Needs Analysis of English Presentation Skills for English Education Students at Universitas Pendidikan Ganesha

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Abstract

This article aims to analyze the needs of English Education students in improving their English presentation skills. With the increasing demand for effective public speaking and presentation skills in academic and professional settings, it is essential to understand students' current abilities, challenges, and preferred learning methods. A quantitative descriptive method was applied using a questionnaire distributed to 30 students of the English Education Program at Universitas Pendidikan Ganesha. The results of the study indicate that most students consider presentation skills to be very important for academic performance and future career opportunities; however, many struggle with fluency, vocabulary, and confidence. This research suggests the integration of English for Academic Purposes (EAP) content focused on presentation practice, vocabulary development, and audience engagement strategies.

Keywords: *English Education, English Presentation, English for Specific Purposes, Needs Analysis, Speaking Skills.*

INTRODUCTION

In today's academic and professional world, strong English presentation skills are crucial, especially for students in English Education programs. As future educators and communicators, these students are expected to present ideas clearly, confidently, and effectively in front of diverse audiences. However, many of them still face challenges in fluency, vocabulary usage, and confidence when delivering academic presentations in English.

English for Specific Purposes (ESP), particularly English for Academic Purposes (EAP), offers a framework for tailoring English instruction to meet these specific needs. According to Hutchinson and Waters (1987), ESP focuses on the language, skills, and genres appropriate to learners' professional or academic contexts. This aligns with Basturkmen's (2010) assertion that ESP courses should be based on detailed needs analysis to ensure relevant and practical learning outcomes.

Despite the importance of presentation skills in the curriculum, current English courses may not fully address the specific needs of Education students. Therefore, this study was conducted to investigate their target and learning needs, which are critical for designing effective ESP materials around English presentations.

METHOD

This study used a quantitative descriptive approach as outlined by Creswell (2014), which systematically describes facts and characteristics of a population. The instrument used was a questionnaire consisting of three sections: demographic data, Target Situation Analysis (TSA), and Learning Needs Analysis (LNA). Thirty students from the 4th and 6th semesters of the English Education Program at Universitas Pendidikan Ganesha participated through purposive sampling.

TSA gathered information on students' English proficiency, goals, and presentation-related challenges. LNA explored preferred learning methods, instructional media, classroom activities, and materials. The responses obtained were analyzed descriptively and presented in percentages through tables.

FINDINGS AND DISCUSSION

Target Needs

Based on the questionnaire results, most students agree that English presentation skills are essential. Specifically, 70% stated that they need these skills for academic tasks, teaching practice, and future job opportunities. Three main difficulty areas were identified: fluency, vocabulary, and self-confidence.

The following table summarizes the students' target needs:

Table 1. The Students Target Needs

Area of Difficulty	Percentage	Explanation
Fluency	60%	Students struggle to maintain fluent speech flow, especially under pressure.
Vocabulary	25%	Students find it hard to use subject-specific terms or find the right words during presentations.
Self-confidence	15%	Fear of making mistakes and anxiety when speaking in front of others hinders performance.

Three main areas of difficulty were identified: fluency, vocabulary, and confidence. Fluency was the most frequently mentioned issue, with 60% reporting difficulties in maintaining a smooth flow of speech, especially under pressure. Vocabulary was the next concern, with 25% of students indicating challenges in using subject-specific terminology or finding the right words during presentations. Finally, 15% reported low confidence as a barrier, including fear of making mistakes and anxiety when speaking in front of others.

These findings align with Basturkmen's (2010) statement that ESP programs should consider psychological barriers in addition to linguistic challenges. For education students, whose future roles involve a lot of public speaking, mastering presentation skills is crucial. These results indicate that the development of ESP materials should include not only language instruction but also structured practice to build fluency and enhance confidence.

Learning Needs

Students' preferences for learning methods and materials provide important insights for curriculum designers. The following table outlines students' preferred learning methods and their implications:

Table 2. Students Preferred Learning Methods

Preferred Learning Method	Percentage	Reason or Learning Implication
Peer practice	40%	Helps build confidence in a low-pressure, collaborative environment.
Watching model presentations	30%	Students can easily imitate structure, style, and vocabulary from examples.
Instructor feedback	20%	Expert guidance is needed for meaningful improvement.
Scripted practice	10%	Structured support helps beginners gain confidence and fluency.

When asked about the most effective activities for developing presentation skills, 40% of students preferred practicing with peers. This reflects the benefits of a low-pressure interactive environment where students can build confidence through collaboration. Meanwhile, 30% preferred watching model presentations. These students found it easier to imitate presentation styles, structures, and vocabulary when provided with concrete examples. Additionally, 20% emphasized the value of feedback from instructors, indicating that expert guidance is necessary for meaningful improvement. A smaller percentage (10%) preferred script practice as their favored method, highlighting the need for structured support.

These results suggest that English presentation courses should include hands-on practice, peer reviews, and exposure to example materials. In terms of desired materials, students requested real presentation videos, structured templates for slide design and speech outlines, as well as vocabulary lists relevant to education and academic topics.

Learning Format

The final part of the Learning Needs Analysis (LNA) asked students about their preferred learning formats. The following table presents these preferences:

Table 3. Preferred Learning Format

Preferred Learning Format	Percentage	Implication for Course Design
Group-based learning	60%	The course should emphasize collaboration and teamwork.
Individual learning	25%	Include personal reflection and individual assignments for development.
Hybrid approach	15%	Flexible approach combining both teamwork and individual work is recommended.

The final section of the LNA asked students to choose their preferred learning format. Most students (60%) preferred group-based learning, where they could collaborate and learn from peers. About 25% preferred individual work, and 15% favored a hybrid approach.

These preferences support the design of flexible learning modules that include both teamwork and personal reflection. The ability to work collaboratively and independently is an important skill for future educators.

CONCLUSION

Based on the needs analysis, English Education students highly value presentation skills for their academic and career development. They face challenges in terms of fluency and vocabulary and benefit from interactive peer-based learning activities. It is recommended that ESP courses in the English Education program integrate more focused speaking modules that utilize videos, peer practice, and feedback. Designing materials based on these preferences will better prepare students for real-world communication tasks.

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