentions directly. According to Sadullayeva (2021), speaking is not merely the production of sounds or words but an essential skill that requires fluency, coherence, accuracy, and strategic competence. It involves the interactive use of language to build communication between speakers and listeners, which is vital for academic, social, and professional success.

In the context of English language learning, speaking plays a central role. Students who possess strong speaking abilities are more likely to engage confidently in classroom discussions, presentations, and collaborative tasks. Moreover, speaking competence is often used as a benchmark to measure a learner's overall English proficiency. Mannon (2025) highlights that even when students have adequate vocabulary and grammar, they may still struggle in real communication due to the lack of speaking practice and anxiety. Therefore, developing speaking skills is not

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only about mastering linguistic forms but also about building confidence and communicative effectiveness.

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 2004). This skill encompasses multiple sub-skills, including vocabulary selection, pronunciation, grammar use, fluency, and discourse management. It also requires learners to respond spontaneously and appropriately within a given context. According to Harmer (2001), effective speaking entails not only linguistic competence but also the ability to organize ideas and interact meaningfully with others. Thus, fostering students' speaking abilities demands a deeper understanding of their communicative needs and the specific challenges they face.

Recognizing the connection between speaking skills and students' actual needs is essential for language educators. Students come from different backgrounds, have various levels of exposure to English, and possess diverse motivations and learning goals. Consequently, applying a one-size-fits-all speaking curriculum often fails to address the real difficulties that students encounter in improving their oral skills. This is where needs analysis becomes crucial. A proper understanding of students' needs allows educators to develop learning activities and materials that are relevant, targeted, and meaningful. Santrock (2007) defines students' needs as the essential physical, emotional, social, and cognitive factors that influence learning.

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Students' needs refer to what learners want to achieve (wants), what they lack in their language ability (lacks), and what they must learn to meet course requirements or communicative demands (necessities) (Nation & Macalister, 2010). In the context of speaking, students' needs may include overcoming anxiety, improving fluency, gaining vocabulary for daily conversation, and practicing pronunciation. Harmer (2001) further divides these needs into "perceived needs," as seen by the teacher, and "felt needs," as expressed by the students themselves. Conducting a thorough needs analysis, therefore, helps to bridge the gap between classroom instruction and students' actual challenges in speaking English.

Recent studies have shown that many Indonesian students face significant barriers in developing their speaking skills. Yunianti, Normawati, and Yosintha (2020) found that students commonly struggle with self-confidence, lack of speaking opportunities, and fear of making mistakes in front of their peers. In line with this, Mega and Sugiarto (2020) emphasized the importance of habitual speaking practice and its correlation with students' self-confidence and speaking performance. These findings underline the need for tailored speaking programs that consider students' psychological and linguistic readiness.

In the local context of SMAN 1 Kateman, preliminary observations and informal interviews with English teachers reveal a similar phenomenon. SMAN 1 Kateman is a formal educational institution in Sungai Guntung that includes English as one of its subjects. This school is

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one of the schools that also apply the K-13 curriculum as a guide in the teaching and learning process. 2013 Curriculum is used in every school in Indonesia. In the curriculum, what should be achieved is clearly written. Aspects—cognitive, psychomotor, and affective, are taught to students to get a balance between hard skills and soft skills. All aspects are shown in core and basic competences. Because of so many lesson core and competencies, the teachers should be aware of students' need to accomplish this goal.

Based on the preliminary research, the researcher found some phenomenons related to the students' need in speaking skill. Many eleventh-grade students demonstrate a passive attitude toward speaking activities in class. They often hesitate to speak unless they are directly called upon, and their responses are usually brief and lacking in confidence. Teachers report that some students fear being laughed at by their classmates or making grammatical errors in public. Despite these challenges, no specific research has yet been conducted to explore the students' speaking needs in this school comprehensively. This indicates a significant gap that needs to be addressed to enhance the effectiveness of English language teaching in the region.

Given the importance of speaking in language acquisition and the unique challenges faced by students at SMAN 1 Kateman, this study aims to analyze their specific needs in developing speaking skills.

Based on the description above, the writer is interested in conducting a research entitled **“An Analysis of Students’ Needs in Speaking Skills in at Eleventh Grade of Sman 1 Kateman”**

## **B. Problem of the Research**

### **1. Identification of the Problem**

Based on the background of the problem, the following issues have been identified:

- a. Many eleventh-grade students demonstrate a passive attitude toward speaking activities in class.
- b. Some students fear being laughed at by their classmates or making grammatical errors in public.
- c. No specific research has yet been conducted to explore the students’ speaking needs in this school comprehensively.

### **2. Limitation of the Problem**

After describing identification of the problem above, the researcher need to limit and focus on the problem of the research problem on “an analysis of students’ needs in speaking skill at eleventh grade of SMAN 1 Kateman”.

### **3. Formulation of the Problem**

Based on the problem limited above, the problem formulated into these following questions:

“what is the eleventh-grade students’ needs regarding speaking skill at SMAN 1 Kateman?”

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## C. Objective and significant of The Research

### 1. The Objective of the Research

Based on the formulation of the problem above, the objective of this research is:

“To analyse the students’ needs regarding speaking skill at SMAN 1 Kateman”

### 2. The significant of The research

#### a. For Teachers

The analysis of this study will provide good input for teachers regarding the speaking material found in Bahasa Inggris whether they are suitable or not with students’ needs to improve speaking skills to students.

#### b. For Students

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 having good learning source.

#### c. For Researcher

This study purposes to enrich the knowledge in education and language.

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## **D. The Definition of Terms**

### **1. Analysis**

Creswell (2009) Analysis is the process of organizing, interpreting, and making sense of collected data to draw conclusions and insights. Analysis is defined as the elaboration of a subject on various parts and the study of the part itself, as well as the relationships between parts to obtain an appropriate understanding and understanding of the overall meaning.

### **2. Student Needs**

Santrock (2007) defines students' needs as the essential physical, emotional, social, and cognitive factors that influence learning. Meeting these needs leads to better academic performance and well-being. Students' Needs are the needs of student teaching materials to achieve learning competence according to the level of thinking, interests and defining students' needs, as well as the types of student needs and also evaluating student analysis.

### **3. Speaking Skill**

Brown (2001) defines speaking as "an interactive process of constructing meaning that involves producing and receiving and processing information." This definition highlights the dual nature of speaking: the speaker must not only produce language but also respond appropriately to others' contributions in a conversation.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

In conducting this research, these following terms are clarified for the Purpose to explain all the terms to the theory of need analysis for students, Speaking skill, and instructional material, and textbook that used in the study. So That both reader and writer have similar perceptions and avoid misunderstanding. The theoretical elaboration on the concepts and terms would be presented in the Following.

#### 1. Students' Needs

##### a. Definition of students' Needs

Santrock (2007) defines students' needs as the essential physical, emotional, social, and cognitive factors that influence learning. Meeting these needs leads to better academic performance and well-being. Student needs is very useful for determine the learning goals. Will later be used for develop materials, activities, and tests. With conducting a Needs analysis students, teaching material will be easier adapted, developed, and Used. With knowing the need of the students, teachers will be easier to choose, Adapt, and develop material teach according to the needs of students so the Learning objectives will be easier to fulfill.

Ckky (2015) Individual behavior is an embodiment of the drive to meet Their needs. These needs are at the core of human nature.

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Thus, it can be Understood that school activities in principle are also manifestations of fulfilling The needs of the individual. Therefore, a teacher needs to know and understand The level of needs of his students, so that they can help and fulfill their needs Through various educational activities, including learning activities. In addition, By getting to know the needs of students, teachers can provide lessons as Precisely as possible, according to the needs of their students.

**b. Kinds of Needs**

There are some ways to identify the students' needs through analyzing the Target needs, learning needs, as Hutchinson and Waters (1987) divided the Students' needs as follows:

**1) Necessities**

Necessity is a type of the need, which determined by the demands of the Target situation, that is what the students have to know in order to function Effectively in the target situation. For example, a businessman might need to Understand business letters, to communicate effectively at sales conferences, to Get necessary information from sales catalogues and so on. He or she will also Need to know the linguistic features-discourse, functional, structural, lexical Which are commonly used in the situations identified.

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**2) Lacks**

To know what the learners knows already, so that we can decide which of The necessities the learners' lacks. The target proficiency needs to be matched Against the exiting proficiency of the learners. The gap between the two can be referred to as the learners' lacks.

**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 no 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 vary according to one's standpoint. Learners may well have a Clear idea of the 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 perceptions of the other interested parties: course designers, sponsors, and Teachers. Bearing in mind the importance of learner motivation in the learning Process, learner perceived wants cannot be ignored. Analyzing the target needs involves far more than simple identifying the Linguistic features of the target situation. There are a number ways in which Information can

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be gathered about the target needs, they are: questionnaire, Interview, observation, and data collection e.g. gathering text, informal Consultations with sponsors, learner and others.

Based on the explanation above, the researcher conclude that

1. Necessities

- 1) Refers to the essential speaking skills students must acquire to meet academic or real-life communication demands (Hutchinson & Waters, 1987).
- 2) Includes pronunciation, fluency, vocabulary, and grammar relevant to students' daily and academic communication (Nation & Newton, 2009).
- 3) Focuses on interactive speaking activities such as role-plays, discussions, and presentations (Richards, 2008).
- 4) Aligns with curriculum standards and communicative competence required for students' academic and professional growth (Brown, 2001).

2. Lacks

- 1) Identifies students' current weaknesses or gaps in speaking skills that hinder effective communication (West, 1994).
- 2) Addresses challenges such as limited vocabulary, poor pronunciation, lack of confidence, and difficulty in structuring ideas (Harmer, 2007).

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3) Provides remedial speaking exercises, guided practice, and pronunciation drills (Thornbury, 2005).

4) Incorporates scaffolded learning strategies to enhance students' speaking abilities (Nunan, 1991).

**3. Wants**

1) Reflects students' personal preferences and interests in learning speaking skills (Graves, 2000).

2) Includes engaging and interactive content such as storytelling, debates, simulations, and real-life conversation practices (Ur, 1996).

3) Integrates multimedia resources like videos, podcasts, and social media-based speaking tasks (Tomlinson, 2011).

4) Encourages student-centered learning by allowing flexibility in choosing speaking topics and activities (Littlewood, 1981).

**2. Speaking Skill**

**a. Definition of Speaking**

Speaking is one of the most essential skills in English language learning, as it serves as a direct medium for communication. Among the four language skills—listening, reading, writing, and speaking—speaking is the most complex and demanding, requiring not only linguistic knowledge but also the ability to interact

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effectively in real time. Brown (2001) defines speaking as “an interactive process of constructing meaning that involves producing and receiving and processing information.” This definition highlights the dual nature of speaking: the speaker must not only produce language but also respond appropriately to others’ contributions in a conversation. Chaney and Burk (1998) further elaborate that speaking involves both verbal and non-verbal symbols used in a range of contexts to share meaning. Therefore, speaking is not merely the act of saying words—it is a dynamic, purposeful interaction.

The components of speaking encompass several interconnected sub-skills, including pronunciation, vocabulary, fluency, grammar, and comprehension. These components are essential to ensure that communication is not only accurate but also intelligible and appropriate to the context. According to Harris (as cited in Mitasari, 2017), speaking performance can be assessed based on five elements: pronunciation, grammar, vocabulary, fluency, and comprehension. Each of these aspects contributes to effective oral communication. For instance, fluency reflects the ability to speak smoothly without unnatural pauses, while grammar ensures structural accuracy. These components must be integrated simultaneously, making speaking one of the most cognitively demanding language skills.

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Furthermore, speaking is inherently interactive and social. It requires learners to constantly interpret, respond, and adjust to the conversational flow. Bygate (1987) emphasizes that speaking functions both as message transmission and as interaction—meaning it is not just about conveying information, but also managing a relationship between speaker and listener. In line with this, Burns and Joyce (1997) argue that speaking is shaped by the context in which it occurs, the purpose of the interaction, and the roles of participants. This social aspect of speaking demands strategic competence: the ability to maintain conversations, negotiate meaning, and use compensatory strategies when linguistic gaps occur.

Cognitively, speaking draws upon rapid information processing. Speakers must retrieve relevant vocabulary, structure their thoughts coherently, and articulate ideas while simultaneously monitoring for errors and listener feedback. This level of processing requires automaticity—the ability to perform language functions without conscious effort. According to McDonough and Shaw (2003), speaking is used to express ideas, opinions, feelings, and to negotiate meaning in spontaneous situations. As such, learners must be trained not only in form-focused accuracy but also in meaning-focused fluency, helping them become confident and effective communicators.

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In light of these complexities, teaching speaking must be approached holistically. Teachers should provide meaningful, contextualized practice that encourages students to speak authentically rather than merely repeat memorized phrases. Recognizing that speaking involves both performance and interaction, it is crucial to incorporate tasks that reflect real-world communication—such as discussions, interviews, role plays, and presentations. As Cameron (2001) and Brown (2004) argue, speaking is an empirically observable skill that reflects learners' overall communicative competence. Therefore, cultivating speaking skills requires creating a classroom environment that supports risk-taking, feedback, and engagement in genuine communication.

**b. Components of Sepaking**

According to Adams and Frith in Hughes (2003), grammar, vocabulary, pronunciation, fluency, and comprehension are the important items to pay attention for having good ability in speaking, especially in English. According to Hughes (2003) the components of speaking as follows:

**1) Grammar**

Grammar is the rule by which we put together meaningful part of word of a language to communicate massage that are comprehensible. It is obvious that in order to

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be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary.

2) Pronunciation

Pronunciation is the way in which language or particular word or sound is pronounced.

3) Vocabulary

Vocabulary is one of very important aspect that supports speaking performance. It deals with the right and appropriate words

4) Fluency

Fluency also include speed of the flow of the speech. Fluency is the performance of the ions. Use language spontaneously and confidently without under pauses hesitations.

**c. Components of Sepaking**

According to Brown (2004) there are five basic types of speaking, here are the basic types of speaking:

1) Imitative

It is interested in only what is traditionally labeled pronunciation; no or to participate in an interactive conversation. The only rule of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

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**2) Intensive**

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or psychological relationship (such as prosodic elements – intonation, stress, rhythm, juncture). The examples of intensive assessment task include directed response task, reading aloud, and sentence and dialogue completion.

**3) Responsive**

Responsive assessment task includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comment. Interactive In includes more complex of interaction, which sometimes includes multiple exchange and participants. Interaction can take two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchange, which have the purpose of maintaining social relationship.

**4) Extensive**

Extensive oral production task includes speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from the listener is either highly limited.

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**Social Processing** There are social processing in speaking, they are: Language processing Effective speaker need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible but also convey the meaning that is intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in the language lesson is to help students develop habits of rapid language processing in English.

**5) Interacting with others**

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

**6) On the spot information processing**

Quite apart from our response to others feeling, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very

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culture-specific, and is not prized by speakers in many other language communities. The writer explained from that social processing, speaking involves the processing of the language when people interact with others by speaking and processing the information or message which is consisted of the language itself. The learners find many difficulties in their effort in mastering speaking

**d. The forms of Sepaking in the Classrom**

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:

**a. Monologue**

Monologue is also mentioned as one of types of spoken language. Monologue classified into two forms, they are planned and unplanned. Planned monologues 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 monologues such as impromptu lectures and long “stories” in conversations, for example exhibit more redundancy, which

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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.

1) Speech

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

2) Oral presentation

Oral presentation, in the 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).

3) 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).

b. 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

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information (transactional) stated by Brown (2001: 251). For instance: interactional or interpersonal dialogues are conversation and small talk. Meanwhile, transactional dialogues are giving and receiving information such as asking someone for directions and obtaining goods or services such as ordering food in a restaurant.

In addition, related to Brown (2001: 251) and Thornberry (2005:13), researcher concludes that transactional dialogue tends to the primary function of getting information and involving a certain goals related to the exchange a goods or service in the dialogue. Meanwhile, interpersonal or interactional dialogue tends to the primary function of promoting and maintaining social relationship in the dialogue. Some of example of dialogue will be discussed in following:

### 1) Conversation

Conversation is especially subject to all the rules of interaction: negotiation, clarification, attending signals, turn-taking, and topic nomination, maintain, and termination. Listeners and responders know how to negotiate meaning (to give feedback, to ask for clarification, to maintain a topic) so that the process of comprehending can be complete rather than being aborted by insufficient interaction.

a) Small talk

Small talk is interaction with a comment concerning something in the immediate vicinity or that both participants have knowledge.

b) Giving feedback

Giving feedback is another important aspect of talk as interaction. It involves responding to a conversational partners with expressions that indicate interest and a wish for the speaker to continue, such as “that’s interesting”, “yeah”, “really”, and so on.

c. Tasks

Louma (2004: 30) states that tasks are activities that people do, and in language-learning contexts tasks are usually defined in terms of language use. Louma (2004: 29) adds that the task materials can be pictures or roleplay card that will be needed in speaking task. For instance: group activities, information gap activities, role play, reading-aloud, and repetition task.

1) Group activities

Speaking task is often performed in pairs or small group.

Pairs and group work offer the pupil a chance that they can learn from each other. The pupils can have their own ideas to the same speaking task, so everyone can produce and use a great deal of different language (Yi, 2011: 5). This point

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tends to offer the students for making discussions. So, they can communicate to get the information by sharing and discussing.

2) Information gap

Information gap is an approach where some information is missing and there is a gap. The information should be shared with others in order to solve problems or pupils simply have to gather information to make their decisions (Yi, 2011: 6). This point encourages the student for getting the information by solving the problem.

3) Role Play

Based on Richard (2011: 20) exposes that role play is an activity in which pupils are assigned role and improvise a scene or exchange based on given information or clues (in Yi, 2011: 6). The students are doing activity based on the scenario that has been set.

d. Read-aloud

Reading-aloud tasks include reading beyond the sentence level up to a paragraph or two (Brown, 2004: 147). Reading aloud is a natural next step between writing and speaking. It is analogous to the way actors read their lines before committing the text of a play memory.

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#### e. Repetition

A task is usually composed of a series of sentences, which become longer and more complex as the task progresses. To do well, the learners need to understand each sentence and divide it into a small number of meaningful chunks that they can remember and repeat accurately (Louma, 2004: 50).

### B. Relevant Research

The analysis of the students' need in speaking skills have been done previously by some researches. It can be seen below

First, a research by Musliwmawati et al. (2024) entitled "Students' Need Analysis on English Speaking Supplementary Material at Culinary Department of SMKN 1 Banjarbaru. This research was a qualitative descriptive research. The data were collected using a questionnaire and an interview. The questionnaire is aimed at gathering information related to the target needs, and wants. Whilst the interview is used to confirm and elicit more specific information. The subjects were 29 students from the eleventh-grade students at culinary department of SMKN 1 Banjarbaru. The results found that the students target of studying English speaking are for their future profession in line with their area of expertise. Students need supplementary materials that involve challenging activities, real-life experiences, and authentic learning opportunities that are based on the culinary. They also need both printed and online materials, and activities

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that allow them to use the expressions learned in the English speaking skill. The students agreed to the advantages of supplementary materials such as creativity, enhances communication skills, and overcomes stage fear. They want enjoying a lot of speaking activities at the classroom both with their group or individual. The most favor topic chosen by students found as follows: Explaining food in English to customers, selecting fresh fruits at the market, Japanese cheesecake recipe, Korean fried chicken recipe, cocktails recipe, and crafting your own delicious recipes for your Blog/You Tube.

Next, a research by Fitri & Abbas (2023) entitled “Students Need Analysis on Speaking Materials: A Survey Study at SMA N 1 Bantul”. This research objectives were to identify areas where students encounter difficulties in speaking and to gather information on their preferences for speaking materials. 30 students in 11th grade SMA N 1 Bantul became respondents to this research. This research was a survey research with mix research method. The data were collected through a questionnaire consisting of 29 items and interviews to get more specific. At the same time, six students randomly did the interview. Based on students' questionnaires and interviews, we can find that most students agreed that grammar (63,3%) is the most challenging thing in learning English speaking and fluency (13,3%). Also, some students in the interview cannot identify the exposition text because it is difficult to conclude. Six students participated in the interview using a voice note to record their answers

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about the need for speaking materials. In conclusion, Most students agreed they wanted to make a conversation, have a discussion, and play games to make the situation friendly and fun in English-speaking learning.

Last, a research by Safitri (2017) entitled “Students’ Needs Analysis in English Speaking for Everyday Communication at State Islamic Institute of Palangka Raya”. The type of this research was qualitative. The data was taken from the questionnaire, interview, and analysis of videos speaking. The questionnaire was distributed to the 24 students at second semester, the interview data and videos were from the lecturer. The research findings show that from the lacks: a. the students often have trouble in oral presentation, b. the student’s low vocabulary mastery, c. there were some mistakes in their grammar, d. the students were often afraid to speak because they were worried about making mistakes, from the necessities; a. the students have to learn how to communicate on the level of everyday communication, b. the students are able to pronounce the words correctly, the students are able to apply the proper grammar in communication, from the wants; a. the students will use English speaking for higher education, b. the students strongly disagree with the opinion of removing the course from university curriculum, c. they thought bad English proficiency determine a bad effect on the academic performance, d. they like pair or group or project, e. they prefer for working in pair or groups, and f. The students want the teacher as the facilitator and guide.

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The relevant researches above have similarity and difference with this research. The similarity was the object of the research. This research and the relative researches had the same objective which was the students' need in speaking. While the difference was in the aspect of the research method. The relevant researches above used the qualitative and mix method research design while this research used quantitative with descriptive research design. Moreover, this research focused on eleventh grade of SMAN 1 Kateman.

### **C. Operational Concept**

Need analysis is the very step before designing materials. It helps the teacher to create an appropriate lesson plan based on the students' needs so that it helps the students improve their speaking skill

This chapter has presented by looking an overview of student's needs. It describes the nature of the students' needs of speaking materials. It explains that the underlying theoretical perspective of students' needs on speaking skill. Based on Hutchinson and Waters (1987), the indicator of the students' need is

1. Necessities
  - a. Refers to the essential speaking skills students must acquire to meet academic or real-life communication demands (Hutchinson & Waters, 1987).

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- b. Includes pronunciation, fluency, vocabulary, and grammar relevant to students' daily and academic communication (Nation & Newton, 2009).
- c. Focuses on interactive speaking activities such as role-plays, discussions, and presentations (Richards, 2008).
- d. Aligns with curriculum standards and communicative competence required for students' academic and professional growth (Brown, 2001).

2. Lacks
  - a. Identifies students' current weaknesses or gaps in speaking skills that hinder effective communication (West, 1994).
  - b. Addresses challenges such as limited vocabulary, poor pronunciation, lack of confidence, and difficulty in structuring ideas (Harmer, 2007).
  - c. Provides remedial speaking exercises, guided practice, and pronunciation drills (Thornbury, 2005).
  - d. Incorporates scaffolded learning strategies to enhance students' speaking abilities (Nunan, 1991).
3. Wants
  - a. Reflects students' personal preferences and interests in learning speaking skills (Graves, 2000).
  - b. Includes engaging and interactive content such as storytelling, debates, simulations, and real-life conversation practices (Ur, 1996).

- c. Integrates multimedia resources like videos, podcasts, and social media-based speaking tasks (Tomlinson, 2011).
- d. Encourages student-centered learning by allowing flexibility in choosing speaking topics and activities (Littlewood, 1981).



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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research will be conducted using a research design quantitative approach with the survey method. The quantitative approach is One scientific study (scientific inquiry) is a form of research which is based on logical positivism that follows strict rules regarding Logic, truth, law and predictions (Watson, in Salim and Haidir, 2019; 22). According to Sugiyono quantitative research is a study in the form of numbers to be analyzed using statistics (Sugiyono, 2011, p. 45).

In survey research, the sample in this study was examined quantitatively To explain the tendency, behavior or opinion of the population (Creswell 2019). Survey research is one type of quantitative research with use systematic and measurable questions for many people, Then get the answer that will be used for recording, processing, and analysis (Prasetyo and Jannah, 2010, p. 144).

In the survey research method states that survey research is research that takes samples from one population and uses a Questionnaire as a tool for collecting basic data. Meanwhile according to Tika (1997, p. 9) said a survey was a research method that was aimed at to collect data in large quantities in the form of variables, units, or individuals at the same time. Then, data is collected through individuals or certain physical samples based on the purpose of being able to Simplify in general about

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what is studied. Variable collected can be physical or social. In the survey, data collected from respondents through the distribution of questionnaires in the form tendencies, attitudes, or opinions using one sample from the population (Creswell, 2013).

In this study to analyse the students' needs regarding speaking skill at SMAN 1 Kateman. This objective in line with research design which explained before. Therefore, the researcher chose survey research with quantitative approach as the research design in this research.

**B. Location and Time of the Research**

This research conducted at SMAN 1 Kateman. It is located at Pendidikan Street, Sungai Guntung, Bandar Sri Gemilang, Kateman District, INHIL. The time of the research had started on February until march 2025.

**C. Subject And Object Of the Research**

The subject of this research was the eleventh grade students of State SMAN 1 Kateman and the object of this research is An analysis of students' needs in speaking skill.

**D. Population And Sample****1. Population**

According to Creswell (2012) population is a group of individuals who have the same characteristic. This research was taken at eleventh grade students of SMAN 1 Kateman as population. The eleventh grade

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of SMAN 1 Kateman consist of 10 classes and the total number of population were 314 students.

**Table III.1**

**Population Of The Research**

CLASS	POPULATION
XI IPA 1	31
XI IPA 2	31
XI IPA 3	33
XI IPA 4	31
XI IPA 5	31
XI IPS 1	31
XI IPS 2	32
XI IPS 3	33
XI IPS 4	31
XI IPS 5	30
Total	314

## 2. Sample

sample is part of the number and characteristics that can represent a particular population. Samples are also part of the population have certain characteristics or circumstances to be examined, or can be defined by some members of the selected population using certain procedures so that they are expected to represent the population (Creswell, 2016).

In this study, researchers used sample selection using Probability sampling method with random sampling technique. With technique random sampling, all individuals in the population have an opportunity the same to be chosen as a sample so no consideration is needed certain in determining the sample. The use of the technique is

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used for Make it easier for researchers to find answers to the problem under study at the location Research is represented by a sample that reflects behavior as well Character from the research subject.

The researcher determined the sample with the sample calculation using the Slovin formula with a chance of 5% error (Prasetyo & Jannah, 2010, p. 173) as follows :

$$n = \frac{N}{1+N(e^2)}$$

Where

$n$  = Sample size

$N$  = Population size (314)

$e$  = Margin of error (5% or 0.05)

$$n = \frac{314}{1+314(0.05^2)}$$

$$n = \frac{314}{1+314(0.0025)}$$

$$n = \frac{314}{1.785}$$

$$n \approx 176$$

The required sample size for a population of 314 with a 5% margin of error is approximately 176 respondents. The total number of sample were 176 students.

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**E. Techniques of the Data Collecting**

As stated by Sugiyono (2011), data collection can be done in various Settings, various sources and various ways. When judging by the settings, data can Be collected in natural settings survey or others. When viewed from the data source, The collection data can use primary and secondary sources. Data collection aims to obtain related data with research. Data collection Methods used in this study was Questionnaire is a data collection technique that is done by giving a set of Questions or written questions to respondents to answer (Sugiyono, 2011). Collecting data by sending questions to be filled in by respondents themselves, is Done by distributing questionnaire forms that contain statements from aspects of Designing of speaking materials and Good Speaking Criteria. The use of Questionnaires aims to obtain the information needed and support research. The questionnaire used in this study was a questionnaire with Likert Scale Model. As stated by Sugiyono (2011) Likert scale is used to express attitudes, Opinions, and perception a person or group of people about social phenomena.

The questionnaire was distributed to 31 students. The options in the Questionnaire consisted of 5 options, namely: Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree. The questionnaire used was a checklist Questionnaire. Students only give a check mark in the column provided. In this case, The questionnaire was used to obtain information

about students' needs related to speaking skill at the eleventh grade of SMA Negeri 1 Kateman. The blueprint were:

**Table III.2**  
**Blueprint of the Questionnaire**

No	Indicators	Sub-Indicators	Number of Items	Total of Items
1	Necessities	Refers to the essential speaking skills students must acquire to meet academic or real-life communication demands.	1	4
		Includes pronunciation, fluency, vocabulary, and grammar relevant to students' daily and academic communication.	2	
		Focuses on interactive speaking activities such as role-plays, discussions, and presentations.	3	
		Aligns with curriculum standards and communicative competence required for students' academic and professional growth.	4	
2	Lacks	Identifies students' current weaknesses or gaps in speaking skills that hinder effective communication.	5	4
		Addresses challenges such as limited vocabulary, poor pronunciation, lack of confidence, and difficulty in structuring ideas.	6	
		Provides remedial speaking exercises, guided practice, and pronunciation drills.	7	
		Incorporates scaffolded learning strategies to enhance students' speaking abilities.	8	
3	Wants	Reflects students' personal preferences and interests in learning speaking skills.	9	4
		Includes engaging and interactive content such as storytelling, debates, simulations, and real-life conversation practices.	10	
		Integrates multimedia resources like videos, podcasts, and social media-based speaking tasks.	11	
		Encourages student-centered learning by allowing flexibility in choosing speaking topics and activities.	12	

Hutchinson and Waters (1987)

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## F. Technique of Data Analysis

Data Analysis Techniques In this study to obtain in-depth information about the focus of the study,

### 1. Data from questionnaire

#### a. Scoring

The process of data analysis in this research was used qualitative (questionnaire). The result given score for each students. The data that obtain from this research used the analysis by Likert scale procedure that indicates whether 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Undecided (U), 2 for Disagree (D) and 1 for Strongly Disagree (SD) for each statement. To calculate data from the questionnaire, this is the following formula

**Table III.3**  
**Degree of Likert Scale**

Scale	score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

*(Sugiyono, 2011)*

The researcher calculated the score the data by using the percentage technique, the Researcher was used the following formula:

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$$P = \frac{F}{N} \times 100$$

Explanation: :

P = Percentage

F = The frequency of items

N = Total respondent

(Sudjana,2002)

After calculated the score, the researcher classified the score by using descriptive criteria percentage below

**Table III.4 Descriptive Criteria Percentage**

Interval	Criteria Rating Level
80%-100%	Very High
66%-79%	High
56%-65%	Moderate
40%-55%	Low
$\leq 40\%$	Very Low

Suharsimi Arikunto (2010)

**b. Analyzing challenges**

The researcher analyzed the problem that most of the students' faced according to the questionnaire result.

**c. Concluding/Interpreting**

The researcher concluded the result from the questionnaire by using Liker scale formula, and then interpreting the data into the percentage form.

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## G. Validity And Reliability

### 1. Validity

According to Creswell (2012), validity is evidence of conformity about a concept or construct as measured by a test. Validity is an important key to measure effective instrument research. So, Validity is the extent to which inferences made from assessment result are appropriate, meaningful. And useful in the terms of the purpose of the assessment. There are four main types of validity, there are construct validity, content validity, face validity and criterion validity

In the research, the researcher uses content validity. Bollen (1989) defined content validity as a qualitative form of validity that evaluates whether the expressions contained in the measuring instrument represent the phenomenon intended to be measured. According to Creswell (2012), content validity is the extent to which the question on the instrument and the scores from the question are representative of all the possible questions that could be asked about the content or skills. Content validity is the extent to which a measurement the instrument provides adequate coverage of the topic under study (Kothari, 2004).

To analyze the validity of the instrument, the researcher conducted a try out by handing 20 students who were not included in the research sample. The researcher used SPSS 25 Program to analyze the data. The researcher compared R value to R table at significant level of 5%

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in  $df (N-2) = 18$  which is is 0.444. R value of each item was higher than the R table to be considered as a valid question. If the observed of r on the analysis of less than R table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected, The result can be seen below

**Table III.5**  
**Result of Validity Test**

No.	Items	R Table	R Value	Result
1	Item 1	0,444	,925**	Valid
2	Item 2	0,444	,899**	Valid
3	Item 3	0,444	,882**	Valid
4	Item 4	0,444	,876**	Valid
5	Item 5	0,444	,940**	Valid
6	Item 6	0,444	,896**	Valid
7	Item 7	0,444	,880**	Valid
8	Item 8	0,444	,933**	Valid
9	Item 9	0,444	,951**	Valid
10	Item 10	0,444	,927**	Valid
11	Item 11	0,444	,859**	Valid
12	Item 12	0,444	,882**	Valid

Based on the table above, R value of each item was higher than the R table. It means each of the item in the questionnaire was valid.

## 2. Reliability

According to Creswell (2012) Reliability is the extent to which the score of an instrument is stable and consistent. Reliability is ensures that the test is consistent and dependable (Arikunto, 2010). According to Bachman (2010), reliability is defined as the consistency of measures across multiple measurement settings. Then,

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Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. To measure the reliability of the test through rater reliability, specifically in inter-rater reliability.

The table below is the categories of reliability test used in determining the level of reliability of the test.

**Table III.6**  
**The level of Acceptable Reliability**

No	Reliable	Validity
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion & Marison, 2007, p.506)

The researcher used the SPSS 25 program to find out whether the Instrument was reliable or not. The result of reliability analysis can be seen below

**Table III.7**  
**Reliability Test Result**

Cronbach's Alpha	N of Items
0,785	13

From the table above, it can be seen the value of Cronbach's Alpha is 0.785. The value is higher than the standard of reliability

which is 0.60. Therefore, it can be concluded that the test is reliable, and the level of reliability is reliable.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research purpose was to analyze the students' needs of speaking skill at eleventh-grade students at SMAN 1 Kateman. The research was conducted by using questionnaires. The results of The result of this research shows that "necessities" are the most dominant aspect of students' needs regarding speaking skill at eleventh-grade students at SMAN 1 Kateman. The term "necessities" in needs analysis refers to the students' required language skills to function effectively in real-life communication or target situations. However, "lacks" and "want" aspect is also become a contributed of the students' needs of speaking skill at eleventh-grade students at SMAN 1 Kateman.

#### B. Suggestion

Based on the finding, the researcher would like to propose several suggestions, as follows.

1. For Students, students are encouraged to become more aware of their own learning needs, especially in relation to their communicative goals in real-life situations..
2. For Teachers, English teachers should consider integrating more speaking activities that are aligned with students' necessities, such as

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job interview simulations, debate practices, or contextual conversations that reflect everyday situations.

3. Future researchers are encouraged to conduct further investigations by using a mixed-method approach, combining questionnaires with interviews or classroom observations to gain deeper insights into students' needs. It is also recommended to explore needs analysis across different schools, education levels, or regions to provide a broader perspective.

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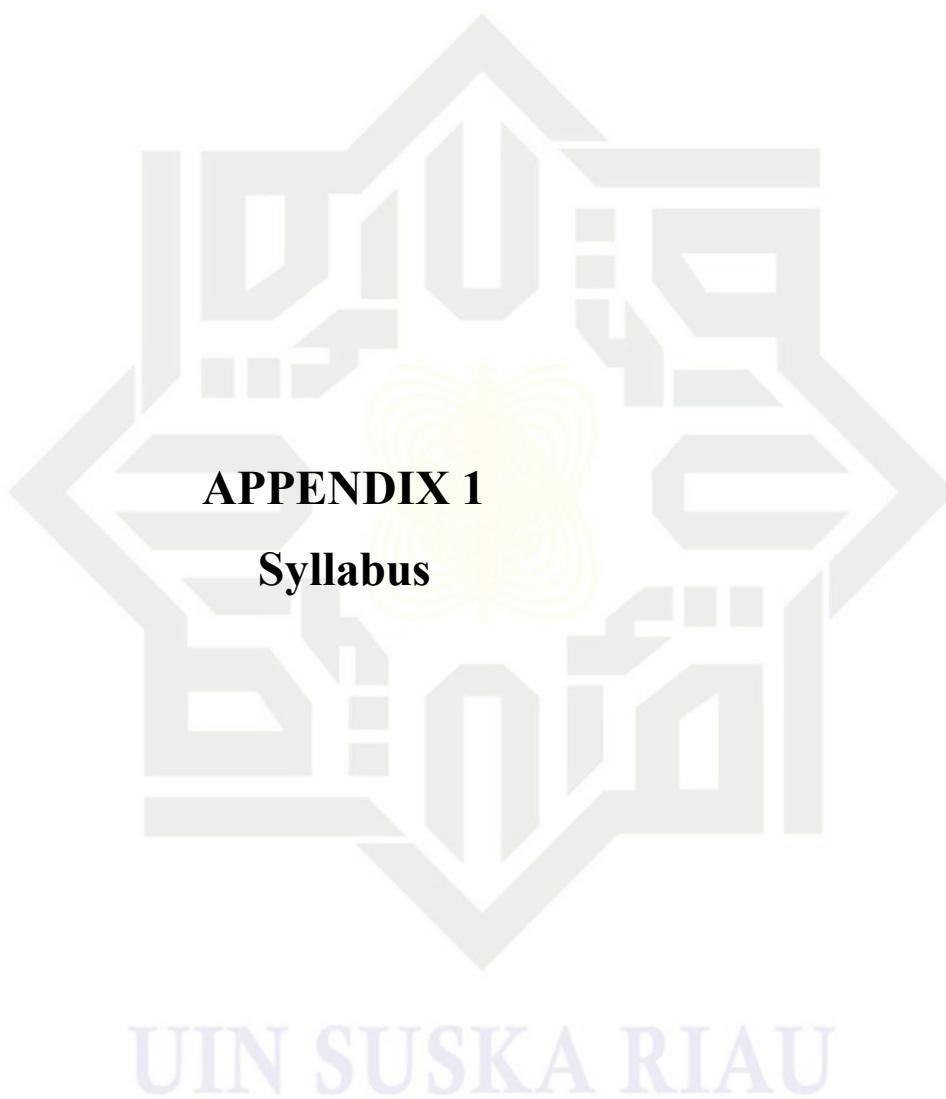
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## APPENDICES

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## SILABUS

Satuan Pendidikan : **SMAN 1Kateman**  
 Mata Pelajaran : **Bahasa Inggris**  
 Kelas/Semester : **XI/Ganjil**  
 Tahun Pelajaran : **2024/2025**

### Kompetensi Inti (KI):

- KI 1: Menghayati dan mengamalkan ajaran agama
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, dan percaya diri
- KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural
- KI 4: Mengolah, menyajikan, dan menalar dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajari di sekolah

Kompetensi Dasar (KD)	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menganalisis ungkapan memberi dan menanggapi pendapat (opinions) dalam interaksi lisan.	Expressing and responding to opinions	Diskusi kelompok Role-play Membuat dialog sederhana	Tes lisan, observasi, penilaian sikap	2 JP	Buku teks Bahasa Inggris Kelas XI, video diskusi, LKS
4.1 Menyusun dan mempraktikkan dialog yang berisi ungkapan memberi dan menanggapi pendapat.	Dialog tentang opini	Latihan percakapan Presentasi dialog Refleksi pembelajaran	Unjuk kerja, portofolio	2 JP	Buku teks, kamus, modul pembelajaran, internet
3.2 Menganalisis ungkapan memberi dan merespon puji	Giving and responding to compliments	Menyimak audio Bermain peran (role-play)	Tes lisan, observasi	2 JP	Buku paket, media audio, LKS

(compliments) secara lisan sesuai konteks		Kuis ungkapan pujian				
4.2 Menyusun dan mempraktikkan ungkapan pujian secara tepat dalam konteks yang relevan	Dialog tentang pujian	Diskusi contoh situasi Menulis dan menampilkan dialog	Unjuk kerja, penilaian teman sebaya	2 JP	Buku teks, LKS, video pembelajaran	
3.3 Menganalisis teks lisan deskriptif tentang orang, tempat, atau benda	Descriptive monologue	Menyimak teks deskriptif Menjawab pertanyaan Membuat deskripsi lisan	Tes lisan, tertulis	2 JP	Buku teks, gambar, video, internet	
4.3 Menyampaikan deskripsi secara lisan tentang orang, tempat, atau benda	Describing people, places, things	Latihan mendeskripsikan Presentasi lisan Memberi dan menerima umpan balik	Unjuk kerja, portofolio	2 JP	Buku teks, kamus, media visual	
3.4 Menganalisis teks lisan tentang petunjuk arah	Asking and giving directions	Bermain peran dengan peta Membuat dialog petunjuk arah	Tes lisan, observasi	2 JP	Buku teks, peta, media visual	
4.4 Menyampaikan petunjuk arah secara lisan dengan jelas	Dialog petunjuk arah	Latihan simulasi Presentasi dialog Kegiatan tanya jawab	Unjuk kerja, observasi	2 JP	Buku teks, LKS, video pembelajaran	
3.5 Menganalisis teks monolog fungsional pendek (pengumuman dan undangan) secara lisan	Short functional monologue (announcement, invitation)	Menganalisis contoh teks Diskusi konteks penggunaannya	Tes tertulis, tes lisan	2 JP	Buku teks, contoh audio, modul	

4.5 Menyusun dan mempresentasikan pengumuman atau undangan secara lisan	Practicing announcement and invitation orally	Menulis naskah Presentasi Simulasi situasi	Unjuk kerja, portofolio, refleksi	2 JP	Buku teks, video, LKS
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## Appendix 2

### Instrument of the Research

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## Questionnaire

### A. Identitas Responden

**Nama** : \_\_\_\_\_

**Kelas** : \_\_\_\_\_

### B. Pernyataan

#### Petunjuk Pengisian :

1. Sebelum Anda menjawab daftar pernyataan yang telah disiapkan, isilah terlebih dahulu daftar identitas yang telah disediakan.
2. Baca semua pernyataan dan pilih salah satu opsi yang sesuai dengan situasi Anda sendiri.
3. Bacalah setiap pernyataan dengan seksama, lalu beri tanda silang (✓) jawaban yang dianggap paling tepat.
4. Isi semua pernyataan yang diminta.
5. Atas partisipasi Anda, saya ucapkan terima kasih.

#### Keterangan :

a. SA (Strongly Agree)	= sangat setuju
b. A (Agree)	= setuju
c. U (Undecided)	= ragu-ragu
d. D (Disagree)	= tidak setuju
e. SD (Strongly Disagree)	= sangat tidak setuju

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NO	Statement	Option				
		SA	A	U	D	SD
<b>Section A : Necessities (Essential Speaking Skills You Need To Learn)</b>						
1	<p>Saya perlu mengembangkan keterampilan berbicara yang penting untuk memenuhi tuntutan komunikasi akademik dan kehidupan nyata</p> <p><i>(I need to develop essential speaking skills to meet academic and real-life communication demands).</i></p>					
2	<p>Saya perlu meningkatkan pengucapan, kelancaran, kosa kata, dan tata bahasa saya untuk komunikasi yang lebih baik</p> <p><i>(I need to improve my pronunciation, fluency, vocabulary, and grammar for better communication).</i></p>					
3	<p>Kegiatan berbicara interaktif (mis., Permainan peran, diskusi, presentasi) membantu saya meningkatkan keterampilan berbicara saya</p> <p><i>(Interactive speaking activities (e.g., role-plays, discussions, presentations) help me improve my speaking skills)</i></p>					
4	<p>Mempelajari keterampilan berbicara yang selaras dengan standar kurikulum dan persyaratan profesional penting bagi saya</p> <p><i>(Learning speaking skills that align with curriculum)</i></p>					

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">State Islamic University of Sultan Syarif Kasim Riau</p>	<p>standards and professional requirements is important for me)</p>	
	<p><b>Section B: Lacks (Difficulties in Speaking Skills)</b></p>	
	<p>5 Saya menghadapi kesulitan dalam berbicara bahasa Inggris karena kelemahan dalam keterampilan komunikasi saya.</p> <p><i>(I face difficulties in speaking English due to weaknesses in my communication skills).</i></p>	
	<p>6 Saya kesulitan berbicara dalam bahasa Inggris karena keterbatasan kosakata, pelafalan yang kurang baik, dan kesulitan dalam menyusun ide saat berbicara.</p> <p><i>(I struggle with speaking in English due to limited vocabulary and poor pronunciation and difficult to structure my ideas when speaking)</i></p>	
	<p>7 Saya membutuhkan lebih banyak latihan terpandu, latihan pengucapan, dan latihan berbicara perbaikan untuk ditingkatkan.</p> <p><i>(I need more guided practice, pronunciation drills, and remedial speaking exercises to improve).</i></p>	
	<p>8 Strategi pembelajaran bertahap (bimbingan langkah demi langkah) dapat membantu saya meningkatkan keterampilan berbicara.</p> <p><i>(Scaffolded learning strategies (step-by-step guidance)</i></p>	

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		<i>can help me improve my speaking skills).</i>				
<b>Section C: Wants (Preferences in Learning Speaking Skills)</b>						
	9	Preferensi dan minat pribadi saya memengaruhi motivasi saya untuk belajar keterampilan berbicara. <i>(My personal preferences and interests influence my motivation to learn speaking skills).</i>				
	10	Saya lebih suka belajar keterampilan berbicara melalui aktivitas yang menarik seperti bercerita, debat, dan simulasi <i>(I prefer learning speaking skills through engaging activities such as storytelling, debates, and simulations).</i>				
	11	Saya suka menggunakan sumber daya multimedia (misalnya, video, podcast, media sosial) untuk meningkatkan keterampilan berbicara saya. <i>(I like using multimedia resources (e.g., videos, podcasts, social media) to improve my speaking skills).</i>				
	12	Saya lebih suka belajar yang berpusat pada siswa di mana saya dapat memilih topik dan kegiatan yang menarik minat saya. <i>(I prefer student-centered learning where I can choose speaking topics and activities that interest me).</i>				

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## Appendix 3

### Questionnaire Result

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Questionnaire

**A. Identitas Responden**

Nama : *Rahmania*  
Kelas : XI-D

**B. Pernyataan**

Petunjuk Pengisian :

1. Sebelum Anda menjawab daftar pernyataan yang telah disiapkan, isilah terlebih dahulu daftar identitas yang telah disediakan.
2. Baca semua pernyataan dan pilih salah satu opsi yang sesuai dengan situasi Anda sendiri.
3. Bacalah setiap pernyataan dengan seksama, lalu beri tanda silang (✓) jawaban yang dianggap paling tepat.
4. Isi semua pernyataan yang diminta.
5. Atas partisipasi Anda, saya ucapkan terima kasih.

Keterangan :

a. SA (Strongly Agree)	= sangat setuju
b. A (Agree)	= setuju
c. U (Undecided)	= ragu-ragu
d. D (Disagree)	= tidak setuju
e. SD (Strongly Disagree)	= sangat tidak setuju

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## Hak Cipta Dilindungi Undang-Undang

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  - Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

NO	Statement	Option				
		SA	A	U	D	SD
<i>Section A : Necessities (Essential Speaking Skills You Need To Learn)</i>						
1	Saya perlu mengembangkan keterampilan berbicara yang penting untuk memenuhi tuntutan komunikasi akademik dan kehidupan nyata <i>(I need to develop essential speaking skills to meet academic and real-life communication demands).</i>		✓			
2	Saya perlu meningkatkan pengucapan, kelancaran, kosa kata, dan tata bahasa saya untuk komunikasi yang lebih baik <i>(I need to improve my pronunciation, fluency, vocabulary, and grammar for better communication).</i>		✓			
3	Kegiatan berbicara interaktif (mis., Permainan peran, diskusi, presentasi) membantu saya meningkatkan keterampilan berbicara saya <i>(Interactive speaking activities (e.g., role-plays, discussions, presentations) help me improve my speaking skills)</i>		✓			
4	Mempelajari keterampilan berbicara yang selaras dengan standar kurikulum dan persyaratan profesional penting bagi saya <i>(Learning speaking skills that align with curriculum standards and professional requirements is important for me)</i>		✓			
<i>Section B: Lacks (Difficulties in Speaking Skills)</i>						
5	Saya menghadapi kesulitan dalam berbicara bahasa Inggris karena kelemahan dalam keterampilan komunikasi saya. <i>(I face difficulties in speaking English due to weaknesses in my communication skills).</i>		✓			
6	Saya kesulitan berbicara dalam bahasa Inggris karena keterbatasan kosakata, pelafalan yang kurang baik, dan kesulitan dalam menyusun ide saat berbicara.		✓			

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	<i>(I struggle with speaking in English due to limited vocabulary and poor pronunciation and difficult to structure my ideas when speaking)</i>				
7	Saya membutuhkan lebih banyak latihan terpandu, latihan pengucapan, dan latihan berbicara perbaikan untuk ditingkatkan. <i>(I need more guided practice, pronunciation drills, and remedial speaking exercises to improve).</i>		✓		
8	Strategi pembelajaran bertahap (bimbingan langkah demi langkah) dapat membantu saya meningkatkan keterampilan berbicara. <i>(Scaffolded learning strategies (step-by-step guidance) can help me improve my speaking skills).</i>			✓	

**Section C: Wants (Preferences in Learning Speaking Skills)**

	Preferensi dan minat pribadi saya memengaruhi motivasi saya untuk belajar keterampilan berbicara. <i>(My personal preferences and interests influence my motivation to learn speaking skills).</i>				
9	Saya lebih suka belajar keterampilan berbicara melalui aktivitas yang menarik seperti bercerita, debat, dan simulasi <i>(I prefer learning speaking skills through engaging activities such as storytelling, debates, and simulations).</i>		✓		
10	Saya suka menggunakan sumber daya multimedia (misalnya, video, podcast, media sosial) untuk meningkatkan keterampilan berbicara saya. <i>(I like using multimedia resources (e.g., videos, podcasts, social media) to improve my speaking skills).</i>		✓		
11	Saya lebih suka belajar yang berpusat pada siswa di mana saya dapat memilih topik dan kegiatan yang menarik minat saya. <i>(I prefer student-centered learning where I can choose speaking topics and activities that interest me).</i>		✓		
12			✓		

### Questionnaire result

NO	Statement	Option				
		SA	A	U	D	SD
<b>Section A : Necessities (Essential Speaking Skills You Need To Learn)</b>						
1	I need to develop essential speaking skills to meet academic and real-life communication demands	56,8%	43,2%	-	-	-
2	I need to improve my pronunciation, fluency, vocabulary, and grammar for better communication	65,9%	34,1%	-	-	-
3	Interactive speaking activities (e.g., role-plays, discussions, presentations) help me improve my speaking skills	35,2%	53,4%	11,4%	-	-
4	Learning speaking skills that align with curriculum standards and professional requirements is important for me	65,9%	34,1%	-	-	-
<b>Section B: Lacks (Difficulties in Speaking Skills)</b>						
5	I face difficulties in speaking English due to weaknesses in my communication skills	25,0%	47,7%	19,9%	7,4%	-

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6	I struggle with speaking in English due to limited vocabulary and poor pronunciation and difficult to structure my ideas when speaking	41,5%	53,4%	2,3%	2,8%	-
7	I need more guided practice, pronunciation drills, and remedial speaking exercises to improve	55,1%	44,3%	0,6%	-	-
8	Scaffolded learning strategies (step-by-step guidance) can help me improve my speaking skills	48,9%	48,3%	2,8%	-	-
<b>Section C: Wants (Preferences in Learning Speaking Skills)</b>						
9	My personal preferences and interests influence my motivation to learn speaking skills	22,7%	59,7	13,1%	4,5%	-
10	I prefer learning speaking skills through engaging activities such as storytelling, debates, and simulations	26,7%	52,8%	17,6%	1,7%	1,1%
11	I like using multimedia resources (e.g., videos, podcasts, social media) to improve my speaking skills	38,6%	51,7%	9,7%	-	-
12	I prefer student-centered learning where I can choose speaking topics and activities that interest me	22,2%	54,5%	15,3%	7,4%	0,6%

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Nomor: Un.04/F.II.4/PP.00.9/2711/2022

Pekanbaru, 01 Maret 2022

Sifat : Biasa

Lamp. : -

Hal : *Pembimbing Skripsi*

Kepada  
Yth. Dedy Wahyudi, S.Pd, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu 'alaikum warhamatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MARIANA  
NIM : 11810423332  
Jurusan : Pendidikan Bahasa Inggris  
Judul : An Analysis of Students Needs of Speaking Materials in an English Textbook at Eleventh Grade Students of SMAN 1 Kateman  
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.



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### LAMPIRAN BERITA ACARA UJIAN PROPOSAL

Nama: *Mariara*  
Nomor Induk Mahasiswa: *4810923332*  
Hari/ Tanggal: *20 Januari 2025*  
Judul Proposal Penelitian: *An Analysis of Students' Needs of Speaking Materials in an English Textbook of Eleventh Grade of SMAN 1 Koto Merah*

NO	URAIAN PERBAIKAN
1	Revise the background of the problem!
2	Revise the title!
3	State the sampling technique!
4	Insert the blue print!
5	Revise the data analysis!
6	Revise the definitions of the terms!
7	Revise the sub topics on chapter 2!
8	Revise the tables & references!

Pekanbaru, 20 Januari 2025

Pengaji I

*Murdiana, M.Pd*

Pengaji II

*Kurnia Budyanti, M.Pd*

#### Note

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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Sifat : Biasa  
Lamp. : -  
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 04 Maret 2025

Yth : Kepala  
SMA Negeri 1 Kateman Indragiri Hilir  
di  
Tempat

*Assalamu'alaikum Warhmatullahi Wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	:	Mariana
NIM	:	11810423332
Semester/Tahun	:	XIV (Empat Belas)/ 2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

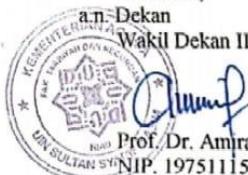
Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,

a.n. Dekan  
Wakil Dekan III

Prof. Dr. Amirah Diniaty, M.Pd. Kons.  
NIP. 19751115 200312 2 001



Tembusan:  
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

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**DINAS PENDIDIKAN**

**SEKOLAH MENENGAH ATAS ( SMA) NEGERI 1 KATEMAN**

Jl Pendidikan Sungai Guntung Kecamatan Kateman Kabupaten Indragiri Hilir - RIAU

e-Mail : smansakateman@gmail.com

NPSN : 10402076

AKREDITASI SEKOLAH: A

Kode Pos : 29255



Nomor : 422/SMANSA/I/2025/068

Sungai Guntung. 06 Maret 2025

Lampiran :-

Hal : Bersedia menerima penelitian

Yth.  
Rektor UIN SUSKA RIAU

Di  
PEKANBARU

Berdasarkan surat dari Universitas Islam Negeri Sultan Syarif Kasim Riau nomor B-6218/Un.04/F.11.3/PP.00.9/2025 tanggal 04 Maret 2025

Atas nama mahasiswa

Nama	:	MARIANA
NIM	:	11810423332
Fakultas	:	Tarbiyah dan Keguruan UIN-Suska Riau
Program Studi	:	Pendidikan Bahasa Inggris
Jenjang	:	S1

Dengan ini kami dari SMAN 1 kateman memberikan izin kepada Mahasiswa tersebut untuk melaksanakan Prariset di SMAN 1 Kateman sesuai dengan jadwal yang telah ditentukan

Demikian disampaikan , atas perhatiannya kami ucapkan terimakasih





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Nomor : B-6553/Un.04/F.II/PP.00.9/03/2025  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 10 Maret 2025

Yth : Kepala  
SMA Negeri 1 Kateman Indragiri Hilir  
Di Indragiri Hilir

*Assalamu 'alaikum Warahmatullahi Wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: MARIANA
NIM	: 11810423332
Semester/Tahun	: XIV (Empat Belas)/ 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : an analysis of students' needs of speaking materials in an English textbook at eleventh grade of SMAN 1 Kateman

Lokasi Penelitian : SMA Negeri 1 Kateman Indragiri Hilir

Waktu Penelitian : 3 Bulan (10 Maret 2025 s.d 10 Juni 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Tembusan :  
Rektor UIN Sultan Syarif Kasim Riau

UIN Sultan Syarif Kasim Riau

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Jl Pendidikan Sungai Guntung Kecamatan Kateman Kabupaten Indragiri Hilir - RIAU

e-Mail : smansakateman@gmail.com

AKREDITASI SEKOLAH: A

Kode Pos : 29255



### SURAT KETERANGAN

Nomor : 400.3.8.1/SMANSA-INKHIL/1/2025/173

Kepala SMAN 1 Kateman Sungai Guntung Kecamatan Kateman Kabupaten Indragiri Hilir Provinsi Riau

Nama : Hj. HERWATI A, M.Pd., Ph.D  
Jabatan : Kepala SMAN 1 Kateman

Dengan ini menerangkan bahwa :

Nama : MARIANA  
NIM : 11810423332  
Semester/Tahun : XIV ( Empat Belas ) 2025  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau  
Judul Penelitian : an analysis of students' needs of speaking Skills at eleventh grade of SMAN 1 Kateman

Bawa Mahasiswa tersebut Benar telah melakukan Penelitian di SMAN 1 Kateman Kabupaten Indragiri Hilir Provinsi Riau

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.





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**جَامِعَةِ إِلَهِيَّةِ سُلْطَانِ شَارِفِ كَاسِمِ رِيَان**  
**FACULTY OF EDUCATION AND TEACHER TRAINING**

## KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing	:	Skripsi
a. Seminar usul Penelitian	:	
b. Penulisan Laporan Penelitian	:	
2. Nama Pembimbing	:	Dedy Wahyudi, M.Pd.
a. Nomor Induk Pegawai (NIP)	:	19801210202321 0111
b. Nama Mahasiswa	:	Mariana
3. Nomor Induk Mahasiswa	:	11810423332
4. Kegiatan	:	Bimbingan skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	15 Mei 2025	Review bab 4-5		
2	09 Juni 2025	Revise bab 4 Revise bab 5		
3	19 Juni 2025	Revise bab 4 Revise bab 5		
4	26 Juni 2025	Acc		

Pekanbaru, 26 Jum... 2025  
Pembimbing,

Dedy Wahyudi, M.Pd.  
NIP. 19801210202321 1 011



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## Appendix 5

### Documentation

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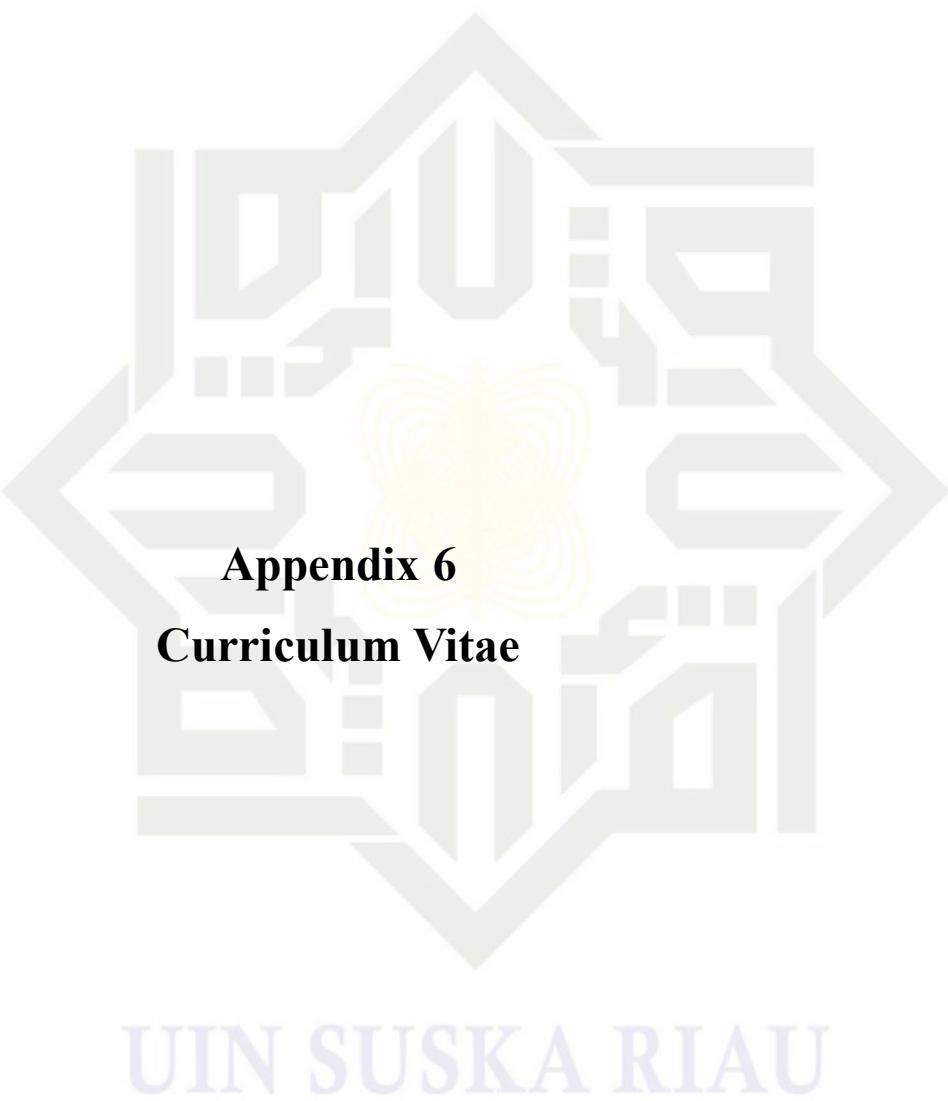
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## Appendix 6

### Curriculum Vitae



## CURRICULUM VITAE

Mariana was born in Kuala Selat, March 17<sup>th</sup> 1999.

She is the first daughter of Mr. Bakhtiar and Mrs. Salrianti. In 2012, she has finished her study at SDN 10 Kuala Selat. In 2015, she finished her study at MTs An-Nur Kuala Selat and continued to SMK An-Nur Kuala Selat.

In 2018, she was accepted to become one of the students in Department of English Education, Faculty of Education and Teacher Training, Uin Suska Riau . In 2021, she did KKN-DR program in Tembilahan, Indragiri Hilir. Then, she did teach practice program (PPL) at Mts Negeri 2 Indragiri Hilir on October-December 2021. To fulfill one of the requirements for bachelor degree in Department of English Education, she conducted the research on march 2025 by the thesis entitled “*an analysis of students' needs in speaking skill at eleventh grade of SMAN 1 Kateman.*