



Development of Listening and Speaking Textbook for General Communication Based on Laboratory Language Operating Software

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Abstract

This study aims to produce the development of a listening and speaking textbook for general communication based on laboratory language operating software viewed from the validation result of expert materials, expert design, media expert and students' need. This study uses ADDIE consists of analysis, design, development, implementation and evaluation. Data collection and analysis techniques used in this research and development are data generated through interviews, observation, documentation, through informant and questionnaires involving respondents analyzed descriptive qualitative. Findings of the development of English language teaching materials audio – based visuals can improve students' language skills at a very good level. This evidenced by knowing the result of preliminary pre-test students of English department at UKI Toraja before the development of the textbook of listening and speaking for general communication with score 75,04 is enough level. After teaching materials development based on language laboratory operation software, the value of language skill of English department at UKI Toraja increased with the score 88,28 was at very good level and the average percentage of the survey results on student satisfaction in using the book development shows 80.35%. Teaching listening and speaking for general and communication based on laboratory language operating software can provide convince in teaching and learning process, thus impacting the effectiveness of learning. Thus, audio-visual materials based on audio- visual can be considered for lecturers in delivery the subject matter to make it more interesting and fun.

Keywords: Development; Listening; Speaking; Textbook; Laboratory

Introduction

Today's university students should be able to speak in English fluently as a second language because they have learned the language from primary through high school or trade school, but the majority of them struggle with this English. They do not speak English as their second language after Indonesian. The student think that learns English is difficult therefore they do not have motivation to learn English. Therefore, (Doherty, 2014) the lecturer should engage students in learning English especially learning listening and speaking for general communication.

In the current digital era, students are fond of digitalization tools for interaction and skill development. Therefore, researchers use language laboratory software to stimulate students' interest in learning English. The importance of pedagogical technology in teaching Listening and Speaking for General Communication is crucial. The course's learning is expected to enhance students' motivation and ability in listening and speaking English. Using English language laboratory software will facilitate students in listening and speaking English. They can use the menu to listen and record sounds, clearly hear native speakers' pronunciation, and imitate their speech using the software. Hence, through this research, the researcher will develop a teaching material for Listening and Speaking for General Communication based on language laboratory software. Therefore the research question can be formulated as follow: (a). What are the students' needs in learning listening and speaking for general communication., (b). What are the impacts of learning Listening and Speaking for General Communication based on Laboratory Language Operating Software. The goal of this research is to (a). identify students' learning needs related to learning procedures and listening and speaking skills required for academic purposes, and (b). to know the impact of learning listening and speaking for general communication that are integrated and based on the language laboratory operating software.

To make students interested in learning listening and speaking through the use of English laboratory software (Sari & Amaniarsih, 2021) to create engaging and interactive activities that not only teach language skills but also keep students motivated and interested. (Çakir et al., 2006) Here are a few ideas such: use audio and video material, one of the benefits of using English laboratory software is that it allows for more audio and video materials to be included in the course book (Sari &

Amaniansih, 2021). This can be used to create engaging listening activities such as interviews, podcast, and short films. In addition, students can practice speaking through role playing activities based on the audio material (Skinner, 2021) gamify the learning experience another effective way to keep student motivated is to introduce elements of gamification into learning experience. This could involve creating points systems, leatherboards, or other types of rewards that in cantonize students to complete activities and improve their language skills (Erdoğan, 2019), incorporate real word scenario to make learning experiences more relevant then try to incorporate real-world scenario into the course book (Adams, 2020), for example, students could real word scenario to make learning experiences more relevant, try to incorporate real word scenario into the course book such as students could practice ordering food at restaurant, making small talk at party or giving presentation in class.

Academically, (Gilakjani & Sabouri, 2017) the textbook can contribute to the improvement of language teaching at UKI Toraja by providing a comprehensive and structured approach to language learning. (Maulana et al., 2020) It can also enhance the effectiveness of language instruction by incorporating laboratory language operating software, which can provide students with opportunities for practical application of language skills and exposure to a wide range of language scenarios. (Wicking, 2010)

In language learning literature include the lack of technology integration in language instruction and the need for more effective and structured approaches to language teaching (Anderson, 2017). The development of a listening and speaking textbook for general communication based on laboratory language operating software at UKI can address these gaps by providing a structured and comprehensive approach to language learning that incorporates technology. (Ghaem Sigarchian et al., 2018) The textbook can serve as an effective tool to enhance language instruction and expose students to real-life language scenarios, which can improve their language proficiency and prepare them for practical language use in various settings. The textbook can also contribute to the advancement of language education in Indonesia by bridging the gap between the Indonesian education system and international language standards. Therefore,

the main contribution of the study is providing an effective and practical solution to address the gaps and inconsistencies in language learning literature.

The core research problem of the study is the need for an effective and structured approach to language teaching that incorporates technology to improve language proficiency among students at UKI Toraja. (Qi & Liu, 2020) The research objectives aim to develop a listening and speaking textbook for general communication based on laboratory language operating software to address the core research problem. The context of the study is UKI Toraja, a higher education institution in Indonesia that offers language instruction to students. The study aims to develop a listening and speaking textbook for general communication that can be used by language instructors at UKI Toraja. The units of analysis for the study are language instructors and students at UKI Toraja who will use the developed textbook. (Strakšienė, 2015) The effectiveness of the developed textbook in improving language proficiency will be evaluated through assessments of student language skills, feedback from language instructors, and qualitative analysis of student experiences with the textbook.

To begin with, teachers can conduct diagnostic assessments to determine students' strengths and weaknesses in these areas. these assessments can include listening and speaking exercises (Córdoba Zúñiga, 2016) ,to support the diverse learning needs of students, for example, students who struggle with procedures can benefit from step-by-step ,instructions, visual aids, and hands-on activities, while students who struggle with listening and speaking skills can benefit from activities that promote active listening, participation in discussions, and feedback. (Romadlon, 2022). Developing a listening and speaking textbook can involve a variety of factors, such as identifying the target audience, determining the language proficiency level to be addressed, selecting relevant and engaging content, and incorporating interactive and communicative activities. (Pushkina et al., 2021) Utilizing laboratory language operating software can also provide opportunities for students to practice and improve their listening and speaking skills through simulated conversations, role-plays, and other interactive exercises. (La'biran, 2020) Teachers can encourage open communication with their students to understand their difficulties and help them overcome challenges. (Kruger et al., 2022) By creating a

supportive and inclusive learning environment, teachers can help students feel confident and motivated to learn.

Developing teaching materials for a listening and speaking course can be challenging (Nurhidayati & Robiasih, 2018) , but with the use of language laboratory operating software, the process can be streamlined and made more efficient. To get started, we could begin by selecting appropriate listening and speaking materials that align with the course objectives (Nadia, 2020) . These materials could include authentic recordings of conversations, speeches, and interviews. We can then create exercises and activities that allow students to practice their listening and speaking skills while using the language laboratory software(Hwang et al., 2014) For example, we could create listening exercises where students listen to a recording and then answer questions about what they heard. These questions could be in multiple-choice or fill-in-the-blank format. Similarly, we could develop speaking exercises where students record themselves speaking and then receive feedback on their pronunciation, grammar, and vocabulary usage. We could also utilize the software's features to create interactive exercises that allow students to practice their listening and speaking skills together. Using language laboratory operating software can be a valuable tool in developing integrated teaching materials for a listening and speaking course (Doherty, 2014). It allows for a more interactive and engaging learning experience for students and can help them improve their language skills more effectively.

Research Methodology

This research uses the ADDIE development model, which consists of four continuous stages, namely Analysis, Design, Development, Implementation, and Evaluation (Hishamudin, 2016). The Population of the research is students of English department at UKI Toraja. the sample is 25 students as a representative of the population studied. It is called sample research if we intend to generalize the results of sample research. What is meant by generalizing is raising research conclusions as applicable to the population. The sample's understanding of the problems disclosed and the sample's willingness to provide information. Probability sampling is a sampling technique that provides equal opportunities for each element (member)

of the population to be selected as a member of the sample. This technique includes simple random sampling. It is said to be simple (simple) because the taking of members from the population is done randomly without regard to the existing strata in the population. This way is done when members of the population are considered homogeneous.

Data collection techniques in this development research used a mixed method, namely qualitative and quantitative methods. According to Sugiyono, the combined research method is a research method that combines or combines quantitative methods and qualitative methods to be used together in a research activity, in order to obtain data that is more comprehensive, valid, reliable and objective (Noyes et al., 2019). Data collection techniques can describe as follows: An interview is a conversation with a specific purpose, this conversation is carried out by 2 parties, namely the interviewer who asks questions and the interviewee who provides answers to the questions. (Easwaramoorthy & Zarinpoush, 2022) The interview guidelines used are structured interview guidelines, namely guidelines interviews that already contain an outline of what will be asked. Interviews are used to analyze initial needs in the form of potentials and problems, and individual trials. (Ahmad et al., 2021). Questionnaires are used to obtain data in the form of suggestions for product improvement. Product improvement suggestions were obtained from a team of experts (validation stage), namely media experts, material experts and design experts, and media feasibility data were obtained from students during product trials.

To analyze the data, the researchers used questionnaire to know the impact of the laboratory language operating software on student engagement and language learning experience can be evaluated through student feedback and qualitative analysis of their experiences with the developed textbook. The study might consider the extent to which the laboratory language operating software integrated in the textbook promotes student engagement and motivation in language learning. The software might include interactive elements, such as speech recognition, language practice exercises, and multimedia resources, that can enhance the learning experience and provide immediate feedback to students. The impact of the software on student engagement might also depend on the ease of

use and accessibility of the software, as well as its compatibility with different devices and platforms.

Findings and Discussion

Findings

Based on the result of the research as follow: students' need in learning listening and speaking for general communication, the result gotten by using interviewed to the students as follow: the researchers used eight questions and completed by 25 students

Student 1:

- Interviewer : Can you tell me about your motivation towards learning Listening and speaking?
- Student : I'm not very motivated to learn Listening and speaking. I find it difficult to focus and pay attention during class.
- Interviewer : Why do you think that is?
- Student : I think it's because I don't see the practical application of it. I'm not confident in my ability to speak in front of others, so I don't see the point in learning it.
- Interviewer : Have you tried any techniques or strategies to improve your motivation?
- Student : Not really. I just try to get through the class and move on to something else.
- Interviewer : Do you think there is anything that could be done to help you become more motivated?
- Student : I think if the class was more interactive and engaging, I would be more motivated to participate. Maybe if we had more opportunities to practice speaking in a low-pressure environment, it would help me build my confidence.

The result above as statement represents students' opinions on learning Listening and Speaking. To assess the listening and speaking abilities of the students, the researcher collected data on their grades in the course before developing a lab-based language software textbook for listening and speaking the data as follow:

Students	Score listening and speaking for general communication
1	70
2	75
3	60
4	78

5	65
6	68
7	73
8	74
9	75
10	76
11	78
12	77
13	70
14	70
15	71
16	72
17	72
18	76
19	75
20	74
21	74
22	74
23	76
24	73
25	60
Average	75,04

The effectiveness of the developed textbook in improving language proficiency among students at UKI Toraja might be evaluated through assessments of student language skills before and after using the textbook. The assessments may include measures of listening and speaking skills, comprehension, vocabulary, and grammar. The study may also compare the language proficiency of students who used the developed textbook with those who received traditional language instruction without the textbook. The findings of the study may indicate the level of improvement in language proficiency achieved by students who used the developed textbook and suggest the potential of the textbook in enhancing language instruction at UKI Toraja.

The following are the results of the students' score after using the developed a Listening and Speaking Textbook for General Communication Based on Laboratory Language Operating Software

Students	Score listening and speaking for general
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communication	
1	88
2	88
3	85
4	90
5	92
6	93
7	94
8	88
9	87
10	80
11	78
12	79
13	85
14	86
15	88
16	83
17	83
18	89
19	90
20	82
21	79
22	78
23	88
24	86
25	87
Average	88,28

The results above indicate that the use of textbook development based on language lab-based software has shown improvement.

The result of the impact of teaching and learning listening and speaking for general communication based on Laboratory Language Operating Software used questionnaire by 25 students the average percentage as follow:

Item	Percentage
The students interested in learning English through a general communication-based listening and speaking course using operating software.	80%
The utilization of a language lab-based general communication-based listening and speaking course using operating software makes the learning experience more engaging.	85%
The use of video images in a language lab-based general communication-based listening and speaking course using	90%



operating software is appropriate for reflecting real-life situations.	
The students are more interested in English language learning that is taught directly by a lecturer	85%
The students feel more comfortable following English language learning when the lecturer teaches using a listening and speaking-based general communication learning approach, utilizing operating software in the language laboratory.	90%
The students are bored with following the English language learning program using the listening and speaking method for general communication that is based on operating software in the language laboratory	0%
The utilization of the listening and speaking learning program for general communication based on operating software in the language laboratory is able to enhance my concentration in following the lessons	80%
The students are able to actively participate in the learning process if the teacher utilizes the listening and speaking learning program for general communication based on operating software in the language laboratory	85%
The students find it easier to understand the material presented through the utilization of the listening and speaking learning program for general communication based on operating software in the language laboratory	85%
The listening and speaking learning program for general communication based on operating software in the language laboratory helps students in distinguishing words and sentences in English	90%
The students are able to pronounce words correctly according to native speakers in the listening and speaking learning program for general communication based on operating software in the language laboratory	95%
The students find it easier to understand	90%

the material in the listening and speaking learning program for general communication based on operating software in the language laboratory because it is organized systematically

The utilization of the listening and speaking learning program for general communication based on operating software in the language laboratory makes it easier for students to understand the instructions given.

80%

The students become more interested in the topics taught through the utilization of the listening and speaking learning program for general communication based on operating software in the language laboratory

90%

In addition to the assessments of language skills, the study may also consider student feedback and qualitative analysis of their experiences with the developed textbook. In particular, the study might evaluate the extent to which the laboratory language operating software integrated in the textbook facilitates practical application of language skills and exposure to a wide range of language scenarios. The feedback from language instructors can also provide insights into the effectiveness of the developed textbook in improving language instruction and addressing the limitations of traditional language teaching methods. The study may also highlight the potential of the developed textbook in promoting student engagement and motivation in language learning. Overall, these findings can provide valuable information for future developments of language textbooks based on laboratory language operating software and contribute to the advancement of language education in Indonesia.

Discussion

Model Development Results

The development of listening and speaking coursebook based on language laboratory software uses the development steps proposed by R & D (Schmidt et al., 2019), which consist of five steps, namely: At this stage various things needed for the development process are identified which consist of two parts, namely needs

assessment and initial and final analysis. In learning what is meant by needs is that there is a gap between the abilities, skills and attitudes of students that we want with the abilities, skills and attitudes of students that they have now. For this needs assessment, the researcher describes the results of the analysis as follows:

Based on the research results, it shows that the interviews conducted with students generally indicate a lack of motivation in learning the listening and speaking for general communication course, due to the limited tools used in the learning process. The course grade also shows a score of 75.04, indicating a lack of student proficiency in understanding the course. However, after using the course development book, students achieved a score of 88.25, indicating a significant improvement in their ability to understand the material. The satisfaction indicator of using the course development book among students shows an average percentage of 80.35%. This material analysis activity aims to obtain data on needs, namely what materials are needed to improve students' language skills. This material analysis was carried out by interview methods with the students of students of English department. At this stage of material analysis is to determine the material to be compiled into listening and speaking textbook based on Laboratory Language Operating Software at UKI Toraja. The subject matter of Speaking, listening in accordance with the standard content of the school curriculum to be presented through Audio Visual based teaching materials. This process includes a study of English material in accordance with content standards. In this Audio Visual-based English teaching material, it consists of Speaking, Listening, in addition, this teaching material contains instructions for use, competency standards, basic competencies, indicators, and competency tests for English Department of UKI Toraja. In addition, this activity also aims to obtain data on how the concept of teaching materials will be made.

Based on the results of interviews and questionnaires with students, several concepts of teaching materials were obtained. Teaching materials used must be able to display writing, pictures, videos, and animations. (Zaini et al., 2021) There are several alternative learning media that are used, such as Power Point and Adobe Flash.

Based on the results of this needs analysis, the concept of listening and speaking coursebook based language laboratory operation software.

The results of observations made by the author on the processes and forms of listening and speaking for general communication in English department class show that the English teaching materials used still rely on textbooks, blackboards and attendance. The lecturer directly in the classroom. Even though various supporting facilities are available such as computers/laptops and in focus. So that it functions simply to convey learning material to students. Students tend to be passive in following the lesson.

The results obtained from questionnaire data show that the learning problem so far is that students become mere objects in learning. As many as 75% of students stated that learning English in Semester I for Speaking, Listening, was felt to be less enjoyable and monotonous. This situation triggers understanding of the material to be difficult to accept, 88% of students suggest that the use of media is more varied so that learning becomes fun.

At this stage, Audio Visual-based teaching materials are made starting from writing text, installing pictures, making animations, recording sound. The design at this stage is written in storyboard form. The manufacturing stage starts with the initial product and then the product which has been revised twice by a team of experts, the product is also revised based on input from colleagues, and the results of trials on small and large groups so that it finally produces a media product with a final revision.

(Azwar et al., 2022) Audio Visual-based teaching materials are made starting listening and speaking coursebook by discussion and scores as feedback. The design at this stage is written in storyboard form. The manufacturing stage starts from the initial product then the product has been revised twice by a team of experts, the product is also revised based on input from colleagues, and the results of trials on small and large groups so that finally produces a media product with the final revision.

Based on the results of the validation of the learning design expert, the data obtained for each question submitted by the validator gave a checklist response in category 4, thus it can be said that the teaching materials developed were well received. As for the comments and suggestions for improvement in each question on the design validation questionnaire, positive responses were obtained by the validator giving an "Ok" comment on each question. And for additional notes that have not been disclosed given by the learning material experts for this product, this product is quite good with the conclusion that the development of English teaching materials developed based on Audio Visual is feasible, and needs revision according to suggestions.

In the development of this teaching material, (Nadia, 2020) the scope of material developed is Speaking, and Listening, is an activity to repair or perfect a product that is carried out to find out weaknesses and deficiencies in the initial design of a product. In each aspect of the trial results there were differences in the stages of improvement, both from the material expert revision, the design expert revision and the media expert revision. Products that have been validated by design experts, material experts and media experts have been revised by researchers according to expert advice and are suitable for testing. After the revision, a pilot was carried out with a colleague who teaches at English department at UKI Toraja. Peer trials were carried out to solicit opinions and responses about the products being made to then be tested on students. Peer trials were carried out by giving a questionnaire of questions.

Based on the results of the initial student pre-test table that has been presented, from the responses of 25 students of English department at UKI Toraja. with heterogeneous levels of intellectual abilities. Data from the initial pre-test questionnaire distribution results before the use of the development of listening and speaking coursebook based Laboratory Language Operating Software at UKI Toraja.

The results of the pre-test showed 75,04 is categorized enough level. After the English teaching materials were developed, it was found that the results of the students' language ability through the tests of English department at UKI Toraja, obtained very high results, it showed 88,25. This shows that there was an increase in students'

language skills after the English teaching materials were developed on an audio-visual basis. Based on this, it can be concluded that the teaching materials are very appropriate to the needs of students, able to increase student competence, very interesting and effective to be used as a source or teaching material for English lecturer.

Conclusion and Suggestion

Conclusion

Based on the research results obtained from the discussion carried out in the previous chapter, it can be concluded from this study is development in the form of listening and speaking for general communication based on Laboratory Language Operating Software at UKI Toraja, which are presented in a systematic, interactive manner in accordance with the needs of English department students at UKI Toraja because they have fulfilled aspects of objectives, competencies and indicators of success, systematic listening and speaking as a general communication. The development of listening and speaking as general communication coursebook can improve students' language skills. This can be seen from the results of the posttest with a percentage of 88% which experienced an increase after using audio-visual-based English teaching materials, indicating that with audio-visual-based English teaching materials students can practice their English skills by improving their Listening and speaking skills.

Suggestion

The researchers would suggest looking into different methods of language training that incorporate technology to develop listening and speaking skills. One approach could be to use language learning software that provides personalized feedback and tracks progress. Another option could be to incorporate interactive simulations and role-playing exercises to simulate real-life communication scenarios. Additionally, incorporating multimedia materials such as videos, podcasts, and

interactive games could also be helpful in developing listening and speaking skills. Overall, it is important to consider a variety of approaches to language training that can cater to different learning styles and preferences.

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