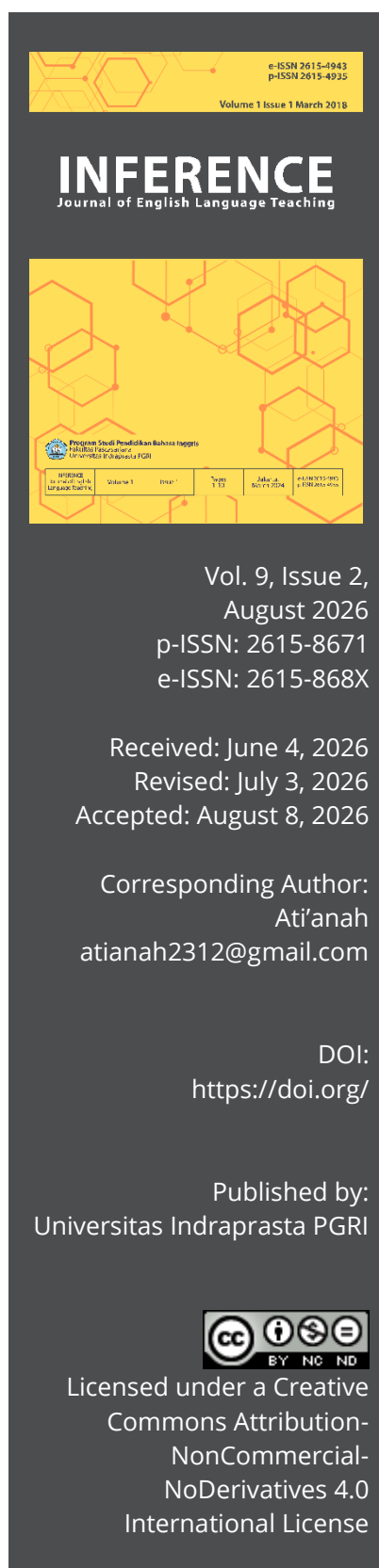




RESEARCH ARTICLE

ENGLISH SPEAKING LEARNING NEEDS OF EFL STUDENTS: A NEEDS ANALYSIS

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Abstract: Analyzing students' learning needs is essential to ensure that teaching and learning activities are relevant and aligned with learners' actual needs. Referring to the benefits of doing needs analysis, this study is important to conduct as it aimed to analyze English speaking learning needs of students at Pekalongan University along with their fulfillment. Employing a mixed-methods design with 60 respondents, the authors used questionnaires which then analyzed using descriptive statistics in SPSS and semi-structured interviews. The findings revealed that students had high speaking learning needs, including speaking confidence, mastery of vocabulary, grammar, and pronunciation, as well as communication skills with the mean scores of 4.33, 4.27 and 3.47 respectively. The fulfillment of these needs was categorized as high, with a mean of 3.47. Even so, the interviews confirmed students' concerns on the lack of practice opportunities. This finding suggests teachers to provide more speaking practices to enhance students speaking skills.

Keywords: needs analysis; speaking skills; speaking learning needs; English language education; EFL students.

ANALISIS KEBUTUHAN PEMBELAJARAN KETERAMPILAN BERBICARA DALAM BAHASA INGGRIS PADA MAHASISWA EFL

Abstrak: Menganalisis kebutuhan belajar mahasiswa sangat penting untuk memastikan bahwa kegiatan belajar-mengajar relevan dan selaras dengan kebutuhan aktual para peserta didik. Mengacu pada manfaat melakukan analisis kebutuhan, penelitian ini penting untuk dilakukan karena bertujuan menganalisis kebutuhan belajar berbahasa Inggris mahasiswa di Universitas Pekalongan beserta tingkat pemenuhannya. Dengan menggunakan desain metode campuran yang melibatkan 60 responden, penulis menggunakan kuesioner yang kemudian dianalisis menggunakan statistik deskriptif dalam SPSS serta wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa mahasiswa memiliki kebutuhan yang tinggi dalam belajar berbicara yakni kepercayaan diri dalam berbicara, penguasaan kosakata, tata bahasa, dan pengucapan, serta keterampilan komunikasi dengan skor rata-rata masing-masing sebesar 4.33, 4.27, dan 3.47. Pemenuhan kebutuhan-kebutuhan ini dikategorikan sebagai tinggi, dengan rata-rata 3.47. Meskipun demikian, wawancara mengonfirmasi kekhawatiran siswa terkait kurangnya kesempatan berlatih. Dengan temuan ini, disarankan agar guru menyediakan lebih banyak latihan berbicara untuk meningkatkan keterampilan berbicara siswa.

Kata kunci: analisis kebutuhan; keterampilan berbicara; kebutuhan pembelajaran berbicara; pendidikan bahasa Inggris; mahasiswa EFL.

INTRODUCTION

English has become an important language in global communication, education, and academic interaction. In higher education, particularly in the English Language Education Department, speaking ability is considered one of the most essential skills that students need to master. Speaking ability is an essential component of language proficiency and plays a crucial role in academic communication and interaction (Brown, 2004; Richards, 2008). Speaking skills are important because students are prepared not only to communicate academically but also to become future English teachers who are able to deliver instruction and interact effectively in classroom settings. Therefore, students need adequate speaking competence to support academic activities such as classroom discussions, presentations, seminars, and microteaching.

Speaking is one of the most important productive skills in language learning because it enables learners to express ideas, opinions, and information orally. According to Brown (2004), speaking competence involves several important components, including vocabulary, grammar, pronunciation, fluency, and accuracy. Similarly, Harmer (2007) emphasizes that speaking requires learners to use language effectively in real communication situations. Richards (2008) further explains that speaking plays an essential role in academic and professional communication, while Richards and Schmidt (2010) define speaking as the productive oral use of language to convey meaning in interaction. Therefore, speaking competence is considered a crucial skill for English Language Education students.

However, speaking is also considered one of the most challenging skills for students in English as a Foreign Language (EFL) learning. Many students still experience difficulties in expressing ideas fluently, using correct grammar, pronouncing English words properly, and speaking confidently in front of others. Thornbury (2005) states that speaking difficulties are commonly influenced by limited vocabulary, fear of making mistakes, lack of confidence, and insufficient speaking practice opportunities. These challenges may affect students' ability to communicate effectively in academic contexts and reduce their participation in classroom activities.

Several previous studies have investigated students' speaking learning needs in higher education. Putri et al. (2025) found that English Language Education students considered vocabulary mastery, presentation skills, and speaking confidence as important aspects needed to support academic communication. The study also revealed that students expected more communicative speaking activities and practical speaking instruction. Similarly, Salmah et al. (2026) reported that students' speaking learning needs involve both linguistic and non-linguistic aspects. Linguistic aspects include grammar, vocabulary, pronunciation, and fluency, while non-linguistic aspects involve motivation, confidence, and speaking anxiety.

Another study conducted by Wahyu and Ningsih (2024) showed that students still faced difficulties in vocabulary mastery, pronunciation, and fluency during speaking activities. The study suggested that speaking materials and classroom activities should be developed based on students' actual learning needs. Likewise, Saputra et al. (2025) found that many university students still experienced speaking difficulties because of limited vocabulary, fear of making mistakes, low confidence, and lack of speaking practice opportunities. In addition, Anggraini et al. (2025) reported that EFL students frequently encounter difficulties related to vocabulary mastery, grammar accuracy, pronunciation, and communication confidence. These findings indicate that speaking learning needs remain an important issue in English language learning. Based on the previous studies above, it is evident that vocabulary, grammar, pronunciation, fluency, confidence, and speaking practice are important aspects that support students' speaking competence. However, many students still experience difficulties in these aspects, indicating the need for greater attention and support in speaking instruction. These findings are consistent with Brown (2004) and Thornbury (2005), who emphasize that vocabulary, grammar,

pronunciation, fluency, and accuracy are essential components of speaking competence. Furthermore, Richards (2008) highlights the importance of confidence in encouraging students to participate actively in speaking activities and communicate effectively in academic contexts.

To identify learners' actual needs, needs analysis is widely used in language education. According to Hutchinson and Waters (1987), needs analysis is a systematic process used to identify learners' target needs, learning needs, and present situation needs. Through needs analysis, teachers can design learning materials, instructional methods, and classroom activities that are more relevant to learners' actual needs and academic goals. Lam et al. (2023) further emphasize that needs analysis helps ensure that language instruction remains relevant to learners' evolving needs and learning contexts. Similarly, Alim et al. (2025) argue that needs analysis provides valuable information for developing speaking instruction that addresses students' academic and communicative needs. Therefore, needs analysis plays an important role in ensuring that speaking instruction is meaningful, effective, and responsive to students' needs.

Although several studies have investigated students' speaking learning needs, most previous studies mainly focused on identifying speaking needs, speaking materials, presentation skills, or speaking difficulties in different educational contexts. Studies examining both students' speaking learning needs and the extent to which these needs have been fulfilled through existing learning experiences remain limited. Furthermore, research specifically focusing on English Language Education Department students at Pekalongan University has not yet been conducted. Therefore, there is a need to investigate not only the speaking aspects required by students but also whether the current learning process has adequately fulfilled those needs. This gap provides the rationale for conducting the present study in order to gain a more comprehensive understanding of students' speaking learning needs and their fulfillment within the context of English Language Education at Pekalongan University.

This study focuses on students of the English Language Education Department at Pekalongan University and examines their speaking learning needs as well as the fulfillment of those needs in the learning process. Therefore, this study aimed to analyze students' speaking learning needs, identify the speaking aspects most needed to support academic activities, and examine the fulfillment of students' speaking learning needs in the learning process. Specifically, this study addressed the following research questions: (1) What aspects of speaking skills are needed by students to support their academic activities? and (2) Have the English speaking learning needs of students in the English Language Education Department at Pekalongan University been fulfilled?

The significance of this study lies in its contribution to understanding the speaking learning needs of English Language Education students in a specific higher education context. The findings are expected to provide useful information for lecturers in designing speaking instruction, developing learning materials, and creating classroom activities that better address students' academic speaking needs. Furthermore, the study may serve as a reference for future researchers interested in needs analysis and speaking instruction in EFL contexts. However, this study is limited to students of the English Language Education Department at Pekalongan University and focuses only on speaking learning needs and their fulfillment within this particular context.

RESEARCH METHOD

This study employed a mixed-methods research design combining quantitative and qualitative approaches to obtain a comprehensive understanding of students' speaking learning needs. Mixed-methods research enables researchers to integrate quantitative and qualitative data to provide a more comprehensive understanding of a research problem (Creswell, 2014; Hirose & Creswell, 2023). The study was conducted in the English Language Education Department at Pekalongan University in 2026.

The participants consisted of 60 students selected through simple random sampling for the quantitative phase. In addition, three students representing high, moderate, and low categories based on the questionnaire results were selected through purposive sampling for semi-structured interviews to ensure diverse perspectives. Purposive sampling is appropriate for selecting participants who can

provide rich and relevant information related to the research topic (Moser & Korstjens, 2018). The interview participants were selected based on some specific criteria. Participants had completed the questionnaire, were willing to participate in the interview, and represented different levels of speaking learning needs based on their overall questionnaire scores and the classification used in this study. This technique was employed to obtain rich and relevant information regarding students' speaking learning needs and their fulfillment (Moser & Korstjens, 2018).

Data were collected using questionnaires and interviews. The questionnaire consisted of three sections: students' speaking learning needs, fulfillment of speaking learning needs, and self-assessment of speaking ability. The questionnaire indicators were developed based on Needs Analysis framework by Hutchinson and Waters (1987) and relevant literature on English speaking learning needs. In addition, the speaking ability indicators were adapted from Brown (2004), covering vocabulary, grammar, pronunciation, fluency, accuracy, confidence, and communication performance. Responses were measured using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

To ensure instrument quality, content validity was established through expert judgment involving an expert lecturer from the English Language Education Department at Pekalongan University. The expert evaluated the relevance, clarity, language appropriateness, and suitability of each questionnaire item with the research objectives and theoretical framework. Based on the expert's feedback and suggestions, several questionnaire items were revised before being distributed to the participants. Reliability testing using Cronbach's Alpha yielded a coefficient of 0.944, indicating high reliability. According to Pallant (2016), Cronbach's Alpha is widely used to assess the internal consistency of research instruments. The semi-structured interviews were conducted to gain deeper insights into students' experiences, perceptions, and challenges related to speaking learning needs.

The quantitative data were analyzed using descriptive statistics in SPSS, including mean score calculations and reliability testing. Mean scores were interpreted using the classification proposed by Sugiyono (2017) : Very Low (1.00–1.80), Low (1.81–2.60), Moderate (2.61–3.40), High (3.41–4.20), and Very High (4.21–5.00). The qualitative data were analyzed descriptively following Miles and Huberman's (1994) procedures, including data reduction, data display, and conclusion drawing and verification. Ethical considerations were observed throughout the study. Participation was voluntary, informed consent was obtained from all participants, and the confidentiality of participants' identities and responses was maintained. The data were used solely for academic research purposes.

RESULTS AND DISCUSSION

Reliability of the Instrument

The reliability of the questionnaire was tested using Cronbach's Alpha through IBM SPSS Statistics Version 32. The analysis involved 30 Likert-scale items measuring students' speaking learning needs, the fulfillment of speaking learning needs, and students' self-assessment of speaking ability. The purpose of this test was to determine the internal consistency of the research instrument before it was used for further data analysis.

Table 1
Reliability Test Result

Case Processing Summary			
		N	%
Cases	Valid	60	100.0
	Excluded ^a	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.944	30

The results of the reliability test showed that the Cronbach's Alpha coefficient was 0.944 based on 30 questionnaire items and 60 valid respondents. According to Pallant (2016), a Cronbach's Alpha value of 0.70 or higher indicates acceptable reliability, while values above 0.90 indicate excellent internal consistency. Therefore, the questionnaire used in this study can be categorized as highly reliable and suitable for collecting research data. The high reliability coefficient indicates that the questionnaire items consistently measured the constructs of students' speaking learning needs, the fulfillment of speaking learning needs, and students' self-assessment of speaking ability. Thus, the instrument was appropriate for further data analysis.

Questionnaire and Interview Findings

This section presents the findings and discussion based on the questionnaire and interview data. The questionnaire findings describe students' speaking learning needs, the fulfillment of speaking learning needs, and students' self-assessment of speaking ability. In addition, the interview data were used to provide a deeper explanation and support the quantitative findings. The results are presented in the following sections.

Students Speaking Learning Needs

Table 2

Students Speaking Learning Needs

No	Statements	Mean	Category
1	I need English speaking skills to participate actively in classroom activities.	3.95	High
2	I need to be able to express my ideas clearly when speaking English.	4.00	High
3	I need to improve my vocabulary, grammar, and pronunciation in speaking English.	4.27	Very High
4	I need more opportunities to practice speaking English during class.	3.95	High
5	I want to become more confident when speaking English in academic situations.	4.33	Very High
Overall Mean		4.10	High

These findings revealed that students had a high level of speaking learning needs, with an overall mean score of 4.10 (High). Among the indicators, Statement 5, "*I want to become more confident when speaking English in academic situations,*" obtained the highest mean score of 4.33 (Very High), followed by Statement 3, "*I need to improve my vocabulary, grammar, and pronunciation in speaking English,*" with a mean score of 4.27 (Very High). These findings indicate that students consider both confidence and linguistic competence as essential components for effective academic communication and these support Putri et al. (2025), who reported that linguistic competence and communication confidence are important aspects needed to support students academic communication activities. In addition, students also highly needed more opportunities to practice speaking English during classroom activities. These findings indicate that speaking practice remains an essential factor in improving students communication ability and fulfilling students speaking learning needs.

The high need for speaking confidence may be related to the academic demands faced by English Language Education students, who are expected to participate actively in presentations, discussions, and other communicative activities. In EFL contexts, limited exposure to English and fear of making mistakes may reduce students' willingness to communicate. Therefore, confidence becomes an important factor that supports students' participation in academic speaking tasks. This finding is consistent with Richards (2008), who emphasizes the role of confidence in encouraging learners to engage actively in communication.

Similarly, the high mean score of Statement 3 suggests that students still perceive vocabulary, grammar, and pronunciation as areas that require improvement. These aspects are fundamental components of speaking competence because they contribute to accuracy, clarity, and comprehensibility in communication. Brown (2004) and Thornbury (2005) argue that linguistic competence plays a significant role in successful speaking performance.

In addition, Statement 4, “*I need more opportunities to practice speaking English during class,*” obtained a mean score of 3.95 (High), indicating that students value speaking practice as an important element in developing speaking skills. Statement 1, “*I need English speaking skills to participate actively in classroom activities,*” also obtained a mean score of 3.95 (High), while Statement 2, “*I need to be able to express my ideas clearly when speaking English,*” obtained a mean score of 4.00 (High). These findings suggest that students recognize the importance of active participation and clear idea expression in supporting effective classroom communication.

These findings are consistent with the findings of the research conducted by Putri et al. (2025) and Anggraini et al. (2025), who reported that linguistic competence and speaking confidence are important aspects of academic communication. The findings contribute to a better understanding of students’ speaking learning needs and provide useful information for developing speaking instruction that supports academic communication in higher education.

Fulfillment of Students Speaking Learning Needs

Table 3

Fulfillment of Students Speaking Learning Needs

No	Statements	Mean	Category
1	The speaking learning activities I receive match my needs in improving my English speaking skills.	3.47	High
2	The speaking materials provided in class help me meet my needs in English communication.	3.48	High
3	The speaking activities in class match my needs in real-life communication situations.	3.45	High
4	The speaking instruction in class helps me meet my needs in developing my English speaking skills.	3.55	High
5	Overall, my needs in learning English speaking have been fulfilled during my studies.	3.38	Moderate
Overall Mean		3.47	High

The findings revealed that students generally perceived that their speaking learning needs had been fulfilled, as indicated by the overall mean score of 3.47, which was categorized as High. Among the indicators, speaking instruction in class obtained the highest mean score of 3.55, suggesting that students considered classroom instruction helpful in developing their speaking skills. Similarly, speaking materials obtained a mean score of 3.48, learning activities obtained a mean score of 3.47, and communication-oriented speaking practices obtained a mean score of 3.45. These indicators were also categorized as High, indicating that the learning process generally supported students’ speaking development.

However, the indicator regarding the overall fulfillment of speaking learning needs obtained a lower mean score of 3.38 and was categorized as Moderate. This finding suggests that although students appreciated the speaking instruction they received, some still felt that their speaking learning needs had not been fully met. One possible explanation is the limited opportunities for authentic speaking practice beyond classroom activities. As English Language Education students, they are expected to communicate effectively in presentations, discussions, and future teaching contexts, which require extensive speaking practice.

The interview findings also supported students’ needs for speaking practice opportunities and speaking confidence. One respondent (R1) stated:

“I think my speaking learning needs have not been fully fulfilled because English is only used during classroom activities and there is still a lack of speaking practice.”

Another respondent (R2) explained:

“Speaking activities in class are actually helpful, but there is still a lack of direct speaking practice.”

These responses indicate that students viewed the current speaking instruction positively, but they still expected more opportunities to actively use English in meaningful communication. The interview data help explain why the indicator regarding the overall fulfillment of speaking learning needs obtained a lower mean score than the other indicators. Thus, the gap identified by students appears to be related to the quantity and authenticity of speaking practice rather than dissatisfaction with the quality of instruction.

These findings are consistent with the findings of the study carried out by Saputra et al. (2025), who reported that students needed more communicative speaking activities and real-life speaking opportunities. Therefore, lecturers are encouraged to provide more interactive speaking activities, such as discussions, role plays, presentations, and project-based tasks, to enhance students' speaking competence and confidence. At the curriculum level, the findings highlight the importance of creating more practice-oriented speaking experiences to better meet students' academic and professional speaking needs.

Students Self-Assessment of Speaking Ability

Table 4

Students Speaking Ability

No	Statements	Mean	Category
1	I can speak English fluently without long pauses.	2.87	Moderate
2	I can pronounce English words clearly so others understand me.	3.32	Moderate
3	I can speak English at a natural speed.	3.20	Moderate
4	I can adjust my pronunciation depending on the word or situation.	3.25	Moderate
5	I feel comfortable repeating sentences until they sound correct.	3.72	High
Overall Mean		3.27	Moderate

The findings revealed that students' self-assessment of speaking ability was categorized as Moderate, with an overall mean score of 3.27. This result indicates that students perceived their English speaking ability as adequate; however, they still experienced difficulties in several aspects of speaking performance. Statement 1, related to speaking English fluently without long pauses, obtained the lowest mean score of 2.87, suggesting that maintaining fluency remains a significant challenge for many students. Similarly, Statement 2, related to pronouncing English words clearly, obtained a mean score of 3.32; Statement 3, related to speaking at a natural speed, obtained a mean score of 3.20; and Statement 4, related to adjusting pronunciation according to different situations, obtained a mean score of 3.25. These statements were also categorized as Moderate. These findings indicate that students still lacked consistency and confidence in oral communication.

In contrast, Statement 5, which focused on students' comfort in repeating and practicing sentences until they sounded correct, obtained the highest mean score of 3.72 and was categorized as High. This finding suggests that students demonstrated positive attitudes toward self-improvement and were willing to practice speaking repeatedly to enhance their performance. Although students still faced challenges in fluency and pronunciation, they were aware of their weaknesses and showed readiness to improve through continuous practice.

These findings support Thornbury (2005), who argues that fluency and pronunciation are among the most common challenges experienced by EFL learners. Similar findings were reported by (Anggraini et al., 2025), who found that limited speaking opportunities and speaking anxiety often hinder students' oral performance. The moderate level of speaking ability found in this study may be influenced by limited exposure to authentic English communication and insufficient opportunities to use English beyond classroom activities. Therefore, lecturers are encouraged to provide more communicative speaking activities, authentic interaction opportunities, and regular speaking practice to help students improve their fluency, pronunciation, and overall speaking competence. These efforts may also contribute to greater confidence and readiness for academic and professional communication.

Table 5
Students Grammar and Vocabulary Ability

No	Statements	Mean	Category
1	I can use correct grammar when speaking English.	2.70	Moderate
2	I can use a variety of words to express my ideas.	3.08	Moderate
3	I can use idioms or phrases in my English conversations.	2.90	Moderate
4	I feel I can construct sentences without making many mistakes.	2.80	Moderate
5	I can paraphrase or find other words when I do not know a word.	3.35	Moderate
Overall Mean		2.97	Moderate

The findings revealed that students' grammar and vocabulary ability was categorized as Moderate, with an overall mean score of 2.97. However, the results showed variations across the indicators. Students demonstrated a relatively better ability to use a variety of words to express their ideas, as indicated by the highest mean score of 3.08 among the indicators. This finding suggests that students were generally able to communicate their ideas using appropriate vocabulary during speaking activities. In addition, students showed a moderate ability to use vocabulary and grammar in communication, indicating that they possessed a basic foundation for oral interaction.

Despite these strengths, several aspects remained challenging. The indicator related to using correct grammar when speaking English obtained the lowest mean score of 2.70, suggesting that grammatical accuracy was still a major difficulty for many students. Similarly, the indicator concerning constructing sentences without making many mistakes obtained a mean score of 2.80, while the use of idioms or phrases in conversation obtained a mean score of 2.90. These findings indicate that although students were able to communicate their ideas, they still experienced difficulties in maintaining grammatical accuracy and using more varied expressions during speaking activities.

The interview findings supported the quantitative results. One respondent (R1) stated:

"The aspects that I need the most are grammar and vocabulary. I feel that my vocabulary is still limited because there are many unfamiliar words. Grammar is also very important because sometimes I forget to use auxiliary verbs correctly."

This response supports the finding that grammatical accuracy remained one of the main challenges for students. Another respondent (R2) explained:

"For me, the aspects that I still really need are vocabulary and fluency. Sometimes I am confused about choosing the right words, so my speech becomes interrupted."

This response indicates that vocabulary limitations affected students' ability to communicate fluently and express ideas effectively. Furthermore, another respondent (R3) stated:

"I think I need all aspects of speaking skills because my vocabulary is still poor, my grammar is also weak, and my pronunciation is still unclear."

This finding suggests that grammar and vocabulary difficulties were closely related to other speaking components, particularly pronunciation and overall communication performance.

These findings are consistent with Thornbury (2005), who argues that limited vocabulary and grammatical difficulties are common obstacles faced by EFL learners during speaking activities.

Therefore, the findings suggest that students have developed a basic ability to express ideas using English vocabulary and communicate their ideas in speaking activities. However, they still need support in improving grammatical accuracy, sentence construction, and the use of more varied expressions. Among these aspects, grammar appeared to be the area that required the greatest improvement, as it obtained the lowest mean score. Strengthening these aspects through communicative speaking activities may help students communicate more fluently, accurately, and confidently in academic situations.

Table 6

Students Confidence and Communication Ability

No	Statements	Mean	Category
1	I feel confident speaking English in front of classmates.	3.15	Moderate
2	I am not afraid to make mistakes while speaking English.	3.45	High
3	I feel motivated to practice English speaking every day.	3.62	High
4	I can participate in English activities even when I feel nervous.	3.20	Moderate
5	I believe I can improve my English speaking skills with practice.	4.03	High
Overall Mean		3.49	High

The findings revealed that students' confidence and communication ability were categorized as High, with an overall mean score of 3.49. However, the results showed variations across the indicators. Students demonstrated the strongest belief that they could improve their English speaking skills through practice, which obtained the highest mean score of 4.03. This finding indicates that students possessed strong self-belief regarding the development of their speaking ability. In addition, motivation to practice English speaking every day obtained a mean score of 3.62 and was categorized as High. These findings suggest that students had positive attitudes toward speaking improvement and recognized the importance of continuous practice in developing speaking competence.

Despite these strengths, some aspects of confidence remained less developed. Confidence in speaking English in front of classmates obtained a mean score of 3.15, while participation in English activities when feeling nervous obtained a mean score of 3.20. Both indicators were categorized as Moderate. These findings suggest that although students were motivated to improve their speaking skills and believed in the benefits of practice, they still experienced anxiety and limited confidence in actual speaking situations. This indicates that motivation alone does not automatically lead to confidence, particularly in EFL contexts where students may fear making mistakes or being negatively evaluated by others.

The findings indicate an interesting relationship between motivation and confidence. While students demonstrated strong beliefs in their ability to improve and showed high motivation to practice English, they were less confident when required to speak in front of others or participate in activities that caused nervousness. This suggests that students' willingness to improve their speaking skills was higher than their confidence in performing speaking tasks in real situations.

These findings are consistent with the findings of the research conducted by Fajrianti and Kuliahana (2025), who found that confidence plays an important role in determining students' willingness to participate in speaking activities. Similarly, Afifah et al. (2024) reported that affective factors such as self-efficacy and anxiety significantly influence speaking performance. Similar to these studies, the present study found that students demonstrated strong motivation and positive beliefs about speaking improvement. However, a difference can be observed in that students in the present study maintained high motivation despite reporting moderate confidence when speaking in front of classmates or participating in activities that caused nervousness. This finding suggests that motivation and confidence do not always develop at the same rate and should both be considered in supporting students' speaking development.

Table 7

Students Communication Performance

No	Statements	Mean	Category
1	I can participate effectively in group discussions in English.	3.50	High
2	I can give a short presentation in English confidently.	3.53	High
3	I can ask and answer questions in English in real-life situations.	3.58	High
4	I can maintain a conversation in English for several minutes.	3.43	High
5	I can adapt my English speaking style depending on the listener.	3.30	Moderate
Overall Mean		3.47	High

The findings showed that students' communication performance was categorized as High, with an overall mean score of 3.47. The ability to ask and answer questions in English in real-life situations obtained the highest mean score of 3.58, indicating that students generally perceived themselves as capable of engaging in basic communication activities. Likewise, participating effectively in group discussions obtained a mean score of 3.50, giving short presentations in English confidently obtained a mean score of 3.53, and maintaining conversations in English for several minutes obtained a mean score of 3.43. These indicators were also categorized as High, suggesting that students possessed adequate communication skills for academic purposes. This finding indicates that students were generally able to participate in discussions, presentations, and other communication activities that support their academic performance.

However, the ability to adapt speaking style depending on the listener obtained a mean score of 3.30 and was categorized as Moderate. This finding suggests that although students were able to communicate effectively, they still experienced difficulties adjusting their language use according to different audiences and communication contexts. This result indicates that adapting language use to different listeners and situations remains more challenging than participating in discussions, presentations, or question-and-answer activities.

These findings are consistent with the findings from the study done by Richards (2008), who argues that effective speaking involves not only conveying meaning but also using language appropriately according to different communicative situations and audiences. Similarly, Afifah et al. (2024) reported that speaking performance is influenced not only by language competence but also by affective factors such as self-efficacy and anxiety. Furthermore, Li et al. (2025) found that self-efficacy contributes to reducing foreign language anxiety and supports learners' willingness to communicate. Similar to these previous studies, the present study found that students generally possessed adequate communication skills but still experienced challenges related to communication adaptability in different communication contexts.

However, a difference can also be observed. While previous studies emphasized that anxiety often leads to lower speaking performance and reduced participation in communication activities, the students in the present study demonstrated a high level of communication performance, particularly in asking and answering questions, participating in discussions, delivering presentations, and maintaining conversations in English. Despite this, they still experienced difficulties adapting their speaking style to different listeners and communication situations. This finding suggests that students' communication skills were relatively well developed, although their ability to adjust language use according to different audiences and contexts still requires further improvement.

CONCLUSIONS

This study contributes to the understanding of English speaking learning needs among English Language Education students in an EFL context. The findings indicate that students' speaking development is influenced not only by linguistic competence, such as vocabulary, grammar, and pronunciation, but also by affective factors, particularly confidence in using English for academic communication. These findings highlight the importance of addressing both linguistic and psychological aspects in speaking learning.

The study also suggests that speaking learning needs cannot be fully addressed through language knowledge alone. Students require sufficient opportunities to practice speaking and apply their language skills in meaningful communication contexts. Therefore, speaking learning programs may benefit from incorporating activities that promote active participation, communication practice, and confidence building alongside linguistic development.

Overall, this study provides empirical evidence that needs analysis can serve as a useful basis for understanding students' speaking needs and supporting the development of more responsive

speaking instruction in higher education. Future studies are recommended to involve participants from different institutions and explore other language skills to obtain a broader perspective on students' learning needs in EFL contexts.

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