

Developing Instructional Speaking Materials Based on Discussion Method for Indonesian EFL Learners

¹Saiful, ²Sumirna, ³Hamid Ismail, ⁴Rina Asrini Bakri

1. Universitas Muhammadiyah Makassar, Jln Sultan Alauddin No 259 Makassar Indonesia 90221 Email: saiful@unismuh.ac.id
2. Universitas Muslim Indonesia, Jln Urip Sumoharjo Km 5 Makassar, Indonesia 90231, sumirna.sumirna@umi.ac.id
3. Institut Kependidikan Kie Raha Ternate, Jambula Kota Ternate Maluku Utara, Indonesia 97747_email:hamidismail@isdik.ac.id
4. Universitas Negeri Makassar, Jalan Bonto Langkasa Kampus Pascasarjana, Makassar, Indonesia 90222 Email: rina.asrini@unm.ac.id

Abstract

This study aimed to develop English speaking instructional materials based on the discussion method to improve communicative competence among EFL university students. Acknowledging that many existing commercial textbooks do not fully align with the curriculum or address students' contextual needs, the research adopted a Research and Development approach using the ADDIE model in combination with the PPP procedure. Data collection covered the stages of needs analysis, design, development, implementation, and evaluation, with all instruments validated by experts to ensure content reliability. The findings indicated a significant increase in students' speaking scores, with mean post-test scores substantially higher than pre-test scores. Both students and lecturers expressed positive perceptions of the newly developed materials, highlighting increased motivation, engagement, and relevance to real-life speaking situations. Charts and tables further demonstrated the effectiveness of the instructional design, showing that authentic tasks, a clear layout, and contextualized content play crucial roles in enhancing speaking proficiency. This research contributes to the existing body of knowledge by offering an empirically tested model that aligns material development with learners' cultural backgrounds and practical communication needs. The findings emphasize the value of discussion-based approaches in EFL classrooms and recommend further research to investigate broader implementation and long-term impacts. Overall, the study shows that carefully developed instructional materials can help bridge the gap between curriculum goals and students' real-world language use.

Keywords

EFL speaking materials; discussion method; instructional design; ADDIE model; communicative competence; contextualized learning; material development

1. Introduction

English language instruction is a national educational concern in East Java, as all East Java citizens must understand English to be a part of the global world. Besides traveling and working in any country, English speakers can access a variety of different fields of knowledge (Sidik et al., 2021). Nation of Indonesia have commendable objectives in teaching the English Language. This is evident in the focus on teaching productive skills to reduce the concern, and addressing the theoretical knowledge and the actual language use (Mardhiah et al., 2024). The objectives, however, of the English as a Foreign Language (EFL) students in Indonesia does not match the actual end result, achieving the fluency of speaking in English and the confidence in doing so (Mardhiah et al., 2024). The attempts to assist students in their speaking skills are in such a way that the teaching framework and resources are in need of review.

The difficulties faced by students enrolled at Indonesian universities point to larger issues surrounding the educational system, as well as the teaching of the English language. Most classrooms tend to emphasize reading and listening, while speaking remains the most neglected and underdeveloped (Utami et al., 2023). It should come as no surprise the students' writing and

overall participation in class is virtually non-existent, which in turn points to the fact that even utilizing what English they do know is a struggle (Syafryadin et al., 2024). Furthermore, students are often reluctant to speak English, as they are afraid of making mistakes, whether that be in the form of word omissions, faulty grammar, or incorrect pronunciation (Omar, 2023). A lack of a willingness to communicate is also present, which is most likely caused by low confidence, as well as the fear that the speaking tasks will be dominated by more proficient students (Mardhiah et al., 2024). The lack of opportunities to speak encourages an urgent need to improve methods of teaching in ways that promote a more active classroom listening and speaking environment. The lack of unstructured speaking opportunities has created affective barriers, which in turn reinforces the need for improved teaching methods.

Many Indonesian higher education institutions continue facing setbacks from previous years due to ineffective methods and materials. One of the most common approaches is the lecture. The instructor centers the classroom and controls all the classroom interactivity while the students sit and observe. There is no spontaneous and contextualized use of the language. Moreover, the teaching model excludes students from participation which makes it highly unlikely for them to gain speaking proficiency or develop the confidence to use the target language. These institutions are also over-reliant on published materials which are rarely sufficient to meet the communication outcomes required by the national curriculum. A majority of the materials are largely grammar-driven, unattached to real-life situations, and fail to reflect the students' cultures, thereby estranging them and leading to poor motivation.

Many researchers and practitioners have suggested more interactive, learner-centered pedagogies based on students' needs. Specifically, the Theory and Practice (2021) has advocated for the development of learner's speaking skills. This aligns with the communicative language teaching theory of Syafryadin et al. (2024) and Bashori et al. (2020) as it allows for learners' interaction, negotiation, and response. Discussion Method fosters learners' meaningful collaborative engagement, and therefore, provides learners opportunities to practice speaking English as it also lessens the fear of speaking (Omar, 2023). It is also evident that, compared to passive learners, those more engaged in discussion-oriented activities are involved more, and are able to think critically, and to a greater extent develop and elaborate their ideas (Darmawan et al., 2021).

The Discussion Method's prominence has been documented in some International educational frameworks. The relevance of TBLT lies in using the framework's integrated communicative tasks as the focus of training because it enables learners to manipulate the language in actual situations (Xie, 2022). The same is true for the Flexible Model of Communicative Language Teaching (CLT) which recognizes the importance of participation and sociolinguistic competence, suggests that learners benefit the most from andragogical strategies that prompt real-time engagement in authentic situations (Haerazi & Nunez, 2022). Content and Language Integrated Learning models (CLIL) emphasize the importance of contextualization. CLIL illustrates the importance of contextualization by integrating language teaching and teaching a specific content area, which increases learner motivation and retention (Rafique et al., 2023). All of the above highlight the proliferation of these frameworks for pedagogical purposes of communicative tasks such as discussions. Additionally, these frameworks highlight the significant speaking skills learners acquire through such communicative tasks.

Although Discussion Methods hold a plethora of schooling advantages, the use of Discussion Methods in Indonesian EFL classrooms is, among other things, attributed to the lack of specific purpose-built teaching materials for the Indonesian EFL classrooms context. As noted by Zhang and Hasim (2023), teaching materials are not a formality, rather they are the teaching tools, the foundation, and the framework that allow educators to design and facilitate meaningful learning opportunities and assist students in tackling complex tasks involving a specific language. As noted by Larasaty et al. (2024), the incorporation of multimedia, interactivity and game-based learning is essential in resolving students' disengagement and speaking anxiety. Munir et al. (2023) further adds that the practice of speaking is facilitated more significantly and is less of an abstract nature

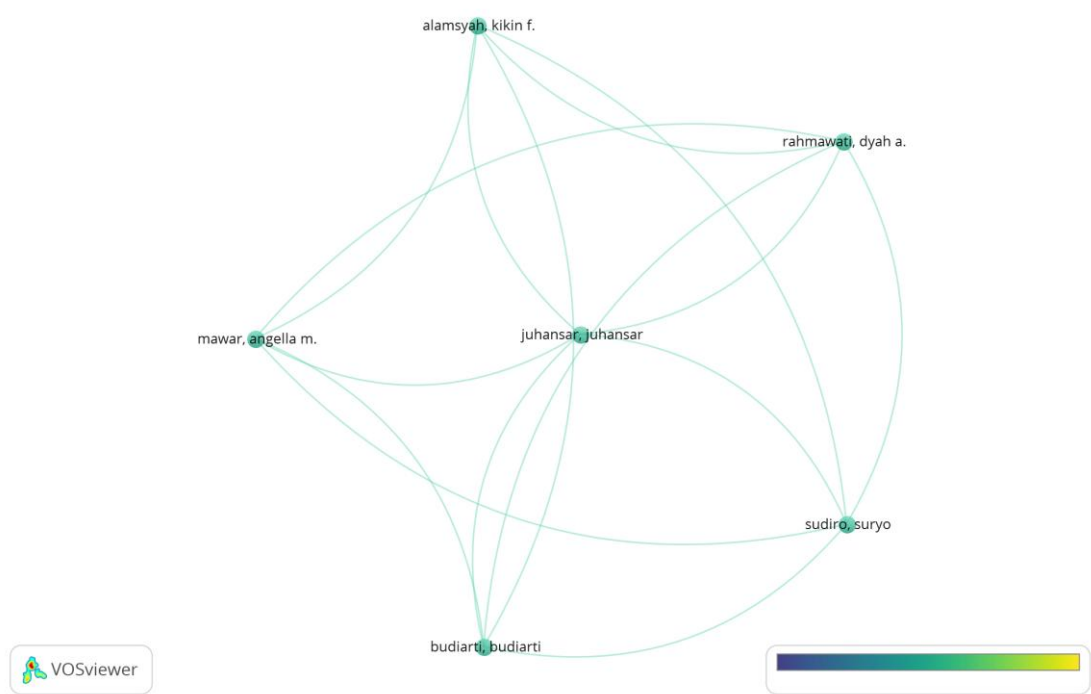
by thematic and contextualized materials such as role plays and case discussions. Regrettably, these are the very characteristics of teaching materials that Bulbula et al. (2021) refer to as the commercialized and textbookized Indonesian EFL classrooms as the main reason why these classrooms are depriving learners of opportunities to practice speaking in an authentic context.

According to Lustig and Koester (2010), Indonesian students' various cultural and socioeconomic backgrounds and educational disparities, as well as differences in motivation and confidence levels regarding English language use, make it difficult to assess how well the instructional materials address students' needs. However, Dewi and Wilany (2023) and Boonma and Swatevacharkul (2020) discovered a positive correlation between students' perceived relevance of instructional materials to their culture and autonomy and motivation to practice, as well as engage in activities. Minh and Ngoc (2023) explain how students often practice speaking English, one of the most complex, transactional language skills, and disengage from the use of English, communicating beyond the competence. This contrasts with studies on learner autonomy, which has shown that students with greater control over their language study also demonstrated increased persistence and confidence (Chong and Reinders, 2022).

Indonesian EFL classrooms have limitations in finding speaking materials that target the Discussion Method because the available textbooks contain little to no materials that stimulate discussion in which the participants use critical thinking and negotiated language. As a result, teachers who want to do more interactive teaching are frustrated. Students lack the opportunity to practice speaking more fluently, which frustrates teachers in their efforts to create a more interactive classroom. This gap explains the need for materials based on the Discussion Method and ‘context focused’ which means designed for use in Indonesian classrooms.

This research responds to the lack of Framework for Developing EFL speaking materials on the Discussion Method in use in Indonesian Universities. It pertains to the development of teaching materials that are aligned with the national curriculum, as well as the learners’ ethnographic, psychological, and interest diversities. It aims to provide students with the opportunity to use discussion activities and the freedom and ability to make choices independently.

Figure 1. The keyword co-occurrence analysis using VOSviewer reveals the dominant researcher topics and their interconnections



The current study is concerned with the design and evaluation of English speaking instructional materials based on the Discussion Method meant for Indonesian university students who have

difficulties with EFL speaking skills. The objectives of this study aim to answer the following research questions: (1) What instructional speaking materials based on the Discussion Method are available for first semester students who are learning speaking? (2) How do these instructional materials make a difference to the speaking proficiency of these students? (3) What are the students and the lecturers comments on the use of such materials? This study is meant to answer communicative teaching principles with teaching materials design and contextualize them to the EFL speaking instruction in Indonesia.

2. Methodology

This paper used the Research and Development (R&D) methodology through the application of the ADDIE model of instructional design that has been proven to work in the design and development of EFL materials because of its structured and cyclical nature (Misesani et al., 2020; Inayah et al., 2023). The ADDIE model has five steps Analysis, Design, Development, Implementation, and Evaluation which guarantees that the materials are aligned with the requirements, contexts and curricular goals of the learners (Maisarah & Nirwanto, 2024).

2.1 Research Phase

1) Analysis Phase

Evaluating the particular challenges impacting the first-semester students in the English Education Program was very important in the analysis of the performance gap however. Identifying the problem was a multi-step procedure of analyzing previously used commercial textbooks, content standard review, syllabus and lesson plan analysis, and feedback from the lecturers and students regarding the instructional materials. As noted in the gap analysis by Andas et al. (2021) and Sarwanti et al. (2023), systematic data from surveys and interviews were collected regarding the respondents' context, competencies, and gaps.

This was followed by the development and analysis of instruments after the needs assessment. A total of five key instruments were designed namely (1) lecturers' questionnaire, (2) students' questionnaire, (3) interviews, (4) formative tests, and (5) document analysis. Park (2021) and Wijayanto et al. (2023) narrowed the gap of learner's needs and expectation by using this multi-method design and combining both qualitative and quantitative data. In response to the piloting, revisions were made to the instruments used to enhance the validity and reliability of the instruments, and this was also in response to the suggestion made by Fauzi et al. (2021) regarding the development of tools in instructional design.

2) Design Phase

While Designing each unit was planned in a PPP fashion. This structured a unit in such a way that there was an intended learning path for every unit where each unit was divided into different sections that first introduced learning objectives. This was done through a modeling segment where the instructor presented an example conversation or example text (Presentation). This was followed by the students practicing parts of the conversation through a structured activity that focused on the use of controlled language (Practice). Then the students were engaged in a moderated activity that focused on the use of authentic language (Production). This PPP was then used for Development where specific lesson plans and student tasks were designed by referencing the course book ADDIE model. This phase also included the course book alignment building structure on contextualized content as Clarisa et al (2022) mentioned to make the materials fit to the learning environment of the students.

3) Development Phase

During the Development phase, instructional materials were developed in an iterative cycle starting with the creation of the prototype 1, resource gathering and construction of the prototype 2, material validation, and the cycle of revisions based on expert input. This is an iterative refinement model described by Fauzi et al (2021), wherein continuous validation of materials augments the pedagogical refinement of the materials. The instructional materials were evaluated on the adequacy of the content, instructional task, level of cognitive challenge necessary for the

accomplishment of the unifying instructional goal, clarity of direction, and appropriateness of the instructional materials in the sequence or visual layout. Expert validation dictated which revisions were made based on practical utility: materials validated were either usable as is, required minor revisions, major revisions were necessary, or the materials needed additional consultation. Figure 9 is a summary of the multitude of stages in the construction of instructional materials in (insert figure 9: Steps of designing).

4) Implementation Phase

Second Phase Implementation started after developing and validating Prototype 2. In this phase the newly designed materials were integrated into the course ‘Speaking Skills’ over a period of 8 weeks. The course instructors received one hour orientation training on the materials and how to carry out the discussion activities of the PPP model. To document adherence to the specified teaching model and to discover any applied concerns, classroom observations were carried out periodically.

5) Evaluation Phase

The last phase entailed careful consideration of the practicality, relevance and effectiveness of the materials. Practically speaking, how aligned the book was with the students and the English Education Department Unismuh Makassar curriculum’s competency was assessed. The perceptions of the students and lecturers with regards to the instructional design, materials quality, and learning strategies was how effectiveness was assessed. The outcomes of expert judgment were then cross referenced with the results of content validation to determine relevance and alignment of the materials with the appropriate competencies of the curriculum and the needs of communication within the community (Ramadhani et al., 2023).

To analyze the materials developed, the triangulation of data from formative and summative assessments, questionnaires, interviews and observations were sufficient. As Putrawan and Sinaga (2022) point out, the piloting of materials and the collection of students’ responses when the materials were used in the classroom is of great importance in the development of EFL materials. The summative test was used to evaluate students’ speaking skills and obtain data on their fluency, accuracy and overall comprehensibility in order to determine the extent of advancement made when the results are compared to the students’ initial level.

2.2 Operational Definitions of Terms

In this examination, five definitions are included. Using the ADDIE model, the creation of instruction is the step in a systemic method of breaking down sophisticated tasks. Instructional development is the unification of several theories of education to construct purposefully created, results-driven materials and activities to facilitate learning. The learning activities include the PPP model, a method of teaching a foreign language which covers the steps of the presentation of the new item to controlled practice, and final free production. Lastly, the word 'curriculum means' a coherent set of documents the guide teaching and learning methods, educational objectives and contents, and teaching strategies, as the nation and institution directs (Nasution, 1995)

2.3 Research Participants

The sample for the study in question was composed of 30 firstsemester students of the English Education Department of Unismuh Makassar for the 2024/2025 academic year. Employing purposive sampling techniques, the participants were those who (1) registered in the compulsory speaking course in which the materials would be practiced, and (2) were characterized as having beginner to intermediate speaking skills by their teachers, defining the scope of the study. This also meant that the participants were information-rich cases concerning the research problem. Collaboration of the lecturers and the researcher guaranteed that the instructional design was situated and adaptive to the learners’ needs (Misesani et al., 2020).

2.4 Sources and Data Collection Techniques

The instruments are discussed. However, what these instruments entail is still shrouded in mystery. Transparency could be easily enhanced by showing the types of questions that were posed. As a case, the data that was obtained and the instruments that were used, including the 1, Student Questionnaires, these were scaled 5 units by a Likert to measure feelings about questions such as speaking anxiety, the relevancy of the materials, and whether they were interested in the activities. There were also questions such as, “I feel confidently that I can speak English in front of my peers” or “The materials in the textbook are relevant to my life.” 2, Lecturers’ Questionnaires, these were about the extent to which the textbooks were sufficient and what other materials were needed in the curriculum about textbooks in alignment, practicality, and engagement. Also, 3, Semi-structured interviews; there were also open-ended questions in the interview guides which sought to investigate further the problems of teaching speaking and the expectations of new teaching materials, for example, “Could you elaborate the significant problem that a majority of the students face in speaking class?” Data were gathered through multiple instruments. Questionnaires for students captured self-perceptions, prior knowledge, and expectations regarding the discussion method materials, while lecturers’ questionnaires assessed perceptions of course book quality, content, and instructional strategies. These align with recommendations by Andas et al. (2021) for a systematic needs analysis. The formative test assessed the extent to which the students had mastered the materials.

The use of interviews and focus group discussions has captured participants’ perceptions regarding the use of certain teaching models and the relevancy of the materials, demonstrating the importance of mixed methods in research about teaching and learning (Ramadhani et al., 2023). Yin (1989) explains that documents increase the amount of corroborating evidence, hence assisting data triangulation. Regarding observation, Wolcott (1994) states that it enables the researcher to integrate the findings with the realities of the classroom. In the end, the summative test evaluated the students’ speaking performance after the learning materials were utilized and were analyzed for advances in fluency, accuracy, and overall comprehensibility.

2.5 Techniques of Data Analysis

The study employed a mixed-methods approach to data analysis. In accordance with Stake (1995) and Erikson (1986), analysis involves a continuous process of reading, re-reading, coding, and interpreting. Quantitative data that were collected through tests were statistically analyzed via t-tests to determine differences among means of different groups and employed descriptive measures of central tendency and spread, specifically the mean, mode and standard deviation (Isaac & Michael, 1981). Qualitative data collected through interviews and observations were analyzed using content analysis which incorporated different data sources to enhance validity and reliability of the study (Rasyid, 2022). The quantitative descriptive analysis was performed using SPSS software to analyze measures of central tendency and spread and Likert scale responses to determine the respondents’ perceptions regarding the instructional design. The details of the content analysis around the course outlined in Table 1 were to determine the internal organization and clarity of the course, the appropriateness of activities for the course, the ease of use of the course, and the adequacy and appropriateness of the course measurement tools. In summary, this SET framework is demonstrative of the iterative processes of the ADDIE model to ensure the developed materials for the discussion method were pedagogically acceptable, contextually relevant, and aligned with the communicative needs of the learners.

Table 1: Content Analysis

Criteria	Comments
Clarity of organizational and logical sequence	
Special/Unique feature of the design	
Overall quality of the course design in terms of layout, simplicity, internal consistency, etc.	
Appropriateness of the design of exercises/activities in terms of relevance to the objective, competency based	
User friendliness	
Appropriate use of instruments for assesement	

3. Results

The present study outlines designing, developing, implementing, and evaluating discussion English for Specific Purposes materials for university students through the ADDIE model. In this section, we present an analysis that combines quantitative and qualitative data, expert feedback from validation, and the literature to respond to the research objectives. In this analysis of the needs, we found that the commercially available textbooks are inadequate for the university syllabi and students’ communication needs. Interviews conducted with English Education Department Unismuh Makassar four faculties indicated that textbooks in that commercially published are selected due to of the fact that, ease of use because, they contain predetermined syllabi and lesson plans, however, they do not meet the required competencies. There are, students did not operate on the vocabulary and tasks of the communicative exercises and the exercises for communication were not present for students, this resulted in decreased motivation to participate and speak. In the pre-test, which was conducted to measure the student’s basic English proficiency, the average score was 57.67.

Table 2. The result of achievement test from the tryout at Unismuh Makassar

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 OLD	57.67	30	11.41	.192
NEW	78.71	30	9.38	.411

The present study outlines designing, developing, implementing, and evaluating discussion English for Specific Purposes materials for university students through the ADDIE model. In this section, we present an analysis that combines quantitative and qualitative data, expert feedback from validation, and the literature to respond to the research objectives. In this analysis of the needs, we found that the commercially available textbooks are inadequate for the university syllabi and students’ communication needs. Interviews conducted with English Education Department

Unismuh Makassar four faculties indicated that textbooks in that commercially published are selected due to of the fact that, ease of use because, they contain predetermined syllabi and lesson plans, however, they do not meet the required competencies. There are, students did not operate on the vocabulary and tasks of the communicative exercises and the exercises for communication were not present for students, this resulted in decreased motivation to participate and speak. In the pre-test, which was conducted to measure the student’s basic English proficiency, the average score was 57.67.

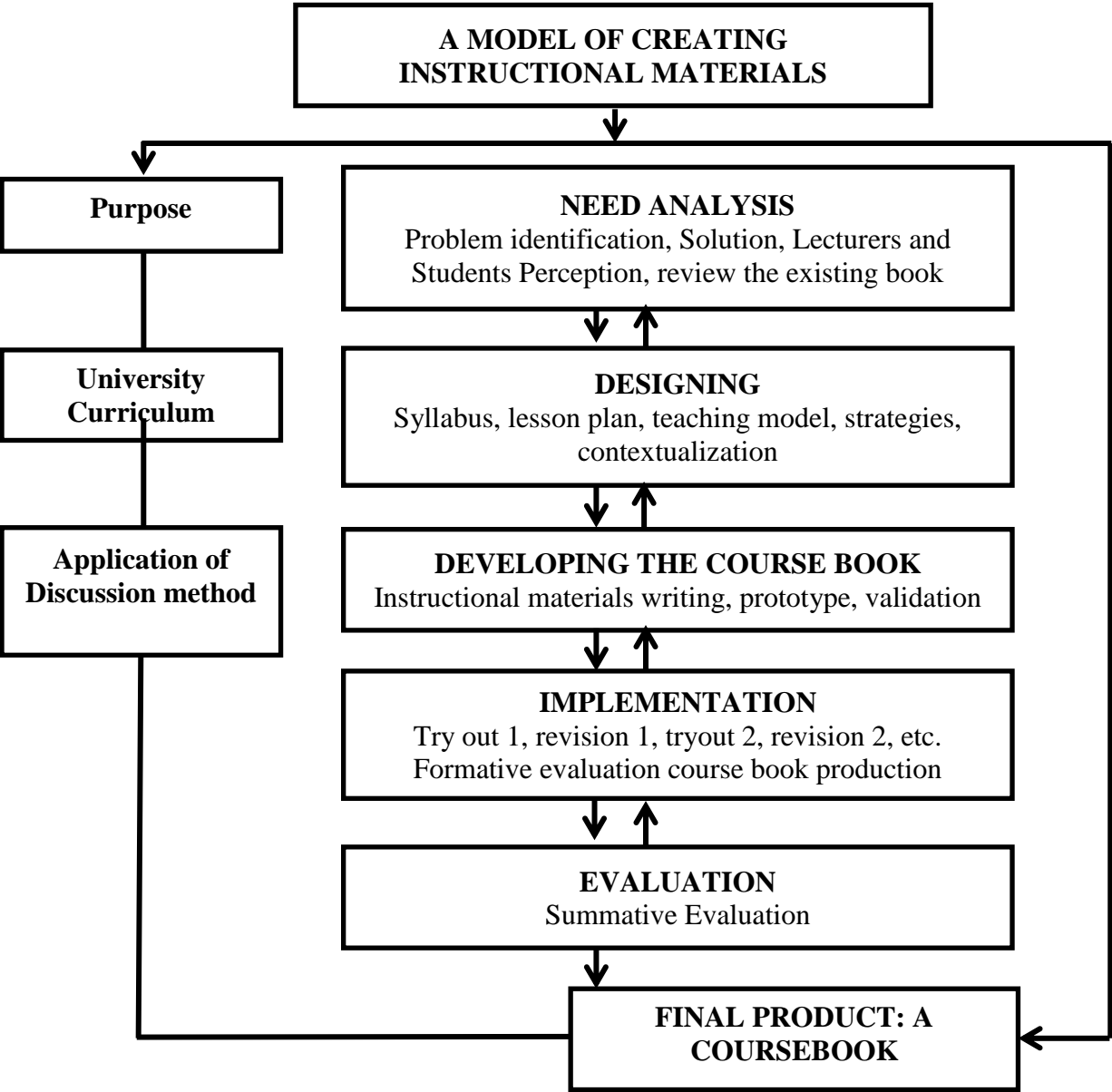


Figure 2: Model of Creating Instructional Material

Problem recognition, lay-outing the syllabus, developing a lesson plan, context and apply teaching methodologies were all combined, the new model is designed to carry out. An effort was made in the newly designed course book to include appropriate and useful content, opportunities for engagement, and genuine speaking activities. A simple pre-test post-test design was used to measure the effects of new training outlines. As per Table 2, the students' average score rose noticeably to 78.71. A significant increase in scores on the coupled samples correlation (0.521; p 0.000) indicated the degree to which the students' instructional method was related to the advancement of student performance.

Table 3. The correlation between pretest and posttest at Unismuh Makassar

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	30	.521	.000

The ANCOVA results also strengthened these observations when the model with an R Squared value of 0.699 which means 70% of the variation within the students’ score achievements was explained. These statistical results suggest the beneficial of usage discussion-based speaking materials within the authentic materials as follows:

Table 4. The score before and after using the book at Unismuh Makassar

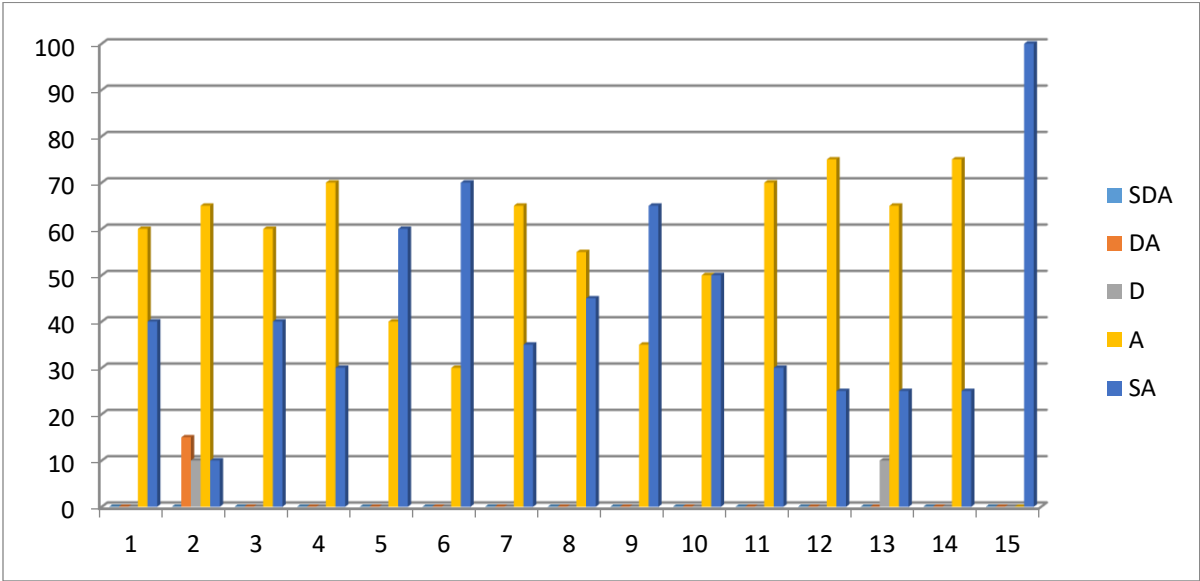
ANALYSIS OF COVARIANCE

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4263.318 ^a	2	322.425	42.327	.000
Intercept	526.531	1	568.410	33.722	.000
X Score	2671.222	1	3213.212	256.332	.000
Approach	423.124	1	566.322	34.543	.000
Error	1877.538	30	34.877		
Total	467538.319	29			
Corrected Total	877.422	29			

a. R Squared = ,699 (Adjusted R Squared = ,680)

The new course book designed by experts received high endorsements for congruence with positive content validation Score (CVIs) 0.857 through Martuza method. The validation process involved multiple loops of iterated feedback reflecting the evidence faced the formative reflecting evaluation design. The students’ responses towards the revised materials were also overwhelmingly positive.

Chart 1. Student’s Impression on the use of new Design book



More than 60% of students strongly agreed that the new materials offered varied topics and relevant vocabulary ,emphasised the needs of different learners, and addressed real world

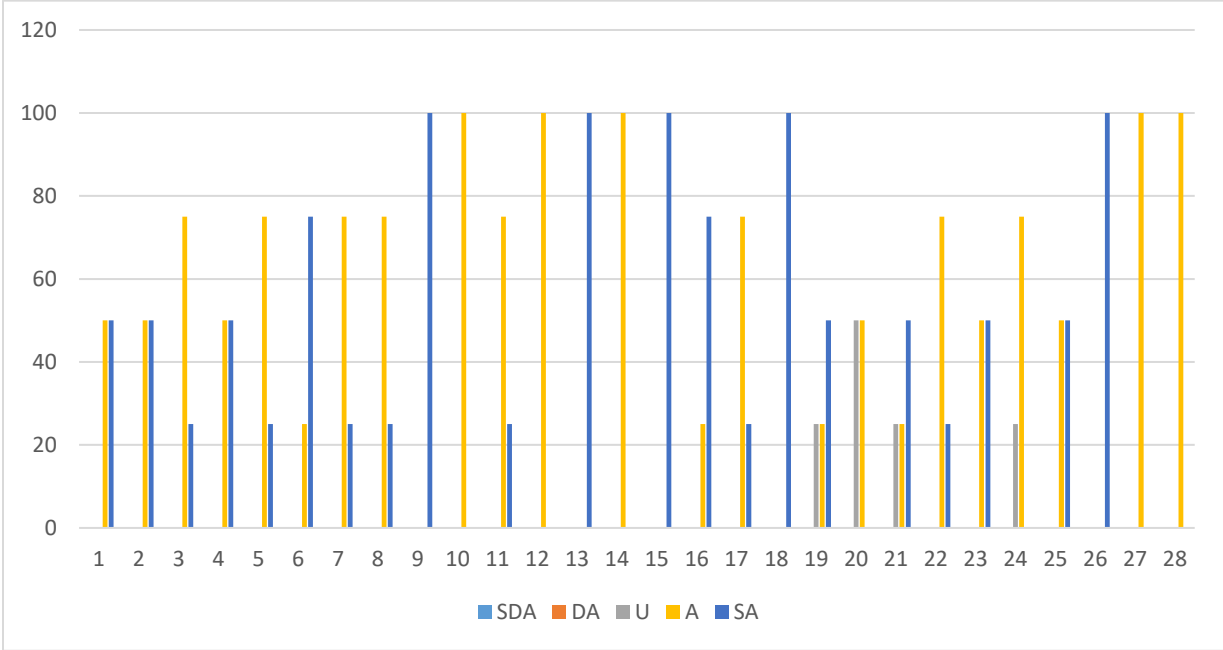
situations. This is the opposite of Chart 1 , where the majority expressed unfulfillment regarding the textbooks. The dissatisfaction stemmed from textbooks that lacked contextualized real world situations and engaging exercises. The revised materials were also considered by Penny Ur (1996) textbook course criteria. The previous book met 5 out of the 19 criteria and the new design met all 19. The new materials included real and authentic language, clear instructional design, and systematic coverage of syllabus goals with adequate provision of fluency practice of all four language skills. The new materials also addressed and supported speaking proficiency and pedagogolved the levels of learner autonomy and engagement as borne out by the data presented in the table.

Table 5. Criterion for Course book Assessment and Comparison between Existing and Designed Book Used in Unismuh Makassar

No	Criterion for course book assessment (Penny Ur, 1996)	Existing books	Designed book	Comment
1	Objective explicitly laid out in an introduction and implemented in the material		√	
2	Approach educationally and socially acceptable to target community.		√	
3	Clear attractive lay out, print easy to read.	√	√	
4	Appropriate visual materials evaluable.		√	
5	Interesting topic and task		√	
6	Varied topics and tasks, so as to provide for different learners level, learning styles, interest, etc		√	
7	Clear instruction	√	√	
8	Systematic coverage of syllabus		√	
9	Content clearly organized and graded		√	
10	Periodic review and test sections		√	
11	Plenty of authentic language		√	
12	Good pronunciation explanation	√	√	
13	Good vocabulary explanation and practice	√	√	
14	Good grammar presentation and practice	√	√	
15	Fluency practice in all four skills		√	
16	Encourage learners to develop own learning strategies and to become independent in their learning.		√	
17	Adequate guidance for the lecturers, not too heavy preparation load.		√	
18	Audio cassettes		√	
19	Readily available locally		√	

The feedback provided by lecturers supports these findings. Most lecturers strongly disagreed with the existing textbooks’ adequacy, noting that there is a lack of variety, no clearly defined educational objectives, and misalignment with the students’ needs. On the other hand, Chart 2 shows that 75\% to 100\% of lecturers agreed or strongly agreed that the new instructional materials had appropriate content, were systematically organized, and had a design that was easy to use. This indicates that the new materials met and satisfied the instructors’ expectations and the teaching practices demonstrated in the table are as follows:

Chart 2. Result of lecturers’ Impression to the new design book.



discusses the entire development process in detail concerning the cycles of the ADDIE model, coupled with how it was used in a university environment. The iterative phase of design made it possible to incorporate changes afterwards based on the feedback to create a working product. The qualitative feedback from students pointed to the acceptance of the course book, new and the practical feasibility made the course book to be new and practical. Students exhibited improved self-confidence in using English during real-life conversations, increased willingness to engage in classroom discussions, and were able to articulate their thoughts and ideas in a comprehensible way. The lecturers also commented on the practicality of the materials, ease of preparation, and more focused teaching that met the objectives of the syllabus. The study looked at the practical feasibility and the acceptability of the new materials using several measures, such as engagement, integration, alignment of the new materials with the content of the syllabus, and the demonstration of targeted new skills. The active and consistent improvement of scores from tests, the validation from lecturers, and the geared materials were all positive proof to the new materials used to foster positive communicative competence. Using the developed instruments that were validated, the added practical analyses, the course alignment, the course materials that were discussion based were proven to increase the proficiency level of students with English, especially in speaking skills, as well as meeting the course objectives. The synthesis of evolutionary modeling, cultural contextualization, and participation of the concerned parties position the new course book as a viable, efficient, and psych didactically relevant teaching tool for learners of English as a Foreign Language at the university level.

4. Discussion

4.1 Interpretation of Findings in Relation to Existing Literature

The data suggest that through the applicability of the ADDIE model and the principles of contextualised design in the construction of discussion materials, students’ speaking competence improved considerably. Reference to the pre and post-test results (Table 2 and Table 3) shows that the mean scores increased from 57.67 to 78.71 and, in addition, there is evidence of a statistically significant result from the paired samples test. This result is consistent with the findings of Burhanuddin et al. (2023) because students have difficulty with the materials when they are out of touch with students’ day-to-day lives and experiences. The materials created in this study addressed this gap and were contextualised to the relevant culture and situations, which is consistent with what Nafiah (2020) advocates for and said that culture is a resource to engage learners.

4.2 Relevance of the ADDIE Model and PPP Procedure

The ADDIE model earned the recognition of being the most fitting model of instructional design because of the way it systematically addressed each instructional need. Misesani et al. (2020) and Inayah et al. (2023) pointed out that the ADDIE model is a cycle and, therefore, can always be streamlined for better results. With these aspects, the new course book PPP (Presentation, Practice, Production) helped learners move from a more controlled to a less controlled use of the language, which, according to Lakuana & Siojam (2020) and Noda (2023), is a necessity for the development of adequate speaking skills. The inclusion of these models of teaching not only satisfied the requirements of the curriculum but also the levels of communicative competence that Limeranto & Bram (2022) pointed out.

4.3 Implications for Instructional Design and Practice

The analyses of pre-existing textbooks vis-à-vis alternative newly developed materials further described in Table 5 points to the former having definite advantages of fulfilled indicators. The newly developed textbook seems to have fulfilled to a greater extent Ur (1996) on the criteria of contextual relevance and diversity of topics, as well as proximity to learners' needs. Further to this, the heightened satisfaction levels expressed by both students and instructors as illustrated in Charts 1 to 4 on the materials' design, clarity, and relevance corroborate this position. The findings further validate the position of Juspaningsih (2023) that learners run the risk of becoming overwhelmed and frustrated when exposed to poorly scaffolded materials. Furthermore, the principle of iterative prototyping and validation with experts, as shown in the consistency analysis, placed the materials on sound pedagogical ground, as supported by Hansen et al. (2022).

4.4 Enhancing Student Engagement and Autonomy

The unstructured students' feedback collected in the feedback charts overwhelmingly pointed to the substantial improvements in motivation supposedly as a result of the materials' incorporation of stimulating visuals, authentic tasks and activities interactivity. The observation is also in support of Syafryadin et al. (2024) as well as Bashori et al. (2020) who advocate the use of discussion methodology for improvements in speaking performance of learners. The authentic communication contexts thereby fostered fluency and spontaneous language use having the education of the learners in mind in concordance with the findings of Chong & Reinders (2022) on learner autonomy.

4.5 Teacher Readiness and Classroom Interaction

The lecturers' perceptions illustrated in Charts 3 and 4 emphasize the significance of teachers' readiness and their alignment with the curriculum. As Wang & Sun (2024) state, the attitudes of teachers regarding innovative resources affect their use in the classroom. The overwhelming consensus of the lecturers regarding the new design represents how the consultation of teachers during resource design encourages their adoption and integration of new materials.

4.6 Limitations of the Current Resources and Practical Problems

To address the challenges of the unsatisfactory commercial textbooks (needs analysis), it replicates Sipe & Segumpan (2024). The practical applicability of the new materials can be traced to the course objectives and the students' levels of proficiency. The large gains in the test results and the high correlation (Table 4) attest to the effectiveness of the materials, which corresponds to the benchmarks set by Gedamu & Gezahegn (2021).

4.7 Implications for Future EFL Material Development

The high levels of cultural and contextual integration present in the new course book ascertain that localised materials can better tackle learner heterogeneity. This underscores the argument put forth by Smaoui (2021) that the incorporation of culturally relevant materials does mitigate the local contextual-target language use dichotomy. The systematic feedback loop through students' and

lecturers' perceptions, and also through experts' validation, exemplifies the contribution of formative evaluation to the refinement of materials, as discussed by Dewi et al, 2023.

4.8 Evaluation and Assessment Considerations

First, evaluations and assessments provided 'concrete proof of predicted viability'. Evaluation of instructional materials' impact using standardised test measurements, student surveys, and instructor surveys 'attest to the practicality' of 'comprehensive evaluations' in the field of education. Wu (2021) and Putri (2021) suggest that instructional materials should be a 'culmination' of both qualitative and quantitative research to keep materials instructionally flexible in a classroom. Furthermore, the alignment of the materials to the CEFR levels appropriate to communicative competence suggests the validity of these materials (Sartika et al., 2022). Thus, evidence suggests that a well-sequenced integrated, scaffolded, and culturally sensitive interactive model for EFL speaking instruction can easily overcome the numerous issues that most (but not all) Indonesian students in higher education are confronted with and offer a model for numerous other contexts.

5. Conclusion

The purpose of this participatory action research study was to determine the importance of developing English speaking instructional materials centred on discussion method for improving students' speaking competencies in EFL. Findings showed that publisher textbooks do not align with the curriculum, designs do not meet the students' needs, or lack context, or do not provide genuine speaking opportunities. With the application of one of the models of ADDIE, and one of the strands of the PPP materials, the difference in the developed materials showed effectiveness by elevated mean scores garnered on the end-of-unit summative assessment, and feedback garnered from students and faculty validated the effectiveness of the instructional materials created. This demonstrates that enhanced motivation, engagement, and efficacy, to a considerable extent, are achieved through instructional materials created with genuine tasks to enable differentiated instructional pedagogical approaches. This demonstrates an urgent challenge posed to educators and instructional materials developers, to create instructional materials that meet the context of the students' needs and lived circumstances. Expert validation, which was also evident in the consistency of its outcomes, attests to the final achievement of the work to fulfil due pedagogical and academic standards. This study will add to the repertoire of research in this under-explored field of discussion method of teaching speaking in EFL contexts, and provides a basis to be adapted in other similar contexts. Further research may examine the model's applicability in diverse institutions and new geographical and cultural contexts, or consider the effects of increased learner autonomy and fluency over time in longitudinal studies.

References

- Alaraj, M. M. (2024). Effective Strategies to Overcome EFL Speaking Difficulties. *International Journal of Social Science and Human Research*, 07(10). <https://doi.org/10.47191/ijsshr/v7-i10-14>
- Albogami, A., & Algethami, G. (2022). Exploring the Use of WhatsApp for Teaching Speaking to English Language Learners: A Case Study. *Arab World English Journal*, 2, 183–201. <https://doi.org/10.24093/awej/covid2.12>
- Al-Hassaani, A. M. A., & Qaid, A. F. M. (2021). Challenges and Strategies in Teaching Speaking Skills to the Yemeni EFL Learners at Aden University: A Case Study. *Arab World English Journal*, 12(1), 498–514. <https://doi.org/10.24093/awej/vol12no1.32>
- Alsehibany, R. A. (2021). EFL Saudi Student's Attitudes Toward Peer Feedback Activities in a Writing Class. *Psu Research Review*, 8(1), 51–67. <https://doi.org/10.1108/prr-01-2021-0004>
- Amini, W., Kusumaningsih, C., & Sari, D. S. (2021). Learning Autonomy in English Speaking Skill. *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 4(7), 645–652. <https://doi.org/10.54371/jiip.v4i7.323>
- Andas, N. H., Karman, K., & Muliyadi, M. (2021). A Need Analysis of Learning English for Computer Science Students. *The Journal of English Literacy Education the Teaching and Learning of English as a Foreign Language*, 8(2), 68–83. <https://doi.org/10.36706/jele.v8i2.15405>
- Arianto, R. S., Juhana, J., & Ruminda, R. (2023). Building Students' Confidence in Speaking English Through Differentiated Instruction. *Lectura Jurnal Pendidikan*, 14(2), 276–287. <https://doi.org/10.31849/lectura.v14i2.14806>

- Asmaa Zaghloul Abd Elatty Mohammed: The Effectiveness of a Program Based on Digital Posters and Video-Based Reflection in Developing Preparatory Stage Pu-Pils' EFL Speaking Fluency Skills. (2023). 21, 5(32), 991–1110. <https://doi.org/10.21608/jsep.2023.345505>
- Ban, B., Pang, S., & Em, S. (2023). Debate: One of the Key Factors to Improving Students' English Language Speaking Skills. *Journal of General Education and Humanities*, 2(2), 107–120. <https://doi.org/10.58421/gehu.v2i2.69>
- Bashori, M., Hout, R. v., Strik, H., & Cucchiarini, C. (2020). Web-Based Language Learning and Speaking Anxiety. *Computer Assisted Language Learning*, 35(5–6), 1058–1089. <https://doi.org/10.1080/09588221.2020.1770293>
- Bećirović, S., Brdarević-Čeljo, A., & Polz, E. (2021). Exploring the Relationship Between Language Learning Strategies, Academic Achievement, Grade Level, and Gender. *Journal of Language and Education*, 7(2), 93–106. <https://doi.org/10.17323/jle.2021.10771>
- Bin-Hady, W. R. A., Sarnou, H., & Schug, D. (2024). EFL Teachers' Attitudes Towards a Glocalized Approach: An International, Mixed-Methods Study. *Jurnal Arbitrer*, 11(1), 13–28. <https://doi.org/10.25077/ar.11.1.13-28.2024>
- Blaschke, L. M. (2021). The Dynamic Mix of Heutagogy and Technology: Preparing Learners for Lifelong Learning. *British Journal of Educational Technology*, 52(4), 1629–1645. <https://doi.org/10.1111/bjet.13105>
- Boonma, N., & Swatevacharkul, R. (2020). The Effect of Autonomous Learning Process on Learner Autonomy of English Public Speaking Students. *Indonesian Journal of Applied Linguistics*, 10(1), 194–205. <https://doi.org/10.17509/ijal.v10i1.25037>
- Budiarti, B., Juhansar, J., Rahmawati, D. A., Alamsyah, K. F., Mawar, A. M., & Sudiro, S. (2022). EFL Students' Perceptions on the Use of Storytelling Towards English Speaking Proficiency. *Edumaspul - Jurnal Pendidikan*, 6(2), 2284–2288. <https://doi.org/10.33487/edumaspul.v6i2.3308>
- Bulbula, D. A., Bulti, T. A., & Sada, E. Y. (2021). EFL Teachers' Practices and Implementations of Speaking Activities in Ethiopian English Textbooks. *Education Research International*, 2021, 1–11. <https://doi.org/10.1155/2021/8696278>
- Burhanuddin, B., Hudriati, A., & Juniansyah, D. (2023). EFL Higher Education Students' Psychological Factor in Speaking Classroom Activities at Universitas Muslim Indonesia: A Research Report. *Elt Worldwide Journal of English Language Teaching*, 10(1), 52. <https://doi.org/10.26858/eltww.v10i1.38370>
- Chong, S. W., & Reinders, H. (2022). Autonomy of English Language Learners: A Scoping Review of Research and Practice. *Language Teaching Research*, 29(2), 607–632. <https://doi.org/10.1177/13621688221075812>
- Chowdhury, T. A. (2021). Fostering Learner Autonomy Through Cooperative and Collaborative Learning. *Shanlax International Journal of Education*, 10(1), 89–95. <https://doi.org/10.34293/education.v10i1.4347>
- Clarisa, S., Miftakh, F., & Rahmawati, M. (2022). A Need Analysis of Task Activity Identified for Tourism Students in Listening and Speaking Integrated Skill. *Eltin Journal Journal of English Language Teaching in Indonesia*, 10(1), 31. <https://doi.org/10.22460/eltin.v10i1.p31-44>
- Darmawan, D., Alam, S. P., & Nirma, O. N. (2021). Speaking Self-Efficacy of EFL Students of Pre-Service Teaching Program in EFL Classroom Setting. *Jet (Journal of English Teaching)*, 7(2), 150–162. <https://doi.org/10.33541/jet.v7i2.2582>
- Dewi, D. S., & Wilany, E. (2023). The Relationship Between Learner Autonomy and Motivation in Efl Speaking Class. *Elp (Journal of English Language Pedagogy)*, 8(2), 194–208. <https://doi.org/10.36665/elp.v8i2.758>
- Dewi, H. H., Hidayatulloh, S. M. M., Sukarno, S., Lestari, A. E., Dewi, I. L., & Ciptaningrum, D. S. (2023). English Materials Development for an Undergraduate Communication Study Program: A Need Analysis in Indonesian Context. *LLT Journal a Journal on Language and Language Teaching*, 26(1), 69–91. <https://doi.org/10.24071/llt.v26i1.5208>
- Dewi, R. F., Fajriyah, L., & Abidah, D. Y. (2024). EFL Students' Perceptions on the Use of Instagram to Foster Learner Autonomy in Speaking. *Journal of English Education Program*, 5(2). <https://doi.org/10.26418/jeep.v5i2.72217>

- Elghotmy, H. E. A. (2023). Integrating Instructional Scaffolding Interaction Cycle Into Dialogic Teaching to Enhance EFL Listening and Speaking Skills Among Faculty of Education Sophomores. 44–1), 1(2023, □□□□□□□□ □□□□□ - □□□□□□□ □□□□ □□□□. <https://doi.org/10.21608/muja.2023.288089>
- Fauzi, I., Ruhiat, Y., & Hakim, L. (2021). Developing Digital English Materials Based on Contextual Teaching Learning for Economics Students. *Loquen English Studies Journal*, 14(1), 1. <https://doi.org/10.32678/loquen.v14i1.4619>
- Gedamu, A. D., & Gezahegn, T. H. (2021). EFL Supervisors' Written Feedback Focus and Language Functions: A Mixed Methods Study. *Asian-Pacific Journal of Second and Foreign Language Education*, 6(1). <https://doi.org/10.1186/s40862-021-00125-2>
- Haerazi, H., & Núñez, J. L. (2022). Promoting Intercultural Competences and Communication Skills Through English Textbooks Within Multilingual Education. *Journal of Language and Literature Studies*, 1(2), 75–82. <https://doi.org/10.36312/jolls.v1i2.610>
- Halali, A. A. S., Ismail, L., Samad, A. A., Razali, A. B., & Noordin, N. (2022). Challenges in Academic Speaking for Non-Native Speakers: The Case of Libyan Students Studying in Malaysia. *Pertanika Journal of Social Sciences and Humanities*, 30(S1), 43–62. <https://doi.org/10.47836/pjssh.30.s1.03>
- Halim, A., Nur, S., Vega, N. D., Nasta, M., & Nurfadhilah, A. S. (2023). Exploring Heutagogy in Indonesian Higher Education: Cultural Challenges and Advantages in Mobile-Based English as a Foreign Language (EFL) Teaching. *Veles Voice of English Language Education Society*, 7(3), 557–571. <https://doi.org/10.29408/veles.v7i3.22026>
- Hansen, C. A., Arlitt, R., Eifler, T., & Deininger, M. (2022). Design by Prototyping: Increasing Agility in Mechatronic Product Design Through Prototyping Sprints. *Proceedings of the Design Society*, 2, 201–210. <https://doi.org/10.1017/pds.2022.22>
- Igarashi, S. (2024). Utilizing Interactive Learning to Teach Communicative Language Teaching to Japanese EFL Preservice Teachers. *Tesol Journal*, 15(4). <https://doi.org/10.1002/tesj.865>
- Inayah, N., Rozak, A., & Mascita, D. E. (2023). Short Story Text Teaching Materials Oriented on Critical Thinking Ability for High School Students. *International Journal of Social Science*, 3(2), 309–314. <https://doi.org/10.53625/ijss.v3i2.6456>
- 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>
- 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, R., Chambers, E., Chambers, D. H., & Lee, J.-H. (2021). Generating New Snack Food Texture Ideas Using Sensory and Consumer Research Tools: A Case Study of the Japanese and South Korean Snack Food Markets. *Foods*, 10(2), 474. <https://doi.org/10.3390/foods10020474>
- Lakuana, N., & Siojam, S. (2020). The Effectiveness of Presentation, Practice, Production (Ppp) Method in Developing Students' Speaking Skill at Ma Al-Khairaat Luwuk. *Babasal English Education Journal*, 1(2). <https://doi.org/10.32529/beej.v1i2.1008>
- Lan, R., & Chun-shou, L. (2022). Group Learning and University Students' EFL Learner Identity Construction: A Multiple Case Study in China. *Open Journal of Modern Linguistics*, 12(04), 399–413. <https://doi.org/10.4236/ojml.2022.124028>
- Larasaty, F., Saraswaty, D. R., Haryanto, E., & Sulistiyo, U. (2024). A Systematic Review of Motivational Factors in Developing Speaking Skills Among Indonesian EFL Learners. *Pijed*, 3(2), 382–395. <https://doi.org/10.59175/pijed.v3i2.320>
- Limeranto, J. T., & Bram, B. (2022). Exploring EFL Graduate Students' Perspectives and Strategies to Improve English Speaking Skills. *Surakarta English and Literature Journal*, 5(1), 26. <https://doi.org/10.52429/selju.v5i1.813>
- Liu, H., & Zhang, W. (2023). "First Among Equals": Unpacking Patterns of EFL Teachers' Sustainable Feedback Strategies in Learner-Centered Language Learning Classrooms in the Chinese Context. *Sustainability*, 15(2), 1677. <https://doi.org/10.3390/su15021677>

- Lv, X., Ren, W., & Xie, Y. (2021). The Effects of Online Feedback on ESL/EFL Writing: A Meta-Analysis. *The Asia-Pacific Education Researcher*, 30(6), 643–653. <https://doi.org/10.1007/s40299-021-00594-6>
- Mahdi, D. A. (2024). Linguistic and Non-Linguistic Barriers to English Speaking Ability Among Saudi EFL Learners. *Journal of Pedagogical Research*. <https://doi.org/10.33902/jpr.202426853>
- Maisarah, U., & Nirwanto, R. (2024). The Importance of Conducting Need Analysis to Design English Courses in Curriculum Merdeka. *Jipnas*, 2(1), 14–21. <https://doi.org/10.59435/jipnas.v2i1.54>
- Mardhiah, A., Kamaliah, N., Helmiyadi, H., & Lathifatuddini, L. (2024). Enhancing Indonesian EFL Learners' Speaking Skills Through Digital Storytelling Based on Local Folktales. *Saga Journal of English Language Teaching and Applied Linguistics*, 5(2), 81–93. <https://doi.org/10.21460/saga.2024.52.190>
- Minh, N. H., & Ngoc, N. T. D. (2023). Learner Autonomy, Motivation and English Speaking Proficiency: A Study Among English Foreign Language University Students in Nghe An. *Vnu Journal of Science Education Research*, 39(1). <https://doi.org/10.25073/2588-1159/vnuer.4700>
- Misesani, D., Janggo, W. O., & Wuwur, M. S. N. (2020). Need Analysis in ADDIE Model to Develop Academic Speaking Materials. *Ethical Lingua Journal of Language Teaching and Literature*, 7(2), 438–446. <https://doi.org/10.30605/25409190.226>
- Munir, M., Sudarwinoto, S., Suhesty, S., & Yaman, S. (2023). Enhancing EFL Speaking Skills Through Thematic Comic Strips: An Exploration in a Junior High School Setting. *Elt Worldwide Journal of English Language Teaching*, 10(2), 441. <https://doi.org/10.26858/eltww.v10i2.53829>
- Nafiah, U. (2020). Developing English Modules With Integrated Islamic Values and the Jambi Local Wisdom. *Studies in English Language and Education*, 7(1), 96–112. <https://doi.org/10.24815/siele.v7i1.15138>
- Noda, T. (2023). A Production-Enhanced PPP Approach for Teaching Conversation Strategies. *PCP*, 2022(1), 179. <https://doi.org/10.37546/jaltpcp2022-21>
- Omar, T. K. (2023). Students' Challenges in EFL Speaking Classrooms. *Academic Journal of Nawroz University*, 12(4), 957–963. <https://doi.org/10.25007/ajnu.v12n4a1809>
- Park, E. (2021). Adopting a Mixed Method Needs Analysis for CALL Research. *SHS Web of Conferences*, 102, 01002. <https://doi.org/10.1051/shsconf/202110201002>
- Pishadast, A. (2022). Developing the Speaking Ability of EFL Learners Through Scaffolding. *Journal of Contemporary Language Research*, 1(2), 60–64. <https://doi.org/10.58803/jclr.v1i2.8>
- Purnamaningwulan, R. A. (2024). Evaluating the Efficacy of Differentiated Instruction in EFL Speaking Classes: A Classroom Action Research Study. *Veles Voice of English Language Education Society*, 8(1), 186–196. <https://doi.org/10.29408/veles.v8i1.25635>
- Putrawan, G. E., & Sinaga, T. (2022). Bilinguals' Linguistic Repertoire and Foreign Language Instruction: What Do Teachers Say About Teaching Efl Through Translanguaging? *Journal of Language*, 4(1), 166–172. <https://doi.org/10.30743/jol.v4i1.5489>
- Putri, N. V. W., Munir, A., & Anam, S. (2021). Students' Perceptions of Teacher Feedback in EFL English Class and Their Self-Regulated Learning After Receiving Feedback. *Journal on English as a Foreign Language*, 11(1), 42–60. <https://doi.org/10.23971/jefl.v11i1.2237>
- Rafique, S., Waqas, A., & Shahid, C. (2023). The Correlation Between Vocabulary Knowledge and English Language Proficiency at Undergraduate Level. *Pakistan Journal of Humanities and Social Sciences*, 11(2). <https://doi.org/10.52131/pjhss.2023.1102.0422>
- Ramadhani, R., Aulawi, H., Setiawan, R., & Rahayu, S. (2023). The Speaking English Material Needs of Engineering Students for the English Club Program: An ESP Analysis. *Scope Journal of English Language Teaching*, 7(2), 258. <https://doi.org/10.30998/scope.v7i2.16310>
- Rasyid, M. N. A. (2022). Teachers' Beliefs and Practices Towards Language Assessment in an Indonesian Islamic University. *Langkawi Journal of the Association for Arabic and English*, 131. <https://doi.org/10.31332/lkw.v0i0.4475>
- Saleh, M. M. (2023). A Program Based on Fables for Developing EFL Speaking Skills and Moral Values of Official Language Primary School Pupils., 123(1), 3–25. <https://doi.org/10.21608/maed.2023.326953>

- Sartika, D., Sudana, D., & Gustine, G. G. (2022). EFL Students' Experience in Speaking Practice on Discord Application. *Jurnal Pendidikan Bahasa Dan Sastra*, 22(1), 25–36. https://doi.org/10.17509/bs_jpbs.v22i1.47651
- Sarwanti, S., Sotlikova, R., Novianto, D., & Indriani, L. (2023). Needs Analysis of English Skills Amongst Electrical Engineering Students in ESP Contexts. *Journal of Languages and Language Teaching*, 11(4), 669. <https://doi.org/10.33394/jollt.v11i4.9016>
- Shalaby, E. A., & Badr, S. (2024). Enhancing EFL Speaking Skills of Secondary School Students Through a Constructivist Learning Activities (CLAs) Program. *Port Said Journal of Educational Research*, 3(1), 138–168. <https://doi.org/10.21608/psjer.2023.243563.1023>
- Sidik, E. J., Utomo, D. W., & Juniardi, Y. (2021). The Investigation of Using Out-Classroom Experiences to Enhance Indonesian EFL Learners' Speaking Performance. *Jetal Journal of English Teaching & Applied Linguistic*, 3(1), 21–29. <https://doi.org/10.36655/jetal.v3i1.577>
- Sipe, M. D., & Segumpan, R. G. (2024). A Phenomenological Study of University Lecturers' EFL Teaching Challenges in an Asian Setting. *Qualitative Research Journal*, 24(2), 146–158. <https://doi.org/10.1108/qrij-10-2023-0162>
- Sirisrimangkorn, L. (2021). Improving EFL Undergraduate Learners' Speaking Skills Through Project-Based Learning Using Presentation. *Advances in Language and Literary Studies*, 12(3), 65. <https://doi.org/10.7575/aiac.all.v.12n.3.p.65>
- Syafradin, S., Othman, J. B., Amalia, S., & Wardhana, D. E. C. (2024). Unveiling Students' Challenges and Attitudes Towards Project-Based Learning in English-Speaking Tertiary Classroom. *LLT Journal a Journal on Language and Language Teaching*, 27(1), 198–213. <https://doi.org/10.24071/llt.v27i1.8181>
- Tusino, T., Perdanakusuma, H., Dewi, P., & Saputro, W. T. (2022). Synchronous Learning in Speaking Class: English as a Foreign Language Learners' Voices. *Lingua Cultura*, 16(1), 83–88. <https://doi.org/10.21512/lc.v16i1.7867>
- Utami, Y. P., Suswanto, B., & Fadhillah, N. (2023). The Effects of Genre Based Approach and Process Approach on EFL Writing Class. *Technium Social Sciences Journal*, 50, 293–299. <https://doi.org/10.47577/tssj.v50i1.9903>
- Vire, M., & Fajardo, T. (2022). Developing Speaking Skills on EFL Learners Through Biography-Driven Instructional Strategies. *Jep*. <https://doi.org/10.7176/jep/13-3-01>
- Wang, Y., & Sun, P. P. (2024). Development and Validation of Scales for Speaking Self-Efficacy: Constructs, Sources, and Relations. *Plos One*, 19(1), e0297517. <https://doi.org/10.1371/journal.pone.0297517>
- Watanapokakul, S. (2024). Enhancing Active Grammar Learning in a Synchronous Online EFL Undergraduate Classroom: Development and Assessment of the LPCR Online Instructional Model. *rEFlections*, 31(3). <https://doi.org/10.61508/refl.v31i3.276044>
- Widiati, U., Khoiri, N. E., Nindya, M. A., & Tengku Intan Suzila Tengku Sharif. (2023). Exploring Strategies of Teaching Speaking Among Indonesian and Malaysian Secondary English Teachers. *Register Journal*, 16(2), 286–300. <https://doi.org/10.18326/register.v16i2.286-300>
- Wijayanto, P. W., Barlian, Y. A., & Nurbani, S. (2023). Exploring Needs in English Learning Materials for Visual Communication Design Students and Graduates: A Mixed-Methods Approach. *Reila Journal of Research and Innovation in Language*, 5(2), 115–127. <https://doi.org/10.31849/reila.v5i2.13536>
- Wu, X., Dixon, H., & Zhang, L. J. (2021). Sustainable Development of Students' Learning Capabilities: The Case of University Students' Attitudes Towards Teachers, Peers, and Themselves as Oral Feedback Sources in Learning English. *Sustainability*, 13(9), 5211. <https://doi.org/10.3390/su13095211>
- Xie, Q. (2022). Using Task-Based Approach in Business English Courses for English-Majors at a Chinese University. *International Journal of Chinese Education*, 11(2). <https://doi.org/10.1177/2212585x221099104>
- Yasin, R. H. (2024). Investigating the Strategies, Activities and Challenges of EFL Speaking Classes. *Ots Canadian Journal*, 3(1). <https://doi.org/10.58840/5egk7482>

- Yulian, R., Ruhama', U., & Sucipto, S. (2022). Developing Augmented Reality (AR) as Assisted Technology in Reading Based on Content-Language Integrated Learning. *JTP - Jurnal Teknologi Pendidikan*, 24(1), 23–37. <https://doi.org/10.21009/jtp.v24i1.23626>
- Zhang, S., & Hasim, Z. (2023). Gamification in EFL/ESL Instruction: A Systematic Review of Empirical Research. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1030790>
- Zou, B., Du, Y., Wang, Z., Chen, J., & Zhang, W. (2023). An Investigation Into Artificial Intelligence Speech Evaluation Programs With Automatic Feedback for Developing EFL Learners' Speaking Skills. *Sage Open*, 13(3). <https://doi.org/10.1177/21582440231193818>
- Zunaidah, A. (2024). Meaningful Synergy in E-Learning Integrating Environmental Awareness and Project-Based Learning in EFL. *Academy of Education Journal*, 15(1), 816–825. <https://doi.org/10.47200/aoej.v15i1.2314>