

Students' Needs for an Islamic-Integrated English-Speaking Program: A Needs Analysis in an Islamic English Dormitory

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Abstract: This study investigated students' needs for an Islamic-integrated English-speaking program in an Islamic English dormitory in Medan, Indonesia. Using Hutchinson and Waters' needs analysis framework, it explored students' target needs, linguistic lacks, perceptions of Islamic content, and implications for the development of the speaking curriculum. A convergent parallel mixed-methods design was applied. Quantitative data were collected through a questionnaire administered to 30 students. In contrast, qualitative data were obtained from semi-structured interviews with two English teachers, classroom observation, and document analysis of existing materials. The questionnaire addressed preferred speaking tasks, enjoyable activities, linguistic challenges, perceived importance of Islamic content, and desired Islamic themes. Quantitative data were analyzed using frequencies and percentages, while qualitative data were analyzed thematically through coding, categorization, and cross-source verification. Findings revealed that students needed more practice in conversation, presentations, interviews, and discussions. Grammar and fluency emerged as the main linguistic challenges. Students also showed positive perceptions of Islamic content, especially themes on daily Islamic etiquette, worship practices, and Islamic history. Teacher and document data indicated a mismatch between students' needs and current materials. This study suggests the development of learner-centered and faith-responsive speaking materials for Islamic dormitory contexts.

Keywords: English Speaking Skill; Islamic-integrated ELT; Islamic English Dormitory; Faith-responsive Pedagogy

INTRODUCTION

English-speaking competence remains a central concern in English as a Foreign Language (EFL) education because learners need spoken English for academic interaction, intercultural communication, professional preparation, and broader knowledge exchange. Speaking is not merely the production of correct sentences; it requires learners to negotiate meaning, maintain interaction, choose appropriate vocabulary, organize ideas, and communicate with sufficient fluency, accuracy, and confidence (Boonkit, 2010; Goh & Burns, 2012; Leong et al., 2017; Nation & Newton, 2009). In Indonesian EFL contexts, many students spend years studying English but still struggle to speak spontaneously. Previous studies relate this problem to limited meaningful oral practice, anxiety, insufficient feedback, and a mismatch between classroom tasks and learners' communicative realities (Ramadhani et al., 2023; Syamsuddin & Afgani, 2019; Tu et al., 2023).

Speaking competence consists of interconnected dimensions, including fluency,

accuracy, pronunciation, vocabulary, discourse management, and interactional competence. Learners must process language in real time, retrieve linguistic resources, and respond appropriately to interlocutors. Therefore, effective speaking instruction should provide meaningful practice, repeated output, and supportive feedback. Boonkit (2010) notes that familiar topics, preparation, and supportive environments can strengthen speaking development. Nation and Newton (2009) further argue that balanced instruction requires meaning-focused input, meaning-focused output, language-focused learning, and fluency development. At the same time, communicative speaking instruction should not ignore grammar. Form-focused instruction can support communicative competence when grammatical elements are integrated into meaningful tasks and practical speaking functions (Ellis, 2006; Spada & Lightbown, 2008).

Needs analysis offers a systematic basis for designing such responsive instruction. In English for Specific Purposes and learner-centered curriculum development, learning programs should be built on evidence of what learners need to do, what they can already do, what they still lack, and what they expect from instruction (Basturkmen, 2010; Brown, 2016; Dudley-Evans & Saint John, 2003; Hutchinson & Waters, 1987; Long, 2005). Hutchinson and Waters (1987) classify target needs into necessities, lacks, and wants. Necessities refer to what learners must perform in the target situation, lacks indicate the gap between current and required ability, and wants represent learners' preferences and expectations. This framework is relevant for speaking curriculum design because oral instruction must respond to learners' daily communication, perceived weaknesses, and motivational preferences.

The issue becomes more complex in Islamic educational institutions, where English instruction is expected to support global communicative competence while remaining compatible with religious identity, moral development, and institutional values. Islamic-integrated English Language Teaching (ELT) does not simply insert Islamic vocabulary into lessons. It connects language learning with ethical conduct, Islamic social practices, worship-related communication, and culturally familiar themes (Alfian et al., 2021; Cahyo et al., 2019; Djamdjuri et al., 2021; Habiburrahim et al., 2022). In this view, English becomes a communicative resource through which Muslim learners can explain values, share experiences, discuss moral issues, and participate in wider dialogue without losing their identity.

Previous studies on Islamic-integrated ELT have examined Islamic values in materials development, curriculum adaptation, teacher practice, multimodal learning, and Islamic boarding school contexts (Alfian et al., 2021; Cahyo et al., 2019; Djamdjuri et al., 2021; Habiburrahim et al., 2022; Munif et al., 2025). These studies suggest that Islamic themes increase relevance, support character formation, and help learners engage with English through familiar content. In speaking instruction, daily Islamic etiquette can support role-play, worship practices can support procedural explanation, and Islamic history or Qur'anic stories can support storytelling and presentation. Such themes may reduce the cognitive burden of content generation because students already possess background knowledge, allowing greater focus on language production.

Despite this growing interest, the intersection of needs analysis, speaking instruction, and Islamic-integrated ELT remains underexplored, particularly in residential faith-based learning environments. Much existing research focuses on reading materials, general

English instruction, school-based value integration, or institutional curriculum policy. Fewer studies investigate speaking needs in Islamic English dormitories, where students live, study, worship, and interact in the same environment. This context is pedagogically distinctive because students' speaking needs are shaped by daily routines, peer interaction, religious activities, academic responsibilities, and institutional expectations for English use. Therefore, it requires a speaking curriculum that is communicative, learner-centered, context-sensitive, and faith-responsive.

In response to this gap, the present study conducts a mixed-methods needs analysis of an English-language program in an Islamic English dormitory in Medan, Indonesia. It applies Hutchinson and Waters' framework to examine students' needs, wants, and lacks, while also investigating their perceptions of the integration of Islamic content. The study is guided by three questions: (1) What are students' target needs in English speaking within the Islamic dormitory context? (2) How do students perceive Islamic content integration in the program? (3) What implications do these needs and perceptions have for developing an Islamic-integrated speaking curriculum? Its novelty lies in providing evidence for a faith-responsive speaking curriculum in a residential Islamic English setting.

METHOD

Research Design

This study employed a convergent parallel mixed-methods design to examine students' needs for an Islamic-integrated English-speaking program. The design was selected because the study required quantitative patterns from students, qualitative explanations from teachers, and observations and document analysis. In this design, both strands are collected in the same research phase, analyzed separately, and integrated during interpretation to identify convergence, expansion, or discrepancy (Creswell & Plano Clark, 2018; Fetter et al., 2013; Guetterman et al., 2015).

The study was guided by Hutchinson and Waters' (1987) needs analysis framework. Necessities referred to speaking tasks that students needed to perform in the dormitory context. Lacks referred to gaps between students' current speaking ability and the expected level of competence. Wants referred to students' preferred activities and desired Islamic themes. These categories informed the questionnaire, interviews, observation checklist, document analysis, and interpretation of curriculum implications.

Setting and Participants

The study was conducted in an Islamic English dormitory in Medan, North Sumatra, Indonesia. The dormitory provides a faith-based residential learning environment where students are encouraged to use English in daily communication, formal speaking sessions, dormitory meetings, and selected religious or social activities. This setting represents a context where English learning is connected to residential life, peer interaction, academic responsibility, and Islamic values.

The quantitative participants comprised 30 students actively involved in the dormitory English-speaking program. They were selected because they had direct experience with the dormitory's speaking activities, materials, and communicative expectations. The qualitative participants were two English teachers who taught or supervised speaking-related

activities. They were included to provide pedagogical perspectives on students' needs, difficulties, materials, and the integration of Islamic content.

Data Collection

Four instruments were used: a student needs analysis questionnaire, a semi-structured teacher interview protocol, an observation checklist, and a document analysis sheet. The instruments were developed from Hutchinson and Waters' (1987) framework, speaking instruction literature, and prior studies on Islamic-integrated ELT. Each instrument was aligned with the research questions to capture target needs, perceptions of Islamic content, and curriculum implications.

Table 1

Research Instruments and Data Use

Research question	Instrument	Participants/source	Main focus	Data analysis
RQ1: Target needs	Questionnaire; observation; interview	30 students; speaking sessions; 2 teachers	Preferred tasks, enjoyed activities, linguistic challenges, real practices, and teacher views	Frequency, percentage, thematic coding, cross-source comparison
RQ2: Islamic content	Questionnaire; interview; observation	30 students; 2 teachers; dormitory activities	Importance of Islamic content, relevant topics, and Islamic expressions	Frequency, percentage, thematic coding, integration
RQ3: Curriculum implications	Document analysis; interview; integrated findings	Existing module; 2 teachers; quantitative and qualitative results	Alignment of materials, needs, Islamic themes, grammar, and fluency	Document mapping, thematic interpretation, joint display analysis

Table 1 shows that the questionnaire covered speaking necessities, wants, linguistic lacks, perceptions of Islamic content, and desired Islamic themes. Items on speaking tasks, enjoyable activities, linguistic challenges, and Islamic themes were multiple-response items, while the perception of Islamic content used a five-point Likert scale. Data collection was conducted in four stages: distributing the questionnaire to students, interviewing two teachers, observing speaking sessions and selected dormitory interactions, and analyzing the existing speaking module. Participants were informed about the purpose and voluntary nature of the study before data were collected.

Data Analysis

Quantitative data were analyzed using descriptive statistics. For multiple-response items, each option frequency was divided by the total number of selections for that item. For the Likert-scale item, each frequency was divided by the total number of participants, namely $N = 30$. Qualitative data from interviews, observation notes, and document analysis were analyzed thematically following Miles et al. (2014) through data condensation, data display, and conclusion drawing or verification.

The integration of quantitative and qualitative findings was conducted after both strands had been analyzed separately. Side-by-side comparison and joint display analysis were used to connect questionnaire patterns with teacher perspectives, observation, and document evidence. This procedure enabled the researchers to interpret not only what students needed and preferred, but also why these needs appeared in the dormitory context and how current materials responded to them. Student and teacher identities were anonymized, and the teachers were referred to as T1 and T2.

FINDINGS AND DISCUSSION

Students' Communicative Needs in the Dormitory

The first research question examined students' target needs, particularly the speaking tasks considered necessary in the Islamic dormitory context. Conversation was the most frequently selected task, representing 30.77% of total selections. Presentation and interview followed with 19.23% each, discussion and storytelling each accounted for 11.54%, and speech was selected least frequently with 7.69%. These results indicate that students perceived interactive and functional speaking tasks as more urgent than highly formal monologic performance.

Table 2

Students' Target Needs: Preferred Speaking Tasks

Speaking task	Frequency of selections	Percentage of total selections
Conversation	24	30.77%
Presentation	15	19.23%
Interview	15	19.23%
Discussion	9	11.54%
Storytelling	9	11.54%
Speech	6	7.69%
Total selections	78	100%

This pattern reflects the communicative reality of the dormitory. In Hutchinson and Waters' (1987) framework, necessities refer to what learners must perform in the target situation. For these students, the target situation includes daily peer interaction, dormitory communication, academic activities, and institutional routines. Observation confirmed that students were often involved in short conversations, peer exchanges, and small-group discussions, while presentation and interview practices were less systematically developed. Document analysis also showed that the module contained conversation prompts but limited structured support for interviews and presentations.

The teacher's interview further supported this finding. The teacher stated that daily conversation should become the main focus of the speaking program because students are required to communicate in English during dormitory activities. T1 explained, "In my view, the most urgent need for the students is daily conversation. Since they are required to use English in the dormitory, they need more speaking activities that reflect their everyday interactions and the topics they commonly encounter in their dormitory life. Besides

conversation, presentation skills are also important because they often have to present materials in their university classes. Interview practice is also needed, especially to prepare them for job-seeking situations and professional communication after they graduate." This gap indicates that the curriculum should move from informal interaction toward guided performance tasks. The finding supports previous studies reporting students' preference for practical speaking genres (Ramadhani et al., 2023; Soraya et al., 2024; Syamsuddin & Afgani, 2019), but extends these findings to a residential Islamic setting, where academic, social, and religious routines shape language use.

Students' Speaking Preferences and Engagement

Students' wants also centered on interactive learning. Conversation was the most enjoyed activity, accounting for 44.44% of total selections, followed by discussion with 22.22%, presentation with 16.67%, storytelling with 11.11%, and interview with 5.56%. The overlap between necessities and wants is pedagogically important because activities that match both relevance and preference are more likely to sustain participation and confidence.

Table 3

Students' Wants: Most Enjoyed Speaking Activities

Speaking activity	Frequency of selections	Percentage of total selections
Conversation	24	44.44%
Discussion	12	22.22%
Presentation	9	16.67%
Storytelling	6	11.11%
Interview	3	5.56%
Total selections	54	100%

Observations showed that students participated more actively when working in pairs or small groups. Teacher data explained that peer-based interaction reduced the pressure often felt in individual speaking tasks. T2 stated, "Students tend to feel more confident when they speak in pairs or small groups. When they have to speak individually, they often feel pressured to be perfect because all attention is directed at them. In group discussions, however, they have their own roles and activities, so they do not feel too exposed. Gradually, they also begin to enjoy presentations because presentations are usually connected to group discussion. At the end of the discussion, they present their group results. Although they may lack confidence at first, they become more accustomed to speaking in front of others over time. For this reason, presentation remains challenging but has strong potential for its development. Teachers also need more training on how to build students' confidence in presentations, particularly in public speaking and English-speaking performance, because presentations are an important part of their academic development as university students."

This supports Boonkit's (2010) claim that familiar topics and supportive environments strengthen speaking development, as well as Nation and Newton's (2009) view that fluency

requires repeated meaningful output. In this study, however, conversation and discussion were not merely classroom techniques; they represented extensions of students' dormitory life. Thus, peer-based interaction should serve as the entry point before students gradually move on to interviews, storytelling, and presentations.

Grammar and Fluency as Linguistic Lacks

Students reported grammar and fluency as their main speaking difficulties. Grammar accounted for 44.00% of total selections, followed by fluency at 32.00%, pronunciation at 16.00%, and vocabulary at 8.00%. This suggests that students were more concerned with grammatical accuracy and smooth oral production than with vocabulary access or pronunciation.

Table 4

Students' Linguistic Lacks in Speaking

Linguistic component	Frequency of selections	Percentage of total selections
Grammar	22	44.00%
Fluency	16	32.00%
Pronunciation	8	16.00%
Vocabulary	4	8.00%
Total selections	50	100%

The qualitative evidence was consistent with this pattern. During speaking activities, several students paused, restarted utterances, or self-corrected, especially in longer turns such as explanations and presentations. This indicates that students were not necessarily lacking ideas; rather, they monitored grammatical form while trying to maintain fluency. Document analysis further showed that the module introduced vocabulary and conversation prompts but did not provide systematic grammar scaffolding linked to speaking functions or repeated fluency-building cycles. This finding was supported by Teacher 1, who stated, "Students often worry too much about whether the sentences they produce are grammatically correct or not. At the beginning, we usually remind them not to focus too much on grammar, as long as their message is understood, because grammatical mistakes are still acceptable in speaking practice. This approach helps them speak more freely at first. However, over time, they become more aware of the importance of grammar, which sometimes reduces their fluency. They begin to hesitate when constructing sentences, and this can be seen from how often they correct themselves while speaking."

These findings imply that grammar should support, not replace, communication. Ellis (2006) and Spada and Lightbown (2008) argue that form-focused instruction is useful when integrated into meaningful language use. In this curriculum, grammar can be linked to speaking functions, such as giving advice on daily Islamic etiquette, using sequence markers in explanations of worship, applying the past tense in Islamic history, and forming polite questions in interviews. Fluency should also be developed deliberately through timed pair talk, retelling, rotating discussions, topic recycling, and progressive presentations. This differs from studies that emphasize vocabulary or pronunciation as the main barriers to

speaking; in the dormitory context, students may already encounter English expressions daily, yet still lack structured support for longer, more accurate speech.

Perception of Islamic Content Integration

The second research question examined students' perceptions of Islamic content. The results show that 50.00% of students considered Islamic content very important, 36.67% considered it important, 13.33% were neutral, and no students selected "unimportant" or "very unimportant". This indicates strong acceptance of Islamic content in the speaking program.

Table 5

Students' Perception of Islamic Content in the Speaking Program

Response category	Frequency	Percentage of students
Very important	15	50.00%
Important	11	36.67%
Neutral	4	13.33%
Unimportant	0	0.00%
Very unimportant	0	0.00%
Total	30	100%

The qualitative data clarify this acceptance. Dormitory life already included Islamic greetings, worship routines, moral reminders, study circles, and religious social practices. However, document analysis showed that the speaking module mainly used general topics and did not systematically integrate Islamic themes. Teachers also recognized the importance of Islamic content, but needed structured materials and task models. T1 said, "Islamic content can help students understand the speaking materials more easily because the context is familiar to their daily life. This is also in line with the institution's vision, which is to develop students who can practice Islamic values. Therefore, the need for Islamically integrated materials becomes increasingly crucial. However, the current English program and teaching materials have not yet been fully developed within an Islamic context. Islamic values are already reflected in dormitory activities, but they have not been systematically integrated into the English classroom materials."

This finding supports studies that argue that English instruction in Islamic contexts should connect with learners' identities, moral development, and institutional values (Alfian et al., 2021; Cahyo et al., 2019; Djamdjuri et al., 2021; Habiburrahim et al., 2022). The present study argues that Islamic content should serve as a communicative resource rather than a decorative supplement. Students should use English to explain values, describe worship practices, discuss ethical issues, and interact politely in Muslim social contexts.

Preferred Islamic Themes for Speaking Materials

Students preferred Islamic themes that were close to daily conduct and religious routines. Daily Islamic etiquette was the most selected theme, accounting for 18.42% of

total selections. Islamic history and worship practices each accounted for 13.16%, while Qur'anic stories, Prophet Muhammad's biography, daily Islamic practices, halal lifestyle, dutifulness to parents, and basic Islamic jurisprudence each accounted for 7.89%.

Table 6

Desired Islamic Themes for Speaking Materials

Islamic theme	Frequency of selections	Percentage of total selections
Daily Islamic etiquette	21	18.42%
Islamic history	15	13.16%
Worship practices such as prayer, fasting, and charity	15	13.16%
Qur'anic stories	9	7.89%
Prophet Muhammad's biography	9	7.89%
Daily Islamic practices	9	7.89%
Halal lifestyle	9	7.89%
Dutifulness to parents	9	7.89%
Basic Islamic jurisprudence	9	7.89%
Islamic perspectives in science	6	5.26%
Muslim role models	3	2.63%
Total selections	114	100%

These themes are pedagogically useful because they can be transformed into different oral genres. Daily etiquette can support role-play, advice-giving, apology, respectful disagreement, and problem-solving dialogue. Worship practices can support procedural explanation and clarification, while Islamic history and prophetic biography can support storytelling, retelling, presentation, and reflective discussion. Teacher data also showed that these themes were familiar to students, as they encountered them in daily routines. T2 said, "The values most emphasized in dormitory activities are Islamic etiquette and regular worship practices. These themes are very familiar to the students because they experience them in their daily routines. If these values are transformed into English-speaking materials, they can support students' learning outcomes because the content is close to their real life and easier for them to understand." Compared with earlier studies that discuss Islamic integration more generally (Cahyo et al., 2019; Habiburrahim et al., 2022; Munif et al., 2025), this study provides specific evidence on which Islamic themes students prefer for speaking materials in a dormitory context.

Integrated Curriculum Implications

The integrated analysis showed convergence across data sources. Students reported conversation as the most important and enjoyable task, while observation confirmed frequent peer interaction. They identified grammar and fluency as the dominant areas of weakness, and observation revealed hesitation, pauses, and self-correction. They valued Islamic content, while teacher and observation data confirmed that Islamic values were central to dormitory life. Nevertheless, document analysis showed that the existing

materials did not yet systematically integrate preferred tasks, grammar support, fluency development, and Islamic themes.

Table 7

Joint Display of Quantitative and Qualitative Findings

Need area	Quantitative pattern	Qualitative explanation	Curriculum implication
Speaking task needs	Conversation was the top necessity; presentation and interview followed.	Conversational practice was frequent, but structured presentation and interview practice were limited.	Prioritize conversation, discussion, interview, storytelling, and presentation in sequenced units.
Speaking wants	Conversation and discussion were most enjoyed.	Students were more active in peer-based tasks than in individual monologic tasks.	Use pair work and small-group discussion before formal speaking tasks.
Linguistic lacks	Grammar and fluency were dominant challenges.	Observation showed hesitation and self-correction; materials lacked grammar scaffolding and fluency cycles.	Embed grammar in speaking functions and provide repeated fluency-building tasks.
Islamic content	Most students considered Islamic content important or very important.	Dormitory life included religious routines, but materials remained mostly general.	Make Islamic themes a core organizing principle.
Islamic themes	Daily etiquette, worship practices, and Islamic history were the strongest themes.	These themes were close to students' lived experiences.	Develop units around Islamic life, explanations of worship, ethical communication, and historical narratives.

The central curriculum problem is not the absence of relevant elements, but the lack of systematic organization. Conversation already appears in the program, and Islamic values already exist in dormitory life. However, neither has been consistently developed into a coherent, Islam-integrated speaking curriculum. Therefore, curriculum revision should redesign the relationship among task types, linguistic support, Islamic themes, and program implementation.

Four implications can be drawn. First, speaking instruction should be organized around high-priority oral genres: conversation, discussion, interview, storytelling, and presentation. These genres should be sequenced from simple to complex so that students move from guided interaction to more independent performance. Second, grammar and fluency support should be embedded in communicative tasks through short language-focused sections, repeated speaking cycles, vocabulary recycling, and feedback. Third, Islamic themes should serve as organizing content rather than optional topics, beginning with daily etiquette, worship practices, and Islamic history before moving on to enrichment themes. Fourth, ongoing needs analysis and teacher development are needed because students' confidence, proficiency, and interests may change as the program develops. Teachers also require support in designing Islamic-integrated speaking tasks and providing feedback on fluency and accuracy.

Table 8*Proposed Framework for an Islamic-Integrated Speaking Curriculum*

Component	Core elements	Function in curriculum
Communicative tasks	Conversation, discussion, interview, storytelling, presentation	Reflect on students' daily, academic, and dormitory communication needs.
Linguistic support	Grammar for speaking functions, fluency cycles, pronunciation feedback, vocabulary recycling	Address students' lacks while keeping instruction meaning-focused.
Islamic themes	Daily etiquette, worship practices, Islamic history, Qur'anic stories, halal lifestyle, moral relationships	Provide familiar and faith-responsive content for speaking practice.
Program support	Ongoing needs analysis, teacher development, material revision, and feedback system	Keep the curriculum relevant, teachable, and responsive to student development.

Overall, the findings show that an Islamic-integrated English-speaking program should not treat communication and religious identity as separate domains. In the context of Islamic dormitories, speaking needs arise at the intersection of language learning, residential life, academic preparation, and Islamic values. The study contributes to Islamic-integrated ELT by identifying concrete speaking tasks, linguistic lacks, preferred themes, and curriculum implications for a residential Islamic English program.

CONCLUSION

This study examined students' needs for an Islamically integrated English-speaking program at an Islamic English dormitory in Medan, Indonesia. Using Hutchinson and Waters' needs analysis framework, the study identified students' necessities, lacks, and wants, as well as their perceptions of the integration of Islamic content. The findings show that students needed speaking activities closely related to daily and academic communication, particularly conversation, presentations, interviews, and discussions. Conversation was both the most needed and most enjoyed activity, indicating strong alignment between communicative relevance and learning preference.

Grammar and fluency emerged as the most dominant linguistic lacks. Students tended to hesitate, self-correct, and pause, especially when producing longer oral responses. This indicates that speaking instruction should embed grammar support in meaningful tasks and develop fluency through repeated, structured, and progressive oral practice. A speaking curriculum for this context should therefore balance accuracy and fluency while gradually moving students from guided interaction to more independent performance.

The study also found positive perceptions of the integration of Islamic content. Most students considered Islamic content important or very important, with daily Islamic etiquette, worship practices, and Islamic history as the most desired themes. These themes are pedagogically relevant because they are familiar to students' lives and can be transformed into role-play, discussion, procedural explanations, storytelling, interviews, and presentations. Thus, Islamic content should function as a central resource for faith-responsive speaking materials.

Practically, the dormitory needs a more systematic curriculum that integrates

communicative tasks, linguistic support, Islamic themes, and program development. Teachers also need support in designing Islamic-integrated speaking activities, giving feedback, and adapting general English materials to the dormitory context. Theoretically, this study extends Islamic-integrated ELT by connecting faith-responsive pedagogy with needs-based speaking curriculum design in a residential learning environment. Methodologically, it shows that mixed-methods needs analysis can provide a comprehensive basis for curriculum revision.

This study is limited to one Islamic English dormitory with a small number of participants, so the findings should be interpreted as context-specific. It also focused on needs analysis and did not test a newly developed curriculum. Future studies may use larger samples, multiple Islamic residential contexts, and implementation trials to assess improvements in speaking.

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