

Needs Analysis-Based Teaching Materials Development for English Speaking Skill Course in Tertiary Level of Education

Kaharuddin¹

¹English Education Department, Faculty of Tarbiyah and Teacher raining, Universitas Islam Negeri Alauddin, Makassar, Indonesia

Abstract. *English is a compulsory subject for students in Indonesia. However, the English learning process is often not concordant with the needs and level of students. The development of English learning materials is not based on needs analysis, but based on the instincts of lecturers so that their effectiveness to help students master English is not reliable. This research was conducted to explain the benefits of using needs analysis to develop the materials of English teaching in university. 137 respondents were determined purposively. The research data were obtained by questionnaire distribution. The data analysis technique was descriptive technique. This research was conducted by using the development method with three systematic phases. 1) Input phase: conducting analysis of students' needs, 2) development phase: formulating English learning goals and objectives which become the basis for determining and developing course content, and 3) output phase: creating draft lesson plans and prototype learning materials. This research produces a methodology for developing English learning materials where a learning plan and prototype for a needs-based English learning unit are obtained. The methodology of this teaching materials development can be used by lecturers in creating teaching materials for other English courses they teach.*

Keywords: *English Teaching Materials, Speaking Skill, Needs Analysis*

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INTRODUCTION

English, as an international language, has played a pivotal role in global communication, education, and professional development. In Indonesia, its formal inclusion in the national education system dates back to 1968, following the issuance of Decree No.096/1967 by the Minister of Education and Culture, which established English as a compulsory subject in high schools. The significance of English in higher education was further reinforced through Government Regulation No.19/2005, Article 9, which mandated its inclusion in undergraduate curricula alongside civic education, religious studies, and the Indonesian language (Yassi & Kaharuddin, 2018). Despite this early integration, a significant number of students face persistent difficulties in mastering English, particularly in developing communication skills (Andi & Arafah, 2017). This issue points to systemic shortcomings in English language instruction and underscores the necessity of addressing gaps in teaching materials, curriculum design, and instructional methods.

English communication skills are essential for academic success and professional opportunities, both domestically and internationally (Richards, 2001). However, studies indicate that Indonesian students often struggle to achieve proficiency in speaking and writing, even after years of formal education. Andi and Arafah (2017) argue that these challenges arise from a lack

of contextualized and needs-based learning materials that address specific student goals. The existing curriculum often fails to bridge the gap between theoretical knowledge and practical application, leaving students ill-prepared to communicate effectively in real-world situations (Lowenberg, 1991).

A range of factors has been identified as contributing to the limited English competence among Indonesian students. Alwasilah (2007) highlights issues such as overcrowded classrooms, untrained teachers, and the repeated use of high school-level materials in university courses. These challenges are compounded by the absence of systematic needs analysis in the development of English language curricula, which leads to a disconnect between the materials provided and the actual requirements of learners (Arafah & Bahar, 2015). Moreover, heterogeneous skill levels among first-year university students further complicate the teaching process, as lecturers are often unable to cater to the diverse needs of their students effectively (Kaharuddin & Nanning, 2014).

The importance of needs analysis in language education cannot be overstated. According to Paradowski (2002), conducting a needs analysis is a crucial first step in designing effective language learning materials. This process involves gathering data on students' linguistic goals, learning contexts, and preferences to ensure that the materials are relevant, practical, and aligned with their objectives (Kaharuddin et al., 2022). However, in many cases, English learning materials in Indonesia are developed based on subjective perceptions or the personal preferences of educators, rather than on empirical evidence or student feedback (Arafah et al., 2021). This approach results in materials that are often mismatched with the learners' needs, thereby limiting their effectiveness in fostering language competence.

Richards (2001) emphasizes that learners with diverse characteristics and goals require materials that are tailored to their specific needs. The failure to incorporate needs analysis in the development of English curricula has been a recurring issue in Indonesia, leading to poor learning outcomes (Kaharuddin & Ismail, 2022). Engelmann (1993) and Kaharuddin et al. (2020) argue that a curriculum designed without considering the learners' needs cannot achieve its intended objectives. To address this gap, a systematic approach to needs analysis is essential to ensure that the curriculum and its components are aligned with the expectations and goals of the students.

Another critical challenge in English language education in Indonesia is the lack of coordination between internal and external stakeholders, such as educational institutions, government agencies, and private organizations (Alwasilah, 2007). This lack of collaboration often results in fragmented efforts to improve English teaching and learning. For instance, the repeated emphasis on rote memorization and grammar-based instruction in high schools leaves students ill-equipped to engage in meaningful communication at the university level (Arafah & Bahar, 2015). Addressing these challenges requires a holistic approach that integrates needs analysis into the design and implementation of English language curricula.

This study aims to fill the gap in English language education by developing a framework for creating needs-based learning materials for introductory speaking courses at the university level. The focus on speaking skills is particularly important, as oral communication is a critical component of language competence (Richards, 2001). Through a comprehensive needs analysis, this research seeks to identify the specific linguistic, situational, and motivational factors that influence students' ability to develop speaking skills. The findings will inform the creation of a prototype module that can serve as a roadmap for lecturers in designing effective teaching materials across various courses and units.

By addressing the deficiencies in existing English language curricula, this study contributes to the broader goal of improving English language education in Indonesia. The integration of needs analysis into the development of teaching materials ensures that the curriculum is relevant, practical, and responsive to the diverse needs of learners (Kaharuddin et al., 2019). This approach not only enhances the quality of language instruction but also equips students with the skills needed to succeed in an increasingly globalized world. Furthermore, the

study underscores the importance of aligning educational practices with the goals and aspirations of learners, thereby fostering a more effective and inclusive learning environment.

REVIEW OF LITERATURE

Procedure of need analysis is described to get information on the learners' requirements, choices, and challenges by considering both subjective and objective perspectives for satisfying the students' need of learning. Many studies have shown that a needs analysis is essential for creating effective teaching materials, as it helps to identify the crucial elements for course design (Jeong & Kim, 2012; Ratnah, 2013; Siragih, 2014; Aladdin, 2016; Bahar & Latif, 2019; Ismail et al. 2020). Nevertheless, the results lack valuable guidance on how to conduct a needs analysis and create teaching materials based on the analysis. Ratnah (2013) conducted a needs analysis in order to create an ESP syllabus and instructional resources.

The research discovered both an ESP curriculum tailored to the Tour and Travel department students and ESP learning materials. The teaching materials were confirmed through formative evaluation, showing a positive impact on the teaching outcome as most participants favored the materials provided. Nevertheless, the study only created a prototype for a single device and did not disclose details about the methodology employed in its development. The lack of a methodology in the research causes challenges for materials developers as they are unaware of the steps and elements needed to create ESP teaching materials. The restriction has caused her research findings to be inconclusive. The results of this research show that needs analysis is valuable for gathering data on students' language and learning needs to create effective teaching materials and serves as the foundation for their development.

METHODS

The respondents in this research were 137 people chosen purposively from whom the data were obtained. The group was made up of 116 students, 10 teachers, and 11 English education program graduates. The research was conducted at the Institut Agama Islam Negeri (IAIN) Parepare. This research used Development Research design to explain the process of making decisions while creating an enhancement to the product or program developed and the skill of the product developers (Van Den Akker, 1999). For this purpose, this research applied the approach of describing the phenomena and research results. To collect the data of this research, questionnaires were used including some items related to background, abilities, problems, priorities, and attitudes of the respondents. Semi-structured interviews were employed to verify the information gathered from the surveys regarding the language abilities, subjects, and language purposes of the students. Three stages were applied in this research: During this initial stage of the process, two crucial choices were made: identifying the individuals involved and gathering information on linguistic and learning requirements. Language needs encompass: Identifying proficiency in learning Determining the most important things to learn Needs to learn consist of: Recognizing the students' learning problems.

Recognizing learning behaviors (styles and preferences). This stage gathered the whole inventory of linguistic and learning requirements. Need assessment was subsequently utilized to: Determining objectives for learning purposes. Describing the information included in the materials. Choosing the material and identifying appropriate duties. This phase was implemented in order to create the ELT teaching resources for the introductory speaking class. The design phase looked into two aspects of course creation, namely. Including materials and exercises in a teaching agenda Creating the model materials for the introductory session of oral practice. The method of frequency and mean score were used to analyze the data collected from questionnaires (Abidin & Kaharuddin. 2021). The data were categorized into three groups: proficiency, importance, and frequency level. The scores for each category of linguistic and learning needs were determined by assigning a score between 1 and 4 to each category, namely the proficiency, importance, and frequency.

Table 1. Score of each level

Scores	Levels		
	Proficiency	Importance	Frequency
1	Low	Not required	Almost never
2	Moderate	Less required	Rarely
3	High	Required	Frequently
4	Very high	Very required	Most of the time

The frequency is determined by multiplying the scores of respondents by the number of respondents in each category. The result is then divided by the total respondents. The average score is computed: Category of score and the frequency are multiplied Total scores are calculated Divided by population. The average scores perceptions are outlined by provided scales: 1 range to 0–1.50, 2 ranges to 1.51–2.50, 3 ranges to 2.51–3.50, 4 ranges to 3.51–4.00. The data processing results showed the necessary inventory of needs for creating teaching materials. Furthermore, interpretations and thorough discussions were conducted to qualitatively analyze the data collected from interviews.

RESULTS AND DISCUSSION

Stage of input: Analyzing the Students' Needs

The needs assessment led to creating a needs inventory containing both language needs and learning needs.

Language Needs Inventory

This particular inventory included the students' abilities and priorities for learning. In order to assess the students' learning capabilities, the students are requested to evaluate their mastery of vocabulary, pronunciation, and grammar. Four options are provided and the students must choose the option correspond to their proficiency level. The students' priority in learning is determined by assessing how important the three speaking components is. The speaking components required to create instructional materials are decided and ranked by utilizing the ratings. The research findings showed that the students' speaking proficiency levels were categorized as 'low' and 'moderate'. They show low level mastery in grammar (1.54), moderate proficiency in pronunciation (1.73), and vocabulary (1.79) as indicated in the table.

Table1. Students' self-assessment on their speaking competence

Levels of proficiency	Components of Speaking					
	Vocabulary		Pronunciation		Grammar	
	F	%	F	%	F	%
Low	40	34.5%	51	44%	70	60.3%
Moderate	66	56.9%	52	44.8%	32	27.6%
High	10	8.6%	13	11.2%	14	12.1%
Average	1.79		1.73		1.54	
0–1.50 = Low 2.51–3.50 = High						
1.50–2.50 = Moderate 3.51–4.00 = Very High						

The findings indicated that students need to enhance their speaking proficiency as both poor and fair levels showed low or unsatisfactory performance. The students believed that their grammar skills suffered because they paid less attention to grammar in their speaking classes. Student 53 stated in the interview that many students believed grammar was a hindrance to speaking fluently. Nevertheless, the student's remarks may not be seen as a disregard for grammar when speaking, but rather could offer valuable insights for instructors and material creators to prioritize vocabulary and pronunciation over grammar in speaking classes. It is undeniable that acquiring speaking skills is essential in mastering language elements like vocabulary, pronunciation, and grammar. The vocabulary is crucial for communication skills as it

is used to express thoughts, ideas, and to interpret and translate information. According to Wilkins (1976), individuals may be able to discuss some topics using grammar alone, but they would be unable to communicate any ideas without vocabulary. Furthermore, according to Widdowson (1978), native English speakers can comprehend language material that uses the right vocabulary but improper grammar better than material with proper grammar but lacking in vocabulary. It is logical to assume that vocabulary holds great significance in language instruction, as it is seen as the crucial element for gaining proficiency in a language (Arafah et al. 2021; Kaharuddin et al. 2023).

Besides learning vocabulary, mastering pronunciation is also a crucial aspect of language acquisition. When communicating with a native English speaker, the speaker's pronunciation is generally noticed immediately, rather than his vocabulary or grammar errors. Most native English speakers tend to believe that individuals with poor pronunciation are not proficient in English, despite having a strong grasp of grammar and vocabulary. Fangzhi (1998) emphasizes the significance of focusing on pronunciation because it determines if others can understand a person's message. Hence, students should prioritize having good pronunciation at the beginning of their English learning journey. Students are able to communicate using basic language and express their thoughts without needing complex vocabulary. They are also able to communicate using basic grammar instead of advanced grammar. However, verbal communication never acknowledges straightforward enunciation. It just acknowledges good pronunciation as the single important factor. If students have poor pronunciation, the listeners will struggle to comprehend their speech, despite their usage of proper grammar and extensive vocabulary.

Moreover, grammar remains a contentious topic in the field of foreign language education as some experts argue for its significance while others argue inverse. Nonetheless, the importance of grammar in the language classroom has increased significantly, with many acknowledging its crucial role in language learning and the negative impact on learners' language development without a strong grasp of grammar (Richards and Renandya, 2002; Kaharuddin, 2018). Knowing grammar allows learners to generate numerous unique sentences, as grammar is seen as the tool that constructs sentences in a language (Zhang, 2009; Kaharuddin et al. 2020). It is essential for fostering effective speaking skills, making it crucial. Ultimately, the findings of this research provide important insights into key aspects of creating instructional materials for spoken language classes. Vocabulary and pronunciation play a crucial role in speaking classes. This level of significance is based on the average scores obtained from both components (vocabulary = 3.8, pronunciation = 3.79). This information guides educators and curriculum creators to prioritize vocabulary and pronunciation practice. Additionally, the data indicates that grammar scores a 3.62 (significant). This suggests that grammar must be included in teaching materials for courses focusing on speaking. Nevertheless, its share must be less than the other two parts and shown at the conclusion of a unit.

Learning Priorities

The data showed that in the initial speaking course, material developers should focus on vocabulary items as the top priority (rated 3.8 as very important), followed by pronunciation drills as the second priority (rated 3.79 as very important), and grammar rules as the last priority (rated 3.62 as very important), as shown in the table below:

Table 2. Levels of importance in speaking components

No	Respondents	Speaking components		
		Grammar	Vocabulary	Pronunciation
1	Student	3.50	3.93	3.85
2	Lecturer	3.62	3.95	3.82
3	Alumnus	3.75	3.50	3.70
Σ		3.62	3.8	3.79
0-1.50= not required		2.51-3.50= required	1.50-2.50 = less required	3.51-4.00= very required

Regarding the participant's, acquiring vocabulary is a crucial aspect for developing speaking skills. It is even seen as the basis for communication abilities. Student 31 stated in the interview that even with a good grasp of English grammar, students require a substantial vocabulary in order to speak fluently. Hence, it is evident that a strong vocabulary plays a crucial role in English language proficiency, especially in speaking, as individuals with a broad range of words can communicate effectively in English. Most participants believe that improving vocabulary will enhance the speaking abilities.

When it comes to pronunciation, the majority of participants believe that learning pronunciation is equally crucial. Pronunciation is a crucial element of language that significantly impacts the ability of students to be understood in communication. Hence, it is crucial for students to acquire proper pronunciation as it enhances the ease of communication for both the speaker and the listener, while also reducing the likelihood of misunderstandings (Machackova, 2012; Bahar, A. K. 2013). Nonetheless, achieving accurate pronunciation can be challenging for numerous students because of psychological influences. For many years, they have been using the speech patterns of their native language. The students acquired these rhythms during their first year of life and they are firmly ingrained in their minds.

As a result, it is typical for them to experience discomfort when they listen to themselves speaking in the cadence of a different language. They discover that they don't sound like themselves, which is concerning and hinders their ability to communicate effectively in the foreign language (Gilbert, 2008; Kaharuddin et al. 2024). The statement clearly indicates the significance of proper pronunciation for English learners of not native speakers. If a person's pronunciation is not good, native English speakers may struggle to understand what is being said and may ask for clarification by saying "what?", "huh?" or "could you repeat that". It shows that we need to work on our pronunciation. Nevertheless, possessing proper pronunciation does not entail mimicking native speakers, rather it involves grasping the fundamental components of spoken English in order to effectively communicate with others (Gilbert, J.B, 2008; Kaharuddin, 2019).

The research respondents give a rank to grammar components with score 3.62 which means that is required very much in speaking skill development. In this case, grammar competence is very important for English students to develop their speaking skill. Certain researchers have offered backing for incorporating grammar into English instruction. For instance, Zhang (2009) argues that incorporating grammar into foreign language instruction is essential as understanding grammar forms the foundation of communication skills in the English language. Just like Priya S.P. (2015), she states that it is crucial to learn basic grammar when beginning to learn a language as it provides the understanding of how to arrange words in a logical sequence.

Therefore, it is essential to learn grammar since it serves as the structure of language, while words and phrases make up the substance (Kaharuddin & Ahmad, 2018). Without structure, there is no substance. This fact makes it necessary for students to use proper grammar to make their speaking easily understood by listeners. People who do not use correct grammar are essentially speaking incoherent words without any structure or coherence. However, many students do not give priority to grammar in their learning of speaking skill as it can hinder the speaking skills of beginners in English. Student 53 emphasized in the interview that the key to speaking effectively is to focus on practicing conveying messages before focusing on learning grammar.

Therefore, grammar receives less emphasis than vocabulary and pronunciation in the introductory speaking course. The deductive approach involves teaching by first providing a general rule, then applying it to specific context, and finally practicing it with many exercises. The method is seen as more beneficial for adult English learners as it helps them grasp the target structure effortlessly (Sik, K, 2014; Kaharuddin et al. 2022). Ellis (2002) additionally proposes that students who receive deductive grammar instruction in their studies attain greater

grammatical accuracy compared to those who do not. Moreover, Andrews (2007) argues that students achieve higher levels of success when deductive teaching is used for basic structures, whereas for intricate structures, a combination of both proves more efficient.

Using Real Life Topics to Learn Vocabulary and Pronunciation

We conducted an assessment on the significance of mastering vocabulary and pronunciation by incorporating real-world subjects. The analysis aimed to identify trustworthy resources for learning vocabulary and pronunciation. The findings showed that the majority of participants showed a strong preference for learning vocabulary and pronunciation through real life topics (rated as very important with a score of 3.8). Twenty real life topics were presented for choosing. The chosen subjects were displayed in the following manner.

Table 3. Real life topics

1.	Classroom (3.50 = Very important)
2.	Cooking, food (3.54= Very important)
3.	Daily Routines (3.53 = Very important)
4.	Future (3.49 = Important)
5.	Meeting (3.47 = Important)
6.	Work chores (3.46 = Important)
7.	Profession (3.45 = Important)
8.	Money (3.35 = Important)
9.	Time (3.32 = Important)
10.	Clothes, color (3.33= Important)
11.	Free time (3.3 = Important)
12.	Household (3.28 = Important)

Source: Kaharuddin et al., 2014

For the students' initial speaking course, it's important to cover selected topics that focus on speaking skills, including a wide vocabulary and pronunciation exercises on real-life topics. These topics should include the most essential, relevant, and commonly used words. This choice may serve as a successful approach to assist students in enhancing their vocabulary in a logical, thorough, and intensive manner.

Learning English Grammar

Many students overlook the importance of grammar in language learning, mistakenly believing that it hinders their ability to speak fluently. However, this does not imply that educators should neglect teaching speaking abilities. It is crucial for students to comprehend grammar rules in order to effectively communicate in English. Blaxell (2012) states that grammatical structures are most effective in aiding communication and enabling speakers to express ideas clearly and accurately. Therefore, various grammar items were presented for selection, leading to the following outcomes.

Table 4. English Gramatical

No.	Topic	Score	Importance Level	Sessions Required
1	Article	3.48	Important	1 session
2	Be, verb	3.48	Important	2 sessions
3	Singular and plural	3.42	Important	1 session
4	Pronouns	3.55	Very Important	1 session
5	Possessive noun	3.35	Important	1 session
6	Adjectives	3.51	Very Important	1 session
7	Action verbs	3.46	Important	3 sessions
8	Adverbs	3.50	Important	1 session
9	Preposition	3.50	Important	1 session

The grammar components had to be tailored to the specific subjects covered in every unit of the initial speaking course's materials. The language needs are outlined in the table below.

Table 5. Linguistic needs inventory

Linguistic Needs	
Learning Abilities	Learning Priorities
Vocabulary is on fair	Vocabulary is prioritized
Vocabulary and pronunciation related to real life	
1. Classroom	7. Profession
2. Cooking and food	8. Shopping and Money
3. Daily Routines	9. Time
4. Future	10. Clothes & color
Grammar is on poor	Grammar is in the third place
Basic grammar rules with vocabulary and pronunciation	
1. Pronouns	6. Be,verb (Simple present1)
2. Adjectives	7. Action verb (Simple present2)
3. Prepositions	8. Singular and plural

Inventory of Learning Needs

Learning needs are related to the learning difficulties and learning behaviors of students. Both forms of information were crucial in order to comprehend completely the strategies and techniques that could prove most efficient for instructing early speaking abilities, utilized not only to reduce the impact on learning difficulties, but also to attain better learning results.

Learning Problems

Learning difficulties were recognized by analyzing the obstacles the students faced while learning speaking skills, as reported by the respondents. The information is shown in the following manner:

Table 5. The perceptions of the students' learning problems

Learning Problems in Speaking Course	Level of Frequency				Average
	1	2	3	4	
Feel shy of speaking English	14	32	41	29	2.6
Afraid to make errors	8	20	43	45	3.1
Afraid to be criticized	7	32	38	42	3.0
Can't avoid native language	8	23	39	46	3.1
Limited vocabulary	2	21	57	35	3.2
Bad grammar	9	14	43	50	3.3
Bad pronunciation	7	22	44	42	3.2
Limited knowledge of the topic	8	26	41	41	2.8

0-1.50 =hardly ever (1) `

2.51-3.50 = often (3)

1.50 - 2.50 = seldom (2)

3.51-4.00 = always (4)

Source: Primary data processing

Table 5 indicates that students face a minimum of four challenges while learning in a speaking course, such as. psychological issue: students experience shyness when speaking English (2.6) because they fear making mistakes (3.1) and being judged by teachers and peers for those mistakes (3.0). Mother tongue interference occurs when students frequently rely on their first language instead of using English during classroom discussions (3.1). Limited understanding of the subject: students lack prior knowledge and vocabulary to engage in discussions about the topics being covered. Restricted language capabilities such as a limited vocabulary, poor

pronunciation, and inadequate grammar skills lead to students being unable to communicate effectively in English (Kaharuddin, et al, 2014)

Learning difficulties are frequently seen as common since they typically receive scores within the range of 2.6 to 3.3. The issues provide important information for educators and curriculum developers to promptly address and minimize the problems by choosing the best teaching methods and strategies for potential solutions. For instance, if a teacher identifies that the main issue hindering students' speaking skills is shyness, he can choose a participative exercise game method where students can practice using simple, everyday phrases in a fun way. This method is employed to motivate students to learn in a calm and pleasant learning environment, leading to increased self-assurance and a positive perception of English speaking as an enjoyable activity. Once the students become comfortable using basic phrases to speak in English, the teacher will start introducing more advanced concepts gradually. Regarding this matter, Lardizabal (1996) recommends that the primary factor to take into account when selecting a method is the characteristics and nature of the students, including factors like age, maturity, grade level, abilities, interests, growth, health, and problems, in order for effective learning to occur. Additionally, Davis (1997) in Westwood (2008) argues that when designing and selecting teaching methods, it is important to consider both the subject matter and the learning styles of students. The way in which students learn can be seen as the challenges they face and the methods they employ while learning.

Learning Attitudes

Brown (1995) examines attitudes to understand how much students enjoy participating in a program. Discovering the students' preferred ways of learning can lead to acquiring it. Learning preferences pertain to how students typically prefer to receive information and acquire knowledge. Learning styles are the conditions in which students are most prone to learn in educational settings.

Learning Preferences

The learning preferences are displayed based on how the participants believe students should learn vocabulary items and pronunciation drills, as shown in the table below.

Table 6. Learning preferences over vocabulary

Vocabulary learning preferences	Respondents			Average
	Student	Graduate	Lecturer	
Memorizing vocabulary	3.4	2.8	3.4	3.2
Using vocabulary to communicate	3.8	3.7	3.9	3.8
Listening & repeating vocabulary	3.6	3.7	3.8	3.7
A list of vocabulary	3.1	2.9	3.2	3.1
0-1.50 = not important 2.51-3.50 = important				
1.50 - 2.50 = less important 3.51-4.00=very important				

Source: Primary data processing

The data from the table shows how students prefer to learn vocabulary, such as using it for communication (3.2), learning through conversations (3.8), listening and repeating words (3.7), and focusing on real-life topics (3.1). The four vocabulary learning preferences should be taken into account when deciding on strategies for teaching vocabulary in the beginning speaking course. Furthermore, the table below displays the students' preferences in terms of pronunciation in addition to the data.

Table 7. Learning preferences over pronunciation

Pronunciation learning preferences	Respondents			Average
	Students	Graduate	Lecturers	
Learning from dictionary	3.4	2.9	3.4	3.2
Learning by imitating teacher	3.5	3.3	3.5	3.4
Learning from NES' recording	3.9	3.7	3.9	3.8
0 – 1.50 = not important 2.51 – 3.50 = important				
1.50 – 2.50 = less important 3.51 – 4.00 = very important				

Source: Primary data processing

The table indicates that the most favored method for mastering pronunciation in the beginning speaking class is by listening to voice recordings of native English speakers (3.8). Linge (2015) believes that imitating native speakers is one of the most effective methods for learning pronunciation. This could serve as an effective method to enhance students' pronunciation by allowing them to concentrate on accurately listening to how words are pronounced and then attempt to replicate the recordings as accurately as possible. Therefore, it is highly recommended to utilize voice recordings of native English speakers as an effective method for teaching pronunciation in beginner speaking classes (Arafah, B., & Kaharuddin, 2019).

Learning Styles

The results of this research support the classification of students' learning styles as communicative and concrete learners (Willing, 1988) because their learning styles align with the characteristics of the four learning styles depicted in the table below.

Table 8. The students' learning styles

Pronunciation learning preferences	Respondents			Average
	Students	Graduate	Lecturers	
1. Playing games	3.3	3.9	3.8	3.7
2. Using visual	3.3	3.8	3.7	3.6
3. Watching Films & Videos	3.4	3.6	3.9	3.6
4. Speaking in pairs	3.3	3.5	3.7	3.5
5. Studying alone	2.7	2.2	2.9	2.6
6. Doing tasks	3.5	2.7	3.3	3.2
7. Conversation in small groups	3.4	3.3	2.9	3.2
8. Large groups	3.3	3.3	3.2	3.3
9. Talk to friends in English	3.3	3.2	3.0	3.2
10. Role play	3.4	3.6	3.8	3.6
0 – 1.50 = not important 2.51 – 3.50 = important				
1.50 – 2.50 = less important 3.51 – 4.00 = very important				

Source: Primary data processing

The data indicates that students exhibit different methods of learning basic speaking skills such as playing games (3.7), using visuals (3.6), watching films and videos (3.6), speaking in pairs (3.5), talking to friends in English (3.2), conversing in small groups (3.2), and participating in role plays (3.6). Thus, it is important to adapt learning styles to choose appropriate teaching styles, methods, and course structure to enhance learners' satisfaction and achievement (Willing, 1988)

Hence, learning attitudes of students are considered when implementing teaching methods. For example, many students desire ample chance to engage in classroom discussions, sharing their thoughts through activities like role-playing. However, the teacher's primary focus is on instructing grammar rules and having students practice written grammar exercises. As a result, students develop a negative attitude towards learning because their preferred learning methods do not align with the teaching methods being used. The students' language performance

will be greatly impacted by a negative attitude. According to Visser (2008), attitude plays a key role in influencing language performance. The following table contains comprehensive information on the learning requirements of the students.

Table 9. Detailed inventory of learning needs

Learning Needs	
The learning problems	The learning attitudes
1. The psychology - Feel shy of speaking, - Fear to make errors, - Fear to critics from teachers 2. The mother tongue interference - Tend to use native language dialect 3. Limited knowledge of the topic - No background information to talk about the topics 4. Limited linguistic resources	Learning Preferences 1. Vocabulary - Vocabulary in communication - Vocabulary in conversations - Listening & repeating vocabulary - Topic based vocabulary 2. Pronunciation - Native speakers recording Learning styles 1. Talking to friend in English

In conclusion, the needs analysis conducted to create the first speaking course has led to:

Acknowledging the students' capacity to learn how to speak English Identifying the essential language components that should be prioritized for learning during the course. Choosing the topics from real life and fundamental grammar rules that students prefer. Pinpointing the issues commonly faced by students. Identifying which learning preferences and styles are most favored by the students

The Development Phase: Using the Needs Inventory

The needs assessment inventory was utilized to create the learning goals and objectives in the Development phase

Formulating Learning Aims and Objectives

Goals and targets were established using the needs assessment as the basis for creating instructional content. The instructional resources were specially created to meet two course objectives, namely. By enhancing students' vocabulary, pronunciation, and fundamental grammar, we aim to assist them in communicating confidently and efficiently in English. To build a strong base for oral communication, allowing students to talk about common situations and subjects.

The two main goals of the course were divided into smaller learning goals called course objectives. Here are some illustrations: Students can practice typical greetings and farewell, introduce themselves and others, and exchange personal information informally. Students can discuss about families with vocabularies related to family members, can ask basic questions to obtain information about family members, and can also describe and depict their family members. Students can use suitable words and expressions to talk about time and inquire about the time in English.

Graves (2000) suggests that declaring goals aids in clarifying your course's visions and priorities. Additionally, she states that they are broad statements, yet they are not ambiguous. Furthermore, goals are more detailed than objectives. They divide objectives into smaller learning components and usually define learning in relation to visible actions or accomplishments, referring to 'learning outcomes' as what a learner will achieve. Simply put, establishing goals and objectives not only gives insights into the achievable results of the educational materials but also assists in the planning and structuring of said materials.

Selecting the Course Contents

The topics chosen for the course were taken from the main subjects and organized in a coherent sequence, just as they would be taught in class. The need analysis provided a course topics list as displayed in table 3. Nevertheless, the list was narrowed down to chosen options. The course's goals and objectives, the significance of the chosen topics, students' understanding, teaching time, and collaboration with instructors were all considered in the selection process. According to Richards (2001), the information from needs analysis is crucial for planning course content, along with ideas from other sources like literature, published materials, reviewing similar courses, exams, student problems analysis, and consulting with teachers and specialists.

After consulting with teachers knowledgeable about the subjects, the decision is made to skip the topic of 'classroom' as the teachers believe the students are already well-informed on the subject. The consultation focused on the organization of the topics and the reasons behind it, leading to the creation of the following content. Clothes and color, Household, Time, Daily Routines, Cooking, Work chores, Free time, Meeting, Shopping and Money, Future, Profession.

The course contents are arranged in accordance with necessity criteria, as topics are organized according to their importance to students (Richards, 2001; Mardiana et al. 2023). Additionally, the lecturer emphasized the importance of organizing the topics in a logical sequence based on their relationships within a theme or storyline. The topics are ordered by looking at the rules of grammar given to students in teaching. They are practiced in the classroom.

The Output Stage: Designing ELT Materials

Design involves transforming the idea of creating teaching materials based on needs analysis into physical teaching materials such as lesson plans and ELT prototypes.

Preparing Lesson Plans

Three units in the initial speaking course were given three lesson plans for each. Each lesson plan included ten key components: 1) subject name, 2) unit, 3) topic, 4) time, 5) purpose, 6) goal, 7) materials and equipment, 8) procedure, 9) assessment, and 10) extracurricular work. From an educational standpoint, lesson plan is used to establish the goal of the learning and outline activities for each lesson. It helps a teacher in effectively planning their teaching methods and strategies. As a result, it is important for educators to document all aspects of each lesson in lesson plans to facilitate effective communication and ensure proper execution of the lesson. Creating a teaching plan will help the teacher and student stay on track with their goals, navigate how to reach them, and determine the desired outcome.

Developing the Prototypes of ELT Materials

Three models were created using the lesson plans that were previously made. The original versions of ELT resources are the initial design of English teaching materials, which serve as the basis for the creation of other variations. The teaching materials are organized into units to develop their organizational structures. Each unit is dedicated to a specific topic and comprises three lessons: Lesson A for acquiring skills, Lesson B for applying skills, and Lesson C for reviewing.

Lesson A: Skill Getting focuses on getting students ready for future communication by providing them with key knowledge components necessary for effective communication. Thus, this lesson provides information on language structures that students require to effectively communicate in English on specific subjects like vocabulary and pronunciation exercises. Once students have learned linguistic forms, they must engage in pair practice to connect the forms of language with actual communication skills.

Furthermore, lesson B: Skill Using aims to connect students' understanding of linguistic structures to their capability to discuss a specific subject. Two types of activities are: communicating functionally and making social interaction. The activity of communicating functionally demonstrates the practical application of vocabulary and expressions in informal

dialogue. This lesson provides a specific real-world scenario with particular patterns of language, words, and pronunciation to assist students in discussing a specific subject. Additionally, engaging in social interactions allows students to apply their understanding of linguistic forms through participating in role plays that involve dialogues. This lesson allows students to engage in social interaction on a specific topic using language forms they have already learned.

Lesson C, on the contrary, focuses on assessing the students' understanding of the material covered in specific unit. This lesson includes three sub activities: a language game, a grammar presentation, and additional class work. Language game involves students demonstrating their natural language creativity and engaging in spontaneous conversations to interact effectively. A presentation on grammar is provided to assist students in comprehending a specific language structure they have utilized in past communicative exercises like pair work or functional communication activities. The teacher must concentrate on elucidating a specific language structure rule and assess the students' understanding by providing additional homework in the form of written grammar exercises.

CONCLUSION

We have outlined a needs analysis suitable for creating teaching materials for basic speaking skills. Three key findings are discovered through conducting the needs analysis: firstly, valuable insights into the content and methods for teaching basic speaking skills. The content to be taught comes from the students' language needs analysis, focusing on their priority and ability to learn. The teaching methods come from the students' learning needs analysis, focusing on their learning difficulties and attitudes. The second, three essential steps explain how to create ELT materials based on a needs analysis. The third, the model for ELT Materials is designed for beginners to improve their speaking skills, showcasing the content of a comprehensive course that is tailored to the needs of the learners. Hence, we consider that the results can be effectively utilized in creating high-quality teaching resources for different sections of the introductory speaking course. Nevertheless, additional research is required to establish two key points: firstly, whether these results could have a beneficial impact on students' English-speaking proficiency. In addition, these results could potentially be utilized to create educational resources for various English classes such as reading, writing, and listening.

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