

CHAPTER I INTRODUCTION

A. Background

In learning English language, writing and speaking are two of four basic skills that should be taught to the students. Writing and speaking are known as productive skill that means they involve producing language rather than receiving it. In teaching productive skill, the teachers are demanded to manage the class well because teachers should make much interaction with the students in limited time. The teacher has to manage the time and also arranged the classroom activity efficiently to maximize the students' interaction in the classroom. Interaction is an important part in learning process because students can communicate their problems or difficulties in learning productive skills.

Another common problem that is usually found in teaching productive skills is suiting the activities and material in lesson to a class with a wide range of proficiency. Every day, teachers have to consider about some problems, such as: the level of difficulty of the material for the learners, new materials to teach, the ability of the students in the learning activities and etc. All of the problems that have been mentioned before relate to the students' learning needs in productive skills class rooms. Brindley in Jack C (2007: 54) states that the term needs is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectation, motivations, lacks, constraints, and requirements.

Porcher in Jack C (2007: 54) offers a different perspective: "Need is not a thing that exists and might be encountered ready-made on the street. It is a thing that is constructed, the center of conceptual networks and the product of a number of epistemological choices (which are not innocent themselves, of course)."

According to Richards (2007: 54) what is identified as a need is dependent on judgment and reflects the interests and values of those making such a judgment. Teacher, learners, employers, parents, and other stakeholders, may thus all have different views as to what needs are.

However, students' needs in the classroom is the most important aspect that the teacher must consider about. It is relate to a reason that the teacher can easily decide the best way in teaching their students if they know the need of their students. Furthermore, if the teacher know the needs of the students hopefully the students can get the benefit from the teaching learning process. In response to this, the researcher encouraged to investigate the phenomena in a systematic way. The resacher is interested to find out the the kinds of students' learning needs in productive skills especially in speaking skill. In line with this, the researcher is interested in conducting a reseach on analyzing students' learning needs in learning English productive skills.

B. Reason of Choosing the Topic

This study is conducted based on some reasons, as follows:

- a. Students' learning needs is an important part that teachers should consider in teaching learning process.
- b. Fullfiling the students' learning needs in learning English productive skills so they can get more benefit from learning English especially in speaking skill.

C. Problem of the Research

Based on the background of research above, the problem of this study is formulated as follows:

What are students' learning needs in English productive skills especially speaking skill?

D. Aim of the Research

This study aimed at finding the answer of the questions stated in the formulation of research problem. Thus, the objective of the study is to know the kinds of students' learning needs in English productive skills especially speaking skill.

E. The Scope of Research

To avoid the intersection and expanding the problem in this study, the researcher provides scope in the discussion that is:

The focus of this study is to find out the students' learning needs in learning English productive skills especially in speaking skill.

F. Contribution of the Research

This study is expected to become an input that is useful for teacher about students' learning needs in teaching speaking productive skills. Through this study, it is expected that it will give contribution to teaching learning field and will enrich the literature about students' learning needs, especially in teaching speaking. Through this study hopefully, the readers can get knowledge and information about students' learning needs in speaking skill and this study can be used as reference to conduct the same research.

G. Clarification of Terms

In order to avoid misunderstanding and misinterpretation of this study, the the researcher clarifies the essential term of the study classified. The terms are clarified as follows:

1. Students' needs

Students' need is the kind of things, wants, expectation and demands which the students need to meet in learning process. Brindley in Jack C (2007: 54) states that the terms needs is not as straightforward as it

might appear, and hence the term is sometimes used to refer to wants, desires, expectation, motivation, lacks, constraints, and requirements.

2. Productive skills

In learning language, there are four skills that should be taught to the students. There are listening and reading as receptive skills and writing also speaking as productive skills.

Productive skill is an ability of conveying or expression the ideas both oral and spoken. Typical activities in this strand include talking in conversations, giving a speech or lecture, writing a letter, writing a note to someone, keeping a diary, telling a story, and telling someone how to do something (Nation and J. Newton, 2009).

3. Speaking skill

Mart (2012: 91) defines speaking as being capable of expressing or exchanging thoughts through using oral language. It is in line with Nunan which mentions speaking as a productive arial/oral skill and it consist of producing systematic verbal utterance to convey meaning (2003: 48).