

Needs Analysis for Developing Communicative Speaking Materials for Tenth Grade Senior High School Students

Aulia Hafisa

State University of Yogyakarta, Indonesia
e-mail: auliahafisa@gmail.com

Received 13 May 2026 | Received in revised form 13 June 2026 | Accepted 15 July 2026

APA Citation:

Hafisa, A. (2026). Needs Analysis for Developing Communicative Speaking Materials for Tenth Grade Senior High School Students. *Journal of English Language Teaching and Linguistics*, 11(2), 201-214.
doi: <http://dx.doi.org/10.21462/jeltl.v11i2.1998>

Abstract

Although speaking is a key component of English language learning, many Indonesian EFL students still struggle to communicate effectively in English. Existing instructional materials often emphasize language knowledge rather than meaningful communication, creating a gap between classroom learning and real-life language use. This study aimed to analyze the speaking needs of tenth-grade EFL students at Senior High School 1 Petarukan, Indonesia, as a basis for developing communicative speaking materials. The research employed a descriptive design, combining quantitative and qualitative approaches. Hutchinson & Waters' (1987) needs analysis framework served as the foundation of the study. Data were collected through questionnaires administered to 66 students and semi-structured interviews with their English teacher. The findings indicate that students prefer speaking materials that are communicative, contextual, and closely connected to their real-life experiences while also supporting their academic goals. They highlighted the importance of vocabulary enrichment, pronunciation practice, and opportunities to participate in authentic communicative activities. These findings provide valuable insights into learners' speaking needs and offer a foundation for designing communicative speaking materials aligned with students' proficiency levels, preferences, and classroom realities.

Keywords: communicative language teaching, materials development, needs analysis, speaking materials

1. Introduction

Mastering English speaking skills is considered one of the most challenging aspects in the English as a Foreign Language (EFL) context (Franscy & Ramli, 2022). To master the skill, learners need to integrate vocabulary, pronunciation, fluency, and grammar while balancing psychological factors such as anxiety and fear of making mistakes (Franscy & Ramli, 2022; Malik et al., 2025).

With this complexity, students in Indonesia mostly struggle to speak English. This is primarily due to the lack of exposure to authentic speaking opportunities, insufficient practice, and inadequate materials that encourage meaningful language use (Pratolo et al., 2019; Renandya et al., 2018). Recent evidence confirms that limited vocabulary and low confidence remain among the primary obstacles to Indonesian students' speaking development (Melansari et al., 2025).

Studies show that many existing textbooks and instructional materials fail to provide adequate opportunities for students' speaking practice. Ratmanida & Suryanti (2020) found that most Senior High School English textbooks in Indonesia focus more on grammar and reading exercises, with limited communicative tasks. Moreover, Hanifa et al. (2024) argue that existing materials tend to be generic and fail to consider learners' real-life contexts and interests. These factors contribute to the gap between theoretical knowledge and actual language use, particularly in terms of fluency and communicative performance.

One practical example can be found at Senior High School 1 Petarukan, Central Java, Indonesia. Many students have difficulties expressing themselves orally. Based on the teacher's observation, students' speaking difficulties are mainly due to their low English proficiency and anxiety when required to speak. The preliminary findings also indicate that the available materials do not fully correspond to students' contexts and proficiency levels. Some textbook themes are perceived as confusing, while several tasks are deemed too demanding for students' current abilities. As a result, students are less engaged in the learning process. This condition supports Hanifa et al.'s (2024) argument that many existing materials are still generic and fail to reflect learners' real-life contexts and interests. To address this issue, the teacher seeks to supplement the textbook by creating additional materials better suited to students' classroom needs. This reflects a broader pattern in the implementation of the Merdeka Curriculum in Indonesian senior high schools, where teachers frequently need to adapt or develop their own materials to suit students' classroom realities (Mubarok et al., 2023). However, developing supplementary materials remains challenging. The teacher has limited time to design materials, and this challenge is further complicated by the lack of specific training in needs-based material development.

In response to this situation, the present study aims to provide a clearer basis for developing supplementary speaking materials that are relevant to students' proficiency levels, learning preferences, and classroom contexts. Since the primary goal of speaking instruction is to enable students to use English for meaningful interaction, Communicative Language Teaching (CLT) is considered an appropriate approach. CLT emphasises the use of language for authentic communication rather than mere linguistic form (Richards & Schmidt, 2002). Therefore, communicative speaking materials should not only develop students' linguistic knowledge but also provide opportunities for meaningful interaction, real-life communication, and active language use.

Although several previous studies have investigated needs analysis and the development of speaking materials, several limitations remain. Studies by Fitri & Abbas (2023), Kurniasih & Lisan (2023), and Dini (2016) mainly focused on general speaking materials or specific instructional approaches. However, limited attention has been given to identifying learners' needs as a foundation for developing communicative speaking materials that explicitly promote authentic interaction and real-world language use. Furthermore, no study has examined this issue in the context of SMA Negeri 1 Petarukan, where students experience difficulties speaking English and where existing materials are perceived as insufficiently aligned with students' proficiency levels and learning contexts.

To address this gap, the present study employs Hutchinson & Waters (1987)'s needs analysis framework to identify students' necessities, lacks, wants, and learning needs. The findings are

expected to provide an empirical foundation for developing communicative speaking materials that better support students' speaking development. Therefore, this study seeks to answer the following research question: What are the speaking needs of tenth-grade students at SMA Negeri 1 Petarukan as a basis for developing communicative speaking materials?

2. Literature Review

Needs analysis is an essential stage in language teaching and materials development because it provides systematic information about what learners need to learn, what they already know, what they lack, and how they prefer to learn. Hutchinson & Waters (1987) are among the most influential scholars in the field of needs analysis. They argue that language course design should be based on learners' needs. In their framework, needs are divided into two major categories: target needs and learning needs. Target needs refer to what learners need to do in the target situation, while learning needs refer to what learners need in order to learn effectively. Target needs are further divided into three components: necessities, lacks, and wants. Then, learning needs encompass five key aspects: input, procedures, setting, students' role, and teacher's role. This framework is used in this research to find students' needs in speaking English.

Conducting a needs analysis is highly important for developing speaking materials, as students often face a gap between their proficiency and the existing materials. In practice, teachers also encounter considerable challenges in delivering communicative instruction at the senior high school level, including limited time and constraints in adapting materials to learners' needs (Nurlilawati et al., 2026). Nation & Macalister (2010) further explain that needs analysis is mainly concerned with the goals and content of a course. It helps teachers and material developers decide what should be included in the materials and how they should be organised. In the context of speaking instruction, the results of a needs analysis may guide decisions on vocabulary selection, speaking topics, dialogue models, pronunciation support, grammar focus, interaction patterns, and assessment forms.

Several previous studies have examined needs analysis and the development of speaking materials in Indonesian EFL contexts. First, Fitri & Abbas (2023) conducted a needs analysis at SHS 1 Bantul to create speaking materials. The study focused mainly on surveying students' needs and did not specifically develop communicative speaking materials for tenth-grade students. Second, Kurniasih & Lisan (2023) developed speaking materials for tenth-grade students at an Islamic school. The study used the ADDIE model, which included needs analysis. This study is closely related to the present research because it developed speaking materials for tenth-grade students. However, the context and the study's focus differ. Third, Dini (2016) developed English supplementary speaking materials based on Contextual Teaching and Learning for tenth-grade senior high school students. The findings indicated that students needed speaking materials that were attractive, interesting, and relevant to their social lives. This study supports the idea that speaking materials should be developed based on students' contextual needs and should be visually and pedagogically attractive. Nevertheless, the study focused on contextual teaching and learning, while the present research specifically emphasizes communicative language teaching. More recently, Fidia et al. (2026) developed a Merdeka Curriculum-based e-module for English-speaking materials, reflecting a continuing trend toward needs-based and curriculum-aligned materials development for senior high school learners.

Based on the previous studies above, it can be seen that needs analysis has been widely used as a foundation for developing speaking materials. However, most studies either focus on general speaking materials, specific school contexts, or particular instructional approaches. There are still limited studies that specifically investigate students' needs as the basis for developing

communicative speaking materials for tenth-grade senior high school students. Therefore, the present study aims to fill this gap by conducting a needs analysis using Hutchinson and Waters' framework.

3. Research Methods

3.1. Data Collection Techniques and Instruments

This study employed both quantitative and qualitative data collection techniques to obtain a comprehensive understanding of students' speaking needs as the basis for developing communicative speaking materials. The quantitative data were collected through questionnaires administered to tenth-grade students at SMA Negeri 1 Petarukan. A total of 66 students participated in the needs analysis questionnaire. The questionnaire was adapted from Hutchinson & Waters' (1987) needs analysis framework and Nunan's (2004) learning needs framework. It was designed to gather information on students' goals, needs, gaps, wants, learning inputs, preferred learning activities, topics, learning settings, and the expected roles of teachers and students in the speaking classroom. Prior to implementation, the questionnaire was reviewed by an expert to ensure its content validity and suitability for the research objectives.

To complement the questionnaire findings, qualitative data were collected through a semi-structured interview with the English teacher who taught the participating students. The teacher was selected purposively because of her direct involvement in teaching the target participants and her extensive knowledge of their learning characteristics, speaking proficiency, classroom challenges, and learning needs. The interview was conducted during the needs analysis stage after the questionnaire data had been collected.

A semi-structured interview format was employed to allow flexibility in exploring issues that emerged during the discussion while maintaining consistency with the research objectives. The interview focused on three main areas: (1) teaching techniques commonly used in speaking instruction, (2) the types of learning input and materials used in the classroom, and (3) the methods used to assess students' speaking performance. These aspects were adapted from Brown (2004), Nunan (2004), and Richards (2001). The interview provided contextual information that could explain, support, and enrich the questionnaire findings.

The interview was conducted face-to-face and recorded with the participant's consent. During the session, the researcher used guiding questions and follow-ups to obtain more detailed information about students' difficulties, classroom practices, and expectations for speaking materials. The interview findings were subsequently used to support the interpretation of the questionnaire data and to inform the development of the speaking materials.

3.2. Data Analysis Techniques

The data obtained in this study were analyzed using both quantitative and qualitative procedures. The integration of these two forms of analysis allowed the researcher to gain a comprehensive understanding of students' speaking needs and to use the findings as the basis for developing communicative speaking materials.

3.2.1. Quantitative Data Analysis

The quantitative data were obtained from the needs analysis questionnaire, expert judgment questionnaire, and student response questionnaire. The questionnaire data were analyzed using descriptive statistics. For the needs analysis questionnaire, the frequency and percentage of each response were calculated using the formula proposed by Sudjana (2009):

$$\text{Percentage (\%)} = (f/N) \times 100$$

where *f* represents the frequency of responses, and *N* represents the total number of respondents.

The percentages were used to identify students' target needs and learning needs, including their goals, necessities, lacks, wants, preferred learning inputs, activities, topics, learning settings, and expectations regarding teacher and student roles.

3.2.2. Qualitative Data Analysis

The qualitative data were obtained from the semi-structured interview with the English teacher and from open-ended responses included in the evaluation questionnaires. The data were analyzed using the interactive model proposed by Miles et al (2014), which consists of data condensation, data display, and conclusion drawing.

The analysis began with transcribing the interview recordings verbatim. The researcher then reviewed the transcripts repeatedly to identify relevant information on students' speaking difficulties, classroom learning conditions, instructional practices, assessment procedures, and expectations for speaking materials. The selected data were coded and grouped into thematic categories based on recurring patterns and issues. After the coding process, the data were organized and displayed in narrative form to facilitate interpretation. The final stage involved drawing conclusions by identifying relationships among themes and comparing the qualitative findings with the questionnaire results. This process enabled the researcher to triangulate the data and obtain a more comprehensive understanding of students' speaking needs.

4. Results

This section includes the results of the needs analysis conducted from the English teacher semi-structured interview and the students' questionnaire. The data are beneficial for developing the speaking materials.

4.1. Needs Analysis Questionnaire

4.1.1 Learning Goals

To uncover the students' goals in learning English, the first question relates to their learning objectives.

Table 1. Students' learning goals

Question	Options	N (%)
My goals in learning English.	a. To pass the exam with good grades	98.5%
	b. To participate in English competitions	45.5%
	c. To speak English fluently	93.9%
	d. To read and write effectively	93.9%
	e. To pursue further studies abroad	62.1%
	f. To develop an interest in the English language	74.2%

The results reveal that students have varied but interrelated goals for learning English. A substantial majority (98.5%) want to pass examinations. Additionally, a high percentage of students expressed a desire to speak English fluently (93.9%) and to read and write effectively (93.9%). It suggests that students recognize the practical value of English beyond just academic settings, particularly in communication and literacy. From the data above, it is concluded that the majority of students need materials that could support their goal to pass the exam with good grades.

4.1.2. Necessities

Nation & Macalister (2010) stated that students' necessities are determined by the demands of the target situation. Concerning the students' necessities in speaking English, there were five items presented.

Table 2. Students' necessities

Question	Options	N (%)
The necessities in speaking English.	a. To speak English with correct pronunciation	86.4%
	b. To choose vocabulary accurately	92.4%
	c. To master specific conversation topics	86.4%
	d. To speak using proper grammar	81.8%
	e. To use specific expressions in English correctly	77.3%

The majority of students (92.4%) identified accurate vocabulary choice as the most important necessity, highlighting their recognition of the need to express ideas clearly and precisely. This was followed closely by the ability to speak with correct pronunciation and to master specific conversation topics, both selected by 86.4% of the respondents. In addition, 81.8% of students emphasized the importance of using proper grammar while speaking, indicating that grammatical accuracy is still considered crucial despite the more communicative nature of speaking. Lastly, 77.3% of students expressed the need to use specific English expressions correctly.

4.1.3. Speaking Proficiency

Speaking proficiency is related to language elements that the students have not yet mastered. According to Nation & Macalister (2010), a low level of speaking proficiency can be defined as a gap between what students already know and what is required.

Table 3. Students' lacks

Question	Options	N (%)
My current level of understanding in speaking English is	a. Beginner: Able to communicate in everyday contexts	84.8%
	b. Pre-intermediate: Able to engage in conversations within specific contexts	37.9%
	c. Intermediate: Able to communicate in any conversational context	7.6%
	d. Advanced: Able to communicate in any conversational context accurately and fluently	4.5%

The data on students' self-assessed current level of understanding in speaking English indicates that the majority of tenth-grade students perceive themselves as being at the beginner level (84.8%). A smaller portion of students (37.9%) identified as being at the pre-intermediate level, and only a few students rated themselves at higher proficiency levels. These figures reflect a generally low level of speaking proficiency among the majority of respondents, which underlines the urgent need for targeted instructional support.

4.1.4. Students' Wants

The term "want" refers to how students perceive their own learning needs. To understand what students truly want to learn, it is essential to identify their preferences.

Table 4. Students' wants

Question	Options	N (%)
The English-speaking learning materials I prefer are	Materials equipped with vocabulary lists to help me interpret difficult texts	90.9%
	Materials with illustrations and color	89.4%
	Materials that discuss everyday life issues and problems	74.2%
	Materials that enhance critical and creative thinking skills	87.9%

The results regarding students' preferences for English-speaking learning materials offer valuable insights into how the content of materials can be tailored to meet their learning needs. A majority of students (90.9%) prefer materials equipped with vocabulary lists, suggesting that they value direct support in understanding new words. Visual appeal also plays a significant role in students' material preferences, as shown by the 89.4% who favour materials with illustrations and colour. This points to the importance of visual engagement and its potential to aid comprehension and retention.

4.1.5. Learning Input

Input refers to the materials used in the learning process, which may come from teachers, online sources, or textbooks. These materials can be delivered in spoken, written, or visual forms (Nunan, 2004). It provides the necessary information for students to understand, process, and apply in their own communication.

Table 5. Students' input for materials

Question	Options	N (%)
In learning to speak English, the materials I prefer are	Monologue and dialogue models	72.7%
	Monologue and dialogue models accompanied by pictures	81.8%
	Monologue and dialogue models with a list of new vocabulary and their pronunciations	86.4%
	Material models that are commonly encountered in daily life	87.9%
The type of warm-up activity I prefer	Short questions	81.8%
	Pictures	87.9%
	Short videos	74.2%
	Vocabulary lists	87.9%
	Notes on expressions	86.4%
Before speaking, I would like to master vocabulary through	Notes on grammar	95.5%
	Matching English words with their meanings	92.4%
	Discovering new English vocabulary in an English text	86.4%
	Guessing the meaning of English vocabulary by observing sentence context, pictures, and the teacher's explanation	87.9%
	Categorising vocabulary into tables based on synonyms or antonyms	78.8%

The information in the table above illustrates the content choices of speaking learners. The results reveal clear preferences for speaking materials and activities among students. A significant majority (87.9%) prefer material models that are commonly encountered in daily life, with (86.4%) favoring monologue and dialogue models that include new vocabulary and pronunciations. Additionally, students appreciate visual aids, with (81.8%) preferring materials with accompanying pictures. For warm-up activities, (95.5%) of students prefer notes on grammar, followed by vocabulary lists (87.9%) and pictures (87.9%). When preparing for speaking, students most prefer mastering vocabulary (92.4%) and understanding new vocabulary through context and teacher explanations (87.9%). These preferences highlight a strong desire for contextually relevant materials, visual support, and a focus on vocabulary acquisition to enhance their speaking abilities.

4.1.6. Preferred Learning Activities

Procedures refer to the activities or actions students engage in during the speaking learning process. The questionnaire presents several choices for possible speaking activities.

Table 6. Students' preferences for learning activities

Question	Options	N %
The learning activities I prefer during speaking are	Listening to recordings of people speaking in English	83.3%
	Watching videos of people speaking in English	86.4%
	Watching movies	81.8%
	Listening to the teacher telling stories	77.3%
	Reading texts	83.3%
The learning activities that motivate me to speak are	Practicing conversations by mimicking the expressions spoken in the audio	81.8%
	Practicing by reading a dialogue aloud	68.2%
	Role-playing in pairs or groups	74.2%
	Completing information through verbal interaction with other students (information gap activities)	72.7%
	Memorizing expressions or vocabulary by filling in the missing parts of a dialogue	71.2%
	Using various expressions that can be applied in different contexts	75.8%
	Using games to memorize vocabulary	80.3%
I prefer my speaking ability to be assessed through	Discussing various topics in English	69.7%
	Through speaking tasks that resemble real-life situations (dialogues, role-playing, giving instructions)	69.7%
	Through a structured presentation on a familiar topic	65.2%
	Through an interview or one-on-one conversation with the teacher	50.0%
	Through a written test on speaking skills (e.g., grammar, vocabulary, expressions)	77.3%
	I prefer not to be assessed individually on speaking skills	56.1%

The findings show that students prefer interactive and engaging learning activities to support their speaking skills. Most enjoy watching videos of people speaking in English (86.4%) and movies (81.8%), as well as listening to recordings and reading texts (83.3% each), indicating a preference for diverse input sources combining visual and auditory elements. Activities that motivate them to speak include mimicking expressions from audio (81.8%) and using games to memorize vocabulary (80.3%), followed by role-playing (74.2%), showing a balance between structured practice and creative, game-based learning. In terms of assessment, the highest preference is for written tests on speaking components such as grammar and vocabulary (77.3%), followed by real-life speaking tasks (69.7%). These results suggest that effective speaking instruction should blend rich input, interactive practice, and varied, low-pressure assessment methods to maintain both engagement and motivation.

4.1.7. Topics

Topics mean the themes or subject matter that are the primary focus of language activities. It provides students with relevant and meaningful contexts, enhances their understanding of the language and connects it to their interests and hobbies. Well-chosen topics from everyday scenarios to more specific areas can motivate students and deepen their connection to the language, increasing their engagement in the learning process.

Table 7. Students' preferences for topics

Question	Options	N (%)
The learning topics that can improve my speaking ability are	Everyday activities	84.8%
	Travel	72.7%
	Famous people	74.2%
	Art	65.2%
	Technology	81.8%
	Music	84.8%
	Fantasy and mythology	71.2%
	Animals	75.8%
	Holiday	75.8%
	Current issues/news	59.1%

Students prefer a wide range of topics, with the most popular being everyday activities and music (both 84.8%), followed closely by technology (81.8%). Other frequently chosen themes include animals and tourist attractions (75.8% each), famous people (74.2%), and holidays (72.7%), indicating an interest in relatable and engaging subject matter. Overall, the findings suggest that incorporating familiar, enjoyable, and real-world topics—especially everyday life, music, and technology—can significantly increase students' motivation and participation in speaking activities.

4.1.8. Learning Setting

Settings refer to the circumstances in which learning occurs. They include the physical environment, such as classrooms, language laboratories, or online platforms, as well as the social structure, like studying individually, in pairs, or in groups.

Table 8. Students' preferences for learning settings

Question	Options	N (%)
In what situation do you feel most comfortable practicing speaking	Individually	63.6%
	In pairs (two people)	81.8%
	In small groups (3-5 people)	77.3%
	In large groups (more than 5 people)	72.7%
	In a classroom setting (together with the whole class)	80.3%

The results reveal that students feel most comfortable practicing speaking in pairs (81.8%) and small groups (77.3%), suggesting they prefer a more intimate and less intimidating environment compared to larger groups. A significant number also feel comfortable in a classroom setting with the whole class (80.3%), indicating that they are open to speaking in front of a larger audience but likely prefer more structure and guidance. These findings suggest that speaking activities should focus on pair or small group work, while still allowing for opportunities to engage in larger group discussions to build confidence.

4.1.9. Students' Role

Students are expected to assume roles that require active participation, cooperative interaction, informed decision-making, and critical self-reflection, alongside the adoption of appropriate behaviors, responsibilities, and dispositions.

Table 9. Students' role in learning speaking

Question	Options	N (%)
The role I prefer in learning is	Just listening to the teacher's explanation	72.7%
	Listening to the teacher and completing the assigned tasks	92.4%
	Actively participating in the learning process	81.8%
	Providing feedback and criticism to the teacher	53.0%

The data shows that students prefer an active and participatory role in their learning process. The majority (92.4%) favor listening to the teacher while completing assigned tasks, suggesting that they value structured learning with clear guidance. A significant portion (81.8%) also enjoys actively participating in the learning process, indicating a preference for hands-on involvement rather than passive listening. On the other hand, providing feedback and criticism to the teacher is less preferred (53.0%). These findings suggest that effective learning activities should include opportunities for students to engage in both guided tasks and active participation.

4.1.10. Teacher's Role

The role of teachers constitutes an integral component of the learning process. By examining students' perceptions of this role, researchers can identify more effective instructional strategies, tailor pedagogical approaches to align with learners' needs, and foster greater engagement and motivation in the learning experience.

Table 10. Students' preferences for the teacher's role

Question	Options	N (%)
The role I prefer the teacher to take in learning is	Being a source of knowledge and providing demonstrations before assigning tasks	92.4%
	Supervising all activities in the classroom	75.8%
	Leading and guiding the learning process while encouraging active student participation	92.4%
	Providing feedback after students complete their tasks	81.8%

The results highlight that students strongly prefer the teacher to take a guiding and supportive role in the learning process. The majority (92.4%) prefer the teacher to be a source of knowledge and provide demonstrations before assigning tasks. This reflects a desire for structured instruction combined with student involvement. Additionally, 81.8% of students appreciate receiving feedback after completing tasks, indicating the importance of formative assessment and guidance. While supervising classroom activities is also valued by 75.8% of students. It is clear that students place the highest value on teachers who actively guide, demonstrate, and engage them throughout the learning experience.

4.2. Teacher's Interview

To better understand students' learning needs and the classroom environment, the researcher conducted an interview with the English teacher at *SMA Negeri 1 Petarukan*. The analysis of the interview revealed that the school implemented the *Merdeka* Curriculum. In the teaching and learning process, the teacher primarily uses a textbook provided by the Ministry of Education, titled *Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X*. However, the teacher noted that certain speaking materials in the textbook do not align with the students' level of English proficiency. Additionally, the themes presented in the textbook were sometimes found to be confusing for the students. As a result, the teacher supplements the textbook with another resource, *Pathway to English*, which is also based on the *Merdeka* Curriculum and published by *Erlangga*.

To further enhance students' understanding, the teacher creates additional materials and printed tasks. These materials are sourced from various online platforms and then adapted to match the students' proficiency levels. She emphasised the effort she invests in preparing these resources herself, explaining:

"I teach the students as best I can. Sometimes I create additional materials on my own, sourcing them from the internet, so I can deliver the material as well as possible." (Translated from Indonesian by the researcher).

Despite these efforts, the teacher observed that the materials often remain too challenging for the students, which in turn discourages them from fully engaging with the content. This difficulty highlights the need for a more balanced approach in designing materials that are neither too hard nor too easy.

However, the process of material development is not without its challenges. One of the main obstacles is the teacher's limited time to design appropriate learning materials. The lack of specialized training in developing teaching materials that based on students' needs adds to this challenge. Furthermore, adapting materials to meet the varying proficiency levels of students requires careful consideration and analysis, which is time-consuming. Despite the teacher's desire to provide the best possible materials, these time and resource constraints often hinder the process.

In addition to designing the materials, the teacher highlighted the need to improve students' speaking abilities, which are currently underdeveloped. Describing her students' current speaking proficiency, she explained: "

Most students have low English proficiency, which makes it hard for them to speak English. Their lack of vocabulary adds to their reluctance to speak, and sometimes they also feel anxious about speaking because they think their speaking skills are bad."

Regarding classroom organization, the teacher mentioned that most students prefer working in pairs or small groups. As she observed:

"I give students a variety of ways of learning, but they are mostly very excited about doing pair work or small-group work."

This collaborative approach not only helps students better understand the material but also encourages them to rely less on the teacher. The teacher observed that students' engagement tends to increase when they work with their peers, as it promotes discussion and shared learning experiences.

Furthermore, in terms of technology usage in the classroom, the teacher explained that the school allows students to bring and use their phones. The teacher permits students to use their phones as translators during lessons and often utilizes technology, such as WhatsApp, to share supplementary materials. The teacher acknowledged that technology plays a significant role in supporting the learning process and enhancing students' learning experience. Finally, the teacher expressed a positive view towards these supplementary speaking materials. Given that the available English materials for Grade X students are limited in offering communicative opportunities, the teacher believes that the supplementary materials would improve students' learning experiences and boost their confidence in using English for real-life communication.

5. Discussion

The findings of this study indicate that effective communicative speaking materials should address both students' target needs and their learning needs. The results showed that the students saw English as both an academic requirement and a practical means of communication, since they wanted not only to achieve good grades but also to speak fluently and to use English in real interaction. Their necessities centred on vocabulary, pronunciation, and grammar, with vocabulary as the most dominant need. This is in line with recent needs analyses that identify vocabulary as a central part of speaking development (Halim et al., 2024). However, most of the students rated

themselves as beginner-level speakers, which points to a clear gap between their goals and their current proficiency. The teacher interview helped to explain this gap, as the teacher linked the students' reluctance to speak to their limited vocabulary and to the anxiety that comes from low confidence in their own ability. This pattern across the questionnaire and interview data echoes earlier research on the close relationship among limited vocabulary, speaking anxiety, and the tendency to avoid speaking in Indonesian EFL contexts (Daflizar, 2024; Mustamir, 2024). These findings suggest the need for scaffolded materials that move gradually from controlled practice toward freer communication while easing learners' anxiety.

The students' wants further clarify what these materials should look like. They preferred vocabulary support, visually rich content, and familiar, real-life topics, which help lower-proficiency learners understand the material and stay motivated (Kaya, 2021). Their preferred input, such as dialogue and monologue models with vocabulary and pronunciation support, together with activities such as audio-visual exposure, imitation, role play, and games, shows that authentic and interactive input engages them more than form-focused exercises. The teacher supported this preference, noting that the students took part more readily when the materials were connected to their daily lives.

The learning-needs data also highlight the social dimension of speaking practice. The students strongly preferred working in pairs and small groups, since these settings reduce anxiety and give them more chances to interact and negotiate meaning. This preference is supported by recent classroom-based studies, which report that such settings strengthen learners' speaking confidence and engagement (Destiani et al., 2025; Sari et al., 2025). The teacher's observation that the students were most enthusiastic during pair and group work further supports this finding. At the same time, the students expected the teacher to provide models, guidance, and feedback, which is consistent with the facilitative role recommended for teachers in beginner-level communicative instruction (Hu & AlSaqqa, 2024).

Overall, the questionnaire and interview data point to a consistent profile of the learners' needs. The tenth-grade students need communicative speaking materials that are contextual, visually supported, and interactive, and that progress from guided practice to independent use based on their proficiency levels and real-life interests. Viewed through Hutchinson & Waters' (1987) needs-analysis framework, this profile extends earlier studies on speaking materials development (Dini, 2016; Fitri & Abbas, 2023; Kurniasih & Lisan, 2023) by specifying the communicative features that are most relevant to this context.

6. Conclusion

This study investigated the speaking needs of tenth-grade students at SMA Negeri 1 Petarukan as a foundation for developing communicative speaking materials. The findings revealed that students require speaking materials that support both their academic goals and communicative competence. The needs analysis showed that students preferred materials that provide vocabulary support, pronunciation practice, contextual topics, visual aids, and opportunities to engage in meaningful communication. The findings from the teacher interview complemented the questionnaire results by highlighting students' limited vocabulary, low confidence, and the mismatch between existing materials and students' proficiency levels. These results confirm the importance of conducting a needs analysis before developing instructional materials to ensure that they reflect learners' target needs, learning needs, and classroom realities. The study also demonstrates the value of integrating Communicative Language Teaching (CLT) principles into speaking materials. By emphasising authentic communication, collaborative learning, and

contextualised language use, the developed materials are expected to facilitate students' speaking development and increase their engagement in English learning.

Despite providing valuable insights into students' speaking needs, this study has several limitations. First, the study was conducted in a single senior high school involving tenth-grade students, which may limit the transferability of the findings to other educational contexts. Second, the qualitative data were obtained from a single English teacher, which may not fully reflect the perspectives of other teachers or stakeholders. Therefore, the findings should be interpreted within the specific context of SMA Negeri 1 Petarukan and primarily serve as a basis for the development of communicative speaking materials. Future research is recommended to conduct needs analyses in a wider range of educational settings involving larger and more diverse participant groups. Further studies may also incorporate the perspectives of additional stakeholders, such as students from different proficiency levels, teachers from various schools, curriculum developers, or school administrators, to obtain a more comprehensive understanding of learners' speaking needs.

References

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Daflizar, D. (2024). Out-of-class speaking anxiety among Indonesian EFL students and its relationship with self-perceived speaking skills, vocabulary proficiency, and gender. *Journal of Languages and Language Teaching*, 12(1), 240–252. <https://doi.org/10.33394/joltt.v12i1.9342>
- Destiani, S., Indriani, L., & Kurniawan, A. B. (2025). The classroom social interaction influence on the non-EFL students in English speaking class. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 9(2). <https://doi.org/10.30743/ll.v1i1.12266>
- Dini, E. A. (2016). Developing English supplementary speaking materials based on the contextual teaching and learning for the tenth-grade students of senior high schools. *English Language Teaching Journal*, 5(1).
- Fidia, V., Agustina, E., & Muklas, M. (2026). Developing e-module of English speaking material based on Merdeka Curriculum using iSpring Suite 11 application. *Jurnal Pengabdian Masyarakat dan Riset Pendidikan*, 4(3), 17589–17597. <https://doi.org/10.31004/jerkin.v4i3.5039>
- Fitri, Z., & Abbas, A. (2023). Students need analysis on speaking materials: A survey study at SMA N 1 Bantul. *Script Journal: Journal of Linguistics and English Teaching*, 8(1), 98–113.
- Franscy, F., & Ramli, R. (2022). Problems encountered by Indonesian EFL learners in mastering speaking skills. *Pioneer: Journal of Language and Literature*, 14(1), 1–17. <https://doi.org/10.36841/pioneer.v14i1.1176>
- Halim, A., Dollah, S., & Alam, A. N. (2024). Needs analysis on English learning materials for International Class Program (ICP) of Biology at Universitas Negeri Makassar. *JOLTT Journal of Languages and Language Teaching*, 12(4), 1755–1769. <https://doi.org/10.33394/joltt.v12i4.11528>
- Hanifa, R., Yusuf, F., Yusra, S. R., & Suherdi, D. (2024). Adapting EFL materials and its influences on Indonesian secondary school students' language learning. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(1). <https://doi.org/10.1186/s40862-024-00297-7>
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learner-centered approach*. Cambridge University Press.
- Hu, K., & AlSaqqaf, A. (2024). Needs analysis for designing and developing an EFL teaching-speaking module for Chinese business English undergraduates. *Problems of Education in the 21st Century*, 82(4), 456–472. <https://doi.org/10.33225/pec/24.82.456>

- Kaya, S. (2021). From needs analysis to development of a vocational English language curriculum: A practical guide for practitioners. *Journal of Pedagogical Research*, 5(1), 154–171. <https://doi.org/10.33902/JPR.2021167471>
- Kurniasih, A., & Lisan, K. H. (2023). Developing English speaking materials for tenth-grade students of conversation program at Madrasah Aliyah Ali Maksum. *JETLEE: Journal of English Language Teaching, Linguistics, and Literature*, 3(1), 31–39.
- Malik, E., Rohmatillah, R., & Rahmawati, I. (2025). An analysis of English as a foreign language (EFL) learners' problems in speaking skills based on their perception at senior high school. *Edunesia: Jurnal Ilmiah Pendidikan*, 6(1), 190–206. <https://doi.org/10.51276/edu.v6i1.1106>
- Melansari, D., Fransisca, D., & Wahyuni, S. (2025). Indonesian students' difficulties in speaking English. *JEIT (Journal of Educational Innovations and Technologies)*, 1(2), 150–167. <https://doi.org/10.63324/jeit.1.2.2025.98>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage.
- Mubarak, H., Sofiana, N., & Mahendra, D. (2023). English language teaching in Indonesia: The implementation of Merdeka Curriculum in senior high schools. *Journal of Namibian Studies*, 35, 2504–2519. <https://doi.org/10.59670/jns.v35i.4018>
- Mustamir, M. (2024). Indonesian EFL learners and speaking anxiety: Insights from a meta-synthetic analysis. *English Review: Journal of English Education*, 12(2), 509–518. <https://doi.org/10.25134/erjee.v12i2.9950>
- Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. Routledge.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Nurlilawati, R., Taufik, K. S., & Wafiroh, L. H. (2026). EFL teachers' challenges at senior high school. *Academia Open*, 11(1). <https://doi.org/10.21070/acopen.11.2026.14431>
- Pratolo, B., Habibie, A., & Setiawan, A. (2019). Speaking skill challenges encountered by Indonesian EFL learners. In *Advances in Social Science, Education and Humanities Research*. <https://doi.org/10.2991/adics-elssh-19.2019.7>
- Ratmanida, R., & Suryanti, Y. (2020). An analysis of speaking materials in English textbooks for the tenth grade of senior high school. In *Proceedings of the International Conference on English Language Teaching*. <https://doi.org/10.2991/assehr.k.200819.017>
- Renandya, W. A., Hamied, F. A., & Nurkamto, J. (2018). English language proficiency in Indonesia: Issues and prospects. *The Journal of AsiaTEFL*, 15(3), 618–629.
- Richards, J. C., & Schmidt, R. W. (2002). *Longman dictionary of language teaching and applied linguistics* (3rd ed.). Longman.
- Sari, P., Mashuri, M., Wahyudin, W., & Marhum, M. (2025). Exploring senior high school students' speaking confidence during pair work activities. *Journal of English Language Teaching*, 10(6). <https://doi.org/10.31004/jele.v10i6.1779>
- Sudjana, N. (2009). *Penilaian hasil proses belajar mengajar*. Remaja Rosdakarya.