

Developing speaking material based on essential basic competencies at Muhammadiyah 1 High School Yogyakarta

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ABSTRACT

Teaching materials are important sources for the teachers to teach. To make sure the students learn what they really need, teaching materials need to be developed following the needs analysis. The objectives of this research are to find out the students' needs of using material at SMA Muhammadiyah 1 Yogyakarta toward English speaking material due to Covid-19 disease, to find out teachers' needs towards English speaking material, and to develop English speaking material based on essential basic competencies. This research employed Research and Development (R&D). The population was all XI students at SMA Muhammadiyah 1 Yogyakarta and the sample was chosen purposively only 35 students of class XI MIPA 8. The data were gathered through interviews with teachers to find out the existence of the use of English speaking materials. In addition, researchers also distributed questionnaires to students of class XI MIPA 8 to find out the students' need for appropriate modules to improve speaking skills. The data were analyzed by based on the theme of the research questions. The results of this study indicated that the designed material was in line with the pandemic conditions, such that the module design was attractive; the content in the module was in line with the latest syllabus (essential basic competencies); and the module was converted into the online form, and thus, students can learn it anywhere and anytime. The students' needs for the material developed showed very varied results. As for the module development process, the researchers followed the stages under the Research and Development method.



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1. Introduction

Due to COVID-19 pandemic, since march 2020 Indonesian government has issued strict regulation and rules for work from home and face-to-face classroom meeting is also restricted. Online learning modalities are officially recommended (Zhang et al, 2020). Online learning can be blended learning and it is more often used in the classroom during class time (Thomson, 2020; Zhang et al, 2020; Kaoropthai, 2021). This affects the process of teaching and learning activities in English subjects including the use of English speaking material (Pratolo & Lofti, 2021).

The module or learning material is an instrument that can be used to help the students in their learning process (Allwright, 1981; Brown, 2006). The material used to help the students in teaching and learning activities must be appropriate for the institution's conditions and rules (Tomlinson, 2004). The lesson materials at SMA Muhammadiyah 1 Yogyakarta were taken from English

textbook in 2017 published by Ministry of Education and Culture. The Ministry of Education and Culture's English Textbook is intended for use in normal conditions, not for the Covid-19 pandemic (Fikri, 2021). The textbook contains a large number of objects and contents, as well as thick pages (170 pages including cover, attachments and references). Furthermore, the English textbook has eight chapters for one year that are based on the syllabus. This book sets out the absolute minimum of effort required of students to obtain expected competencies. According to the expectations of the National Curriculum, students are encouraged to explore the world for learning materials while maintaining their cultural context inside their own country (Fikri, 2021). Due to the pandemic condition, however, this book is not appropriate for students to develop English speaking skills.

Furthermore, an important learning instrument to improve speaking skills is online media (Tomlinson, 2004). The media serves as a mediator between students and the information they require, as well as assisting students in comprehending the subject matter offered (Sanjaya, 2008; Mutar, 2009; Aronin & Singleton, 2012). At SMA Muhammadiyah 1 Yogyakarta, the use of media in the English learning process is effective and innovative due to the pandemic situation of Covid-19 disease. SMA Muhammadiyah 1 Yogyakarta provides complete and efficient facilities to support English learning process. There are several media used by students in the English learning process, namely Learning Management System (LMS) (Turnbull et al, 2019). However, due to the pandemic situation of Covid-19 disease, these modules and media are ineffective in helping students improve their English speaking skills (Chaubey & Bhattacharya, 2015). Researchers are motivated to conduct the development of effective English speaking materials based on essential basic competencies, as a result of several concerns and issues, as explained below:

The teaching schedule in all subjects is reduced. In normal conditions, each subject has a learning process schedule of 2 meetings in 1 week and each meeting has a learning time of 2 x 45 minutes. However, the teaching time duration procedure during the pandemic has changed to one meeting per week with a duration of 2 x 30 minutes. Secondly, learning tools that change during pandemic conditions include English Book Materials and Learning Plans. Because of the crowd duration in the teaching process due to the pandemic, the teacher cannot use the material that is usually used during normal conditions because it is difficult to apply the material in online version.

The basic competencies issued by the government at this time are basic competencies that are used in normal conditions. Supposedly, if there has been a simplification or change in the allocation of lesson hours that has an impact on learning time and learning achievement for each basic competency, the syllabus should also need to be changed (Bosher & Smalkoski, 2012; Fikri, 2021). Simplification and change from the syllabus in normal conditions to a syllabus in accordance with the conditions of the Covid-19 pandemic which refers to essential basic competencies based on Urgency, Continuity, Relevance, Usability which the author alluded to at the beginning (Fikri et al., 2021).

Here are some reviews from some previous research. Hariani et al. (2018), the objective of this research aimed to investigate how audio-visual media could be used to enhance students' motivation to speak English. The contrast is in the research technique and implementation process, with the researcher using classroom action research as a research method and focusing on the implementation process rather than the results. Kathirvel and Hashim (2020) deemed English speaking to be one of the most important abilities since it allows learners to communicate effectively with others. Lack of exposure, low confidence, and a high level of worry about the English language are some of the variables that contributed to the low level of speaking skills. Irmawati et al. (2020) was carried out in two cycles using action research.

However, there are variations in this study in terms of the research approach, as the researcher employs classroom action research with a number of cycles. Research that was developed by several previous researchers did not have significant novelty. Some examples of them are that previous research was only at the applied level for elementary school students like what was developed by Hariani et al. (2018). In addition, the material development process carried out by previous research was carried out under normal conditions such as Subrata and Kristantanto (2019) and Irmawati, et al. (2020), while the research that is currently being developed is centered on pandemic conditions so as to produce a different product that deserves to be called an update. Another thing that was not

found in previous research is that the basic concept of material development uses a syllabus that is designed under normal conditions, while in this study, researchers use essential basic competencies.

The objectives of this research are to find out the needs of using material at SMA Muhammadiyah 1 Yogyakarta toward the learning of English speaking material due to Covid-19 disease, to find out students' needs towards English speaking material, and to find out how to develop English speaking material based on essential basic competencies.

2. Methodology

2.1 Type of the Research

Since the study is conducted to design English speaking material based on essential basic competencies, the type of the study is research and development (R & D). Borg, and Gall (1983) define R & D as a process used to develop and validate the educational product. The term "product" refers to the establishment of procedures and processes, such as a teaching method or a method of organizing instruction. The method of Research and Development (RnD) is a method of research that is used to manufacture such products and assess the product's effectiveness.

2.2 Research setting and subject

This research was carried out at SMA Muhammadiyah 1 Yogyakarta because there were still some problems which were similar to the problem that the researcher found. The problem is in the area of speaking skill. The research focused on the XI grade of MIPA 8 which consists of 35 students. The research puts an emphasis on designing an English speaking material. It was conducted in the second semester of Grade XI MIPA 8 at SMA Muhammadiyah 1 Yogyakarta in academic year of 2020/2021. The research subject involves the students of SMA Muhammadiyah 1 Yogyakarta Grade XI of MIPA 8, The English teacher, and also expert judgments. The grade XII of MIPA 8 was taken because the students had an experience or in the process of transition, that is, the students were in an important phase to get the best understanding.

2.3 Research Instrument

1) Questionnaire

A questionnaire is a polling method composed of a collection of questions and other stimuli to collect information from respondents (Mitchell, 2013). It is not always the case that they are built for the mathematical study of the responses (Kabir, 2016). The type of questionnaire used to collect data from students. A likert scale is used to evaluate a person's or a group's attitudes, opinions, and perceptions of social phenomena (Sugiyono, 2010).

2) Interview

The English teacher was interviewed to find out the students' demands for English speaking material based on essential basic competencies during a pandemic. Several students were also interviewed to find out their perception after the use of module. In the qualitative approach, interviews are commonly used to gather evidence (Creswell, 2009). They are widely used as a research technique to capture data on participants' experiences, thoughts, and perceptions on a particular research topic or phenomena of interest (Lambert, 2007). The question items were determined based on Graves' (2000) statement regarding the learning material's needs for students.

3) Expert judgment

The expert judgment was employed to three educational staffs who were experts in the field of media and material development. The expert judgment was conducted based on the *BSNP* (National Standard of Education) to evaluate the modules and media that the researcher will develop.

3. Findings and Discussion

This part presents data from three different research instruments that have been provided to students at SMA Muhammadiyah 1 Yogyakarta. The first instrument in this study was an interview with the English teacher of class XI MIPA at SMA Muhammadiyah 1 Yogyakarta about the description of the English learning process during a pandemic situation, the teaching materials used for teaching, the needs of students, and the difficulties among students due to pandemic situation at

SMA Muhammadiyah 1 Yogyakarta. In the second step of this research, the researcher conducted a questionnaire.

In this second instrument, researchers collected data from class XI MIPA 8 students about student needs and the concept of developing material/modules that are suitable for pandemic conditions. Then, the third instrument in this study was expert judgment. In this part, the researcher has determined expert judgment to evaluate the module that has been developed by the researcher. The expert judgment that has been chosen by the researcher is one of the Ahmad Dahlan University lecturers who is an expert in material development.

3.1 The teachers' perception toward students need

In this part, the researcher presents the results of interviews with the English teachers who teach in the grade of XI, especially speaking material. Then in this part, the researcher will answer a research question number 1, "How do teachers at SMA Muhammadiyah 1 Yogyakarta expect the English speaking material due to the pandemic situation of Covid-19 Disease?". The researcher presents the responses of Teacher's respondent in sequence according to the item of the interview question. There are several result that researcher found in this part. Generally, the development of the module must adapt to the conditions of a pandemic situation where the teaching and learning process schedule is cut off, based on the feedback of the respondents. As a result, researchers must create material that is simple, meaningful, and efficient, with an appealing layout, thus students can easily improve their speaking skills.

3.2 The result of questionnaires toward students need.

In this part, the researcher will answer the research question of "What do students need to learn English speaking skills in the pandemic situation of Covid-19 Disease?" in terms of the module or material development. Before the questionnaire is distributed, the researcher may begin an analysis with SPSS. In this study, the researcher divides the analysis of target needs into several discussions as follows, students purpose, students necessities, students lack on English speaking ability, and students wants.

1) Students' purpose

The purpose is the goal of students in the learning process at school. In this part, the researcher will try to find out the goals of each student in the process of learning English in a pandemic situation at SMA Muhammadiyah 1 Yogyakarta.

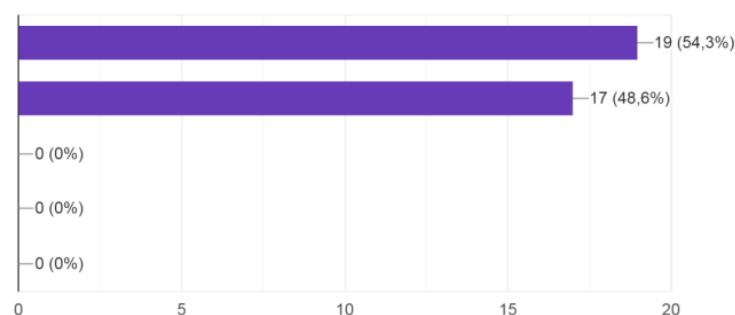


Fig. 1. Students' purpose

Based on Figure 1, 54.3% of XI MIPA 8 students at SMA Muhammadiyah 1 Yogyakarta strongly agree, and 48.6% agree, that the purpose of learning English is to be able to communicate in English as fluently as possible.

2) Students' necessities

Student necessities are students' needs for English material related to learning topics in each chapter based on the students' perspectives. The researcher made several questionnaires about student necessities based on the syllabus, lesson plan, and other learning instruments. However, the researcher will attach a sequence of materials based on the results of the percentage scores of students' answers to the speaking material needs.

3) Students' lack on English speaking ability

The lack of students in English speaking skill is important for teachers to understand for developing the appropriate material. Materials under students' shortcomings in English speaking skill were developed by providing many tasks and explanations according to the figure illustrated below:

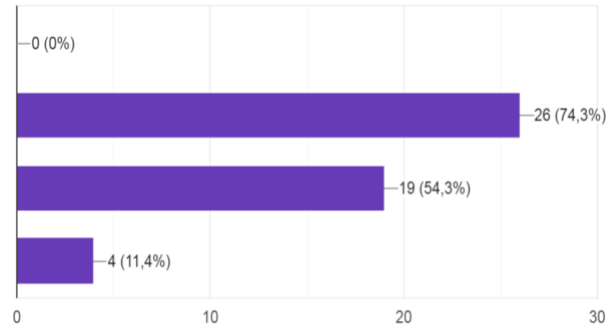


Fig. 2. Students' lack on English speaking ability

In Figure 2 above, 74.3% of respondents believe that students' English speaking abilities are good in which 54.3% students disagreed and only 11.4% agreed that students' English speaking skill was good. As a result, it could be stated that many students still had weaknesses in their English speaking skill, and thus researchers had to produce textbooks/modules to help students enhance their English speaking skill.

4) Students' want

Students want in the English learning process is very important for researchers to know specifically about the English speaking material. Researchers must apply the students' wants to the material being developed. Students want is the student's expectation of the material to be used in the English learning process to make it suitable and interesting.

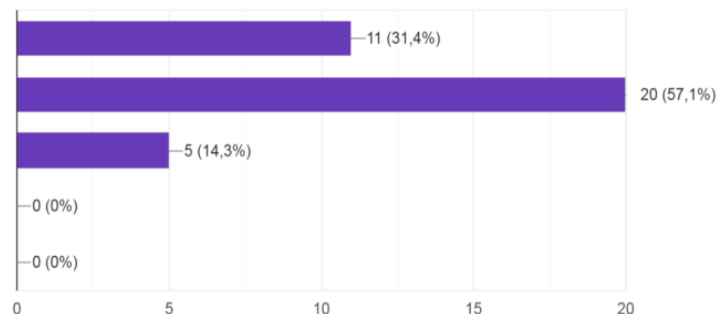


Fig. 3. Students want

3.3 The English speaking material (module) based on essential basic competencies

In this part, the researcher tried to answer the research question, "How is the Online Audio-visual English speaking material developed in the pandemic situation of Covid-19 Disease.?" The Borg and Gall (1983) method was used to develop English-speaking material in the form of Modules and Audio-visual Media. In this section, the researcher incorporated an explanation of the development process's results into various discussions. In this part, the researcher used a table for expert judgment results to evaluate the results of the module development. Three evaluation items were assessed by relevant experts regarding the language accuracy, content compatibility, and graphics.

1) The process of product development

a) Research and information collecting

Information data collection was carried out in several ways, namely observation of learning instruments, English teacher interviews, and questionnaires to students of class XI MIPA 8 at SMA Muhammadiyah 1 Yogyakarta. At the observation of English speaking material grade of XI, the researcher determined the list subject matter and learning indicators adopted from the syllabus as the main references in developing speaking material.

b) Planning

Material and equipment plan is essential in the process of making a product. The following materials and equipment are required for the production of speaking materials based on essential basic competencies.

c) Develop preliminary form of product (Drafting)

The researchers began to develop a product framework of speaking material (Module). The preparation of researchers in producing the design of the module that will be built is referred to as drafting. The researcher began the design process by deciding on the color of the front cover, image, and title.

d) Preliminary field testing

At this part, the researcher will attach a table of expert judgment results to evaluate the results of the module development. Three evaluation items are assessed by expert judgment, including language accuracy, content compatibility, and graphics.

e) Main product revision

Main product revisions are carried out based on the results of preliminary field testing as a reference for obtaining information and validating, thus that they can receive input to make improvements following the results obtained during the field testing. The results of the field testing obtained qualitative information about the product being developed.

f) Main field testing

Revised main field testing items are tested again on subjects on a wider scale than before. In order to allow further product revisions, the research results were obtained and reviewed along with preliminary tests. The researcher also do post-test to evaluate students' result after material been delivered.

g) Final product revision

Since the last field test has been carried out, the findings are used to revise the finished product with a broader coverage of the results. This final product revision is a measure that the product is actually said to be legitimate because it has steadily passed the test.

h) Implementation

At this part, after the researcher conducted several stages of revision and testing the module, the researcher began to apply the module to students to use as a learning medium.

2) The results of a student evaluation of the module's use (student interview).

The researcher conducted an online interview with the type of semi-structured interview through whats app media. The purpose of this interview was to find out the stimulation of the use of the module based on the perception of the student respondents after being used in the English learning process, especially speaking skills. Researchers considered using interviews as an instrument to measure the effectiveness of the modules used, with the reason that the data results were varied and unpredictable. The data were taken from three respondents of class XI MIPA 8 at SMA Muhammadiyah 1 Yogyakarta. After that, the researcher asked student respondents to record their answers via whats app. Then, the researcher transcribed their answers from audio recordings into text form. Several general results showed standard quality and relevant to the essential basic competencies, less module complexity, colorful and fun cover designs, the special design content, and students' expectation on additional knowledge in the module.

3.4 Discussion

In this part, the researchers made a discussion that referred to three research questions. The three research questions include the existence of students' needs for modules based on teacher's perceptions, students' needs for English speaking materials due to the pandemic situation of Covid-19, and the results of the process in developing English speaking materials.

1) The existence of students' need toward English speaking material based on teacher perceptions

The first step in developing the material was to conduct a needs analysis based on teacher perceptions, which was done through interviews on December 24, 2020. The researcher made an interview to English teacher from XI MIPA at SMA Muhammadiyah 1 Yogyakarta to find out about the students' needs and an overview of the learning process for English speaking material during a pandemic, such as the type of material, the number of chapters in a semester, what types of tasks are appropriate, the required module design, etc.

They are a common research approach for gathering data on participants' experiences, thoughts, and views on a certain research topic or phenomenon of interest (Lambert & Loiselle, 2007). As a result, an interview can be thought of as an immersive process in which a person asks questions to gain pertinent information (Gill et al., 2008). The question items were chosen based on Graves' (2000) statement on the demands of students for learning materials.

Then, the data generated from the results of teacher interviews on the development of English speaking materials must include aspects that can be learned anywhere and anytime, given the application of an online learning system. As a result, the researcher finally made a learning video recording that contained the material contained in the module. Then, the researchers put up the video recording of the learning through the YouTube page. The researcher chose the youtube page as an audio-visual media because the media is very effective in improving English speaking skills for students (Cakir, 2006). In addition, by using the YouTube page as a learning medium during a pandemic, students can access the page anytime and anywhere (Ozkan, 2002). After the researcher made a learning recording video that had been uploaded on the YouTube page, the researcher concentrated the video link into the module page. This was done by researchers to make it easier for students to find links to video recordings of learning English -speaking material (Al Mamun, 2014).

2) Students' need toward English speaking material (Module) due to the pandemic situation

This step in line with Richards (2001) which stated that Analyzing the needs of the students is an important part of constructing a syllabus. The needs analysis method is used to gather information regarding the needs of students. In addition, the researchers also designed speaking materials based on the national syllabus, essential materials (procedures from schools during the pandemic), and online learning systems. Hutchinson and Waters (1990) also argue that students' learning needs must be relevant to specific situations.

In this step, the researcher answer the the research question about What kind of English speaking materials do the students need to learn in the pandemic situation of Covid-19. To find out about students' needs for Modules and Media to improve speaking skills due to the pandemic of Covid-19, researchers distributed Questionnaires to class XI MIPA 8 at SMA Muhammadiyah 1 Yogyakarta (Sugiyono, 2010). The researcher in distributing the questionnaires aimed to find out the students' needs and students' character in learning English. After the researcher distributed the questionnaire and got the findings of the data obtained from the students, the next step was to determine the topic and learning objectives.

The researcher has selected and prepared a list of topics that students need after conducting the Need survey. The following is a list of topics that the researchers have selected based on the results of the need analysis. The researchers used the 2013 syllabus as the type of syllabus 2013. The most recent syllabus model is the 2019 model, which includes 11 table columns and learning resource references. The syllabus is the most fundamental reference in the development of English-speaking material, as it contains all learning procedures. The 2013 syllabus was considered by the researchers because the learning objectives are relevant to students' expectations of success in improving their speaking skill.

3) The results of the process in developing English speaking materials

To answer the research question number 3 about How is the online audio-visual English speaking material developed in the pandemic situation of Covid-19 disease, the researcher will present the results of the module design at the final revision stage.

a) The result of Material Design

At this part, the researcher also will make a list of subject content for each topic. The subject contents contain theories that can provide support for improving English speaking skills due to the pandemic situation of Covid-19 disease. There are five subject contents contained in the module that has been developed by the researcher. The learning objective, warming up, reinforcement (homework, let's make a reflection, let's make a summary), and unique information make up each unit. The materials' components corresponded to Nunan's (2004) five-step unit creation process.

b) The result of Expert Judgment

Following the completion of the English-speaking material design, the researcher conducted an evaluation to determine the suitability of the English-speaking material for expert judgment. For the constructed module, the researcher employed the BSNP 2011 as an expert judgment evaluation item. The components of the overall evaluation element of the module that has been established are referred to by the evaluation item that has been determined by the researcher.

The evaluation aspect of English speaking material by expert judgment includes language accuracy which consists of 3 other components such as suitability for students' abilities, communication level, and accuracy level. The second evaluation aspect is Content compatibility which consists of 3 aspects, including material compatibility, depth of the material, and material accuracy BSNP 2011. And the last evaluation aspect is the graphic which consists of 2 components, namely content illustration, and content arrangement. The calculation of the interval value for the 3 evaluation aspects, shows the results of 'very good with a ratio of 4.24 (Azwar, 2000).

4. Conclusion

Based on the finding of this research, there are three significant findings revealed. The first is the existence of students' need toward English speaking material based on teacher perceptions. Based on the results of interviews about the existence of English speaking materials at SMA Muhammadiyah 1 Yogyakarta, the teacher's perception of the development of English speaking materials must be adjusted to the pandemic conditions. In addition, teacher expectations for module development must include aspects that can be learned anywhere and anytime, given the application of an online learning system. As a result, the researcher finally made a learning video recording containing the material that contained in the module. Then, the researchers put up the video recording of the learning through the YouTube page. Also, the researchers made an effective and interesting design of English-speaking material to be used in learning speaking skills.

The second is Students' need for English speaking material (Module) due to the pandemic situation. This stage refers to the student's need for English-speaking material where the data is obtained through questionnaires. From the results obtained, the researchers concluded that the students' needs for English speaking material varied widely, but in essence, they wanted a module design that was colorful, simple, interesting, and contained discussion questions that matched the student's ability standards.

The third is the result of the English-speaking materials development process. This step refers to the evaluation of expert judgment for English-speaking material. The researcher's final English-speaking material includes four essential materials based on the syllabus and student needs. Furthermore, the module's designs and content are centered on student needs and teacher expectations, as well as the conditions of the covid-19 pandemic. The expert evaluation on the English-speaking material provided a "very good" ratio as a final result.

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