

**ANALYSIS OF STUDENTS' NEEDS FOR THE DEVELOPMENT
OF FLIPBOOKS TO TEACH ENGLISH SPEAKING SKILL
THESIS**

Submitted in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan S.Pd) in Teaching English



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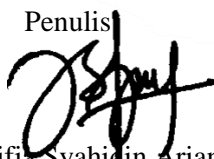
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ABSTRACT

Ariani, A.S. (2022). *Analysis of Students' Needs For the Development of Flipbook to Teach English Speaking Skill*. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya.

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Keyword: Students' Needs, Flipbook, Teach English Speaking skill

The problems in implementing Speaking in learning English for students are very diverse, ranging from a lack of vocabulary, poor pronunciation, a lack of speaking confidence, and a fear of making errors. researchers want to develop flipbooks as digital media for teaching speaking, but this research focuses on analyzing students' needs for developing flipbooks. Thus, this mix method research. The surveys yielded quantitative data in the form of 40 question items covering the subjects of students' demands for developing their English-speaking abilities, speaking skills in general, and flipbook design requirements. Data for the qualitative technique, however, came from teacher and student interviews as well as classroom observations. To clarify the answers of the questionnaire that they had already filled, student interviews were performed. This study used questionnaires, interviews and observations as instruments to collect data. The results of this study indicate that in teaching English in class, especially in speaking skills, students need adequate digital media, authentic materials and also teacher video presenting as learning material, and also need different resource than before. For the needs of the English aspect, students need grammar and fluency in the questionnaire, but in its implementation the teacher has a point of view that students need aspects of fluency and pronunciation. For students' needs on flipbook design, are audio-visual media such as multimedia and video, devices including smart phones and quotas, right or left alignment as their chosen layout, larger and clearer writing on flipbooks, the rhythm of repeating designs on flipbook , and a background on the flipbook. In addition, there are thirteen chapters according to the curriculum that has been accommodated to design a special flipbook content section for speaking skills based on the findings in research questions number one and two. There are 8 out of 11 students' needs that can be included in the flipbook, namely kind of material, main source, techniques of speaking, problems in speaking, speaking activity, mechanisms' aspects of speaking, kind of media, format or layout in the flipbook. However, the researchers will discuss it without the layout contained in the flipbook because it is a design where the results must be determined on each sheet in all parts of the flipbook.

ABSTRAK

Ariani, A.S. (2022). Analisis Kebutuhan Siswa Terhadap Pengembangan Flipbook untuk Mengajarkan Keterampilan Berbicara Bahasa Inggris. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya.

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Kata Kunci: Kebutuhan Siswa, Flipbook, Mengajarkan Keterampilan Berbicara Bahasa Inggris

Masalah penerapan Berbicara dalam pembelajaran bahasa Inggris bagi siswa sangat beragam, mulai dari kurangnya kosa kata, pelafalan yang buruk, kurangnya kepercayaan diri berbicara, dan ketakutan membuat kesalahan. peneliti ingin mengembangkan flipbook sebagai media digital untuk pengajaran berbicara, namun penelitian ini berfokus pada analisis kebutuhan siswa untuk mengembangkan flipbook. Dengan demikian, penelitian ini adalah metode campuran. Survei tersebut menghasilkan data kuantitatif berupa 40 item pertanyaan yang mencakup mata pelajaran tuntutan siswa untuk mengembangkan kemampuan berbahasa Inggris, keterampilan berbicara secara umum, dan persyaratan desain flipbook. Data untuk teknik kualitatif, bagaimanapun, berasal dari wawancara guru dan siswa serta observasi kelas. Untuk mengklarifikasi jawaban kuesioner yang telah mereka isi, wawancara siswa dilakukan. Penelitian ini menggunakan kuesioner, wawancara dan observasi sebagai instrumen untuk mengumpulkan data. Hasil penelitian ini menunjukkan bahwa dalam mengajar bahasa Inggris di kelas, khususnya dalam keterampilan berbicara, siswa membutuhkan media digital yang memadai, materi autentik dan juga penyajian video guru sebagai materi pembelajaran, serta membutuhkan sumber daya yang berbeda dari sebelumnya. Untuk kebutuhan aspek bahasa Inggris, siswa membutuhkan grammar dan kelancaran dalam angket, namun dalam pelaksanaannya guru berpandangan bahwa siswa membutuhkan aspek kelancaran dan pengucapan. Untuk kebutuhan siswa pada desain flipbook, adalah media audio-visual seperti multimedia dan video, perangkat termasuk ponsel dan kuota, penjabaran kanan atau kiri sebagai tata letak pilihan mereka, tulisan lebih besar dan lebih jelas pada flipbook, ritme pengulangan desain pada flipbook, dan latar belakang di flipbook. Selain itu, ada tiga belas bab sesuai kurikulum yang telah diakomodasi untuk mendesain bagian konten flipbook khusus untuk keterampilan berbicara berdasarkan temuan pada pertanyaan penelitian nomor satu dan dua. Ada 8 dari 11 kebutuhan siswa yang dapat dimasukkan ke dalam flipbook, yaitu jenis materi, sumber utama, teknik berbicara, masalah dalam berbicara, aktivitas berbicara, aspek mekanisme berbicara, jenis media, format atau tata letak dalam flipbook. Namun peneliti akan membahasnya tanpa layout yang terdapat pada flipbook karena merupakan desain yang harus ditentukan hasilnya pada setiap lembar di semua bagian flipbook.

TABLE OF CONTENTS

PERNYATAAN KEASLIAN TULISAN	ii
ADVISOR APPROVAL SHEET	iii
EXAMINER APPROVAL SHEET	iv
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI.....	v
MOTTO	vi
TABLE OF CONTENTS.....	ix
LIST OF TABLE	xi
LIST OF ABBREVIATION	xii
LIST OF APPENDICES.....	xiii
LIST OF FIGURE.....	xiv
ABSTRACT.....	xv
ABSTRAK.....	xvi
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Questions	5
C. Objective of The Study	5
D. Significance of the Study	6
E. Scope and Limitation.....	6
F. Definition of Keyterms	7
CHAPTER II THEORITICAL FRAMEWORK	10
A. Review of Related Literature	10
1. Need Analysis	10
2. Digital Media in ELT.....	13
3. Flipbook as a Media on Speaking English Skill	18
4. Speaking Skill.....	23
B. Previous Study.....	34
CHAPTER III RESEARCH METHOD	38
A. Research Design.....	38
B. Research Setting.....	39
C. Data and Source Data.....	40
1. Data.....	40
2. Source Data.....	40
D. Research Instruments	41
1. Questionnaire	41
2. Interview Guideline’	42
E. Data Collection Technique	43

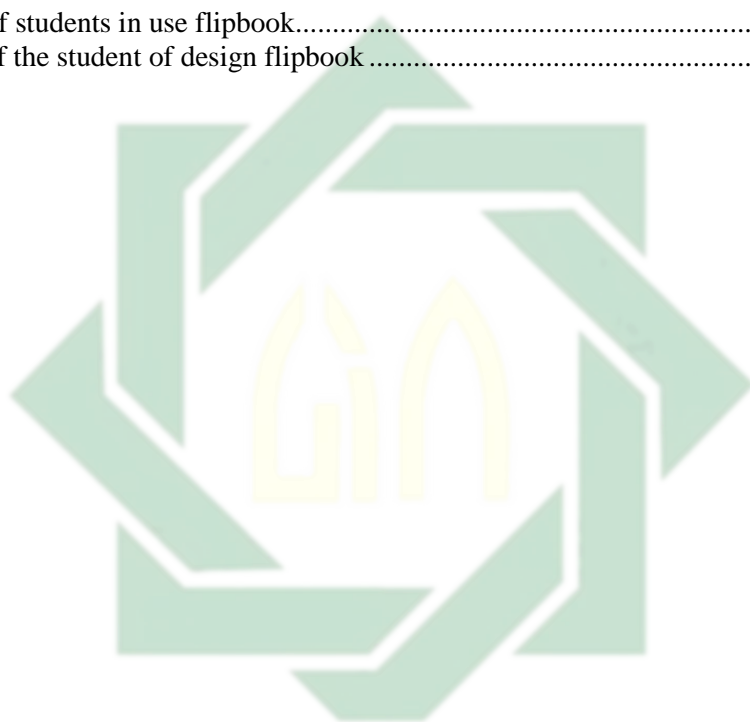
1. Distributing Questionnaire.....	43
2. Conducting interview sections.....	44
3. Classroom Observation.....	45
F. Data Analysis Technique.....	46
G. Data Validity and Reliability.....	48
CHAPTER IV FINDING AND DISCUSSION.....	50
A. Findings.....	50
B. Discussions.....	73
CHAPTER V CONCLUSION AND DISCUSSION.....	94
A. Conclusion.....	94
B. Suggestions.....	96
REFERENCES.....	97
Appendices.....	104



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF TABLE

Table 4 1 students' interest in media to learn English Speaking	55
Table 4 2 The result source of speaking that students' needs	55
Table 4 3 The result of source of speaking that students' needs.....	56
Table 4 4 Lacks of students need in learning English Speaking Skill	57
Table 4 5 technique that students' want.....	57
Table 4 6 activities in speaking English that students want.....	58
Table 4 7 mechanism's aspects in speaking English that student' needs.....	59
Table 4 8 communication strategies in speaking English that student' needs	60
Table 4 9 functions's aspects in speaking English that student' wants.....	61
Table 4 10 kinds of media that student' needs.....	63
Table 4 11 Lacks of students in use flipbook.....	64
Table 4 12 wants of the student of design flipbook	64



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S U R A B A Y A

LIST OF ABBREVIATION

MTsN = Madrasah Tsanawiyah Negeri

UIN = Universitas Islam Negeri



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF APPENDICES

- Appendix 1 : Research Permit
- Appendix 2 : Instrument of questionnaire
- Appendix 3 : Questionnaire
- Appendix 4 : Sample of Questionnaire
- Appendix 5 : Result of Questionnaire
- Appendix 6 : Teachers Interview Transcript
- Appendix 7 : Student Interview Transcript
- Appendix 8 : Data Analysis of Student Interview
- Appendix 9 : Data Analysis of Teacher Interview
- Appendix 10 : Observation Location
- Appendix 11 : Classroom Observation
- Appendix 12 : Documentation



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF FIGURE

Picture 4.1 Flipbook.....	52
Picture 4.2 Flipbook Application.....	53
Picture 4.3 Flipbook Application.....	54



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER I INTRODUCTION

In this chapter, the researcher reports theories related to the area of student needs analysis for the development of flipbooks for teaching English speaking skills which will be investigated into several subheadings: (1) background of the study, (2) research questions, (3) objectives of the study, (4) significance of the study, (5) scope-and limitations, and (6) definition of key terms.

A. Background of the Study

Speaking is one of the abilities that must be taught as a part of studying English in school. Speaking lessons prepare students to communicate in meaningful and relevant contexts in everyday situations. In order to, students must master five essential speaking skills: pronunciation, grammar, fluency, vocabulary, and understanding.¹ Speaking ability is demanded of students since it is an essential component of a crucial component and will allow them to communicate with others worldwide. Regarding this, the National Education Ministry expects junior high school students to be able to express meaning in interpersonal, transactional, and functional communication by determining the English minimum passing criteria (KKM) of 75 in accordance with its policbyonal Curriculum. However, in practice, many students found it challenging to speak English, particularly when it came to accurately pronmainlys. The pronouncing words accurately resulted in this circumstance.

Additionally, they struggled to use appropriate grammatical structures to communicate their ideas clearly; the kids could only utter the first two or three phrases

¹ Harris, D. P. (1969). *Testing English as a second language*. New York: McGraw-Hill Book Company.

before becoming stuck and speaking in Indonesian. This is consistent with Maulana's assertion that the biggest obstacles to pupils developing speaking abilities are a lack of vocabulary, poor pronunciation, a lack of speaking confidence, and a fear of making errors.² Furthermore, the researchers conducted an observation on This was also felt after the researcher conducted preliminary research, especially at MTsN 1 Sidoarjo, about the score of speaking English Based on the results of the document observed by researcher at MTsN 1 Sidoarjo, writer obtained data that 75% of eight grade students' scores in speaking were still said to be lacking. Besides that Looking at the current situation of the learning process, especially in English subjects on speaking skills, the researcher observe that some English teachers have not fully utilized the available facilities and used learning media in the English learning process especially in English.³

Teachers frequently still employ traditional teaching strategies, which causes pupils to lose interest in the learning process quickly. Teachers have not completely entirely technology as a teaching tool. However, teachers have not used various activities to teach English speaking. Because they are actively involved in the teaching-learning process and are deciding elements that affect the students' learning achievement, instructors should address the aforementioned phenomena above that needs to be resolved. For Teachers should provide a positive learning environment study to feel joyful, enthusiastic, and motivated in studying English. Creating effective media, favorable environments, and innovative activities that actively engage students in learning process might increase their enthusiasm to learn the language. To ens Teachers should design techniques to handle all types of communication to ensure that

² Maulana, Rendy et al., "Students Views on EFL Speaking Problems". *CAPEU Vol.01*,2016.

³ Preliminary conducted on January 2022

all students have fair and equal opportunity to develop their interpersonal speaking. In addition, using digital media effectively supports the educational process, which calls for students to take an active role in creating knowledge based on their experiences.

In addition, the researcher observed several MTsN in Sidoarjo. The result is that MTsN 1 Sidoarjo still does not have a language laboratory that can facilitate students to learn English, MTsN 2 Sidoarjo already has a language laboratory, MTsN 3 Sidoarjo also has a language laboratory, and MTsN 4 also has a language laboratory.⁴ As Meloni said that technology available in the laboratory language can also increase motivation learners in learning, exposing them to use more authentic language (authentic language) and bring them to consciousness about globalization.⁵

In order to increase the quality of student learning results, particularly in speaking skills, English topics now need to be packed with fascinating learning such as games, interest media, or methods that appropriate with the demands of the students. Flipbook is one of the media now in development. Flipbook is a learning tool that lets you upload PDF files, photos, videos, and animations.⁶ Instructional media is a tool that may assist teachers with their educational tasks and be employed in the teaching and learning process, particularly when it comes to spoken instruction.⁷ It demonstrates how speaking skills may be taught through instructional material.

Several studies have conducted research similar to the topics discussed, namely the analysis of learning media for teaching speaking, students' needs for media in

⁴ Observation conducted in July-August 2022

⁵ Meloni, C. The Internet in the Classroom A Valuable Tool and Resource for ESL/EFL Teachers. ESL Magazine, 1998.

⁶ Wibowo, E., & Pratiwi, D.D. "Pengembangan bahan ajar menggunakan aplikasi flipbook maker materi himpunan". *Jurnal Matematika*, 1(2), 147-156, doi:10.24042/djm.v1i2.2279,2018.

⁷ Fitrawati. "Improving Students' Speaking Ability by Using Instructional Media for Advanced Learners". Vol 9 ISSN: 1979-0457, 2015.

learning English, especially speaking, flipbooks in learning English. For example, related to learning media to teach speaking skills, the study of Fitriwati about the impact of learning media, especially videos, which can improve students' speaking skills.⁸ However, this research focuses on how to use learning media to improve speaking, not on students' needs for learning media. In addition, Selvi has developed a flipbook to teach grammar with an inductive approach.⁹ However, this research focuses on developing flipbooks to teach grammar to Jambi university students. In addition, Yuli Astuti also conducted research on the effect of flipbooks on teaching English, especially in reading skills.¹⁰ However, this research focuses on flipbook media for reading skills, not speaking skills.

In addition, Palpanadan also conducted research on flipbook media as a medium that can increase vocabulary.¹¹ However, this study focuses more on the effectiveness of flipbooks on English vocabulary only. In addition, Wahyu Fitria also conducts research for the development of flipbooks for German language skills.¹² However, this research focuses on developing flipbooks in German, not English. And the last is a study conducted by Mandaria which examines the needs of students to develop an e-book to teach speaking.¹³ This research is a study that is almost the same as the research that will be conducted by the researcher. However, this research is more inclined to e-books rather than flipbooks and the population that is focused on

⁸ *Ibid*

⁹ Selvi. "Developing Digital Flipbook for Teaching Grammar with Inductive Approach for Student Teachers in Jambi University" (Jambi: Jambi University, 2020) p.4

¹⁰ Wahyuliani, Y., Supriadi, U., & Anwar, S. "Efektivitas Penggunaan Media Pembelajaran Flip Book terhadap Peningkatan Hasil Belajar Siswa pada Mata Pelajaran PAI dan Budi Pekerti di SMA Negeri 4 Bandung". *TARBAWY: Indonesian Journal of Islamic Education*, 3(1), 22–36. <https://doi.org/10.17509/t.v3i1.3457>, 2016

¹¹ Palpanadan et al. "Improving Students' Mastery of Vocabulary Through FlipBook Approach." *English Literature and Language Review*, Vol 05 no.7, 2019

¹² Asmaati, Wahyu Fitria. "Media Flipbook untuk Keterampilan Berbicara Bahasa Jerman Peserta Didik Sman 1 Kutorejo Kelas XI Semester 2." (2018).

¹³ Mandaria et al. "Student Needs for Developing E-Book for Teaching Speaking Skills for Young Learners". *International Conference on English Language Teaching*, 2020

is elementary school students, not junior high school students. From the several studies above, it can be seen that the use of flipbooks is only limited to the use of learning English and is more inclined to reading skills. and also there are still a few who use flipbooks in learning English.

Hence, the researcher wants to examine the needs of students for the development of flipbooks for teaching English speaking which can also be a new solution in the development of the world of education, especially for English subjects. This study aims to determine the analysis of student needs at MTsN 1 Sidoarjo on the development of flipbook-based learning media on English speaking skills because there is no flipbook media for learning English in this school. The results of the study will be a guideline for developing flipbook-based learning media on English speaking skills.

B. Research Questions

Based on the study's background in the previous section, the problem was formulated as follow:

1. What are the students' needs to learn English speaking skill?
2. What are aspects of English speaking skill do students' needs to develop?
3. What format of flipbook model do students' need to learn English speaking skill?

C. Objective of The Study

From the background and research question, the objectives of this study are :

1. to explore the students needs to learn English speaking skill.
2. to investigate the aspects of speaking skill do students' needs

3. As a preliminary study of information gathering in the context of analyzing student needs for designing a draft of English learning media flipbook-based, especially on speaking skills.

D. Significance of the Study

The findings from this study are expected to benefit of students, teachers, and researchers

1. For other researchers

The findings of this study might serve as one of the references for other experts who are interested in related fields. In instance, they can use it as the basis for a flipbook to teach English speaking skills or as the prior study of their own study to identify any gaps that the current researcher hasn't yet addressed.

2. For teacher

This research can help teachers to realize the importance of learning media according to the needs of students and also helps teachers to be aware of the aspect that students' need to learn speaking. In addition, it can help teachers find online learning alternatives for teaching speaking.

3. For students

This research becomes a reference in developing a flipbook that suits the needs of students so that students can learn independently using flipbooks that suit their needs and also help students learn more modern and innovative.

E. Scope and Limitation

This study concentrates on the needs of students when they learn English especially on speaking skills. In addition, this research also concentrates on the aspect of students' need to learn English speaking skills which they find it difficult to master. Then also concentrate on analyzing student needs for flipbook-based media development. This

study only focused on MTsN in Sidoarjo when conducting field observations and researcher chose MtsN 1 Sidoarjo to conduct research because MTsN is an educational institution under the auspices of the Ministry of Religion which is in line with the educational institution carried out by the researcher.

This study limits the analysis of student needs when learning to speak English, aspects of student needs and analysis of student needs in designing flipbook-based media. This study took place at MTsN 1 Sidoarjo which did not yet have flipbook-based media that could facilitate speaking skills and there were difficulties for students in speaking English. The respondents were non-language 8th graders, namely science class and sports class taken from two classes other than language to find out the students' difficulties in speaking English. However, the research only refers to a needs analysis, not to the development of a complete flipbook.

F. Definition of Keyterms

To eschew misinterpretation and miscomprehension of the substance from several points in this research, the study defines several points and terms to provide the same interpretation and comprehension between the reader and the researcher.

1. Analysis

Analysis is the process of processing data into patterns, categories, and basic units of description so as to obtain themes and working hypotheses that are formulated with direction on the data obtained.¹⁴ Analysis allows selecting and sorting mindsets, categories so as to get the desired data. In this context, the analysis is carried out to sort and process data on students' difficulties, desires, and needs in facilitating speaking so that the researcher can provide information on what kind of

¹⁴Moleong, Lexy J. *Metode Penelitian Kualitatif* (Bandung: PT RemajaRosdakarya, 2018), 202.

flipbook drafts are needed to facilitate speaking skills at MTsN 1 Sidoarjo which incidentally has not used this flipbook-based media. As well as regulations on the use of smartphones, tablets or telephones in school for students are also analyzed whether it is permissible or not in order to find out whether the application can be used at school or only at home as a media of learning.

2. Student's Needs

Students' needs include in target needs. What the learner must accomplish in the target setting is referred to as "target needs".¹⁵ Hutchinson and Waters have seen "Target needs" as an all-encompassing phrase that, in reality, obscures a number of crucial differences..¹⁶ It is more useful to look at the target situation in terms of (a) necessities, (b) lacks, and (c) wants.¹⁷ Students' needs here refers to students' thoughts or perceptions in stating their needs (wants, weaknesses, and strengths) in English speaking skills and also their needs for flipbook-based media design to facilitate English speaking skills.

3. Digital Media

Digital Media is digital media for instructional purposes is a text or picture in a form of digital through internet, and includes teaching contents or materials which aims at improving teaching effectiveness.¹⁸ The Digital Media here refers to the media used by students and teachers in their preferred speaking learning and also, flipbook-based media which aims to facilitate students in speaking English.

4. Flipbook

Flipbook is a digital application designed to convert pdf into an interesting book-like application. It doesn't look like an ordinary book that only contains text

¹⁵Nation & Macalister. *Language Curriculum Design*. (United Kingdom:Routledge,2010). P.27

¹⁶Hutchinson, Waters. *English Specific Purposes*. (Cambridge Univesity: Press Syndicate)p.55

¹⁷*ibid*

¹⁸Holzberger, D.,.

and images. However, there is also a video in it that makes this application like a flipbook with many features in it. Not only that, flipbooks are also often used for digital magazines, company catalogs, and so on.¹⁹ The context of the flipbook in this study is to digital application that can convert pdf into an interesting book-like application which will be designs based on the wishes and needs of students at MTsN 1 Sidoarjo as a new digital medium for teaching English speaking.

5. Teaching Speaking

Teaching speaking is the best technique to improve oral fluency, which is the capacity to communicate clearly, sensibly, correctly, and without excessive hesitation..²⁰ so, teaching speaking here the context is the way to develop students more fluent in speaking English which this learning can be assisted with media to support teaching speaking.



UIN SUNAN AMPEL
S U R A B A Y A

¹⁹ Jain, S. "Development and Field-Testing of A Flipbook on 'Vegetables in Diet' for Rural Women." *Journal of Community Mobilization and Sustainable Development* Vol. 12, 2017.

²⁰ Ur, Penny. 2000. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

CHAPTER II THEORITICAL FRAMEWORK

The second chapter addresses the theoretical framework and the previous study on the area of analysis of students' needs for the development of flipbook to teach English speaking skill that will be covered in some subheadings namely (1) Need Analysis (2) Digital Media in English Language Teaching (3) Flipbook as media for English Language Teaching (4) Speaking Skill.

A. Review of Related Literature

1. Need Analysis

a. Definition of Need Analysis

The ESP historically integrated a needs analysis (NA) into language education. It consists of the methods used to gather data about the requirements of the students.²¹ The needs analysis looks at what the learners already know and what they still need to learn.²² Extensive needs analysis is also the systematic gathering and analysis of all pertinent information required to meet the students' language learning needs in the context of the specific institutions engaged in the learning setting.²³ The training will be relevant and valuable to learn about because of the needs analysis. The different needs analysis focuses, including:²⁴

- a. Necessities: These are the specifications of the objective tasks.
- b. Lacks: This strategy entails assessing the current situation of the learners.
- c. Wants: Students have their own opinions on what they believe would be beneficial to them.

²¹ Richards, J. C. *Curriculum Development in Language Teaching*. (Cambridge: Cambridge University Press. 2001) p.51

²² Nation & Macalister. *Language Curriculum Design*. (United Kingdom: Routledge, 2010). P.27

²³ Brown, H. Douglas. *Principles of Language Learning and Teaching*. (California: Longman, 1995) p.21

²⁴ Nation & Macalister.

It is possible to draw the conclusion that the needs of the goal circumstance dictate the target needs. In reality, the target needs analysis involves gathering information about the target scenario and the attitudes of the learners toward that circumstance. These inquiries relate to the purpose for language usage, the manner in which language is used, the course topics, the interaction between learners, and the time and location at which language will be used.

b. Purpose of Need Analysis

Needs analysis in language teaching may be used for a variety of purposes, including:²⁵

- a. Finding out which language proficiency a learner needs to fulfill a particular role.
- b. Determining whether an existing course adequately meets the needs of potential students
- c. Figuring out which students from a group most urgently require training in a particular language proficiency
- d. figuring out whether a group needs to change course.
- e. Recognizing a discrepancy between what kids can do and what they must be able to do, and
- f. It's helpful to gather data on a specific issue that students are facing.

All of these applications for requirements analysis highlight the fact that there are a variety of uses for this technique. Finding out whether a program is acceptable for the learners' aims and objectives for language acquisition is important in deciding whether it should be implemented.

²⁵Richards, J. C. *Curriculum Development in Language Teaching*. (Cambridge:Cambridge University Press. 2001) p.52

c. Procedures of Conducting Need Analysis

Needs analysis may be done using a variety of methods, and the information that is gathered depends frequently on the method that is chosen. A triangle strategy, or gathering data from two or more sources, is advised. It is best to look for information from many different sources. In order to analyze the problems that students face, it is necessary to gather information from a variety of sources, including samples of student assignments, test results on student performance, teacher reports on common issues that students encounter, expert opinions, information from interviews and questionnaires with students, analyses of teaching materials in textbooks, reviews of related literature, examples of programs at other institutions, and examples of given assignments.²⁶ Three fundamental steps are involved in need analysis:²⁷

1. Making fundamental choices about the needs analysis. Before conducting a requirements analysis, curriculum designers must decide who or what will be engaged, what information should be acquired, how points of view should be represented, and how points of view and program philosophy may interact.
2. Informational gathering. Examples of data that the curriculum design may gather include the four philosophies of need assessment, situation needs, language needs, objective needs, subjective needs, linguistic content, and learning process.
3. Making use of the information. The data gathered serves as the foundation for creating a curriculum that is adapted to the requirements of the pupils.

²⁶Richards, J. C. *Curriculum Development in Language Teaching*. (Cambridge:Cambridge University Press. 2001) p.59

²⁷Brown J.D. *The Elements of Language Curriculum*.(Boston:Heinle Publisher,1995) p.37-42

In addition to this, certain situations should be taken into account while determining the demands of the learners. They are:²⁸

- (1) Necessities, which encompass the language usage requirements for language learners.
- (2) Lacks: These entail assessing the learners' current situation or identifying their strengths and limitations. Focusing on a task for an assignment is one method of detecting deficiencies. We can interview learners, have them take exams like vocabulary, grammar, writing, and comprehension examinations, or have them self-assess using a specifically created checklist to discover more about their general competency.
- (3) Wants, which have to do with what the students want to study. The curriculum designer should choose the material and presentation features that can best meet the needs of the students after learning about those needs.

2. Digital Media in ELT

a. Definition of Digital Media

A digital text or image that is used for educational purposes on the internet comprises teaching elements or resources that are intended to increase the efficacy of instruction..²⁹ Digital media is created using digital devices (such as a computer, laptop, or smartphone) and may be accessed online or off..³⁰ The kids benefited

²⁸Nation & Macalister. *Language Curriculum Design*. (United Kingdom:Routledge,2010). P.27

²⁹ Holzberger, D., Philipp, A., & Kunter, M. How teachers' self-efficacy is related to instructional quality: A longitudinal analysis. *Journal of educational psychology*, 105(3), 774.

³⁰ Keane, D. T. 2012. Leading with Technology. *The Australian Educational Leader*, 34(2), 44.

from the usage of digital media in the classroom..³¹ The teachers believed that using digital resources may raise students' motivation, competency, and attentiveness..³²

so it can be concluded that digital media for learning purposes is text or images in digital form via the internet, and contains content or teaching materials that aim to increase teaching effectiveness so that it can help students learn English both orally and in writing.

b. Types of Digital Media

According to Bahadorfar et al. (2014), some contemporary technologies used in education nowadays include:

1. Internet

The internet provides people with the opportunity to cooperate and communicate with their computers from anywhere in the globe..³³ The internet expands the audience in all kinds of areas and not just for communication, but also for everyday tasks. People use the internet often all around the world. Today, students utilize the Internet in class to practice their English. Internet use in the classroom increases student attention and makes it simpler to discover the right information. The kids may use search engines like Google, Yahoo, MSN, and others to discover whatever kind of information they're looking for. We may get information from a variety of sources for any instruction using the Internet.

2. Google Classroom

Google created the website Google Classroom specifically for educational purposes to make it easier to create, distribute, and evaluate lessons online. To

³¹ Lin, M, H. Chen & K. Liu. 2017. A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome. EURASIA Journal of Mathematics Science and Technology Education.

³² Ibid

³³ Leiner, B. M., Cerf, V. G., Clark, D. D., Kahn, R. E., Kleinrock, L., Lynch, D. C., et al. (1997). Brief History of the Internet. Internet Society, 2

handle communication between students and teachers, Google Classroom has integrated Docs, Sheets, Slides, Gmail, and Calendar within the platform. Using a secret code or automatically importing students from the school domain, students can enroll in classes. Assignments can be made, distributed, and graded by teachers. This facilitates the teacher's ability to evaluate the modification history of papers, comment on changed assignments, and track the progress of each student.

3. Quizizz

The website Quizizz allows users to create interactive quizzes. Students may create interactive quizzes on the website Quizizz for use in class (can be used for learning evaluation). Quizizz is now more accessible and mobile-friendly for Android users thanks to the play store. Users and students who join only have access to processing questions and selecting answers. While completing the assignment, the user or student can view the score or value in percentage form.

4. E-Dictionary

An electronic dictionary is one that is accessible through a variety of media and includes software that is installed on tablet or desktop computers, mobile apps, and online applications. E-dictionaries serve the same purpose as printed dictionaries, but because they come with sound, video, and animation, they make the ideal learning tool. After utilizing an electronic dictionary, students are more engaged in the translation course.³⁴ Participating in translation courses significantly boosts student enthusiasm and vocabulary development. According to Mohamad et al. (2017), e-dictionaries assist students in correctly pronouncing words, checking

³⁴ Rashid, N., Yunus, M. M., & Mohamad, M. (2015). E-Dictionary And ESL Learners. Prosiding Seminar Kebangsaan Pendidikan Negara Kali Ke-5,578

their spelling, and finding synonyms. Thus, the pupils' proficiency in the second language has increased.³⁵

5. YouTube

YouTube is a captivating social media that advances education.³⁶ The purpose of YouTube is to share videos. Users may view, like, and comment on videos posted by other channels. These digital tools enable the learner to appreciate the subject matter while learning it. All four English language skills—listening, speaking, reading, and writing—can be practiced through this media. Additionally, YouTube videos provide excellent, pertinent teaching resources. Videos on YouTube may also be used to provide critical information that is only available in video form and cannot be accessed in print. YouTube videos are used in EFL classes to assist students comprehend material and perform better in class.

6. Power Point

Microsoft created the PowerPoint application, which enables users to produce everything from simple displays to intricate presentations. PowerPoint aids teachers in delivering information to pupils in a more effective manner. Due to the powerpoints' vibrant images and language, this might also aid kids in expanding their vocabulary.

7. Flipbook

Kvisoft Flipbook Maker is software that can convert PDF files to digital book flip pages, with the use of this program, a PDF may be made to appear more appealing and like an openable book.³⁷ It is possible to create digital goods with

³⁵ Mohamad, M., Rashid, N., & Mohamad, W. N. (2017). The Advantages and Disadvantages of E-Dictionaries to Enhance Vocabulary. *The Asian Conference on Education & International Development* (p. 8). Malaysia: The International Academic Forum

³⁶ Almurashi, W. A. (2016). THE EFFECTIVE USE OF YOUTUBE VIDEOS FOR TEACHING ENGLISH. *International Journal of English Language and Linguistics Research*, 34.

³⁷

this Kvisoft Flipbook Maker program, including text, photographs, music, videos, animations, Flash, and links.³⁸ A program called Flipbook Maker allows you to open each page much like a book. Users may convert Word, Excel, PPT, and PDF files to flash flipbooks with eye-catching page flipping effects with Kvisoft Flipbook. Flipbook is one of the presentation tools that can be used to produce eye-catching and fascinating digital editions of various types of content for online and offline sharing, including product catalogs, business brochures, magazines, ebooks, wedding books, greeting cards, annual reports, promotional leaflets, photo books, and more..³⁹

Backgrounds, control buttons, navigation bars, and hyperlinks are just a few of the design templates and features that the Kvisoft flipbook generator offers to make flipbooks more appealing and engaging.⁴⁰ Flipbooks can raise students' interest in studying and make it simpler for them to absorb the information, which improves learning outcomes.⁴¹ Flipbooks can help students' scientific thought processes, which is in line with the scientific method employed in the 2013 Curriculum. The inclusion of video and flash makes the e-book interactive for its readers. Videos may be used to practice observation, categorization, questioning, and hypothesis formation. While flash may be used to train users' communication abilities,

³⁸ Linda et al. "Interactive E-Module Development through Chemistry Magazine on Kvisoft Flipbook Maker Application for Chemistry Learning in Second Semester at Second Grade Senior High School". *Indonesian Society for Science Educator J.Sci.Learn.* 2018.2(1).21-25

³⁹ Haryanti.F, and Saputro.A.B, "Pengembangan Modul Matematika Berbasis Discovery Learning Berbantuan Flipbook Maker Untuk Meningkatkan Kemampuan Pemahaman Konsep Pada Materi Segitiga. <http://journal.upgris.ac.id/...php/aksioma/article/view/1422> accessed on May, 20 2018.

⁴⁰ Searmadi, Bagus Putra Hari, dan Rina Harimurti. "Penerapan Inovasi Flipbook Sebagai Media Pembelajaran Untuk Meningkatkan Hasil Belajar Pengenalan PHP Kelas XI RPL Di SMK Negeri 2 Mojokerto," *Desimal:Jurnal Matematika*, 1, no. 2 (2016).

⁴¹ Hidayatullah dan Rakhmawati, 2016. "Pengembangan Media pembelajaran Berbasis Flip Book Maker Pada Mata Pelajaran Elektronika Dasar di SMK Negeri 1 Sampang". Volume: 05 Nomor: 01 Tahun 2016.

question-asking techniques, and hypothesis-forming abilities.⁴² By including images, videos, and flash in the form of interactive quizzes, the flipbook application enhances the communicative effectiveness of instructional materials. Teaching resources for flipbooks are shown in a glass template with a number of buttons, including front and back covers, prior and next, zoom in and out, a zoom slider, a go to page button, and thumbnails. It is anticipated that using this flipbook would enable students to better comprehend the subject matter and improve their learning results.

3. Flipbook as a Media on Speaking English Skill

Flash flip book is an interactive electronic book, the advantage of Flash flipbook is that it can load files in the form of videos, moving images, or animations as well as sound, so it will be very helpful in the learning process which can make students not bored in doing learning activities.⁴³ Unlike other electronic books (e-books) which are only in the form of PDF files or documents that only contain text and still images, in the process of making Flash Flipbooks, there are several applications that can be used, including Kvisoft. Printed books are print-based media that contain static text and images.⁴⁴ When designing for print, there are six factors that must be taken into account: consistency, format, organization, beauty, font size, and usage of white space. Textbooks are the most well-known print-based educational resources.

In addition, the reason for making flipbooks as the right teaching media is that flipbooks have more varied features that can make students interested so that they can

⁴² Kustijono, R., & Ghofur, A. *Pengembangan e-BOOK Berbasis Flash KVisoft FlipBook Pada Materi Kinematika Gerak Lurus Sebagai Sarana Belajar Siswa SMA Kelas X*. Jurnal Inovasi Pendidikan Fisika (JIPF). 2015, 176-180

⁴³ Diena Rauda Ramdania dkk, Pengaruh Media Flash Flip Book dalam Pembelajaran Teknologi Informasi dan Komunikasi untuk Meningkatkan Hasil Belajar Siswa, Jurnal Pendidikan Teknologi 4 (2015): h. 2

⁴⁴ Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja GrafindoPersada, 2006), h. 87- 88.

improve student learning outcomes. The results of student learning can be enhanced by the use of flipbook media in instruction. Students' fascination with how it seems more appealing and engaging than printed literature has an impact on this..⁴⁵ This latest technology provides great opportunities for the use of digital books in science and distance learning.⁴⁶

On other hand, the criteria for a good e-book for speaking are:⁴⁷

1. The number of activities that are more directed to speaking
2. Contains a variety of speaking resources, including oral presentations, dialogues, role plays, and communication exercises.
3. There are specific strategies for conversations or other speaking activities
4. There are practice materials included to be more fluent in speaking English
5. To begin with, the publication information was explicitly stated at the book's introduction to notify readers of the authors, the publication date, and the publisher of the e-book. The e-color book's scheme was crisp and vibrant (no blurry layout). Users could easily view and read the texts and images.
6. The e-book program must be reasonably compact in size.
7. It features audio and visual
8. A high-quality e-book should contain hyperlinked information, multimedia, and an advanced search feature.
9. The e-book may also be read on a variety of desktop PCs from different manufacturers that have a PDF reader installed.

⁴⁵ Ramdania Diena Rauda, Heri Sutarno dan Waslaluddin. "Penggunaan media flash flip book dalam pembelajaran teknologi informasi dan komunikasi untuk meningkatkan hasil belajar siswa". *Jurnal Pendidikan*. (Universitas Pendidikan Indonesia,2007)

⁴⁶ Gorghiu. "The Electronic Book - a Modern Instrument Used in Teachers' Training Process". *Jurnal Elseiver*. Targoviste, Romania.

⁴⁷ Basra & Pupung. "An evaluation of English e-book 'Think Globally Act Locally' for the ninth graders". *Journal on English as a Foreign Language*. Vol. 8, No. 1 March 2018.

There are also seven guidelines for instructing speech; Focus on accuracy and fluency simultaneously, use intrinsically motivating strategies, promote the use of real language, offer appropriate feedback and correction, take advantage of the relationship between speaking and listening that arises naturally, provide students with opportunities to initiate oral communication, and promote the development of speaking strategies..⁴⁸ Crawford in Richards suggests the principles for designing effective teaching materials are: (a) language is functional and must be contextualized; (b) the language used must be realistic and authentic; (c) classroom materials will typically seek to include an audio-visual component; (d) learners must practice mastery of both skills, namely writing and speaking; (e) material flexibility to overcome cognitive differences in students or individuals with each other and (f) Involving educators in learning both cognitively and affectively..⁴⁹

According to Heinrich et al. The use of media in the teaching and learning process carried out by educators both in the classroom and outside the classroom will assist teachers in transferring material easily to their students, so the media is an intermediary that delivers information between sources and recipients..⁵⁰ The effectiveness of learning can be influenced by the learning media used in learning activities. One of them works in the education sector. With interactive learning media, the learning process will be more effective and efficient and make it easier for educators or teachers to transmit content to students with the aim of influencing learning..⁵¹

⁴⁸ Brown, H. D.. *Principles of Language Learning and Teaching*. (New Jersey: Practice Hall,1994)

⁴⁹ Richards, Jack C and Richard Schmidt, Longman Dictionary of Language Teaching and Applied Linguistics, 3rd Ed., London: Pearson Education Limited, 2002. P.84-88

⁵⁰ Heinich, Robert, Michael Molenda, James D. Russel, (1982) *Instructional Media: and the New Technology of Instruction*, New York: Jonh Wily and Sons.

⁵¹ Brown dan Brown. 1973. *Priciples of language Learning and Teaching*. Englewood Cliffs. New Jersey- Prentice Hall In

Anything that may be utilized by a teacher or students to develop their language proficiency is considered material..⁵² They might be dictionaries, films, CDs, newspapers, grammar books, cassettes, etc. The content must expose students to the real English language through spoken and written materials with the ability to engage them intellectually and productively..⁵³ Learning to recognize real language exposes students to facilitating and accelerating language development..⁵⁴ The instructor employs resources as a tool to aid in task preparation, classroom management, and student instruction in order to accomplish the learning objective. The instructor can create their own resources for the pupils that take into account both the needs of the students and the teacher. scholarly procedures. alterations are made to materials in order to enhance them or make them better suited for a specific learner type. Reduction, addition, omission, modification, and implementation are some examples of adaptation. Every time a teacher utilizes a textbook, they usually modify the materials in order to get the most out of it for the kids they are working with. The instructor can select texts and exercises that are pertinent to the needs or lifestyles of the students, grade them, and organize them in accordance with the levels of the students..⁵⁵ The requirements for a good material are known as the need analysis procedures since they are used to gather data regarding learners' needs. Tomlinson provides a summary of the fundamental concepts of second language acquisition that, in his opinion, most researchers in the field would concur are important for the

⁵² Tomlinson, Brian. (ed). 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

⁵³ *ibid*

⁵⁴ *ibid*

⁵⁵ Richard, J.C. *Curriculum Development in Language Teaching*. (Cambridge,UK: Cambridge University Press,2001) P.58

creation of instructional materials..⁵⁶ In this section, these principles are briefly discussed. ⁵⁷

- a. The content should have an effect and draw students' attention, interest, and curiosity.
- b. Learning materials should enable students to experience the situation; for example, offering illustrations rather than text alone
- c. The resources should encourage learners to feel confident; they shouldn't be overly challenging.
- d. Materials should require and promote learners' self-investment and be pertinent and beneficial in their field of study or endeavor.
- e. The learning materials should give students chances to apply the aim.
- f. The material should offer chances for comment on the results.
- h. The content should arouse interest in the mind, the senses, and the heart.

A speaking component in language classes aims to promote authentic conversation both within and outside of the classroom as well as the learning of communication skills. Instructors might employ a balanced activities strategy that incorporates language intake, organized output, and communicative output to aid students in developing communicative efficiency in speaking.⁵⁸ It follows that the goals for improving oral fluency will take this aim into account by establishing specialized material and activities that encourage communication.

The acquisition of grammar, vocabulary, functional language, and communicative abilities by learners must occur concurrently. Although fluency and

⁵⁶ Tomlinson, Brian. (ed). 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

⁵⁷ Ibid

⁵⁸ Nation, I.S.P & Newton Jonathan. (2009). *Teaching ESL/EFL Listening and Speaking*,. New York and London: Routledge

contextual appropriacy are equally significant objectives, paying close attention to the linguistic structure of the language is essential.⁵⁹ Speaking ability ultimately aims to be communicatively effective. Students should be able to communicate effectively while making the most of their existing level of skill. They should make an effort to minimize miscommunication caused by poor pronunciation, grammar, or vocabulary, and they should follow any applicable social or cultural norms.

4. Speaking Skill

a. Definition of Speaking

Speaking is the ability to communicate clearly in a foreign language, and it calls for not just linguistic proficiency but also the capability to understand language and information "on the fly".⁶⁰ Speaking may also be defined as the oral transmission of ideas and information in a number of contexts. In short, speaking is the ability to communicate and convey ideas, information, and knowledge using language features orally in variety of context.⁶¹

Speaking is, at its core, an instrument act.⁶² The speaker's words have a specific goal and are intended to have an impact on the audience. It's the outcome of the learning and teaching process. Students' conversation skills are a key component of teaching speaking, and they are critical to the effectiveness of language teaching and learning if speaking is to be used as a system of meaning expression. A success metric is the ability to have a conversation in a language.⁶³

In short, mastering a language requires the ability to use it well in interactions

⁵⁹ Hedge, T. *Teaching and Learning in the Language Classroom*. (Oxford:Oxford University Press,200) p.261

⁶⁰ Harmer, Jeremy. 2007. *The practice of English Language Teaching*. (Pearson: Longman. Hartley, L. and Sporing, M. (1999).) p.34

⁶¹Kayi, H. Teaching Speaking: Activities to Promote Speaking in a Second Language.http://iteslj.org/articles/kayi_teachingspeaking.html, 2006. December 22th 2021-12-22.

⁶² Nunan, D. *Language Teaching Methodology: A textbook for teachers*. (United Kingdom: Prentice Hall International (UK) Ltd, 1991) p.12

⁶³*ibid*

that involve not just verbal communication but also paralinguistic features of speech like tone, stress, and intonation. When communicating nonverbally, nonlinguistic elements like gestures, body language, and facial emotions are also necessary.

b. Mechanism' aspects of Speaking Skill

Speaking is not just conveying something verbally. However, there are also some aspects that need to be considered in order to have good speaking skills. These aspects are pronunciation, fluency, vocabulary, and accuracy.⁶⁴

1. Pronunciation

A certain sound is made during pronunciation. This includes the manner in which they talk clearly.⁶⁵ The speaker must be able to make their point obvious to the listener in order for communication to be successful. Teaching pronunciation in speech, including emphasis, rhythm, and intonation, is crucial. Rafael said that one of the most crucial speaking sub-skills is pronunciation, which must be taken into account before grammar and fluency. Speaking without paying attention to pronunciation will lead to varying meanings being understood by listeners and speakers.⁶⁶ The incorrect and imprecise pronunciation of words causes various misconceptions regarding their meaning.⁶⁷ Pronunciation is a crucial skill for the development of oral abilities in a second or foreign language..⁶⁸

⁶⁴Brown,H. Douglas. *Teaching by Principle An Interactive Approach to Language Pedagogy*. San (Francisco: Longman,2001) p.23

⁶⁵ Richards, Jack C and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education Limited, 2002.) p.54

⁶⁶ Agnes Maria Diana Rafael, "Analysis on Pronunciation Errors Made By First Semester Students of English Department STKIP CBN", *Loquen : English Studies Journal*, Vol.12, No.01, (June, 2019). P 1

⁶⁷ Ibid

⁶⁸ Ila Amalia, "Integrated Lesson in Teaching Oral Skill", *Loquen :English StudiesJournal*, Vol.12, No. 01, (June,2019). P 44.

2. Fluency

The capacity to communicate rapidly and naturally is known as fluency. In other words, the ability to communicate swiftly and naturally is a need for fluency.

3. Vocabulary

A vocabulary is a collection of lexemes, which are words that may be used alone or in combination as well as idioms.⁶⁹ Foreign language speakers must master a sufficient amount of vocabulary and be able to use it correctly in order to speak clearly and fluently.

4. Accuracy

Accuracy is the capacity to speak or write with proper grammar.⁷⁰ To talk accurately, a speaker must adhere to grammatical and structural norms of the language.

c. Problem in Speaking

According to Zang Samira Hosni, Speaking is a difficult skill to be mastered by most students who study English. There are several factors that make speaking difficult to master, namely:

1. Inhibition

Almost all students are afraid and hesitant to speak English because they feel they can't and when they make mistakes in speaking English they think they will be criticized by others so that it makes them embarrassed.

2. Nothing to say.

Lack of vocabulary makes some students do not know how to answer in English.

⁶⁹*ibid*

⁷⁰*ibid*

3. Low and uneven participation.

Students who can speak English will master the class even though these students are only one or no more than those who cannot speak English. This makes students who cannot speak English will feel insecure and more silent.

4. Mother Tongue Use.

English learners will feel free if they use their mother tongue when talking to their friends so that they are not used to using English.⁷¹

d. Speaking Activity

According to Harmer, Speaking activities is categorized into six activities:⁷²

Acting from scripts, communication games, discussions, prepared talks, questionnaires, simulations and role-plays. The activities are presented below:

1) Acting from the script

The teacher makes the students to act with the script that has been prepared. For example, a drama from a textbook or the topic of the chapter being taught. They will have a dialogue according to the script they made themselves. However, the teacher must also pay attention to the time given to provide space for students to practice first. in progress the show before the last show shows that acting is both language learning and production activities.

2) Communication game

Games that make students interact with each other by discussing certain information. So, a student has to talk to his partner to solve puzzles, draw

⁷¹Samira Al Hosni. "Speaking Difficulties Encountered by Young Learners." *International Journal on Studies in English language and Literature (IJSELL)*, Vol. 2, Issue 6, June 2014, p. 24

⁷²Harmer, J. (2001). The practice of English language teaching. *London/New York*, 401-405.

(describe and draw), place objects on the the correct order (draw and arrange), or find the similarities and differences between pictures.

3) Discussion

The problem of a teacher when inviting student discussions, students are reluctant to answer because they are not confident to answer in front of the class. One solution is that the teacher can form small groups which give them time for discussion to express their opinions in front of the class. This will allow students to prepare the ideas they express and present. In addition, teachers can coach students with instant comments such as showing photos or introducing topics at each stage of the lesson and nominate students to say the first thing that comes to their head. This activity will make students respond smoothly and immediately.

4) Prepared Talks

The teacher gives students choices about the topics to be prepared and allows them to bring notes in the presentation but not the narration. The teacher's responsibility is to make students confident to come forward with their important notes and the work made is original.

5) Questionnaire

A pre-planned questionnaire can make the connection between the questionnaire and the people who responded had something to say to one another. They are encouraged to employ normal language patterns in a repeating manner and then lie in the middle of conversations. The teacher can assist students in developing the actual questionnaire, which can then be used as the foundation for written work, discussions, or conversation preparation.

6) Simulation and games

When it comes to role playing simulations and role playing, people need to be aware of the circumstances and provided sufficient information about the activities. These activities can be used to improve students' overall oral fluency as well as to prepare them for specific scenarios.

It may be stated that giving a good speech in the classroom throughout the teaching and learning process is critical. Even the tiniest component of the speaking performance must be reached by the students. Students explore phonology, grammatical structure, and other characteristics of language as a result of the imitative and focused performance. They will strive to answer well in English after becoming comfortable with responsive performance. They are able to interact with people through transactional and interpersonal performances.

Finally, they will be able to make a lengthier discourse through the expansive show's conductor. Furthermore, when English teachers wish to encourage students to talk throughout the teaching and learning process, these activities are critical to consider. It was also used to measure kids' speaking abilities, according to the teacher. As a result, the instructor may determine if the students have gained proficiency in English speaking.

e. Function of Speaking

There have been several attempts to categorize the types of speech that occur throughout human contact. The difference suggested by Brown and Yule between the transaction purposes of speaking, which center on the exchange of information, and the interactional functions of speaking, which serve to develop and sustain social relationships, is helpful.⁷³ Speaking is used for three different

⁷³ Brown, H. Doglus. *Principles of Language Learning and Teaching* (4th Edition). (New York: Longman, 2000)

purposes, according to Brown and Yule: (1) interaction, (2) transaction, and (3) performance.⁷⁴

1. Talk as interaction

Talk as interaction describes interaction that primarily serves a social purpose and corresponds to what we often mean by "chat." People greet each other when they first meet, engage in small conversation, share recent experiences, and so on in an effort to be nice and create a relaxed environment for interaction. Instead of concentrating on the message, they pay more attention to the speakers and how they want to be perceived by one another.

2. Talk as transaction

Situations when the emphasis is on what is said or done are referred to as "talk as a transaction." They connect socially with one other in order to communicate their message and be understood properly and accurately. Two distinct conversation kinds as transactions. Situations like asking someone for directions fall under the first category, when individuals concentrate largely on what is said or accomplished.⁷⁵ The second kind of transaction focuses on acquiring goods or services, such booking a hotel room or placing a food order at a restaurant. This kind focuses on the significance of information flow between students and teachers. Speaking activities as transactions include explaining something, asking questions, agreeing and disagreeing, making ideas, and defending viewpoints during class debates and problem-solving exercises.⁷⁶

⁷⁴ *ibid*

⁷⁵ Richards, J. C. *Teaching Listening and Speaking*. (New York: Cambridge University Press, 2008)

⁷⁶ The Cambridge Guide to Pedagogy and Practice in Second Language Teaching. Cambridge: Cambridge University Press. Richards, J. C., & Lockhart, C. (1994). P. 116-117

3. Talk as performance.

The third style of conversation is more appropriately referred to as talk as performance. Public talk, also known as talk that broadcasts speeches and public announcements, is referred to here. According to the aforementioned hypotheses, speech serves the following three purposes: Three different definitions of talk are: (1) talk as interaction, which places more emphasis on social interaction in the community; (2) talk as transaction, which refers to a person's message being understood by others; and (3) talk as performance, which places more emphasis on formal settings like speeches.

f. Teaching Speaking

One of the key components of teaching and learning is the instruction of speaking. The goal of spoken language instruction is the development of the capacity to communicate effectively in that language, and that this entails both understanding and production.⁷⁷ Therefore, the purpose of speaking instruction should be to help students become more effective communicators since only then will they be able to express themselves and learn how to adhere to the social and cultural norms that are suitable in each communicative situation.⁷⁸ In order to effectively teach oral communication, teachers must demonstrate the specifics of how to transmit and negotiate language's elusive meaning.⁷⁹ The capacity to articulate oneself intelligibly, rationally, correctly, and without excessive hesitation is called oral fluency, and it is the main goal of speaking

⁷⁷ Hughes, Arthur. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press. P.118, 131

⁷⁸ Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in Second Language*. The Internet TESL Journal, Vol. XII, No. 11.

⁷⁹ Brown, H. Douglas. 2003. *Language Assessment Principles and Classroom Practices*. California: Longman University Press.

instruction.⁸⁰ Therefore, encouraging children to talk is a good strategy to help them communicate their feelings, meet their communication requirements, engage with others in a variety of contexts, and exert influence. For this reason, it's important to enable learners to organically develop their speaking abilities while simultaneously having a clear grasp of communication in the classroom. Overall, activities that encourage pupils to be creative and active are emphasized while teaching speaking skills.

g. Strategies Communication in Speaking

Communication strategy is the systematic effort made by a learner to convey meaning or decode it in the target language when the necessary systematic target language norms have not yet been established.⁸¹ Communication strategy that involves two parties trying to reach a consensus on meaning when the necessary meaning structure is not shared.⁸² There are types the employed the terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.

a) Memory Strategies

A strong memory connection between the forms and meanings of the words is made for the purpose of remembering them by putting them into context or simply by including them in a meaningful sentence, story, or

⁸⁰ Ur, Penny. 2000. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

⁸¹ Tarone. 2018. Some Thought on the Notion of Communication Strategy. Vol. 5, no. 3, https://www.researchgate.net/publication/238321559_Some_Thoughts_on_the_Notion_of_Communication_strategy

⁸² Ibid

conversation. Memory strategies are techniques to help learners store new information in memory and retrieve it later.

b) Cognitive Strategies

Cognitive strategies are focused on working with new words to comprehend, classify, and store them in the mental lexicon. They are direct mental processes. In other words, it is the process of organizing and connecting essential words with the meanings of the words that make up the acquired data. Choosing a term from the first language that sounds similar to the new word in the second language is known as a key word.

c) Compensation Strategies

The most prevalent method employed by the participants while conversing with their teacher was assistance for aid by seeking translation, which may be described as actions used to make up for knowledge gaps. Then comes linguistic mixing, wordplay, literal translation, and approximation of the meaning.

d) Metacognitive Strategies

Metacognitive strategies are deceptive techniques used knowingly by the speaker in an effort to recall new words. It entails gathering words from real settings, classifying them into lists, or employing them in conversations, along with the usage of word cards.

e) Affective Strategies

Affective techniques can aid language learners in a variety of ways, such as helping them unwind or develop the persistence and self-assurance they need to actively participate in their language learning.

f) Social Strategies

Social strategies, which are often viewed as being suited for a wide range of activities, make use of interpersonal communication to enhance language acquisition.⁸³

Using strategic communication to teach speaking has the added benefit of assisting pupils in starting to comprehend the learning process. Students that apply methods are also more successful and efficient learners. Learning is made simpler, quicker, more enjoyable, autonomous, successful, and more adaptable to changing circumstances through strategy. The approaches pupils use to activities or issues they meet during learning are well-represented by their language learning styles.⁸⁴

Besides that, there are no advantages of this strategic communication, namely makes students focus on one strategy so that other strategies are not explored to achieve learning objectives. There is no teaching strategy that is better than the other in all situations so it takes perseverance to learn strategies and apply them in the learning process.⁸⁵ Considering the positives and negatives of existing learning strategies, the researcher sees that there are very many advantages of a good learning strategy for students to learn and apply to learning English so that the drawbacks in learning strategies are not a benchmark for students not applying learning strategies in learning English.

h. Kind of Material in Teaching English

Materials are crucial for assisting instructors in comprehending and putting the theories of language learning into practice, and because of their significance, they

⁸³ Rebecca L. (1992). Use of Language Learning Strategies: A Synthesis of Studies with Implication for Teacher Training. (Oxford:October 2010) [On Line] Available at:<http://www.tesl-journal.com> October 2010]

⁸⁴ Rebecca. Language Learning Strategies: What Every Teacher Should Know. (New York: Newbury House Publishers,1990)

⁸⁵ Killen, Roy. *Effective Teaching Strategies: Lesson From Research and. Practice, second edition*. (Australia: Social Science Press,1998)

have evolved into their own area of study. A teacher should have some original concepts when creating instructional materials. Teaching aids and instructional material are the tools and resources a teacher uses to maximize the effectiveness of his education. According to Patel and Jain, a teacher should choose their lesson plans and resources in accordance with the goals set by the teachers.⁸⁶ Poems, short stories, newspaper and magazine articles, among other types of print-based original materials, are some examples. However, in addition to these print-based authentic materials, computer technology is developing quickly. Richards distinguishes between authentic and manufactured materials when classifying the items.⁸⁷ According to Richards, the usage of texts, images, video clips, internet and other instructional resources that weren't specifically created for pedagogical purposes constitutes authentic content.⁸⁸ Textbooks and other specially developed educational resources are referred to as created material.⁸⁹ Genuine content differs from other content. Teachers created it after realizing the importance of technology in both teaching and learning. If this instance is included in the teaching and learning process, it will be intriguing. A teacher works with students to integrate technology into the educational process.

B. Previous Study

The current study's subject area is covered by a large number of earlier studies. The earlier research mentioned below, in particular, have generally concentrated on one or two areas that the present study would be done, namely Several studies have the analysis

⁸⁶ Patel and Jain. 2008. English Language Teaching; Methods, Tools, and Techniques. Jaipur. Sunrise Publisher.

⁸⁷ Richards. 2001. Curriculum Development in Language Teaching. USA. Cambridge University Press.

⁸⁸ ibid

⁸⁹ ibid

of learning media for teaching speaking, students' needs for media in learning English, especially speaking, flipbooks in learning English.

First, the study of Fitriwati entitled “Improving Students’ Speaking Ability by Using Instructional Media for Advanced Learners” examines about the impact of learning media, especially videos, which can improve students' speaking skills.⁹⁰ However, this research focuses on how to use learning media to improve speaking, not on students' needs for learning media. Moreover, this instructional media tends to be video instead of instructional multimedia such as flipbooks. In addition, the subjects of this research are advanced learners.

Second,. talking about developing a flipbook for teaching grammar as a subject of the study, the study of Selvi has developed a Digital Flipbook for Teaching Grammar with an Inductive Approach for Student Teachers in Jambi University.⁹¹ Her study focuses on developing flipbooks on grammar which is only one aspect of speaking. Moreover, this flipbook uses an inductive approach to its teaching. In addition, the subject of this study is for students in Jambi University. The researcher wants to develop a flipbook for students as a medium for teaching grammar with an inductive approach.

Third, Dian Permatasari and Liya Atika Anggrasari also conducted research on the effect of flipbooks on teaching English, especially in reading skills.⁹² However, this research focuses on the effectiveness of flipbooks by using the story technique in it. Moreover, the subjects of this study were elementary school students. This study uses a quasi-experimental. From the research conducted by Permatasari, it only focuses on the effectiveness of flipbooks to support reading skills

⁹⁰ Fitriwati. “Improving Students’ Speaking Ability by Using Instructional Media for Advanced Learners”. Vol 9 ISSN: 1979-0457, 2015.

⁹¹ Selvi. “Developing Digital Flipbook for Teaching Grammar with Inductive Approach for Student Teachers in Jambi University” (Jambi: Jambi University, 2020) p.4

⁹² Dayu, D. P. K., & Anggrasari, L. A. (2022). Flipbook Story to Increase Reading Skills for Beginners. *SINAR BAHTERA*, 67-73.

Fourth, Palpanadan also conducted research on flipbook media as a medium that can increase vocabulary.⁹³ however, this study focuses on the effectiveness of flipbooks to improve students' vocabulary. Moreover, the subject of this research is used for high school students who have difficulty in English vocabulary and also the researchers conducted this study aimed at overcoming the obstacles of students in mastering the four skills in English.

Fifth, Wahyu Fitria and Asma'ati also conducts research for the development of flipbooks for German language skills.⁹⁴ However, this research focuses on developing flipbooks for speaking skills which have been chosen by the teacher as a good medium. Moreover, the language used here is German and the research subjects are high school students who lack in learning media for German speaking lessons.

Sixth is a study conducted by Mandaria which examines the needs of students to develop an e-book to teach speaking.⁹⁵ This research is a study that is almost the same as the research that will be conducted by the researcher. However, this research is more inclined to e-books rather than flipbooks and the population that is focused on is elementary school children, not junior high school students.

Seventh, Balqis Az Zahra and Dita Hestiana conducts research research on the effectiveness of flipbooks for reading which aims to make students motivated and happy to read.⁹⁶ however, this study is more inclined to measure the effectiveness of flipbooks for reading skills. Moreover, the subject of this research is university students of English Department who use Flipbook.

⁹³ Palpanadan et al. "Improving Students' Mastery of Vocabulary Through FlipBook Approach." *English Literature and Language Review*, Vol 05 no.7, 2019

⁹⁴ Asmaati, Wahyu Fitria. "Media Flipbook untuk Keterampilan Berbicara Bahasa Jerman Peserta Didik Sman 1 Kutorejo Kelas XI Semester 2." (2018).

⁹⁵ Mandaria et al. "Student Needs for Developing E-Book for Teaching Speaking Skills for Young Learners." *International Conference on English Language Teaching*, 2020

⁹⁶ Az Zahra, B & Dita Hestiana, "The Effectiveness of Using Flipbook to Increase Reading Motivation". *Esaunggul*. 2021

Eighth, Lilik Purwaningsih, Arie Hadianti, and Marsini conducted research about flipbook prototype used to teach grammar's "simple past".⁹⁷ This study develops a flipbook on grammar material. However, this study focuses more on just one grammar, namely the simple past tense.

Ninth, Dini Rahmadhani, conducted research about speaking materials that students' needs' when speaking English.⁹⁸ The result of this research, it showed that the school and the English teacher still need more attention to the needs of tourism students. Speaking materials still have not been sufficient for the needs of tourism students. In addition, based on classroom observation and interviews, in teaching process, the teacher needs to find other techniques and sources to teach speaking for tourism students. Therefore, the school and the English teacher should provide Speaking materials, such as techniques and appropriate resources for students who are students of tourism.

Tenth, Wiwik Mardiana conducted the utilizing of digital media on speaking English.⁹⁹ The findings show that the use of digital media is advantageous for both students and pre-service instructors. It is also examined how pre-service teachers see how digital media affects students' attitudes and abilities, as well as the challenges they face.

From the several studies above, it can be seen that the use of flipbooks is only limited to the use of learning English and is more inclined to reading skills. Grammar, and vocabulary and also there are still a few who use flipbooks in learning English especially in English speaking skill.

⁹⁷ Purwaningsih Lilik, Arie Hadianti, and Marsini, "Prototype Design Flipbook Media in Teaching Grammar : Simple Past Tense" Indonesian EFL Journal (IEFLJ) Volume 8, Issue , 2022

⁹⁸ Rahmadani, Dina. "Need Analysis of English Speaking Materials for Twelfth Grade Students of Tourism Program". UIN Syarif Hidayatullah Jakarta, 2019.

⁹⁹ Mardiana, Wiwik. "Utilizing Digital Media in EFL Classroom: Pre-Service Teacher Teaching Practice Experience" . *Journal of English Teaching, Applied English Linguistics and Literature*, Volume 3 number 1 2020.

CHAPTER III RESEARCH METHOD

This chapter concentrates on describing the researcher's process for conducted the students' needs for the development of flipbook to teach English speaking skill that involved (1) Research design, (2) Research setting, (3) Data and Source of Data, (4) Research instrument, (5) Data collection technique, (6) Data analysis technique, (7) checking validity of research.

A. Research Design

The purpose of this study is to evaluate the demands of students for the creation of flipbooks to teach English speaking abilities. This study used a mix methodology. Sometimes, neither a qualitative nor a quantitative strategy will suffice to address a research subject; in these situations, a combination of methodologies will develop to provide novel strategies that will allow researchers to benefit from both. In order to provide more tangible findings, the mix technique is a methodology that, according to Fernando Almeida, blends qualitative and quantitative approaches in one research.¹⁰⁰ The surveys yielded quantitative data in the form of 40 question items covering the subjects of students' demands for developing their English-speaking abilities, speaking skills in general, and flipbook design requirements. Data for the qualitative technique, however, came from teacher and student interviews as well as classroom observations. To clarify the answers of the questionnaire that they had already filled, student interviews were performed.

¹⁰⁰ Fernando Almeida, Strategies to Perform a Mixed Methods Study, European Journal of Education Studies, Vol. 5, Issue. 1, 2018, p. 138

B. Research Setting

The research setting in this study was divided into two aspects namely place and time, where and when the study intended to be conducted.

1. Place

This study took place in MTsN 1 Sidoarjo especially at 8 grade. Specifically for the eighth grade because after the writer did preliminary research, the score of speaking English was lower than the seventh and ninth grades. In addition, MTsN 1 Sidoarjo is chosen as the research location because it has not used flipbook-based media and language laboratory, so the researcher aims to analyze students' needs in developing flipbooks to facilitate students' English speaking skills. It is located at Jl. Stadion No.150, Kemiri, Kec. Sidoarjo, Kabupaten Sidoarjo, Jawa Timur 61234.

2. Time

The study was conducted in early August 2022. The study was conducted 5 times. One day to interview the teacher, the next day to give questionnaires, and the next day to interview five students who have different aspects of speaking difficulties to find out what they need in learning English speaking skills so that they can add the views of researcher to make a flipbook design plan to teach English speaking skill and two times to observe the students and the teacher when learning English specifically when they did speaking activity.

C. Data and Source Data

1. Data

The data of this study were the information written in the questionnaire focusing the students' needs when learning English speaking skill, aspects of English speaking skill students' needs, and the format of flipbook that students' needs to learn English speaking skill. To answer the first question about students' speaking needs and also the format that students want, and secondly about the aspects of speaking that students need, and also the flipbook format that students need in speaking English, the researcher used a questionnaire to find out the overall needs of students by distributing questionnaires to students. 60 of eighth grade students with non-language class categories and to find out more about students' needs, the researcher selected five students to be interviewed according to the aspects mechanism that students needed in order to improve the format specifications on the flipbook and their speaking needs. Moreover, the researcher also interviewed English teachers to provide their views on the situation in the classroom when the teacher used learning media when students were learning speaking so that researchers could find out from both sides the situation and condition of the students. In addition, to understand the students' needs in depth, the researchers also used in-class observations to find out what teachers and students were doing when speaking in English and also the use of media used to help students learn to speak English or not.

2. Source Data

The source of data is 60 of eighth grade students and 2 teachers that teach in eighth grade in MTsN 1 Sidoarjo in academic year 2021-2022. It was chosen because it was based on speaking scores from three grade levels and the lowest grade was the eighth grade. In addition, the lack of media used by teachers at the school makes researchers

want to make a flipbook design plan that suits the needs of students so that they can provide solutions to teachers to overcome the difficulties of teaching English speaking to students.

D. Research Instruments

Since this study was mix method research, the researcher decided to use the instrument, namely observation, questionnaire, and interview guideline to answer the research questions.

1. Questionnaire

The researcher used a questionnaire to answer the first, second, and third research questions about students' needs for flipbook development to teach English speaking skills. The contents of this questionnaire were designed by adapting and synthesizing research on the needs of students in learning English speaking skills, what aspects students need in learning English speaking skills, and also the flipbook format that students need to support learning English speaking skills. Precisely item numbers 1-3 to find out the situation of the classroom environment when students learn speaking english, item numbers 4-6 to determine kind of material that students needs when they learn English speaking in class, item numbers 7,8,40 to find out main source of students' needs when they learn English speaking skill, item number 9,10 to find what factors cause students have difficulties in speaking English, item number 11 to know about media that tacher often use, item number 12-14 to find the technique that students' needs when they learn English speaking, item number 15-17 to find the spaking activities that students needs when they learn English speaking skill, 18-21 to find out mechanism's aspects of speaking skills needed by students, item numbers 28-30

are used to explore the strategies communication in learning English speaking skills, and numbers 31-39 are used to find out the flipbook format needed by students.

The questionnaire created for this study is structured as a Likert scale, with each point denoting a certain variable and feature as a print out question. The scale itself is a scale used to assess several ideas using a range of numbers that have different meanings. Researchers limit as follows: 5 = very much, 4= quite a lot, 3 = so-so, 2= not really, 1 = not at all.¹⁰¹ and also the researcher notes that if something is true but somewhat exaggerated, the participant can enter 'X' in the fourth or fifth box.¹⁰² In order to avoid invalidity and irrelevance, the researcher also underlines that the respondents should only answer the questionnaire in accordance with their views, perceptions, and preferences, free from pressure or influence from irrelevant factors.

2. Interview Guideline'

An interview guide with a solely identical focus to the use of questionnaires was the tool utilized in this investigation. The research focus group will be asked a series of open-ended questions after completing the questionnaire in order to elicit detailed comprehension and subjective responses because there are no true-false, yes-or-no, or agree-disagree options..¹⁰³

In particular, the researcher used an open interview guide aimed at enriching the information gathered about the students' needs for flipbook development to teach English speaking skills. This open interview is able to

¹⁰¹ Dornyei, Zoltan, Questionnaires in Second Language Research, 2003.

¹⁰² *ibid*

¹⁰³ Jenifer Larson-Hall, A guide To Doing Statistics In Second Language Research Using Spss, 0 Ed. (Routledge, 2009), <https://doi.org/10.4324/9780203875964>.

provide a wider range of information under the flow of learning.¹⁰⁴ In this style of interview, the study participants must respond to the questions using their own words and ideas without restriction. This questionnaire, which the researcher created by combining numerous studies on the examination of students' demands for the creation of flipbooks to teach speaking skills, is generally based on teaching beliefs, perceptions, and concerns connected to the study's issue. Items 4, 13, and 14 attempted to address the research question about the aspect of speaking that students' needs, while items 7, 8, 9, and 10 attempted to address research question number three regarding the format of flipbooks that students' needs. To be more precise, items 1, 2, 3, 5, 6, 11, and 12 attempted to address the research question about students' needs to learn English speaking skills. Then, several factors and aspects were sketched, leading to a dozen open-ended responses that were deemed important. Additionally, a smartphone tape recorder was utilized during the interview to make sure the researcher did not forget to record any important information.

E. Data Collection Technique

The researcher employed a number of established data gathering approaches, including distributing questionnaires, conducting interview sections, and performing observations, in order to get the data.

1. Distributing Questionnaire

After making a set of questionnaires consisting of the variables considered involved by synthesizing several studies involved about analyzing students' needs for the development of flipbooks to teach English speaking skills and printing it

¹⁰⁴ Creswell, Educational Research.

into three pieces of paper, the researcher distributed them to the subjects of this study, namely students in 8I (mixed class) and 8A (science class) which meet the criteria for non-language classes. The distribution of this questionnaire was carried out for one day from August 11, 2022 after the researchers got the names and numbers of 60 students of MTsN 1 Sidoarjo. Simply put, the distribution of this questionnaire aims to provide data to answer the first and second research questions about the needs of students in learning English speaking, aspects of speaking needed by students, and also the flipbook format that students need to facilitate learning English.

2. Conducting interview sections

To get a deeper understanding behind the answers given by the students of grades 8A and 8I on their questionnaires, the researcher conducted interviews with selected students. Those who selected various answers from the four speaking aspects they found challenging were given a set of open-ended questions. Just like the others this interview guide is the result of studies and books that involve analyzing students' needs for the development of flipbooks or digital media to teach English speaking skills.

First, the researcher determines the interviewees based on the results of their observations and questionnaires who are able to represent all or most of the observations.

Second, the researcher decided when the interviewees were offline. The researcher was given permission by the teacher to enter the classroom and select pre-selected students to conduct interviews. Here the researchers conducted interviews for students on August 12, 2022 upon the completion of the questionnaire. Third, while conducting the interview, the researcher had a notepad

ready to collect the data and a tape recorder to capture the interviewee's whole speech. Fourth, the researchers manually organized the written data to make it readable and converted the recorded voice into written prose to make it understandable.. Finally, the researchers compared the results of manual written information and transcribed speech recordings to find out whether the information was valid and relevant.

In addition, the researcher also interviewed the teacher to find out the situation in the classroom when the teacher did speaking activities using media and the researcher also asked the students' needs in learning English speaking from the teacher's point of view. This interview conducted on 04 August 2022. The researcher made two English teachers in grade 8 as research subjects. Second, the researcher also used a tape recorder to transcribe the interviews conducted by the teacher.

3. Classroom Observation

The author conducts class observations to find out exactly how the atmosphere in the classroom when the teacher teaches speaking so as to know what students need when learning English. Observation is a method of gathering information that may be utilized in schools to learn whether the textbooks being used are appropriate and have been altered by the writers to suit the end product.

First, the researcher asked the school for permission to hold a class observation, after that the researcher met with an English teacher to attend the class. Second, with the guidance prepared by the researcher, researcher began to observe teacher who is teaching. Third, after the teacher finishes teaching, if any there is something that needs to be asked, the author immediately asks so no misunderstanding.

F. Data Analysis Technique

Data analysis is the process of reviewing, sorting, and grouping data with the aim of building hypotheses and lifting them into conclusions in finding research.¹⁰⁵ In this study, the researcher analyzed the data that had been collected using research instruments and techniques which were arranged by way of reflection on the criteria made by the researcher. In particular, data on students' needs to develop flipbooks to teach English speaking skills were collected using classroom observations to directly analyze students' needs in learning English speaking in the field, as well as students' opinions or perceptions regarding the needs of learning English speaking and what aspects are needed as well as the format. what students need to design a flipbook. then also the teacher's perspective on the needs of students. They were all collected using questionnaires, observations, and interview guidelines which were analyzed separately in different techniques such as the following:

1. Analyzing the data from questionnaire

The results of the survey were examined using statistical analysis. The majority of each question's responses address the needs of the pupils. The following formula was used to calculate the data:

$$NP (\%) = \frac{R}{N} \times 100$$

In which:

NP : Percentage

N : Total participants

R : Amount of the students' answer

¹⁰⁵ Creswell, Educational Research.

2. Analyzing the data from Interview

After compiling the interview guide, the researcher analyzed the results using the steps suggested by Creswell, as follows:¹⁰⁶

- a. Data from tape recorders and recordings should be prepared and organized.
- b. Transcribing the recording will allow you to have all of the interview's content in writing.
- c. Convert documents that are still written in Indonesian into English.
- d. Use the transcription findings to interpret broad questions that encompass all of the interview's questions; e. summarize participants' responses for each topic.
- e. Combine the results from the questionnaires and interviews into one comprehensive, valid, and pertinent piece of information to address the research questions regarding the needs of students in learning English, speaking aspects that students need, and the flipbook format that students need for the creation of learning materials to teach English speaking skills from the perspectives of both students and teachers.

3. Analyzing the data from Classroom Observation

After compiling the observation sheets, the researcher analyzed the results using the steps suggested by Patton, as follows:¹⁰⁷

1. Prepare data using either sheets, pictures, or videos.
2. to provide a description of the environment being examined, the activities occurring, and the participants

¹⁰⁶ Creswell, Educational Research.

¹⁰⁷ Patton, Michael Quinn.. *Qualitative Research and Evaluation Methods*. USA: Sage Publicatin Inc;2002.

3. Use transcriptional data to infer generic conditions.

G. Data Validity and Reliability

Validity and reliability are the two most basic features to evaluate any instrument measurement for good research. Validity is referred to as fin integrity while reliability is presented as the stability or consistency of findings. Without assessing the validity and reliability of research, it will be a challenge for research findings to explain the effect of measurement error on the theoretical relationships tested.” In this study, the researcher enlisted the help of an expert to validate the research instrument and used the Cronbach Alpha test to measure research reliability using Excel. Details of the validity and reliability of this study are described below.

1. Data Validity

The researcher combined the results from many research instruments using a triangulation approach to assess the validity of this investigation. Triangulation is a method for improving the reliability of or assessing research findings.¹⁰⁸ This research is based on the information of 8th grade English students and instructors, thus to prevent misunderstanding and enhance findings, evidence from (1) diverse sources and persons is provided, (2) Data kinds and data collecting methods, including: distributing surveys and conducting interviews to gather all written and spoken data (3) verifying participants, in which the researcher double-checks the information obtained from the source., namely students in grades 8A and 8I and teachers at MTsN 1 Sidoarjo . Through examining the sources of collected information and supported evidence, researchers are finally able to create and develop reports with valid and reliable data.¹⁰⁹

¹⁰⁸ S. Mathison, “Why Triangulate?”. Educational Research, Vol.17 No.2, 1988,13

¹⁰⁹ Creswell, Educational Research.

2. Data Reliability

Cronbach's Alpha's definition of reliability Researchers frequently use the statistic known as Cronbach's Alpha to determine the reliability of scales that have been developed or utilized in research projects. Excel researcher was used to evaluate the study's reliability using Cronbach's alpha. The questionnaire for this study consists of 40 items. The following are the findings of the Cronbach's Alpha test used to determine the reliability of the questionnaire in this study:

Table 3 1 the result of reliability Alpha Cronbach's for the questionnaire in this study

n	40
$n/(n-1)$	1,025641026
σsi^2	52,57711864
st	167,7048023
$1-(\sigma si^2/$	0,686490083
r11	0,704092393

Table 3.1 indicates that the Cronbach's Alpha for the study's questionnaire was 0.704, which is significant. This indicates that the survey has a 704% reliability rate, which is regarded as a sufficient alpha value. Nunnally and Bernstein discovered that a strong connection requires a Cronbach's Alpha value of more than 0.7. When Cronbach's Alpha is less than 0.6, this raises a concern.¹¹⁰ Overall, future research may be based on the information gathered from the questionnaire employed in this study.

¹¹⁰ azmine Escobar Pérez dan Angela Cuervo-Martinez, "Validitas Konten dan Evaluasi Pengalaman: Sebuah Pendekatan untuk Menggunakannya". *Kemajuan dalam Pengukuran*. Vol. 6, 2008, 1. J.C. Nunnally dan I.R. Bernstein, *Teori Psikometri*, edisi ke-3. (New York: McGraw-Hill, 1994)

CHAPTER IV FINDING AND DISCUSSION

This chapter reports on previous findings from the data collection process and discusses them by reflecting on existing related theories. More precisely, there are three things discussed in this chapter, namely students' needs when learning English speaking skills, aspects of speaking do students need, and the format of flipbooks students need to learn English speaking and also the reasons they need it.

A. Findings

The data for this study were collected on August 4-16, 2022. There were 62 participants involved in this study, all of which were 60 students in grades 8A and 8I and 2 English teachers in grade 8. First, they were given a questionnaire consisting of 39 questions in the form of printed paper. Second, by looking at the speaking aspect they need, the researcher chose 5 participants to be interviewed to gain understanding related to the topic being discussed. Answers from class observations, questionnaires, and interviews were used to answer research questions related to what students need to learn speaking, aspects of speaking needed by students and also a flipbook format to teach speaking skills. The research findings are presented as follows:

1. Profile of MTsN 1 Sidoarjo

a. General Description of MTsN 1 Sidoarjo

MTsN 1 Sidoarjo is one of the MTsN in Sidoarjo which is located on Jl. Stadium no. 150, district. Sidoarjo, kab. Sidoarjo, East Java. This school has special programs for each class, namely language classes, science classes, and also non-academic classes. This school consists of 10 classes at each level. One of its missions in language is "Developing Arabic and English language skills". In addition, MTsN 1

Sidoarjo, which originally had a language laboratory, has now decided to allocate a language laboratory due to lack of space or classes.

b. English Teacher

There are six English teachers at MTsN 1 Sidoarjo, but two who teach the eighth grade were interviewed according to the class chosen by the researcher. In conducting this research, the writer chose class VIII-I and VIII-A as the research subject after the author chose a class in accordance with predetermined criteria, namely the non-language class. In teaching English, when explaining the material, the teacher explains as much as possible in English, but because it's only a little students understand, the teacher explains again in Indonesian. To make activity interactive in the classroom, the teacher tries to give questions to students related to the material described. Students don't understand with what the teacher explained, and asked him to explain it in Indonesian. In addition, the learning media still seems less varied because they still use books and power points are interspersed.

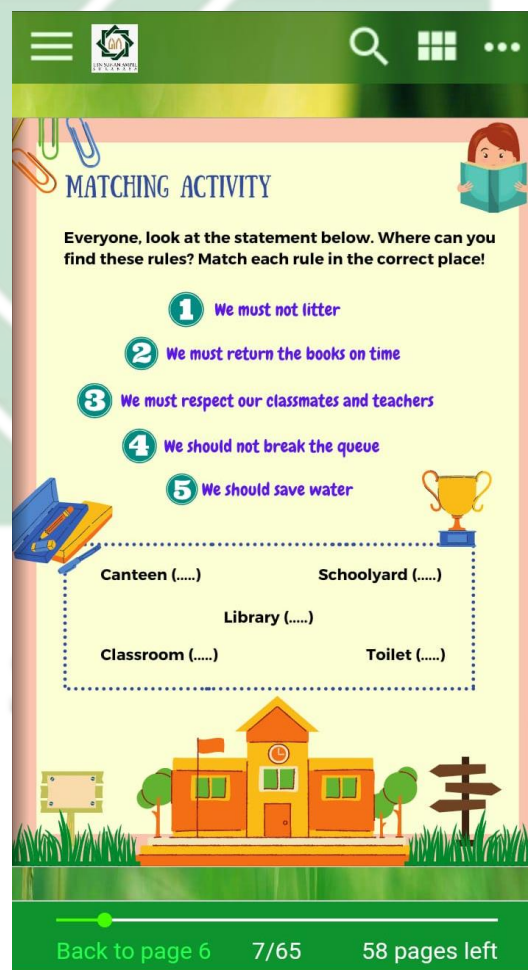
c. Students in 8th grade

VIII-A consists of 31 students and VIII-I consists of 33 students. In the process of teaching and learning English, especially speaking, the teacher provides more dialogue and no other variations, sometimes only in the form of videos. In addition, the books used are only worksheets where most of the activities are mostly reading and writing. From the information related to this research, it can be concluded that the needs of students in the material and also the speaking media need to be analyzed. As mentioned in chapter I, the purpose of this study is to analyze and find out what the target needs and the needs of students' English media, namely flipbooks and also what aspects of speaking are needed by students.

2. Introduce the flipbook and how the flipbook work

The researcher provided a flipbook display before handing out the questionnaires so that participants would understand what a flipbook was, how it functioned, etc. There are several ways it opens; the first is by displaying the flipbook the researcher created earlier in the sixth semester while engaging in service learning.¹¹¹ The researcher described each stage of the flipbook's features and how to access them while displaying the flipbook view. The top of the questionnaire includes a description of what a flipbook is, which may be read before completing it.

Picture 4.1 Flipbook

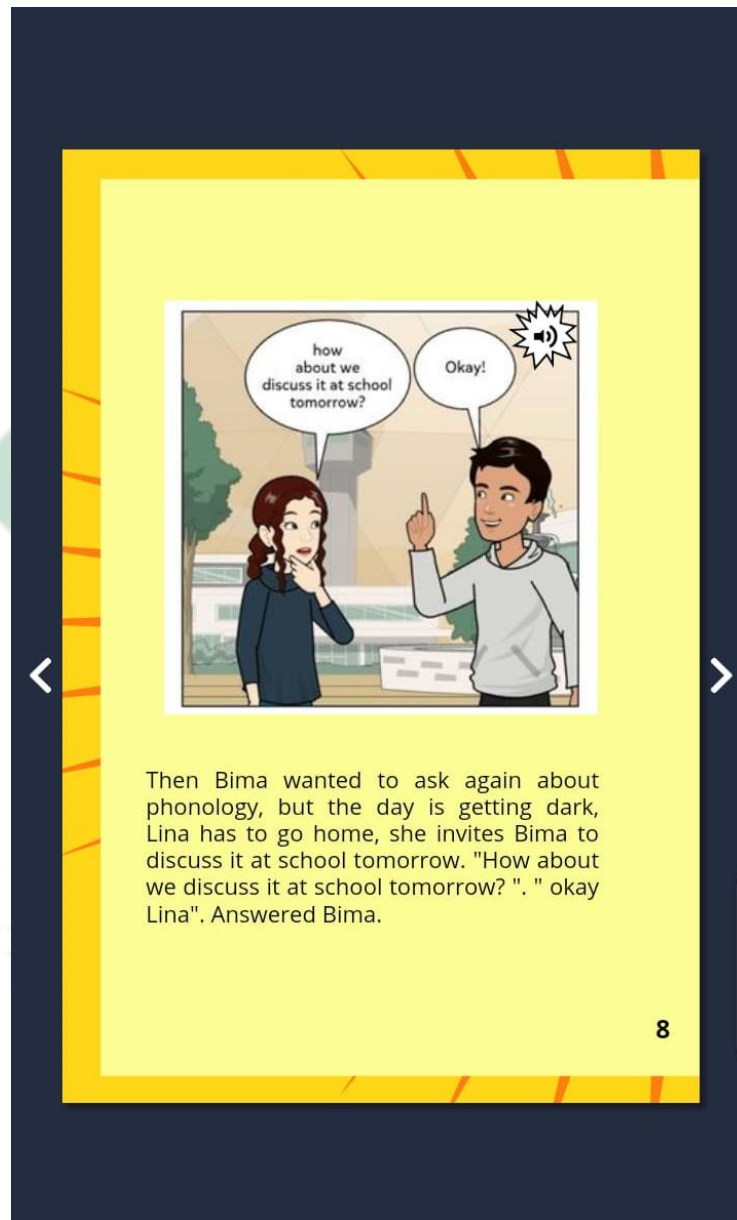


From the colorful display of the flipbook above, the students immediately asked, "is it just like an ordinary book?", then the researcher answered that this flipbook can

¹¹¹ Flipbook created in IMMD class on 30 Agustus 2021.

contain video and audio in it so that they can know how to pronounce words in English correctly and also easy to understand if using video. The following is an illustration of a flipbook which was made by UIN Sunan Ampel Surabaya students in Literature and Linguistic lessons.

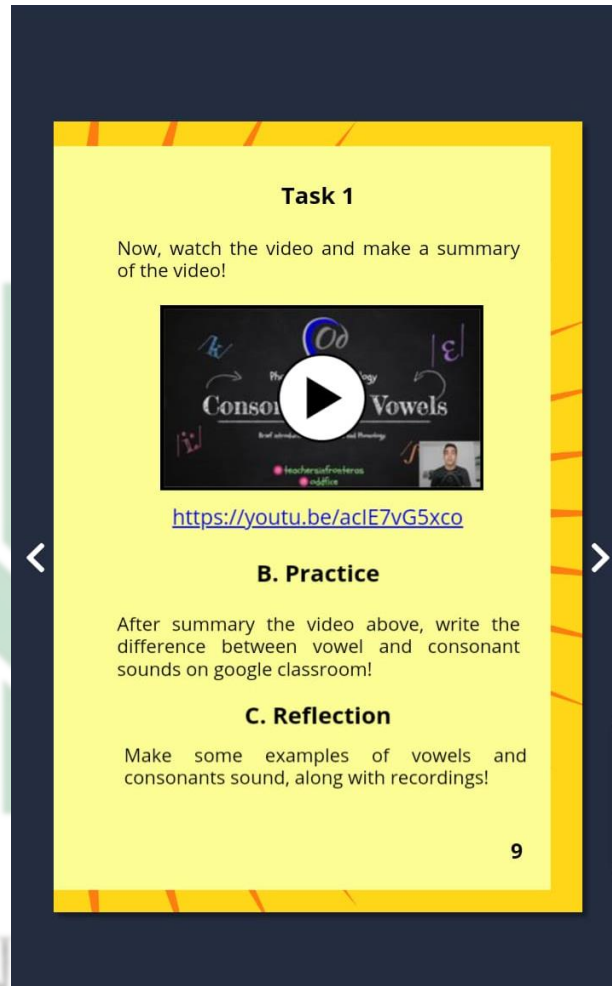
Picture 4.2 Flipbook Application



From the flipbook display, there is a dialogue in the form of writing and also in the form of sound which can help students in independent study. after students saw this display, they immediately asked "can we click on the audio logo?". then the researcher

answered that yes flipbook can help you understand how to speak according to pronunciation in English. In addition, the researcher also showed the video features contained in the flipbook.

Picture 4.3 Flipbook Application



After the students saw this video feature, they were immediately interested and asked, "Wow, cool. Then they are excited to learn". In this case, audio, video, vocabulary and other digital links that can be connected to the flipbook can make students learn more in learning English speaking skill.

3. The Students' needs to learn English Speaking Skill

To further explore the needs of students when learning English, the researcher used a questionnaire, interviewed both students and teachers, and also made observations in the classroom. This study tries to analyze the needs of students more deeply and in detail to

find out their necessities, lacks, and wants when learning English speaking. The terms necessities, lacks, what students need to do, and wants refer to knowledge that students must possess in order for goals to be successfully attained. Necessities refer to knowledge that students must possess in order to carry out their responsibilities, while lacks refers to knowledge that students must possess in order to identify their weaknesses. so that researcher can decide on a flipbook development design that suits with the students' needs. This needs analysis was adapted from the theory of Nation and Macalister¹¹² and developed based on the theory of learning speaking adapted from Brown.¹¹³ Likewise with the need for digital media for learning which was adapted from Stuart Selber about the importance of digital media for education in this digital era.¹¹⁴

a. Necessities

One of the needs of students in learning is the media. Likewise with the results of the questionnaire which states that students are interested if there are media in learning.

Table 4 1 students' interest in media to learn English Speaking

List of Questionnaire	SD	D	N	A	SA
The importance media in learning	6,6	0	1,6	6,6	85
Interest in digital media to learn English speaking skills learning	8,3	16,6	21,6	8,3	45

Table 4.1 indicates the importance of media in learning where students have 85% strongly agree to use media in learning. Meanwhile, there are 45% of students who strongly agree that learning is very fun when using digital media.

Table 4 2 The result source of speaking that students' needs

¹¹² Nation & Macalister. *Language Curriculum Design*. (United Kingdom:Routledge,2010). P.27

¹¹³ Brown,H. Douglas. *Teaching by Principle An Interactive Approach to Language Pedagogy*. San (Francisco: Longman,2001) p.23

¹¹⁴ Selber, Stuart. *Multiliteracies for a Digital Age*. 1st ed., Carbondale: Southern Illinois University Press

List Of Questionnaire	SD	D	N	A	SA
Authentic Material	5	3,3	18,3	40	33,3
Make Presentation	1,6	5	10	35	48,3
Material from textbook	5	13,3	30	21,6	30

Table 4.2 indicates the kinds of materials needed by students. the material that has the highest value is make presentation, namely 48.3% strongly agree, 35% agree, 10% neutral, 5% disagree, and 1.6 strongly disagree. while the second material that students choose the most is authentic material, namely 33.3% strongly agree, 40% agree, 18.3% neutral, 3.3% disagree, and 5% strongly disagree. Meanwhile, material from the textbook occupies material taken by students, namely, 30% strongly agree, 21.6% agree, 30% neutral, and 13.3% disagree and 5% strongly disagree.

Table 4 3 The result of source of speaking that students' needs

List of Questionnaire	SD	D	N	A	SA
Internet	1,6	10	30	25	33
Textbook	8,3	16,6	23,3	31,6	20
Teacher main source	5	5	35	30	25

Table 4.3 about students' speaking learning resources. Previously, researchers had made observations about what learning resources were used by students. most of them use the internet, textbooks, and direct sources from teachers. Internet is the highest choice of strongly agree that students choose, namely 33%, 25% agree, 30% neutral, 10% disagree, and 1.6 strongly disagree.

Secondly, the teacher main source is the most chosen choice after the internet, namely 25% strongly agree, 30% agree, 35 neutral, 5 disagree, and 5 strongly disagree.

third, the choice that is less chosen by students is the textbook which is in accordance with observations made by researchers that the textbook currently used by students is not in accordance with the needs of students to learn English speaking so that 20% strongly agree, 31.6% agree , 23.3% neutral, 16.6 disagree, and 8.3% strongly disagree.

b. Lacks

One of the weaknesses of students in learning to speak is not confident. Some students stated that they were not confident when studying. This can be seen in chart 4.4.

Table 4 4 Lacks of students need in learning English Speaking Skill

List of Questionnaire	SD	D	N	A	SA
Not confident	3,3	8,3	11,6	13,3	63,3
Nervous	5	3,3	16,6	36,6	38,3

Table 4.4 indicates students' obstacles in learning English speaking. There are two questions provided in the questionnaire, namely about not confident and nervous. most of them choose not confident, namely 63.3% strongly agree, 13.3 agree, 11.6 neutral, 8.3 disagree, and 3.3 strongly disagree. Furthermore, about nervous, namely 38.3% strongly agree, 36.3% agree, 16.6 neutral, 3.3% disagree, and 5% strongly disagree.

c. Wants

There are several wishes of students when learning English speaking skills, including the techniques used. This can be seen in chart 4.5.

Table 4 5 technique that students' want

List of Questionnaire	SD	D	N	A	SA
Discussion	5	5	10	35	45
Presentation	1,6	8,3	36,6	20	33,3
Make a pair	3,3	10	35	23,3	28,3

Furthermore, Table 4.5 indicates the students' desire for the speaking technique used. There are 3 options presented in the questionnaire, namely discussion, presentation, and make a pair.

Discussion is an option that many students choose because they can share their difficulties with their friends. Therefore, many students choose drama, namely 30% strongly agree, 23.3% agree, 25% neutral, and 10% disagree, and 11.6% strongly disagree. Meanwhile, about presentation. There are 33,3% strongly agree, 20% agree, 36.6% neutral, 8.3% disagree, and 1,6% strongly disagree.

Furthermore, make a pair ranks third, where the score is slightly different from the two techniques above, namely there are 28.3% strongly agree, 23.3% agree, 35% neutral, 10% disagree, and 3,3% strongly disagree.

Table 4 6 activities in speaking English that students want

List of Questionnaire	SD	D	N	A	SA
Drama	11,6	10	25	23,3	30
Roleplay	8,3	8,3	26,6	26,6	30
Prepared talk	10	10	33,3	18,3	28,3

Table 4.6 discusses the speaking activities desired by students, including drama, roleplay, and prepared talk. for drama has many choices very much agree the same with role play. drama has 30% strongly agree, 23.3% agree, 25% neutral, 10% disagree, and 11.6% strongly disagree.

Meanwhile, roleplay is also a technique that is favored by students because the teacher also applies this technique in learning. There are 30% strongly agree, 26.6% agree, 26.6% neutral, 8.3% disagree, and 8.3% strongly disagree.

Furthermore, prepared talk ranks third, where the score is slightly different from the two techniques above, namely there are 28.3% strongly agree, 18.3% agree, 33.3% neutral, 10% disagree, and 10% strongly disagree.

3. Aspects of speaking that students need

To investigate aspects of speaking needed by students so that they can speak well. Researchers used interviews and questionnaires. This research is to analyze students' needs in detail and in depth about the needs, shortcomings, and desires of students in the speaking aspect so that researchers can decide on the development of flipbooks that suit students' needs. This needs analysis was adapted from the theory of Nation and Macalister¹¹⁵ and developed based on the theory of learning speaking adapted from Brown

a. Necessities

In addition based on the result, all students agreed and has been similiar answer about the mechanics' aspects of speaking English that students need. This can be seen in chart 4.7.

Table 4 7 mechanism's aspects in speaking English that student' needs

List of Questionnaire	SD	D	N	A	SA
Pronunciation makes you difficult to speak English	5	6,6	31,6	33,3	23,3
Fluency makes you difficult to speak English	5	11,6	30	23,3	26,6
Vocabulary makes you difficult to speak English	5	10	28,3	18,3	38,3
Accuracy/Grammar makes you difficult to speak English	10	11,6	26,6	21,6	30

In table 4.7 discussing the mechanism aspect of students need, there are 4 aspects, namely pronunciation, fluency, vocabulary, and accuracy. One of the aspects that students need most is vocabulary where students still have a lot of trouble with vocabulary there are 38.3% strongly agree, 18.3% agree, 28.3% neutral, 10% disagree, and 5% strongly disagree. Then, accuracy or grammar is the second aspect in which students state that they have difficulty in that aspect so they still need learning to improve their English speaking skills so that there are 30% strongly agree, 21.6% agree, 26.6% neutral, 11, 6% disagree, and 10% strongly disagree.

¹¹⁵ Nation & Macalister. *Language Curriculum Design*. (United Kingdom:Routledge,2010). P.27

While for the aspect that many students choose, the third is fluency, namely the ability of students to speak fluently in English which they still need because they have difficulty applying it. therefore there are 26.6% strongly agree, 23.3% agree, 30% neutral, 11.6% disagree, and 5% strongly disagree.

Next is pronunciation. Pronunciation is the last aspect that students choose for their level of difficulty. in fact, pronunciation is a very important aspect in starting to speak so that what is said can be understood by listeners. there are 23.3% strongly agree, 33.3% agree, 31.6% neutral, 6.6% disagree, and 5% disagree.

b. Lacks

In addition based on the result, In the following, there are overall answers to strategic communication that are mastered by students. This can be seen in chart 4.8.

Table 4 8 communication strategies in speaking English that student' needs

List of Questionnaire	SD	D	N	A	SA
You speak English by remembering the words to be conveyed	6,6	11,6	21,6	11,6	48,3
you speak by remembering the key words from Indonesian and translate to a second language that you think is new	8,3	6,6	30	18,3	36,6
you speak mixed language when you speak english and ask the teacher if you don't know some words you will say in english	6,6	13,3	38,3	18,3	23,3
you talk imitating any authentic card, picture or video you've ever seen	10	6,6	30	23,3	30
You can speak fluently when the atmosphere is relaxed and conducive	3,3	6,6	48,3	28,3	13,3

you speak English more by interacting between friends	6,6	8,3	30	30	15
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Table 4.8 talks about communication strategies in which there are 6 strategies presented indirectly in the table, namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, social strategies.

for memory strategies are communication strategies by memorizing which are the strategies that many students choose, namely 48.3% strongly agree, 11.6% agree, 21.6%, and 6.6% strongly disagree.

While for cognitive strategies are 26.6% strongly agree, 18.3% agree, 30% neutral, 6.6% disagree, and 8.3% strongly disagree. While the third most chosen is the metacognitive strategy, namely 30% strongly agree, 23.3% agree, 30% neutral, 6.6% disagree, and 10% strongly disagree. Fourth place is compensation strategies, namely 23.3% strongly agree, 18.3% agree, 38.3% neutral, 13.3% disagree, and 6.6% strongly disagree.

Fifth, namely social strategies which have 15% strongly agree, 30% agree, 30% neutral, 8.3% disagree, and 6.6% strongly disagree and the lastly, ranking is affective strategies 13.3% strongly agree, 28.3% agree, 48.3% neutral, 6.6% disagree, and 3.3% strongly disagree.

c. Wants

In addition based on the result, In the following, there are overall answers about function's aspect that are desired by students. This can be seen in chart 4.9.

Table 4 9 functions' s aspects in speaking English that student' wants

List of Questionnaire	SD	D	N	A	SA
The interaction aspect (exchange greetings,	10	13,3	28,3	28,3	20

engage in small talk, recount recent experiences, and so, on) is an aspect that you want to develop when you learn English speaking					
The transaction aspect (class group discussions and problem solving activities, describing something, asking questions, agreeing and disagreeing, giving suggestions, and justifying opinions.) is an aspect that you want to develop when you learn English speaking	5	5	43,3	25	21,6
The performance aspect (talk that transmits public announcements, and speeches.) is an aspect that you want to develop when you learn English speaking	5	6,6	26,6	25	36,6

In table 4.9 there are three function aspects namely interaction, transaction, and performance. Performance including the highest functions aspect, namely getting 36.6% strongly agree, 25% agree, 26.6% neutral, 6.6% disagree, and 5% strongly disagree. While for transactions there are 21.6% strongly agree, 25% agree, 43.3% neutral, 5% disagree, and 5% strongly disagree and finally for interaction, there are 20% strongly agree, 28.3% agree, 28.3% neutral, 13.3% disagree, and 10% strongly disagree.

3. Format of Flipbook Model to Meet Students' Need to Learn English Speaking Skill

As a preliminary study of information gathering in the context of analyzing student needs for designing a draft of English learning media flipbook-based especially on speaking skills. the researcher used a questionnaire, interviewed both students and teachers. This study tries to analyze the needs of students more deeply and in detail to

find out their necessities, lacks, and wants about format of flipbook so that researcher can decide on a flipbook development design that suits with the students' needs.

a. Necessities

In addition based on the result, In the following, there are overall answers about media that are needed by students. This can be seen in chart 4.10.

Table 4 10 kinds of media that student' needs

List of questionnaire	SD	D	N	A	SA
Video is a necessary medium when learning to speak English	8,3	8,3	15	28,3	40
Multimedia is a necessary medium when learning to speak English	5	6,6	26,6	25	36,6
Pictures is a necessary medium when learning to speak English	5	6,6	35	25	28,3
Audio is a necessary medium when learning to speak English	5	10	35	26,6	23,3

In table 4.9 there are four features contained in flipbooks namely video, multimedia, pictures, and audio. The videos include features on flipbooks for teaching speaking skills needed by students because the humor of students choosing videos is to get 40% strongly agree, 28.3% agree, 15% neutral, 8.3% disagee, and 8.3% strongly disagree.

while for multimedia there are 36.6% strongly agree, 25% agree, 26.6% neutral, 6.6% disagee, and 5% strongly disagree and the third for pictures there are 28.3% strongly agree, 25% agree, 35% neutral, 6.6% disagee, and 5% strongly disagree and lastly is audio there are 23.3% strongly agree, 26.6% agree, 35% neutral, 10% disagee, and 5% strongly

b. Lacks

In addition based on the result, In the following, there are overall answers about lacks of students in use flipbook. This can be seen in chart 4.11.

Table 4 11 Lacks of students in use flipbook

List of questionnaire	SD	D	N	A	SA
I am allowed to bring my smartphone, tablet or laptop to study in class	6,6	8,3	38,3	25	21,6
you have quota at all times to access the internet	6,6	5	11,6	20	56,6

In table 4.11 explains the students' constraints on flipbooks, namely being allowed to use cellphones at school and also having internet quota owned by students. This table shows that 21.6% strongly agree, 25% agree, 38.3% neutral, 8.3% disagree, and 6.6% strongly disagree. While for quota ownership there are 56.6% strongly agree, 20% agree, 11.6% neutral, 5% disagree, and 6.6% strongly disagree.

c. Wants

In addition based on the result, In the following, there are overall answers about lacks of students in use flipbook. This can be seen in chart 4.12.

Table 4 12 wants of the student of design flipbook

List of questionnaire	SD	D	N	A	SA
Much larger size than the other layout elements on the page is the layout on the flipbook that you like	5	5	33,3	35	21,6
Colors that contrast/different on their own against the background and other elements is the layout on the flipbook that you like	5	6,6	16,6	35	36,6
Rhythm in the form of repetition of forms or layout elements and color is the layout on the flipbook that you like.	3,3	6,6	48,3	20	21,6
Backsound and music are required on a flipbook	5	5	26,6	28,3	35

In table 4.11 explains the students' wishes for the flipbook design that will be used to teach speaking. The first one talks about larger suze on the page where there are 21.6%

strongly agree, 35% agree, 33.3% neutral, 5% disagree, and 5% strongly disagree. For contrasting colors on the background on other elements students choose 36.6% strongly agree, 35% agree, 16.6% neutral, 6.6% disagree, and 5% strongly disagree. For repetitive rhythms on flipbooks there are 21.6% strongly agree, 20% agree, 48.3% neutral, 6.6% disagree, and 3.3% strongly disagree and Lastly, for the back sound there are 35% strongly agree, 28.3% agree, 26.6% neutral, 5% disagree, and 5% strongly disagree.

5. The Result of Interview

This interview was conducted to find out the students' reasons and the teacher's views on the needs of their students so that the research results can be said to be valid based on triangulation. In addition, the questions from this interview refer to the contents of the questionnaire. There were 5 students and 2 teachers who were interviewed so that the researchers did coding on the same answers. The original answers of students and teachers can be seen in appendix 1.3. The following are the contents of student and teacher interviews that have been summarized by the researcher:

1. Students' needs when learning English speaking skill

There are several needs of students in learning English that have been asked in the questionnaire which will ask students' opinions about their needs in learning English speaking skills and also the teacher's views on students' needs in learning English speaking. There are 6 types of student needs in learning English which are described through interviews according to the answers to the questionnaires of the selected students; (1) Digital Media; (2) kind of material; (3) Problems in learning English speaking; (4) Visual Media; (5) Technique of Speaking; (6) Speaking Activities.

a. Digital Learning Media

Media is one of the learning supports which is important to be used for teaching and learning both in the classroom and outside the classroom. The English teacher said that the media is very important in the classroom as an intermediary so that students can easily understand because the media will make the classroom atmosphere more exciting and colorful. "...the students prefer to use the media. The atmosphere is lively and the students are very happy like they are being challenged to be able to, it's okay that many students learn because if they don't use media, students are lazy to learn and less interested in English. because according to them speaking English is difficult." said teacher 1. Another elaboration conveyed by the other teacher which said, "...It's very crowded and students become active in the class, it's different if they only use books. Children become boring and learning becomes monotonous" said teacher 2. Students also said the same thing as said by the teacher. "...It's fun when using media in English, it makes me easier to understand, not bored, and challenging." The Interviewee 1.

b. Kind of Material

Talking about kind of material. Here the students stated that the source that is often used is textbooks. "...We still need more about the sources in the material we are talking at In order to learn to speak English, and we need a variety of material from English textbooks, not only the dialogues listed so that we could not learn to speak English well" said The interviewee 3. with textbooks as a source of material for students to learn English. This was also shown by the English teacher during the interview " I prefer native videos because it is more interesting that authentic can make students understand how to speak good English. Both in terms of pronunciation, expression, the stressing, the intonation, the vocabulary varies. It's different if I teach, I'm not a native. So that's really needed." Said teacher 2.

c. Problem in learning English speaking

Every student must have obstacles in learning, one of which is an obstacle in speaking English. The teacher conveyed his difficulties in teaching English specifically speaking. *"...As long as the students is diligent in practicing it can be done but relying on me is difficult, there are 5 or 10 students in the class, that's good. Because the practice is only the same as me. There is no other way, just try and practice. So I hope they can practice anywhere. Besides that, these children are still not brave when they talk. I think they are afraid of being wrong and don't know what to say, therefore I'm still thinking how to make them can be brave. Yes, maybe one of them was using the media."* Said teacher 2.

. The students also give the reason about the problem when the students speak English, *"....I'm embarrassed when I'm told to speak English because sometimes the pronunciation is wrong, then sometimes I forget, I don't know what to say. And sometimes if I'm wrong, my friends like to laugh at me. So sometimes I forget when I'm in front"*, Said interviewee 3.

In addition, after being interviewed, the students also thought about another difficulty, namely being nervous. *"...Sometimes, when I was in front, I was nervous. Well, what's more, it's not our native language, so we got confused and prefer to just read it."* Said interviewee 4.

In addition based on the result of interview, all interviews agreed and has been similar perspective about the difficulties when they speak English. The teacher also said the same thing, *"...The student is sometimes so nervous his voice is low and mostly asks me to use a book for cheats. Yes, I usually just reduce my grades."* Said teacher 1.

d. Visual Media

The English teacher also said at the interview that he is still not enough for the needs of students in English learning media. He said that he was trying to improve students' skills through media that suit students' needs, and one way is by developing digital media that can help them master English speaking skills. *"...I'm old, I can't keep up with the times, so when it comes to technology, it's difficult. I want more videos and activities that are good for speaking are included. So far, students like digital media that can be accessed on cellphones, because cellphones are always available. brought by students wherever and whenever".* Said teacher 2. Students also said the same thing, *"...I still prefer the book-like model but the video also keeps audio"* Said Interviewee 2.

e. Technique of Speaking

In addition to using the desired media, students also want the right technique to learn English speaking, *"....when discussing, preparing conversations, pairwork, dialogue, I like it, because together I can learn with other friends and I will be a bit confident, if I am asked by the teacher directly Then tell me to answer, I don't like it because I don't know what to say."* Said interviewee 3.

In addition based on the result of interview, 3 of 5 interviews agreed and has been similar perspective about the technique that they preferred when they speak English. Besides the technique to master speaking, students prefer discussion. However, 2 out of 5 interviewees stated that they prefer pair work because they focus more on speaking. *"...I prefer in pair, if in pair, the discussion will not be too many people"*

f. Speaking Activities

Likewise, when students are interviewed about their preferences on speaking activities, *"...I prefer drama because it's interesting. If discussions, prepare talks, pairwork, also dialogue, I can learn together with other friends and I am a little more confident, if I am asked the teacher directly to answer the question (in english), I don't like it because I'm confused about what to say."* Said interviewee 1. In addition based on the result of interview, all interviews agreed and has been similiar perspective about the speaking activities that they're preferred when they speak english Then the second activity, the activity that students like the most is drama. On the other hand, there is a speaking activity that students are also interested in, namely role play. *"...I like role play because I can ask friends to teach, or ask friends if I don't know how to say it so that friends can help."* Said interviewee 5. The third activity that students need is prepared talk. *"...I like the prepared talk first, so I'm ready and not confused when asked and learning is also not careless"* said nterviewee 4.

2. Aspect of Speaking that students' needs

There are several aspects of speaking that students needs that have been asked in the questionnaire which will ask students' opinions about aspects of speaking that students and also the teacher's views on aspects of speaking that students. There are 3 types of student needs in learning English which are described through interviews according to the answers to the questionnaires of the selected students; (1) Strategies Communication; (2)Mechanism Aspects; (3) Functions' Aspects.

a. Strategies of Communication

The English teacher said that the strategies used so far are more memory strategies. *"...Most students when asked to speak English should be given time to*

assemble words and memorize them. Maybe when they are memorized it will be good, but if they are asked, sometimes it is I don't know, maybe there are good 5 people who can still be asked. The rest, that's how it is, just keep quiet when asked." Teacher 1.

In addition based on the result of interview, two teachers agreed and has been similar perspective about the strategies that students used. This is the same as what the students said, *"...I prefer to memorize that way so that I don't carelessly say or prepare what to say first. I really don't like being asked directly, because I get confused and forget everything I want to say in English."* said interviewee 4.

b. Mechanism Aspects

These mechanism aspects of speaking are pronunciation, fluency, vocabulary, and accuracy. The teacher said that the most important aspect of speaking needed by students was fluency in language and also pronunciation. *"...As for the grammar, the important thing is that they can speak as much as possible so that they dare to speak and are not afraid of being wrong. So yes, the fluency must be improved with the pronunciation."* Said teacher 1.

In addition based on the result of interview, two teachers agreed and has been similar perspective about the mechanisms aspect of English speaking skill that students need. The students also said the same thing, *"...When it comes to pronunciation, the problem is because I am Javanese. , so when I speak with a Javanese accent, other difficulties that are similar between the words that are read are even more difficult on grammar Because I don't know the tenses Then eloquence is also confused if you talk about what to say"* said interviewee 4.

c. Function Aspects

Besides that, the teacher said that for functions, students are expected to be able to perform aspects of performance. *"...I often teach students daily speaking, which is*

more about interaction. I want them to be able to do aspects of transaction and performance little by little. There are things like that, but only a little bit actually."

Said teacher 1 and teacher 2 agreed about the answer of teacher 2.

The same thing was also expressed by students, "*...if at school we often do interactions like that so I want something different like a transaction like that "* said interviewee 5 and the answer is agreed by all interviewees.

3. Flipbook Model to Students' Need to Learn English Speaking Skill

There are several flipbook models to students' need to learn English speaking skill that have been asked in the questionnaire which will ask students' opinions about aspects of speaking that students and also the teacher's views on flipbook model to students' need to learn English speaking skill. There are 3 types of student needs in learning English which are described through interviews according to the answers to the questionnaires of the selected students; (1) Suggestion Media; (2) Using Gadget in class; (3) Quota Internet; (4) Design Flipbook

a. Suggestion media in flipbook

As the teacher suggested about the media used by speaking for the development of this flipbook. "*...If you develop a flipbook, you will be given a video, you can be asked to practice, there is also dialogue, roleplay. Let the students focus so that they are accustomed to speaking English"*. said teacher 2 and the answer is agreed by the teacher 1

In addition, students also said similar needs regarding various types of media placed on flipbooks, "*...I like videos the most and I really like multimedia and maybe it's suitable for learning English, I've never used multimedia. But maybe there are more media used also more understanding is gained"*. Said interviewee 4 and all interviewees also have the same perspective with interviewee 4.

b. Using Gadget in Class

The teacher said that carrying cellphones at school is allowed at certain times. *"...Students can't use cellphones but if English is needed, they can be brought to class. But I don't know if all children have cellphones or borrow their parents. But most of them already have their own cellphones"* teacher 1 and teacher 2 have the same perspectives about the smartphones that students have. Same thing with teachers, students also answered the same thing, *"...Yes, but collected in the canteen. But for English lessons so far, the teacher just told me to take a cellphone to see the dictionary."* Said the interviewee 3 and all interview have the most same perspective.

c. Internet Quota

Then in addition to having cellphones, some of them were interviewed about their quota on cellphones. *"... I have quota, but not much, but I can download a few applications or not, for WhatsApp quota, just make calls. For example, if I make internet, if I don't have it, I can ask a friend for a hotspot"*. Said the interviewee 5.

In addition, the teacher also talked about internet facilities in schools. *"...Actually, there is wi-fi, for example in the library, in the teacher's room, in the waka room. For example, there is an urgency to use the internet, the teacher can invite students to the library"* said the teacher 1.

d. Design of Flipbook

Besides that, the teacher also stated about his desire in the flipbook, *"...I hope the design is designed in such a way that the results can be made for them to study anywhere and anytime"*. Said Teacher 2 and the answer of teacher 1 almost same with teacher 2.

It's the same with students, "*...Isn't this flipbook digital, I want it when I see the flipbook or read the material on the flipbook, there's a song on it, if the problem with the design is whether it's left or right, I'm up to it, don't make the writing too big or It's too small, the colors are also contrasting with the writing, don't make it monotonous like the worksheet, so that I'm also excited when I study.*"said the interviewees 2.

B. Discussions

Based on the findings above, it can be discussed that speaking is one of the important English skills to pay attention to. These questions are intended to find out the needs of students in learning English speaking skills, what aspects of English they need, and also the flipbook format they need to learn English speaking skills. English teachers are still finding the need for students to teach English speaking skills. The researcher added that from materials, techniques, media, activities, strategies and methods still lack the need for learning English.

Although, there are some students who are already quite proficient in speaking English but Most of them are still not able to speak English in front of the class. Facilities from Speaking English for students is also important for them, not only writing and reading are needed but speaking is also one of the core of the language itself, after all speaking English is not only used for school but can be useful until they are in high school and work later. Therefore, speaking materials and media provided by the school are still not available enough to stimulate students' speaking ability. Thus, it is necessary to analyze the needs of students both in terms of their needs in learning English speaking skills, aspects of English speaking skills, and also a flipbook format to teach English speaking skills.

1. Students needs when learning english speaking skill

Necessities are things that are needed in the use of language learners in language learning.¹¹⁶ There are three necessities needed in learning English speaking skills, the first is media. The value of using digital technology both inside and outside of the classroom since it empowers students to take an active part in their education and turns teachers into co-learners. Based on the result of questionnaire and interview, . There are 85% strongly agree to use media in learning. Meanwhile, there are 45% of students who strongly agree that learning is very fun when using digital media.

. Both teachers and students agree that media is what is needed in learning to make the class more lively, students more active, and also the material is easy to understand. This result is also supported by interview which were done. English teacher said that the media is very important in the classroom as an intermediary so that students can easily understand because the media will make the classroom atmosphere more exciting and colorful. "...the students prefer to use the media especially if there is technology in the media. The atmosphere is lively and the students are very happy like they are being challenged to be able to, it's okay that many students learn because if they don't use media, students are lazy to learn and less interested in English. because according to them speaking English is difficult." said teacher 1. Another elaboration conveyed by the other teacher which said, "...It's very crowded and students become active in the class, it's different if they only use books. Children become boring and learning becomes monotonous" said teacher 2. Students also said the same thing as said by the teacher . "...It's fun when using digital media in English, it makes me easier to understand, not bored, and challenging." The Interviewee 1.

¹¹⁶ Nation & Macalister. *Language Curriculum Design*. (United Kingdom:Routledge,2010). P.27

It's almost the same as Hamiti said that The use of digital media helps teachers use class time more efficiently and manage their workload and Using technology improves the effectiveness of instruction and learning.¹¹⁷ This is consistent with Mardiana's study findings that it is advantageous for both instructors and pupils. The study's findings show that using digital technology in the classroom affects students' attitudes, including their motivation, interest, and active participation in class as well as their level of English proficiency, including vocabulary and reading skills. Despite external or extrinsic barriers to using technology in the classroom, teachers are still encouraged to do so in an effort to meet the demands of modern education.¹¹⁸ Thus, the teacher is required to be able to provide learning media effectively.

According to student needs. Teachers should pay attention suitable material to be taught to students and in accordance with student need. Overall student needs on the source of speaking material shows that the material that has the highest value is make presentation, namely 48.3% strongly agree, 35% agree, 10% neutral, 5% disagree, and 1.6 strongly disagree. while the second material that students choose the most is authentic material, namely 33.3% strongly agree, 40% agree, 18.3% neutral, 3.3% disagree, and 5% strongly disagree. Meanwhile, material from the textbook occupies material taken by students, namely, 30% strongly agree, 21.6% agree, 30% neutral, and 13.3% disagree and 5% strongly disagree. Regarding the speaking material of 8th grade, almost half of the students total participants chose authentic material. Talking about kind of material. Here the students stated that the source that is often used is textbooks. "...We still need more about the sources in the material we are talking at In order to learn to speak English, and we need a variety of material from English textbooks, not only the dialogues listed

¹¹⁷ Hamiti, M., & Reka, B. *Teaching with Technology* . Procedia Social and Behavioral Sciences,2012

¹¹⁸ Mardiana, Wiwik. "Utilizing Digital Media in EFL Classroom: Pre-Service Teacher Teaching Practice Experience" . *Journal of English Teaching, Applied English Linguistics and Literature, Volume 3 number 1 2020*.

so that we could not learn to speak English well” said The interviewee 3. with textbooks as a source of material for students to learn English. This was also shown by the English teacher during the interview " I prefer native videos because it is more interesting that authentic can make students understand how to speak good English. Both in terms of pronunciation, expression, the stressing, the intonation, the vocabulary varies. It's different if I teach, I'm not a native. So that's really needed." Said teacher 2. This means that students prefer to get learning use authentic material.

In addition, the teacher at the time of the interview also said that the authentic material needed for the flipbook is authentic material. This is consistent with Tomlison's assertion that materials must expose students to real-world English use through spoken and written texts that have the ability to engage them intellectually and effectively.¹¹⁹ Learners can facilitate and hasten language acquisition by assisting them in noticing real language.¹²⁰

This is the same as the results of research conducted by Rahmdani, in her research that indeed some students also choose authentic material where some students use the internet as a source in finding material.¹²¹ On the other hand, research by Mohammed and Intisar also claims that The authenticity of the materials lessens the artificiality of the writing.¹²² On other hands, Richards also claim that Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom.¹²³ Authentic material is different to another material. It was developed by teachers when they see that technology

¹¹⁹ ibid

¹²⁰ ibid

¹²¹ Rahmadani, Dina. "Need Analysis of English Speaking Materials for Twelfth Grade Students of Tourism Program. UIN Syarif Hidayatullah Jakarta, 2019.

¹²² Mohammed, Intisar. "The Effectiveness of Authentic Material in Promoting Spoken English". *International Journal of English Language Teaching Vol.7, No.8, pp.23-27, December 2019.*

¹²³ Richards and Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. New York. Pearson Education Limited.

has important role in teaching and learning.¹²⁴ This case will be interesting if it is integrated to the teaching and learning. A teacher collaborate the function of technology to the learning process.¹²⁵

It significantly aids in achieving the program's learning aim. It is anticipated that this study's findings would show how adding real materials to verbal English expression improves the speaking skills of EFL students. Therefore, the selection of authentic material by students for the needs of learning to speak English is very appropriate.

The instructor employs resources as a tool to aid in task preparation, classroom management, and student instruction in order to accomplish the learning objective. The instructor can create their own resources for the pupils that take into account both the needs of the students and the teacher. Methodological practices alter materials to enhance them or make them better suited for a specific type of learner. Reduction, addition, omission, modification, and supplementing are all examples of adaptation. Every time a teacher uses a textbook, they often adjust the information to maximize the usefulness of the book for their specific students. The teacher can choose texts and activities that connect to the needs or lives of the students, grade them, and arrange them according to the students' levels of understanding¹²⁶ Therefore, the role of a teacher is very important here. Of course, teachers must be creative in teaching, such as making video presentations to make it easier for students to learn.

Next is about the main source of speaking, most students choose the internet as the source of speaking. It can be seen from the results of the questionnaire that . most of them use the internet, textbooks, and direct sources from teachers. Internet is the highest choice of strongly agree that students choose, namely 33%, 25% agree, 30% neutral,

¹²⁴ *ibid*

¹²⁵ *ibid*

¹²⁶ Richard, J.C. Curriculum Development in Language Teaching. (Cambridge,UK: Cambridge University Press,2001) P.58

10% disagree, and 1.6 strongly disagree. Secondly, the teacher main source is the most chosen choice after the internet, namely 25% strongly agree, 30% agree, 35 neutral, 5 disagree, and 5 strongly disagree. Third, the choice that is less chosen by students is the textbook which is in accordance with observations made by researchers that the textbook currently used by students is not in accordance with the needs of students to learn English speaking so that 20% strongly agree, 31.6% agree, 23.3% neutral, 16.6 disagree, and 8.3% strongly disagree.

This indicates that rather than utilizing English textbooks, pupils choose to study through the internet. This is consistent with Nunan's assertion, which was cited by Tomlinson, that one of the subjects that teachers need to be knowledgeable about in order to construct lesson plans is how to motivate pupils to improve their language skills.¹²⁷ Students may now more easily than ever access a variety of materials related to their academic work thanks to the Internet, making it more difficult to guide them in making effective use of such resources. Fortunately, in online and mixed learning contexts, digital technology may also be practical aids for overcoming this difficulty. Furthermore, the students' difficulties came from factors in the learning environment in the classroom and the media. Meanwhile, the learning environment is also the cause of difficulties from students. Most of them choose not confident, namely 63.3% strongly agree, 13.3 agree, 11.6 neutral, 8.3 disagree, and 3.3 strongly disagree. Furthermore, about nervous, namely 38.3% strongly agree, 36.3% agree, 16.6 neutral, 3.3% disagree, and 5% strongly disagree.

. The teacher conveyed his difficulties in teaching English specifically speaking. "...As long as the students is diligent in practicing it can be done but relying on me is difficult, there are 5 or 10 students in the class, that's good. Because the practice

¹²⁷ Brian Tomlinson, *Developing Materials for Language Teaching: Second Edition*, (New York: Bloomsbury Publishing Plc, 2013), p. 98

is only the same as me. There is no other way, just try and practice. So I hope they can practice anywhere. Besides that, these children are still not brave when they talk. I think they are afraid of being wrong and don't know what to say, therefore I'm still thinking how to make them can be brave. Yes, maybe one of them was using the media." Said teacher 2.

. The students also give the reason about the problem when the students speak English, "...I'm embarrassed when I'm told to speak English because sometimes the pronunciation is wrong, then sometimes I forget, I don't know what to say. And sometimes if I'm wrong, my friends like to laugh at me. So sometimes I forget when I'm in front", Said interviewee 3.

In addition, after being interviewed, the students also thought about another difficulty, namely being nervous. "...Sometimes, when I was in front, I was nervous. Well, what's more, it's not our native language, so we got confused and prefer to just read it." Said interviewee 4.

In addition based on the result of interview, all interviews agreed and has been similiar perspective about the difficulties when they speak english. The teacher also said the same thing, "...The student is sometimes so nervous his voice is low and mostly asks me to use a book for cheats. Yes, I usually just reduce my grades." Said teacher 1.

In addition based on the result of interview, 3 of 5 interviews agreed and has been similiar perspective about the technique that they preferred when they speak English. Besides the technique to master speaking, students prefer discussion. However, 2 out of 5 interviewees stated that they prefer pair work because they focus more on speaking. "...I prefer in pair, if in pair, the discussion will not be too many people". it

means that some students have the same problem in speaking English. This is in line with Hosni's statement that there are problems with students in speaking, namely Almost all students are afraid and hesitate to speak English because they feel they can't and when they make mistakes in speaking English they think they will be criticized by others so that it makes them embarrassed and Students who can speak English will master the class even though these students are only one or no more than those who cannot speak English. This makes students who cannot speak English will feel insecure and more silent.¹²⁸ This is in line with research conducted by Hawalaina et al which explains Fear of making mistakes or mistakes, "fear of being laughed at by friends," "inability to speak spontaneously," "pressure of limited time," "pre-existing habit of using Bahasa Indonesia in speaking class," "lack of confidence to speak English," "fluency problem," "feeling nervous," and "uncertainty in using English" are some of the difficulties students have learning to speak English.¹²⁹ The students who were interviewed in this study also explained that they were afraid of saying the wrong thing and were afraid of being laughed at by their friends. In addition, in the observation, the researcher also saw that these students had difficulty in speaking English because they often spoke Indonesian in speaking class, and the time allocation was not enough when asked to prepare a conversation.

In addition, talking about media in learning English speaking skill, there are media used by students, but the media applied by the teacher is still monotonous, only textbooks, while most of students agree to use media that are rarely used by teachers. Based on the result of interview, all interviews agreed and has been similiar perspective about the preferred on the digital media when they learn English speaking skill. This

¹²⁸ Samira Al Hosni. "Speaking Difficulties Encountered by Young Learners." *International Journal on Studies in English language and Literature (IJSELL)*, Vol. 2, Issue 6, June 2014, p. 24

¹²⁹ Hawalaina et al. "Investigating Students' Nonlinguistic Problems of Speaking". *Research in English and Education (READ)*, 3(2), 103-111, June 2018.

is in line with the observations made by researchers when observing class activities. When the teacher gives videos or pictures, they become more active than before. In contrast, if the activity is only dialogue in the book, they seem less interested and less confident. So, the teacher must aware to choose media based on the principle of choosing it. The principles of selecting appropriate media must also be known by teachers that learning media must be in accordance with the interests, needs, and conditions of students¹³⁰In addition, the hope of students when learning English is the existence of digital media because they can learn anywhere. This is in line with Hamiti's statement that digital media provides a new perspective for independent learners.¹³¹

Next, talk about techniques on speaking, there were Discussion is an option that many students choose because they can share their difficulties with their friends. Therefore, many students choose drama, namely 30% strongly agree, 23.3% agree, 25% neutral, and 10% disagree, and 11.6% strongly disagree.

Meanwhile, about presentation. There are 33,3% strongly agree, 20% agree, 36.6% neutral, 8.3% disagree, and 1,6% strongly disagree.

Furthermore, make a pair ranks third, where the score is slightly different from the two techniques above, namely there are 28.3% strongly agree, 23.3% agree, 35% neutral, 10% disagree, and 3,3% strongly disagree.

It means students prefer discussion to speaking technique. In the interview that conducted by the researcher, students also want the right technique to learn English speaking, "...when discussing, preparing conversations, pair work, dialogue, I like it, because together I can learn with other friends and I will be a bit confident, if I am asked

¹³⁰ Sanjaya, Wina. (2014). Media Komunikasi Pembelajaran

¹³¹ Hamiti, M., & Reka, B. *Teaching with Technology* . Procedia Social and Behavioral Sciences, 2012

by the teacher directly Then tell me to answer, I don't like it because I don't know what to say." Said interviewee 3.

Based on the result of interview, 3 of 5 interviews agreed and has been similiar perspective about the technique that they preferred when they speak english Besides the technique to master speaking, students prefer discussion. However, 2 out of 5 interviewees stated that they prefer pair work because they focus more on speaking. "...I prefer in pair, if in pair, the discussion will not be too many people". As Lado argues that the purpose of teaching speaking is achieved effectively if the teacher has involved techniques and procedures to manage the classroom.¹³² Thus the teacher can apply or implement the discussion technique and doing presentation technique when teach English speaking skill in the class through flipbook.

In addition to techniques, there are speaking activities that are needed by students. According to Harmer, there are six activities in speaking including acting from script, communication games, discussion, prepared talks, questionnaire, and simulation games or roleplay.¹³³ From the six activities, there are 3 speaking activities that students want when learning speaking, namely drama, prepared talk and roleplay. The results of the questionnaire showed . drama has 30% strongly agree, 23.3% agree, 25% neutral, 10% disagree, and 11.6% strongly disagree.

Meanwhile, roleplay is also a technique that is favored by students because the teacher also applies this technique in learning. terdaoat 30% strongly agree, 26.6% agree, 26.6% neutral, 8.3% disagree, and 8.3% strongly disagree. Furthermore, prepared talk ranks third, where the score is slightly different from the two techniques

¹³² Lado, Robert. 1964. *Language Teaching: A Scientific Approach*. New York: McGraw-Hill, Inc.

¹³³ Harmer, J. (2001). *The practice of English language teaching*. London/New York, 401-405.

above, namely there are 28.3% strongly agree, 18.3% agree, 33.3% neutral, 10% disagree, and 10% strongly disagree.

. Likewise, when students are interviewed about their preferences on speaking activities, "...I prefer drama because it's interesting. If discussions, prepare talks, pairwork, also dialogue, I can learn together with other friends and I am a little more confident, if I am asked the teacher directly to answer the question (in English), I don't like it because I'm confused about what to say." Said interviewee 1. In addition based on the result of interview, all interviews agreed and has been similiar perspective about the speaking activities that they're preferred when they speak english Then the second activity, the activity that students like the most is drama. On the other hand, there is a speaking activity that students are also interested in, namely role play. "...I like role play because I can ask friends to teach, or ask friends if I don't know how to say it so that friends can help." Said interviewee 5. The third activity that students need is prepared talk. "...I like the prepared talk first, so I'm ready and not confused when asked and learning is also not careless" said interviewee 4.

So, it can be concluded that the needs of students when learning English speaking skills are materials, main source of speaking, media, various speaking activities, as well as techniques on specific skills. This speaking exercise aims to inspire students to consider speaking issues from new angles, connect knowledge from many fields, and experiment with new methods in order to come up with better answers.¹³⁴ In certain speaking task designs, students are pushed to exert the most creative effort possible, demonstrate originality, be open to different viewpoints, and contribute meaningfully

¹³⁴ Tran, L. T. B., Ho, N. T., & Hurle, R. J. "Teaching for creativity development: Lessons learned from a preliminary study of Vietnamese and international upper (high) secondary school teachers' perceptions and lesson plans." *Creative Education*, 7, 1024–1043. <https://doi.org/10.4236/ce.2016.77107.2016>.

to the themes presented.¹³⁵ Understanding and fostering students' creative potential while promoting their self-confidence are key components of teaching for creativity. This technique involves teaching students about the creative process and giving them opportunity to express their creativity through practical tasks, imaginative media, and assessment.¹³⁶

2. Aspects of Speaking that Students Needs

The speaking aspect is an aspect that must be mastered by students when learning English speaking skills. The students' speaking skill needs have been identified based on the results of interviews and questionnaire analysis. There are 4 aspects in speaking, namely pronunciation, fluency, vocabulary and accuracy. Based on the result of both questionnaire and interview, in the questionnaire that has been filled in by students, are 38.3% strongly agree, 18.3% agree, 28.3% neutral, 10% disagree, and 5% strongly disagree. then, accuracy or grammar is the second aspect in which students state that they have difficulty in that aspect so they still need learning to improve their English speaking skills so that there are 30% strongly agree, 21.6% agree, 26.6% neutral, 11, 6% disagree, and 10% strongly disagree. While for the aspect that many students choose, the third is fluency, namely the ability of students to speak fluently in English which they still need because they have difficulty applying it. therefore there are 26.6% strongly agree, 23.3% agree, 30% neutral, 11.6% disagree, and 5% strongly disagree. Next is pronunciation. Pronunciation is the last aspect that students choose for their level of difficulty. in fact, pronunciation is a very important aspect in starting to speak so that what is said can be understood by listeners. there are 23.3% strongly agree, 33.3% agree, 31.6% neutral, 6.6% disagree, and 5% disagree.

. The same thing in interviews, students have more difficulty in grammar and pronunciation. The students also said the same thing, "...When it comes to

¹³⁵ ibid

¹³⁶ Ibid

pronunciation, the problem is because I am Javanese. , so when I speak with a Javanese accent, other difficulties that are similar between the words that are read are even more difficult on grammar Because I don't know the tenses Then eloquence is also confused if you talk about what to say" said interviewee 4.

Meanwhile, students' needs for speaking speaking are different, because according to the teacher, grammar in learning has not been applied because it is more concerned with fluency first so that students dare to speak. "*...As for the grammar, the important thing is that they can speak as much as possible so that they dare to speak and are not afraid of being wrong. So yes, the fluency must be improved with the pronunciation.*" Said teacher 1.

However, Rafael said that one of the most crucial speaking sub-skills is pronunciation, which must be taken into account before grammar and fluency.¹³⁷ Speaking without paying attention to pronunciation will lead to varying meanings being understood by listeners and speakers.¹³⁸ The incorrect and imprecise pronunciation of words causes various misconceptions regarding their meaning.¹³⁹ For the acquisition of oral abilities in a second or foreign language, pronunciation is a key ability.¹⁴⁰ However, some students believe that one of the more challenging components of learning a language is pronunciation.¹⁴¹ It goes without saying that speaking a language correctly is essential to being understood by others.¹⁴² The fundamental goal and driving force behind the majority of language learners'

¹³⁷ Agnes Maria Diana Rafael, "Analysis on Pronunciation Errors Made By First Semester Students of English Department STKIP CBN", Loquen : English Studies Journal, Vol.12, No.01, (June, 2019). P 1

¹³⁸ *ibid*

¹³⁹ *Ibid*

¹⁴⁰ Ila Amalia, "Integrated Lesson in Teaching Oral Skill", Loquen :English StudiesJournal, Vol.12, No. 01, (June,2019). P 44.

¹⁴¹ *ibid*

¹⁴² *ibid*

attendance at language sessions is to become fluent in oral communication.¹⁴³ Foreign language students, however, sometimes get frustrated since they can't take part in speaking activities. More vocabulary and structure practice, according to the majority of EFL learners and perhaps some teachers, can fix oral communication issues. However, language learning and use in a foreign setting are closely linked to the learner's constructs of self.¹⁴⁴ In actuality, developing speaking fluency is challenging. Students are expected to know how to use the language in addition to using proper grammar, having clear pronunciation, and having a good vocabulary.

Furthermore, the lack of the English language aspect for students lies in communication strategies. In the context of English as a Foreign Language (EFL), proficiency in learning a foreign language should be measured not only by how well students score on written tests but also by how effectively they are able to converse verbally in the target language.¹⁴⁵ Implementing effective learning techniques has been shown to be one of the most important factors in influencing the students' performance in learning English.

In addition to increasing exposure to the target language as the language input for language acquisition. The most chosen are memories strategies. there are 6 strategies presented indirectly in the table, namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, social strategies. for memory strategies are communication strategies by memorizing which are the strategies that many students choose, namely 48.3% strongly agree, 11.6% agree, 21.6%, and 6.6% strongly disagree.

¹⁴³ Richards, J.C. and W.A. Renandya. *Methodology in Language Teaching*. Cambridge: Cambridge University Press;2002.

¹⁴⁴ Arnold, J. *Seeing through listening comprehension exam anxiety*. TESOL Quarterly, 34(4), 777- 786.2000.

¹⁴⁵ Irma, Dini. "EFL Learning Strategies Of Succesfull Students of Vocational Program at Universitas Brawijaya", *Erudio Journal of Educational Information*, December 2019.

While for cognitive strategies are 26.6% strongly agree, 18.3% agree, 30% neutral, 6.6% disagree, and 8.3% strongly disagree. While the third most chosen is the metacognitive strategy, namely 30% strongly agree, 23.3% agree, 30% neutral, 6.6% disagree, and 10% strongly disagree. Fourth place is compensation strategies, namely 23.3% strongly agree, 18.3% agree, 38.3% neutral, 13.3% disagree, and 6.6% strongly disagree. Fifth, namely social strategies which have 15% strongly agree, 30% agree, 30% neutral, 8.3% disagree, and 6.6% strongly disagree. and the final ranking is affective strategies 13.3% strongly agree, 28.3% agree, 48.3% neutral, 6.6% disagree, and 3.3% strongly disagree.

This is the same as what the students said when the teacher has interviewed, "...I prefer to memorize that way so that I don't carelessly say or prepare what to say first. I really don't like being asked directly, because I get confused and forget everything I want to say in English." said interviewee 4. As well as the teacher's answer during the interview, "...Most students when asked to speak English should be given time to assemble words and memorize them. Maybe when they are memorized it will be good, but if they are asked, sometimes it is I don't know, maybe there are good 5 people who can still be asked. The rest, that's how it is, just keep quiet when asked." Teacher 1.

It means that students speak English more by interacting between friends. The disadvantage of the learning strategy is that it makes students focus on one strategy so that other strategies are not explored to achieve learning objectives.¹⁴⁶ There is no teaching strategy that is better than the other in all situations so it takes perseverance to learn strategies and apply them in the learning process.¹⁴⁷

¹⁴⁶ Killen, Roy. *Effective Teaching Strategies: Lesson From Research and. Practice, second edition.* (Australia: Social Science Press,1998)

¹⁴⁷ Ibid

For students' desires in speaking aspects, namely aspects of speaking transactional. Where there are three types of interaction itself, namely interaction, transaction, and performance.¹⁴⁸ From the results of the questionnaire, performance including the highest functions aspect, namely getting 36.6% strongly agree, 25% agree, 26.6% neutral, 6.6% disagree, and 5% strongly disagree. While for transactions there are 21.6% strongly agree, 25% agree, 43.3% neutral, 5% disagree, and 5% strongly disagree and finally for interaction, there are 20% strongly agree, 28.3% agree, 28.3% neutral, 13.3% disagree, and 10% strongly disagree.

...I often teach students daily speaking, which is more about interaction. I want them to be able to do aspects of transaction and performance little by little. There are things like that, but only a little bit actually." Said teacher 1 and teacher 2 agreed about the answer of teacher 2. The same thing was also expressed by students, *"...if at school we often do interactions like that so I want something different like a transaction like that"* said interviewee 5 and the answer is agreed by all interviewees.

In conversation as a transaction, the speaker is more focused on the message conveyed and make others understand what the speaker is saying clearly and accurately.¹⁴⁹ In this type, students and teachers focus on the meaning of information exchange. Speaking activities as transactions such as class group discussions and problem solving activities, describing something, asking questions, agreeing and disagreeing, giving suggestions, and justifying opinions.¹⁵⁰

It can be concluded that the aspects of speaking that students need are grammar, fluency, and pronunciation. In addition, the difficulty for students is to master several

¹⁴⁸ Burkart, G. S. "Spoken language: What it is and how to teach it". (Washington, DC: The National Capital Language Resource Center, 2004)

¹⁴⁹ The Cambridge Guide to Pedagogy and Practice in Second Language Teaching. Cambridge: Cambridge University Press. Richards, J. C., & Lockhart, C. (1994). P. 116-117

¹⁵⁰ Ibid

communication strategies, not only in the memory strategy, but also the aspect that students want is talk as transaction.

3. Format of Flipbook do Students' Needs to Teach English Speaking Skill

There are several media that can be placed in a flipbook, including video, audio, images, text, and animation. It is possible to create digital goods with this Kvisoft Flipbook Maker program, including text, photographs, music, videos, animations, Flash, and links.¹⁵¹ Backgrounds, control buttons, navigation bars, and hyperlinks are just a few of the design templates and features that the Kvisoft flipbook generator offers to make flipbooks more appealing and engaging.¹⁵² Flipbooks can raise students' interest in studying and make it simpler for them to absorb the information, which improves learning outcomes.¹⁵³

Meanwhile, the students' need for flipbooks is to add more video media than other media, and some of them prefer multimedia. 22 of students choosing videos is to get 40% strongly agree, 28.3% agree, 15% neutral, 8.3% disagree, and 8.3% strongly disagree.

While for multimedia there are 36.6% strongly agree, 25% agree, 26.6% neutral, 6.6% disagree, and 5% strongly disagree and the third for pictures there are 28.3% strongly agree, 25% agree, 35% neutral, 6.6% disagree, and 5% strongly disagree. Lastly is audio there are 23.3% strongly agree, 26.6% agree, 35% neutral, 10% disagree, and 5% strongly

¹⁵¹ Linda et al. "Interactive E-Module Development through Chemistry Magazine on Kvisoft Flipbook Maker Application for Chemistry Learning in Second Semester at Second Grade Senior High School". *Indonesian Society for Science Educator J.Sci.Learn*.2018.2(1).21-25

¹⁵² Searmadi, Bagus Putra Hari, dan Rina Harimurti. "Penerapan Inovasi Flipbook Sebagai Media Pembelajaran Untuk Meningkatkan Hasil Belajar Pengenalan PHP Kelas XI RPL Di SMK Negeri 2 Mojokerto," *Desimal: Jurnal Matematika*, 1, no. 2 (2016).

¹⁵³ Hidayatullah dan Rakhmawati, 2016. "Pengembangan Media pembelajaran Berbasis Flip Book Maker Pada Mata Pelajaran Elektronika Dasar di SMK Negeri 1 Sampang". Volume: 05 Nomor: 01 Tahun 2016.

. That means video and multimedia are the media that many need to add to the flipbook. As the teacher suggested about the media used by speaking for the development of this flipbook. *"...If you develop a flipbook, you will be given a video, you can be asked to practice, there is also dialogue, roleplay. Let the students focus so that they are accustomed to speaking English"*. said teacher 2 and the answer is agreed by the teacher 1

In addition, students also said similar needs regarding various types of media placed on flipbooks, *"...I like videos the most and I really like multimedia and maybe it's suitable for learning English, I've never used multimedia. But maybe there are more media used also more understanding is gained"*. Said interviewee 4 and all interviewees also have the same perspective with interviewee 4. This is the same as one of the characteristics of e-books that are good for speaking, namely A high-quality e-book should contain hyperlinked information, multimedia, and an advanced search feature.¹⁵⁴

In addition, there are a small number of students who have difficulty accessing flipbooks, both from cellphone ownership and also quotas to access flipbooks. This is supported by the results of the questionnaire that are that 21.6% strongly agree, 25% agree, 38.3% neutral, 8.3% disagree, and 6.6% strongly disagree.

The teacher said that carrying cellphones at school is allowed at certain times. *"...Students can't use cellphones but if English is needed, they can be brought to class. But I don't know if all children have cellphones or borrow their parents. But most of them already have their own cellphones"* teacher 1 and teacher 2 have the same perspectives about the smartphones that students have. Same thing with teachers, students also answered the same thing, *"...Yes, but collected in the canteen. But for*

¹⁵⁴ Basra & Pupung. "An evaluation of English e-book 'Think Globally Act Locally' for the ninth graders". *Journal on English as a Foreign Language*. Vol. 8, No. 1 March 2018.

English lessons so far, the teacher just told me to take a cellphone to see the dictionary." Said the interviewee 3 and all interview have the most same perspective. That means most students have their own cellphone.

Then in addition to having cellphones, some of them were interviewed about their quota on smartphones. This is supported by the results of the student questionnaire which stated that 56.6% strongly agree, 20% agree, 11.6% neutral, 5% disagree, and 6.6% strongly disagree.

who stated that they disagreed that they had a daily quota to access the internet. Then in addition to having smartphones, some of them were interviewed about their quota on smartphones. *"... I have quota, but not much, but I can download a few applications or not, for WhatsApp quota, just make calls. For example, if I make internet, if I don't have it, I can ask a friend for a hotspot"*. Said the interviewee 5. In addition, the teacher also talked about internet facilities in schools. *"...Actually there is wi-fi, for example in the library, in the teacher's room, in the waka room. For example, there is an urgency to use the internet, the teacher can invite students to the library"* said the teacher 1. Not having an internet quota is one of the drawbacks in accessing flipbooks because flipbooks themselves can be accessed online or offline. However, it is better to access it online because some of its features can work optimally..¹⁵⁵

Students' desire for flipbook designs is that they are neutral in choosing larger size than other element for the abjad on flipbooks. The results of the student questionnaire which stated 21.6% strongly agree, 35% agree, 33.3% neutral, 5% disagree, and 5% strongly disagree about much larger size than other layout elements on the page that

¹⁵⁵ Haryanti.F, and Saputro.A.B, "Pengembangan Modul Matematika Berbasis Discovery Learning Berbantuan Flipbook Maker Untuk Meningkatkan Kemampuan Pemahaman Konsep Pada Materi Segitiga. <http://journal.upgris.ac.id/...php/aksioma/article/view/1422> accessed on May, 20 2018.

students' want. They also agreed that the writing in the flipbook should be clear, neither too big nor too small. The result is in line with the statement from Basra et al. after they conducted the research that The e-book program must be reasonably compact in size.¹⁵⁶

On other hand, students chosen neutral in choosing the rhythm that repeats in the flipbook. There are 21.6% strongly agree, 20% agree, 48.3% neutral, 6.6% disagree, and 3.3% strongly disagree. about rhythm in the form of repetition of forms or layout elements and colour and for contrasting colors on the background on other elements students choose 36.6% strongly agree, 35% agree, 16.6% neutral, 6.6% disagree, and 5% strongly disagree.

The result is same with expert said regarding the criteria for a good flipbook, one of them is The e-color book's scheme was crisp and vibrant (no blurry layout). Users could easily view and read the texts and images.¹⁵⁷ In addition, layout is better to repeat with a different design but the same color with the design of the book page.¹⁵⁸

Also, about the back sound music on flipbook, there are 21.6% strongly agree, 20% agree, 48.3% neutral, 6.6% disagree, and 3.3% strongly disagree if there is a backsound on the flipbook.

In addition, to develop a flipbook design based on the data that has been taken in accordance with the research question. There are several student needs that will be included in the flipbook model according to the 2013 curriculum. This flipbook can contain multiple media, not just text like ebooks. Flash flipbook can load files in the form of videos, moving images, or animations as well as sound, so it will be very

¹⁵⁶ Basra & Pupung. "An evaluation of English e-book 'Think Globally Act Locally' for the ninth graders". *Journal on English as a Foreign Language*. Vol. 8, No. 1 March 2018.

¹⁵⁷ *ibid*

¹⁵⁸ Linggarini, Andikaningrum. 2014. Efektivitas E-Book Berbasis Multimedia Menggunakan Flip Book Maker sebagai Media Pembelajaran dalam Meningkatkan Keaktifan Belajar Siswa (Studi Kasus pada Mata Pelajaran TIK Kelas XI SMA Kristen Satya Wacana Salatiga). Salatiga : Universitas Kristen Satya Wachana

helpful in the learning process which can make students not bored in doing learning activities. There are 8 out of 11 students' needs that can be included in the flipbook, namely kind of material, main source, techniques of speaking, problem in speaking, speaking activity, mechanisms' aspect of speaking, kind of media, format or layout in the flipbook.

However, the researcher will discuss it without the layout contained in the flipbook because it is a design where the results must be determined on each sheet in all parts of the flipbook

So, it can be concluded that what students need to design flipbooks are audio-visual media such as multimedia and video, devices including cellphones and quotas, right or left alignment as their chosen layout, larger and clearer writing on flipbooks, the rhythm of repeating designs on flipbooks, and a backsound on the flipbook. There are 8 out of 11 students' needs that can be included in the flipbook, namely kind of material, main source, techniques of speaking, problem in speaking, speaking activity, mechanisms' aspect of speaking, kind of media, format or layout in the flipbook. However, the researcher will discuss it without the layout contained in the flipbook because it is a design where the results must be determined on each sheet in all parts of the flipbook.

UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER V CONCLUSION AND DISCUSSION

This chapter conveys the findings' conclusions and their discussion, as well as the researcher's advice to the parties concerned, regarding analysis of students' needs for the development of flipbook to teach English speaking skill in MTsN 1 Sidoarjo.

A. Conclusion

There are three points that can be concluded from the findings:

1. The needs of students when learning speaking are firstly digital media which makes them interesting in learning speaking skills. Secondly is the type of material that is widely chosen, namely make presentation and authentic material third is the source of material that is usual by used as a benchmark by students, namely the teacher which makes learning less effective because the sources are mostly from internet which students rarely use books as a medium. They use the internet more when doing assignments. Therefore, students have difficulty when speaking because they only get speaking material on the internet so that students are not confident in themselves and are also nervous when speaking. Therefore, students want various activities such as drama and role play which overcome their enthusiasm when speaking because they do it simultaneously and in groups. In addition, the discussion technique is the first technique that students like because they feel they can discuss and solve problems together. However, with the students' speaking techniques and activities, they also want visual media that allows them to learn to be independent and focused when learning English speaking skills.
2. The speaking aspect that students need is the grammar section. However, according to the teacher, the grammar aspect of speaking has not been considered because fluency is the first aspect that is used as a benchmark for teachers to learn speaking. In addition,

the teacher explained that pronunciation is the most important thing because the teacher believes in vocabulary, students already understand a lot, it's just that pronunciation is one of the keys to understanding listeners. So the speaking aspect that students really need is grammar, fluency, and pronunciation, then after that is vocabulary. In addition, the lack of students in the speaking aspect is in their communication strategy where the strategy only comes from memory, while the other 5 aspects are rarely used, namely cognitive, compensation, affective, social, and metacognitive strategies which are rarely used. In fact, all of these strategies must be used to achieve the goal of good speaking even in simple implementation. Meanwhile, the students' desire in speaking aspect lies in the aspect function, namely the performance aspects (talk that transmits public announcements, and speeches.) and transaction aspect (class group discussions and problems solving activities, describing something, asking questions, agreeing and disagreeing, giving suggestions, and justifying opinions).

3. Design flipbook that students' needs are audio-visual media such as multimedia and video, devices including cellphones and quotas, right or left alignment as their chosen layout, larger and clearer writing on flipbooks, the rhythm of repeating designs on flipbook , and a background on the flipbook. In addition, there are thirteen chapters according to the curriculum that has been accommodated to design a special flipbook content section for speaking skills based on the findings in research questions number one and two. There are 8 out of 11 students' needs that can be included in the flipbook, namely kind of material, main source, techniques of speaking, problem in speaking, speaking activity, mechanisms' aspect of speaking, kind of media, format or layout in the flipbook. However, the researcher will discuss it without the layout contained in the flipbook because it is a design where the results must be determined on each sheet in all parts of the flipbook.

B. Suggestions

Based on the results and the constraints of the study, the researcher offers advice for up-and-coming researchers. As follow:

1. For future researchers, First, it is hoped that further researchers can develop flipbooks with the guidelines that this study has designed to determine the effectiveness of flipbooks that have been designed in such a way in this study so that they can help other schools that have the same problem as the schools studied in choosing media that suits students' needs. Second, by considering these results, more research may examine the merits or drawbacks of using flipbooks to help students improve their speaking abilities. Third, they can look at examples from this study that are comparable but had other participants, such as junior high, vocational, or high school kids with various backgrounds in terms of educational facilities.



UIN SUNAN AMPEL
S U R A B A Y A

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UIN SUNAN AMPEL
S U R A B A Y A