

Research Methodology

Population and Participants

The research is experimental research design. The samples were purposively selected. They were 40 of second year English for career students who were studying in the Faculty of Humanities and social Sciences, Surat Thani Rajabhat University in the academic year of 2025.

Research Instruments

A questionnaire: This part of questionnaire intended to examine their needs in learning course English for Advertisement and Public Relations. The questionnaire used referred to the needs analysis instrument proposed by Hutchinson and Waters (1987) it covered 10 items made up of questions. Students were answered to choose the items options provided. The data from the questionnaire was validated through with a 10-itemed list of questions as a guideline. The questionnaire was undertaken 40 students in English for career by using a purposively sampling technique. The questionnaire items were then checked by three expert judgments for giving their relevant toward the content validity before the questionnaire was distributed. It inquired about the perceived speaking of the samples in using English language for their research.

Data Collection

There was one main process of data collection in this research. All the data in this research was collected from; a questionnaire: In this section, the questions asked the students to do self-assess about their perceived speaking in using course English for Advertisement and Public Relations. The students were answered the questionnaire before they will take the pre-speaking test, treatment, and the post- speaking test.

Research Results

The English-speaking topic were chosen by the students English for career: First, the high mean was reviewing the café / restaurant street food in Thailand in average mean (4.85); Second, recommending the credit card/ finance in average mean (4.74) and the finally, the low mean was mastering a third language (3.05) as the Table 1:

Table 1: Need analysis of English-Speaking Topics

English Speaking Topics	Mean	S.D.	Level
1. Introducing yourself	3.30	0.920	FI
2. Introducing the English for career in program on social media platform	3.19	0.982	FI
3. Booking the tour/ interesting places in Thailand	3.85	0.424	IM
4. Reviewing the café/restaurant/street food in Thailand	4.85	0.359	VI
5. Selling and buying real estate (house, apartment)	4.71	0.455	VI
6. Selling/ Buying a car	3.56	0.726	IM
7. Recommending the credit card/ finance	4.74	0.443	VI
8. Reviewing the clothes/ accessories in social media	3.43	0.708	IM
9. Adverting the health/food/ gym	4.11	0.692	IM
10. Mastering a Third Language	3.05	0.461	FI

(n = 40) VI = Very Important, IM = Important, FI = Fairly Important



Conclusion and Discussion

The liberalization of the ASEAN Economic Community in 2025 caused the regional economic and social changes which challenge the professions when stepping into ASEAN. There is a greater need for English career students since the cost of travel finance is not too high. As Thailand is the worldwide to the service providers are required to develop various capabilities, and English communication is inevitable (Therefore, preparing students with English skills for professional practice is important and necessary. The Bachelor of English for career Program, Surattthani Rajabhat University, therefore, provides English for career students course English for advertisement and public relations for the students. The course is designed to prepare students for the necessary learning topics by practicing speaking skills. The researcher had surveyed the needs of the students if the English for advertisement and public relations subjects, which were provided for them during their degree course, was sufficient for being used in the actual working situations or for further studies. According to the survey, from Table 1, the English career students needed to study more on all English skill speaking respectively. They also informed that their level in English was really low and needed more English courses. These were consistent with the results of the study revealing that the readiness of the armed forces the fields vary in English language was at a low level while the need to improve the English knowledge was in a high level. Ayu Rahmawati (2018) the use of social media to improve students speaking skill; moreover, they were given a topic and their then discussed the topic

After the students had taken the tests in this research, they were aware of the need to increase their English proficiency in professional practice in the future. The speaking topics of the students was selected in the items. The students were selected the topics speaking “reviewing the café/restaurant/street food in Thailand”.

I have described a needs analysis that is considered appropriate to develop the teaching materials for initial speaking skills. I found three important things from the implementation of the needs analysis i.e. The first; significant information on what to teach and how to teach the initial speaking skills. The information on what to teach is derived from the needs inventory of the student’s linguistic needs (learning abilities and priorities), while the information on how to teach is derived from the needs inventory of the students learning needs (learning problems and learning attitudes). The second; three necessary steps which describe how to design a need analysis-based ELT material. The third; the prototype of ELT materials for initial speaking skills which reflects the contents of a well-developed course materials based on a needs analysis. Therefore, I believe that the findings could be applied quite reliably in developing well-designed teaching materials for other units of initial speaking course. However, further studies are still needed to determine two things i.e. Firstly, if these findings could bring about a positive effect on the students’ progress in speaking English. Secondly, if these findings could be used for developing teaching materials for other English courses e.g. reading, writing, and listening.

Recommendations

1. In this research, the researcher had the samples tested their students’ ability only in one skill; listening skill. For the further research, the other two skills, listening and speaking skills shall be concerned.

2. In each skill test, a variety of media or test activities such as getting the students to use the Sound Lab room for the listening test, or presenting the retrieving information.



References

- Harmer, J. (2001). *The practice of English language teaching*. Pearson Education.
- Harris, R. A. (2003). *A handbook of rhetorical devices*. VirtualSalt.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge University Press. doi.org
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, 12(11). iteslj.org
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 22(140), 5–55.
- Rahmawati, A. (2018). The use of vlogging to improve the students' speaking skill. *Penerbitan Artikel Ilmiah Mahasiswa Universitas Muhammadiyah Ponorogo*, 2(1), 87–95.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press. doi.org
- Rohmah, A. (2020). *A rhetorical study of the Tennyson's poems* [Master's thesis, State Islamic Institute of Salatiga]. IAIN Salatiga Repository.
- Shehadeh, A. (2001). Self- and other-initiated modified output during task-based interaction. *TESOL Quarterly*, 35(3), 433–457.
- Tananuraksakul, N. (2016). Blended e-learning as a requirement for teaching EFL in a Thai academic context. *Teaching English with Technology*, 16(4), 48–55.

