



Assessing Needs for Supplementary Speaking Materials for Vocational High School Students from Peripheral Areas

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Abstract

This study explores the need for supplementary English for Specific Purposes (ESP) materials in a Vocational High School located in a peripheral area of Yogyakarta. The focus is on understanding the specific requirements and needs of students within a vocational context in a non-urban environment. Such contexts are scarcely explored by the various ESP needs analysis studies. Following the qualitative nature of needs analysis, a mixed-method approach involving interview, questionnaire, focused group discussion, and classroom observation was employed. The findings indicate that ESP-speaking materials that are adaptable, specific, and tailored to the students' English proficiency levels are still needed despite the availability of government-issued textbooks. Materials development, albeit crucial, often does not receive enough time allotment. As such, the teacher often assembled learning materials on the go. While the existing syllabus could address students' needs, most of them find the materials only partly suitable, as in, having little relation to their major. This emphasizes a misalignment with their vocational training. From the four macro skills, most students (92.9%) expressed difficulties in speaking skills, which are crucial for effective professional communication. Additionally, students desire varied learning strategies and incorporating ICT into their learning process such as games and non-conventional classroom instruction. This study highlights the need to develop supplementary speaking materials that are specific and relevant to students' vocational training and include innovative teaching methods to improve student engagement and prepare them adequately for their future careers.

Keywords: *ESP; Material Development; Need Analysis*

Introduction

English for Specific Purposes (ESP) should address the specific needs of students (Basturkmen, 2010a; Belcher, 2009). This aligns with the learning goals of vocational high school (VHS) programs as formulated in the Emancipated Curriculum (MoECRT, 2024). Such an approach to English language teaching helps students acquire English skills through content directly applicable to their respective professional fields or job-related tasks. However, research suggests that ESP learning materials containing major-specific features are still needed, as noted by the growing research on the issue (see, for instance, Dhiyoulhaq et al., 2023; Musilawati et al., 2023; Musrina et al., 2024; Nurchasanah & Kurniawan, 2023).

This persists despite, as suggested by Ananda and Ashadi (2021), the increasing time for teachers to prioritize materials development instead of test preparation due to the abolition of the national examination (NE), particularly for VHS teachers.

Although the elimination of NE has theoretically freed a portion of time for teachers to prioritize materials development instead of focusing on test preparations and intensive courses, e.g., cram hours at school (Puspitasari & Pelawi, 2023), the reality presents a different scenario. In practice, teachers often find themselves constrained by limited resources, lack of time, and insufficient support in creating curriculum-aligned, major-specific English learning materials due to their already existing workloads (Creagh et al., 2023; Murray et al., 2023; Rohmah, Hamamah, Junining, et al., 2024). This remains a challenge despite the recent curriculum change to Emancipated Curriculum, which promises to delegate more freedom for teachers to plan their teaching and learning activities (Rohmah, Hamamah, & Junining, 2024).

Notwithstanding the theoretical benefits brought about by recent curriculum changes, the issues surrounding material development necessary to fully support ESP teaching persist. Since teachers are encouraged to develop their own learning materials, research and support, particularly for schools that receive less support, including those located in rural areas and non-prestigious private schools, are of increasing importance as they often receive fewer supports (Muttaqin et al., 2020; Nawas et al., 2023; Sulistyosari et al., 2023). This highlights the need for support mechanisms that facilitate teachers in designing and implementing effective ESP materials for their classes.

As stated in the Decree No. 032/H/KR/2024 of the Head of the Agency for Standards, Curriculum, and Educational Assessment of the Ministry of Education, Culture, Research, and Technology (MoECRT), the teaching of English in VHS is positioned to prepare students to enter careers aligned with their areas of study (Suharno et al., 2020). Thus, learning materials that are specific to each major are needed. The issue regarding the need for learning materials is a prevalent one, as the government-mandated textbooks do not incorporate specific features of the various majors offered through VHS education. This is noted in the growing body of research focusing on the development of ESP materials as well as the encouragement for teachers to construct their own tailored learning materials (Dhiyoulhaq et al., 2023; Suharno et al., 2020; Taqwallah, 2024).

Additionally, the materials must also align with the student's specific characteristics and environment. This is in line with the principle of differentiated instruction, as is encouraged by the Emancipated Curriculum (Purba et al., 2021). However, it implies that each teacher needs to not only adapt but adjust learning materials based on the characteristics of their students (i.e., by conducting needs analysis), which presents an additional workload on top of the already limited support. Specifically, such an issue is prevalent for schools with limited resources and support such as those located outside of the cities, as voiced by VHS English teachers in a teacher professional development workshop preceding—and underpinning the current research. Such voices are also reflected in various needs analysis studies in the literature (Dhiyoulhaq et al., 2023; Suharno et al., 2020; Taqwallah, 2024).

In response to the persisting issues regarding learning materials, this needs analysis study was conducted as a prerequisite for the development of supplementary learning materials that are context-specific and suitable for the situational factors of students at a private VHS in a remote area of Yogyakarta Province. The school was selected based on our preliminary analysis which highlighted several reasons. First, it was evident that the school had been largely overlooked in terms of educational resources and support. There was a need to further develop the existing materials available to these students, who face unique challenges due to their—partly geographical and socio-economic context. Moreover, this collaboration presents opportunities for the teacher to share their experiences managing the challenges at the school. The teacher's experiences of the context are needed to develop effective and context-specific supplementary material. Moreover, the needs analysis is conducted to address the gaps

identified in our preliminary study, that is, the need for learning materials that are designed to one of the majors at the school, in this case, the visual communication design major.

Literature Review

ESP Learning Materials

ESP learning materials in vocational high schools need to incorporate teaching methods that accommodate the varied needs of different majors. Moreover, the characteristics of ESP within English language teaching are underlined by its targeted approach. Dudley-Evans and John (1998) highlighted that effective ESP programs should: (1) cater to learners' specific needs; (2) utilize methodologies and activities derived from the disciplines they serve; and (3) concentrate on language usage that is most relevant to these disciplines, including specific grammar, vocabulary, style, study skills, types of communication, and text genres.

Thus, ESP should be viewed as a strategic approach rather than a static one, which is in line with the views argued by Hutchinson and Waters (1994). They argued that ESP should focus on specific language features—grammar, vocabulary, and style—as well as abilities, types of communication, and genres directly relevant to students' field-specific activities. Vocational schools are designed to equip students with practical skills that are immediately applicable in the workplace. Thus, the English taught should support the aforementioned goals, particularly productive skills such as writing and speaking, which are crucial for effective communication in any professional domain (Henry & Roseberry, 1998).

Despite the freedom of instructional design granted by the Emancipated Curriculum, which allows teachers to design lessons that suit students' immediate and future needs, the availability of major-specific materials remains limited for vocational high schools (Sari & Wirza, 2021). This is evidenced by the findings from our preliminary study, which indicate that the materials currently provided by the Ministry of Education are too generic and do not sufficiently cater to the specialized needs of each major. As such, it is important to develop vocational high school-level supplementary materials that are informed by students' needs and the broader educational contexts.

An essential component of ESP is the integration of English teaching with real-world experiences relevant to students' major (Fitria, 2020). ESP is frequently referred to as a learner-centered methodology. Consequently, one of the primary tasks in developing ESP materials is to analyze the discrepancy between the students' current competencies and the skills they need to acquire (Belcher, 2009). This diagnosis is achieved through needs analysis (NA), which serves as the foundational step in designing the curriculum. Such analysis involves research into the students' explicit and implicit needs and considers various factors of the ESP program, including the specific educational environment (Lapele, 2019). Hamp-Lyons (2011) and Finney (2002) argue that NA is important in the design and implementation of language class activities, including both ESP and general English. As argued by Andas et al. (2021), needs analysis can assist teachers in selecting materials that meet the needs of their students when teaching English. According to a recent study from Ramadhani et al. (2023), the main goal of learning for VHS students is to improve their communication skills in the workplace, which should be emphasized in the learning program modules which focus on work-life related topics that are relevant to the current situation. In a previous study by Papatungan et al. (2018), their NA study revealed that students lacked experience in speaking, and they required engaging and interesting materials for effective learning.

Selection of Materials for ESP Learning

In the selection of materials, teachers must consider the syllabus as the basis for the teaching and learning process. The criteria of the syllabus must be considered carefully because the content in the

syllabus will be used as the basis for the materials in the teaching and learning process. Teachers may select materials from accessible and available sources if they match teaching and learning objectives. Teachers are encouraged to produce English teaching resources that align with students' learning goals (Menggo, 2022). These goals differ from those of non-vocational high schools. The Emancipated Curriculum emphasizes flexibility, enabling schools to create curricula that effectively fit their students' specific requirements and the industries they will be entering. This flexibility is crucial for ESP since content needs to be updated frequently to reflect technological advancements and modifications in professional practice (Hutchinson & Waters, 1987).

ESP is a student-centered strategy that emphasizes technical language and practical communication skills pertinent to a particular subject or profession (Anthony, 2018). Vocational education requires students to develop language skills for workplace navigation, reading technical documentation, and professional interactions, as highlighted by Dudley-Evans and St John (1998). Vocational education's learning objectives are targeted to specific study subjects. The objective of ESP is to improve the relevance of instructional materials in English to students' needs (Maulida, 2024). This is done so that students receive the skills and information essential for their chosen industry. Thus, English learning materials should be tailored to meet students' needs to help them prepare for their future careers, particularly in securing suitable employment after school (Rahima et al., 2021).

Need Analysis for Material Development

Needs analysis has developed and is regarded as one of the main instruments in materials development (Syakur et al., 2020). NA enables teachers to identify students' individual language requirements and adjust the curriculum to meet those needs accordingly. NA is a crucial step in the development process of learning materials (Lee, 2016). Robinson (1991, p. 3) stated that there are two main criteria as the foundation of English for Specific Purposes. These criteria are 1) ESP is generally goal-directed, and 2) ESP courses are created based on a needs analysis that aims to identify the precise English language skills that students need. Additionally, ESP courses have certain characteristics: they are usually constrained by a limited time frame within which their objectives must be achieved.

A literature review on needs analysis in teaching ESP reveals that several key elements must be explored to design an effective and relevant program. According to Hutchinson and Waters (1987), NA should include the identification of target needs and learning needs. Target needs encompass specific language skills required in a professional or academic context, such as writing reports or communicating in meetings. In contrast, learning needs include learning preferences and barriers that learners may face during the learning process. Robinson (1991) emphasizes the importance of exploring learners' sociocultural context and work environment to understand the authentic situations in which they will use English. Additionally, Dudley-Evans and St John (1998) stress the significance of holistic data collection methods, such as interviews, observations, and surveys, to obtain as much information about learners' needs. In ESP, NA is considered a foundational step. Hutchinson Waters (1987) defines it as important to ESP course design. Through NA, ESP teachers can identify specific areas where learners need improvement (Alsamadani, 2017). The lack of effective NA and its application in material development can result in ineffective materials, thus failing to meet educational goals (Darici, 2016).

Aspects to Consider in Conducting Needs Analysis

Choi (2010) stated that needs are objective and perceived when derived from facts, whereas subjective or felt needs are dependent on cognitive and affective elements, such as a student's desire to fulfil graduation requirements. Hutchinson and Waters (1987) provide a similar but slightly different definition and classification of the concept of 'need'. They explain it using three terms: 'needs', 'wants', and 'lacks'. 'Needs' are described as what is required based on the demands of the target context, i.e. what the learner needs to know in order to perform effectively and efficiently in that situation. However, they

also argue that simply recognizing needs is not enough to understand the broader concept of 'needs'. In the context of ESP, learners are the primary variable to consider, so it is critical to understand what they want and lack.

From the discussions above, it could be inferred that NA is one of the initial steps in creating learning materials in general. In ESP, doing NA is so important that Hutchinson and Waters (1987) consider the step a “minimum of an ESP approach to course design” (p.54). NA results are an important asset for ESP teachers to identify learners' needs and highlight the areas where they are deficient (Alsamadani, 2017). The absence of NA and the failure to consider its results when creating a syllabus and learning materials will most likely lead to the production of incorrect materials and the failure to achieve intended effects on learners (Darici, 2016). Materials designers should conduct their needs analysis (NA) accordingly.

Following Hutchinson and Waters (1987), this study is aimed to identify specific requirements, address existing gaps, and align materials with both learner characteristics and target professional tasks. In doing so, this study seeks to answer the following research questions:

1. What are the specific needs of 10th-grade Visual Communication Design (VCD) students at the target school?
2. What are the lacks or limitations of the currently available English learning materials in addressing the needs of the students at the studied vocational high school?
3. What are the students' and teacher's wants or preferences for the design and features of supplementary English learning materials?

Research Methods

The current study employs a mixed-methods approach for a needs analysis, incorporating both qualitative and quantitative data to address the complex nature of teaching and learning. A convergent parallel mixed-method design facilitates independent analysis of both data types, allowing for triangulation of findings to provide a nuanced understanding of material development needs for vocational high schools (VHS). The participants include one teacher and twenty 10th-grade students from a private VHS in Yogyakarta, selected purposively to gather insights as both implementers and beneficiaries of English for Specific Purposes (ESP) materials. The school was chosen based on preliminary survey results indicating the need for educational materials, focusing on institutions outside the city limits with limited teaching resources.

Data collection instruments included teacher interviews, student questionnaires, focus group discussion guidelines, and a classroom observation checklist, designed around dimensions such as target situation, learning needs, and identified gaps, with a specific dimension for student wants. Fourteen students participated in focus groups to delve into their specific needs and contextual data not fully captured by the survey. The validation of instruments involved expert judgment, and the collection included document analyses regarding ESP textbooks and learning goals from the Teacher's Working Group.

Data analysis employed both SPSS for quantitative survey analysis and thematic analysis for qualitative data from interviews and discussions. The qualitative analysis followed a cyclical process including familiarization, coding, and theme development, with findings verified with teachers prior to documentation. The results illustrated various sub-themes related to the current educational situation, target and learning needs, as well as student wants, indicating a clear framework for developing effective ESP materials tailored to the needs of the VHS in Yogyakarta.

Results and Discussion

Results

The findings are combined and presented in the following sections. To gain a comprehensive understanding of the background, the current situation of English in ESP will be outlined first. Then, the learning needs of the students in relation to what motivates and necessitates them to learn English are examined. These needs are closely related to their learning objectives, be it to improve English skills relevant to their field of work or to overcome deficiencies in language acquisition that they have been experiencing. The following results are categorized into needs, lacks, and wants.

1. Current Situation Analysis

Table 1. Alignment of the English materials with student's major

Alignment	Percentage
Suitable	57.1%
Partly suitable	35.7%
Not suitable	7.1%

From the survey results, most students (57.1%) stated that the English learning materials taught suit their majors. A portion 35.7% of students stated that some of the materials taught were suitable, and only 7.1% of students stated that they were not suitable. In addition, the results of our interviews with the teacher show that the current English curriculum for ESP does exist. However, it is still general in nature and has not focused on developing language skills relevant to the student's field of study. This is because there has been no specific formulation of English language materials tailored to specific majors, so learning still refers to government regulations that are too general. This view is confirmed in the classroom observations, in that, the materials are made by the teacher before the classroom activity. This indicated that there are no existing materials on the subject being taught. As a result, students have not received English learning that suits their professional needs in the future. These are in line with the teacher's statements towards the material.

“... of course, English learning is in accordance with ... the learning outcomes set by the government Then, in accordance with their respective fields. ... However, currently learning English ... still refers to government regulations (which) have not been formulated specifically ... they are too general.”

From the above excerpt, the teacher said that the lesson planning is based on government regulations, in line with Emancipated Curriculum in the learning outcomes (CP) section. However, the textbooks have not been specifically developed for ESP in vocational schools because the discussion materials are still too general and do not cover the specific needs relevant to their majors.

Table 2. Challenges

Skills	Percentage
Reading	50%
Speaking	92.9%
Listening	42.9%
Writing	50%
Grammar	35.7%
Vocabulary	35.7%

From the result of the survey on the difficulties the students faced in learning English, the highest percentage 92.9% of the students had difficulties in speaking skill, followed by 50% who reported difficulties in reading and writing. Students also faced difficulties in listening (42.9%), grammar (35.7%), and vocabulary (35.7%). Students reported that they face difficulties understanding learning materials even when the materials are already simplified, as noted in the classroom observation. Further, students also expressed a desire to learn more about their productive skills. Therefore, students need more assistance in mastering all the skills in English, especially and particularly in speaking skills.

Table 3. Students' Skills

Skills	Percentage
Speak English fluently (Speaking)	50%
Mastering vocabulary related to the majors in English (Vocabulary)	64.3%
Capture meaning clearly when listening to English audio (Listening)	78.6%
Apply simple tenses well (Grammar)	64.3%
Lack of fluency in English-speaking (Speaking)	64.3%
Lack of vocabulary related to the major in English (Vocabulary)	50%
Difficulty in capturing messages during English audio listening activities (Listening)	64.3%

From Table 3 above, the main challenges students face includes the speaking and listening aspects. While 50% of students felt they could speak fluently, 64.3% reported that they still lacked fluency in speaking. On the other hand, although 78.6% of students could understand the meaning of spoken communication clearly, there were still 64.3% of the students who reported difficulties in listening activities.

In addition, the mastery of major-related vocabulary was also a challenge for students, with 64.3% reporting that they can master relevant vocabulary, but at the same time, 50% of the students felt that they lacked mastery of vocational-specific terms. Mastery of simple grammar is also an area that needs improvement (64.3%). Overall, there is an urgent need to strengthen speaking and listening skills, as well as deepen mastery of vocational-specific grammar and vocabulary to better prepare students for the challenges of the working field. This result is confirmed by the teacher, shown in the data below.

"The first obstacle I encountered in class was that the students did not know how to ask questions. They did not know how to ask and answer questions."

From the interview data, the teacher expressed that obstacles in teaching in the classroom include guiding students to ask or answer in English. Students do not know how to ask and answer in English. The teacher said that in the classroom there was a lack of basic communication skills in English, especially the skills of asking and answering. It seems that students still cannot express themselves in English. When the teacher asked a student in English, the student hesitated to answer which resulted in the teacher re-asking in Bahasa Indonesia.

2. The Target Situation Analysis

Table 4. Reasons for learning English

Reasons	Percentage
Supporting students' future jobs	71.4%
Preparing for continuing education after graduating from Vocational High School	64.3%

The survey showed that most of the students (71.4%) learn English at school to support their future jobs. The second reason is that some of the students (64.3%) learn English at school to prepare for continuing education after graduating from the school. Others have other reasons for learning English. This is shown in our interview data with some students below.

*S1: "English is important because you can meet people from other countries at **work**."*

*S2: "It's important so you can **work abroad**."*

*S3: "So you can go to **college**."*

*S1: "English is important because you can meet people from other countries at **work**."*

*S2: "It's important so you can **work abroad**."*

*S3: "So you can go to **college**."*

The above excerpt shows that some students' reasons for learning English are to support their future career. In addition, they also have a desire to prepare themselves to continue their education after graduating from the school. This shows that students see English as an important tool to achieve their career and educational goals. They realize that English proficiency can give them better opportunities in the world of work and access to higher education. This result is also supported by the teacher.

*"(It is very important) ... **the world of work** involves communication with other people or other agencies. In this case, perhaps the measurable aspect is **speaking ability**. ... then (English language skills) will greatly help him to be accepted or when he is already accepted in the world of work."*

It can be inferred that English language skills are very important in the world of work. The teacher highlighted that "**the world of work** involves communication with other people," thus noting that in the working field, English plays a big role in supporting communication with others. One of the most important and measurable aspects is the ability to communicate, which is very important in daily interactions. Therefore, mastering English, especially speaking, is the key to success in the working fields.

3. Present Situation Analysis

Strengths

Table 5. Strengths in English language skills

Strengths in English language skills	Percentage
Speak English fluently	64.3%
Mastering vocabulary related to the majors in English	78.6%
Capture meaning clearly when listening to English	64.3%
Apply simple tenses well	64.3%

Table 5 above represents the perception of the students' strengths in English language skills. Most students stated that they mastered vocabulary related to their majors (78.6%). The majority also stated that they were proficient in speaking English fluently, capturing meaning clearly when listening, and applying simple tenses well (78.6%). However, from classroom observations, it is revealed that students' mastery of English may not be as high as reported by the students in the survey.

Weaknesses

Table 6. Weaknesses in English language skills

Weaknesses in English language skills	Percentage
Lack of fluently in English-speaking	64.3%
Lack of vocabulary related to the majors in English	50 %
Difficulty in capturing messages during English audio listening activities	64.3%

The results of this table reveal students' weaknesses in English language skills. These results corroborated the observation findings, as stated above. It showed that as many as 64.3% of students faced difficulties in speaking English fluently and difficulties in capturing messages during English audio listening activities. Some students (50%) expressed a lack of vocabulary related to their major. This result is supported by our interview with the teacher as shown below.

“Yes, their abilities are **still relatively low, they are still beginners**. So they are **not very skilled yet**, and it is my homework to find ways to improve the children's abilities.”

The teacher noted that students' English-speaking proficiency was at a low level, categorized as “beginner.” The teacher also highlighted that the students were signaling the need for skill improvement to prepare them for real-world communication situations.

“But in terms of the learning process, the challenge is how to make it easy for children to understand. Because the material is in English and **children don't know the vocabulary yet.**”

The teacher highlighted that students are not familiar with the vocabulary introduced in the class. The teacher highlighted the obstacles in understanding new concepts easily, indicating that the lack of vocabulary understanding is a barrier in the learning process. Thus, these statements reflect the need to develop more effective teaching methods so that students can better understand and master English vocabulary.

4. Learning Situation Analysis

Necessities

Table 7. Students' necessities of their proficiency

Proficiencies	Percentage
Need more English-speaking activities to support their future jobs (speaking)	100%
Need more listening activities to English audio (listening)	100%
Need more English vocabulary related to their major (vocabulary)	85.7%
Need to learn more about English grammar (grammar)	100%

The survey results show that all students are very aware of the importance of improving their English language skills, especially in speaking and listening. They felt that these two skills were indispensable to support their future careers. In addition, 85.7% of the students also felt the need to master vocabulary related to their vocational field, as the ability to understand and use technical terms will help them adapt better in the working field. On the other hand, grammar was also a focus of attention, with all students feeling that this improvement in grammar was necessary so that they could communicate more accurately and confidently. These results show the importance of adjusting English learning to be more practical and relevant to students' professional needs.

Wants

Table 8. Students' wants for variation in learning

Variations in Learning	Percentage
Varied learning strategies and methods	78.6%
Varied learning media / use of ICT	64.3%

Most of the students wanted ESP learning equipped with varied and interesting learning strategies and methods (78.6%). Which involves different learning methods and strategies to achieve learning outcomes. Varied learning strategies and methods can increase students' motivation to learn English in class. In addition, 64.3% of students want a variety of learning media, including information and communication technology (ICT). This showed that students want a more interactive and engaging learning experience using various learning media.

Discussion

The results point out that half the majority of the students find the English learning materials to be in line with their specific majors (57.1%). However, it was revealed that 35.7% of students only find the materials partly suitable, alongside 7.1% who deem them unsuitable. This situation necessitates urgent attention. These figures reflect a substantial cohort of students potentially disengaged from fully benefiting from the ESP courses due to the misalignment of content with their vocational requirements. For instance, while the curriculum might include general English skills, specific needs like technical vocabulary and industry-specific communication practices might be underrepresented. The shortcomings become evident in vocational fields like Visual Communication Design, where industry-specific terminology and communication practices are essential but, according to the data, are likely not adequately covered by the current curriculum.

Focusing on the challenges in skill acquisition highlighted by the findings, an alarming percentage of students struggling with speaking skills necessitates a targeted response (92.9%). Speaking is not merely one of the skills of language learning but a fundamental skill for executing job responsibilities effectively, particularly in contexts where communication with clients, colleagues, and superiors is constant. Similarly, deficiencies in reading and writing skills, each reported by 50% of the students, indicates a critical barrier to comprehending and producing work-related texts. Additionally, the difficulty in listening (42.9%), grammar (35.7%), and vocabulary (35.7%) not only hinders students' ability to perform academically but also professionally, where misunderstanding or miscommunication can lead to significant repercussions.

Consequently, both the teacher and the students expressed that there is a need for improvement across key areas—these are speaking, listening, and grammar—this is indicative of the needs among students for these skills to improve and support their future careers. Moreover, the desire for varied learning strategies, indicated by 78.6% of the students, along with a call for the integration of ICT by 64.3% of the participants, provides a clear direction for subsequent materials development. These preferences suggest that students seek dynamic, interactive educational experiences that likely mirror the technological integration pervasive in their personal and professional lives. For example, employing multimedia presentations or online interactive simulations could address these needs effectively, which in turns provides students with both the variety and the technological engagement they desire. However, it needs to be also taken into account that, due to classroom constraints, technology integration should be accessible through students' mobile devices, as the classroom is not equipped with a screen projector.

Conclusion and Suggestions

The findings from the needs analysis indicated that there is a need for the development of supplementary English materials focused on speaking skills. The majority of students have expressed difficulties in speaking, which not only impacts their academic performance but also poses significant challenges in their future professional affairs. As the data reveal, 92.9% of students struggle with speaking. It indicates a critical gap in their language education that needs immediate attention. Furthermore, the current curriculum, although partially meeting the needs of some students, leaves the students with materials that are only partly suitable for their vocational training. This misalignment suggests a disconnection between the provided materials and the specific requirements of the students' vocational fields. To address these issues, there is a necessity to create specific English-speaking materials that not only align with the vocational needs of the students but also incorporate varied learning strategies and modern technologies. Such an approach will likely enhance student engagement and provide them with the relevant skills needed to thrive in their future careers. In conclusion, this needs analysis has highlighted a significant educational demand within vocational high schools for more specialized and interactive English-speaking materials. There is an urgent need for curriculum adaptation and material development to serve the student population better and prepare them adequately for the challenges of the professional world.

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