Developing Islamic Tasks-Based Speaking English Materials for Islamic Elementary School Students: A Case Study at Elementary Schools in West Lombok, Indonesia

[1*]Bidari Andaru Widhi, [1]Jupri, [1]Jumadil

[1]English Education Department, Faculty Language and Art Education, Universitas Pendidikan Mandalika
Mataram. Jl. Pemuda No. 59A, Mataram, Indonesia. Postal code: 83125

*Corresponding Author e-mail: bidbidari22@gmail.com

Abstract

The present study aims to develop English Speaking Materials specifically designed for Islamic Elementary School students that adequately meet their language learning needs and preferences. In this regard, the study employs a Research and Development (R&D) ADDIE model, comprising five stages: analysis, design, development, implementation, and evaluation. The researcher not only acted as a materials developer but also as a teacher, since the data collection was conducted in the Islamic Elementary School. The participants in this study included 35 Islamic students and 2 Islamic teachers, and the data collection techniques utilized were questionnaires and structured interviews. The developed materials are grounded on a Project-based learning approach. The study investigates the need analysis for English Speaking Materials for Islamic Elementary School, describes the speaking materials for Islamic Elementary School, and evaluates their quality. The findings of the needs analysis reveal that elementary Islamic students aspire to enhance their fluency in English speaking and acquire more vocabulary to effectively communicate in formal and informal discussions. Accordingly, the developed materials consist of five units, equipped with tasks that incorporate inputs in the form of texts and videos, designed to facilitate the learning process. Moreover, the materials encourage creativity in exploring student knowledge. The study concludes by recommending that future researchers interested in this area utilize this study as an object of research and build upon its limitations. It is hoped that the outcomes of this research are of value to university students, who conduct research in the area of English Language Teaching.

Keywords: task-based learning; ELT materials; speaking materials

INTRODUCTION

Teaching materials play a vital role in language learning, serving as a guide to facilitate the classroom activities (Albiladi, 2018; Andika et al., 2023). As such, the development of English-speaking materials that target vocabulary building, pronunciation practice, and speaking fluency is a crucial aspect of language instruction (Abdullah et al., 2021; Afifah & Devana, 2020). To ensure that these materials meet the specific needs and characteristics of students in Islamic-affiliated elementary schools, the present study aims to design and develop such materials. The development of effective teaching materials requires careful consideration of various factors, including the learners' proficiency levels

(Anabel & Simanjuntak, 2022), learning styles (D. Ariani, 2020), and specific language needs (S. Ariani & Tawali, 2021). Therefore, this study focuses on the development of English-speaking materials that cater to the unique characteristics and needs of students in Islamic-affiliated elementary schools.

In this study, the materials aim to enhance the students' vocabulary, pronunciation, and speaking fluency, thus enabling them to effectively communicate in English. Mostly, English teachers endeavors to create English speaking materials that are specifically tailored to the linguistic and cultural contexts of students (Assauri et al., 2022; Ayu et al., 2020), in this context in Islamic-affiliated elementary schools. By focusing on vocabulary building, pronunciation practice, and speaking fluency, the materials aim to improve the students' English language proficiency and communication skills (Gazibara et al., 2019; Hadiyansah, 2020). Ultimately, the developed and designed materials contribute to the development of effective language teaching materials that meet the needs of diverse learners in various educational settings (Hayati, 2020; Hidayatullah & Haerazi, 2022).

English speaking materials should be designed to cater to the specific language learning needs of students, helping them to improve and develop their English-speaking skills (Ayu et al., 2020; Ihsan & Aulia, 2020). However, the effectiveness of such materials is often hindered by various factors, such as the availability of resources and the quality of instruction (Jupri et al., 2022; Karya et al., 2022). For instance, some students in Islamic-affiliated elementary schools may achieve fluency in English by taking courses outside of the classroom, rather than as a result of their classroom learning. This phenomenon suggests that the current English-speaking materials used in these schools may not be adequately facilitating students' language learning (Susilawati, 2023). Furthermore, while students may possess the same level of language proficiency, the lack of appropriate teaching materials and media can impede their language development.

Ambiguous instructions in English speaking materials, for instance, may hinder students' comprehension and prevent them from utilizing the vocabulary in daily life, including in Islamic contexts (Kenza Tacarraoucht et al., 2022). Therefore, it is essential that English speaking materials are designed to be relevant, accessible, and linguistically appropriate for students (Khan et al., 2018; Kinasih & Olivia, 2022), considering the sociolinguistic context in which they are situated. This study highlights the need for English speaking materials that are tailored to the specific needs of students, taking into account their linguistic and sociocultural contexts. By addressing the current limitations in teaching materials, such as ambiguous instructions and lack of relevant vocabulary, it is hoped that language learning outcomes in Islamic-affiliated elementary schools can be improved.

Teaching methods continue to be dominated by teacher-centered approaches, where the subject matter is dictated by the teacher, and students assume a passive role as listeners (Kumar et al., 2017; Lume & Hisbullah, 2022). The use of outdated and unengaging teaching materials exacerbates the problem, as these materials often comprise black and white pictures and plain text, lacking the interactive and visual elements that students find appealing. Research has shown that students prefer learning materials that are colorful, contain engaging pictures, and are designed to be interactive, as this facilitates their learning and enhances their motivation. Islamic teachers interviewed in this study have reported that when students are provided with fun and engaging textbooks, comprising elements such as colorful pictures, games, and interactive worksheets, they are more likely to complete the material on their own without requiring extensive teacher explanation. The use of such materials can promote student engagement, creativity, and vocabulary acquisition (Martina et al., 2021; Muliani & Sumarsono, 2019). The continued use of teacher-centered approaches and unengaging teaching materials in the classroom

may hinder students' language learning outcomes. To address this issue, it is essential to incorporate materials that are designed to be interactive, visually appealing, and engaging. By creating an environment that supports student creativity and motivation, the learning experience can be enhanced, resulting in more positive learning outcomes.

The researchers have undertaken a project to develop a new English speaking product for Islamic elementary school students, with the aim of increasing student engagement in language learning. The product has been tailored to meet the specific needs of this student population, starting with the use of visually appealing and Islamically-themed pictures. The colorful pictures prominently feature Islamic characters, and are intended to capture students' attention and encourage their interest in the materials. The product also features high-quality audio recordings that include Islamic short stories and music, with the aim of making the learning experience more enjoyable and engaging (Copeland & de Moor, 2018; Fatiani et al., 2021). In addition, the video player has been designed with an Islamic nuance, featuring short movies about prophets and other relevant Islamic themes.

Teaching and learning in the modern era require a flexible and comprehensive curriculum framework that incorporates essential materials and develops students' character and competencies (Desmarchelier, 2022). The "Curriculum Merdeka" is an initiative aimed at improving students' abilities and restoring learning during the pandemic by offering a more flexible curriculum that focuses on essential subjects (Surtantini, 2019). The English language subject, in particular, was eliminated from the previous curriculum, but the Merdeka curriculum supports supplementary lessons, especially for English (Habibi et al., 2022). This curriculum allows students to choose English as a subject and become more enthusiastic about learning it. It follows a project-based learning approach where students learn about issues related to their environment, making it easier for them to learn English speaking skills. The development of English speaking materials for Islamic elementary schools was guided by the R&D theory to ensure that the materials are appropriate for the target audience.

This study aims to investigate and develop appropriate English speaking materials for Islamic elementary schools. The objectives of the study are threefold. First, the study aims to conduct a need analysis of English speaking materials for Islamic elementary schools. This is to ensure that the materials are relevant and cater to the needs of the students. The need analysis considers the students' proficiency level, their preferred learning styles, and the specific vocabulary and language structures relevant to their environment and culture. Second, the study aims to describe the English speaking materials that are suitable for Islamic elementary schools. The materials should be designed with consideration of the Islamic culture and values, using Islamic themes and characters in order to make them more relevant and engaging to the students. The materials should also provide opportunities for students to practice their speaking skills, with a focus on vocabulary building, pronunciation, and fluency. Third, the study is focused to describe the quality of the English speaking materials developed for Islamic elementary schools. Quality is a critical factor in ensuring that the materials are effective in facilitating the students' learning process.

RESEARCH METHOD
Research Design

The present study employs the Research and Development (R&D) model by ADDIE design, which comprises five distinct phases, including analysis, design, development, implementation, and evaluation (Richey & Klein, 2005). Each stage of the ADDIE model serves a unique purpose in the research process, and together they provide

a systematic approach to designing and developing effective instructional materials. The first phase, analysis, is focused on identifying the target audience, their needs, characteristics, and the intended learning outcomes (Blessing & Chakrabarti, 2009). To achieve this goal, the researchers conducted a thorough analysis of the curriculum, syllabus, and lesson plans employed by English teachers at Islamic elementary schools. The analysis aimed to gain insights into the existing teaching practices, the materials used, and the learning objectives of the English language curriculum at these institutions. This process facilitated the identification of the target audience, comprising students in Islamic elementary schools learning English as a foreign language. Additionally, this analysis enabled the researchers to identify the needs and characteristics of the target audience, such as their level of proficiency in English and their cultural background. Furthermore, the researchers identified the intended learning outcomes of the English language curriculum, including language proficiency, vocabulary acquisition, and communicative competence. The analysis phase provides the foundational understanding necessary for the design, development, and evaluation phases of the research design, ensuring that the instructional materials created are tailored to the specific needs and characteristics of the target audience, and aligned with the intended learning outcomes.

The researchers proceeded to the design phase of the research design. The design phase is a critical stage of the research process, as it involves developing the instructional strategies, content, and materials that are used to deliver the English language curriculum to students. To ensure that the instructional materials created were relevant and effective, the researchers utilized the findings from the analysis phase as a foundation for the design phase. Based on the data collected during the analysis phase, the researchers identified the specific needs and characteristics of the target audience, as well as the intended learning outcomes of the English language curriculum. This information was then used to guide the development of instructional strategies, content, and materials that would be effective in meeting the learning objectives of the curriculum. The design phase is a creative process that requires careful consideration of the learning objectives, the target audience, and the instructional strategies and materials that are used to facilitate learning.

The third phase of the research design, the development phase, is focused on the creation and production of the actual instructional materials. This phase involves the transformation of the instructional strategies and content developed in the design phase into tangible materials that can be used in the classroom setting. The development phase is a critical stage in the research process, as the effectiveness of the instructional materials created is remarked through knowing the quality and accuracy of their production. To ensure the quality and accuracy of the instructional materials, the researchers emphasized research activities during this phase. In particular, the development of the English-speaking materials was guided by the expert judgments of language educators, who possessed the necessary knowledge and expertise to ensure that the materials were appropriate for the target audience and aligned with the intended learning outcomes.

Once the instructional materials have been designed and developed, the research project enters the implementation phase. The primary objective of the implementation phase is to test the effectiveness of the materials in a real-world setting, specifically in Islamic elementary schools. During this phase, the instructional materials are introduced into the classroom and used to deliver the English language curriculum to students. The implementation phase involves a series of activities that are geared towards assessing the effectiveness of the materials in achieving the intended learning outcomes. This process involves gathering feedback from both learners and instructors, which can be used to refine the materials and ensure that they are effective in facilitating learning. The feedback collected during the implementation phase can also be used to identify any issues or

challenges that arise during the implementation process, allowing for corrective actions to be taken.

The final phase of the research design is the evaluation phase, which is a critical stage in the research process. The objective of the evaluation phase is to assess the effectiveness of the instructional materials created and identify areas for improvement. This phase involves collecting data on the performance of students in English language classes, as well as gathering feedback from instructors and learners on the effectiveness of the materials. The data collected during the evaluation phase is used to measure the success of the research project and identify areas where the instructional materials can be improved. This process ensures that the instructional materials are effective in facilitating learning and achieving the intended learning outcomes. The utilization of the ADDIE model in this study is crucial to ensuring a thorough and systematic approach to the development of instructional materials. The ADDIE model provides a structured framework for the research design, ensuring that each stage of the research process is completed thoroughly and efficiently. This approach contributes to the effectiveness and quality of the research outcomes, as it allows for a comprehensive evaluation of the instructional materials and the identification of areas for improvement.

Research Instruments

In this study, three instruments were used to collect data: documentation notes, questionnaires, and interview guidelines. The documentation note was utilized to record information obtained by the researcher about the available textbooks that served as a comparison with the materials being developed (Cohen et al., 2018). The existing textbook of Islamic Elementary School was used to find out research data. The second instrument was questionnaires, which were distributed to gather information on students' needs in terms of their necessities, lacks, and wants. The questionnaires were also used to assess the quality of the first draft of speaking materials and to collect information concerning the students' learning activities using the product and their responses towards the materials. The study used quantitative data to explain the use of qualitative data because the survey used questionnaires and document notes. The last instrument used was an interview, which was applied to collect data on the existing materials and determine whether the data were suitable for use in speaking materials. Overall, the combination of these three instruments allowed the researchers to collect both qualitative and quantitative data that were essential in the development of speaking materials for Islamic Elementary School students.

Data Analysis Technique

In this study, the data collected through documentation notes and interviews were analyzed using qualitative methods, specifically data condensation, data display, and drawing conclusions and verification (Cohen et al., 2018). The first step in the analysis process was data condensation, which involved the reduction of large amounts of information into a condensed form by selecting and summarizing key points. Next, the data were displayed in a way that allowed for meaningful interpretation and analysis. This included organizing the data into categories and themes to identify patterns and trends in the information. The final step in the analysis process was drawing conclusions and verification. This involved interpreting the data to identify important findings and drawing conclusions based on the evidence. The validity of the conclusions was then verified by comparing them with the original data and seeking feedback from other researchers in the field (Fahmy El-Sabaa et al., 2017). By utilizing these qualitative methods, the researchers were able to analyze and interpret the data collected through documentation notes and interviews in a rigorous and systematic manner. This allowed for the development of

meaningful insights and conclusions that were grounded in the data and supported by the research findings.

In this study, the data collected through questionnaires were analyzed using descriptive statistical analysis. The results of students' wants, lacks, and necessities were computed using SPSS devices, which allowed for the calculation of various descriptive statistics such as means, standard deviations, and percentages. Based on the results of the analysis, the high percentage options selected by both students and teachers were given final consideration in the design of the English-speaking materials. This ensured that the materials were developed in a way that met the needs and preferences of the target audience. Descriptive statistical analysis is a powerful tool for analyzing and interpreting large datasets in a clear and concise manner. By using this method, the researchers were able to identify key trends and patterns in the data, which provided valuable insights into the needs and preferences of the students and teachers. These insights were then used to guide the development of the English-speaking materials, ensuring that they were both relevant and engaging for the target audience.

RESULTS AND DISCUSSION
Need Analysis

The aim of a needs analysis is to identify the needs and wants of target respondents in order to design materials that are tailored to their specific needs. In this study, a questionnaire was designed to reveal the target needs and learning needs of the students as the basis for the development of their speaking materials. The questionnaire consisted of 10 multiple-choice questions and included semi-structured questions, where the major questions were designed in a way that a closed-ended (multiple-choice) question was followed by an open probe for further explanation or additional choices of answers. The respondents in this study were students and teachers from an Islamic elementary school. The student sample consisted of 35 students (18 males and 17 females) ranging in age from 7 to 10 years old. There were 10 students who were 7 years old, 8 students who were 8 years old, 6 students who were 9 years old, and 11 students who were 10 years old. The students were asked to complete the questionnaire, which provided valuable insights into their needs and preferences related to speaking materials. In addition to the questionnaire, two teachers were also interviewed using a structured interview format. The interview data provided further insights into the needs and wants of the target audience, which were used to inform the development of the speaking materials.

Necessities

The motivation behind students' desire to learn English is multifaceted, as English is perceived as a unique language that is important, enjoyable, and capable of bringing happiness. In addition, students believe that learning English will enable them to travel the world and achieve their goals, as they see foreigners who travel extensively using English as their primary mode of communication. The results of the questionnaire indicated that all of the students surveyed (100%) expressed a need to learn English. Specifically, Question 3, which asked whether students were interested in learning English, revealed that students were highly interested and enthusiastic about learning the language because they found it to be motivating. Of the 35 students surveyed, all of them agreed that they were interested in learning English. Moreover, students identified that the learning environment played a crucial role in their motivation to learn English (Alejo & Piquer-Píriz, 2016; Martina et al., 2021). They stated that they needed a comfortable and conducive class environment that would help create a more cheerful and pleasant learning experience. Additionally, the students noted that learning English in fresh and inspiring

locations, such as near the beach, lake, or garden, would contribute to a positive learning atmosphere and enhance their mood and motivation to learn.

The importance of learning English in Islamic elementary school was examined through two questions in the questionnaire. The responses provided insight into the position of English as a subject in the school curriculum. The findings showed that English was taught as a supplementary subject, rather than as a primary subject. This is in line with the curriculum of Islamic elementary schools, which outlines several reasons for teaching English. Firstly, English is introduced as an international language, as some of the books used in elementary school are written in English, especially for Arabic books. Secondly, English is taught to prepare students for the era of globalization, as English is becoming increasingly important in education. Finally, English is required for the final exam and for high school entrance exams (Kusumaningputri & Widodo, 2018; Setyono & Widodo, 2019). In addition, English proficiency can provide opportunities for studying abroad, obtaining scholarships, and pursuing job opportunities. The findings suggest that English is considered an important subject in Islamic elementary schools, despite its supplementary status.

Lacks

The assessment of learners' ability in learning English is important in the development of English-speaking materials (Aprianoto & Haerazi, 2019; Zano, 2022). This study investigates the learners' assumption of learning English based on question number 4 of the questionnaire. The question asked whether the learners find learning English difficult or easy. The results showed that 71% of the respondents found English difficult to learn due to its different pronunciation and text. The factors that contributed to this difficulty include unclear instructions in the English book, a lack of illustration in textbooks that mainly feature Islamic characters, limited access to English books, and a lack of support from the environment. The learners' daily life and interactions are dominated by their mother tongue, which makes it challenging to develop English vocabulary (Sugianto & Hasby, 2023). On the other hand, 20% of the respondents indicated that learning English was not too difficult, possibly because of their exposure to English materials, such as songs, movies, and comics. In addition, 9% of the respondents found English easy to learn due to their good ability in the language, supported by materials, daily English usage, and taking courses. The results of this study highlight the importance of providing clear instructions and illustrations in textbooks and creating a supportive environment to improve learners' English proficiency.

Wants

The present study investigated the design of the English course book that students in an Islamic elementary school prefer. This was reflected in question number 6 of the questionnaire which asked about the students' favorite topics and types of English books. To start with, the researcher presented the question "What do you like English speaking topics?" before providing five choices. The results showed that the five most popular topics were travelling, hobby, parts of the body, kitchen, and earth. The majority of students (54%) chose travelling, indicating a strong interest in sharing their experiences of travelling around the world, such as visiting Paris, attending football competitions, or studying abroad. Meanwhile, 34% of students preferred the topic of hobby, with some male students expressing an interest in emulating their favorite footballers. In contrast, the topics of parts of the body and earth received less interest (50% each), with students finding them difficult and not as relevant to their daily communication needs. For example, some students found it challenging to pronounce certain words, such as "knee" and "environment," as these words are not commonly used in their mother tongue. Overall, these results suggest that

students prefer English topics that allow them to share their personal experiences and interests, and that are relevant to their daily lives (Alfatihah & Tyas, 2022).

In this section, the study investigated the students' interest in learning English and their preferred language skills. The students were given the choices of speaking, reading, listening, writing, and games, and their responses were recorded. Nineteen students reported a preference for speaking, while only five students expressed a preference for listening and games. Additionally, one student preferred writing. Prior to answering, the students mentioned that they found English more interesting when presented with colorful materials (Alfatihah & Tyas, 2022; Chen et al., 2022), particularly those that included common and cute Islamic pictures such as Upin ipin, diva, nusa, and rara. While a majority of students reported a positive correlation between colorful materials and increased enthusiasm for learning (71%), some students noted that colorful materials could lead to distraction and loss of focus during studying (29%). In conclusion, the results of this section highlight the students' preference for speaking as the most enjoyable language skill and the significance of the visual aids in English learning, particularly those that incorporate Islamic pictures.

In addition to interesting design, students expressed a desire for cheerful, interactive, and enjoyable activities. The questionnaire revealed that factors that contributed to students' interest in learning English included watching movies, listening to music, engaging in creative activities, and practicing speaking. Importantly, students wanted to be able to apply what they learned in real-life situations. To explore this further, the researcher asked students to write about what made learning English fun for them. Fifteen students indicated that they enjoyed speaking while playing games, allowing them to practice their speech in a playful context. Eight students preferred watching movies, as it allowed them to discuss and summarize the plot in English. Twelve students enjoyed music and creative activities, such as drawing cartoons or creating invitations based on song lyrics. Additionally, students suggested group learning that resembled an office setting, where they could solve real-world problems using English (Brossard Børhaug & Harnes, 2020; Chikh & Hank, 2016). The researcher concluded that students preferred a variety of activities that allowed them to engage with the language in a practical and enjoyable way.

In summary, the students engaged in various fun and interactive activities that enhanced their speaking skills. These activities included playing games, completing worksheets, and engaging in creative projects. Games were played both in the textbook and outdoors. The worksheets involved coloring, cutting, pasting, and storytelling based on collected pictures. The students also engaged in creating various forms of creativity, such as invitation and congratulation cards. The primary objective of these activities was to develop the students' abilities, confidence, and knowledge in English.

Determined the Learning Goals

The researchers aimed to develop students' communicative ability through the designed materials, and for this purpose, three language functions were selected. The first function was expressing abilities, which involved the students performing confidently using one of the topics in the textbook, such as the alphabet, counting, greetings, family, and professions. The second function was showing preferences, which was achieved through a spelling bee activity, where students spelled words using tone and vocabulary. Finally, the third function was describing something or telling a story, where students were encouraged to tell a story based on the topics and their interests (Assauri et al., 2022; Chubko et al., 2020). By incorporating these three language functions, the researchers aimed to foster students' communicative ability in simple spoken English.

The Syllabus (Course Grids)

In designing the syllabus for this material, the researchers opted to use the Merdeka curriculum or Project-based syllabus, which is organized around themes, topics, language functions, tasks, and other units of content. To facilitate the learning process, a modular format syllabus was employed, where the materials were presented in the form of topics or themes. The textbook consists of five units, namely: Introduction Letters, Numbers, Greeting, Family, and Professions. Each unit covers a variety of language functions that are relevant to the theme, such as expressing preferences, describing people, and telling stories (Akiba et al., 2019; Angelini & Álvarez, 2018). The tasks in each unit are designed to be engaging and interactive, encouraging students to use their language skills in real-life situations. Overall, this curriculum design provides a comprehensive and structured approach to language learning that is both effective and enjoyable for students.

Design Materials

This materials were designed to teach speaking skills in Islamic elementary schools with a focus on developing learners' speaking skills. The textbook was developed using project-based learning and the activities in every unit were developed using Merdeka curriculum tasks to provide learners with opportunities to develop their skills (Martina et al., 2021; Muliani & Sumarsono, 2019). The aim was to help learners comprehend spoken English and to communicate in simple English. The book was designed based on the results of a needs analysis survey and other sources such as guidebooks, articles, and websites. The researcher simplified the references into interesting materials that were appropriate for the students' level. The ultimate goal was to increase students' confidence and active communication in English, even though some students preferred group work to speaking self in front of the class. To address this issue, teachers were encouraged to incorporate speaking activities to help students become more fluent. The textbook contains five units, each of which includes eight book features that represent the steps of the project-based learning materials (Al-Rawahi & Al-Mekhlafi, 2015; Ringotama et al., 2022). It can be presented in Table 1. Overall, the materials were designed to improve learners' ability to communicate in English and increase their confidence in speaking publicly.

Table 1. Language Figure

Steps of Project-based materials	The book features
Key knowledge, understanding and success skills	Critical thinking or problem solving
Challenging problem and question	Meaningful problem to solve or a question to answer
Sustained inquiry	Process asking questions, finding resources and applying information
Authenticity	Real world content
Student voice and choice	Make some decision project
Reflection	Quality of the student work
Critique and revision	Give, receive and use feedback to improve process and product
Public product	Displaying and presenting product

This textbook consists of 5 units, from unit 1 to unit 4, which provide learners with six assignments in each unit. The assignments are aimed at developing the learners' speaking skills through various activities. The first assignment involves singing a song related to the topic of the unit. The second assignment is spelling letters, which includes spelling vocabulary and a spelling bee using a song. The third assignment is telling a short

story by describing a picture. The fourth assignment is a worksheet which includes coloring, cutting, and pasting, and requires the students to spell the picture and tell a story so that they can receive a picture to color, cut, and paste. The fifth assignment is a game called "snake of leaders". Finally, the sixth assignment involves creativity, where the students are required to make a product and explain the aim of the product. All these assignments are designed to help students to develop their speaking abilities in a fun and interactive way (Kinasih & Olivia, 2022).

Unit 1: Introduction

This unit is centered on numbers and includes various tasks to enhance students' learning. In the first task, the students are required to complete an assignment, following which they engage in a warm-up activity that involves memorizing new vocabulary words. The researcher stimulates the students by using a song and some pictures to aid their comprehension of the main task. Additionally, the students are challenged to create short dialogues and stories based on the song (Arndt & Woore, 2018; Tomson, 2015), which they later interpret to their peers. In the next assignment, students focus on vocabulary related to numbers, including spelling and description. This task involves the use of cute animals, colors, and expressions, each of which has unique characteristics that students are encouraged to explore. As a result, students begin to question and think critically about their knowledge of numbers. Furthermore, by engaging in critical thinking, students become more interested in the short story about the Seven Sleepers, which helps to expand their understanding. To reinforce their comprehension, the students listen to a recording of the story. Overall, these tasks aim to encourage students to think critically and engage with the material in a meaningful way.

In brief, the final sections of the course involved worksheets, games, and creative activities to assess the students' comprehension and retention of the new material presented during the course. Specifically, these activities were designed to evaluate the extent to which students had internalized the new vocabulary words presented in class and to reinforce the vocabulary words that they had learned prior to this unit. The final assignment, in particular, aimed to enhance students' confidence by providing them with an opportunity to showcase their understanding and publicly present their work (Gazibara et al., 2019; Huff & Nietfeld, 2009). By engaging in these activities, students were able to further hone their language skills and develop greater proficiency in English. Overall, the use of such methods in assessing and reinforcing the students' knowledge of the material served to enhance their confidence, as well as their overall understanding and retention of the course content.

Unit 2: Greetings

Each unit follows the same rule of beginning with a warming-up activity that involves a song stimulus. This approach enhances children's interest and motivation to learn, as it combines education with playfulness and music. The present unit focuses on greeting expressions. Unlike the previous unit, which included an introduction to greeting expressions, this unit adopts a new teaching style that starts with teaching the letters and numbers. After mastering spelling, pronunciation, and recognizing them in a short story, the students are then introduced to the concept of greetings through dialogues that illustrate different daily-life situations, from waking up in the morning to going to bed. By solving the short dialogues and guessing the pictures, students engage in critical thinking and develop their comprehension and speaking skills. Additionally, the students learn how to express greetings before meals and sleep, and they analyze vocabulary to create short stories that aim to improve their fluency in speaking before applying them in daily

conversation (Amador & Carter, 2018; Bjuland & Helgevold, 2018). Finally, the unit concludes with a review session, where students relax and engage in worksheet games and creative activities. The teacher provides feedback in the form of critiques, suggestions, advice, and revisions, which enables students to reflect on their learning outcomes and take constructive measures to improve their performance.

Unit 3: Family

The upcoming unit, namely Unit 3, is a continuation of the previous units, which underscores the interconnectedness of the various units. This unit delves into the family of Prophet Muhammad SAW, and highlights the importance of mastering the fundamentals of English learning, such as learning letters and numbers. Specifically, students will learn how to identify and spell the names of family members. The critical thinking skills of the students are developed through group discussions and individual thought processes, which enable them to ask each other challenging questions, and thereby gain a better understanding of the Islamic vocabulary (Cahyo et al., 2019; Irawan & Haerazi, 2021). The relaxing stimulus, in the form of games and creative activities, serves to enhance students' memory retention capabilities. The unit's tasks involve providing simple instructions for students, which have a significant impact on their learning outcomes. The tasks include creating short dialogues in pairs and groups, reading stories, and presenting them in front of the class in their own words, as well as describing vocabulary based on their favorite expressions. Finally, the unit concludes with familiar activities, such as worksheets, creative tasks, and games, which serve to relax the students' minds and reinforce their learning. Overall, the unit's design aims to foster a deeper understanding of the family of Prophet Muhammad SAW, while strengthening students' English language skills and critical thinking abilities.

Unit 4: Professions

Unit 4 is the final unit of the course, and serves to consolidate all previous learning sections. This unit expands upon the students' vocabulary by introducing additional Islamic professions and characters. To engage students in the learning process, a guessing song is employed as a stimulus. The song, played in groups, provides clues about various professions, prompting students to apply their efforts towards guessing their meanings. Additionally, this unit features a longer story than previous units, with the goal of enhancing students' familiarity with common Islamic vocabulary related to historical events (Irawan & Haerazi, 2021; Yudiawan et al., 2021). In the activity section of this unit, students are challenged to retell the century of Prophet Muhammad SAW in simple language, or with simple statements. This activity serves to reinforce the students' understanding of historical events, while also improving their language skills. Overall, Unit 4 plays a crucial role in consolidating and reinforcing students' previous learning, while introducing new vocabulary and promoting engagement through interactive activities.

Table 2. Activities of Workbook

Unit	Topics	Activities
0	Introduction Letters	o Sing a song letters and practice pronoun- ciation o Spelling letters (spelling vocabularies and spelling bee used song) o Telling short story (describe picture and count in front of class)

Unit	Topics	Activities
		o Worksheet (color, cut and paste but student must spell the picture and tell story so that they get picture to color and cut then paste) o Games (snake of leaders) o Creativity (making card for family or friends then they tell aim of card)
1	Numbers	o Sing a song count banana (inference the song and tell by own words) o Spelling number and telling favorite number o Telling story about Islamic character such as 'The Seven Sleepers' (retell in front of class) o Worksheet (mention favorite number and color then applied on the picture) o Games (match the picture pillar of Islam and tell main of it) o Creativity (color, cut, paste 'Rukun Iman' and tell in front of the class)
2	Greetings	o Sing a song 'Assalamuallaikum' (tell main of assalamuallaikum, make conversation) o Telling story (daily activity from morning to evening) o Worksheet (fill the blank of story and practice in pairs) o Games Bingo Animal (describe animal and guessing) o Creativity (make flashcard to telling story)
3	Family	o Sing a song 'Your Mother' (telling closed family) o Family three (describe speaker family) o Telling story 'Prophet of Muhammad' (telling story and conversation in pairs) o Worksheet (pair family of Prophet Muhammad) o Games (coloring and tell the picture or describe picture) o Creativity (make family three of Prophet Muhammad)
4	Professions	o Sing a song profession (telling aspiration) o Vocabulary (spelling, describe place of work professions. o Tell short story o Worksheet (match the picture and tell the responsible) o Games (Islamic maze found the way or show the way go to mosque) o Creativity (make invited card for family, teacher, fiends and tell the sentences of card)

The Quality Design

In order to assess the quality of the developed speaking materials design, the researchers sought feedback from experts in the field. The selected evaluators were faculty members from the Department of English Education at Mandalika University of Education, all of whom possessed substantial experience in teaching English as a second language, with a minimum of three years of teaching experience. In addition, two English language designers were also involved in the evaluation process. The evaluation design was structured to provide a comprehensive overview of the developed materials, and aimed to identify any potential issues with the design or content of the materials. The descriptions of the evaluators and their feedback on the developed materials were documented and presented in Table 3. The inclusion of expert evaluations in the assessment of the developed materials provides an important perspective on the quality of the materials (Kazemian et al., 2021), and can help to identify areas for improvement or refinement. Through this evaluation process, the researchers can ensure that the developed

materials meet the necessary standards of quality, relevance, and pedagogical effectiveness, and can provide a valuable resource for educators and learners alike.

Table 3. Description Evaluator

Educational Background			Teaching Experience		
S1	S2	S3	<1 year	2 years	3 years
		√			√

The process of evaluating the developed product by experts is a common practice in the field of educational material development to ensure the quality of the product. Therefore, the current study also utilized this approach to enhance the credibility and reliability of the developed speaking materials design. The experts who participated in the evaluation process were selected based on their qualifications and teaching experience in English language education. Specifically, two English language experts, including a senior lecturer and a designer with teaching experience of over three years, were invited to evaluate the developed materials. The senior lecturer was involved in the evaluation process by providing feedback on the materials and offering suggestions and criticism to improve the overall quality and effectiveness of the materials. On the other hand, the second evaluator, who was also an English language designer, provided feedback by responding to a set of questionnaires prepared by the research team.

The evaluators analyzed the content of the developed materials and provided suggestions to enhance their effectiveness and relevance to the target audience. The feedback and suggestions provided by the evaluators were used to improve the quality and effectiveness of the developed speaking materials design (Bahari, 2021; Biber et al., 2011). The research team considered all the suggestions and criticism from the evaluators and revised the materials accordingly. The specific suggestions made by the experts are outlined in detail in Table 4, which shows the suggestions and opinions on various aspects of the developed materials. By incorporating the suggestions and criticism provided by the evaluators, the research team was able to enhance the value and usefulness of the developed speaking materials design for English language learners.

Table 4. The Opinions and Suggestions from the Evaluator

General Evaluators	The Opinions and Suggestion
The weaknesses of design materials	Unit 0, Need more vocabularies, Need more picture, and Need more games
The need of extra material which is added	Add more vocabularies about Islamic
Suggestion	The conversation makes 2 or 3 variations in basic games The better add more games learning so that the students are not bored.

In order to enhance the quality of the developed English-speaking materials, a team of experts were consulted and their feedback was taken into consideration. The suggestions put forward by the experts were focused primarily on improving the design and content of the materials. These suggestions included adding Islamic-themed pictures, incorporating a more colorful and visually appealing layout, including stories that highlight Islamic values and characters (Cahyo et al., 2019; Irawan & Haerazi, 2021), as well as adding games that relate to the pillars of Islam or rukun iman. The experts' recommendations were carefully considered and used to revise and refine the speaking materials, with the aim of creating a more engaging and effective learning experience for the students. It is

hoped that these improvements will not only enhance the overall quality of the materials, but also increase students' motivation and interest in learning English with an Islamic context.

CONCLUSION

In this study, a needs analysis was conducted to identify the specific needs and wants of students and teachers in an Islamic elementary school with regard to English-speaking materials. The results indicated that all students surveyed expressed an interest in learning English, and that a positive learning environment was crucial to their motivation and enjoyment of the subject. Additionally, the findings showed that English was an important subject in the curriculum of Islamic elementary schools, with many students seeing it as a necessary skill for their future studies and careers. However, the study also highlighted some of the challenges students faced in learning English, such as difficulty with pronunciation and a lack of support and resources.

The results of the questionnaire also revealed that students had clear preferences when it came to the topics and types of English-speaking materials they enjoyed most. Traveling emerged as the most popular topic, followed by hobbies, with topics such as parts of the body and the environment receiving less interest. The study underscores the importance of designing materials that are tailored to the specific needs and interests of the students and that take into account their abilities and challenges in learning English. By doing so, English-speaking materials can be developed that are engaging, motivating, and effective in helping students achieve their language learning goals.

The research concludes that the textbook, designed using project-based learning and Merdeka curriculum tasks, is effective in improving learners' English speaking skills and confidence. The materials are appropriate for Islamic elementary school students and aim to provide opportunities for learners to comprehend spoken English and communicate in simple English. The five units of the book have been designed based on the results of a needs analysis survey, guidebooks, articles, and websites. The units consist of various assignments that are aimed at developing speaking skills through fun and interactive activities such as singing, spelling, storytelling, games, and creativity. Each unit includes a warm-up activity that involves a song stimulus, which enhances learners' motivation and interest in learning. The assignments in each unit are designed to encourage critical thinking, problem-solving, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, and public product. The research concludes that the materials are effective in improving learners' speaking abilities, expanding their vocabulary, and enhancing their confidence, as well as their overall understanding and retention of the course content.

RECOMMENDATION

Based on the research discussion, it is highly recommended to conduct further studies on the effectiveness of project-based learning and Merdeka curriculum tasks in developing elementary students' speaking skills. The researcher's design and approach in creating the materials, which aimed to improve students' confidence in speaking English and to enhance their ability to communicate publicly, appear to be highly effective. The materials include a variety of activities and assignments that are designed to be interactive, fun, and meaningful. Additionally, the use of songs and pictures as a stimulus to engage the students is a unique and creative approach that could be further explored in future studies. Further research could investigate the effectiveness of such materials in other contexts and examine the students' attitudes towards this teaching method. Additionally, future research could explore the impact of these materials on long-term language development and its contribution to academic success. Overall, the current research

demonstrates the potential benefits of project-based learning and Merdeka curriculum tasks in promoting language development, and further research in this area could significantly contribute to the field of language teaching and learning.

ACKNOWLEDGMENT

REFERENCES

Abdullah, M. Y., Hussin, S., Hammad, Z. M., & Ismail, K. (2021). Exploring the Effects of Flipped Classroom Model Implementation on EFL Learners' Self-confidence in English Speaking Performance. In M. Al-Emran, K. Shaalan, & A. E. Hassanien (Eds.), *Recent Advances in Intelligent Systems and Smart Applications* (Vol. 295, pp. 223–241). Springer International Publishing. https://doi.org/10.1007/978-3-030-47411-9_13

Afifah, N., & Devana, T. (2020). Speaking Skill through Task Based Learning in English Foreign Language Classroom. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, *7*(2), 135. https://doi.org/10.33394/jo-elt.v7i2.3109

Akiba, M., Murata, A., Howard, C. C., & Wilkinson, B. (2019). Lesson study design features for supporting collaborative teacher learning. *Teaching and Teacher Education*, *77*, 352–365. https://doi.org/10.1016/j.tate.2018.10.012

Albiladi, W. S. (2018). Exploring the Use of Written Authentic Materials in ESL Reading Classes: Benefits and Challenges. *English Language Teaching*, *12*(1), 67. https://doi.org/10.5539/elt.v12n1p67

Alejo, R., & Piquer-Píriz, A. (2016). Urban vs. rural CLIL: An analysis of input-related variables, motivation and language attainment. *Language, Culture and Curriculum*, *29*(3), 245–262. https://doi.org/10.1080/07908318.2016.1154068

Alfatihah, D. F. N., & Tyas, P. A. (2022). The Correlation Between Undergraduate-Students' Reading Interest and Their Reading Comprehension. *Journal of Languages and Language Teaching*, *10*(3), 343. https://doi.org/10.33394/jollt.v10i3.5460

Al-Rawahi, L. S., & Al-Mekhlafi, A. M. (2015). The effect of online collaborative project-based learning on English as a Foreign Language learners' language performance and attitudes. *Learning and Teaching in Higher Education: Gulf Perspectives*, *12*(2), 74–91. https://doi.org/10.18538/lthe.v12.n2.186

Amador, J. M., & Carter, I. S. (2018). Audible conversational affordances and constraints of verbalizing professional noticing during prospective teacher lesson study. *Journal of Mathematics Teacher Education*, *21*(1), 5–34. https://doi.org/10.1007/s10857-016-9347-x

Anabel, T. W. V., & Simanjuntak, D. C. (2022). Obtaining Preferences from a Hybrid Learning System to Promote English-Speaking Ability Through Focus Group

Discussion. *Journal of Languages and Language Teaching*, *10*(2), 118. https://doi.org/10.33394/jollt.v10i2.4994

Andika, A., Tahrun, T., & Firdaus, M. (2023). Developing English Grammar Instructional Materials Oriented to Constructivism Theory. *Journal of Languages and Language Teaching*, *11*(2), 286. https://doi.org/10.33394/jollt.v11i2.6838

Angelini, M. L., & Álvarez, N. (2018). Spreading lesson study in pre-service teacher instruction. *International Journal for Lesson and Learning Studies*, *7*(1), 23–36. https://doi.org/10.1108/IJLLS-03-2017-0016

Aprianto, Dr., & Haerazi, Dr. (2019). Development and Assessment of an Interculture-based Instrument Model in the Teaching of Speaking Skills. *Universal Journal of Educational Research*, *7*(12), 2796–2805. https://doi.org/10.13189/ujer.2019.071230

Ariani, D. (2020). Problems of Electrical Engineering Department Students of Polytechnic of Raflesia in Speaking English in Group Presentation. *Journal of English Education and Teaching*, *4*(2), 195–205. https://doi.org/10.33369/jeet.4.2.195-205

Ariani, S., & Tawali, T. (2021). Problems of Online Learning during Covid-19 Pandemic in Speaking For Professional Context Class. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, *8*(1), 32. https://doi.org/10.33394/jo-elt.v8i1.3783

Arndt, H. L., & Woore, R. (2018). Vocabulary learning from watching YouTube videos and reading blog posts. *Language Learning*, *22*(1), 124–142. https://doi.org/10125/44660

Assauri, M. S. A., Haerazi, H., Sandiarsa, K. D., & Pramoolsook, I. (2022). Exploring English Teachers' Perception on the Teaching of Using Story Telling Viewed from Phonology Awareness to Improve Students' Speaking Skills amid Covid-19 Pandemic. *Journal of Language and Literature Studies*, *2*(2), 99–108. https://doi.org/10.36312/jolls.v2i2.615

Ayu, P. D. S., Hidayatullah, H., & Ariani, S. (2020). Applying Circle Game to Enhance Students' Speaking Skill. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, *7*(2), 119. https://doi.org/10.33394/jo-elt.v7i2.3187

Bahari, A. (2021). Computer-mediated feedback for L2 learners: Challenges versus affordances. *Journal of Computer Assisted Learning*, *37*(1), 24–38. https://doi.org/10.1111/jcal.12481

Biber, D., Nekrasova, T., & Horn, B. (2011). The effectiveness of feedback for L1-English and L2-writing development: A meta-analysis. *ETS Research Report Series*, *2011*(1), i–99. https://doi.org/10.1002/j.2333-8504.2011.tb02241.x

Bjuland, R., & Helgevold, N. (2018). Dialogic processes that enable student teachers' learning about pupil learning in mentoring conversations in a Lesson Study field practice. *Teaching and Teacher Education*, *70*, 246–254. https://doi.org/10.1016/j.tate.2017.11.026

Blessing, L. T. M., & Chakrabarti, A. (2009). *DRM, a Design Research Methodology*. Springer London. https://doi.org/10.1007/978-1-84882-587-1

Brossard Børhaug, F., & Harnes, H. B. (2020). Facilitating intercultural education in majority student groups in higher education. *Intercultural Education*, *31*(3), 286–299. https://doi.org/10.1080/14675986.2020.1727654

Cahyo, S. D., Muslim, M. R. U., Rahman, A. N., & Pratolo, B. W. (2019). Needs analysis of Islamic-based English reading material for the Muhammadiyah junior high

school. *International Journal of Evaluation and Research in Education (IJERE)*, *8*(2), 286. https://doi.org/10.11591/ijere.v8i2.18647

Chen, S., Du, H., Wang, S., & Yang, L. (2022). Understanding EFL reading anxiety in relation to learning motivation, attitudes and strategies for Chinese and Spanish undergraduates. *System*, *108*, 102842. https://doi.org/10.1016/j.system.2022.102842

Chikh, A., & Hank, S. (2016). Towards a Cooperative Learning Approach Using Intelligence Based Learners Grouping: Intelligence Based Learners Grouping. *Computer Applications in Engineering Education*, *24*(4), 639–650. https://doi.org/10.1002/cae.21739

Chubko, N., Morris, J. E., McKinnon, D. H., Slater, E. V., & Lummis, G. W. (2020). Digital storytelling as a disciplinary literacy enhancement tool for EFL students. *Educational Technology Research and Development*, *68*(6), 3587–3604. https://doi.org/10.1007/s11423-020-09833-x

Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education (8th Edition)*. New York: Routledge.

Copeland, S., & de Moor, A. (2018). Community Digital Storytelling for Collective Intelligence: Towards a Storytelling Cycle of Trust. *AI & SOCIETY*, *33*(1), 101–111. https://doi.org/10.1007/s00146-017-0744-1

Desmarchelier, R. (2022). Neoliberal influences on the implementation of intercultural curriculum initiatives: Teacher interactions with the Australian Curriculum. *Intercultural Education*, *33*(5), 485–508. https://doi.org/10.1080/14675986.2022.2070129

Fahmy El-Sabaa, F. M., Mohamed, A. A., & Zakria, S. K. (2017). The Qualitative and Quantitative Methods of Kovalevskys Case. *Journal of Applied Mathematics and Physics*, *05*(09), 1837–1854. https://doi.org/10.4236/jamp.2017.59155

Fatiani, T. A., Rahman, A., & Jupri, J. (2021). Practicing Cooperative Learning Model Using Picture Cube and Story Marker to Improve Writing Skills. *Journal of Language and Literature Studies*, *1*(1), 29–40. https://doi.org/10.36312/jolls.v1i1.500

Gazibara, T., Wiltshire-Fletcher, M., Maric, G., Kozic, D., Kisic-Tepavcevic, D., & Pekmezovic, T. (2019). Self-confidence and clinical skills: The case of students who study medicine in English in a non-English speaking setting. *Irish Journal of Medical Science (1971 -)*, *188*(3), 1057–1066. https://doi.org/10.1007/s11845-018-1947-2

Habibi, A., Jupri, & Dehghani, S. (2022). Developing the Prototype of Text-Based Learning Materials for the Teaching of Reading Skills at the Middle Schools. *Journal of Language and Literature Studies*, *2*(2), 75–87. https://doi.org/10.36312/jolls.v2i2.760

Hadiyansah, D. N. (2020). Using Puppet Media in Improving the Speaking Ability of Junior High School Students 4 Waru Sidoarjo. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, *7*(2), 74. https://doi.org/10.33394/jo-elt.v7i2.3146

Hayati, A. (2020). The Use of Digital Guessing Game to Improve Students' Speaking Ability. *Journal of English Education and Teaching*, *4*(1), 115–126. https://doi.org/10.33369/jeet.4.1.115-126

Hidayatullah, H., & Haerazi, H. (2022). Exploring the Use of Various Board Games to Enhance Speaking Skills Viewed from Students' Phonology Awareness: Speaking Skills; Phonology Awareness; Games. *Journal of Language and Literature Studies*, *1*(2), 93–102. https://doi.org/10.36312/jolls.v1i2.614

Huff, J. D., & Nietfeld, J. L. (2009). Using strategy instruction and confidence judgments to improve metacognitive monitoring. *Metacognition and Learning*, *4*(2), 161–176. https://doi.org/10.1007/s11409-009-9042-8

Ihsan, P., & Aulia, E. R. (2020). Instagram As Medium of Promoting English Speaking Skill: English Edupreneurship. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, *7*(2), 105. https://doi.org/10.33394/jo-elt.v7i2.3180

Irawan, L. A., & Haerazi, H. (2021). Islamic cultural notes in ELT instruction in the Islamic boarding schools of Haramain Nahdlatul Wathan Narmada, West Nusa Tenggara. *AKADEMIKA: Jurnal Pemikiran Islam*, *25*(2), 385. https://doi.org/10.32332/akademika.v25i2.1437

Jupri, J., Mismardiana, Muslim, & Haerazi, H. (2022). Teaching English Using Two Stay Two Stray in Improving Students' English Speaking Skills Integrated with Foreign Language Anxiety. *Journal of Language and Literature Studies*, *2*(1), 33–42. https://doi.org/10.36312/jolls.v2i1.719

Karya, P. J., Takarroucht, K., Zano, K., & Zamorano, A. (2022). Developing the Prototype of Picture-Based Learning Materials in the Teaching of Speaking Skills. *Journal of Language and Literature Studies*, *2*(2), 109–116. https://doi.org/10.36312/jolls.v2i2.763

Kazemian, M., Irawan, L. A., & Haerazi, H. (2021). Developing Metacognitive Writing Strategy to Enhance Writing Skills Viewed from Prospective Teachers' Critical Thinking Skills. *Journal of Language and Literature Studies*, *1*(1), 14.

Kenza Tacarraoucht, Zano, K., & Zamorano, A. (2022). Team Games-Language Learning Model in Improving Students' Speaking and Listening Skills Viewed from Creativity. *Journal of Language and Literature Studies*, *2*(1), 53–61. https://doi.org/10.36312/jolls.v2i1.711

Khan, R., Radzuan, N., Shahbaz, M., Ibrahim, A., & Mustafa, G. (2018). The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners. *Arab World English Journal*, *9*(1), 406–418. https://doi.org/10.24093/awej/vol9no1.28

Kinasih, P. R., & Olivia, O. (2022). An Analysis of Using Movies to Enhance Students' Public Speaking Skills in Online Class. *Journal of Languages and Language Teaching*, *10*(3), 315. https://doi.org/10.33394/jollt.v10i3.5435

Kumar, M., Kalakbandi, V., Prashar, S., Neelu, & Parashar, A. (2017). Overcoming the effect of low self-esteem on public speaking anxiety with mindfulness-based interventions. *DECISION*, *44*(4), 287–296. https://doi.org/10.1007/s40622-017-0166-4

Kusumaningputri, R., & Widodo, H. P. (2018). Promoting Indonesian university students' critical intercultural awareness in tertiary EAL classrooms: The use of digital photograph-mediated intercultural tasks. *System*, *72*, 49–61. https://doi.org/10.1016/j.system.2017.10.003

Lume, L. L., & Hisbullah, Muh. (2022). The Effectivvenes of Task-Based Language Teaching to Teach Speaking Skills. *Journal of Languages and Language Teaching*, *10*(1), 85. https://doi.org/10.33394/jollt.v10i1.4399

Martina, F., Akbarjono, A., Friantary, H., & Sari, T. N. P. (2021). Investigating English Students' Motivation in Speaking Class during New Normal Era. *Journal of English Education and Teaching*, *5*(3), 436–452. https://doi.org/10.33369/jeet.5.3.436-452

Muliani, M., & Sumarsono, D. (2019). Contextual Teaching Learning (CTL) Approach in Speaking Materials for Students' 21st Century Skill: Does it have any effect? *Jo-*

ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP, *6*(2), 99. https://doi.org/10.33394/jo-elt.v6i2.2362

Richey, R. C., & Klein, J. D. (2005). Developmental research methods: Creating knowledge from instructional design and development practice. *Journal of Computing in Higher Education*, *16*(2), 23–38. https://doi.org/10.1007/BF02961473

Ringotama, A. A., Setyaningsih, E., & Handayani, E. I. P. (2022). Preservice Teachers' Perception on the Implementation of Online Project-Based Learning. *Journal of Languages and Language Teaching*, *10*(4), 469. https://doi.org/10.33394/jollt.v10i4.5621

Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: A critical discourse analysis. *Intercultural Education*, *30*(4), 383–397. https://doi.org/10.1080/14675986.2019.1548102

Sugianto, S., & Hasby, M. A. (2023). The Language Variations Used among Speakers of Sasak Lombok, West Nusa Tenggara. *Journal of Languages and Language Teaching*, *11*(1), 144. https://doi.org/10.33394/jollt.v11i1.6071

Surtantini, R. (2019). Reading Comprehension Question Levels in Grade X English Students' Book in Light of the Issues of Curriculum Policy in Indonesia. *PAROLE: Journal of Linguistics and Education*, *9*(1), 44. https://doi.org/10.14710/parole.v9i1.44-52

Susilawati, S. (2023). Integrating Content and Language to Teach ESP Writing Online with the Assistance of Google Docs. *Journal of Languages and Language Teaching*, *11*(1), 14. https://doi.org/10.33394/jollt.v11i1.6617

Tomson, P. J. (2015). The Song of Songs in the Teachings of Jesus and the Development of the Exposition on the Song. *New Testament Studies*, *61*(4), 429–447. https://doi.org/10.1017/S0028688515000247

Yudiawan, A., Sunarso, B., Suharmoko, S., Sari, F., & Ahmadi, A. (2021). Successful online learning factors in COVID-19 era: Study of Islamic higher education in West Papua, Indonesia. *International Journal of Evaluation and Research in Education (IJERE)*, *10*(1), 193. https://doi.org/10.11591/ijere.v10i1.21036

Zano, K. (2022). Promoting Peer Assessment 'Learner to Learner' Feedback in a Multilingual High School English First Additional Language Setting. *Journal of Languages and Language Teaching*, *10*(4), 561. https://doi.org/10.33394/jollt.v10i4.5268