Developing English Speaking Material for Students in Islamic Junior High School in Kediri

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Abstract

This research focuses on addressing the challenges faced by seventh-grade students in Mts Sunan Ampel Ringinrejo, Kediri, related to English language speaking skills. The study involves a comprehensive needs analysis, materials development, and validation processes to create tailored English speaking materials for the specific context of the school. The research method applied in this study follows a Research and Development (R&D) approach that aims to design new products and procedures, which are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or standards.The needs analysis phase includes interviews with English teachers and questionnaires for students to identify the goals, reasons for choosing English, learning concepts, and existing challenges in the language learning process. The primary issue identified is the lack of relevant and authentic learning materials, hindering students' achievement of language learning objectives. In response to this challenge, the research involves the development of a competence-based syllabus to guide the creation of speaking materials. The final product comprises a syllabus, a teacher's textbook, and a student's textbook for the second semester of seventh grade. In conclusion, the research contributes to the improvement of English language education by providing context-specific speaking materials for seventh-grade students in Mts Sunan Ampel Ringinrejo. The developed materials aim to bridge the gap between theoretical knowledge and practical application, fostering a communicative approach to language learning in the unique setting of the school.

Keywords: *English speaking skills, Materials development, Seventh-grade students, Mts Sunan Ampel Ringinrejo Kediri.*

Introduction

Education in Madrasah Tsanawiyah or Junior High School with a religious approach, such as Mts Sunan Ampel Ringinrejo school in Kediri District, has an important role in shaping a quality young generation. However, English language teaching is often neglected in the context of education in these schools.[1] This is corroborated by

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[1] Muhammad Hidayatullah and Muhammad Fattah Syamsuddin, "Pendampingan Penguatan Karakter Siswa Sekolah Menengah Tinggi (SMA) Al-Muniri Pamekasan Melalui Pengembangan Bahasa Asing

data from Indonesia's English proficiency index of 466 according to the Education First (EF) report in 2022 showing that the level of English proficiency in this country is still relatively low. Ranking fifth in Southeast Asia, this is a serious concern as English plays an important role as an international language in global communication, business and professional development.[2]

This could be due to a lack of resources and appropriate materials for teaching English to students.[3] Factors that may affect the low English proficiency index in Indonesia may involve an education system that has not fully focused on developing English language skills, a lack of opportunities for hands-on practice, and a lack of adequate educational resources.[4] In the context of education in Indonesia, English falls under the category of EFL or English as a Foreign Language, which means that English is taught in countries that are not home countries or native English speakers.[5] In this case, Indonesia considers English as a foreign language because it is not the dominant or main language in the daily environment.

As a foreign language, teaching English in Indonesia has its own characteristics and challenges. Teaching English in non-native speaking countries involves a number of challenges, such as the lack of direct exposure to everyday use of English, the need to create learning situations that support active use of the language, and cultural differences that can affect understanding of the context in which English is used.[6] English language learning in Indonesia focuses not only on mastering grammar and vocabulary, but also on developing speaking, listening, reading and writing skills.[7] A deep understanding of the

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(Arab/Inggris)," *ABDINA: Jurnal Sosial Dan Pengabdian Kepada Masyarakat* 1, no. 1 (March 22, 2022), https://doi.org/10.28944/abdina.v1i1.548.

[2] I. D. N. Times and Nurul Huda Rahmadani, "EF EPI 2022: Kecakapan Bahasa Inggris Indonesia Ada di Urutan 81," IDN Times, 2022, https://www.idntimes.com/life/education/nurul-huda-rahmadani/ef-epi-2022-c1c2.

[3] Abrar Abrar, "The Teaching-Learning Process Of English At English Courses 2011 An Ethnography Study In Pare, Kediri, East Java" (s2, Universitas Muhammadiyah Surakarta, 2012), https://doi.org/10/8/APPENDICES.pdf.

[4] Robert Jackson and Judith Everington, "Teaching Inclusive Religious Education Impartially: An English Perspective," *British Journal of Religious Education* 39, no. 1 (January 2, 2017): 7–24, https://doi.org/10.1080/01416200.2016.1165184.

[5] Nihta VF Liando, Devilito P. Tatipang, and Fergina Lengkoan, "Among English, Indonesian and Local Language: Translanguaging Practices in an Indonesian EFL Classroom.," *Indonesian Journal of Applied Linguistics* 13, no. 1 (2023), https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=23019468&AN=174047311&h=bpW%2B%2BRPFnCkLIVPex11i%2FO30mx3iGbMW42E9%2BKCkObxy9NWZxazfwfov15pOvcUK%2BFH178WyXKXS%2FtKSuISC3A%3D%3D&crl=c.

[6] Karim Mattarima and Abdul Rahim Hamdan, "The Teaching Constraints of English as a Foreign Language in Indonesia: The Context of School Based Curriculum," *SOSIOHUMANIKA* 4, no. 2 (2011), https://doi.org/10.2121/sosiohumanika.v4i2.452.

[7] Mulyanto Widodo, Gede Eka Putrawan, and Ryzal Perdana, "How Is a Foreign Language Pronounced? A Case Study of Indonesian as a Foreign Language Among Speakers of Other Languages," *Journal of Language Teaching and Research* 14, no. 1 (January 1, 2023): 231–38, https://doi.org/10.17507/jltr.1401.24.

context in which English is used in practical situations is key to improving communication skills.

Therefore, the development of English learning materials that are in accordance with the educational context at MTs Sunan Ampel Ringinrejo Kediri is very important.[8] The learning materials developed should be able to integrate Islamic religious values with English learning, so that students can learn English while still strengthening their religious identity and values.[9] In addition, the learning materials developed must also be adapted to the characteristics of students at MTs Sunan Ampel Ringinrejo Kediri. Students may have different educational backgrounds and varying levels of understanding of English. Therefore, in-depth research is needed to identify the needs and challenges in developing English learning materials that are appropriate to the educational context at MTs Sunan Ampel Ringinrejo Kediri.

Research conducted by Ahmad Thoyyib Shofi, *Developing English Conversation Material For Islamic High School*,[10] found that the process of creating instructional materials commenced by extracting content from the syllabus and aligning it with Communicative Language Teaching (CLT) principles. The ultimate outcome was the development of conversation materials tailored for Islamic Senior High Students. This resource included a rubric assessment to meticulously track students' progress in both psychomotor and affective aspects of speaking. Additionally, the product featured Indonesian translations but deliberately excluded answers. The intention was to encourage students' active participation in responding to questions during conversational classroom activities. Furthermore, the researcher aimed to equip the English teacher with a thorough understanding of CLT principles, transforming them into a guide, trainer, advisor, and facilitator capable of effectively managing the classroom.

Arif Rahman, et.al in *Developing English Materials Based on Saintific Approach through Islamic Content for Islamic Senior High School Students*,[11] The study's findings reveal an English textbook that effectively enhances the balance of the four major language skills: listening, speaking, reading, and writing. Aligned with the Scientific Approach in the 2013 Curriculum, the materials also incorporate elements that resonate with students' Islamic character. Specifically designed for second and third-grade Islamic junior high school students, the textbook is organized into seven units. In essence, the development of the English material follows a Scientific Approach, emphasizing structured steps and exercises in the learning materials. In other hand Mujawazah, et.al, in *Speaking Materials*

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[8] Muhalim Muhalim, "Negotiating Religious Discourses in English Language Teaching: Reorienting and Reframing Dominant English Ideologies," *Changing English* 30, no. 3 (July 3, 2023): 209–22, https://doi.org/10.1080/1358684X.2023.2217424.

[9] Jackson and Everington, "Teaching Inclusive Religious Education Impartially."

[10] Ahmad Thoyyib Shofi, "Developing English Conversation Material For Islamic High School," *E-LINK JOURNAL* 5, no. 1 (July 4, 2018): 1–7, https://doi.org/10.30736/ej.v5i1.41.

[11] Arif Rahman et al., "Developing English Materials Based on Saintific Approach through Islamic Content for Islamic Senior High School Students," *Journal of Languages and Language Teaching* 6, no. 2 (February 11, 2019): 86–95, https://doi.org/10.33394/jollt.v6i2.1259.

For Conversation Class At Islamic Senior High School, The study yielded two main findings: firstly, the creation of printed speaking materials, and secondly, the suitability of these materials for use in the tenth-grade Conversation class at Madrasah Aliyah Al Ma'had An Nur, Bantul. Evaluation by experts and student try-outs indicated high scores of 3.59 and 3.32 on a scale of 1 to 4, categorizing the materials as "Very Good."[12]

Meanwhile, the research in this article aims to develop contextual-based and Islamic values-oriented learning materials to improve students' English speaking ability in secondary level Islamic schools in Kediri using the research and development (R&D) method. In this research, needs analysis, material development, as well as testing and evaluation of the developed learning materials will be conducted. It is expected that this research can make a positive contribution to the development of education in secondary level Islamic schools in Kediri, especially in English language teaching. In addition, this research is also expected to provide scientific contributions in the field of English language teaching and education in Indonesia.

Method

The research method used in this study follows a Research and Development (R&D) approach that aims to design new products and procedures, which are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or standards.[13] This research involves six main steps, namely needs analysis, syllabus development, material development, validation by experts and revision, pilot testing, and creation of the final product. [14] The first step was the needs analysis, which was conducted to understand the actual needs of students and teachers. The results of this needs analysis became the basis for developing English learning materials for seventh grade students. Next, the researcher developed a competency-based syllabus chosen to activate students' speaking ability.

The third step was the development of the materials, which were based on the syllabus and adapted to the students' needs. These materials were designed specifically for Mts. Sunan Ampel Ringinrejo and consists of language functions and varied and challenging exercises. After that, validation was carried out by experts, including material experts and English teachers. The next step was to pilot the product to students, where the researcher observed the learning process and gave questionnaires to students to get

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[12] Mujawazah Mujawazah and Agus Widyantoro, "Speaking Materials for Conversation Class at Islamic Senior High School," *LingTera* 6, no. 1 (August 9, 2019): 41–50, https://doi.org/10.21831/lt.v6i1.15017.

[13] Rachel Brooks, "Higher Education Studies Today and for the Future: A UK Perspective," *British Journal of Educational Studies* 71, no. 5 (September 3, 2023): 517–35, https://doi.org/10.1080/00071005.2023.2199828.

[14] Wenming Song and Kui Li, "An Assumption of R&D Method Driven by Model and Data," in *Complex Systems Design & Management*, ed. Daniel Krob et al., Lecture Notes in Electrical Engineering (Singapore: Springer Nature, 2023), 142–52, https://doi.org/10.1007/978-981-99-6511-3_13.

their responses to the research product. The last step is to create the final product based on the validation results by the experts.

Result

The first finding of this research was obtained from the needs analysis. The needs analysis was conducted through interviews and questionnaires. The interview with the English teacher aimed to gather information about the needs of the materials. Six questions were asked during the interview, including the goal of the language learning activity in the boarding school, the reasons for choosing English as the subject, the learning concept, the learning activities, and the challenges faced in achieving the learning goals. Additionally, questionnaires were developed for the students to gather information about their speaking mastery, learning materials, and previous learning experiences. The questionnaire revealed that the students tended to memorize English words and expressions without being able to apply them in their daily speaking. Based on the results of the interview with the teacher and the questionnaire responses from the students, it was identified that the main problem was the lack of relevant learning materials that aligned with the goals and concepts of the school.[15] The availability of authentic materials was a challenge, which hindered the achievement of the learning objectives.

To address these issues, the researcher decided to develop a textbook for speaking materials that would cater to the needs of the students at MTs Sunan Ampel Ringinrejo Kediri. A syllabus was also developed based on a competence-based approach, considering the students' needs and focusing on activating their speaking competence. The syllabus included competence standards, basic competencies, indicators, learning experiences, materials, time allotment, teaching aids and references, and assessment methods.[16] The materials development process involved creating a textbook with authentic pictures that reflected the real conditions of the school. The materials were divided into six topics related to daily activities at the research site. Each topic included brainstorming, example conversations, and tasks. The content of the materials was based on the real needs and conditions of the seventh-grade students at MTs Sunan Ampel Ringinrejo Kediri.

The developed materials were then validated by experts and an English teacher. The validation process assessed the content and layout of the textbook. The material expert judged that the textbook was suitable for seventh-grade students as part of the English learning process. Suggestions were provided to minimize text in brainstorming and to include more daily tasks involving students from other classes. The layout was also recommended to include real pictures reflecting the actual conditions of the school.

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[15] David Sarpong et al., "The Three Pointers of Research and Development (R&D) for Growth-Boosting Sustainable Innovation System," *Technovation* 122 (April 1, 2023): 102581, https://doi.org/10.1016/j.technovation.2022.102581.

[16] Jakhongir Shaturaev, "Methodology Of Teaching English At The Primary School Level: Enhancing English Language Skills," *Academic Research in Educational Sciences* 4, no. 1 (2023): 152–66.

After revisions based on the validation feedback, the textbook was tried out with the students. The researcher observed the learning activities and noted that the students actively participated in the language class, found the textbook easy to use, and became more interested in learning and practicing speaking English. The students also showed increased interaction in speaking English in their daily activities. The questionnaire responses from the students further supported the positive impact of the textbook on their English speaking skills.[17] The final product of this research consisted of a syllabus, a teacher's textbook, and a student's textbook for the second semester of the seventh grade. The materials were designed to improve the students' speaking skills and included various topics, conversations, and tasks. The development process involved validation, revision, and trying out the materials with the students.

In conclusion, this research aimed to address the lack of relevant English speaking materials in MT's Sunan Ampel Ringinrejo Kediri. Through a needs analysis, syllabus development, materials creation, validation, and trying out, a comprehensive set of materials was developed to enhance the students' speaking competence and improve their English language skills in the context of the boarding school.

Findings

The research journey described in the provided text underscores the significance of developing effective materials to enhance the English speaking skills of seventh-grade students at Mts. Sunan Ampel Ringinrejo. The systematic process undertaken in this research encompasses several crucial stages, each contributing to the refinement and effectiveness of the instructional materials. The initial phase, the needs analysis, is instrumental in understanding the specific requirements and challenges faced by both teachers and students in the English language learning environment. By conducting interviews with English teachers and administering questionnaires to students, the researcher gains insights into the overarching goals of language learning, the choice of English as a subject, the learning concept, and existing challenges. This thorough analysis serves as the foundation for the subsequent stages of the research.

Following the needs analysis, the focus shifts to materials development. Recognizing the inadequacy of existing materials and the challenges faced by students, the researcher embarks on creating a tailored solution. The decision to develop a speaking materials textbook is a strategic response to the identified gaps in learning resources. Moreover, the creation of a competence-based syllabus provides a structured framework to guide the development process, ensuring alignment with the specific needs of the students. Validation becomes a pivotal step in the research process. Experts and an English teacher review the developed materials, assessing both content appropriateness

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[17] Hassan Banaruee, Danyal Farsani, and Omid Khatin-Zadeh, "Culture in English Language Teaching: A Curricular Evaluation of English Textbooks for Foreign Language Learners," *Frontiers in Education* 8 (2023), https://www.frontiersin.org/articles/10.3389/feduc.2023.1012786.

and layout effectiveness. Their valuable feedback, which includes suggestions for improvement and refinement, contributes to the overall quality of the instructional materials. The collaboration with experts ensures that the materials not only meet educational standards but also cater to the diverse needs of the seventh-grade students.

The revision phase, informed by expert feedback, refines the materials, addressing identified shortcomings and enhancing their overall quality. The iterative nature of this process ensures that the final product aligns closely with the intended learning outcomes and the unique context of Mts. Sunan Ampel Ringinrejo. The subsequent step involves the try-out of the developed materials with the target audience – the seventh-grade students. This practical application phase serves as a real-world test, allowing the researcher to observe the materials in action. The students' active participation, ease of use, heightened interest in speaking English, and increased interactivity provide valuable insights into the materials' effectiveness.

In summary, the comprehensive research process outlined in the text showcases a meticulous approach to addressing the specific needs of seventh-grade students in their English language learning journey. From the initial needs analysis to the development, validation, revision, and try-out phases, each step is integral to creating materials that are not only pedagogically sound but also tailored to the unique context of Mts. Sunan Ampel Ringinrejo. This research contributes not only to the improvement of English language education but also to the overall learning experience of the students involved.

The needs analysis phase is a critical component of the research process, serving as the foundational step to identify the specific requirements and challenges faced by both educators and students in the English language learning environment at Mts. Sunan Ampel Ringinrejo. To initiate this analysis, the researcher conducts in-depth interviews with an English teacher. The focus of these interviews extends to gaining a comprehensive understanding of various aspects related to the language learning curriculum. The researcher strategically formulates questions that delve into the goals of the English language learning activity, elucidating the underlying motivations for choosing English as a subject. Understanding these goals provides valuable insights into the intended outcomes of the language program.

Furthermore, the interview explores the learning concepts employed within the curriculum. This involves delving into the instructional methods, strategies, and approaches used to facilitate language acquisition. Insight into the learning concepts helps the researcher comprehend the pedagogical framework guiding the English language instruction at Mts. Sunan Ampel Ringinrejo. Simultaneously, the researcher administers a comprehensive questionnaire to the students. This questionnaire is designed to gather nuanced information about the students' perspectives on their language learning journey. Key areas of inquiry include their perceived level of speaking mastery, the adequacy of the existing learning materials, and reflections on their previous learning experiences.

One prominent issue that emerges from the needs analysis is the lack of relevant and authentic learning materials. The students' responses indicate a gap between their

language learning needs and the available resources. The absence of materials that align with their daily experiences, interests, and contextual relevance impedes their progress toward achieving the learning objectives. This identification of a primary issue becomes a crucial guiding principle for subsequent stages of the research, particularly in the development of tailored instructional materials. The acknowledgment of the deficiency in relevant and authentic learning materials serves as a catalyst for the researcher's decision to create a speaking materials textbook. This intervention is aimed at addressing the specific needs of the students and overcoming the challenges identified during the needs analysis. The iterative and cyclical nature of the research process ensures that the materials developed are not only aligned with pedagogical goals but also responsive to the unique context and requirements of the learners at Mts. Sunan Ampel Ringinrejo.

To address this issue, the researcher decides to develop a speaking materials textbook. A competence-based syllabus is also created to guide the development process. The syllabus includes competence standards, basic competencies, indicators, learning experiences, materials, time allotment, teaching aids, references, and assessment methods. The textbook, designed for the second semester of the seventh grade, comprises six topics related to daily activities in the boarding school. Each topic includes brainstorming, example conversations, and tasks. Authentic pictures depicting the real conditions of the boarding school are incorporated into the layout. The materials are based on the real needs and conditions of the research subjects.

The materials are then subjected to validation by experts and an English teacher. Feedback is collected regarding the content's appropriateness and the layout's performance. The material expert deems the textbook suitable for seventh-grade students. Suggestions are provided, such as minimizing text in brainstorming and incorporating more daily tasks to engage students from other classes. The textbook is revised based on the feedback, including the addition of real pictures instead of animated ones. The teacher suggests differentiating the textbook into two versions, one for students and one for teachers. After the development and revision, the next step involves trying out the textbook with students. Observations indicate that students actively participate, find the textbook easy to use, show increased interest in speaking English, and become more interactive in their daily activities.

The culmination of the research efforts results in a comprehensive final product tailored to address the specific needs and challenges identified in the earlier phases of the research. This final product is thoughtfully crafted to enrich the English language learning experience for seventh-grade students at Mts. Sunan Ampel Ringinrejo. The components of the final product include a syllabus, a teacher's textbook, and a student's textbook, each serving a distinct yet interconnected role in the language learning process.

1. **Syllabus Development:** The creation of a competence-based syllabus is a pivotal aspect of the final product. This syllabus serves as a roadmap for educators, offering a structured framework that aligns with the specific needs and goals of the seventh-grade students. The competence standard, basic competencies, indicators, learning

experiences, materials, time allotment, teaching aids, references, and assessment methods collectively provide a clear guide for instructors to navigate the language learning journey.

2. **Teacher's Textbook:** The teacher's textbook is a resource designed to empower educators in effectively delivering the language curriculum outlined in the syllabus. It serves as a detailed guide, providing instructors with insights into lesson planning, instructional strategies, and methodologies. The teacher's textbook is a dynamic tool that assists educators in facilitating engaging and effective language learning experiences for their students.

3. **Student's Textbook:** The student's textbook is the core instructional material designed to directly engage and support the seventh-grade learners. It encapsulates the essence of the research findings, incorporating six different topics that encompass various aspects of speaking English in practical situations. These topics are carefully selected to align with the students' daily experiences, fostering relevance and contextual significance. Each topic includes brainstorming sessions, example conversations, and tasks, providing a holistic and immersive learning experience.

The content of the student's textbook is structured to enhance students' speaking skills by promoting active participation, pronunciation practice, and real-world application. The incorporation of authentic pictures, depicting the actual conditions of the boarding school, aims to create a connection between the learning materials and the students' immediate environment. The overarching goal of the final product is to not only enhance the students' speaking skills but also to encourage daily English communication. By focusing on practical situations and incorporating tasks that simulate real-life scenarios, the student's textbook becomes a tool for language acquisition that extends beyond the classroom setting. It aims to bridge the gap between theoretical knowledge and practical application, fostering a communicative approach to language learning.

In essence, the final product serves as a holistic solution to the identified challenges in the language learning process. It reflects a learner-centered approach, recognizing the unique needs, interests, and context of the seventh-grade students at Mts. Sunan Ampel Ringinrejo. The culmination of the research in the form of the syllabus and textbooks represents a significant contribution to the improvement of English language education in the specific educational context. In conclusion, the research provides a comprehensive overview of the development process of materials for teaching English speaking skills, from needs analysis to the creation and validation of the final product. The emphasis on real-life situations and authentic materials reflects a learner-centered approach, promoting practical language use in students' daily lives.

Discussion

The research culminated in the development of a specialized English syllabus and textbook aimed at activating English speaking competence within the context of an Islamic junior high school, specifically targeting seventh-grade students at Mts. Sunan

Ampel Ringinrejo. The primary goal was to create materials that would not only benefit the seventh-grade students but also engage upper-grade students within the school. The rationale for developing such materials stems from the recognition, that speaking is a fundamental tool, and individuals speak to elicit specific effects on their listeners.[18] Therefore, the tasks embedded in the textbook were strategically designed to have a positive impact on all students within the boarding school, contributing to the overall progress of the English language program.

While the product demonstrated notable strengths, particularly in fulfilling its special purpose within the unique environment of an Islamic boarding school, it was not without its weaknesses. One significant drawback was the scarcity of similar textbooks from native English speakers with a comparable purpose and content. This rarity highlighted the pioneering nature of the research, showcasing the researcher's initiative in addressing an existing gap in English language learning resources for Islamic junior high schools.[19] Another weakness acknowledged in the textbook was the absence of example conversations in the native tongue, which could have served as authentic pronunciation practice. This limitation placed a certain reliance on the proficiency of the English teacher in providing accurate pronunciation models. Despite this weakness, the researcher emphasized the textbook's overall quality as a specialized tool, understanding that perfection may be challenging to achieve in such a unique and specific context.[20]

The research product emerges as a tailored response to the distinctive needs of the Islamic boarding school, Mts Sunan Ampel Ringinrejo. Comprising a specialized syllabus and textbook, it is envisioned as a catalyst for comprehensive English language development within the unique educational context. These materials, crafted with a meticulous focus on the specific cultural and educational nuances of the Islamic boarding school, hold the potential to fortify the learning environment. The emphasis on activating English speaking competence speaks directly to the practical needs of the students, encouraging active participation and engagement in oral communication.

In recognizing the strengths of the research product, it becomes evident that its primary purpose is to create a supportive atmosphere for language learning activities. By addressing the identified challenges, the materials aspire to contribute significantly to the overall progress of English language education within the school.[21] However, within this pursuit of excellence, the research product is not immune to certain weaknesses. The absence of example conversations in the native tongue poses a notable challenge. Yet,

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[18] Yovita Dyah Permatasari, "Integrasi Pembelajaran Bahasa Inggris Berbasis Pendekatan Islami," *JURNAL PENDIDIKAN GLASSER* 3, no. 2 (October 22, 2019): 205–10, https://doi.org/10.32529/glasser.v3i2.270.
[19] Masduki Duryat, "Politik Pelembagaan Bahasa Asing Melalui Pendidikan," *Wahana Karya Ilmiah Pendidikan* 2, no. 02 (2018), https://journal.unsika.ac.id/index.php/pendidikan/article/view/1771.
[20] Fitri Alfarisy, "Kebijakan Pembelajaran Bahasa Inggris Di Indonesia Dalam Perspektif Pembentukan Warga Dunia Dengan Kompetensi Antarbudaya," *Jurnal Ilmiah Profesi Pendidikan* 6, no. 3 (November 2, 2021): 303–13, https://doi.org/10.29303/jipp.v6i3.207.
[21] Banaruee, Farsani, and Khatin-Zadeh, "Culture in English Language Teaching."

rather than being perceived as a flaw, this aspect opens up opportunities for teachers to showcase their creativity in delivering accurate pronunciation models.[22] It prompts educators to explore innovative approaches to pronunciation practice, thereby adding a layer of dynamism to the learning process.

Moreover, the acknowledgment of these imperfections underscores the researcher's commitment to continuous improvement and adaptation. Any challenges encountered during the utilization of the textbook are seen not as setbacks but as triggers for innovation.[23] This dynamic perspective reflects an ongoing dedication to refining the materials, ensuring their responsiveness to the evolving needs of the students and the educational landscape. In conclusion, the research product, while not perfect, represents a qualified textbook for a special purpose within the distinct setting of an Islamic boarding school. The strengths contribute positively to the learning environment, while the weaknesses serve as motivators for ongoing improvement and innovation in English language education. The researcher's proactive approach in recognizing and addressing these aspects underscores the potential long-term impact of the developed materials within the specific educational context.

Conclusion

In summary, the research journey detailed in this study encapsulates a thorough exploration of the intricate process involved in crafting materials for the instruction of English speaking skills. From the initial needs analysis to the meticulous creation and subsequent validation of the final product, the research reflects a holistic and learner-centered approach. By placing a pronounced emphasis on real-life situations and authentic materials, the study strives to ensure that the language learning experience is not confined to theoretical constructs but extends into the practical realms of students' daily lives. Moreover, the research product, despite acknowledging its imperfections, stands as a testament to the researcher's commitment to addressing specific challenges within the realm of English language education in an Islamic boarding school. The recognition of strengths, particularly in fostering a positive learning environment, signifies the potential impact of the developed materials in enhancing students' language proficiency.

The identified weaknesses, rather than being viewed as drawbacks, are positioned as catalysts for perpetual improvement and innovation. This dynamic perspective aligns with the ever-evolving nature of education, where challenges become opportunities for growth. The researcher's proactive stance in acknowledging and remedying these weaknesses underscores a commitment to adaptability and responsiveness to the unique needs of the students in this particular educational context. In conclusion, the research not only sheds light on the intricacies of material development but also offers a glimpse into the ongoing efforts to refine and innovate within the field of English language

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[22] Shofi, "Developing English Conversation Material For Islamic High School."
[23] Liando, Tatipang, and Lengkoan, "Among English, Indonesian and Local Language."

education. The potential long-term impact of the developed materials is underscored by the researcher's foresight and dedication, ensuring that the learning experience remains relevant, effective, and tailored to the distinctive setting of an Islamic boarding school. This study, therefore, contributes not only to the academic discourse but also to the continual enhancement of English language education in a culturally specific and dynamic context.

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