

## THE NEED ANALYSIS OF E-MODULE SPEAKING DEVELOPMENT FOR ITN MALANG EDUCATION PERSONNEL

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### Abstract

English is vital for ITN Malang's world-class vision and international collaborations. This study aims to identify the needs of educators in developing English speaking teaching materials through the initial stages of R&D. Using a descriptive qualitative approach, data were gathered through interviews and questionnaires with 30 education personnels and 4 instructors, and analyzed using descriptive statistics and thematic analysis. The result showed that participants are highly interested in speaking skills, yet the available materials do not meet their needs. Respondents emphasized the importance of integrating grammar, visual elements, and clear instructions in digital teaching materials. The interview revealed limited opportunities for practice and a strong preference for interactive and independent digital learning. These findings confirm the need to develop an accessible, interactive, and relevant E-Module Speaking to the characteristics of adult learners. This study recommends further development and validation stages to assess the module's effectiveness in improving speaking skills.

**Keywords:** e-module; speaking skills; need analysis; adult learning

### Abstrak

Penguasaan Bahasa Inggris sangat penting bagi ITN Malang dalam mewujudkan visinya sebagai universitas berkelas dunia dan menjalin kolaborasi internasional. Penelitian ini bertujuan mengidentifikasi kebutuhan tenaga kependidikan dalam pengembangan bahan ajar berbicara Bahasa Inggris melalui tahap awal R&D menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui wawancara dan kuesioner dengan 30 tenaga kependidikan dan 4 instruktur, kemudian dianalisis menggunakan statistik deskriptif dan analisis tematik. Hasil penelitian menunjukkan peserta memiliki minat tinggi untuk meningkatkan kemampuan berbicara, namun bahan ajar yang ada belum memadai dan belum sesuai dengan kebutuhan spesifik mereka. Responden menekankan pentingnya integrasi tata bahasa, elemen visual, serta petunjuk jelas bahan ajar digital. Wawancara mengungkapkan terbatasnya kesempatan praktik dan preferensi yang kuat terhadap pembelajaran digital yang interaktif dan mandiri. Hasilnya menegaskan perlunya pengembangan E-Module Speaking yang mudah diakses, interaktif, dan relevan dengan karakteristik pembelajar dewasa. Penelitian ini merekomendasikan tahap pengembangan dan validasi lebih lanjut untuk menilai efektivitas modul dalam meningkatkan kemampuan berbicara.

**Kata Kunci:** e-modul; keterampilan berbicara; analisis kebutuhan; pembelajar dewasa

## **INTRODUCTION**

In line with its vision to become a world-class university, ITN Malang requires its education personnel to possess robust English communication skills, as proposed by Galloway & Ruegg (2020), necessitating the development of targeted learning resources such as a specialized speaking e-module. This development of targeted resources is fundamental because learning process and its goal are intrinsically related to the quality of teaching materials. Based on the definitions from Parstowo (2018), Samuel (2009), Widodo and Chomsin (2008), and Majid (2008) teaching materials can be understood as a systematically arranged and purposefully designed resources to support and facilitate the learning process from planning and implementation to review, ensuring the achievement of specific competencies. Furthermore, Butcher explains that visual aids such as brochures and slides/images containing text, diagrams and images and other media such as audio, video and animation are also included as learning materials and resources (Butcher, Clara, & Melissa, 2006).

Although many learning resources are available for classroom use, it is essential to provide materials that directly address learners' specific needs to ensure effective learning (Tomlinson, 2003). Teachers play an important role in creating a supportive environment by selecting materials that match learners' preferences and promote comfort through clear structure, cultural relevance, and a non-evaluative atmosphere. A module functions as a systematically organized learning resource and with the advancement of ICT these materials can be delivered more flexibly through electronic formats, such as interactive e-modules (Setyawan & Nawangsari, 2021; Utami, 2020).

Technological development has also introduced new approaches like e-learning, which delivers instructional content through electronic platforms and supports traditional classroom teaching (Lucero et al., 2022). Studies show that technology-supported modules lead to better learning outcomes: Hadiano and Festiyed (2020) reported that e-modules improved student performance more effectively than traditional methods, while Setyawan and Nawangsari (2021) confirmed their effectiveness through significant gains in pre-test and post-test results.

Various theories highlight the significant role of language input in the process of acquiring a new language. Therefore, extensive reading and listening are considered beneficial for learners in second language acquisition (Harmer, 2007). However, true language competence is achieved when learners can actively use the language. Developing proficiency in mastering the target language involves encouraging learners to engage in speaking activities (Hergenhahn & Olson, 2008)

Speaking is a crucial aspect of the learning and teaching process in acquiring a foreign language as a second language. Proficiency in speaking is considered essential as it forms the foundation of effective communication. However, the teaching of speaking skills has been relatively neglected over the years by educators (Nunan, 1991). This concern becomes especially meaningful when examined in the context of adult learners, as their motivations, life responsibilities, and prior experiences strongly influence how they acquire speaking skills (Harmer, 2007). While much instructional attention is typically directed toward young learners, adults are frequently regarded as more challenging to teach (Wen, 2024). Since they have the ability to define the learning strategies and to participate in evaluation of the learning process.

Acknowledging this gap in research, the researchers conducted a need analysis study focused on adult learning, specifically targeting education personnel in the ITN Malang environment. The aim was to address the scarcity of research on E-Modules designed for adult learners in this context. Previous studies (Hadianto & Festiyed, 2020; Setyawan & Nawangsari, 2021; Utami, 2020) mainly develop e-modules for students at schools or universities. Very few studies address adult learners in workplace contexts, whose learning motivations, constraints, and cognitive needs differ significantly. This gap makes research on education personnel at ITN Malang timely and essential. There is also a plausible necessity to conduct such a research as the education personnels in ITN Malang are required to enhance their communication skills to provide effective service to students from Timor Leste.

## **METHOD**

This study employed a Research and Development (R&D) approach in its initial stages, adopting qualitative and descriptive methodologies as proposed by Creswell and Creswell (2018). According to Saborío-Taylor and Rojas Ramírez (2023), needs analysis is a crucial foundation in material development, as it identifies the real needs of students and teachers. In line with this principle, this study conducted a needs analysis to inform the design of e-learning materials for teaching English speaking aimed at educational personnel at ITN Malang in the second semester of the 2021/2022 academic year.

The result of this research is an E-Module for Speaking, which is specifically designed for educators. Although this module primarily focuses on improving speaking skills, it also integrates important linguistic components, particularly grammar, to improve overall communication skills.

Two main instruments were used in this study: interviews and questionnaires. Interviews were conducted with instructors responsible for implementing the proposed material, using guides developed around key indicators to align with the research objectives and qualitative research principles. Magnusson and Marecek (2015) highlight that structured interview guides ensure comprehensive topic coverage, while Gebrande (2014) note that interviews allow deeper exploration of participants' experiences and perspectives. These interviews examined instructors' perceptions of speaking challenges and learners' instructional needs, with key indicators summarized in Table 1.

The questionnaire in this study was used to gather educators' responses as part of a needs analysis for developing the E-Module for Speaking. Created using Google Forms, it included 15 questions and one short-answer item, distributed online to 30 active ITN Malang employees. The analysis focused on three key areas: language, learning media/materials, and media format.

Data from the questionnaires were analyzed using descriptive statistics frequency distribution and percentages to identify respondent trends and priorities. The results were tabulated and interpreted to describe overall learning preferences and material needs. Meanwhile, interview data were analyzed qualitatively using Miles and Huberman's (1994) interactive model, involving data reduction,

presentation, and conclusion drawing. Thematic coding of interview transcripts identified recurring ideas on speaking difficulties, material expectations, and preferred learning features. Triangulation of questionnaire and interview results ensured the validity and reliability of the findings.

**Table 1 Interview Indicators**

<b>Focus Indicator</b>	<b>Focus of Data Collection</b>
Learners' speaking problems	Identification of common speaking difficulties among learners
Materials used	Evaluation of the adequacy and relevance of current resources
Speaking teaching methods	Strategies and techniques applied in classroom instruction
Integration with other skills	Connections between speaking, listening, reading, and writing
Challenges in digital implementation	Barriers to adopting and utilizing digital learning tools
Speaking tasks used	Variety, types, and effectiveness of speaking activities in the classroom
Feedback provided	The nature, timing, and consistency of feedback practices

A structured questionnaire was distributed to evaluate the E-Module prototype. This instrument consisted of three main sections: (1) Language Competence, (2) Teaching Materials, and (3) Material Format.

The first section assesses respondents' perceptions of their language skills and speaking difficulties. The second and third sections explore perceptions of existing teaching materials, expectations of the proposed E-Module, and preferences for digital learning formats. The thematic areas of data collection are presented in Table 2.

**Table 2 Areas of data collection**

<b>Scope of Inquiry</b>	<b>Objectives</b>
Speaking skills	To identify the current level of oral proficiency of learners
Interest in speaking	To measure learners' motivation to improve speaking ability
Weaknesses in language components	To determine challenges in pronunciation, grammar, and vocabulary
Importance of learning to speak	To examine learners' awareness of speaking as a communication tool
Preferred learning materials	To identify relevant and engaging topics for speaking lessons
Preferred material format	To explore preferences between digital and printed materials
Reasons for learning to speak	To understand learners' goals and motivations in language learning

This study aims to encourage the transition from traditional learning materials to digital ones, promoting the acceptance of E-Modules as an effective medium in modern English language education. Respondents completed the questionnaire via Google Forms between December 2022 and May 2023. The survey link was distributed to 50 educators in various departments at ITN Malang. Although only 30 respondents participated, they met the required criteria: aged 25–40, actively employed, experienced in service roles, and in need of English skills for communicating with foreign students from Timor Leste. The collected data was then tabulated and analyzed descriptively, with percentage values calculated for each response category.

## **RESULT AND DISCUSSION**

Data on language aspects are shown in Table 3, while Tables 4 and 5 present responses on learning materials and media format. Overall responses to the closed-

ended questions (Tables 3–5) were measured using a four-point Likert scale from “Strongly Disagree” to “Strongly Agree.” Open-ended responses were coded for quantitative analysis, following Borg and Gall’s (1983) recommendation.

Based on the preliminary survey on students’ preferences, six key questions were identified as central to understanding their learning attitudes. For the first question, 56.7% of respondents strongly agreed and 40% agreed on the importance of learning to speak, while only 3.3% strongly disagreed. The second question addressed learners’ interest in enhancing their communication competence through speaking, with 60% agreeing and 40% slightly agreeing that it is essential for improvement. Regarding pronunciation, 70% of respondents reported difficulties in pronouncing English words, 20% experienced serious problems, and 10% encountered no difficulty. These results reinforce the view that speaking serves as a crucial indicator of language mastery, particularly in second and foreign language acquisition (Siddiqui, 2014), as progress in speaking ability is often linked to improvements in other macro skills such as listening, reading, and writing.

In relation to grammar, 60% of respondents found it very difficult, 26.7% strongly disagreed that it was challenging, and 13.3% considered it moderately difficult. When expressing ideas in English, 56.7% of participants reported challenges, 33.3% found it very difficult, and 10% experienced no issues. Furthermore, 53.3% agreed that speaking skills are important in the workplace, 36.7% strongly agreed, and 10% disagreed.

Overall, the findings highlight grammar as a major obstacle in mastering speaking skills; however, it remains an indispensable component of language learning. As emphasized by Normawati (2023), grammar plays a vital role in helping learners communicate more effectively and confidently. Consistent with this, grammar-focused instruction aimed at improving learners’ understanding of language structures has been shown to enhance speaking accuracy and fluency in real-life communication (Fotos, 1994; Ellis, 2001).

**Table 3 Language Aspects**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
	(%)	(%)	(%)	(%)
Speaking is an important language skill	3.3		40	56.7
I am interested in learning speaking to improve my communication skills			40	60
I have difficulty in pronouncing English vocabulary		10	70	20
I have difficulty with mastering English grammar		13.3	60	26.7
I have difficulty in expressing ideas in English		10	56.7	33.3
Mastering the language orally indirectly supports my work		10	53.3	36.7

The second part of the research focused on learning media. The findings showed that the existing learning materials were considered inadequate by 46.7% of respondents, as they did not meet their speaking needs. Meanwhile, 36.7% believed the materials were adequate, 13.3% were neutral, and only 3.3% felt fully satisfied with them.

Regarding the importance of visual elements, 63.3% of respondents agreed and 30% strongly agreed that speaking materials should include colorful pictures, while 6.7% disagreed. For the clarity of material instructions, 70% agreed and 20% strongly agreed that learning media should provide clear guidance, although 10% disagreed. These findings align with previous research showing that visual aids make students more engaged and attentive by providing meaningful context (Patesan, Balagiu, & Alibec, 2018). Similarly, Clark, Nguyen, and Sweller (2006)

emphasize that effective materials should have clear instructions and user-friendly layouts, while Sweller, Kirschner, and Clark (2007) recommend simple organization and step-by-step guidance. In addition, visual aids such as pictures and sketches have been found to enhance students' speaking abilities by offering concrete references for discussion (Gistuati, Refnaldi, & Syaifullah, 2018).

The fourth aspect concerns the inclusion of grammar and vocabulary in learning materials. About 60% of respondents agreed and 16.7% strongly agreed on the need for materials that integrate grammar and vocabulary components, while 13.3% disagreed. Overall, these findings highlight the limitations of existing learning materials and the need for improvements, particularly in incorporating visual elements, providing clear instructions, and including essential language components such as grammar and vocabulary.

**Table 4 Learning Material Aspects**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
	(%)	(%)	(%)	(%)
Learning material inadequacy	3.3	36.7	46.7	13.3
The importance of the color pictures		6.7	63.3	30
Clarity of language and instructions		10	70	20
Development of grammar and vocabulary mastery materials		13.3	60	26.7

In the discussion of the format of learning materials, along the research the following findings emerged. Preference for Online Independent Learning; 50% of respondents disagreed with the idea that it is better to learn independently online. This figure contradict the notion stated that self learning being the trend of learning language as mentioned by Ekin (2019). Only 40% of respondents agreed with this

perspective. While 13.3% of respondents strongly agreed with the concept of self-study. The second is practicality of materials; 33.3% of respondents believed that conventional textbooks are practical. While 56.7% of respondents found E-books much more practical than physical textbooks.

The third is accessibility of E-Books; in the digital version, 53.3% of respondents agreed with the statement, and 40% of them strongly agreed. Only 6.7% of the respondents disagreed with the accessibility of E-books. However, cost comparison between E-Books and conventional Books; 53.3% of respondents considered E-books to be relatively cheaper. The 36.7% of respondents strongly agreed that E-books are cheaper. The 6.7% of respondents disagreed with the idea that E-books are relatively cheaper than conventional books. This study oppose the idea of self learning. Despite these positive views on E-Module, the study also indicates a contrast with the notion of self-learning as a dominant trend, suggesting that not all respondents favor independent learning approaches. This finding suggests that the presence of e-book alone might be less engaging unless guided through one-on-one support from the instructor (Wilson et al., 2018). Thus, these results shed light on respondents' perspectives regarding the preference for online independent learning, the practicality of different materials, the accessibility of E-books, and the perceived cost-effectiveness of E-books compared to conventional textbooks.

**Table 5 Learning Material Format**

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
	(%)	(%)	(%)	(%)
Preference for Online Independent Learning		50	40	13.3
Practicality of Materials		33.3	56.7	13.3
Accessibility of E-Books		6.7	53.3	40

Cost Comparison				
between E-Books	3.3	6.7	53.3	36.7
and Conventional				
Books				

The open-ended questions aimed at uncovering the motivations behind learning yielded diverse responses, which were condensed into three main categories: self-development for personal purposes, self-development for external purposes, and trivial reasons. The majority of responses leaned towards internal and personal motivations. Respondents expressed a desire to enhance their communication skills, recognizing the importance of adapting to dynamic times. Additionally, they believed that mastering English skills would significantly impact their careers. Some respondents highlighted the limited availability of translated books, motivating them to improve their proficiency in understanding textbooks written in English.

On a lighter note, a trivial yet interesting reason cited was the desire to appear significantly cooler. The mastery of speaking skills was perceived to shape one's image in a positive light. These diverse motivations underscore the multifaceted nature of language learning and its varied impacts on personal, professional, and even social aspects of individuals' lives.

Turning now to another instrument done in this study. The demography of the interviewee were four Language Laboratory of ITN Malang instructors. This interview aimed to unlock some aspects of teaching focusing on not only the ideal teaching material but also their perspective over the challenges of the learner's typical problem in speaking, methods or teaching technique used, recommended method, feedback and evaluation. As of suggested by some experts (Tomlinson, B. (2012); Brown. (2007); Harmer, (2007); Hattie & Timperley, (2007); Ellis, (2003)) about what to include in proposing a module of language teaching.

The interview revealed several key insights into the challenges and methods of teaching speaking skills. Learners commonly face difficulties such as limited vocabulary, grammatical errors, pronunciation issues, and translation-based

speaking, where they rely too heavily on their native language structure. Some students struggle with technical terms and correct sentence construction (e.g., saying "I am go" instead of "I am going"). While independent learning could boost motivation and confidence, most students still require guidance due to gaps in grammatical knowledge. On a collective basis, these findings underscore the necessity for structured guidance, engaging methods, and integrated skill exercises to effectively address learners' speaking difficulties.

Regarding motivation and confidence, many learners struggle with low engagement, which directly impacts their speaking performance. However, when students recognize their strengths and weaknesses, their confidence can improve. For teaching materials, instructors use a mix of dialogues, exercises, authentic audio/video clips, e-books, and conventional books compiled from various sources.

The teaching methods employed include role-plays, interviews, picture descriptions, storytelling, and games, all aimed at enhancing fluency and interaction. Speaking is often integrated with other skills like listening and grammar, as a communicative approach is essential for holistic language learning. However, digital materials present challenges, such as internet access issues, resistance to change, and varying levels of digital literacy among students.

For speaking tasks, the instructor recommends a mix of individual, pair, and group activities, with individual tasks like interviews and group formats for discussions. Feedback is given through constructive comments, additional examples, and follow-up assignments, focusing on strengths while guiding improvement.

These findings align with previous studies showing that motivation and self-confidence greatly influence speaking ability (Harmer, 2007; Brown, 2001). The preference for interactive and contextual learning supports communicative language teaching (Richards & Rogers, 2021), which promotes real-life language use through activities like role-plays and discussions. Challenges with digital skills and internet access also confirm L fstr m & Nevgi (2007) view that technology-based learning needs institutional support and student training. Thus, future e-modules should include structured content along with features that build motivation, self-assessment, and flexible access to enhance learners' confidence and engagement. Overall, the

findings highlight the need for structured guidance, engaging methods, and integrated skill practice to address learners' speaking difficulties effectively for the adult to ease the anxiety (Detken et al., 2024).

Despite the profound format of the initial study conducted from the survey, there are some constraints that might come along with the production. Some of which are the accessibility and usability especially for those who lack of internet access, automatic corrective feedback, and personal motivation of the learners. Those three aspects might needs in depth analysis to determine how this future E-book should be designed, in the context of manifestating the ideal format which should be mounted in the prototype.

## CONCLUSION

This study highlights the importance of developing E-Modules for speaking lessons at ITN Malang. Many students experience difficulties in improving their English speaking skills due to the inadequacy of available materials. Since speaking skills are essential for effective communication, digital learning resources such as E-Modules offer an accessible and flexible solution tailored to students' needs. Further research is recommended to evaluate their effectiveness in improving language proficiency, engagement, and learning outcomes, as well as to compare their impact with traditional teaching methods.

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