Simple-Interactive Contents-Based English Materials- Development for Non-English Departments

Dedi Aprianto [1], Sutarman[2], Zainudin Abdussamad[3], Wahyu Kamil Syarifaturahman [4]

[1] Universitas Bumigora
Dediaprianto44@gmail.com
[2] Universitas Bumigora
Sutarman@universitasbumigora
[3] Universitas Bumigora
zainuddin@universitasbumigora.ac.id
[4] Universitas Bumigora
wahyu.kamil@universtasbumigora.ac.id

Abstract

The efforts of curriculum development led by the learners' needs and necessities. English curriculum design in the tertiary education must be dynamic by following the learning patterns and learning styles of students as active participants in ELT. Another perspective in improving English Language Learning through an English textbook design by developing simple-interactive contents in purpose of better English learning outcomes. This study aims at developing a model of English textbook based on the interactive-simple and meaningful contents and investigating whether the use of such English textbook can increase ELT effectiveness. It was conducted under the perspective and methods of Research and Development (R&D) through; explorative study, curriculum model development study and evaluative study. The data was collected through observation, questionnaires, and test. Eventually the data was statistically analyzed through t-test. This study revealed that the needs-analysis' findings on necessity, wants; the four language skills and components such as interactive Grammar contents, Writing skills; The Organizations of the Paragraph, Reading Skills, Pronunciation (Sound-Structures, and related English. Simple-interactive contents-based English textbook was appropriately-enough used. Moreover the finding was supported by test through T-test showing that the effect is not too significant between the participants using the developed textbook (81.10) with those are not using one (77.26). This developed textbook is rather appropriate to use in the non-English departments in tertiary education. It can further be developed by designing the appropriate contents and assessment models. One significant fact found in this study is that the designed materials would have made non-English students engage in positive classroom activities; English exposure and active participation.

Keywords: Simple-interactive contents, English textbook, curriculum design

1. INTRODUCTION

Educational instrument reform might have increasingly been because of the demographic and situational changes taking place (Thiruvengadam, 2015). The efforts to increase English language literacy towards the language learners for a more competitive works encourage the government through the

formal education sector to reform and innovate the more effective and meaningful curriculum model in increasing the capacity of English language learners (Poedjiastutie et al., 2018). The development of the English curriculum at the tertiary education must be dynamic by following the learning situation, needs, and learning styles belonging to the students as active participants in the English Language Learning (ELL) process which oriented towards effective language learning. Innovative and meaningful language learning that is inserted in curriculum development aims to increase the effectiveness of learning and the achievement of learning objectives, namely the development of language skills. Then those are followed by language competence , and academic skills in form of analytic ability, creativity and critical thinking.

The development of an English curriculum design oriented to the development of language skills related to the background knowledge has been widely-wasted carried out. The curriculum model refers to as English for specific purposes (ESP). This is an approach to language learning that consists of various fields in English learning which is oriented for the works (Pinelopi, 2015). In this context, the researchers try to use another perspective to improve language skills through curriculum development or English textbook design model which is based on simple-interactive contents to improve language learning effectiveness. According to the results of the informal observations carried out, researchers as English teachers in the Information Technology study program use several simple, meaningful, and authentic interactive language contents based on the everyday life activities can motivate to learn English easily and meaningfully. It is one of the reasons encouraging the researchers to develop the new model of textbook design in English Language Teaching practices in purpose of increasing language learning effectiveness based on interactive-simple and authentic learning contents rooted from the environment activities.

English curriculum design is developed to foster communicative language skills which can be done by compiling materials that are more interactive-simple and related to what learners have experienced. Interactive language learning based on experience can make it easier for English learners who have non-English majors. Language learning problems for non-English learners can be influenced by weaknesses in aspects of the four language skills and despite of motivational factors (Arjulayana & Tangerang, 2021). The design of the English curriculum for students is carried out on the basis of the perceived ineffectiveness of learning by considering the final results of English learning from two aspects of language objectives, namely aspects of language skills and language competence. Globally learning English in several countries often has a gap between the learning process and the output resulting from its development process. Thus the main problem of ELT failure in formal educational institutions is sourced from the curriculum model that is used. The design of the English curriculum does not describe what the needs, interests, and learning styles belonging to the students or students themselves (Madya, 2007). She

mentioned the main problem in addition to several other problems that resulted in the failure originating from the curriculum that is used.

Based on the observations carried out English Language Teaching process, researchers concluded that there are problems in form of ineffectiveness of the students' communicative activities in classrooms. As a result, they delved to link the ELT gaps on the use of English curriculum which is ineffective by aiming at developing an English textbook design or a curriculum which can be utilized to foster language learning effectiveness; the improvement of students' learning activities. Then it is oriented to find out whether the textbook design can improve students' language learning effectiveness. In addition, developing English materials as the effective alternative in enhance and facilitate the tertiary non-English learners having linguistic problems in ELT. Non-English students with low English proficiency might have simply been taught by using the simple and interactive learning design.

The role of English teachers is very important in achieving the objectives of the learning curriculum in formal educational institutions. Education is expected to always be productive and responsive to students needs and learning styles in the classroom. In the context of curriculum development, teachers are considered as curriculum transmitters, curriculum developers, or curriculum makers. English teachers play an important role in designing the curriculum used in the process of achieving learning objectives (Shawer et al., 2009). Curriculum design can be influenced by various motives or goals that vary and are very dependent on the goals of teachers-students/students in a formal education institution, schools or colleges. Differences in English curriculum design can affect how teachers carry out learning programs in the classroom (curriculum implementation), students and the curriculum itself. The role of an English teacher in the classroom becomes a researcher who functions not only as a curriculum developer, increasing learning capacity, but he can also formulate concepts obtained through the implementation of classroom learning. Shawer et al. show the role of the teacher in curriculum design has a central role because knowledge, experience, and expertise that are possessed affect the interaction of learners and learning materials. Then the result of the activities or learning interactions in the classroom is description of the actual implementation of the curriculum. In the end, the teacher as a curriculum designer can determine the right curriculum design to be used.

Curriculum can be defined as a set of learning plans as a whole and how it is outlined in form of a blue print to achieve the desired learning objective (Richards, 2013). He mentioned that there are three curriculum development strategies that can be done and furthermore the three curriculum design strategies can provide general description of various trends or developments in the context of language learning, namely forward design, central design, and backward design. Additionally in curriculum

development there are 3 stages which are the framework for the formation of a learning curriculum, namely input (syllabus), process (methodology), and output (learning outcomes). From the three curriculum frameworks, it can be designed using a forward design strategy, developing a learning curriculum sequentially starting from the syllabus development stage (input), and then proceeding to the process stage, which is the core activity in form of how the learning process is carried out, and finally the output. The central design strategy is carried out by starting from the process stage where the implementation of development starts from the process of determining the implementation of learning activities, determining learning techniques, and choosing the methodologies then after that the determination of the syllabus and learning outcomes is carried out. Finally, the use of a backward design development strategy is carried out by determining the learning output which is used as the basis for developing the learning process and learning content (input).

(Bailey, 2018) mentions that there are also four main foundations in curriculum development based on an approach taken by Tyler (1949); knowing the goals of learning at the school/institution, identifying experiences related to the goals of the institution, organizing and evaluating learning experiences.

A curriculum is a set of learning plans designed based on the needs and learning objectives. In this case, the researchers will develop an English curriculum for non-English majors in higher education in purpose of increasing the effectiveness of English language learning, such as speaking improvement by designing textbook based on interactive, simple and authentic learning materials. The development of communicative language competence is based on Dell Hymes' theory (1972) studying language not only on the linguistic code or language structure, but also on how to express the language itself. This theory refutes the previous theory (Chomsky, 1960), which emphasizes the importance of the grammatical system as an abstract system by eliminating the importance of language use (Gao & Huang, 2010). The concept of communicative competence has various definitions, including (Savignon, 1983, in Xie, 2016), communicative competence in second language learning (Second Language Learning) is related to the competence of spoken language, written language, and the context of its users. The development of the English curriculum is oriented towards developing communicative language skills (speaking skills). Speaking skill is an interactive process forming meaning in form of producing, receiving and processing information. Form and meaning are independent to the context of language use, such as users, places, and purposes.

Learning materials or instructional materials consist of knowledge, skills, and attitudes that must be mastered by learners in purpose of achieving learning targets based on predetermined competency

standard (Kusamawati, 2017). Effective learning materials are important parts of the curriculum (input). The effective learning materials consist of interesting learning texts, learning activities that can increase children's thinking capacity, and learning autonomy (Hutchinson and Waters 1987; Kusumawati, 2017). Furthermore, (Xie & Chen, 2019), the success factors of curriculum implementation developed in learning, namely teaching methods and learning activities, effective learning materials, media (multimedia learning), teacher background and experience, and student learning objectives.

Regarding to teaching materials the description of all teachers' and students' activities are largely determined by the curriculum itself. Thus the development of teaching-learning materials can be done by adapting them to authentic learning contents (Xie & Chen, 2019). Authentic materials greatly contribute to the development of communicative competence. The development of authentic, interactive and simple teaching materials can be done by linking up the activities or experiences belonging to learners with learning contents, so that they will make themselves easier for them to participate in the interactive learning. The development of textbooks developed by (Fauzan, 2014) states that the development of teaching materials for the development of speaking skills is based on a material model focusing on developing students' communication skills more effectively by designing materials based on everyday conversation. Substantial features in the preparation of textbooks carried out by Fauzan by incorporating elements of culture, situational context, and gradation system in the preparation.

English learning based on the 2013 curriculum is claimed to have a positive impact because the learning method development model is oriented to the concept of Communicative Competence, which is implemented through Communicative Language Teaching (CLT); student-centered active learning, contextual teaching, more authentic, and more creative use in effective communication learning (Sabrina, 2020). In line with what (Toro et al., 2018) the Communicative Language Teaching Strategy can help the development of learners' communicative competence not only through the design of learning models, study groups, but also providing meta-linguistic feedback and providing learning autonomy to students (elicitation).

The success of using English learning strategies is very dependent on the level of the learner's language competence where they who have good language skills can use all strategies appropriately and easily, such as the use of memory, cognitive, compensatory, metacognitive, affective, and social sub-strategies to improve language skills (A. Gani et al., 2015). The full use of CLT has been well structured in the teaching program through the preparation of the lesson plans but their implementation has always been a major problem. This problem is caused by several main procedures and CLT techniques that have not been properly designed and CLT-based learning activities are not implemented properly.

(Burhanuddin Yasin & Zulfadli A. Aziz, 2017). The use of CLT is slightly different from the use of Project-Based Learning (PBL), in form of drilling, directed response, sentence/dialogue completion, picture-cued, translation, questions and answers, discussion, games, oral presentation, retelling stories, and singing songs can be used in speaking activities (Fitria, 2013).

On the other hand, there are a number of strategies that can be used to improve communicative learning objectives by facilitating increasing the participation and quality of English teachers in non-English majors, namely curriculum improvement or development and making Focused Group Discussions (FGDs), to discuss issues related to English learning issues or problems in learning English (Improvement, 2017). Various formulations of language learning strategies that are oriented towards increasing communicative competence (Communicative Competence) are consciously carried out on the basis of language learning problems. One of the important problems in learning English is language anxiety which is caused by a lack of mental readiness to learn, knowledge of vocabulary, pronunciation, grammar, and knowledge of learning materials in class. Learning anxiety can be solved by increasing children's learning motivation and increasing participation in learning activities (Muna and Muna, 2019). Furthermore, Rahmaniah at al., (2018) mentions problems in communicative language learning from aspects of accuracy, language skills (fluency), pronunciation, limited vocabulary, and aspects of comprehension.

2. RESEARCH METHOD

2.1 Research Design

This research was undertaken by using the perspective of Research and Development (R&D). It is a process to create a new product or make improvement to an existing product which is carried out through a process of improving results (Wulandari et al., 2020). In this study, the process of research and development of teaching-learning product will be carried out by applying what Wulandari et al., suggests; exploration, designing, and evaluation to answer how an English book was developed, as in:

1). The Explorative Phase;

The first stage carried is observing English learning process that has taken place in the classroom in form of an analysis of the use of the curriculum (teaching materials) in purpose of observing and reviewing ELT process. Then the researchers distributed questionnaires to respondents, students of Information Technology, Software Engineering, and Computer Science study programs, to obtain data in form of target needs (target needs), through needs-analysis with a Learning-Centered Approach to find the respondents' necessities, wants, and problems. The target needs was collected by using questionnaire in

which its reliability was tested by employing Cronbach's Alpha to examine 15 items. It shows the coefficient of the questionnaire is 0.89 > 0.60 (Table R).

2). Curriculum Model Design Phase;

The researchers developed a model or a design of curriculum in form of an English textbook based on interactive and simple aspects of communicative competence. The development process is designing teaching materials, checking the results of new designs in form of textbook internally by the research team and externally by experts in the field of English curriculum development (expertise checking); validity of product design. Furthermore, this new model of the English curriculum was tested (try-out) towards the students as the book users (a product try-out).

3). Evaluation Phase;

At the product evaluation stage, it will be carried out by providing evaluation questionnaires to the respondents aiming at obtaining feedback on whether the use of the simple-interactive English textbook design model can develop oral language skills.
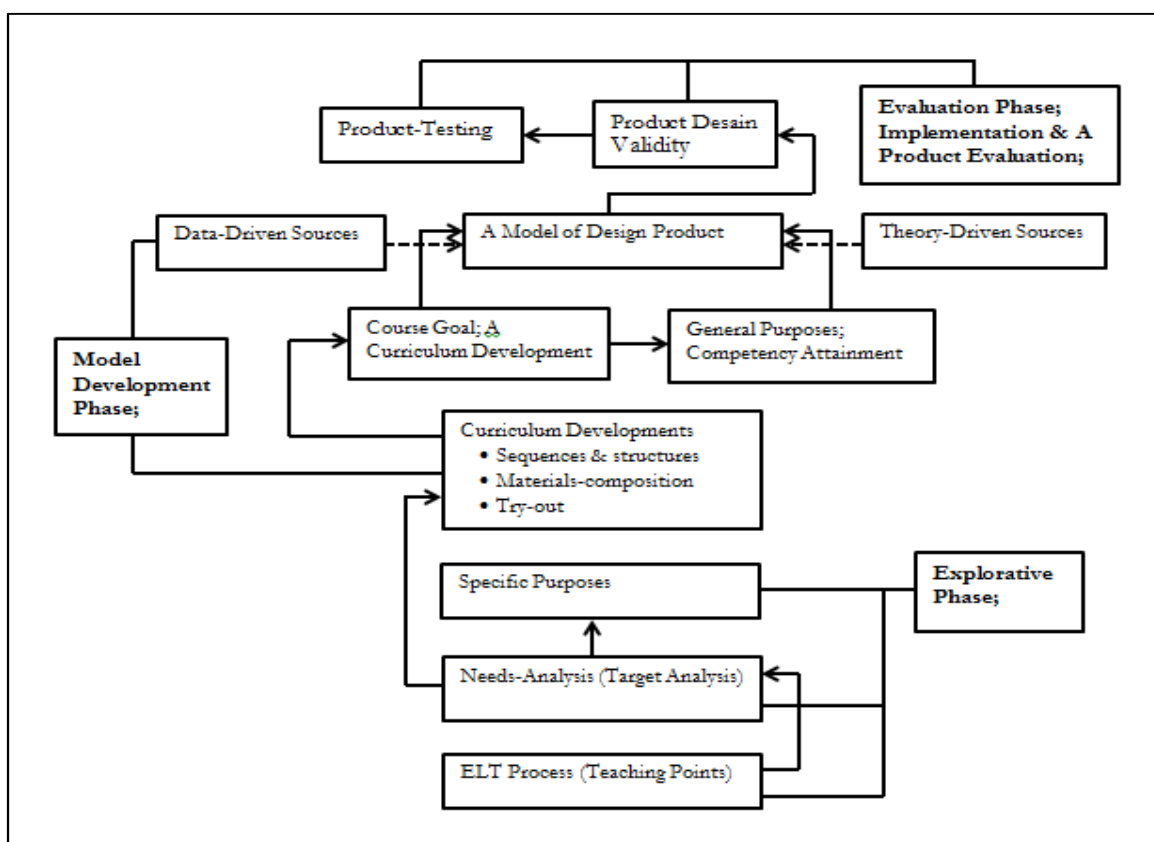

Figure 1. English book design process in the form of *Bottom-up* Processing

2.2 Participants

This study was conducted in computer science department, the university of Bumigora, Mataram West Nusa Tenggara, Indonesia. The research instrument was distributed to 44 respondents of 78 populations through Slovin formulation (N= $n\frac{N}{Nx\ d2+1}$). Thus it is a simple random sampling research or a probability sampling technique to assess the effectiveness of the designed English book for those being facilitated with the book as the learning source in EFL classrooms.

2.3 Instruments

Because the fact that the current research is quantitatively carried, all data in the form of needs and necessities are obtained through questionnaires. The questionnaire administrated was aimed at testing the designed English book by knowing the EFL university students' perception in computer department on how effective they used the designed English book. The use of questionnaire was carried in two steps; questionnaire one done to obtain data in the form of needs, necessity belonging to the participants consists of 12 items. Questionnaire two carried to know the respondents' perception or to test the designed English book consists of 15 items.

2.4 Data Analysis

The data of this current study was descriptively-statistically analyzed towards the needs and necessity of the students in English curriculum design and the effectiveness of the designed English book used by the tertiary students of the computer department. The data on the needs and necessity of the students on English book development obtained from questionnaire one consisting twelve items analyzed through calculating the mean scores of each questionnaire item then it can be as basis for developing a product. Moreover to measure the effectiveness of using the designed book, researchers collected the data which was obtained from the questionnaire two, testing the product, then calculated the mean score as well as the standard deviation of each variable to measure the central tendency of the score as a way to interpret the data as the basis or value represent all the participants as group members in this study.

3. FINDINGS AND DISCUSSION

This presents the whole findings related to the research study problems, namely developing on how the textbook's design is and on what the effectiveness of the textbook is. As mentioned early, there are three strategic studies employed to design an English textbook based on the use of simple-interactive contents for non-English departments; explorative studies, curriculum model study, and evaluation study.

3.1 Developing Product by Explorative Study

It was conducted to aim at finding ELT histories and problems related to the use of the previous learning sources, media, and books. This study was conducted through observation and needs-analysis.

3.1.1 Observation

Learning activities that took place for a semester without using English textbooks with designs based on simple and interactive content have been observed with the aim of knowing the situation and description of how English learning process takes place; what kind of learning model, the use of learning methods, the tendencies and interests of learners towards the use of simpler and interactive contents. Based on the results of observations made, it shows that tertiary English learners are more interested in general English learning, where they are more free to explore and study general materials freely without being limited by specific materials related to their majors. In line with the use of learning methods, students prefer the communicative method with the Small Group Discussion (SGD) approach, or discussions accompanied by the question and answer method (Question & Answers), and other interactive methods such as partially-interactive learning, where the use of these methods provide more dominant opportunities for them to participate or to speak English both independently and in collectively. Finally, the results of observations show that the use of more general English contents, simple, and interactive makes it easier for students to arouse their interest in speaking, such as expressing opinions, asking questions, refuting the opinions of other group members in small group discussion activities. The selection of teaching materials that are more interactive and related to life experiences really helps the process of significantly improving speaking skills. The use of learning content design models in motivating and increasing effectiveness in learning speaking (speaking skills).

Thus based on the results of observation in the process of English learning with the use of simple and interactive language contents, these are used as materials or inputs to develop English textbook more effective and meaningful in improving English learning. Of the three indicators set in the observation; how English learning takes place, how to use learning methods, and the selection of English content or teaching materials indicate that simple and interactive English learning is more effective, learners are more likely to use interactive methods, and they like simple and interactive materials better.

3.1.2 Needs-analysis

Based on the number of scores according to the *Likert* scale used for respondents that they can be concluded as follows; composition of English textbook by incorporating four language skills (3.6), draft-design provided with an explanation at the beginning of each unit (3.3), incorporating elements of pictures, signs, tables, and other instructions (3.4), compiling simple and interactive grammar materials

(3.3), writing skill materials; the organizations of the paragraph (3.1), preparation of reading skills materials; main ideas, supporting sentences, summary, and reading comprehension (3.4), giving practical exercises in each part of the Unit (3.1), simple, interactive and related teaching materials, daily experience is effective in improving speaking skills (3.0), pronunciation material or sound-structures (3.2), important everyday English expressions (3.2), simple and interactive materials are carried out by using methods that can improve metacognitive abilities; critical, creative, collaborative and productive (3.2), listening material is compiled using simple and interactive learning resources related to everyday life (3.3). As a result, all items with an average score are (3.2).

3.2 The Study of Curriculum Model Development;

Based on the results of the analysis of the needs learning targets that uses the Learning-Centered Approach, the development research team implements a research and development perspective on the curriculum design in form of English textbook for students who have non-English department at the tertiary education. The following parts are some steps taken in the textbook development process, namely: design, development, implementation, try-out and product evaluation.

3.2.1 Design

Researchers selected materials matched the research variables. The research team designed the structure of textbook and the framework of contents. Furthermore, they also determine the types of learning methods, and the assessment model, ongoing assessments. The evaluation is carried out by monitoring and evaluating by the R&D research team.

3.2.2 Development

The researchers looked for teaching materials/related material sources from various reading sources as references in the composition of English textbook. The composition of the book is adjusted to the character of the textbook and the character of the learners based on the observation made at the needs analysis stage. The results of the development of the structure of the book and the framework of the contents were evaluated by the team itself. The next is the stage of textbook development carried out by taking into account the structure of the book and the framework of the contents while still referring to the character of the learner and simple and interactive English textbook. The following is the structure of the book content, namely the title, description of the material, learning objectives, contents, and exercises. Furthermore the framework of the contents consist of several parts as stages in classroom learning, namely; elaboration of learning objectives that are packaged with learning objectives based on the learning theme, description of the material at the beginning of each topic, learning activities as the main activity in the process of English learning in classroom, and evaluation.

3.2.3 Implementation

English teachers used the textbook designed based on the use of simple, everyday, interactive, collaborative, and more meaningful teaching materials. Product implementation was carried out during the learning process in a semester. The purpose of the product implementation stage is to determine the extent of the influence or effectiveness of the use of English textbook in English learning process at non-English majors. Effective results are the learning outcomes in form of communicative improvement, being motivated to speak thinking creatively, collaboratively, productively, and innovatively (21st century learning). Furthermore, the textbook contents aspects include materials encouraging the students to be more communicative and interactive, use more communicative grammars, reading materials facilitating students to argue or express opinions based on reading results, use listening materials which is more meaningful, simple, and easy to remember, and next is a more interesting way of material composition.

3.2.4 Try-out & Evaluation Study

The try-out was conducted in the field (Field tryout) which was conducted in a classroom with 78 samples from three study programs under the Faculty of Engineering and Design. The try-out was carried out using a questionnaire instrument, which was distributed after the design, development, and implementation stages. This trial was conducted with the aim of knowing the effectiveness of communicative English learning after using an English textbook design based on simple-interactive contents. Then the textbook test was conducted to find out how the results of English learning were by knowing the perceptions of students as book users in this study. To find out how effective the use of textbooks is, the researchers analyzed the descriptive statistical data that can be presented with the average score of each questionnaire item used, as in:
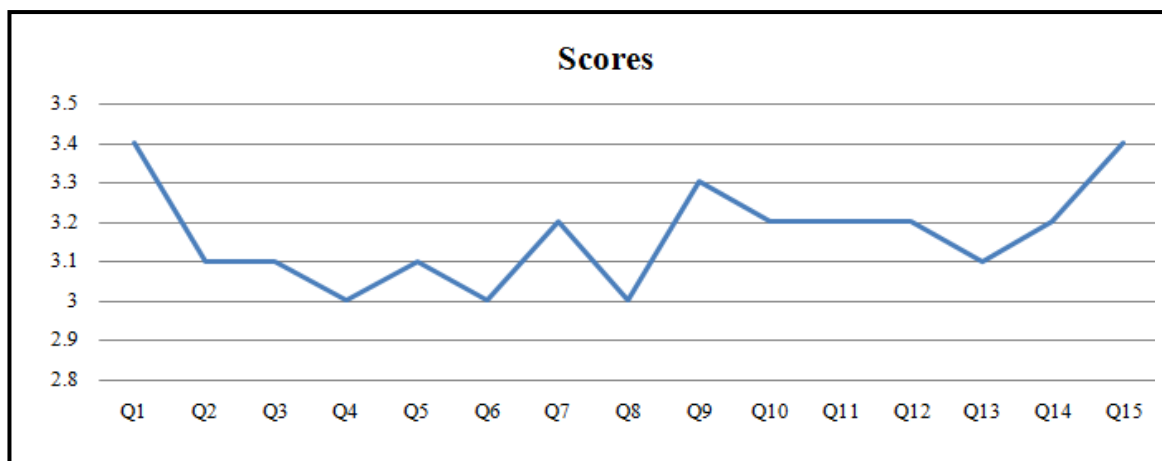

Figure 2. The mean scores of each questionnaire item on the effectiveness of the designed book

From the five teen items filled out: the language use of textbook is in accordance with the lesson plans (3.4), the use of textbook has a positive impact on improving language skills (3.1), the use of textbook is more motivating to express opinions (3.1), the textbook encourages and helps learners to use HOTS and implement 21st century learning methods (3.0), the insertion of more communicative grammars helps students to improve their speaking skills (3.1), the use of simple and interactive textbook can foster learning interest (3.0), the use of simple and interactive textbook can encourage learners to be more active and to actively participate (3.2), the use of textbook can encourage learners to study in groups and collaborate to solve the problems (3.0), reading material developed to facilitate learners to communicate ideas on the reading passages (3.3), the use of listening material compiled by re-explaining, providing feedback on audio, video, and the other listening resources in order to improve speaking skills (3.2), the design of assignments or exercises in textbook developed to facilitate speaking (3.2), the simple and interactive English textbook design that is integrated with everyday life making it easier for learners (3.2), the use of important English expressions related to each topic helps the learning process (3.1), the design of the book and the arrangement of the materials are very easy to remember and contextual (3.2), and the interactive and simple learning materials arranged in an attractive ways (3.4). The range of scores based on the *Likert* scale, namely; 3.01-4.0 (strongly-agree), 2.01-3.0 (agree), 1.01-2.0 (neutral), and 0.5-1.0 (disagree). The description of the average score from the results of the questionnaire above shows that of the 15 items used that the average score is 3.16. This indicates that the English textbook containing simple, contextual materials along with the composition are significant enough.

3.3 The Effectiveness of Using the Developed English Textbook

Based on the results of statistical test on the evaluation test of the use of English textbook based on simple and interactive contents used for students. It shows that the independent test assumption shows that data is normally distributed, namely the score of Sig. in the table is 0.638 is > 0.05. As the following table:

Table 1. The normality of Independent Test

Normality Test	Asymp.Sig. (2-tailed)	Description
	0.638	Normally-distributed

Finally based on the data above, it shows that the assumption of an independent test is normally distributed. Furthermore, other assumptions that must be met on the assumption of the T-test are the variance between the same groups (homogeneous). The following can be seen in the independent sample test table, as follows:

Table 2. Independent Sample Test

Description	*Sig.*	*Sig.(2-Tailed) /Ha*
Equal variance Assumed	0.308	0.004

The table above shows that Sig. Levene's test for equality of variance is 0.308 > 0.05. It shows homogeneous data. Furthermore, based on the data in the table, it shows that the hypothesis is accepted (Ha) with a Sig value. (2-tailed) of 0.004 is smaller than 0.05. Finally, the data shows that the effectiveness of using English textbook based on simple and interactive contents can increase the effectiveness of learning for non-English department students which can be determined through the T-test. According to the results of the tests that were administered to two different groups, where one group studied English by not using the developed English textbook. Meanwhile, other students conducted English learning by using the developed one which were designed as development model based on simple and interactive contents.

The test results show that there are not so different outcomes between students who did not use textbook design and students who used textbook design carried out. As result, English learning with no a simple and interactive textbook design has an average score of 77.26. Meanwhile, students doing English learning with the designed textbook got a score 81.10. The following table shows the results of the descriptive statistical analysis as follows:

Table 3. Descriptive Analysis

Groups:		*N*	*Mean*	*Std. Deviation*	*S.E Mean*
Students' Scores	The students did not use the textbook	44	77.26	5.44	0.82
	The students used the textbook	44	81.10	6.59	0.99

4. CONCLUSION

This study aims at developing an English textbook design based on simple and interactive contents and find out whether the use of textbook can increase the effectiveness of learning. To achieve these goals, there are three important stages in its development; explorative studies in the form of students in higher education are more interested in more general materials where they are more free to explore and study the materials freely without being limited by specific materials. Learners also prefer the communicative methods. Based on the results of the needs analysis in the form of necessityies and wants; textbook materials can be simple and interactive sources and the methods that can improve metacognitive abilities. The desired materials are Grammars, Writing skills; The Organizations of the Paragraph, Reading Skills; looking for main ideas, supporting sentences, conclusions, and making summaries, Pronunciation (Sound-Structures, and the use of everyday expressions are included in the related

materials. Thus the value of the questionnaire on needs analysis (3.2). Development studies; the structure of the book in form of titles, description, learning objectives, contents, and exercises, then the content framework in form of book components; description of learning objectives, titles or topics, general illustrations of the material, core activities as Learning Process with a CLL approach. An evaluative study; textbook trial was carried out to find out how the results of English learning were by knowing students' perception score 3.16 in which it showed that the use was significant enough. Then it was measured by the use of T-test which shows that the use of developed textbook can improve learning effectiveness. The test result shows that there is a not so significant difference between students who did not use textbook (77.26) with those using the designed textbook (81.10). Surprisingly the usage of the designed textbook might have positive impact towards non-English students learning atmosphere. Those would have been motivated to engage in ELL activities, more fun due to the simplicity, effectiveness, and meaningfulness of the designed materials.

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