



A Need Analysis of English-Speaking Module for Phase C Elementary Learners

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Abstrak

Pengembangan modul *speaking* bahasa Inggris yang sesuai dengan tujuan pembelajaran tingkat sekolah dasar fase C, seperti modul yang dilengkapi dengan audio atau berupa kode QR yang dapat digunakan sebagai pendamping anak dalam belajar *pronunciation*, merupakan hal penting dalam mendukung keberhasilan pembelajaran. Penelitian ini bertujuan untuk mengidentifikasi kebutuhan pembelajaran *speaking* bahasa Inggris peserta didik Fase C serta harapan guru terhadap modul *speaking* bahasa Inggris sebagai dasar pengembangan modul *speaking* bahasa Inggris yang terintegrasi dengan kode QR. Penelitian ini menggunakan desain penelitian kualitatif deskriptif dengan pendekatan analisis kebutuhan yang melibatkan 115 peserta didik Fase C dan 5 guru bahasa Inggris di Kabupaten Jember, Jawa Timur. Data dikumpulkan melalui angket, kemudian dianalisis menggunakan statistik deskriptif dan analisis tematik. Hasil penelitian menunjukkan bahwa peserta didik masih mengalami kesulitan dalam penguasaan kosakata, pelafalan, kepercayaan diri, kelancaran berbicara, serta pemahaman ungkapan dalam percakapan. Peserta didik lebih menyukai aktivitas berbicara yang interaktif dan mengharapkan materi yang kontekstual, dilengkapi dengan panduan pelafalan serta sumber belajar multimedia. Sementara itu, guru mengonfirmasi berbagai kesulitan tersebut dan menekankan pentingnya materi *speaking* yang komunikatif, berpusat pada peserta didik, praktis, dan sesuai dengan karakteristik peserta didik sekolah dasar. Guru juga memberikan dukungan yang kuat terhadap integrasi QR code dalam modul *speaking* untuk menyediakan akses ke audio pelafalan dan video percakapan yang dapat dimanfaatkan dalam pembelajaran di kelas maupun belajar mandiri. Secara keseluruhan, hasil penelitian ini memberikan landasan empiris bagi pengembangan modul *speaking* bahasa Inggris terintegrasi kode QR yang sesuai dengan kebutuhan belajar peserta didik serta harapan guru dalam proses pembelajaran.

Kata kunci analisis kebutuhan, keterampilan *speaking*, materi *speaking* bahasa Inggris, modul terintegrasi kode QR, siswa sekolah dasar

Abstract

Developing an English-speaking module that aligns with the learning objectives for Phase C at the elementary school level, particularly one equipped with audio or QR codes that can support children in learning pronunciation, is important for promoting successful learning. This study aimed to investigate the English-speaking learning needs of Phase C elementary learners and teachers' expectations regarding English-speaking module as the basis for developing a QR-code-integrated English-speaking module. This study employed a descriptive qualitative design with a needs analysis approach involving 115 Phase C elementary students and five English teachers in Jember, East Java. Data were collected through questionnaires and analysed using descriptive statistics and thematic analysis. The findings indicate that learners continue to experience difficulties with vocabulary mastery, pronunciation, speaking confidence, fluency, and understanding conversational expressions. They showed a strong preference for interactive speaking activities and expected contextualized



materials supported by pronunciation guidance and multimedia learning resources. Meanwhile, teachers confirmed these learning difficulties and emphasized the need for a communicative, student-centered, and practical speaking module that is suitable for elementary learners. They also expressed strong support for integrating QR codes into speaking modules to provide access to pronunciation audio and conversation videos for classroom and independent learning. Overall, the findings provide an empirical foundation for developing a QR-code-integrated English-speaking module that addresses both students' learning needs and teachers' instructional expectations.

Keywords: elementary learners, English-speaking materials, needs analysis, QR-code-integrated module, speaking skills

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Introduction

Developing speaking skills is an important component of English instruction at the elementary school level because it provides young learners with opportunities to use English for meaningful communication (Tai & Chen, 2024; Yuan, 2024). Speaking enables learners to express ideas, exchange information, and interact with others in communicative situations. For elementary learners, speaking instruction also contributes to the development of confidence, social interaction, collaboration, and active classroom participation. Recent research in Indonesian primary EFL contexts has highlighted the importance of speaking development while also identifying challenges faced by young learners in developing oral communication skills (Laila et al., 2023; Saragih et al., 2024). These considerations highlight the need for appropriate speaking instruction and learning materials that provide young learners with meaningful opportunities to practice spoken English. Teaching speaking to young learners, however, remains challenging in many EFL classrooms. Young learners may experience difficulties with vocabulary, pronunciation, speaking fluency, confidence, and understanding conversational expressions, which can limit their willingness to participate in oral activities (Rusdin & Purwati, 2023; Saragih et al., 2024). These difficulties are particularly important in elementary contexts, where learners are still developing their linguistic resources and may have limited opportunities to use English outside the classroom. Consequently, speaking

instruction needs to provide sufficient opportunities for guided practice, repetition, interaction, and meaningful communication. The materials used in speaking instruction therefore need to address not only what learners should learn but also how they can be supported in using English orally.

Teaching speaking to young learners, however, remains challenging in many English as a Foreign Language (EFL) classroom. Previous studies have consistently reported that elementary learners often struggle with limited vocabulary, inaccurate pronunciation, lack of fluency, speaking anxiety, and insufficient opportunities for authentic communication (Rusdin & Purwati, 2023). These challenges frequently reduce learners' willingness to participate in oral activities and consequently hinder the development of communicative competence. In many classrooms, speaking activities continue to emphasize repetition and written exercises rather than interactive communication, limiting learners' opportunities to practice English in meaningful contexts.

The characteristics of young learners further require instructional materials that differ substantially from those designed for adolescents or adults. Children generally acquire language more effectively through meaningful interaction, repetition, imitation, games, songs, storytelling, role-play, and visual stimulation (Becker & Roos, 2016; Cameron, 2001; Stakanova & Tolstikhina, 2014). Their learning motivation is strongly influenced by enjoyable classroom experiences, contextual topics, and interactive learning environments. Consequently, English-speaking materials for

elementary learners should emphasize communicative activities that correspond to children's cognitive, emotional, and social development rather than focusing exclusively on linguistic accuracy.

In addition to learners' characteristics, teachers encounter numerous practical challenges in implementing effective speaking instruction. Previous research indicates that many teachers experience difficulties in designing communicative speaking activities, selecting age-appropriate instructional materials, and integrating effective learning media into classroom instruction (Husnaini et al., 2024; Qonita & Saraswati, 2025). Vocabulary and grammar are fundamental components of English learning at the elementary level; however, they need to be complemented by sufficient opportunities for meaningful oral practice. Mamahit et al. (2025), in their analysis of an Indonesian primary school English textbook, found that many speaking activities remained highly controlled and focused on accuracy, repetition, and vocabulary recall, with limited opportunities for extended oral production and spontaneous interaction. This finding highlights the need for speaking materials that balance linguistic knowledge with communicative activities through which young learners can actively use English in meaningful contexts.

Recent developments in educational technology have introduced new opportunities for improving speaking instruction. Technology-supported learning environments incorporating multimedia resources have been shown to increase learner engagement, provide authentic pronunciation models, and encourage autonomous learning (Asrilawaly et al., 2025; Nurhidayat et al., 2024; Peng et al., 2025). Among these innovations, QR-code-integrated instructional materials have attracted increasing attention because they enable learners to access pronunciation models, dialogue recordings, instructional videos, and interactive learning resources directly through mobile devices. Such integration provides flexible opportunities for repeated practice beyond classroom settings while accommodating the visual and auditory learning preferences commonly associated with young learners (Kandiri et al., 2025; Rakha, 2025).

Developing effective instructional materials, however, requires a thorough understanding of learners' actual needs before the development process begins. Needs analysis has therefore become a fundamental component of English language teaching because it systematically identifies learners' necessities, lacks, wants, learning preferences, and contextual learning conditions (Gürler & Konca, 2023; Nora et al., 2026; Salmah et al., 2026). Within instructional material development, needs analysis ensures that learning materials are aligned with students' characteristics, curriculum requirements, classroom realities, and instructional objectives (Kaharuddin, 2025; Meilyani et al., 2025). Furthermore, needs analysis provides valuable information for identifying appropriate learning activities, instructional media, and pedagogical strategies that support effective language learning.

Previous studies have demonstrated the significance of needs analysis in developing English instructional materials. For example, Šliogerienė et al. (2025) reported that learners preferred communicative activities and authentic learning experiences that promoted interaction and creativity. Similarly, Aristia et al. (2025) emphasized that instructional materials should reflect learners' communicative needs and contextual learning environments to improve language competence. Nevertheless, most existing studies have been conducted in secondary schools, vocational education, or higher education settings, while digital-based speaking materials for the primary school level are indeed available, the development of QR code-integrated speaking modules—based on the simultaneous needs of both students and teachers—remains the focus of this study.

More importantly, previous research has rarely examined the specific needs of both students and teachers regarding the development of English-speaking materials integrated with QR-code-supported audio-visual resources for Phase C elementary learners within the Indonesian EFL context. Although technology-enhanced learning has received increasing scholarly attention, limited evidence exists regarding how learners' speaking difficulties, preferred learning activities, media preferences, and teachers' expectations can collectively inform the development of technology-integrated speaking modules specifically designed for young learners. This gap indicates

the need for comprehensive empirical evidence to support instructional material development that is pedagogically appropriate and technologically relevant.

Therefore, this study aims to analyze students' and teachers' needs regarding English-speaking materials for Phase C elementary learners as the foundation for developing a QR-code-integrated English-speaking module. Specifically, this study addresses the following research questions:

1. What are the students' needs regarding English-speaking materials for Phase C elementary learners?
2. What characteristics of English-speaking materials are considered appropriate for Phase C elementary learners?
3. How can the findings of the needs analysis support the development of a QR-code-integrated English-speaking module for elementary school students?

Method

Research Design and Participants

This study employed a descriptive mix-method design with a needs analysis approach to investigate students' and teachers' needs regarding English-speaking module for Phase C elementary learners. Needs analysis was employed because it enables researchers to identify learners' necessities, lacks, wants, learning preferences, and classroom challenges before developing instructional materials (Long, 2005). The findings of the needs analysis served as the foundation for developing an English-speaking module integrated with QR-code-based audio-visual materials for elementary school students.

The study focused on exploring the characteristics of speaking materials required by students and teachers, including preferred speaking activities, learning media, material presentation, and interactive learning support suitable for young learners. The research was conducted at four elementary schools in Jember, Indonesia, involving 115 Phase C learners, particularly fifth- and sixth-grade students, as well as five English teachers. The participating schools were MI Bustanul Ulum 03 Puger, which contributed 42 students and two

English teachers; MI Bustanul Ulum 06 Gumukmas, which contributed 28 students and one English teacher; SD Karangrejo Gumukmas, which contributed 20 students and one English teacher; and SD As-Sunniyah Kencong, which contributed 25 students and one English teacher. Purposive sampling was employed to ensure that all participants were relevant to the study's objectives. Students were selected because they represented the target users of the proposed speaking module, while teachers were selected for their experience teaching English speaking and their understanding of classroom challenges.

Research Instruments and Data Collection

Data were collected using online questionnaires. Questionnaires were administered to both students and teachers to identify their needs regarding English-speaking module. The student questionnaires were administered with assistance from the English teachers at each participating school. Before the questionnaire was administered, the researchers explained the purpose of the study and the intended meaning of each questionnaire item to the participating teachers. The teachers were then asked to assist students during the questionnaire completion process and to clarify the instructions or meaning of an item when necessary. To ensure the questionnaire was appropriate for Phase C learners, participating teachers were also asked to review the items and provide feedback on whether the wording and content were understandable to students. The questionnaire items were formulated using simple and Indonesian language and focused on students' actual experiences in learning English speaking. Teachers' review was used to ensure that the items were comprehensible and appropriate for the learners' age and reading ability. Importantly, teachers were instructed to clarify the questionnaire items, when necessary, without directing or influencing students' responses. The student questionnaire explored students' speaking difficulties (8 items), preferred speaking activities (10 items), and students' needs regarding the speaking module (10 items).

Meanwhile, the teacher questionnaire focused on challenges in teaching speaking skills and obstacles students face when speaking (7 items), teachers' expectations regarding speaking skill materials and preferred classroom activities (8 items), and the need for learning

module integrated with QR codes (8 items). All items in the teacher questionnaire utilized a five-point Likert scale, ranging from "strongly disagree" to "strongly agree" and were supplemented by open-ended questions. In contrast, the student questionnaire employed a four-point scale, ranging from "disagree" to "strongly agree" and also included open-ended questions for the students.

Data Analysis

Questionnaire data were analysed using descriptive statistics, including percentages and mean scores, to identify participant responses to the English-speaking skills materials. These findings were then categorized by level of agreement to determine the most essential characteristics of the proposed speaking materials.

Additionally, the researchers identified themes emerging from open-ended questionnaire responses, provided by both teachers and students, regarding students' speaking difficulties, preferred learning activities, expectations for the materials, teachers' needs concerning material design, and the integration of digital technology into speaking skills instruction. Finally, the questionnaire findings were interpreted to formulate the characteristics of an English-speaking module integrated with QR code-based audio-visual materials, designed to meet the needs of Phase C elementary school students and teachers.

Results

Students' Needs Analysis

The findings of the students' needs analysis revealed that Phase C elementary learners require English-speaking materials that support their language development while creating an enjoyable and engaging learning experience. The analysis explored four main aspects of students' needs, including their speaking difficulties, preferred speaking activities, preferred characteristics of speaking materials, and expectations toward English-speaking materials.

These findings provide valuable information for identifying the characteristics of instructional materials that are appropriate for young learners and serve as the foundation for developing a QR-code-integrated English-speaking module.

a. Students' Speaking Difficulties

To identify students' learning needs in English-speaking instruction, the questionnaire first explored the difficulties experienced by Phase C elementary learners when speaking English. The questionnaire focused on five aspects of speaking difficulties, namely vocabulary mastery, confidence, fear of making mistakes, speaking fluency, and understanding conversational expressions. The results are presented in Figure 1. illustrates students' responses regarding their difficulties and needs in learning English speaking skills. The results show that most students selected "Agree" for almost all statements, indicating that many students still experience challenges in speaking English.

The highest response was found for the statement that students need help understanding expressions, with 60 students (52.17%) agreeing and 11 students (9.57%) strongly agreeing. This indicates that more than half of the students perceived a need for support in understanding expressions commonly used in English conversations. In addition, 55 students (47.83%) agreed and 6 students (5.22%) strongly agreed that they find it difficult to speak English fluently.

These findings suggest that speaking fluency remains one of the main challenges faced by the students.

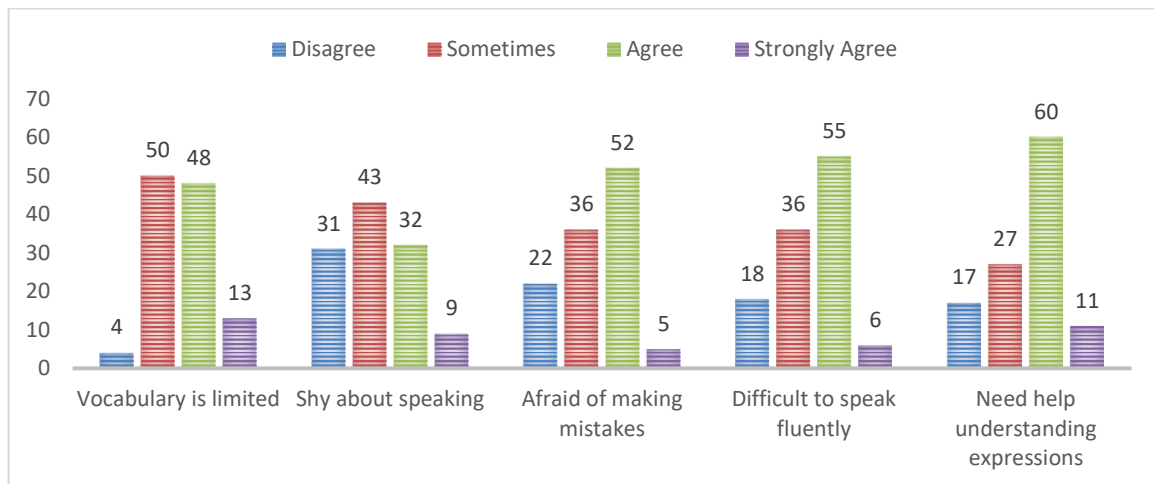
Furthermore, 52 students (45.22%) agreed and 5 students (4.35%) strongly agreed that they are afraid of making mistakes when speaking English. This indicates that fear of making mistakes may affect students' willingness and confidence to speak English. Regarding vocabulary, 48 students (41.74%) agreed and 13 students (11.30%) strongly agreed that their English vocabulary is limited when speaking, suggesting that limited vocabulary may also hinder their speaking performance.

Meanwhile, responses to the statement about being shy about speaking English in class were relatively distributed across the response categories. 43 students (37.39%) selected "Sometimes," while 32 students (27.83%) agreed and 31 students (26.96%) disagreed. Only 9 students (7.83%) strongly agreed. This suggests that shyness is experienced by some students but may not be a major challenge for all learners.

Overall, the findings show that students experience several challenges in speaking English, particularly in understanding conversational expressions, speaking fluently, overcoming fear of making mistakes, and expanding their vocabulary. Therefore, the

students need supportive, interactive, and communicative speaking materials that provide sufficient opportunities to understand and practise conversational expressions, develop vocabulary, improve speaking fluency, and build confidence in using English.

Figure 1.
Students' Difficulties in Learning Speaking



b. Students' Preferred Speaking Activities

After identifying students' speaking difficulties, the questionnaire examined the types of speaking activities preferred by students during English learning. Understanding students' activity preferences is important because

enjoyable and interactive activities can increase learners' motivation and participation in speaking practice. The results are presented in Figure 2.

Figure 2.
Students' Preferred Speaking Activities

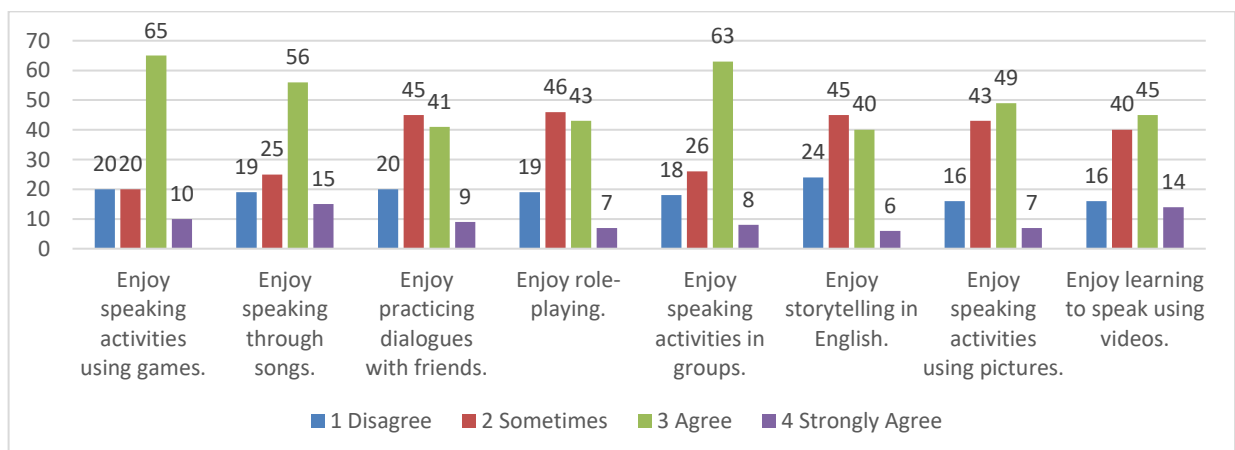


Figure 2 presents students' responses toward several speaking activities used in English learning. The responses are categorized into four levels: *Disagree*, *Sometimes*, *Agree*, and *Strongly Agree*. Overall, the findings indicate that most students showed positive attitudes toward interactive and enjoyable speaking activities.

The activity with the highest level of agreement was speaking activities using games, where 65 students (56.52%) agreeing and 10 students (8.70%) strongly agreeing that they enjoy learning speaking through games. Similarly, 63 students (54.78%) agreed and 8 students (6.96%) strongly agreed that they enjoy speaking activities in groups. These findings indicate that game-based and collaborative activities are highly preferred by the students.

Another popular activity was learning to speak through songs, with 56 students (48.70%) agreed and 15 students (13.04%) strongly agreed. This indicates that songs can create a fun learning atmosphere and help students improve pronunciation and vocabulary naturally. Meanwhile, 49 students (42.61%) agreed and 7 students (6.09%) strongly agreed that they enjoy speaking activities using pictures. These results suggest that students also respond positively to activities that incorporate creative and visual or audio elements.

Regarding more communicative activities, 41 students (35.65%) agreed and 9 students (7.83%) strongly agreed that they enjoy practicing dialogues with friends. For role-playing, 43 students (37.39%) agreed and 7 students (6.09%) strongly agreed that they enjoy this activity. However, a relatively large number of students selected "Sometimes" for both dialogue practice (45 students, 39.13%) and role-playing (46 students, 40.00%), indicating that these activities may be enjoyable for some students but are not consistently preferred by all learners.

Storytelling received a comparatively lower positive response, with 40 students (34.78%) agreeing and 6 students (5.22%) strongly agreeing that they enjoy storytelling in English. In contrast, 45 students (39.13%) selected "Sometimes." Similarly, for learning speaking through videos, 45 students (39.13%) agreed and 14 students (12.17%) strongly agreed, while 40 students (34.78%) selected "Sometimes."

The findings indicate that students tend to prefer interactive, collaborative, and engaging speaking activities, particularly games and group activities. They also show positive preferences for songs and picture-based activities. Therefore, speaking materials should incorporate a variety of engaging activities, such as games, group work, songs, pictures, dialogues, role-playing, storytelling, and videos, to provide students with diverse opportunities to practice speaking and maintain their engagement in the learning process.

c. Students' Preferred Characteristics of Speaking Materials

The questionnaire also investigated students' preferences regarding the characteristics of English-speaking materials. Specifically, students were asked about the types of learning support they expected from speaking materials, including pronunciation models, audio conversations, dialogue examples, videos, and easy-to-understand learning content. These findings provide valuable information for designing instructional materials that meet students' learning needs. The results are presented in Figure 3.

Figure 3.

Students' Preferred Characteristics of Speaking Materials

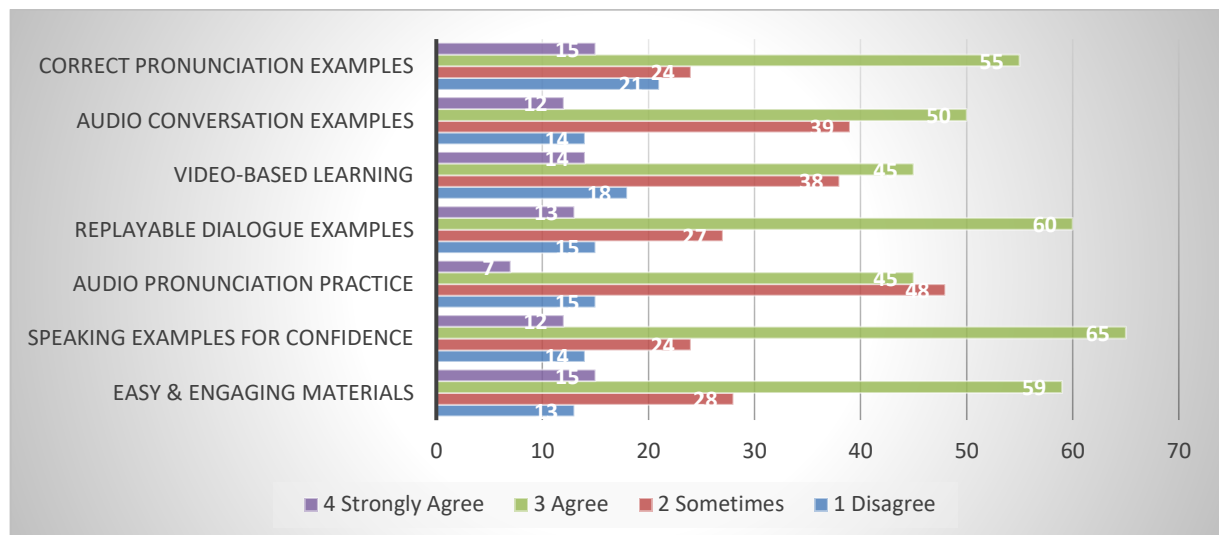


Figure 3 shows students' preferences and needs related to speaking learning materials and activities. The responses are divided into four categories: *Disagree*, *Sometimes*, *Agree*, and *Strongly Agree*. Overall, most students gave positive responses, indicating that they prefer speaking materials that are practical, engaging, and supported by audio-visual examples.

The highest response was found for the statement that students feel more confident speaking when they have examples of speaking lessons first, with 65 students (56.52%) agreeing and 12 students (10.43%) strongly agreeing. This indicates that examples or models of speaking performance may help students build confidence before they practise speaking independently.

In terms of language support, 60 students (52.17%) agreed and 13 students (11.30%) strongly agreed that they need dialogue examples that they can play back at home. This suggests that students value opportunities to listen to and review speaking models beyond classroom activities. In addition, 55 students (47.83%) agreed and 15 students (13.04%) strongly agreed that they need examples of correct English pronunciation, indicating a need for clear pronunciation models to support their speaking development. Regarding audio support, 50 students (43.48%) agreed and 12 students (10.43%) strongly agreed

that they find speaking easier when audio examples of conversations are provided. Meanwhile, 45 students (39.13%) agreed and 7 students (6.09%) strongly agreed that they need pronunciation practice in audio format. However, a relatively large number of students selected "Sometimes" for this statement (48 students, 41.74%), suggesting that although audio pronunciation practice is useful, students may have varying levels of preference for this type of support.

Figure 3 also shows that 45 students (39.13%) agreed and 14 students (12.17%) strongly agreed that they enjoy learning speaking through videos. This indicates that audiovisual materials may also be useful for providing students with engaging speaking models and contextualised examples.

Finally, 59 students (51.30%) agreed and 15 students (13.04%) strongly agreed that they need speaking materials that are easy to understand and engaging. This finding highlights the importance of designing materials that are accessible, interesting, and appropriate for students' learning levels.

Teachers' Needs Analysis

Besides exploring students' needs, this study also investigated teachers' perspectives regarding English-speaking materials for Phase C elementary learners. Teachers play an

important role in selecting, implementing, and adapting instructional materials to meet students' learning needs. Therefore, understanding teachers' perceptions and expectations is essential to ensure that the developed module is pedagogically appropriate, practical, and applicable in classroom instruction. The findings were organized into three aspects: teachers' perceptions of students' speaking difficulties, teachers' expectations toward English-speaking materials, and teachers' support for QR-code integration.

a. Teachers' Perceptions of Students' Speaking Difficulties

To identify teachers' perceptions of students' speaking needs, the questionnaire first explored the difficulties most frequently experienced by students during English-speaking activities. Teachers evaluated several indicators related to students' pronunciation, vocabulary mastery, confidence, participation, and speaking practice. The results are presented in Figure 4.

Figure 4.

Teachers' Perceptions of Students' Speaking Difficulties

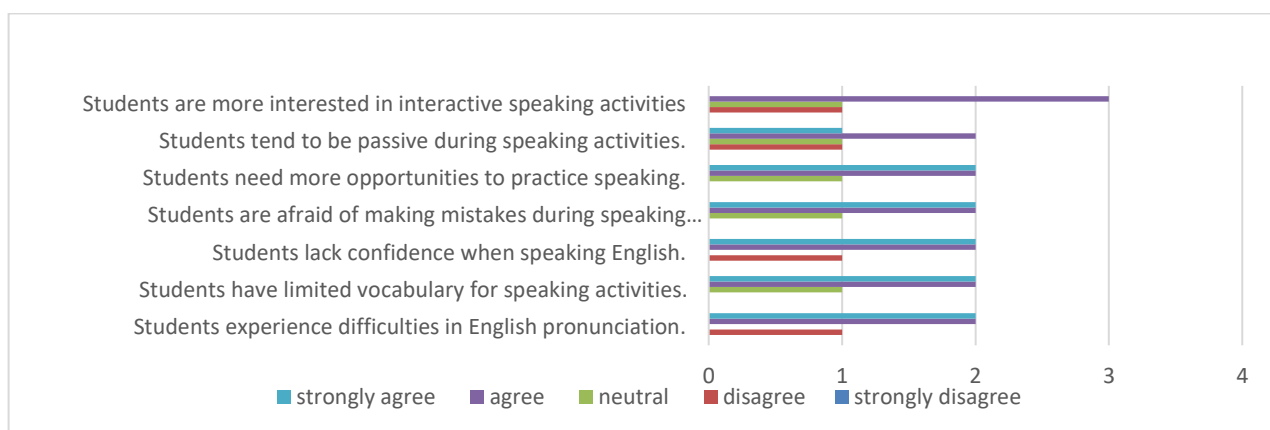


Figure 4 shows that the teachers' responses provide further insight into the students' speaking needs. Regarding students' interest in interactive speaking activities, 3 out of 5 teachers (60%) agreed and 1 teacher (20%) strongly agreed that students are more interested in interactive speaking activities, while 1 teacher (20%) remained neutral. This indicates that interactive activities are generally perceived as more engaging for students.

The teachers also identified students' need for more opportunities to practise speaking. 2 teachers (40%) strongly agreed and 2 teachers (40%) agreed that students need more opportunities to practise speaking, while 1 teacher (20%) was neutral. Similarly, regarding students' fear of making mistakes during speaking activities, 2 teachers (40%) strongly agreed and 2 teachers (40%) agreed, with 1 teacher (20%) remaining neutral. These findings suggest that students may require more opportunities for guided speaking practice in a

supportive learning environment where they can practise without excessive fear of making mistakes.

In terms of students' confidence, 2 teachers (40%) strongly agreed and 2 teachers (40%) agreed that students lack confidence when speaking English, while 1 teacher (20%) disagreed. The teachers also perceived limited vocabulary as a challenge, with 2 teachers (40%) strongly agreeing, 2 teachers (40%) agreeing, and 1 teacher (20%) remaining neutral that students have limited vocabulary for speaking activities. In addition, 2 teachers (40%) strongly agreed and 2 teachers (40%) agreed that students experience difficulties with English pronunciation, while 1 teacher (20%) disagreed.

Regarding students' passivity during speaking activities, the responses were somewhat more varied. 2 teachers (40%) agreed and 1 teacher (20%) strongly agreed that students tend to be passive during speaking

activities, while 1 teacher (20%) was neutral and 1 teacher (20%) disagreed. This suggests that although passivity is observed by some teachers, it may not be experienced consistently across all students or classroom contexts.

b. Teachers' Expectations toward English-Speaking Materials

The questionnaire also explored teachers' expectations regarding the characteristics of English-speaking materials required for Phase C elementary learners. Teachers were asked to evaluate the importance

of various material components, including learning activities, language content, instructional support, and classroom applicability. The results are presented in Figure 5.

Figure 5.

Teachers' Expectations toward English-Speaking Materials

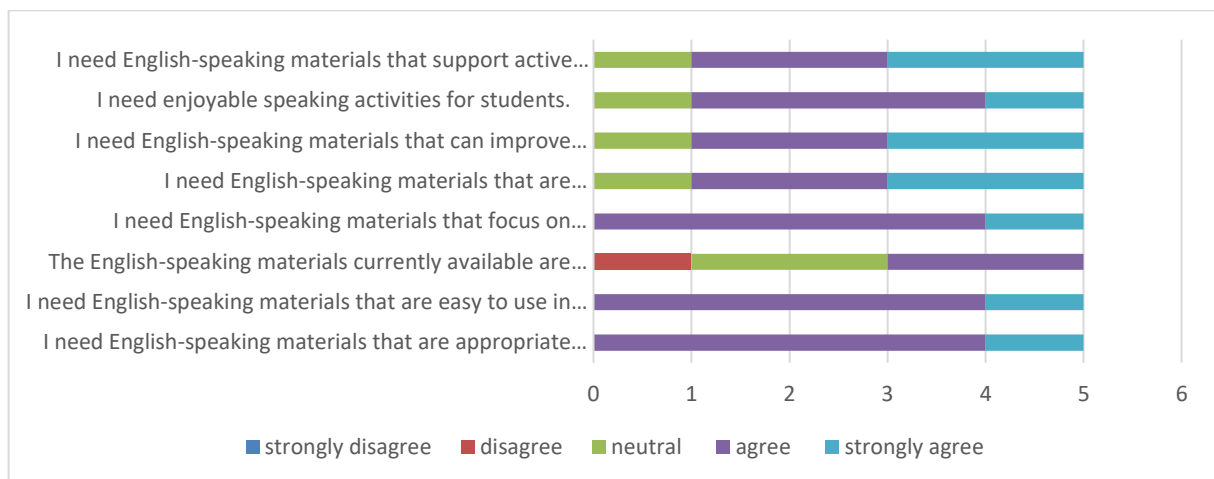


Figure 5 indicates that teachers expect English-speaking module that are communicative, interactive, and suitable for elementary school learners. Most teachers agreed that speaking module should include simple conversations, contextual topics related to students' daily lives, clear activity instructions, and enjoyable speaking activities that actively involve students in classroom communication.

The open-ended responses further support these findings. Teachers emphasized that speaking module should focus on everyday communication, simple dialogues, and meaningful speaking practice appropriate to students' developmental levels. Several teachers also recommended incorporating role-play, games, songs, flashcards, and audiovisual media to increase students' motivation and participation. One teacher stated that the module

should be "student-centered, easy to implement in group activities, and equipped with clear instructions," while another expected speaking materials that are "simple but meaningful, with vocabulary that is easy for elementary students to understand." These findings suggest that teachers prioritize practical and engaging speaking materials that encourage students to use English confidently in authentic communication.

c. Teachers' Support for QR-Code-Integrated Speaking Materials

The final aspect investigated teachers' perceptions of integrating QR-code-supported learning resources into English-speaking materials. Teachers evaluated whether audio pronunciation, conversation videos, and QR-code technology could enhance speaking instruction and facilitate students' independent learning. The results are presented in Figure 6.

Figure 6.

Teachers' Support for QR-Code-Integrated Speaking Materials

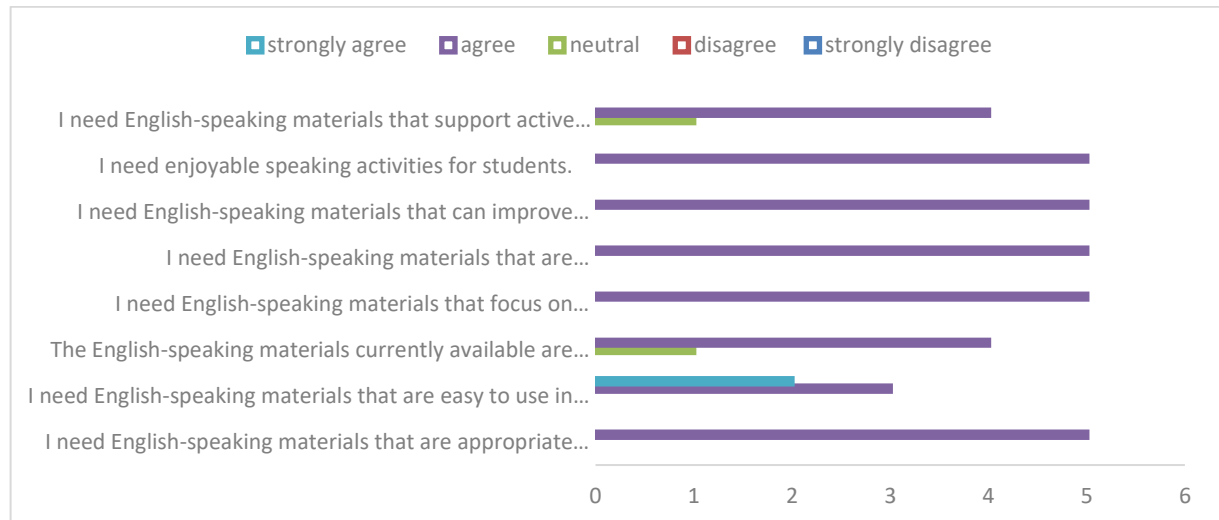


Figure 6 demonstrates that teachers strongly support integrating QR codes into English-language materials. Most teachers agreed that QR code-supported modules can provide easy access to pronunciation audio, conversation videos, and other digital learning resources, allowing students to practice speaking repeatedly both inside and outside the classroom.

The qualitative responses reinforce these findings. Teachers explained that audio and video resources provide accurate pronunciation models that students can imitate independently. They also believed that QR codes make learning materials more accessible because students can review lessons at home using their mobile devices. One teacher stated that "QR codes are very helpful because students can access pronunciation audio independently both at school and at home," while another explained that "teachers no longer need to repeatedly model pronunciation because students can practice independently through QR-code-based resources." Overall, teachers perceived QR-code integration as a practical solution for supporting interactive learning, increasing students' motivation, and encouraging independent speaking practice beyond classroom instruction.

Overall, the findings indicate that teachers require English-speaking module that are communicative, contextual, and appropriate for the characteristics of Phase C elementary learners. Teachers also strongly support integrating QR-code-based audio-visual resources into speaking module because these features facilitate classroom instruction while promoting students' independent learning. These findings complement the students' needs analysis and provide a strong foundation for developing a QR-code-integrated English-speaking module that addresses both learners' needs and teachers' instructional expectations.

Discussion

The findings of this study provide comprehensive insights into the English-speaking learning needs of Phase C elementary learners and teachers' expectations regarding English-speaking module. By integrating quantitative and qualitative data, this study identified students' learning difficulties, preferred learning activities, desired material characteristics, teachers' instructional needs, and the potential of QR-code integration to support English-speaking instruction. These findings offer an empirical foundation for developing a QR-code-integrated English-speaking module that is responsive to actual classroom needs.

1. Students' Speaking Difficulties

The findings revealed that Phase C elementary learners continue to experience several challenges in learning English speaking, particularly in vocabulary mastery, pronunciation, confidence, speaking fluency, and understanding conversational expressions. Among these aspects, pronunciation, vocabulary, and self-confidence emerged as the most frequently reported difficulties by both students and teachers. These findings suggest that young learners require continuous instructional support to develop both their linguistic competence and willingness to communicate in English.

These findings are consistent with Rusdin and Purwati (2023), who found that limited vocabulary, inaccurate pronunciation, and low confidence remain major barriers to speaking performance among Indonesian EFL learners. Similarly, Qonita and Saraswati (2025) reported that learners often hesitate to speak because they are afraid of making mistakes and possess insufficient vocabulary to express their ideas. For young learners, emotional factors such as confidence are equally important because speaking requires learners to actively communicate in front of others (Derakhshan et al., 2015). Therefore, speaking materials should not only develop linguistic knowledge but also provide sufficient opportunities for students to practice speaking in a supportive and encouraging learning environment.

2. Students' Preferred Speaking Activities and Material Characteristics

The study further revealed that students preferred speaking activities that were interactive, enjoyable, and closely related to their daily experiences. Games, songs, role-play, storytelling, flashcards, and audiovisual resources were identified as the most preferred learning activities. Students also expected English-speaking materials that provide pronunciation models, dialogue examples, contextual topics, and attractive visual support.

These findings reflect the characteristics of young learners, who generally learn more effectively through meaningful, enjoyable, and experience-based activities (Cameron, 2001). Likewise, Becker and Roos (2016) argue that creative speaking activities encourage young learners to communicate more confidently because they reduce learning anxiety while

increasing classroom participation. The findings also support Paldy et al. (2025), who demonstrated that interactive learning media improve students' engagement and motivation during English learning. Therefore, English-speaking materials should combine communicative tasks with contextual topics and attractive multimedia resources to promote active classroom interaction.

2. Teachers' Needs toward English-Speaking Materials

The findings also demonstrated that teachers' perceptions were largely consistent with students' responses. Teachers confirmed that pronunciation, vocabulary mastery, and students' confidence remain the primary challenges encountered during speaking instruction. Consequently, teachers emphasized the importance of English-speaking materials that are communicative, contextual, easy to implement, and appropriate for elementary learners' characteristics.

Teachers also highlighted the importance of integrating enjoyable classroom activities such as role-play, games, songs, and simple conversations to increase students' participation in speaking practice. These findings are consistent with Husnaini et al. (2024), who reported that teachers frequently experience difficulties in implementing communicative speaking instruction because of limited instructional materials and supporting media. Similarly, Qonita and Saraswati (2025) found that teachers require instructional materials that effectively address students' speaking difficulties while encouraging active classroom participation. These findings indicate that involving teachers in needs analysis is essential because they provide practical insights into classroom realities and instructional requirements.

4. The Importance of QR-Code Integration

One of the most significant findings of this study is the strong support expressed by both students and teachers for integrating QR-code technology into English-speaking materials. Teachers believed that QR codes could facilitate access to pronunciation audio, conversation videos, and other audiovisual resources, enabling students to practice speaking independently both inside and outside the classroom. Students also showed positive

responses toward digital learning resources that could be accessed repeatedly to improve pronunciation and speaking fluency.

These findings support Kandiri et al. (2025), who reported that QR-code-based learning modules increase students' learning motivation and improve accessibility to learning resources. Likewise, Rakha (2025) found that QR-code-supported learning promotes greater student engagement and more positive learning attitudes through technology-enhanced instruction. In addition, Nurhidayat et al. (2024) emphasized that integrating digital technology into English language learning enhances learning flexibility while supporting teachers in implementing twenty-first-century instructional practices. Therefore, incorporating QR-code technology into English-speaking materials is expected to facilitate independent learning while enriching classroom speaking activities through interactive audio-visual resources.

5. Implications for Module Development

Overall, the findings reaffirm the importance of conducting a comprehensive needs analysis before developing instructional materials. By involving both students and teachers, this study successfully identified learners' necessities, lacks, wants, preferred learning activities, and teachers' instructional expectations. These findings are in line with West (1994), who describes needs analysis as a systematic process for identifying learners' language needs before designing instructional materials. Similarly, Long (2005) argues that comprehensive needs analysis provides empirical evidence for developing contextually appropriate language-learning resources. Gürler and Konca (2023) further emphasize that identifying learners' necessities, lacks, and wants enables material developers to design English-learning materials that are more relevant and meaningful. Therefore, the findings of this study provide a strong empirical basis for developing a QR-code-integrated English-speaking module that addresses both students' learning needs and teachers' instructional expectations.

Conclusion

This study investigated the English-speaking learning needs of Phase C elementary learners and teachers' expectations regarding English-speaking materials as the basis for developing a QR-code-integrated English-speaking module. The findings revealed that students continue to experience difficulties in vocabulary mastery, pronunciation, speaking confidence, fluency, and understanding conversational expressions. They also prefer interactive speaking activities, such as games, songs, role-play, storytelling, and audiovisual learning, while expecting speaking materials that are contextual, engaging, and supported by pronunciation guidance and multimedia resources.

From the teachers' perspective, the findings confirmed that students' pronunciation, vocabulary, and confidence remain the major challenges in speaking instruction. Teachers expressed the need for communicative, student-centered, and practical speaking materials that are appropriate for elementary learners. They also strongly supported integrating QR codes into speaking materials because QR-code-based audio and video resources provide flexible access to pronunciation models and conversation practice, enabling students to continue learning independently beyond the classroom.

Overall, the findings demonstrate that both students and teachers share similar expectations regarding English-speaking materials that are interactive, contextual, and technology-supported. Therefore, the results of this needs analysis provide a strong empirical foundation for developing a QR-code-integrated English-speaking module that responds to learners' needs, supports teachers' instructional practices, and promotes more meaningful speaking learning experiences for Phase C elementary learners.

This study was limited to one elementary school and involved a relatively small number of participants. Therefore, future studies are recommended to involve participants from different educational settings and broader geographical areas to obtain more comprehensive findings. Further research is also encouraged to evaluate the effectiveness of the developed QR-code-integrated English-speaking module in improving elementary learners' speaking skills through classroom implementation.

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