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## **Need Analysis: Developing Speaking Skills Training Materials for High School EFL Teacher in Indonesia**

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### **Abstract**

Speaking skills are viewed as motor-receptive and interaction skills in communication. As the rapid growth of technology, especially in the era of big data of Industrial Revolution 4.0, English speaking skills should be improved in order to be able to enhance communication with native speaker as well as non-native speakers in the international community. However, recently, researchers reported that the speaking skills still remain a big problem for Indonesian students who learn English as a foreign language. The low-level competence of EFL teachers in Indonesia, more especially in Toraja Indonesia, in doing their professional tasks is one of the factors that cause that problem. Therefore, there should be continuous development of speaking training for EFL Teacher in Toraja Indonesia. The study aims to investigate the EFL teachers' needs of speaking skills training materials. A survey questionnaire, observation and interview were used to analyze the high school EFL teachers' needs in their speaking training materials. 20 high school EFL teachers from private and public high school in Toraja, Indonesia were participated in this study. The data were analyzed both quantitatively and qualitatively. The findings of the existing study reported that teachers do not have enough adequate and appropriate speaking skills training materials in their career time for improving their speaking skills. They have some trainings, however those trainings were

only focus on teaching methods, designing lesson plans, implementing new curriculum and other training materials. On the contrary, they rarely or even never got speaking skills training. This study found that EFL teachers in Toraja needs training on all components of speaking skills, where grammar, vocabulary, fluency, and pronunciation are all rated as high importance and they reported that they need a specific training material: for helping them to speak accurately and fluently; to exposure and use the language as well as improve their English vocabulary; that provide material related to linguistics problems; that provides a practical application of teaching methods, strategies and techniques as well as implementing IT in the teaching process; and that be done continuously but required a low budget and reachable place. The finding of this study suggested valuable implications for curriculum developers and teachers in developing adequate and appropriate speaking skills training material for high school EFL teachers in Toraja, Indonesia in order to help them in improving their speaking skills.

**Keywords:** *Speaking skills, training material, Need analysis, High school EFL Teacher.*

## **Introduction**

Speaking skills are viewed as motor-receptive and interaction skills in communication (Bygate, 1987). As the rapid growth of technology, especially in the era of big data of Industrial Revolution 4.0, English is still used as a universal language to interact and communicate in international community. Speaking skills then is always needed by people who would like to be involved in international community.

In Indonesian context, more especially in Toraja as one of the Tourist destinations in Indonesia, Speaking skills still remind a big problem for EFL learners as well as EFL teachers. Recently research reported that high school EFL teachers through self-assessed evaluation reported that they have only a fair level of speaking and listening skills (Panggua, 2018).

Indonesia Government has provided regular trainings and workshops for EFL teachers, however, it is rarely to find specific training materials for enhancing the

development of speaking skills of EFL teachers. This study therefore, is intended to investigate and analyze the needs of speaking skills training materials in order to develop Speaking skills training materials for high school EFL teachers in Toraja Indonesia.

### **Literature Review**

Listening and reading skills are known as receptive skills while Speaking and writing are productive skills in language learning (Harmer, 1997). Speaking skills are the most important skills required for oral communication (Zaremba, 2006). For many years people taught speaking by having students repeat sentences and memorized textbook dialogues through Audiolingual method, it was based on behaviorism theoretical basis, unfortunately speaking still remain a problem for EFL learners, even EFL teachers (Nunan, 2003)

During the late twentieth century, language acquisition research made people reconsider some long-standing beliefs about how people learn to speak (Nunan, 2003). This realization makes researchers believe that people learn languages by interacting. Learners should interact during lessons, as a result Communication Language Teaching method arose (Nunan, 2003). However, speaking still a problem for many EFL learners and teachers in Indonesia, more especially in Toraja, Indonesia context. Even though they have been learning English for many years, from elementary up to university level, they lack of confidence in using English as a communication tool. Students unable to speak confidently in English because of anxiety are caused by the lack of speaking practice, lack of vocabulary and afraid of evaluation given to them (Aeni, 2017).

EFL teachers play important roles in teaching and learning process. They are required to be a model for their students in speaking skills as Harmer stated that one of the most important jobs of EFL teachers is to be a comprehensible input provider to their students. Teachers should use their English (speaking) in order to help their students acquire the language (2012).

Nunan (1991) asserted that a success in language learning is measured in terms of the ability to carry out a conversation in the target language. Thus, if the learners fail to

carry out a conversation or do not get any opportunity to practice their speaking in the language classroom, it might be make them demotivated and not interested in learning the language. This problem is exist in EFL teaching and learning contexts in Toraja, where EFL learners have less chance to use (to speak) their English, they have limited speaking activities both inside and outside of the classrooms. It means they lack of or limited English Exposure (Khan, 2011).

In Toraja context of EFL teaching, some teachers prefer to teach English in Indonesian, even in local language. In addition, the majority of class time emphasizes on reading and writing practice, therefore, almost ignoring speaking skills practice. However, if the goal of a language learning is to help the EFL learners to communicate in English, then speaking skills should be taught and practiced both inside and outside of the classrooms. In order to help the EFL learners practice their speaking skills, teachers may use activities that combine both language input and communicative output.

Language input such as teacher talk, listening activities, reading texts, and the target language heard and read outside of class. Those inputs will help the EFL learners to begin producing the target language themselves. Language input may be content oriented or form oriented. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic (Bahrani dan Soltani, 2012).

EFL teachers have a very significant role in the process of EFL teaching and learning. They should create fun learning situation, motivate and help EFL learners in practicing their speaking skills. They should promote speaking skills and become the changing and learning agent in order to be example for their learners in using English as a communication tool. However, previous studies proved that EFL teachers in Toraja still having problem in speaking skills. They reported that they only have fair level of speaking skills, moreover there were 9.7% of them who reported that their speaking skills were at the poor and very poor level (Panggua, 2018).

Indonesia government has provided some in-service trainings for EFL teachers in order to help them improve their competences in teaching English. Table 1 provides a

summary of training programs provided by Indonesia government to English teacher in Indonesia.

**Table 1. Training Programs for EFL teachers in Indonesia**

No	Name of the Program	Objective	Year
1.	National Workshop (Intensive three-week training workshop for teachers)	To train teachers and school supervisors to be the national instructors from all 27 Indonesia province	1970s
2.	<i>PKG, Pemantapan Kerja Guru</i> , (Improving the work of teachers)	To transform teachers' traditional instructional practices (chalk-and talk teacher and teacher-centered approaches) into active learning and student-centered)	1980s
3.	<i>Sanggar Pemantapan Guru (SPKG)/ Center for disseminating PKG's methodologies and materials</i>	To faster dissemination of PKG methodologies and materials	1980s
4.	KKG and MGMP	To develop local networking forums of teachers for in service-training and self-improvement	1993- now
5.	<i>PLPG, Pendidikan dan Pelatihan Profesi Guru</i> (Education and Training for Teaching Profession)	To support teacher certification. It is a strategic initiative by government to improve national education by mandating that teachers meet specified competencies (pedagogic, personal, social and personal) and PLPG is designed to facilitate teachers learning and acquiring those competencies and undertaken by selected teacher	

2007-

now

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institutions and takes the form of  
lectures and workshops

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The training programs in table 2 however, still has lots of limitation and short coming such as the methods in implementing them, time allocation, budget, teacher's motivation, the facilitator/trainers and training materials.

Training materials is one of the problem for EFL teachers in Toraja Indonesia. There are limited references and resources of training materials in EFL teaching. One example of Training materials for EFL teachers in Indonesia (Agustien, 2004) namely Integrated training module contains topics as follow:

- Foundation of learning Philosophy
- Text based instructional
- Learning Evaluation
- Teaching Media
- Scaffolding talk in English language teaching
- Foundation of English Curriculum

However, there are rarely specific training material for improving speaking skills of EFL teachers as well as research relating to spoken training material.

Brown (2001) indicated that when someone can speak a language it means that he can carry on a conversation reasonably competently. Syakur (1987: 5) states that the component of speaking skills are grammar, vocabulary, pronunciation, and fluency. While Kaharuddin (2014) stated that the components of speaking skills are vocabulary, pronunciation, and grammar. Therefore, this research is intended to analyze the EFL teachers needs of speaking training material in order to develop training material for spoken language or speaking skill for EFL teachers in Toraja Indonesia.

## **Methodology**

This research applied a mixed method research. There were 20 high school EFL teachers participate in this research. The three main types of research instrument used to

acquire data for the findings of the study namely: a survey questionnaire, a semi structured interview and observation.

The data were collected by attending and observing teacher trainings activities, administered the questionnaires to the respondents and interviewed some English teachers face to face in order to get the accurate data. The quantitative data were analyzed quantitatively by using percentage, while data from observation and interview described descriptively by using Huberman theory.

### Findings and Discussions

In order to know EFL teachers' needs of English Speaking training, this study applied questionnaire, observation and interview to get the data. Based on the result of questionnaire the below are the information regarding to EFL teachers' needs of English training that was based on their level of speaking skills and the rating of importance of each components of the speaking skills namely grammar, vocabulary, pronunciation and fluency. Shown in Table 2, their level of speaking skills and its importance level.

**Table 2. Level of EFL Teacher Speaking Skills and its Importance Level**

<b>Speaking Components</b>	<b>Level of Mastery</b>	<b>Level of Importance</b>
Grammar	2.3	2.8
Vocabulary	2.2	2.84
Pronunciation	2.52	2.56
Fluency	2.42	2.74
<i>0 – 1.49 = Low</i>	<i>1.50 – 2.50 = Moderate</i>	<i>2.51 – 3.00 = High</i>

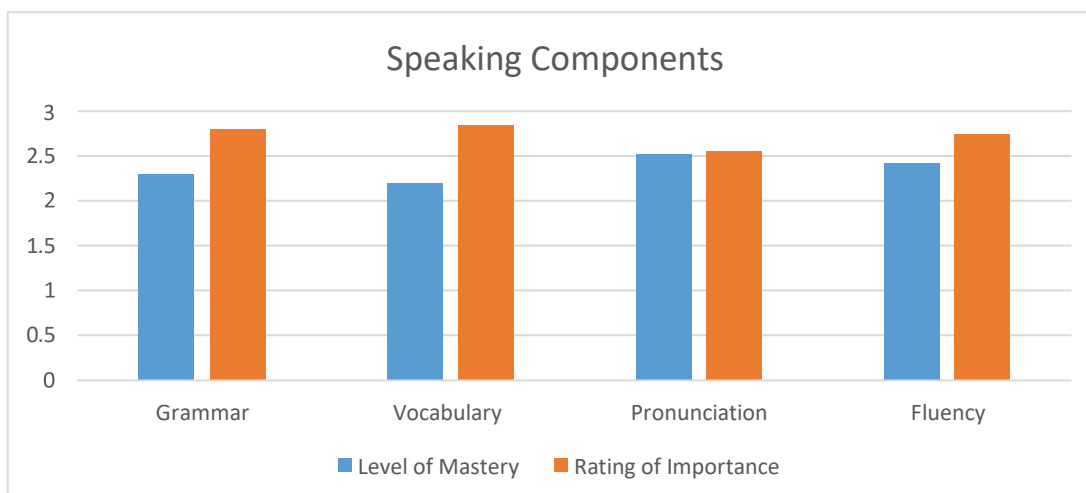


Figure 1 Level of Teacher Speaking skills and its importance level

Table 2 presents that EFL teachers in Toraja have only moderate level of grammar, vocabulary, and fluency, however they have high level of mastery of pronunciation with the mean value 2.52. On the contrary, the level of importance of all components of those speaking skills as high importance. This implies that EFL teachers in Toraja needs training on these all components of speaking skills, where grammar, vocabulary, fluency, and pronunciation are all rated as high importance. With regard to this result Emery (2012) state that English teaching process tend to be challenging when it comes to the teachers' qualification and language proficiency level. Therefore, EFL teachers qualification and proficiency level should be taken into account as we know that the final goal of teaching English at schools is to enable students to be proficient in English in the globalization era (Rachmajanti, 2008).

There are some factors that influence EFL teachers' speaking skills proviciency in Toraja as the result of observation and interview with the EFL Teacher participants as describe as follow:

1. The shortage of teachers' training in improving their speaking skills

High school EFL teachers in Toraja reported that most of them have been attending number of in-service trainings for EFL teachers, however it is still not enough more especially in improving their speaking skills. One of the participants said,

“Although I have joined a number of training, it still not enough and there were rarely specific trainings for improving speaking skills but most emphasized on designing lesson plans, the implementation of new curriculum and teaching methods.”

A few of EFL Teachers participants also reported that they rarely attending training for developing and updating their English skills and teaching innovation in education. This is in line with the statement of Copland, Garton & Burns (2004) that most of teachers in rural area find themselves teaching English without sufficient English training. In addition, Songbatumis (2017) reported that one of the EFL teacher challenges in Taliwang, Indonesia was the shortage of teachers’ training. Andi and Arafah (2017) also indentified that one among three causal of low English proficiency of EFL learners is the problem associated with unqualified teachers. This results indicates that there should be a special speaking training for EFL teachers in Toraja that can help them to improve their speaking skills and not only training that focuses on teaching methods, strategies, assessment or syllabus and curriculum.

## 2. The lack of English Exposure

EFL teachers in Toraja are rarely having chances to exposure the language and to use it as a means of communication tool, since they only focus on teaching their students. One of the EFL teacher participants reported that she rarely listen to English as well as use her English for communication as she always focus on teaching her students in the classroom. However, As proposed by Harmer (2012) one of the most important jobs of EFL teacher is to be a comprehensible input provider to their students, that means EFL teachers should speaking to their students in the target language that will help them to acquire the language. Further he argued that: “Perhaps the best way to get a new language would be to go and live in a country where the language is spoken” however, “most people learn languages in classroom, they don’t have opportunity to live in a foreign country and they do not get the same amount of exposure to the language that children do when they learn their first language” (2012: 83). Therefore, it should be noticed that EFL teachers in Toraja need opportunity to exposure and use the target language (English) in order to help them improving their speaking skills. It can be a consider to be provided in a training

that given opportunity of the EFL teachers in Toraja to exposure and use their English intensely.

### 3. Linguistics Problem

Teacher reported that they have problem in linguistics, includes pronunciation, morphology, syntax and spelling. Most of the EFL teacher participants described they frequently interference by their mother tongue when they teach their students. They tend to use their first language to teach their students, as a result this interference can unconsciously affects EFL teachers and students performance (Fatiloro, 2015). Further, Songbatumis (2017) indicated that linguistics problems are found in all language skills which make learners demotivated in practicing target language.

### 4. Lack of vocabulary

Most of the EFL teachers participants were reported that because of lack of vocabulary, they prefer to use Indonesian even local language in teaching their students, consequently, their students have limited opportunity to exposure to the language as they were taught English by using Indonesian and local language (Torajanese).

### 5. The shortage of teaching facilities and unfamiliarity to Information Technology EFL

teacher participant, especially those who are more than 40s stated that they have very limited skills in using and implementing IT in their teaching class. One of the female participant reported that she rarely apply or use IT in her teaching class because she and her students unfamiliarity with the IT. She prefers to use conventional media in her teaching classroom. "I am not familiar in using electronic devices such as LCD and online facilities and media."

## **EFL Teacher Needs of Speaking Training**

Based on the result of interview and observation, EFL teachers reported that their needs of speaking training are as follow:

1. Training that focuses on helping EFL teachers to speak accurately and fluently. Most of the respondents were senior high school EFL teachers that range from 24-45 years. Most of them required a training that can give them opportunity to

practice their speaking skills that later they can practice in their teaching classroom as stated by two female EFL teachers that “I would be interested to join a training that provides practical application of speaking skills that can improve my speaking skills and later I can also practice in my classroom.” “I would welcome a training which takes a broad speaking practice.” This result indicates that EFL teachers in Toraja need a training that value the training in terms of its practical application and effectiveness.

2. Training that provide practical of methods and techniques of teaching speaking such as role play, discussions, interview, and others as well as the use of IT in teaching process. EFL teachers are interested to join a training that can give them opportunity to practice those teaching speaking techniques and strategies as later they can apply them in their speaking class. As stated by the teacher participants that “There should be a teacher training activity that apply all methods and strategies of teaching speaking.”
3. Training that be done continuously that require low budget and reachable place. Considering that most of the EFL teachers participants are from a rural area and the school provides only a small budget for teacher training.
4. Training that provides opportunity for EFL teacher to exposure the language as well as helps them to improve their vocabulary mastery and to solve the problem of linguistics problem.

## **Conclusion**

English is taught as foreign language for students in Toraja, Indonesia. EFL teachers should be a comprehensible provider for their students, therefore their problems in English speaking proviciency should be adreesed by providing suitable and specific training activities for their speaking skills improvement.

The needs of speaking training materials for EFL teacher in Toraja are all the components of speaking skills namely grammar, pronunciation, vocabulary and fluency

because their level of speaking components are rated moderate while the importance rate of all these components are high.

This study has reported the specific needs of EFL teachers training in Toraja namely a special training material: for helping the EFL teacher to speak accurately and fluently; to exposure and use the language as well as improve their English vocabulary; that provide material related to linguistics problems; that provides a practical application of teaching methods, strategies and techniques as well as implementing IT in the teaching process; and that be done continuously but required a low budget and reachable place.

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