STUDENTS' NEED ANALYSIS ON SPEAKING MATERIAL: A SURVEY STUDY AT SMA 1 MUHAMMADIYAH BENGKULU

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Abstract

This study aims to examine the needs and obstacles faced by students about speaking materials, as proficient speaking skills are crucial for efficient communication. The research seeks to identify the domains in which students encounter challenges in speaking and to gather information regarding their preferences for speaking resources. This study included 30 students in the 11th grade of SMA 1 Muhammadiyah Bengkulu. Interviews were conducted to obtain additional information, in addition to a questionnaire that contained 29 items. Simultaneously, six students conducted interviews at random. According to the questionnaires and interviews of students, the majority of students concur that the most difficult aspect of learning English speaking and fluency is grammar (63.3%) and fluency (13.3%). Additionally, certain students in the interview are unable to identify the exposition text due to its perceived difficulty in conclusion. The interview involved six students who utilized a voice note to document their responses regarding the necessity of speaking materials. The majority of students concurred that they desired to engage in discussions, perform games, and engage in conversation in order to create a friendly and enjoyable learning environment in English. This research provides educators and material developers with valuable insights to address the requirements and challenges of students in speaking materials, thereby enhancing their speaking abilities.

Keywords: Need Analysis, Speaking Material, Speaking Ability

INTRODUCTION

Communication is important for success in every area of life in today's globally linked world. Language serves as a medium for communication, and individuals who are proficient in it are capable of engaging in effortless interactions. Furthermore, the efficacy of communication is essential for individuals to achieve their objectives, goals, and aspirations. Subsequently, it is imperative to establish a common vernacular in order to facilitate communication with individuals worldwide. English, which is recognized as an international language and is spoken on a global scale, functions as a means of communication among individuals from a variety of regions, states, countries, and continents.

The acquisition of a foreign or second language is most significantly influenced by oral proficiency. Speaking is the most critical of the four fundamental language abilities in the acquisition of a second or foreign language. As per Brown et al. (1981), the majority of a student's grade will likely be determined by their capacity to communicate in real-world scenarios. Speaking abilities have been undervalued, despite their importance. Speaking skills are still being taught by the majority of EFL/ESL instructors through the memorization of dialogues or the repetition of exercises. (Pavlikova, 2019; Razi et al., 2021).

However, learners must develop effective communication skills in order to succeed in today's society. Instructors of English as a Foreign Language are required to provide EFL students with fundamental skills that will improve their verbal abilities and enable them to succeed in real-world situations. The current EFL/ESL instructional

landscape places a greater emphasis on oral proficiency, as employability is more dependent on effective communication than technological acumen. The inadequate consideration of the phonological, morphological, semantic, and syntactic aspects of language has become a significant impediment to the development of speaking abilities among English language learners.

Throughout history, there has been a tendency to prioritize the development of reading and writing skills. Nevertheless, the recognition of the critical role of oral communication has resulted in a renewed emphasis on the development of learners' speaking skills, which will guarantee their academic success and professional success upon the completion of their education. Additionally, English serves as the primary language for achieving one's life goals and securing employment opportunities.

In the present day, Fitriyah (2018) proposes that the ideal characteristic of materials (second language materials) is the ability of writers and instructors to cultivate learners through a creative process that extends beyond the classroom (Tomlinson, 2013). In contrast to a collection of products, the instruction of communication is a process. Nunan (1986) concurs with Tomlinson's assessment. It is also closely associated with the process syllabus, as defined by Breen (1980). Prospects for expansion exist within speaking materials, and by identifying the areas in which the majority of students encounter difficulties, the development of materials that are specifically designed to meet their requirements can be more effectively supported (Muthmainnah et al., 2020).

Furtehrmore, Menggo et al. (2019) assert that educators must develop instructional resources that enable learners to advance from fundamental to advanced levels, regardless of their initial aptitude. This suggests that the efficacy of these educational materials is inextricably linked to the quality of teaching. Nevertheless, a comprehensive assessment must be performed to determine their appropriateness for dissemination prior to their implementation. Additionally, this emphasizes the importance of requirements analysis in the context of spoken language materials (Syamsuddin & Afgani, 2019; Basri et al., 2016).

Previous studies have been conducted by researchers who have identified the need for analysis in speaking materials. Kurniawati (2022) conducted the initial pertinent research, which asserted that the teacher is anticipated to conduct an analysis that incorporates the fourth English language skills and the components of English, as well as the students' program-related requirements. In this study, needs analysis (NA) is implemented as a methodological approach to assist instructors in the development of materials, assignments, activities, and evaluation procedures for English for Specific Purposes (ESP) courses, as per Clarisa et al. (2022). This is done in relation to the veracity of a multitude of significant scenarios that have the potential to impact the lives of students. In a study conducted by Sintayani et al. (2022), a document analysis was conducted to demonstrate that self-assessment has a variety of effects on the speaking performance of EFL students. By being aware of their strengths and weaknesses, students can make adjustments, adaptations, improvements, and changes to their work or performance in order to best meet the assessment. Syakur et al. (2020) further stated that the questionnaire data indicates that the objective of English language instruction for diploma students is to become proficient in active communication in the language. In the most recent article related to this topic, Bedoya et al. (2016) suggest that the curriculum should prioritize the study skills that are emphasized by the English for general academic purposes (EGAP) approach, in addition to incorporating communicative tasks. The evaluation must be explicitly defined in the curriculum. Alternative assessment has the potential to meet the needs of professionals by promoting intrinsic motivation, contextualized communicative tasks, and interactive performance.

In the present circumstances, the majority of pupils would prefer to communicate in English with greater assurance in the classroom. Occasionally, they inquire with the teacher prior to speaking, purely out of curiosity.

They require increased self-assurance (Munawir, 2017; Nasir & Dermawan, 2022). Consequently, it is imperative that we ascertain the necessity of analyzing the speaking abilities of these students. The speaking talent is compelled to be qualified by students in the classroom. Nevertheless, not all pupils are afforded the same opportunity to communicate in English. Students in senior high school at SMA 1 Muhammadiyah Bengkulu are influenced by a variety of internal and external factors. In order to contextualize and analyze the needs of students, it is imperative to undertake a need analysis of speaking skill materials. These results come from the products themselves, the way teachers teach them, and other things.

This study aims to examine the needs and obstacles faced by students about speaking materials, as proficient speaking skills are crucial for efficient communication. The research seeks to identify the domains in which students encounter challenges in speaking and to gather information regarding their preferences for speaking resources. Based on the explanation above that This study aims to examine the needs and obstacles faced by students about speaking materials, as proficient speaking skills are crucial for efficient communication. The research seeks to identify the domains in which students encounter challenges in speaking and to gather information regarding their preferences for speaking resources.

REVIEW OF LITERATURE
Theoretical review
To get a comprehensive analysis of the study and the following relevant theories will be used: speaking, need analysis, and language needs.
Speaking
Communicating is a reciprocal process that necessitates both the productive skill of communicating and the receptive skill of comprehension. The acquisition of speaking is considered the most challenging of the four macro skills for second-language learners. Furthermore, the acquisition of fluency necessitates an immense amount of consistent practice and concentration. (Khan et al., 2018). Consequently, the demand for communicating is both more complex and substantial than that for reading, writing, and listening. Speaking is the act of verbally exchanging thoughts and ideas. Speaking is a method of communication that is used to convey information or messages to others. Numerous specialists provided their perspectives on speaking abilities and their interpretations of the intended meaning. Efrizal (2012) defines speaking as a speech or utterance that is intended to recognize the speaker's existence and to receive a statement in order to ascertain the speaker's intent and intention. In contrast, Khosravani (2021) emphasized that speaking is the process of comprehending the structure of words and grammar, as well as the reasons, timing, and manner in which they are articulated.

Speaking can be defined as the act of conveying one's intentions (thoughts, ideas, and content) to others through the use of spoken language in order to ensure that the intentions are perceptible. Nevertheless, speaking abilities can only be honed through consistent practice. They can be conducted with English instructors, language lecturers in English, colleagues in the class, or other educators who are proficient in the English language. The objective is to simplify the process. Speaking abilities, enhance vocabulary usage, enhance language structure, perfect vocabulary words and English sentences, and train hearing to facilitate the comprehension of communications from others. In order for a learner to effectively communicate in English, they must be able to accurately pronounce vocabulary with appropriate intonation (G. Kalpana & V. V. Subba, 2018; Paranduk et al.,2021).

Need analysis

Now generally agreed upon as a necessary component of the development and evaluation of second language curricula is needs analysis, sometimes referred to as needs assessment. Finding the needs of the students at a certain institution directly helps curriculum developers to know the possible aims and objectives required to shape the curriculum (Berwick, 1989; Tzotzou, 2014). This method of curriculum design is sometimes referred to as an ends-means approach since the increasing attention on the demands of students in the field of English as a Second Language (ESL) has mostly concentrated on the kinds of linguistic output the students would require. This emphasizes on the particular speech acts the learner would need in a given context using the Munby Curriculum Design Model by Phan (2005).

Language needs

Many times, determining the language needs of students can be really easy, especially when the goal is to pick a language for a specific use, such career in the hotel, nursing, or travel. In this regard, one might study the English-executed duties of employees, thereby assessing the language requirements connected with those activities. Later on, the acquired knowledge might provide the basis for creating a suitable training course. Sometimes, "needs" can include students' rights as defined by Linse. With the goal of creating activities and objectives that are both reasonable and significant, educational institutions have the obligation of examining the cultural, political, and personal characteristics of students throughout curriculum development (Hakim et al, 2022). Schools are expected to guarantee equal access to educational opportunities and to respect the experiences of every student, regardless of their political and cultural background even though they are not in charge of handling political concerns. (linse, 2005)

METHOD

This research approach is survey research, categorized as descriptive quantitative and qualitative research. It entails gathering data to evaluate a theory or to address inquiries on individuals' perspectives on various subjects or issues (Gopal et al. 2021). The researcher selected this approach to ascertain the students' demands and collect data regarding the existing state of speaking instruction at SMA 1 Muhammadiyah Bengkulu. A linguistic needs analysis will be performed at the selected Grade 11 of SMA 1 Muhammadiyah Bengkulu.

This study utilizes a survey conducted using Google Forms and interviews. Creswell (2002) and Gay (2009) assert that survey research tools may have both closed and open-ended questionnaires to identify students' requirements, aspirations, and shortcomings. It was additionally partitioned into multiple subordinate elements. The input will be classified into audio, audio-visual, and multimedia categories. The researcher has collected data through an open-ended questionnaire featuring multiple-choice answers and interviews performed with students for this study. The pupils' replies were measured by assigning points to each item. The questionnaire and interview data were subsequently analyzed to determine the students' requirement for speaking materials (Asiyah et al, 2024; Meilinda et al, 2024). The sample focuses on 11th-grade pupils in secondary education. The analysis employed Google Forms and a transcript of the interview. Subsequent to the data collection from the questionnaires, it utilizes both quantitative and qualitative data, represented in a graphic that depicts the percentage of student opinions concerning speaking materials.

FINDINGS

SMA 1 Muhammadiyah Bengkulu has two distinct majors. These are natural science and

social science majors. XI consists of eight classes, four in the natural sciences major and four in the social sciences major. Each pupil has a book about English study. As stated in Chapter I, the purpose of this research is to examine and identify the target and learning needs of 11th-grade students at SMA 1 Muhammadiyah Bengkulu. The participants in this study were XI-grade pupils. To get additional particular data, the individuals were interviewed and given questionnaires. The 11th grade students completed the questionnaire, and six students conducted the interview. The writer will respond to the research question. The first question focuses on the aspects of speaking materials most students require assistance with. The second question addresses the necessity for speaking materials. The questions will be answered one by one, as indicated above.

In which aspect of speaking materials do the majority of pupils encounter challenges
Goals
Many of the students claimed that learning English is for communication, while others claimed it is to help one get employed. To compete with others for a career, they wish to be English fluently speakers. Chart 1 shows the students' questionnaire responses on learning English speaking objectives, which also support this.
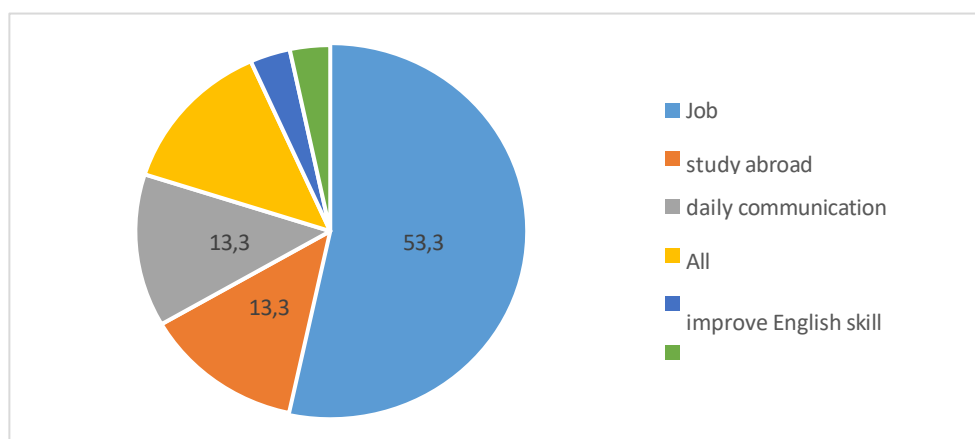

Chart 1 The purposes of learning English

Level
Students agreed that the purpose of learning to speak is for their future employment. As indicated in Chart 2, the majority of students use school materials to improve their speaking skills by answering a questionnaire that they only attended.
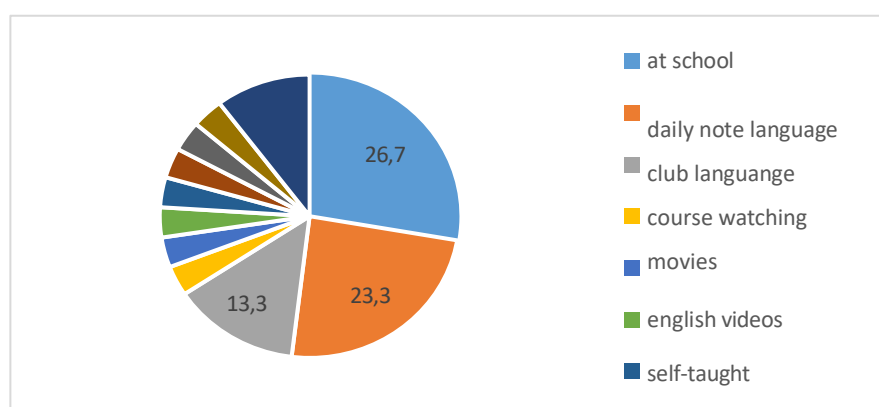

Chart 2 Activities to Improve students' speaking skills

Students stated that grammar is the most challenging aspect of learning English, while 13.3% agreed that fluency is also a barrier to learning English, as shown in Chart 3.
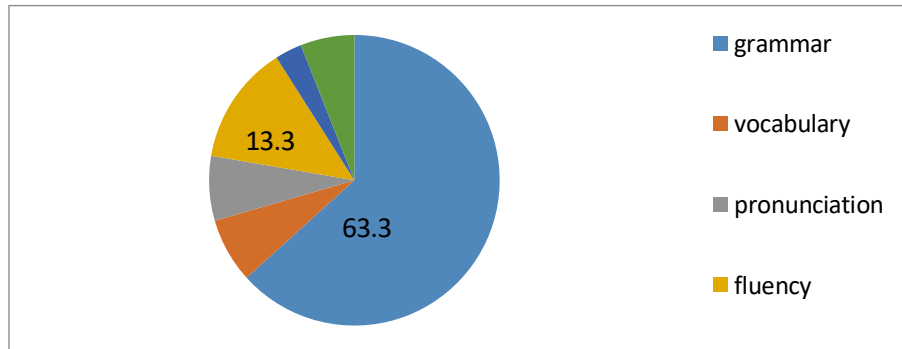

Chart 3. The most difficult aspects in English speaking

Speaking material

The majority of students concurred that they desired to engage in classroom discussions while learning English, as well as to deliver an impromptu speech and participate in a focus group discussion, as illustrated in Chart 4.
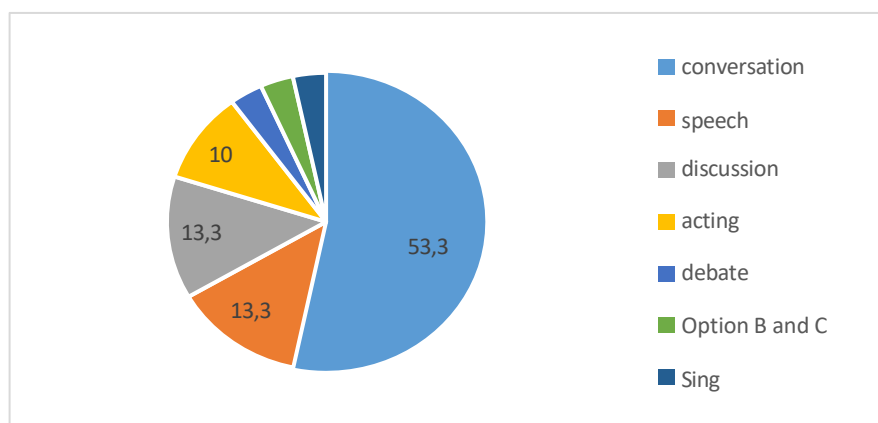

Chart 4. The most wanted activities in speaking

Some students (30.7%) agreed that they need a responsive to be used in speech. Also, some students agreed that they need to use a lot (30%) of what they learned in speech (Chart 4.5).
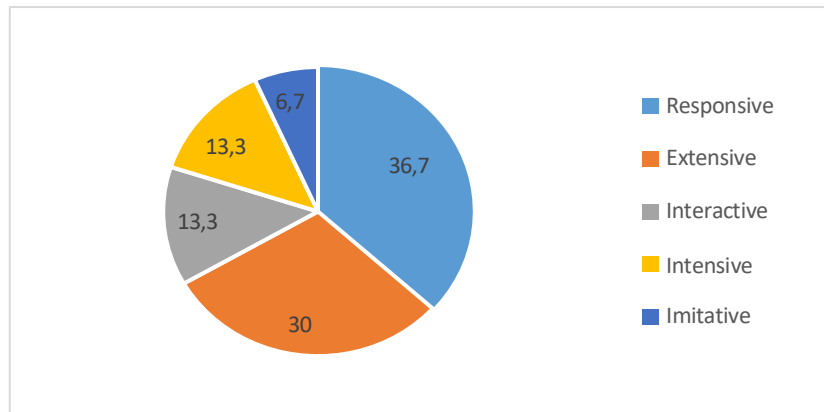
Chart. 5. Students need speaking

When asked what their favorite medium is for learning English, the majority of pupils said songs. As indicated in Chart 6, a few students also expressed the opinion that stories are the preferred medium for learning English.
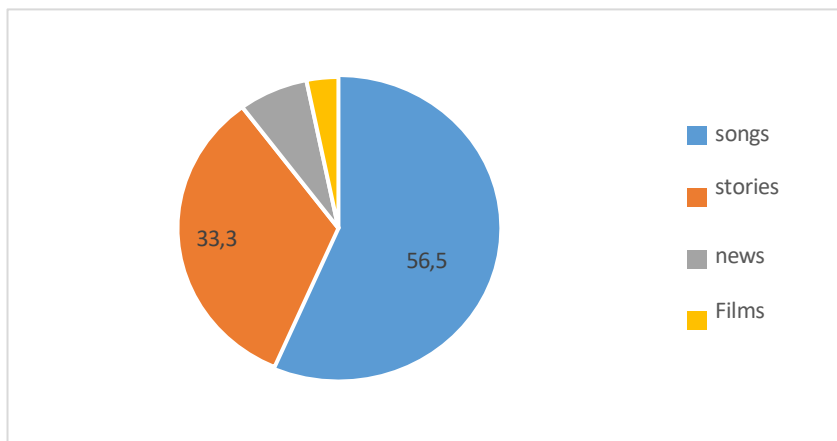

Chart 6. The most favorite media in speaking materials

Necessities
Chart 7 illustrates that the majority of students concurred that the 2013 curriculum could enhance their English-speaking proficiency.
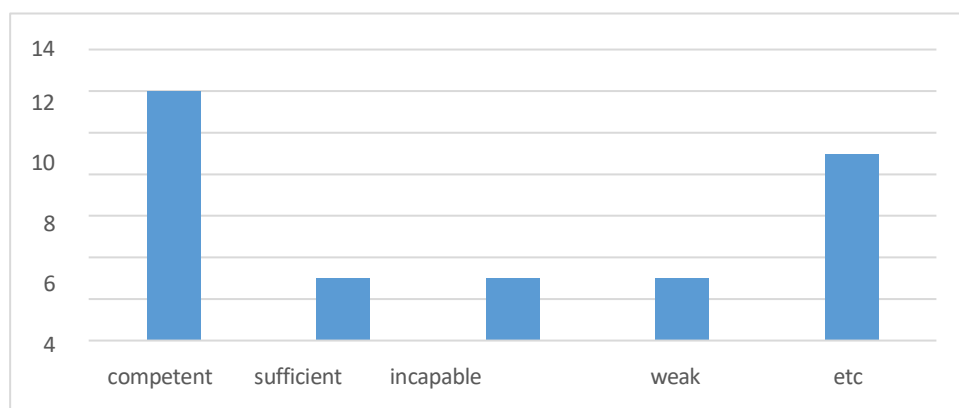

Chart 7. Students' opinions about curriculum 2013

The majority of students were able to identify and locate information regarding the 2013 curriculum in order to enhance their English speaking abilities, as illustrated in Chart 8.
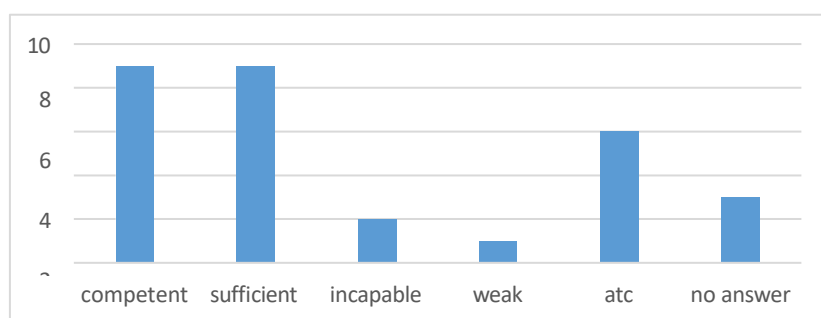

Chart 8 Students' answer about curriculum 2013

The majority of students responded that they comprehend the process of composing cause-and-effect text in accordance with the social function, structure, and language feature illustrated in Chart 9.
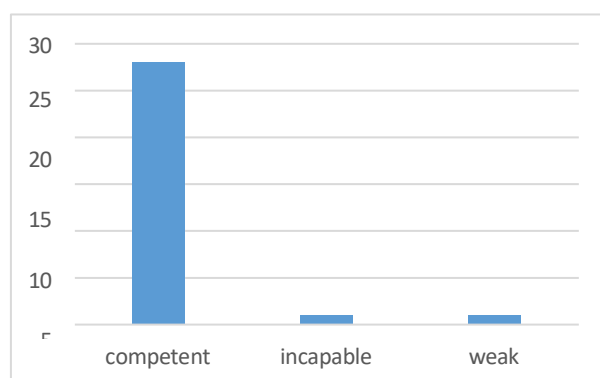
Chart 9. Students' ability to write the cause and effect text

Wants

The majority of students concurred that they could comprehend and interpret the meanings of the teenage song lyrics presented in Chart 10.

Chart 10. students' ability to identify and receive the meaning of a teenage song

Lack

The interview indicates that students require assistance in learning how to communicate about advising role-play, simulation, and other events. Regarding the first interview

question, one responds "To master it yet." Another response added, "I do not think so, as, to be honest, I have had talks or anything connected to role-play, simulations, and like activities. Perhaps I just discovered little by bit since I regularly 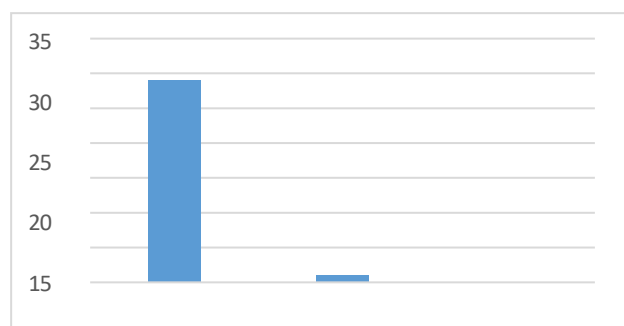read in the comments or captions on different social media platforms. To be honest, though, I have no idea what role-playing, simulation, and activities are and the like entail. I only know that role play is like playing a role but I don't know how to execute it, make it, or apply it thus I haven't mastered how to make talks in these activities". It shows that certain students require assistance in learning how to communicate about providing some guidance via role-playing, simulation, and other exercises.

Some pupils still find it difficult to recognize and contrast the analytical exposition in English with Bahasa "Sometimes it is difficult for exposition / still confused because concluding it is difficult." Several pupils responded to the "Not yet, because, like the response to the first question, I have never had a conversation or anything connected to role-playing, simulations, and similar activities," the interviewee said. Thus, this exercise has not helped me to learn how to organize a discussion using the expressing of viewpoints and ideas.

Most students said that in English-speaking learning, they wished to communicate, have a debate, and play games to help to make the environment comfortable and entertaining. Most students also indicated they wished to study grammar, vocabulary, an impromptu speech, how to express their perspective. Furthermore, some students like to have daily conversations about their future employment, "Daily speaking, for speaking in the world of work". Students also agreed that listening to a native speaker would help them to improve their pronunciation. "I think listening to more native speakers improves the pronunciation or accent." Most students indicated they wished to speak, sing a song, and play games in online learning.

Students' difficulty in English Speaking

Based on the students' questionnaire and interview, most of them agreed—shown in Chart 3—that grammar (63,3%) is the most challenging aspect of acquiring English Speaking dan Fluency (13,3%). Furthermore, some of the students in the interview find it difficult to pinpoint the exposition text since, "for exposition text, sometimes it is difficult/still confused because concluding is difficult."

The data collected from both the questionnaire and interviews at SMA 1 Muhammadiyah Bengkulu revealed that students encounter a variety of challenges when learning English speaking, particularly in areas like grammar and fluency. As shown in Chart 4.3, the majority of students (63.3%) identified grammar as the most challenging aspect of acquiring English speaking skills, followed by fluency (13.3%). These findings provide significant insight into the factors influencing students' speaking abilities and highlight key areas for improvement in teaching practices and material design.

Grammar as a Major Challenge

The high percentage of students (63.3%) indicating grammar as the most challenging aspect is a reflection of the traditional focus on grammar in English language education. Grammar plays a crucial role in language production and accuracy; however, excessive focus on grammatical correctness can sometimes hinder students from speaking freely. This resonates with Krashen's (1982) Input Hypothesis, which suggests that language learners often acquire language more effectively through natural exposure to language in communicative contexts, rather than through explicit grammar instruction alone.

The students' emphasis on grammar indicates that while they recognize the importance of grammatical knowledge for speaking accurately, many feel restricted by their inability to produce error-free speech. Richards and Rodgers (2014) argue that while grammar knowledge is important, fluency and communication should be prioritized in language instruction, especially when learners are in the process of gaining practical speaking skills. It is also essential to balance accuracy with fluency practice, so students can build confidence in real-life speaking situations. In response to this challenge, English instruction could benefit from focusing on communicative grammar practice, which integrates grammatical learning into speaking tasks such as role-playing, problem-solving activities, or group discussions. This allows students to practice grammar in context, reducing their anxiety about making mistakes and encouraging more spontaneous use of the language.

Fluency Development

The second challenge, which 13.3% of students identified as being related to fluency, points to the importance of helping students communicate ideas more quickly and smoothly, rather than focusing solely on accuracy. As Nunan (2003) emphasizes, fluency development should be central to speaking instruction, allowing students to develop their ability to use the language in real-time conversations without being overly concerned about making mistakes. Students' focus on fluency highlights a need for instructional strategies that emphasize spontaneous communication, such as debates, discussions, and interactive activities. In addition, students may benefit from task-based learning, where tasks are designed to simulate real-world communication, helping them develop both fluency and confidence in using English in varied contexts.

Difficulty with Exposition Texts

A particularly interesting challenge revealed in the interviews was students' difficulty in understanding and producing exposition texts. As one student mentioned, "For exposition text, sometimes it is difficult/still confused because concluding is difficult." This difficulty could arise from students' limited exposure to formal academic writing or oral presentations, which often require clarity and coherence in argumentation.

Exposition texts require learners to articulate ideas logically and convincingly, and the skill of summarizing or concluding is essential. The struggle with concluding an exposition may point to gaps in students' critical thinking skills and their ability to synthesize information effectively. As Tuan & Mai (2015) assert, academic speaking tasks such as presenting arguments or synthesizing viewpoints are often difficult for learners due to a lack of familiarity with argumentative discourse patterns. Moreover, the cognitive load of constructing a coherent argument or summarizing key points might overwhelm some learners, especially if their language proficiency is not yet advanced enough to manage complex ideas fluently. To address this, teaching materials could integrate more guided practice with argument construction, offering students frameworks for developing logical connections and concluding their points. Additionally, teachers could incorporate model exposition texts and provide scaffolding exercises to improve students' ability to structure and conclude their spoken or written arguments.

Social and Emotional Factors

The challenges students face with grammar, fluency, and academic tasks like exposition texts are not only cognitive but also emotional and social in nature. As revealed in the data, students expressed concerns about their ability to communicate effectively in real-life situations, particularly in public speaking and professional settings (e.g.,

discussions about future employment). This emotional barrier is often linked to language anxiety, a common challenge faced by many language learners. MacIntyre & Gardner (1994) suggest that anxiety about making mistakes, especially in front of peers or authority figures, can significantly impact students' speaking performance. To mitigate this, language teaching should prioritize creating a safe and supportive environment where students feel comfortable practicing speaking without fear of judgment. Interactive and engaging activities, such as role plays, simulations, and peer feedback, can help reduce anxiety and build confidence.

Implications for Teaching Materials and Methods:

Based on the challenges identified in the data, the following teaching implications are suggested: (1) Grammar Instruction: Instead of focusing solely on isolated grammar rules, materials should incorporate communicative grammar tasks where students practice grammar in context. For instance, students could be given speaking tasks that require them to use specific grammatical structures, thereby reinforcing grammar while encouraging real communication; (2) Fluency Development: To address students' desire to improve fluency, more emphasis should be placed on interactive speaking tasks such as debates, storytelling, and group discussions. These tasks help students become more comfortable with spontaneous speaking, which is crucial for fluency; (3) Academic Speaking Skills: For students struggling with exposition texts, teachers could integrate more structured speaking activities that guide students through the process of presenting arguments, supporting claims with evidence, and effectively concluding their ideas. Scaffolded practice, model texts, and peer evaluations could provide students with the tools to improve their expository speaking skills; (4) Emotional Support and Confidence Building: Finally, creating an emotionally supportive classroom environment where students feel confident in making mistakes and receiving constructive feedback is essential. This can be achieved through games, collaborative projects, and continuous encouragement, as well as by promoting a growth mindset in language learning. In conclusion, the data presented in this study highlights the multifaceted nature of speaking difficulties, where cognitive, emotional, and social factors all play a role in shaping students' speaking abilities. The study calls for a more comprehensive approach to teaching that addresses both the technical aspects (e.g., grammar, fluency, and exposition structure) and the emotional needs (e.g., confidence, anxiety reduction, and real-world applicability). Future research should further explore how these factors intersect and how they can be better integrated into a comprehensive language learning framework.

The need for speaking materials

Six students answered regarding the need of speaking materials utilizing a voice note during the interview. Most students said that, in English-speaking learning, they wished to communicate, have a conversation, and engage in games to make the environment friendly and fun. Regarding the first issue, most students agreed they required assistance in learning how to communicate about advice role-play, simulation, and other exercises. The response is, "I honestly have not thought so since, to be honest, I have had talks or anything pertaining to role-playing, simulations, and such things. Perhaps I simply discovered bit by bit since I usually read in the comments or captions on different social media. To be honest, though, I'm not sure what role-playing, simulation, and activities are and the like include. I have not mastered how to make talks in these activities; I just know that role play is like playing a role but I do not know how to execute it, make it, or apply it". Students thus require more knowledge and experience in the classroom in providing advice. Regarding

the third query, some

Students admitted that, in the framework of simulations, role-plays, and other organized activities, they have not perfected how to arrange a conversation using the expression of opinions and thoughts. Like the response to the first question, I have never had a conversation or anything connected to role-playing, simulations, or such activities. Thus, in these exercises, I have not been able to master how to organize a conversation employing the expression of viewpoints and ideas. Regarding the sixth question, most students agreed that, "For the exposition, sometimes it's difficult/still confused because concluding it's difficult." They couldn't master how to identify and compare differences between various expository texts in English and text variations in English with Indonesian. on the ninth question, some students claimed they have not perfected writing a text including action give and ask for information on circumstances/actions/activities/events without identifying the actor in the scientific language. "Yes, maybe I have, but I am a bit hesitant because scientific texts still sound new and have not been studied; but, if they are often given understanding and often read the texts, I will be able to compile them."

Students also agreed that listening to a native speaker would help them to improve their pronunciation. "I think listening to more native speakers helps one to have good and clear accent or pronunciation." "Practice dialogue like in a movie or practice dialogue like taking turns with proficient people or native speakers. Most students agreed they wanted to sing a song, have conversation, play games in online learning, and practice native-speaker speaking."

This combined approach of quantitative and qualitative analysis provided a robust understanding of the speaking material needs of students at SMA 1 Muhammadiyah Bengkulu. The statistical analysis of survey data revealed clear trends in students' preferences for practical, communicative speaking tasks and multimedia-based materials. Meanwhile, the thematic analysis of open-ended responses offered deeper insights into the emotional and motivational drivers behind students' learning preferences. Together, these findings contribute to a more nuanced understanding of how to effectively design and implement speaking materials that cater to both the emotional and objective needs of students.

DISCUSSION

Based on well-known theories, the first step in designing tools for language learning is to look at the profiles of the students to find links between learning a language and their current ability to understand and use it, as well as their plans for the future. The findings of this study reveal that students at SMA 1 Muhammadiyah Bengkulu prioritize speaking materials that are relevant, practical, and emotionally engaging. In line with Brindley's (2012) framework, these findings can be better understood by categorizing them into subjective and objective learner needs.

Subjective needs which include learners' goals, expectations, and emotional responses—played a major role in shaping their preferences for speaking materials (Hakim et al, 2024). Many students reported difficulty expressing themselves in English during real-life situations outside of school, particularly in informal or public interactions. This suggests a lack of confidence and communicative fluency, which are both deeply tied to learners' emotional needs. Their desire for more interactive activities, like role plays, group discussions, and storytelling, reflects a motivation to overcome these anxieties and to build practical communication skills that they perceive as useful in real-life contexts.

These findings are consistent with previous research by Widodo (2016) and Tuan & Mai (2015), who also highlighted that students are more motivated to participate in speaking

activities when they find the content relevant and emotionally engaging. The inclusion of familiar topics, culturally relevant themes, and daily conversation practice was seen as a crucial component in maintaining interest and improving fluency. In terms of objective needs which include observable characteristics such as students' learning styles, language proficiency levels, and cultural background—the study found a wide variety of preferences. Some students expressed a preference for visual aids and multimedia content, while others were more comfortable with structured dialogues or written support before speaking. These differences suggest that speaking materials should be designed with differentiation in mind, accommodating various learning styles and cultural expectations.

Compared to earlier studies conducted in urban schools with greater access to digital tools (e.g., Rahmawati & Ertin, 2019), the students at SMA 1 Muhammadiyah Bengkulu expressed a relatively limited exposure to such resources. However, their strong interest in integrating technology (e.g., videos, voice recordings, and language apps) indicates a growing awareness of digital learning strategies and a readiness to embrace them if available.

Moreover, this study confirms that both subjective and objective needs must be considered simultaneously. A lesson might be technically well-structured (meeting objective needs), but if it fails to engage students emotionally or connect to their lived experiences, it may not be effective in improving speaking skills.

On the other hand, many people who learn Japanese do so in order to understand and talk about other cultures (Yuasa, 2010). As Graves (1996) said, a needs assessment should be seen as an ongoing process that happens before, during, and after the training. In the end, figuring out what learners' need doesn't mean describing them. In addition, it means letting students help make things and giving them a say in what they make. Because of this, students need more than just speaking tools that schools give them. So, there had to be a need analysis that looked at both learning needs and goal needs. Speak English is one of the most important English skills, as we can see from the above. The purpose of the questions was to find out what the 11th graders at SMA 1 Muhammadiyah Bengkulu needed to help them get better at speaking. The kids know that they want to learn how to speak, but they still need to get what they want.

CONCLUSION

Based on the last chapter, the questionnaire and the interview were about the goal, the level of the students, and the speaking tools that they needed. The kids want to learn how to speak for their future jobs. To get better at speaking, they only use school tools. Students have English books that the school gives them, but they like to learn English on the Internet more. Tourism students also have trouble because of the materials, plan, technique, and learning environment in the classroom. This study investigated the speaking material needs of students at SMA 1 Muhammadiyah Bengkulu, revealing a strong preference for practical, real-life communicative tasks, interactive activities, and culturally relevant content. The findings highlight that students are eager to engage with speaking materials that not only improve fluency but also build confidence in real-world communication, such as public speaking, daily conversation, and discussion forums. Furthermore, students expressed the need for varied and multimedia-based learning resources, suggesting that current materials may lack engagement or relevance.

Implications

The results of this study carry several implications for English language teaching at the secondary school level. First, curriculum developers and teachers should consider integrating more student-centered and contextually appropriate speaking tasks into the curriculum.

Tailoring materials to match students' preferences can enhance motivation and learning outcomes. Additionally, the incorporation of digital tools and interactive platforms could bridge the gap between textbook learning and practical language use. Teacher training programs might also need to emphasize the design and facilitation of communicative speaking activities that respond directly to student needs.

Future Research Directions

Future studies could expand on this research by conducting a longitudinal analysis to examine how tailored speaking materials affect student performance over time. Comparative studies across different schools or regions in Indonesia would provide broader insights into the diversity of student needs. It would also be beneficial to include teacher perspectives and classroom observations to gain a more holistic view of speaking instruction. Lastly, developing and piloting a prototype speaking module based on this needs analysis could offer concrete guidance for material developers and serve as a model for other institutions.

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