

**DEVELOPING AN ISLAMIC-VALUES-INTEGRATED ENGLISH
SPEAKING MODULE FOR AN INTENSIVE ENGLISH COURSE
PROGRAM**

THESIS



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

2026

**DEVELOPING AN ISLAMIC-VALUES-INTEGRATED ENGLISH
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PROGRAM**

THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement of the Degree of English Language Teaching (S.Pd) in English
Education Department



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FACULTY OF EDUCATION AND TEACHER TRAINING
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MALANG**

2026

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1. This thesis has never been submitted to any other education institution for any other academic degree.
2. This thesis is sole work of the author and has not been written in collaboration with any other person, nor does it include without due acknowledgement, the result of any person.
3. Should it later be found thatt this thesis is a product of plagiarism, li am willing to accept any legal consequences that may be imposed on me.

Malang, June 25th 2026

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MOTTO

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ، وَخَيْرُ الْعِلْمِ مَا نَفَعَ

"The best of people are those who are most beneficial to others, and the best of knowledge is that which brings benefit."

(HR. Al-Qadha'i from Jabir bin Abdillah, and authenticated by Al-Albani)

THESIS DEDICATION

بسم الله الرحمن الرحيم

This thesis is dedicated with love and gratitude to the two people who have been the foundation of every step I have taken.

To my beloved father, **(Alm) Abu Hasan**—though you are no longer with us, your prayers, your lessons, and your love continue to guide me. You taught me the value of knowledge and the strength of character. I pray that Allah places you among the righteous and grants you Jannatul Firdaus. Every page of this work carries your name in my heart.

To my dearest mother, **St. Rofiqah**—your patience, your prayers, and your unwavering support have been my strength through every struggle. You have been my first teacher, my greatest cheerleader, and my constant source of hope. No words can fully capture my gratitude for all that you have sacrificed and given.

May Allah bless you both and reward you with the best of this world and the Hereafter.

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2. Prof. Dr. H. Muhammad Walid, MA., as the Dean of Education and Teacher Training Faculty.
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Finally, the researcher realizes that this thesis is far from perfect and still has room for improvement. Therefore, the researcher welcomes any suggestions and constructive feedback from readers and future researchers. It is hoped that this study will provide benefits, insights, and contributions to the field of English language teaching, particularly in the development of speaking materials for intensive programs in madrasah contexts.

Malang, June 25th 2026

Wildanul Mukhlashin
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ARABIC – LATIN TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration guidelines in this thesis is adjusted to the guidelines from the decisions of the Minister of Religion of the Unitary State of the Republic of Indonesia and the Minister of Education and Culture of the Unitary State of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be broadly described as follows:

A. Words

ا	=	a	ز	=	Z	ق	=	q
ب	=	b	س	=	S	ك	=	k
ت	=	t	ش	=	Sy	ل	=	l
ث	=	ts	ص	=	Sh	م	=	m
ج	=	j	ض	=	Dl	ن	=	n
ح	=	h	ط	=	Th	و	=	w
خ	=	Kh	ظ	=	Zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	Gh	ي	=	y
ر	=	r	ف	=	F			

B. Long Vocal

Long Vocal (a)	=	â
Long Vocal (i)	=	î
Long Vocal (o)	=	û

C. Diphthong Vocal

او	=	aw
اي	=	ay
او	=	ũ
اي	=	î

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ABSTRAK

Mukhlashin, Wildanul. 2026. Pengembangan Modul Berbicara Bahasa Inggris Terintegrasi Nilai-Nilai Islam untuk Program Intensive English Course. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Rendhi Fatrisna Yuniar, M.Pd.

Kata Kunci: ADDIE, modul berbicara bahasa Inggris, nilai-nilai Islam, program MIEC, Research and Development

Kemampuan berbicara bahasa Inggris sangat penting bagi siswa Indonesia, terutama bagi mereka yang ingin melanjutkan pendidikan tinggi dan bersaing di tingkat global. Namun, banyak siswa kesulitan dalam kelancaran berbicara, kepercayaan diri, dan tata bahasa. Program MIEC di MTsN 1 Malang diluncurkan untuk mengatasi masalah ini, namun program tersebut kekurangan materi berbicara yang sesuai dengan tingkat kemahiran siswa, dirancang untuk sesi 45 menit, dan terintegrasi dengan nilai-nilai Islam sebagai madrasah.

Penelitian ini bertujuan untuk mengembangkan modul berbicara bahasa Inggris terintegrasi nilai-nilai Islam untuk program MIEC dan menentukan validitas serta kepraktisannya. Penelitian ini menggunakan metodologi Research and Development (R&D) dengan model ADDIE (Analysis, Design, Development, Implementation, dan Evaluation). Data dikumpulkan melalui kuesioner analisis kebutuhan (20 siswa), wawancara semi-terstruktur dengan koordinator MIEC, lembar validasi ahli (3 ahli), lembar observasi, dan kuesioner respons pengguna (5 siswa saat uji coba). Modul dikembangkan berdasarkan pendekatan CLT dan TBLT serta dikalibrasi ke level A2 CEFR.

Temuan menunjukkan bahwa pengembangan modul mengikuti fase ADDIE secara sistematis. Analisis kebutuhan mengungkapkan bahwa siswa membutuhkan keterampilan memperkenalkan diri (rata-rata 3.70), kesulitan dalam kelancaran (rata-rata 3.15) dan kepercayaan diri (rata-rata 2.45), menyukai aktivitas berbasis game (90%), dan sepenuhnya mendukung integrasi nilai-nilai Islam (100%). Hasil validasi ahli menunjukkan kelayakan tinggi (rata-rata 3.83, V Aiken 0.94), dan uji coba dengan 5 siswa menunjukkan respons positif (rata-rata 3.53). Modul berjudul "Speak Up with Pride" terdiri dari tiga bab dengan 21 sesi dan mengintegrasikan nilai-nilai Islam Shidiq, Ta'awun, dan Amanah.

Kesimpulannya, modul dinyatakan valid dan layak digunakan dalam program MIEC di MTsN 1 Malang. Disarankan agar guru memanfaatkan modul ini sebagai sumber tambahan, peneliti selanjutnya mengembangkan versi digital dengan fitur audio, dan sekolah mempertimbangkan untuk mengadopsinya untuk penggunaan yang lebih luas.

ABSTRACT

Mukhlashin, Wildanul. 2026. Developing an Islamic-Values-Integrated English Speaking Module for an Intensive English Course Program. Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Rendhi Fatrisna Yuniar, M.Pd.

Keywords: ADDIE, English speaking module, Islamic values, MIEC program, Research and Development

English speaking proficiency is essential for Indonesian students, particularly for those who wish to pursue higher education and compete in global contexts. However, many students struggle with speaking fluency, confidence, and grammar. The MIEC program at MTsN 1 Malang was launched to address this issue, yet the program lacked appropriate speaking materials that were calibrated to students' proficiency level, designed for its 45-minute sessions, and integrated with Islamic values as a madrasah.

This study aimed to develop an Islamic-values-integrated English speaking module for the MIEC program and to determine its validity and practicality. The research employed a Research and Development (R&D) methodology using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Data were collected through a needs analysis questionnaire (20 students), semi-structured interviews with the MIEC coordinator, expert validation sheets (3 experts), observation checklists, and a user response questionnaire (5 students during pilot testing). The module was developed based on CLT and TBLT approaches and calibrated to A2 CEFR level.

The findings showed that the module development followed the ADDIE phases systematically. The needs analysis revealed that students required self-introduction skills (mean 3.70), struggled with fluency (mean 3.15) and confidence (mean 2.45), preferred game-based activities (90%), and fully supported Islamic values integration (100%). Expert validation results indicated high feasibility (mean 3.83, V Aiken 0.94), and pilot testing with 5 students showed positive responses (mean 3.53). The module, titled "Speak Up with Pride," consists of three chapters with 21 sessions and integrates Islamic values of *Shidiq*, *Ta'awun*, and *Amanah*.

In conclusion, the module was declared valid and feasible for use in the MIEC program at MTsN 1 Malang. It is recommended that teachers utilize this module as a supplementary resource, future researchers develop digital versions with audio features, and the school considers adopting it for broader use.

الملخص

المخلصين، ولدان. 2026. تطوير وحدة تعليمية للمحادثة باللغة الإنجليزية مدمجة بالقيم الإسلامية لبرنامج دورة اللغة الإنجليزية المكثفة. رسالة جامعية. قسم تعليم اللغة الإنجليزية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: رندي فاتريسنا يونيار، الماجستير.

الكلمات المفتاحية: ADDIE ، وحدة المحادثة الإنجليزية، القيم الإسلامية، برنامج MIEC ، البحث والتطوير

تعد مهارة المحادثة باللغة الإنجليزية ضرورية للطلاب الإندونيسيين، لكن الكثيرين يعانون من الطلاقة والثقة والقواعد. تم إطلاق برنامج MIEC في المدرسة المتوسطة الحكومية 1 مالانج لمعالجة هذه المشكلة، لكنه افتقر إلى مواد المحادثة المناسبة والمصممة لجلسات 45 دقيقة والمدمجة بالقيم الإسلامية.

يهدف هذا البحث إلى تطوير وحدة تعليمية للمحادثة باللغة الإنجليزية مدمجة بالقيم الإسلامية لبرنامج MIEC، وتحديد صلاحيتها وعمليتها. استخدم البحث منهجية البحث والتطوير بنموذج ADDIE. تم جمع البيانات من خلال استبيانات تحليل الاحتياجات، والمقابلات، ونماذج تحكيم الخبراء، وقوائم المراقبة، واستبيانات استجابة المستخدمين. تم تطوير الوحدة بناءً على مناهج تدريس اللغة التواصلية (CLT) وتدريس اللغة القائمة على المهام (TBLT) وتم معاييرها وفقاً لمستوى A2 من الإطار الأوروبي المرجعي الموحد للغات.

أظهرت النتائج أن تطوير الوحدة اتبع مراحل ADDIE بشكل منهجي. كشف تحليل الاحتياجات أن الطلاب بحاجة إلى مهارات تقديم الذات (متوسط 3.70)، ويعانون من الطلاقة (متوسط 3.15) والثقة (متوسط 2.45)، ويفضلون الأنشطة القائمة على الألعاب (90٪)، ويدعمون دمج القيم الإسلامية (100٪). أظهر تحكيم الخبراء صلاحية عالية متوسط 3.83، قيمة Aiken V 0.94، وأظهرت التجربة استجابات إيجابية (متوسط 3.53). تتكون الوحدة بعنوان "Speak Up with Pride" من ثلاثة فصول مع 21 جلسة وتدمج قيم الصدق والتعاون والأمانة.

في الختام، تم إعلان الوحدة صالحة للاستخدام في برنامج MIEC. يُوصى باستخدامها كمصدر إضافي، وتطوير نسخة رقمية، واعتمادها للاستخدام الأوسع.

CHAPTER I

INTRODUCTION

This chapter presents the study's background, research questions, objectives, scope and limitation, and key terms.

1.1 Background of the Study

Having an English skill in today's era has a lot of beneficial impacts for human life. Earlier before, English is just a subject at school so students will have the ability to compete globally with other nations. But today, it's more than that. It's a must for everyone to master it so they have the chance to compete in business, science, diplomacy or even in social media. Therefore, as one of non-English speaking countries, Indonesia has prioritize learning English from primary ones to higher levels; otherwise, Indonesian students will still be left behind.

In Indonesia, students start learning English from Junior High Schools until higher levels like the Universities. The government, giving the efforts through the national curriculum, Kurikulum 2013 and the current Kurikulum Merdeka, wants students to master the all communicative competence through all the four major skills including listening, speaking, reading, and writing. It is done as a goal to prepare students to become global citizens that can communicate globally without losing the national and cultural values. However the efforts given, the outcomes got still lie below the expectation.

The EF English Proficiency Index 2024 placed Indonesia 79th out of 113 countries, making it one of the low-proficiency-band countries. It means that Indonesian students still have the difficulties even just to perform basic communicative skills. At junior high school, most students sit at the A1 or A2 levels of the Common European Framework of Reference (CEFR), with the majority of 9th graders still at A2 which is far below the B1 target expected for senior high school graduation. This gap between government's policy goals and the in-field outcomes calls for the innovative yet solution-oriented actions.

Speaking skill, among the four language skills, is always considered the most difficult to master as it requires real-time processing, pronunciation, grammatical control, vocabulary bank, fluency and social value like appropriateness (Rao, 2019). It is so much different if being compared to other skills and that is why it becomes more difficult for English as a Foreign Language Learners (EFL Learners) in which they speak different languages in their daily life. Additionally, some teachers neglect speaking activities since it needs more time to do while not all schools have those long English hours. Also, many schools still implement teacher-centered approach that prioritizes reading, vocabulary, and grammar; thus making speaking skill be more neglected.

For Indonesian students, speaking anxiety stands as a huge barrier. A study by Suryani & Rahmawati (2023) found that 69.8% of Indonesian junior high school students experience moderate to high levels of speaking anxiety. Simamora & Oktaviani (2020) reported similar findings, with 41% of students at SMP Muhammadiyah 1 Medan having a moderate level of speaking anxiety, 56% a medium level, and 3% a high level. It is primarily caused by the fear of making grammatical mistakes, low self-esteem, lack of confidence, limited vocabulary bank, and the fear of being evaluated by their teachers or friends. As a result, these psychic factors create an unwanted cycle: students avoid speaking, which makes unwanted to practice, and it results low proficiency.

One of the way to mitigate this speaking problems is to through creating a well-constructed instructional materials that provide what they need including scaffolded activities, authentic yet applicable tasks, and one most affective thing: supporting environment. However, most textbooks used in Indonesian schools are still too general and even adopted from international publishers without adapting to Indonesian context and it, of course, does not meet the needs of Indonesian learners. They pay more attention to passive activities like doing reading activities or grammar exercises rather than active skills like speaking. Some speaking activities are still done by teachers like repetitive dialogue or textbook-based conversation. The shortage of materials that prioritize speaking skills within communicative and task-based approaches is found, especially for intensive programs.

The urgency of improving speaking skills is not merely pedagogical but also supported by Islamic spiritual values as Allah SWT states in the Qur'an:

وَمَنْ أَحْسَنُ قَوْلًا مِّمَّنْ دَعَا إِلَى اللَّهِ وَعَمِلَ صَالِحًا وَقَالَ إِنَّنِي مِنَ الْمُسْلِمِينَ

"And who is better in speech than one who invites to Allah and does righteousness and says, 'Indeed, I am of the Muslims.'" (QS. Fussilat: 33)

This verse elevates good speech (*qaulan hasan*) to an act of *da'wah* (inviting others to goodness) and an expression of Islamic identity. For Muslim students like most of Indonesian students, having the ability to speak English well becomes more useful as it can be used to share Islamic values and communicate properly with the world. Thus, English for them is not just a school lesson. It is much more than that.

Prophet Muhammad SAW gave further fundamental of speaking urgency is his Hadith as it says:

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

"Whoever believes in Allah and the Last Day, let him/her speak good or remain in silence." (HR. Bukhari & Muslim)

Everyone's actions are asked for their responsibilities. And this hadith restates that speaking is from that responsibility. A Muslim should speak what is good or avoid what is bad. Therefore, developing students' speaking skills in English must go hand in hand with nurturing their Islamic character, ethics, and awareness of the power of words. An English speaking module for a madrasah should therefore integrate Islamic values such as *tawhid* (faith), *akhlaq* (morals), *adab* (courtesy), *amanah* (trustworthiness), and *ta'awun* (cooperation).

MTsN 1 Malang, better known as MASANEGA, becomes one of the institutions that proactively address those challenges. The school itself lies in Gondanglegi subdistrict, about an hour drive from Malang city. It opened on October 1, 1980. At the moment, 945 students study there, with 60 teachers teaching. It holds two prestigious designations: Madrasah Riset (Research

Madrasah) since 2020, and Madrasah Unggulan (Excellent Madrasah) since 2006. The school's vision is *"To realize students who are spiritually strong, excellent in achievement, wise in using technology, gracious in character, and environmentally conscious."* A lot of efforts have been operated to support reaching its vision including Olympic Class, Bilingual Class, Religious Class, and some other Special Talent Services.

MTsN 1 Malang officially launched the MASANEGA Intensive English Course (MIEC) as a co-curricular program designed to enhance students' English communication skills in December 2025. The program itself has been unofficially operated since July 2023 as a one small step taken by school to be a school with international competence. It operates a 45-minute session English course for 9th grade students on Tuesday, Wednesday, and Thursday from 06:45 to 07:30. It is mandatory and aims to provide additional speaking practice beyond the regular English curriculum. However, previous observations continued by interviews with the program coordinator have been done by the researcher and reveal these following gaps: (1) material inadequacy – since the program is relatively new and has limited relevant materials; (2) speaking-oriented activities – limited to none materials prioritize this skill with CLT or TBLT approach; (3) contextual mismatch – since it will be used in Madrasah, it has to integrate Islamic values within it; (4) proficiency level gap – contents are made randomly which makes some parts too easy and some others too difficult. It needs to be calibrated in accordance to A2 CEFR level; (5) pedagogical misalignment – the content is too general like the national curriculum in which does not match the co-curricular learning principles; and (6) time inefficiency – no activities calibrated to 45-minute session duration.

The researcher has reviewed several previous studies related this research but none meets the unique and complex factors in MIEC Program. Some develop a product used for junior high school but do not integrate the other needs like 45-minute calibration of Islamic values integration. One example, Konaah (2022) used the ADDIE model to develop a speaking material for 8th grade students at a general public school, focusing only on material: asking and giving information. The findings of the research show that existing textbooks were

insufficient and that students needed everyday topic which made the materials effective for that specific function. However, the module did not integrate Islamic values and did not consider a co-curricular intensive program like the MIEC program needs. Another but similar research done by Agustiana (2021) in which it produced a general English speaking module for 8th grade at a particular private school and validated by experts as "good". However, the product did not integrate Islamic values and was designed for regular 60 to 90 minutes activities. Batubara (2022) developed a supplementary textbook focusing on intercultural values for 8th grade students. It found that expert validation rated it "very good," but the gap is that it focused on intercultural values, not the Islamic ones. Maulana et al. (2024) developed a content-based supplementary book for an Islamic junior high school that integrated Islamic values which concludes that it was appropriate for Islamic education. However, it covered all language skills, not speaking specifically, and did not address the 45-minute session constraint. The numerous gaps had by the MIEC program makes it unique.

Some other researchers have explored CLT or TBLT approaches but they did not develop a complete module. Efendi & Robiasih (2021) designed supplementary speaking materials by using CLT for 7th grade students at an Islamic school. The findings show that the materials improved speaking skills but still, they did not integrate broader Islamic values within it. Nugrahaeni (2022) did an implementation of TBLT in an existing class at a regular junior high school and the result found a significant improvement in speaking scores from pre-test 60.25 to post-test 85.25. However, the study did not produce a tangible module that can be used by other teachers. Some studies that did integrate Islamic values, like what Anshari & Widyantoro (2020) did, drew only from one surah which is QS. Luqman and did not design for intensive 45 minute sessions like what MIEC program needs. Munif et al. (2024) conducted a thorough needs analysis on how to integrate Islamic values, and they identified that students struggle with listening and speaking. However, the research stopped at analysis which resulted no products developed. Another research done by Fauzi (2023) developing a module for MTs students with CTL Approach, not CLT or TBLT like the this study needs at MIEC. The product was validated and considered as "appropriate". Zulfan

(2015) did a research and produced a product with task-based approach for 8th grade students at regular public school. The product was regarded “very good”. However, it did not include any Islamic values.

Yuniar (2022) proposed, in his different but actually related research to this study about using digital media to support enhancing speaking skill, a conceptual framework for using video blogging activities to enhance students’ speaking skills. The findings showed that video blogging activities provide some positive features like peer feedback in which students feel more comfortable with, self-evaluation, and time flexibility. These can solve limited-time problems had in the conventional classroom. The research concludes that the integration of digital media like video blogging into speaking activities encourage active and passive participation from students. Additionally, it also promotes them autonomous learning. However, the problem is that the research was only a conceptual paper which means it did not develop any products and did not offer any empirical validation. Not less importantly, the research did it address the needs in MIEC program which requires CLT or TBLT approach and Islamic values integration.

So after reviewing all the literatures, it is clear that no previous research has developed an English speaking module that simultaneously meets all these criteria: (1) it targets 9th grade A2 learners in an Islamic junior high school; (2) it integrates both CLT and TBLT approaches together in one module; (3) it embeds a broad range of Islamic values like *Shiddiq*, *Amanah*, and *Ta’awun*; (4) it is explicitly designed for 45 minute co-curricular sessions which is what MIEC program exactly operates; and (5) it aligns with the Research Madrasah standards of MTsN 1 Malang. Because of that, this study is done to fill that gap by developing and validating an English speaking module that is tailored to the unique needs of the MIEC program at MTsN 1 Malang.

1.2 Research Questions

Based on the background and gaps that have been explained before, the research questions for this study are formulated as follows:

1. How is the development process of the English speaking module for the Intensive English Course program at MTsN 1 Malang?

2. What are the level of practicality and validity of the module?

1.3 Objectives of the Study

In accordance to the research questions above, the objectives of this study are:

1. To tell the development process of the module based on:
 - a. Applying R&D methodology which is ADDIE Model (Branch, 2009);
 - b. Grounding the module in CLT and TBLT frameworks as the main approaches;
 - c. Aligning the content with A2 proficiency and program goals;
 - d. Integrating Islamic values;
 - e. Designing activities for 45-minute co-curricular sessions.
2. To validate the module through expert judgment from three specialists, pilot testing with students and teachers, and systematic revision based on feedback.

1.4 Significance of the Study

This research is expected to provide not only theoretical but also practical contributions. They are outlined as follows.

1.4.1 Theoretical Contributions

This study gives several theoretical contributions to the field of English language teaching. First of all, it shows how Communicative Language Teaching (CLT) and Task Based Language Teaching (TBLT) can be applied in an intensive Islamic education context, in this case, MIEC program. This area has less attention in the literatures before. Besides, it adds more knowledge to the existing research on speaking instruction for EFL young learners, especially those who are at the A2 level. It gives insights on how young learners at this stage can develop their oral communication skills by using structured modules and on their own pace. Moreover, this study contributes to the limited body of madrasah education research, especially in the area of material development. It offers a framework that other Islamic schools can adapt to be used accordingly. Finally, it bridges the gap between

theory and practice in Indonesian EFL contexts by turning pedagogical principles like CLT and TBLT into a concrete product that can be used directly in the classroom.

1.4.2 Practical Contributions

For Students: the module is designed to reduce speaking anxiety. It provides scaffolded materials that slowly build students' confidence. It also enhances communicative competence through authentic and task based activities that look like real life communication. The integration of Islamic values makes sure that the learning is culturally relevant and supports students' Islamic identity. Clear learning pathways with explicit objectives also help students understand their own progress.

For Teachers: The module gives a ready to use teaching resource that is based on research and specifically made for the MIEC program. It also works as a tool for professional development in CLT and TBLT methodologies. As teachers use the module, they become more familiar with these approaches. The teacher guide that comes with the module helps teachers use it effectively. The development process itself can also be a model for future materials development in similar contexts.

For MTsN 1 Malang: The module supports the school's vision of producing students who are spiritually strong and academically excellent. It combines English learning with Islamic values. It also improves the quality of the MIEC program and fulfills the Research Madrasah mandate by producing a research based educational product. It strengthens the school's Excellent Madrasah status and gives a competitive advantage in English language teaching compared to other madrasahs.

For Other Madrasahs: This study offers a development framework that can be copied and adapted accordingly for similar intensive programs in other Islamic schools. It also gives evidence that integrating Islamic values into speaking materials is possible and works. This may encourage other institutions to do culturally responsive language teaching.

For the Broader Community: This research addresses the national problem of low English speaking proficiency by offering a practical solution that fits the local context. It also informs policy makers about intensive language programs at the junior high level. And it shows how universities and schools can work together in educational research.

1.5 Scope and Limitations

1.5.1 Scope:

This study focuses on developing an English speaking module for all 9th grade students who are inquired to be enrolled in the MIEC program at MTsN 1 Malang. The target students are at the A2 proficiency level based on the CEFR framework and they are usually around 14 to 15 years old. The module mainly targets speaking skills. Other language skills like listening, reading, and writing are only touched a little bit when they support speaking activities. The content is made to be suitable for A2 level, calibrated specifically for 45 minute sessions, and integrated with Islamic values such as *shiddiq*, *amanah*, and *ta'awun*. The instructional framework used in the module is based on CLT and TBLT. The research follows R&D methodology by using the ADDIE model. The final product will be a printed module that has several chapters and comes with guidelines for both teachers and students.

1.5.2 Limitations:

This study has several limited borders. First, it only involves 9th grade students. Therefore, the module to be developed may not be suitable for 7th or 8th grade without further adjustment. Second, the focus is only on speaking skills. Other language skills are not systematically covered. Third, the pilot implementation only involves a small number of students, around five to ten people. This is because of the scope of an undergraduate RnD study. Fourth, the implementation period is quite short, only four to six sessions. So it may not capture the long term effects of using the module. Fifth, the validation only involves three experts in content, design, and language. It is not a big panel of experts. Sixth, the study is done within an undergraduate thesis timeline which is about six to seven weeks. This limits how deep the iterative revisions can go.

1.6 Definition of Key Terms

To avoid misunderstanding, the following key terms are defined operationally:

1. Module – A module is a self-contained learning resource that has objectives, content, activities, and assessments inside. It is made for either independent or guided learning. In this study, the term refers to a complete printed product used to enhance 9th grade students' speaking skills in the MIEC program.
2. Speaking Skills – Speaking skills mean the productive oral communication ability that involves fluency, accuracy, and appropriateness across different contexts. This includes linguistic competence like grammar and vocabulary, discourse competence like making coherent speech, sociolinguistic competence like knowing what is appropriate to say, and strategic competence like how to fix communication breakdowns.
3. MIEC (Masanega Intensive English Course) – MIEC is a co-curricular language program at MTsN 1 Malang that was officially launched in December 2025. It operates regularly on Tuesday, Wednesday, and Thursday from 06:45 to 07:30 AM. It is required for all 9th grade students. The goal is to give extra speaking practice outside the regular English class.
4. Islamic Values Integration – Islamic values integration means putting Islamic principles intentionally into the instructional materials. In this study, the values include *shiddiq* (honesty/truthfulness), *amanah* (trustworthiness/responsibility), and *ta'awun* (co-operation). These values are put into the module through topic selection, cooperative activities, Islamic themes, and respectful language. The goal is to balance the academic standards with Islamic identity as a *Madrasah*.

CHAPTER II

LITERATURE REVIEW

This chapter presents various theories and previous research results related to the preparation of English speaking modules for the MASANEGA Intensive English Course (MIEC) program. The discussion covers the nature of speaking ability, approaches in teaching speaking such as CLT and TBLT, the process of developing materials with the ADDIE model, CEFR level A2 proficiency standards, and the integration of Islamic values. At the end of this chapter, a review of previous research and a statement regarding existing research gaps are presented.

2.1 Definition of Speaking Skills

Speaking activity is not just producing language sounds. A person who speaks is conveying ideas, feelings and information through word choice, intonation, body language and facial expressions. That's why this skill is called a productive skill—the learner produces language directly. According to Chaney and Burk (1998), speaking is a process of building and conveying meaning by using verbal and nonverbal symbols in various situations. This view emphasizes that speaking is not only about correct pronunciation, but also about how meaningful messages are conveyed effectively.

Brown (2001) provides a practical account of this. He stated that a person is considered capable of speaking a language if he can carry out a conversation with a reasonable level of competence. It doesn't have to be perfect—just competent. The speaking process involves sending and receiving messages simultaneously, which also includes nonverbal elements such as hand gestures and facial expressions. This ability reflects a person's way of thinking and personality.

Talking is also interactive. This is not a monologue activity. It involves the production, reception, and processing of information occurring simultaneously. Bygate (1987) reminded that speaking requires managing speaking turns (turn taking), determining topics (topic nomination), and communication improvement strategies (repair strategies). These skills are often neglected in classrooms that are still oriented towards traditional grammar.

Apart from that, speaking is used for various purposes. Starting from casual conversations, formal presentations, polite requests, complaints, to telling jokes. Each need requires different linguistic and pragmatic tools. Harmer (2007) emphasizes that effective speaking instruction must expose students to a variety of spoken texts and interaction patterns, not just mechanical drills.

For the purposes of this research, speaking skills are defined as the ability to convey thoughts orally in English with fluency, accuracy, and contextual appropriateness. Especially at A2 level, this means learners can handle routine tasks and simple information exchanges without losing confidence when under pressure.

2.2 Teaching Speaking in EFL Contexts

Teaching speaking in an English as a Foreign Language (EFL) setting is not an easy job. Various obstacles arise from structural, psychological aspects and material availability.

In many Indonesian classrooms, speaking skills do not receive an adequate portion. Reading and grammar dominate time allocation. The reasons include the excessive number of students—sometimes reaching forty or more—and the short duration of meetings, around forty minutes which feel like they pass quickly. The teaching approach is still teacher-centered, where educators focus more on completing the material than creating authentic interactions. Priyanti et al. (2024) identified six main challenges faced by English teachers at the junior high school level when trying to improve students' speaking skills. These challenges include choosing the right method, mother tongue interference, low learning motivation, limited vocabulary, inadequate infrastructure, and most importantly—inappropriate learning materials. The lack of material that is truly oriented towards speaking skills is not a trivial problem, but rather a serious obstacle.

On the other hand, there is a psychological aspect that is no less important. Foreign Language Speaking Anxiety has a crippling impact on students' willingness to communicate. Hidayati (2022) examined certain learning activities that trigger speaking anxiety in junior high school students in Indonesia and offered a number of solutions, such as creating a more relaxed classroom

atmosphere. Students often use various strategies to overcome anxiety, such as practicing beforehand, mentally preparing the material, or memorizing certain phrases. However, these strategies are only temporary solutions. The root of the problem remains fear: fear of making a mistake, fear of being judged, and fear to be seen stupid.

Huda (2025) investigated the dynamics of teacher-student interactions in Indonesian middle school classrooms from the perspective of second language acquisition. The study shows how teaching strategies and contextual challenges influence the quality of interactions in the classroom. Good speaking teaching, according to these findings, requires not only adequate materials but also teachers who are able to facilitate interaction and manage the emotional climate in the classroom.

Meanwhile, Dewi (2024) studied an integrated skills approach in teaching writing and speaking for eleventh grade students. Her research found that linking speaking tasks to other skills can lighten students' cognitive load and increase self-confidence. These findings are also relevant at younger levels. Speaking does not have to be taught in isolation; it can be supported by input from listening, reading or writing activities.

The conclusions from these various studies are clear: effective speaking teaching in the Indonesian EFL context requires materials that are appropriate to the student's ability level, supportive psychological conditions, proven efficacy of pedagogical approaches such as CLT and TBLT, as well as logistical feasibility within the limits of available time and space.

2.3 Communicative Language Teaching (CLT)

Communicative Language Teaching was born as a criticism of old teaching methods that were too rigid and grammar-oriented. The main idea is very simple: language is used to communicate, so language teaching must be structured based on communicative action, not abstract grammatical rules.

Richards and Rodgers (2014) trace the development of CLT from the 1970s to the present. Now CLT is the most influential approach in teaching English

throughout the world. They identified several basic principles. First, learners master language through its active use in communication. Second, classroom activities must prioritize authentic and meaningful communication. Third, fluency is an important component in communication. Fourth, communication involves a combination of various language skills. Fifth, the learning process is constructive and requires trial and error.

Richards (2006) distinguishes between weak and strong versions of CLT. The weak version—which is common in most classrooms—is known as "learning to use English." Students learn the elements of language first, then practice using them in communication. In contrast, the strong version—namely "using English to learn it"—is more radical because it believes that language acquisition occurs naturally when students engage in meaningful communication. Task-Based Language Teaching is the clearest example of the application of this strong version.

Of course, CLT is not without its critics. Some people believe that this approach places too much emphasis on fluency and ignores language accuracy. There are also those who argue that CLT is difficult to implement in places where teachers themselves do not have sufficient communicative competence or the evaluation system still relies on mastery of grammar. Nevertheless, CLT's focus on meaningful interaction and student-centered learning remains an important foundation, especially in the development of teaching materials.

For the MIEC module, CLT provides the main philosophical direction. This module will prioritize activities that involve real information exchange, negotiation of meaning, and authentic communicative goals. Students will not just repeat dialogue by rote, but will use English to do things that are truly relevant to their lives.

2.4 Task-Based Language Teaching (TBLT)

If CLT is a philosophy, then TBLT is the machine that makes it happen. Task-Based Language Teaching translates communicative principles into a structured teaching framework, with the task at the center.

Ellis (2003) provides the most comprehensive explanation of TBLT. According to him, TBLT involves the learner's natural ability to acquire language through working on tasks that require the use of language that focuses on meaning. Tasks are defined as activities that have a specific goal and require learners to use the language resources they have to achieve the desired results. These results are non-linguistic, for example solving a problem, making a list, or producing a poster. The primary focus is on meaning, not grammar—although grammar still receives attention at appropriate times in the learning flow.

The TBLT framework consists of three phases. The first phase is pre-task. At this stage, the teacher introduces the topic, stimulates students' thinking, and may demonstrate a model of the task to be done. Students are given the opportunity to plan, so that their cognitive load becomes lighter when doing the actual task. The second phase is the task cycle. Students work on assignments, usually in pairs or small groups. Then they prepare a report about what they have done, either verbally or in writing. The third phase is post-task, which is often referred to as language focus. At this stage the teacher directs students' attention to specific linguistic elements that appear during the assignment. This is where knowledge gaps are filled and new learning is reinforced.

Nugrahaeni (2022) proves that TBLT is effectively implemented in Indonesian junior high schools. Using a pre-experimental design of one group pre-test and post-test, the study found a significant increase in speaking scores, from an average of 60.25 to 85.25. A t-test value of -25,000 confirms that the increase is statistically significant. However, the limitation is that this study did not produce modules that can be used by other teachers.

For the MIEC module, TBLT will be the main framework in instructional design. Each unit will be built around a communicative assignment that is relevant to students' lives and Islamic values. The 45-minute length actually fits the structure of TBLT very well: focused pre-tasks, concise task cycles, and not-too-long language-focused sessions—all of which can be accommodated in the time available.

2.5 Developing English Speaking Materials

Developing good material requires a systematic process, not just guesswork. Hutchinson and Waters (1987) developed a learner-centered framework for teaching English for Specific Purposes, which is still very influential today. This framework relies on needs analysis, namely collecting data about what students need to master, what they can already do, and what they want. Without this step, material development will lose direction.

Modules, in educational terms, are independent learning resources that include objectives, materials, activities, and assessments. The module can be used individually or with teacher guidance. Well-designed modules provide flexibility, encourage learning independence, and accommodate differences in learning pace—all things that are highly beneficial in a co-curricular program like MIEC.

A number of researchers in Indonesia have attempted to develop speaking materials for junior high school level. Konaah (2022) utilized the ADDIE model to develop questioning and information materials for eighth grade students. His research found that existing textbooks were inadequate to meet the communicative needs of today's learning. The materials developed were considered effective for these specific language functions, but were limited in scope and not designed for intensive co-curricular settings.

Agustiana (2021) developed a general speaking module for eighth grade students at a private junior high school, which was rated "good" by experts. This module, however, is created for a standard class duration of 60-90 minutes and does not contain Islamic values. Batubara (2022) developed additional speaking materials with a focus on cross-cultural values for eighth grade students, which received an "excellent" rating from experts. However, cross-cultural values are different from Islamic values which are the foundation for madrasas.

Maulana, Munif, Yulia, and Pratiwi (2024) developed additional content-based books for Islamic Middle Schools that successfully integrated Islamic values and cultural themes. The researchers concluded that the book is suitable for Islamic education. However, the weakness is that this book covers all four

language skills at once, does not focus on speaking specifically, and does not take into account the constraints of a 45 minute session.

Sari, Hartina, and Sahraini (2024) developed a basic English module for the intermediate level using the TBLT approach. This study shows that TBLT principles can be applied in the module. However, the context is a regular high school, not a madrasa, and Islamic values are not part of the design.

The lesson that can be learned from these studies is that systematic development of materials—based on needs analysis, utilizing established frameworks, and validated by experts—can produce quality learning resources. What is still missing is a module that combines all these elements for the specific and demanding context of MIEC programs.

2.6 CEFR and A2 Level Proficiency

The Common European Framework of Reference for Languages (CEFR) is an international standard used to measure language proficiency levels. This framework was developed by the Council of Europe (2001) and has six levels: A1 and A2 for basic users, B1 and B2 for independent users, and C1 and C2 for advanced users. Although it originates from Europe, CEFR is now used globally in curriculum design, preparation of teaching materials, and assessment of language skills.

CEFR uses positive "can do statements"—describing what students are capable of doing at each level, not what they are not yet able to do. This approach is important in teaching because it supports a competency-based approach that helps build learner confidence.

At level A2, known as Waystage, students are at the basic user level. Based on the CEFR descriptor for oral interaction, level A2 learners are able to do several things: communicate in simple and routine tasks that require direct exchange of information on familiar topics; understand frequently used sentences and expressions related to things that are highly relevant to everyday life (personal and family information, shopping, local geography, work); uses simple descriptive

language to make short statements about objects and possessions and compare them; and explain what they like or don't like.

Middle school students in Indonesia, especially those in grade nine, are expected to have reached or approaching level A2. However, EF English Proficiency Index data (2024) shows that many students are still below these expectations (EF Education First, 2024). Therefore, the challenge is to organize the right material for level A2: not too easy so that students do not progress, and not too difficult so that anxiety does not arise and the learning process is hampered.

For MIEC modules, calibration to level A2 is mandatory. Topics will be drawn from areas directly relevant to students' lives. The vocabulary chosen is high frequency and useful words. Grammar is limited to structures that A2 learners can manage when speaking directly. The complexity of tasks is carefully managed. The goal is not to push students to reach B1 in a hurry, but rather to make their A2 speaking skills solid and automatic.

2.7 Integrating Islamic Values in ELT

English language teaching in an Islamic school environment cannot be value neutral. Treating language simply as a technical skill with no connection to spiritual and ethical formation—which is at the heart of the madrasah's existence—is a mistake. Incorporating Islamic values into English language teaching is both a pedagogical necessity and a religious obligation.

Anshari and Widyantoro (2020) developed English speaking materials by highlighting the values of Surah Luqman for private Islamic junior high schools in Yogyakarta. Their research found that students liked material that connected to their beliefs. The material meets students' needs for spiritually meaningful content, while developing speaking skills. The limitation recognized by researchers is the narrowness of the source—one surah alone, although rich in value, cannot cover all the values that should be part of Islamic education.

Munif, Maulana, Yulia, and Pratiwi (2024) conducted an in-depth needs analysis regarding the integration of Islamic values in English language teaching

in Islamic Middle Schools. The study found that students faced great difficulties in listening and speaking skills, and provided recommendations for teaching approaches such as task-based learning, communicative language teaching, and role-playing activities. However, the research stopped at the analysis stage and did not produce a product.

The Islamic values that will be integrated into the MIEC module are taken from the core ethical vocabulary of Islam. The Prophet Muhammad SAW said that he was sent to perfect morals. Materials can display and encourage virtues such as honesty, patience, humility, and caring. Adab means etiquette, politeness and respect. This includes the use of respectful greetings, taking turns in conversation, and sensitivity to the feelings of others. Trustworthy means trustworthy and responsible. Material can include assignments that require students to keep promises, maintain information well, and carry out their commitments. Ta'awun means cooperation and helping each other. Many tasks in TBLT naturally require collaboration, but this value can be made explicit as one that originates from Islamic teachings.

Integration does not mean simply including verses from the Koran on every page. This means choosing topics that are relevant to Muslims, such as protecting the environment as part of the role of caliph, or giving alms as a form of zakat and almsgiving. This means designing assignments that encourage students to practice Islamic values, such as solving problems together with a spirit of ta'awun. This means using names, images, and situations that are familiar in Islamic culture. And this means explaining that good English language skills are a means for da'wah and for positive engagement with the world, as Allah says in Surah Fussilat verse 33.

2.8 Needs Analysis in Material Development

Needs analysis is the empirical foundation for preparing good material. It is the process of collecting and understanding data about what learners are currently able to do, what they need to be able to do, what they like, and what limitations exist in their context. Without a needs analysis, material development will just be a matter of guesswork.

Hutchinson and Waters (1987) proposed a framework consisting of three components and has become the standard in this field. These three components are necessities (needs), lacks (lacks), and wants (desires). Necessities are what the learner must know in order to function well in the target situation. For MIEC students, this includes the ability to perform routine communicative tasks in English such as introducing oneself, asking and providing information, describing daily routines, and expressing simple opinions. Lacks are the gaps between the abilities a learner already has and what they need to achieve. Needs analysis functions to identify these gaps so that material can be directed appropriately. Wants are what learners themselves feel as their needs and desires to learn. This may not be the same as what the teacher or school thinks. Ignoring the wishes of learners is an effective way to make them lose motivation.

For the MIEC program, needs analysis is very important because this program has its own uniqueness. This is a co-curricular program, not a regular class. Session duration is short, only 45 minutes. Students are at level A2, not beginners but also not yet independent users. And Islamic values must be integrated in a real way, not just an afterthought.

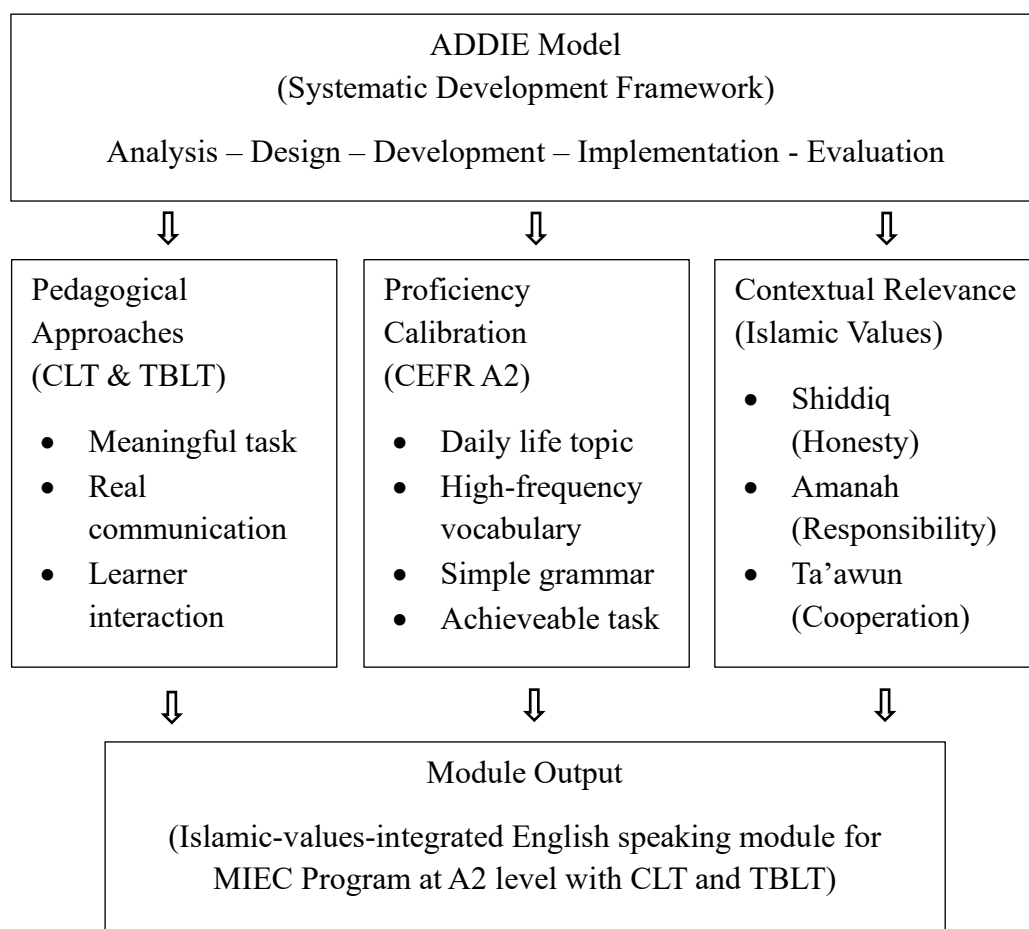
The needs analysis in this research will involve several parties. MIEC students will be asked to complete a questionnaire. English teachers will be interviewed. The program coordinator will also be interviewed. Data from these various sources will be compared to ensure the validity of the findings. The results of the analysis will directly influence the design of the module, including the topics that will be used, the types of assignments that will be created, the linguistic elements that will be focused on, and the Islamic values that will be raised.

2.9 Theoretical Framework

The development of the English speaking module in this research is based on a conceptual framework that combines four main pillars. First, the ADDIE model (Branch, 2009) functions as a systematic instructional design framework, with the stages of Analysis, Design, Development, Implementation, and Evaluation. Second, Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) (Richards, 2006; Ellis, 2003) provide a pedagogical

foundation that ensures this module prioritizes meaningful communication and directed tasks, not mechanical exercises. Third, the CEFR A2 level (Council of Europe, 2001) is a proficiency benchmark that ensures that the material, vocabulary, grammar, and task complexity are in accordance with the abilities of grade 9 students who are expected to be able to handle routine communicative tasks. Fourth, the integration of Islamic values (Anshari & Widyantoro, 2020; Maulana et al., 2024) ensures contextual relevance for the madrasa environment by embedding values such as Shiddiq (honesty), amanah (responsibility), and ta'awun (cooperation) into the topics, assignments, and use of language in the module. These four pillars together ensure that the resulting modules are developed systematically, both pedagogically, according to level, and are culturally meaningful for the MIEC program at MTsN 1 Malang.

Figure 2.1 Theoretical Framework



2.10 Previous Studies

Various studies have been conducted on the development of English speaking materials for junior high school students in Indonesia. Upon closer examination, these studies reveal several important findings while also highlighting gaps.

Konaah (2022) developed speaking materials for eighth-grade students, using the ADDIE model in its entirety, specifically addressing the skills of asking and giving information. The results of her research indicated that existing textbooks were inadequate for developing communicative competence. The materials developed were deemed effective for this specific language function. However, this study lacked integration of Islamic values, failed to consider the 45-minute session time limit, and targeted eighth-grade students, not ninth-grade students.

Agustiana (2021) developed a general speaking module for eighth-grade students in a private junior high school, which was deemed "good" by experts. However, the module was designed for a normal class duration of 60-90 minutes, lacked Islamic content, and was designed for a different level.

Batubara (2022) developed a supplementary textbook focusing on cross-cultural values for eighth-grade students, which received an "excellent" rating from experts. However, its content focused on cross-cultural themes, not Islamic values, and was not designed for intensive co-curricular programs.

Maulana, Munif, Yulia, and Pratiwi (2024) developed a content-based supplementary textbook for Islamic junior high schools that included Islamic values and cultural themes. They concluded that the textbook was suitable for Islamic education. However, the textbook covered all four language skills, not just speaking, and did not consider the constraints of a 45-minute session.

Efendi and Robiasih (2021) designed supplementary CLT-based speaking materials for seventh-grade students in an Islamic school, using an R&D approach adapted from Borg and Gall (2003). Their findings showed improved speaking skills and positive responses from students. However, this study did not cover

Islamic values broadly, used the Borg and Gall model rather than the ADDIE model, and targeted seventh-grade students rather than ninth-grade students.

Nugrahaeni (2022) implemented TBLT in an existing classroom at a regular junior high school using a pre-experimental design. This study found significant improvements in speaking scores, but did not produce a module as a product.

Anshari and Widyantoro (2020) developed speaking materials integrating Islamic values from the Quran and the Quran for a private junior high school in Yogyakarta. They successfully identified students' needs for faith-based materials and assessed their suitability. However, the values highlighted were derived from only one source, not from the broader spectrum of Islamic values, and were not designed for intensive 45-minute sessions.

Munif, Maulana, Yulia, and Pratiwi (2024) conducted a needs analysis on the integration of Islamic values in English teaching at an Islamic junior high school. They found that students struggled with listening and speaking and recommended task-based approaches, CLT, and role-playing. However, this study stopped at the analysis stage and did not produce a product.

Fauzi (2023) designed speaking materials using the CTL approach for MTs 31 Trimurjo, which was validated as "appropriate." The gap is that the approach used was CTL, not the combination of CLT and TBLT proposed in this study.

Zulfan (2015) developed task-based speaking materials for eighth-grade students in a regular public junior high school, which was rated "Very Good" by experts. The gap is that Islamic values were not integrated, and the materials were designed for a regular classroom setting.

Yuniar (2022) proposed a conceptual framework for utilizing video blogging to improve students' speaking skills, with benefits such as peer feedback, self-evaluation, and time flexibility. The gap is that this research was purely conceptual, did not produce a concrete module, was not empirically tested, and did not consider the specific needs of intensive co-curricular programs like MIEC. It also did not use the CLT or TBLT framework or incorporate Islamic values into the structured module.

After reviewing all previous studies, it can be concluded that no research has developed an English speaking module that simultaneously meets all of the following criteria: targeting 9th grade students at level A2 in Islamic junior high schools, combining CLT and TBLT in one module, covering broad Islamic values such as *shiddiq*, *amanah*, and *ta'awun*, specifically designed for a 45-minute co-curricular session, and in accordance with the standards of the Research Madrasah MTsN 1 Malang. This research aims to fill these gaps by developing and validating an English speaking module tailored to the unique needs of the MIEC program at MTsN 1 Malang..

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodological framework used to develop and validate the English speaking module for the MIEC program at MTsN 1 Malang. The discussion includes development procedures, research subjects, instruments used, data collection steps, and data analysis techniques. This research refers to the ADDIE model (Branch, 2009) and the R&D framework from Sugiyono (2019), and applies a mixed methods approach that combines quantitative and qualitative data so that the development process is comprehensive and thorough.

3.1 Research Method

This study uses Research and Development (R&D) method. R&D is different from basic research. Basic research tries to discover new knowledge or prove a theory. R&D aims to produce a real product—like a textbook, module, or teaching method—and then check whether that product actually works in real classrooms (Sugiyono, 2019).

There are several R&D models out there. Borg and Gall (2003) proposed a model with ten steps. It is thorough but more suitable for large-scale research that takes years. For an undergraduate thesis, that model is too big. Another model is the 4D model (Define, Design, Develop, Disseminate), which is popular in Indonesia for curriculum development. There is also the ASSURE model, which focuses more on media integration.

For this study, the researcher chose the ADDIE model. ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation. It was originally developed by the Center for Educational Technology at Florida State University in the 1970s (Branch, 2009). Since then, it has been widely used in education. What makes ADDIE good is that it is simple enough to follow but still systematic. Each phase has a clear purpose, and the model is iterative—meaning we can go back and revise at any stage based on feedback. It is also a good middle ground for developing a complete learning module because it covers the whole process from identifying needs to evaluating the final product.

This study uses a mixed methods approach. That means it uses both quantitative and qualitative data. The quantitative data comes from questionnaires—like the needs analysis questionnaire, the expert validation sheets, and the user response questionnaire. The qualitative data comes from interviews, observation notes, and open-ended responses from students. Combining both types of data helps get a fuller picture. The numbers show trends and averages. The words explain the reasons behind those numbers.

The study focuses on formative evaluation within the ADDIE framework. Formative evaluation happens during the development process to find weaknesses and make improvements before the product is finalized. Summative evaluation happens after the product is finished to measure its overall effectiveness. Since this is an undergraduate thesis, the researcher focuses on formative evaluation—validating the module through expert judgment and revising it based on feedback. The goal is to produce a module that is valid and practical.

So, to summarize: this study uses R&D methodology with the ADDIE model. It uses mixed methods and focuses on formative evaluation. This approach ensures that the module developed is grounded in both theory and data, and is ready to be used in the MIEC program at MTsN 1 Malang.

3.2 Procedures of Development

This research applies a systematic procedure in compiling an English speaking module. The procedure is based on Research and Development (R&D) methodology and the ADDIE model (Branch, 2009). Overall, there are five sequential phases, each of which has specific activities and outcomes.

3.2.1 Phase 1: Analysis (Needs Identification)

In this initial phase, researchers identified the needs of target users, namely MIEC grade 9 students, English teachers, and program coordinators. Data collection was carried out through questionnaires and semi-structured interviews. The analysis focused on four aspects: (1) needs—things that students must master to communicate effectively in English; (2) deficiencies—gaps between students' current abilities and expected proficiency targets; (3)

desires—student preferences for topics, activities, and learning styles; and (4) contextual constraints—45 minute session duration, A2 proficiency level, and demands for integration of Islamic values.

3.2.2 Phase 2: Design (Module Blueprint)

Based on the findings from the needs analysis, a module blueprint is prepared. Activities at this stage include: (a) formulation of learning objectives that are in line with the CEFR A2 descriptor; (b) selecting topics that are relevant to student life and Islamic values; (c) designing types of activities based on the CLT and TBLT approaches; (d) determining the assessment method; and (e) planning the integration of Islamic values into all parts of the module. This blueprint contains the structure of each unit, including the pre-task phase, task cycle, and post-task phase.

3.2.3 Phase 3: Development (Module Creation)

Modules are developed according to the blueprint that has been created. This stage includes: (a) preparing student worksheets with clear instructions and gradual assignments; (b) making a teacher's guide containing implementation instructions and answer keys; (c) visual layout design, including typography, images, and page organization; and (d) carrying out formative self-evaluations to check consistency and completeness. The output of this phase is the initial draft of the complete printed module.

3.2.4 Phase 4: Implementation (Pilot Testing)

The module was tested on a small group of students consisting of 5 to 10 people, during 4 to 6 meeting sessions (45 minutes each). During the trial process, researchers observed the level of student involvement, participation, difficulties that arose, and time management using observation sheets. After the trial is complete, students are asked to fill out a user response questionnaire to assess the practical aspects of the module. The English teacher also provided feedback regarding the ease of use and effectiveness of the module.

3.2.5 Phase 5: Evaluation (Validation and Revision)

Evaluation is carried out in two forms. Formative evaluation takes the form of validation by three experts (content, design and language) who assess the module using the V Aiken formula. Input from experts and trial users is collected and used as a basis for making improvements. Summative evaluation is carried out to assess the final quality of the module after all revisions have been completed. The end result of this phase is a final module that has been validated and is ready for wider use in the MIEC program.

Table 3.1: Application of the ADDIE Model in the Study

Phase	Activities	Output / Data
Analysis	Needs analysis through questionnaires and interviews with 9th grade MIEC students, the English teacher, and the program coordinator.	Identified needs (necessities, lacks, wants), A2 level confirmation, and contextual constraints
Design	Creating module blueprint: learning objectives, content selection, activity types based on CLT and TBLT, assessment methods, Islamic values integration.	Module blueprint including syllabus and unit structure
Development	Making the complete module: student worksheets, teacher guide, visual design, and formative self-evaluation.	First draft of the complete printed module
Implementation	Pilot testing with a small group of 5 to 10 students over 4 to 6 sessions. Collecting user feedback through observation, questionnaires, and interviews	Practicality data and initial effectiveness data

Evaluation	Two types: formative evaluation based on expert validation and pilot feedback; summative evaluation of final module quality	Final validated module ready for broader use.
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This study focuses on formative evaluation within the ADDIE framework. It emphasizes development and validation rather than large scale summative testing. This is consistent with the scope of an undergraduate thesis.

3.3 Subject of the Research

The subjects in this study came from two different types of groups.

First, for needs analysis purposes, the subjects were grade 9 students enrolled in the MIEC program at MTsN 1 Malang. Approximately 10 to 20 students will complete the needs analysis questionnaire. In addition, an English teacher and MIEC program coordinator will be interviewed.

Second, for the trial implementation, the subject is a small group of MIEC students numbering 5 to 10 people and will try the module for 4 to 6 meeting sessions.

Table 3.2: Research Subjects

Group	Role	Number of Subjects
Needs Analysis	9th-grade MIEC students	10-20 students
Needs Analysis	English teacher & MIEC coordinator	2 teachers
Pilot Implementation	9th-grade MIEC students	5–10 students

3.4 Research Instruments

This study uses a combination of quantitative and qualitative instruments to ensure comprehensive data collection. All instruments are validated by experts before use.

3.4.1 Needs Analysis Questionnaire

A structured questionnaire adapted from Hutchinson and Waters (1987) was administered to MIEC students. This questionnaire explores information about needs (what needs to be mastered), deficiencies (gaps between current abilities and targets), desires (preferred topics and activities), and learning context (preferred ways of learning and challenges faced). The questionnaire uses a 4-point Likert scale (from Strongly Disagree to Strongly Agree) to avoid neutral answers. Open-ended questions are also included to explore deeper insights.

Table 3.3: Blueprint of the Needs Analysis Questionnaire

Aspect	Indicator	Number of Items
Necessities	Speaking skills needed in class	5
Lacks	Current speaking difficulties	5
Wants	Preferred topics and activities	5
Context	Learning preferences and constraints	5
Total		20

3.4.2 Interview Guidelines

Semi-structured interviews were conducted with English teachers and MIEC coordinators. This interview aims to gain information about current teaching practices, materials used at MIEC, students' difficulties in speaking, challenges of the 45 minute session format, as well as expectations for the new module (topics, activities, and integration of Islamic values).

3.4.3 Expert Validation Sheet

Expert validation uses a rating scale questionnaire. Three experts (content, design, and language) evaluated the module on a 4-point Likert scale (from Very

Bad to Very Good) based on four criteria: content validity (alignment with objectives and level A2), pedagogical validity (suitability of CLT and TBLT activities), design validity (layout and clarity), and integration of Islamic values (relevance and authenticity).

3.4.4 User Response Questionnaire (Pilot Testing)

After the trial, students filled out a questionnaire to assess the practicality of the module. This questionnaire uses a 4-point Likert scale and covers aspects of ease of use, clarity of instructions, level of involvement, benefits of speaking, and suitability of the 45 minute duration. Open questions are also provided to accommodate suggestions for improvement.

3.4.5 Observation Checklist

During the trial, researchers used observation sheets to record student engagement, participation, difficulty, and time management. This instrument produces qualitative data directly from the field.

3.5 Validity and Reliability

3.5.1 Validity

Validity relates to the extent to which the instrument actually measures what it is intended to measure. The validity of the content in this research was established through expert assessment. All instruments were reviewed by three experts before use. To measure the level of agreement between experts regarding the quality of the module, the V Aiken formula is used. A V value of 0.80 or higher is considered an acceptable indicator of content validity (Aiken, 1985).

3.5.2 Reliability

Reliability relates to the consistency of the instrument in producing stable results. For quantitative instruments such as questionnaires, internal consistency is measured using Cronbach's Alpha after testing. An alpha value of 0.70 or higher is considered acceptable (Taherdoost, 2016). For qualitative data from interviews and observations, triangulation and member checking were used to ensure the trustworthiness of the findings.

3.6 Data Collection Procedures

Data collection is conducted in four stages, aligned with the ADDIE phases.

Stage 1: Needs Analysis (Analysis Phase)

- Administer the needs analysis questionnaire to 10–20 MIEC students.
- Conduct semi-structured interviews with the English teacher and MIEC coordinator.
- Collect and organize all data for analysis.

Stage 2: Module Design and Development (Design & Development Phases)

- Design the module blueprint based on needs analysis findings.
- Develop the first draft of the module.
- Submit the module to three experts for validation using the validation sheet.
- Revise the module based on expert feedback.

Stage 3: Pilot Implementation (Implementation Phase)

- Select 5–10 students for the pilot.
- Implement the module over 4–6 sessions (each 45-minute session).
- During implementation, complete observation checklists.
- After implementation, administer the user response questionnaire.

Stage 4: Evaluation (Evaluation Phase)

- Analyze all quantitative data (questionnaires).
- Analyze all qualitative data (interviews, observations, open-ended responses).
- Revise the module based on user feedback and evaluation results.
- Produce the final validated module.

Table 3.4: Research Timeline

Week	Activity	Data Collected
1	Needs analysis questionnaire & interviews	Questionnaire responses, interview transcripts
2	Module design and blueprint creation	Module blueprint
2	Module development (first draft)	First draft module
3-6	Pilot implementation (4-6 sessions)	Observation checklists
8	User response questionnaire	Questionnaire responses
8	Expert validation	Validation sheets (Aiken's V scores)
8	Revision based on expert feedback	Revised module
8-9	Data analysis and final revision	Final module

3.7 Data Analysis Techniques

This study uses both quantitative and qualitative analysis because it is a mixed methods design.

3.7.1 Quantitative Data Analysis

Quantitative data comes from the needs analysis questionnaire, expert validation sheets and user response questionnaire.

Table 3.5: Analysis Technique

Data Source	Analysis Technique	Purpose
Needs analysis questionnaire	Descriptive statistics (mean, percentage, frequency)	Identify student needs and preferences
Expert validation sheets	Aiken's V formula	Quantify content validity ($V \geq 0.80$)

User response questionnaire	Descriptive statistics (mean, percentage, frequency)	Assess module practicality
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3.7.2 Qualitative Data Analysis

Qualitative data comes from semi-structured interviews, open responses to questionnaires, and observation sheets.

All qualitative data was analyzed using thematic analysis (Braun & Clarke, 2006). There are six steps in this process. First, familiarize yourself by reading and rereading the data. Second, initial code generation. Third, search for themes. Fourth, review of themes. Fifth, defining and naming themes. Sixth, write reports by including examples and quotations.

The themes that emerged from this analysis serve to complement the explanation of the quantitative findings, provide a deeper understanding of student and teacher perceptions, and identify parts of the module that need revision that cannot be revealed through numbers alone.

3.8 Validity and Reliability of Qualitative Findings

To ensure the reliability of the qualitative findings, it is essential for the researcher to implement several strategies. Triangulation is carried out by comparing findings from various sources such as interviews, observations and open responses to see whether they match. Member checking is carried out by returning interview summaries to participants to ensure the correctness of the interpretation. Peer debriefing is carried out by discussing emerging themes with the supervisor to reduce researcher bias. Reflexivity is carried out by maintaining a research journal to record decisions and potential biases during the analysis process.

By combining strong quantitative and qualitative analysis, this research aims to produce an English speaking module that is valid, reliable and practical according to the unique needs of the MIEC program at MTsN 1 Malang.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter delivers the research result and development of English speaking module that is integrated with Islamic values for MIEC program at MTsN 1 Malang. The presentation of results follows in accordance to the ADDIE development framework starting from Analysis and ending in Evaluation.

4.1 Analysis Phase (Needs Analysis)

This phase is the initial step in developing a module according to ADDIE model. In this phase, the researcher identified the target user/students through: (1) analyzing students' needs through questionnaire, (2) analyzing the school curriculum used, and (3) having an interview with the MIEC program coordinator which also stands as one of MIEC tutors in MTsN 1 Malang.

4.1.1 Students' Needs Analysis

Students' needs analysis was done by questionnaires spread to 20 9th grade students across all 10 classes who are required to enrol in MIEC program. The questionnaire was arranged based on Hutchinson and Waters (1987) framework that consists of 3 main aspects: necessities, lacks, and wants.

Table 4.1: Students' Needs Analysis Results

Aspect	Indicator	Mean	Category
Necessities			
Q1	Introducing myself and others	3.70	Very Important
Q2	Describing daily routines	3.20	Important

Aspect	Indicator	Mean	Category
Q3	Asking and giving information about familiar topics	3.05	Important
Q4	Expressing likes/dislikes and simple opinions	3.45	Important
Q5	Telling short stories or past experiences	2.85	Important
Lacks			
Q6	Pronouncing English words correctly	2.25	Difficult
Q7	Using correct grammar when speaking	2.60	Difficult
Q8	Having enough vocabulary to express ideas	2.35	Difficult
Q9	Speaking fluently without long pauses	3.15	Very Difficult
Q10	Feeling confident / not nervous when speaking	2.45	Difficult

Aspect	Indicator	Mean	Category
Wants			
Q11	Islamic daily life (prayer times, mosque activities)	2.85	Interested
Q12	Hobbies and free time activities	3.45	Very Interested
Q13	School life and friends	3.65	Very Interested
Q14	Future dreams and ambitions	3.40	Very Interested
Q15	Stories of Prophets and Islamic figures	2.65	Interested

Scale Description:

- Necessities (Q1-Q5): 1=Not Important, 2=Slightly Important, 3=Important, 4=Very Important
- Lacks (Q6-Q10): 1=Very Easy, 2=Easy, 3=Difficult, 4=Very Difficult
- Wants (Q11-Q15): 1=Not Interested, 2=Slightly Interested, 3=Interested, 4=Very Interested

According to Table 4.1, in the aspect of *necessities*, all indicators lie in a category of important to very important. “Introducing myself and others” has highest average score “3.75” meaning that all students considered it as a very important material. “Expressing likes and dislikes, and simple opinions”

comes second with a (3.45) average score. This shows that students need a basic daily communication skills for their daily activities.

In the *lack* aspect, "Speaking fluently without long pauses" indicator has the highest average (3.15) and considered as very difficult, followed by "Using correct grammar when speaking" with (2.60) score and "Feeling confident when speaking" with (2.45) score. These findings explain the fact that speaking with no pauses, applying correct word structure, and being confidence are the biggest challenges for students.

In the aspect of *wants*, the topic of "School life and friends" has the highest average score of (3.65), later followed by "Hobbies and free time activities" with (3.45) and "Future dreams and ambitions" with (3.40). It shows that students are interested to topics that are close and related to their daily lives.

Table 4.2: Learning Activities and Media Preferences

Aspect	Preference	Percentage
Activities	Games and competitions	90%
	Role-play / drama	50%
	Short presentations	45%
	Group work	40%
Media	Games and fun activities	90%
	Pictures and visuals	75%

Aspect	Preference	Percentage
Duration	45 minutes is just right	65%
Islamic Values	Very much / A little bit	100%

We can interpret from table 4.2, that a big percentage of students like game-based activities with (90%) dan visual media with (75%). Surprisingly, all students (100%) support the integration of Islamic values into the module, and it is in line with the character of a madrasah.

4.1.2 Interview Results with MIEC Coordinator

The interview with the coordinator of MIEC revealed that the main goal of the program is to support the vision of MTsN 1 Malang as a school with an international standard by developing practical communicative skills in English, especially speaking ability. The long term goal is to produce graduates that have the ability to communicate in English effectively, to access knowledge globally, and most importantly to represent madrasah in the international level.

MIEC program is in line with the vision of *Madrasah Unggulan* and *Madrasah Riset* as MTsN 1 Malang has. It integrates English as a communication tool and as a language for instruction used in the classroom during the lesson. As a *Marasah Riset* (Research Madrasah), students are inquired to be used to research vocabulary and to international reference.

The identified main gaps were that the proficiency of students in a class vary because the class clasiification was not based on language level but also considering any other curriculum aspects. 9th grade students are expected to be in A2 CEFR level. It means that they are able to communicate in daily situation, share experience, express an opinion, and respond others in a discussion.

The coordinator affirmed that integration of Islamic values is important for students as a foundation for every lesson and activity they go through. The module developed is expected to be practical, well-structured, focus on speaking, completed with Islamic values integration, embedded with fun activities, clear objectives, and evaluation tools.

4.1.3 Curriculum Analysis

The curriculum applied in MTsN 1 Malang is the Kurikulum 2013 yang that emphasizes a student-centered learning. Kompetensi Dasar (Basic Competencies) that are relevant is KD 4.7 about constructing a basic oral and written descriptive text with the consideration of social function, text structure, and language features. The module developed according that basic competency by focusing on speaking skills in daily communication context integrated with Islamic values.

4.1.4 Discussion of Analysis Findings

The needs analysis findings support Hutchinson and Waters' (1987) framework that *necessities*—what learners must know to function effectively—should drive materials development. The high demand for self-introduction skills (mean 3.70) aligns with the CEFR A2 descriptor (Council of Europe, 2001), which expects learners to handle simple exchanges about themselves. The fluency and confidence challenges (mean 3.15 and 2.45) confirm Suryani & Rahmawati's (2023) finding that speaking anxiety is prevalent among Indonesian junior high students. Hidayati (2022) argues that scaffolded activities and a supportive classroom atmosphere can reduce such anxiety, which guided the module's activity design.

The preference for games (90%) and visual media (75%) supports Harmer's (2007) assertion that engaging activities lower the affective filter and promote meaningful interaction, a core principle of both CLT (Richards, 2006) and TBLT (Ellis, 2003). The finding that all students (100%) want Islamic values integration confirms Anshari & Widyantoro's (2020) argument that faith-based content makes learning more meaningful for madrasah

students. The coordinator's emphasis on A2 level targets and 45-minute constraints also aligns with the program's goals and the theoretical framework established in Chapter II.

4.2 Design Phase (Blueprint Design)

Based on the findings got from the previous phase, a module blueprint needs to be developed by the researcher as a guide for later development. It includes learning objectives, content selection, activity variation, evaluation method, and Islamic values integration. All those components are adjusted to the needs of students, calibrated to A2 CEFR level, and characterized the unique MIEC program that has 45-minute length.

4.2.1 Blueprint Modul

The module is developed in 3 chapters. Each possesses different theme and is integrated with Islamic values. Here is the module blueprint about to be developed.

Table 4.3: Module Blueprint Overview

Chapter	Theme	Learning Objectives	Final Task
1	Getting to Know You	Introduce self, express hobbies and dreams, use "I like + V-ing" and "because"	Self-introduction (6-8 sentences)
2	A Day in My Life	Describe daily routines, use adverbs of frequency and time expressions	Daily routine description (8-10 sentences)

Chapter	Theme	Learning Objectives	Final Task
3	My Future & My Community	Discuss community problems, propose solutions, use conditionals	Speech: problem + solution (12-15 sentences)

a. Content and Activity Design

Every chapter is designed to have a consistent learning plot: introducing vocabularies, practicing word structure, having guided speaking activities, and having the final task in a form of oral performance. All activities are grounded on CLT and TBLT basis chosen accordingly to students' preferences towards games with (90%) percentage, and role play with (50%) percentage, and other needs to cope with the students' speaking fluency difficulties and self-confidence.

The activities vary from pair dialogue, mingle activity, board game, bingo, group discussion, and performance. These activities were chosen because they can push real and direct interaction among students and give the chance to practice speaking step by step with ease.

b. Assessment Design

Assessment is done in two ways: formative and summative assessment. Formative assessments include self-check, teacher observation during lesson, and daily practice. And summative assessments include performance task in every end of the chapter with rubrics of fluency (30%), vocabulary (25%), grammar (20%), pronunciation (15%), and Islamic values (10%).

c. Islamic Values Integration

The Islamic values integrated in this module are *Shidiq* (honesty), *Amanah* (responsibility), and *Taawun* (cooperation). These values are

integrated naturally in every chapter. *Shidiq* is applied when students introduce themselves, *Taawun* in a team work, and *Amanah* in doing assignments. All activities are designed to build Islamic character within students besides the language skills. This is based on students' will (100%) and the vision of Madrasah..

4.2.2 The Alignment of Blueprint to the Results of Needs Analysis

Blueprint of the module is designed to answer the findings in the previous phase, the analysis phase.

Table 4.4: Alignment between Needs Analysis and Module Design

Needs Analysis Findings	Module Design Response
Students need self-introduction skills (mean 3.70)	Chapter 1 focuses on introducing self and others
Students struggle with fluency (mean 3.15)	TBLT activities with repeated practice and performance tasks
Students lack confidence (mean 2.45)	Scaffolded activities from controlled to free production
Students like games (90%)	Board game, Bingo, Who Am I, Hot Seat included
Students like role-play (50%)	Pair dialogues and performance tasks included
100% want Islamic values	<i>Shidiq</i> , <i>Ta'awun</i> , and <i>Amanah</i> integrated in every chapter

Needs Analysis Findings	Module Design Response
Target: A2 CEFR level	Content and tasks calibrated to A2 descriptors
45-minute sessions	Each session designed for 45-minute duration

4.2.3 Discussion of Design Decisions

The module design responds directly to the needs analysis findings by prioritizing self-introduction and opinion expression (necessities), incorporating games and role-plays (preferences), and integrating Islamic values (100% student support). The three-chapter structure—moving from personal identity to daily routines to community issues—follows the gradual progression from easy to difficult that both CLT (Richards, 2006) and TBLT (Ellis, 2003) advocate.

The activity selection reflects both theoretical foundations and student preferences. Pair dialogues and mingle activities align with CLT's emphasis on authentic communication, while games like Bingo and Board Game operationalize TBLT's task-based learning principles. The inclusion of *Shidiq*, *Ta'awun*, and *Amanah* as integrated values addresses Anshari & Widyantoro's (2020) recommendation that Islamic materials should embed values naturally, not as separate lessons. The rubric design—prioritizing fluency (30%) and vocabulary (25%)—reflects the fluency challenges identified in the needs analysis and the target A2 descriptors (Council of Europe, 2001).

4.3 Development Phase (Creating a Module)

After the module blueprint was successfully designed in the prior phase, the researcher continues the process to the development of the module. This

phase is the result of the design and later realized to be a printed product that is ready to be used in a learning activity.

4.3.1 Module Development Process

The development of the module activity is done with reference to the blueprint designed previously. It covers the needs from learning objectives, content selection, activity variation, even the evaluation method. The module is named "Speak Up with Pride". Specially, it is developed for MIEC program in MTsN 1 Malang considering the result of students' needs analysis, A2 CEFR level target calibration, and the characteristic of the program that last 45 minutes each.

The module is developed in an attractive yet easy-to-use printed format. Every page is designed with a consistent layout with icons as a complementary to help students identify the activity they are having at the moment. The choice of colors, typography, and illustration is adjusted so it will feel lively and not boring for students with teen of age when they have it. The main components developed in this module include:

a. Learning Objectives

In the beginning of every chapter, there will find the learning objectives in a clear yet measurable way. These objectives are designed according to the students' needs identified previously in the first phase. They are also targeted with A2 CEFR level. Students understand what they are going to achieve by the end of every chapter with the existence of these explicit objectives.

b. Vocabulary Banks

The module provides list of vocabularies related and relevant to the topic discussed in every chapter. The vocabularies are chosen by the level of frequency of use and suitability of students at A2 level. New vocabularies are introduced gradually in some sessions so they will not burden the students.

c. Grammar Bites

Grammar Bites is a little piece of explanation of sentence structure or grammar. It is designed to be simple but easy to understand. Every session will only show one grammar rule. Hope, students will not feel overwhelmed if they have to learn grammar a lot. These rules in Grammar Bites will later be practiced directly through speaking activity.

d. Activity Variation

The module contains various activities designed to accommodate the different preferences of students. Also, it will overcome their difficulties. The activities contained are:

Table 4.5: Activity Variation

Activity Type	Examples	Purpose
<i>Listen and Repeat</i>	Teacher-led repetition	Build pronunciation and confidence
<i>Pair Dialogue</i>	Structured conversation with partner	Practice real communication
<i>Mingle Activity</i>	Walk and talk to multiple friends	Information gap and fluency
<i>Written Games</i>	Word search, crossword, cryptogram	Vocabulary reinforcement

Activity Type	Examples	Purpose
<i>Classroom Games</i>	Who Am I?, Bingo, Relay, Hot Seat, Charades	Fun and interactive practice
<i>Performance Time</i>	Individual speaking in front of class	Authentic communication and confidence building

e. Islamic Values Integration

Integrated Islamic values are incorporated into every session of the lesson. Three main values are emphasized: *Shidiq* (Honesty), *Ta'awun* (Cooperation), and *Amanah* (Responsibility). Each session begins with a reminder of Islamic values relevant to the activity to be undertaken and concludes with a written reflection on the application of these values.

f. Self-Check and Reflection

In the end of each session, students are asked to evaluate themselves through self-check. It is a basic checklist about what they have done so far. They are also asked to write a reflection about how they apply Islamic values during their teaching and learning activity. This part is important because it will build their awareness about their learning process. Besides, they are going to internalize Islamic characteristics within them.

g. Evaluation

The module has a rubric of evaluation that include these five aspects: fluency (30%), vocabulary (25%), sentence structure (20%), pronunciation (15%), and Islamic values (10%). Evaluation is done formatively during lessons and by the end every chapter in a performance task form for summative assessment.

4.3.2 Module Structure

The module itself consists of 3 chapters with different themes yet connected to one another. They also have different level of difficulties varying from easy to hard gradually. It means, the farther they learn, the harder it will be.

Table 4.6: Module Structure Overview

Chapter	Theme	Sessions	Final Task
1	Getting to Know You	6	Self-introduction (6-8 sentences)
2	A Day in My Life	6	Daily routine description (8-10 sentences)
3	My Future & My Community	9	Speech: community problem + solution (12-15 sentences)

Chapter 1: Getting to Know You focuses on self-introduction, hobbies, and dreams. This chapter is developed to build the confidence among students. They are expected to be able to talk about things close to their environment and life. The dominant activity is pair introduction and Who Am I? game.

Chapter 2: A Day in My Life asks students to describe their daily routines. This chapter introduces new vocabulary about time, daily activities, and adverb of frequency. Activities like Daily Routine Relay and Bingo make the learning in this chapter engaging.

Chapter 3: My Future & My Community is the most challenging chapter among all. Students are asked to think critically about problems in their community and, somehow, about the solution. This chapter combines speaking ability and high level of thinking. By the peak goal, students are asked to convey a short speech about a problem and a solution within their community.

4.3.3 Module Appearance

The module is developed and packed attractively with supporting illustration to support students to understand the materials. Every page has consistent visual elements so it will be easy for them to navigate across pages. Icons also are used to mark out activities like the microphone for speaking practice, pen for written assignment, dice for written games, and stars for self-check.

Figure 4.1: Learning Objectives Sample

 **Chapter 1 Learning Objectives**

After completing this chapter, students are able to pronounce vocabulary for name, class, hobby, and dream job; use “I like + V-ing” to express hobbies; use “because” to give reasons for dreams; ask and answer “What is your hobby?” and “What do you want to be?”; introduce themselves orally in 6–8 sentences; and apply Shidiq, Ta’awun, and Amanah in speaking activities.

Figure 4.2: Grammar Bites Sample

 **Grammar Bite**

I like + V-ing (to talk about hobbies)

-  I like **reading**.
-  I like **playing football**.
-  I like read. (wrong)

Figure 4.3: Vocabulary Bank Sample


Vocabulary Bank – Community Responsibilities

take care be aware take action speak up
get involved make a difference stand up for fight for
raise awareness educate others inspire change lead by example

Figure 4.4: Unscrambles Sample


Unscramble the words

- AKTSING : _____
- NITINGKT : _____
- OGGJNI : _____
- OHRSEBACKIDNRIG : _____
- CLIBMNGI : _____

Figure 4.5: Word Search Sample


Written game: Word Search

Find these words: beach, bicycle, cooking, cycling, fishing, food, football, games, kite, playing, reading, swimming, tablet

F	B	U	G	F	H	R	M	K	G	G	T	G	K	S
J	H	I	O	N	E	C	I	W	N	A	A	N	W	W
J	V	O	C	A	I	T	A	I	L	S	B	I	P	I
R	D	P	D	Y	E	Y	L	E	G	E	L	K	Y	M
S	S	I	E	Y	C	C	A	X	B	M	E	O	Q	M
M	N	K	S	W	Y	L	N	L	U	A	T	O	G	I
G	V	W	M	C	P	T	E	Q	P	G	X	C	A	N
L	L	A	B	T	O	O	F	I	S	H	I	N	G	G

Figure 4.6: Cryptogram Sample

 **Written game: Cryptogram**

Decode the hidden message.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	
		2			16	19			11	3		17			18	6	24					22	21	8	23	20

G R Y R M C

19 4 14 24 12 23 7 4 24 5 10 17 1 15 1 2 14 4 25 1 10 5 10 25

R Y R R P

14 5 24 4 25 5 23 7 4 14 24 1 24 1 25 18 7 9 25 10 15 26 1

F R W Y R G

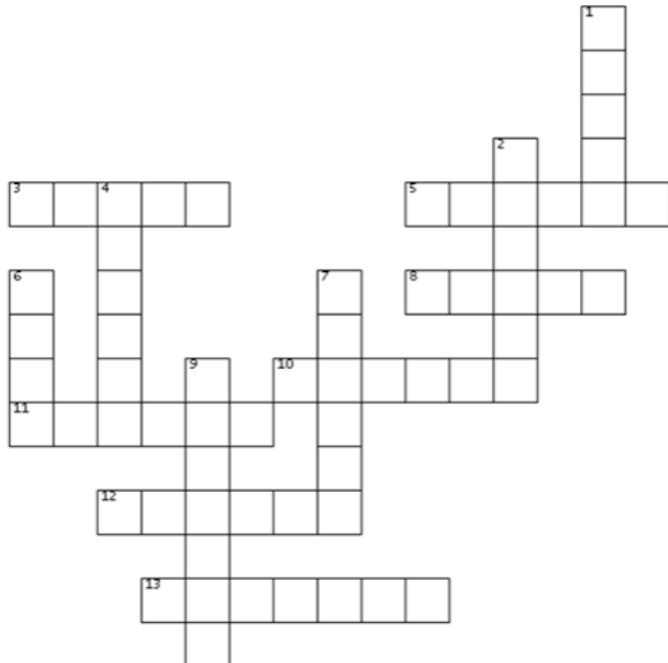
16 7 24 21 13 14 5 23 7 4 14 24 1 12 7 10 9 19 10 9 5 13 10 25

W R

21 7 24 26 12

Figure 4.7: Crossword Sample

 **Written game: Crossword**



Across

- 3. Flies airplanes across the sky
- 5. Cuts, trims, and styles men's hair
- 8. Performs roles in movies, TV shows, or plays
- 10. Performs songs on a stage or in a studio
- 11. Grows crops and raises animals
- 12. Heals sick people in a hospital
- 13. Fixes cavities, gums, and straightens teeth

Down

- 1. Cares for patients alongside doctors
- 2. Creates books, articles, or movie scripts
- 4. Defends clients in a court of law
- 6. Cooks meals in a restaurant kitchen
- 7. Operates cars, buses, or delivery vans
- 9. Educates students in a classroom

Figure 4.8: Reflection Sample

 **Reflection**

Write one sentence: *"Today I showed Amanah when I ..."*

Example: *"Today I showed Amanah when I did not cheat in the game."*

Figure 4.9: Mingle Activity Sample

 **Mingle activity – Find 3 friends**

Walk around. Say "Assalamu'alaikum." Ask: *"What is your hobby?"* and *"What do you want to be?"* Write their answers.

Friend's name	Hobby	Dream job
1.		
2.		
3.		

Figure 4.10: Self-check Sample

 **Self-check for tomorrow**

I can ...	Yes	Not yet
• say my introduction without reading	☐	☐
• speak loudly and clearly	☐	☐
• look at my friends (not the floor)	☐	☐
• include an Islamic value	☐	☐

Figure 4.11. Islamic Corner Sample

Islamic Value Corner
Shidiq – Truthfulness
Be truthful about community problems. Don't ignore them or pretend they don't exist.
Ta'awun – Helping Each Other
Your community needs you. Work together with others to solve problems.
Amanah – Responsibility
You are responsible for your community. Use your skills and knowledge to help.

4.3.4 Module Content Alignment with the Previous Phase

The development of this module is inseparable with the previous phase findings. The whole components within the module are designed to answer the students' needs and challenges identified prior to this phase:

- Students need upon the ability of self-introduction (mean 3.70) is answered by chapter 1 whose materials focus on introduction.
- The challenge of speaking fluency (mean 3.15) is overcome by activities that give students chances to practice like repeat after teacher activity, pair dialogue, and performance time.
- Less confidence (mean 2.45) is overcome by structured activities that will enhance task complexity gradually. Their confidence will be built step by step.
- Students' preference towards game (90%) is accommodated by high variety of games like Bingo, Who Am I?, Hot Seat, dan Board Game.
- The willingness of students (100%) on integrating Islamic values is realized through Islamic reminder, reflection, and Islamic Value Corner that are found in every chapter.

Therefore, the English speaking module "Speak Up with Pride" is a product of response to the needs of students and in the context of MIEC

program. This module is ready to be implemented through pilot test and validated to experts.

4.3.4 Module Content Alignment with the Previous Phase

The development phase produced a module that operationalizes the four pillars of the theoretical framework: ADDIE model, CLT/TBLT approaches, A2 level calibration, and Islamic values integration. The module's structure, starting with basic vocabulary and moving to complex speech, supports Brown's (2001) principle that language learning should progress from controlled to free production.

The inclusion of Grammar Bites (one rule per session) follows Ellis's (2003) recommendation to delay explicit grammar instruction until after meaningful communication, reducing cognitive overload for A2 learners. The self-check and reflection components promote learner autonomy, which Harmer (2007) identifies as essential for sustained language development. The consistency between the module's components and the blueprint ensures that the development remained faithful to the design phase decisions.

4.4 Implementation Phase (Pilot Test/Trial)

After the module was completely developed, the researcher continued to the implementation phase with a limited pilot test to 5 students enrolled in MIEC program. The trial was done in 4 meeting sessions with 45 minutes each.

4.4.1 Implementation of Trials

At the first meeting, the researcher introduced the “Speak Up with Pride” module to the students and explained about the learning plot. Students used the module with the teacher guidance. At the next meeting session, students continued activities according to the sessions determined in the module. During the activity, the researcher observed and noted in the observation sheet. In the last meeting, students are given the User Response Questionnaire to be asked about their response to the module.

4.4.2 Observation Results

After direct observation during 4 trial meetings, students in general understood the task instruction without the need to explanation repetition. They were also able to use the module as a learning guide easily. They showed their enthusiasm and good involvement during the lesson trials. They seemed to smile and do eye contact during the activity. Teacher became a facilitator, not the one who conveyed long explanation, because students could go on their own being active and exploring the materials.

However, concerns were still found during the trials. Students' participation during peer or group assignment still needs to be enhance. The use of English during the activity becomes another concern considering that they still switch to Bahasa Indonesia in some cases. The understanding of Islamic values within the module also needs a follow-up. Besides, the session activity is completely done in less than 45 minutes, meaning that there are space to add other activities.

4.4.3 The Results of User Response

Table 4.7: User Response Questionnaire Results

No.	Statement	Mean	Category
1	The module was easy to use and understand	3.4	Agree
2	The instructions for each activity were clear	3.6	Agree
3	The activities were interesting and engaging	3.8	Strongly Agree

No.	Statement	Mean	Category
4	The module helped me practice speaking English more	3.6	Agree
5	The Islamic values in the module made learning more meaningful	3.4	Agree
6	The 45-minute time was enough to complete the activities	3.2	Agree
7	I feel more confident speaking English after using this module	3.4	Agree
8	I would like to continue using this module in MIEC	3.8	Strongly Agree
Overall Mean		3.53	Agree

Relatively, all students gave positive response to the module with average score of 3.55 (Agree). "The activities were interesting and engaging" and "I would like to continue using this module in MIEC" became the two indicators with the highest average score (3.8). It indirectly showed that students enjoyed the learning process and interested to continuedly use the developed module. "The 45-minute time was enough to complete the activities" has the lowest average score (3.2), meaning that some students still considered 45-minute session was too fast to do during the class although the trial showed that the session could be finished in less than 45 minutes.

4.4.4 Students' Open-ended Responses

Students conveyed a lot of things they liked from the module through open-ended questions. The most liked activities are Scramble Words,

Grammar Bites, Crossword, Cryptogram, and Word Search. Students believed those activities engaging and help them reinforce their vocabulary and understanding of the materials..

Students also gave suggestions for module revision. Some complained that Scramble Words questions did not match the correct answer or could not find answers. Overall, they stated that there were no major issues about the module.

As an additional suggestion, some students wanted more games included and more vocabularies in the vocabulary banks since it is essential for their speaking activity. One student surprisingly conveyed the will to have pink covers so the module would look more interesting to see.

4.4.5 Discussion of Implementation Findings

The pilot test results show that the module meets Nieveen's (1999) criteria for practicality: it was easy to use (mean 3.4), clear in instructions (3.6), and engaging (3.8). Students' positive responses confirm Harmer's (2007) claim that engaging materials increase motivation. The fact that tasks were completed in less than 45 minutes suggests that the module is well-calibrated for MIEC's time constraints, though students' perception that time was insufficient (mean 3.2) indicates a discrepancy between actual and perceived time use, possibly due to the novelty of the materials.

The preference for activities like Scramble Words, Cryptogram, and Grammar Bites confirms that students enjoy structured, game-like practice, supporting the TBLT principle of learning through task completion (Ellis, 2003). The suggestion for more games and vocabulary aligns with the needs analysis, finding that 90% of students preferred games, indicating that additional game-based activities would further enhance engagement.

4.5 Evaluation Phase (Evaluation and Revision)

Evaluation phase is the final phase in module development based on ADDIE framework. In this phase, the developed module will be evaluated by 3

experts to find out the worthiness of the module and to answer the second research question about the validity of the module all at once.

4.5.1 Expert Profiles

Module validation was done by three experts with different backgrounds considering their domain of expertise.

Table 4.8: Expert Profiles

Expertise	Name	Occupation
(Content & Pedagogy)	Dra. Hj. R. A, M.Pd	English teacher of MTsN 1 Malang
(Design & Layout)	Mr. H. M, M.Pd	Lecturer at TBI UIN Malang
(Language & Readability)	Mr. R. F. Y, M.Pd	Lecturer at TBI UIN Malang

4.5.2 Result of Expert Validation

The experts evaluate the module using the validation instrument with a scale of 1-4 to 24 items (8 items for each aspect). Here is the recapitulation of the validation result.

Table 4.9: Expert Validation Results

No.	Question	Exp 1	Exp 2	Exp 3	Mean
1	Q1	4	4	4	4.00

No.	Question	Exp 1	Exp 2	Exp 3	Mean
2	Q2	4	4	4	4.00
3	Q3	4	3	3	3.33
4	Q4	4	3	4	3.67
5	Q5	4	4	4	4.00
6	Q6	4	4	3	3.67
7	Q7	4	4	4	4.00
8	Q8	4	4	4	4.00
Overall Mean		4.00	3.75	3.75	3.83

According to the table above, the module has a overall average of 3.83 from 4 at maximum. It means that the module is considered Very Eligible. Expert 1 gave an average score of 4.00, while expert 2 and 3 gave the same average score of 3.75.

4.5.3 The Calculation of Aiken's V

To measure the validity content of the module in a quantitative way, the researcher used Aiken's V formula with the result of $V \geq 0.80$ showing appropriate validity.

$$V = \frac{\sum s}{n(c - 1)}$$

Table 4.10: Aiken's V Calculation

No.	Asp/Que	E1	E2	E3	Σs	V	Category
1	Q1	4	4	4	9	1.00	Valid
2	Q2	4	4	4	9	1.00	Valid
3	Q3	4	3	3	7	0.78	Valid
4	Q4	4	3	4	8	0.89	Valid
5	Q4	4	4	4	9	1.00	Valid
6	Q6	4	4	3	8	0.89	Valid
7	Q7	4	4	4	9	1.00	Valid
8	Q8	4	4	4	9	1.00	Valid
Overall					70	0.94	Very Valid

notes: $s = r - lo$ ($r = \text{rating}$, $lo = 1$); $n = 3$; $c = 4$

According to Aiken's V calculation above, the overall value got from the test is 0.94. The value of $V \geq 0.80$ shows that the module has a very appropriate content validity and considered as Very Valid according to the experts.

4.5.4 Responses and Suggestions from Experts

Overall, the experts gave the module positive reviews. Expert 1 noted that the module's topics and assignments progressed gradually from easy to

difficult, the integration of Islamic values felt natural, and the features were practical. Expert 2 considered the module unique because it integrated the Islamic context with English language materials. Expert 3 considered the module appropriate for the A2 level and had themes relevant to students.

Regarding shortcomings, Expert 1 noted the lack of focus on pronunciation, assessment rubrics, and additional support for slower-paced students. Experts 2 and 3 agreed that the module needed more visuals and images to make it more engaging for junior high school students. As suggestions for improvement, Expert 1 suggested adding extension tasks and splitting Chapter 3 into two chapters. Expert 2 suggested adding a table of contents, audio, and images. Expert 3 suggested adding more visuals in general.

4.5.5 Module Revision Based on Experts' Suggestion

Based on expert input, the researcher needed to revise several sections of the module. A table of contents was added to facilitate student navigation. Extension tasks were added to the "Additional Fun Activities" column in each chapter to accommodate students with varying abilities. The module also needed enriched with more illustrations in each session to make it more engaging for junior high school students. To support student pronunciation, audio is planned to be added, which will be developed for the digital version of the module. The suggestion to split Chapter 3 into two chapters was not implemented due to time and scope limitations. However, the researcher still considered a clearer and more structured division of sub-themes..

4.5.6 Discussion of Validation Results

The expert validation results (mean 3.83, V Aiken 0.94) confirm that the module meets established quality criteria for content validity (Aiken, 1985). Expert 1's endorsement of the gradual progression from easy to hard supports Branch's (2009) ADDIE principle that systematic development ensures pedagogical soundness. The high scores for A2 level alignment (Q1, Q2) and Islamic values integration (Q7, Q8) validate the module's theoretical

grounding in CEFR descriptors (Council of Europe, 2001) and Islamic education principles (Anshari & Widyanoro, 2020).

The experts' suggestions—adding more visuals, table of contents, and extension tasks—reflect the criteria for good instructional materials identified by Hutchinson and Waters (1987) and Romi Satria Wahono (2006). The decision to keep Chapter 3 intact while improving sub-theme clarity aligns with the need for systematic organization in materials development (Branch, 2009). The high validity score (0.94) suggests that the module is suitable for use in the MIEC program at MTsN 1 Malang.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the research. The conclusion summarizes the key findings from the development process and the validation results. The suggestions are addressed to several parties—teachers, future researchers, and the school—as a way to make this research useful beyond just finishing the thesis.

5.1 Conclusion

5.1.1 Module Development Process

The English speaking module integrated with Islamic values was developed for MIEC program with ADDIE model framework through five phases. At analysis phase, there were not only students' needs analysis through questionnaires but also an interview with MIEC coordinator to find out needs, challenges, and the preferences of the students. During the design phase, a blueprint module was produced embedded with learning objectives, content selection, activity variation, and Islamic values integration within the module to be developed. The development phase produced a printed module entitled "Speak Up with Pride" whose content has 3 chapters with 21 total sessions for learning. In the implementation phase, there was field trial to 5 students resulting positive responses towards the module. And in the last phase, evaluation phase, the module was validated by experts and revised accordingly.

5.1.2 Validity Level and the Eligibility of the Module

Based on validation result done by 3 experts (Content & Pedagogy, Design & Layout, dan Language & Readability), the module got an average value of 3.83 from a maximum-4 scale and considered as very eligible. Aiken's V calculation showed 0.94 value and categorized as "Very Valid". Pilot testing to students also showed positive responses with an average of 3.53 (category: agree). By then, the "Speak Up with Pride" module is

considered valid and eligible for broader use especially as a learning media for teaching English speaking in MIEC program at MTsN 1 Malang.

5.2 Suggestions

According to the findings and development done by the researcher, the researcher conveys some suggestions as follows:

5.2.1 For Teachers

This module may be used as an additional teaching tool in MIEC program to enhance speaking skills possessed by students. Teachers are recommended to use the module accordingly considering the time allocation, appropriate activities, and the needs and capability of students in the classroom.

2. For the Next Researchers

The next researchers may develop this module in a digital form with advanced features like audio play and interactive interface. They can also examine the effectiveness of the module in a larger scale, or develop a module with another focus of enhancement such as listening or reading.

3. For School

MTsN 1 Malang may consider using this module as learning resource for students in MIEC program and develop for further use based on the needs of the program.

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APPENDICES

1. Surat Izin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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Nomor : 837/Un.03.1/TL.01.04/05/2026
Lampiran : -
Hal : Permohonan Izin Penelitian

05 Mei 2026

Kepada Yth.
Kepala Kantor Kementerian Agama Kabupaten Malang
di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Wildanul Mukhlashin
NIM : 19180045
Jurusan : Tadris Bahasa Inggris (TBI)
Semester-Tahun Akademik : Genap - 2025/2026
Judul Skripsi : Developing an English Module for Intensive English Course Program

Lama Penelitian : Mei 2026 sampai dengan Juli 2026 (3 bulan)

Di berikan izin untuk melakukan penelitian di MTS Negeri 1. Malang secara offline.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Prodi TBI
2. Arsip

2. Needs Analysis Questionnaire and Results

NEEDS ANALYSIS QUESTIONNAIRE (STUDENTS)

Title: Needs Analysis Questionnaire for MIEC Program

Target: 9th Grade Students of MTsN 1 Malang

Instructions for Students:

Assalamu'alaikum Warahmatullahi Wabarakatuh.

This questionnaire aims to understand your needs in learning English speaking skills. There are no right or wrong answers. Please answer honestly based on your experience. Your responses will help develop a better English module for the MIEC program.

Section A: Student Profile

Name :

Class :

How long have you been learning English? _____ years

Do you enjoy speaking in English? ☐ Yes ☐ No ☐ Sometimes

Section B: Necessities (What You Need to Learn)

Rate how important each speaking skill is for you.

Scale: 1 = Not Important | 2 = Slightly Important | 3 = Important | 4 = Very Important

No.	Speaking Skill	1	2	3	4
1	Introducing myself and others	☐	☐	☐	☐
2	Describing daily routines (school, prayer, home)	☐	☐	☐	☐
3	Asking and giving information about familiar topics	☐	☐	☐	☐
4	Expressing likes, dislikes, and simple opinions	☐	☐	☐	☐
5	Telling short stories or past experiences	☐	☐	☐	☐

Section C: Lacks (Your Current Difficulties)

Rate how difficult each aspect of speaking is for you.

Scale: 1 = Very Easy | 2 = Easy | 3 = Difficult | 4 = Very Difficult

No.	Speaking Difficulty	1	2	3	4
6	Pronouncing English words correctly	☐	☐	☐	☐
7	Using correct grammar when speaking	☐	☐	☐	☐
8	Having enough vocabulary to express ideas	☐	☐	☐	☐
9	Speaking fluently without long pauses	☐	☐	☐	☐
10	Feeling confident / not nervous when speaking	☐	☐	☐	☐

Section D: Wants (Your Preferences)

What topics would you like to practice speaking about?

Scale: 1 = Not Interested | 2 = Slightly Interested | 3 = Interested | 4 = Very Interested

No.	Topic	1	2	3	4
11	Islamic daily life (prayer times, mosque activities)	☐	☐	☐	☐
12	Hobbies and free time activities	☐	☐	☐	☐
13	School life and friends	☐	☐	☐	☐
14	Future dreams and ambitions	☐	☐	☐	☐
15	Stories of Prophets and Islamic figures	☐	☐	☐	☐

What other topics would you like? (Write below)

Section E: Learning Context & Preferences

Please check (✓) the box that best describes you.

16. What kind of speaking activities do you enjoy most? (Choose all you prefer)

- ☐ Pair discussions
- ☐ Group work / teamwork
- ☐ Role-play / drama
- ☐ Games and competitions
- ☐ Short presentations

17. How do you prefer to learn new vocabulary?

- ☐ Through pictures and visuals
- ☐ Through listening to the teacher
- ☐ Through reading texts
- ☐ Through games and fun activities

18. Do you feel that the current 45-minute MIEC session is...

- ☐ Too short – we need more time
- ☐ Just right – enough time
- ☐ Too long – we finish early

19. Would you like the module to include Islamic values and teachings?

- ☐ Yes, very much
- ☐ Yes, a little bit
- ☐ No, I prefer general topics only

20. What is the biggest challenge you face during MIEC sessions? (Write below)

Thank you for your participation. Jazakumullah Khairan Katsiran.

Student ID	Q1	Q2	Q3	Q4	Q5	Needs	Q6	Q7	Q8	Q9	Q10	Lacks	Q11	Q12	Q13	Q14	Q15	Wants				
S01	3	3	2	3	2		2	2	2	3	3		2	3	3	3	2					
S02	4	4	4	4	4	Vocabs	2	2	2	3	1	Vocabs	3	4	4	4	4	Fable, Tales, Legends				
S03	4	4	3	4	4	Public Speaking, Presentation	2	3	2	3	3	Pronunciation	3	4	4	4	3	History				
S04	3	3	3	3	2	Presentation	2	2	2	4	3	Confidence	3	4	4	4	3	Game, Film				
S05	3	2	3	3	2	Vocabs	2	2	3	3	3	Vocabs	4	3	3	3	3	Islamic & Social				
S06	4	3	3	4	2	Hobby, Describing, Emotion	4	4	3	3	1	Vocabs, Environment, Speaking	3	3	4	4	2	Daily vlog, problem solving				
S07	4	3	3	4	3	Vocabs	1	2	2	3	3		3	4	4	4	3	Politic				
S08	4	4	3	4	4	Problem & Solution Convey	3	3	2	4	2	Listening	3	3	4	4	2	Social Issue, Culture, Problem Identification				
S09	4	3	3	3	2	Asking and Giving Information	2	3	3	3	2	Listening	2	3	4	2	2	Science				
S10	3	3	2	3	2		2	2	2	3	3		2	3	3	3	2					
S11	4	3	3	4	3	Vocabs	1	2	2	3	3	Speaking	3	4	4	4	3	Science				
S12	4	4	3	4	4	Problem & Solution Convey	3	3	2	3	2	Listening	3	3	4	4	2	Social Issue, Culture, Problem Identification				
S13	4	3	3	3	2	Asking and Giving Information	2	3	3	3	2	Listening	2	3	4	2	2	Science				
S14	3	3	3	3	2	Presentation	2	2	2	3	3	Confidence	3	4	4	4	3	Game, Film				
S15	4	3	3	3	2	Asking and Giving Information	2	3	3	3	2	Listening	2	3	4	2	2	Science				
S16	4	3	3	4	3	Vocabs	1	2	2	4	3	Speaking	3	4	4	4	3	Politic				
S17	4	4	3	4	4	Public Speaking, Presentation	2	3	2	3	3	Pronunciation	3	4	4	4	3	History				
S18	3	2	3	3	2	Vocabs	2	2	3	3	3	Vocabs	4	3	3	3	3	Islamic & Social Topic				
S19	4	3	3	4	2	Hobby, Describing, Emotion	4	4	3	3	1	Vocabs, Environment, Speaking	3	3	4	4	2	Daily vlog, problem solving				
S20	4	4	4	4	4		2	2	2	3	1		3	4	4	4	4					
Average	3,7	3,2	3	3,55	2,75		2,15	2,55	2,35	3,15	2,35		2,85	3,45	3,8	3,5	2,65					
Standard Deviation	0,470162	0,615587	0,458831	0,510418	0,910465		0,812728	0,686333	0,48936	0,366348	0,812728		0,587143	0,510418	0,410391	0,760886	0,67082					
Rating 1 Percent	0	0	0	0	0		15	0	0	0	20		0	0	0	0	0					
Rating 2 Percent	0	10	10	0	55		65	55	65	0	25		25	0	0	15	45					
Rating 3 Percent	30	60	80	45	15		10	35	35	85	55		65	55	20	20	45					
Rating 4 Percent	70	30	10	55	30		10	10	0	15	0		10	45	80	65	10					
Needs. >3 means that skill is considered important																			Wants. >3 means high interest in that topic			
Lacks. >3 means major difficulty																						

3. Coordinator Interview Guideline and Results

Interview Guide for MIEC Program Coordinator

"Assalamu'alaikum. Thank you for meeting with me. As the coordinator of MIEC, your perspective on the program's goals and challenges is essential for developing an appropriate module. May I record this conversation?"

No.	Question	Probe / Follow-up
1	What are the main objectives of the MIEC program?	Long-term vision? Specific targets for 9th grade?
2	How does MIEC align with MTsN 1 Malang's vision as a Madrasah Unggulan and Madrasah Riset?	Connection to Research Madrasah mandate?
3	What are the biggest gaps you see between the program's goals and current outcomes?	Why do these gaps exist?
4	What specific speaking competencies should 9th graders achieve by the end of MIEC?	A2 level? Specific functions?
5	How important is Islamic values integration in the MIEC curriculum?	Specific values expected?
6	What support (materials, training, facilities) is currently available for MIEC teachers?	Adequate? Needs improvement?
7	What are your expectations for the module being developed in this research?	Format? Content? Outcomes?
8	Is there any additional information you would like to share?	Open-ended.

Closing:

"Thank you for your time and support for this research."

Interview Transcript

MASANEGA Intensive English Course (MIEC) Program Coordinator Interview

Date: May 19th 2025

Time: 13:00 - 14:00 WIB

Location: MTsN 1 Malang, Coordinator's Office

Interviewer: Wildanul Mukhlashin (Researcher)

Interviewee: MIEC Program Coordinator

Duration: Approximately 30-60 minutes

Interviewer: Assalamu'alaikum. Thank you for meeting with me. As the coordinator of MIEC, your perspective on the program's goals and challenges is essential for developing an appropriate module. May I record this conversation?

Coordinator: Wa'alaikumsalam. Yes, of course. I am happy to help with this research. It is important for the development of our program.

Interviewer: What are the main objectives of the MIEC program?

Coordinator: Well, uh, the main objective of the MIEC program is basically to support MTsN 1 Malang's vision of becoming an internationally recognized madrasah where foreign languages, especially English, are used in daily communication, right. For 9th-grade students, the program aims to develop practical English communication skills, especially speaking, so that students can confidently use English in academic and everyday contexts.

Interviewer: What about the long-term vision?

Coordinator: In the long term, uh, MIEC creates graduates who are able to communicate effectively in English, access global knowledge, and represent the madrasah in international academic and cultural activities. So, the program contributes to MTsN 1 Malang's aspiration to become a world-class Islamic educational institution.

Interviewer: Are there specific targets for 9th grade?

Coordinator: By the end of Grade 9, students are expected to communicate confidently in English in both academic and everyday contexts. They should be able to express ideas, participate in discussions, deliver presentations, and use English as a medium for learning and interaction. That's the target.

Interviewer: How does MIEC align with MTsN 1 Malang's vision as a Madrasah Unggulan and Madrasah Riset?

Coordinator: MIEC strongly supports the, uh, the vision of MTsN 1 Malang as a Madrasah Unggulan and Madrasah Riset by integrating English into students' learning experiences. English serves not only as a communication tool but also as a medium of instruction in certain learning activities, enabling students to access wider academic resources and global perspectives.

Interviewer: What about the connection to the Research Madrasah mandate?

Coordinator: As a Research Madrasah, students are encouraged to explore information from various sources, many of which are available in English. Through MIEC, students become familiar with research-related vocabulary, academic terminology, and international references, helping them conduct research more effectively and broaden their understanding beyond local sources.

Interviewer: What are the biggest gaps you see between the program's goals and current outcomes?

Coordinator: One of the biggest gaps is the variation in students' English proficiency within the same class. Although students are grouped in MIEC, their language abilities differ significantly. Placement in the program is determined not only by English proficiency but also by performance in other subjects and curriculum considerations. As a result, students enter the program with diverse language backgrounds and skill levels.

Interviewer: Why do these gaps exist?

Coordinator: These gaps mainly exist because students have different learning experiences, exposure to English, and levels of interest in learning the language. Some students receive additional English support outside school or actively engage with English media, while others have limited opportunities to practice. So, these differences naturally affect their progress and achievement.

Interviewer: What specific speaking competencies should 9th graders achieve by the end of MIEC?

Coordinator: By the end of Grade 9, students should be able to communicate effectively in everyday situations using English. They should be capable of participating in daily conversations, expressing opinions, sharing experiences, giving explanations, and responding appropriately in discussions. Most importantly, they should be able to use English confidently as a practical communication tool in both social and academic settings.

Interviewer: Is there a specific CEFR level or functions you target?

Coordinator: The target is generally aligned with the, uh, CEFR A2 level, where students can handle routine communication, exchange information on familiar topics, describe personal experiences, express preferences, and state opinions clearly enough to maintain basic interactions in English.

Interviewer: How important is Islamic values integration in the MIEC curriculum?

Coordinator: Islamic values integration is very important in the MIEC curriculum. Islamic values serve as the foundation of every learning material and activity. By using these values into English language learning, students are expected to develop not only strong academic competencies but also good moral character. The program aims to produce students who are both intellectually capable and spiritually grounded.

Interviewer: What support is currently available for MIEC teachers? Is it adequate or does it need improvement?

Coordinator: MIEC teachers currently receive support through teaching materials, school facilities, and professional development opportunities. However, there is still a need for improvement, particularly in the availability of more comprehensive modules, wider access to learning resources, and regular workshops or training programs that can enhance teachers' pedagogical and language-teaching skills.

Interviewer: What are your expectations for the module being developed in this research?

Coordinator: I expect the module to be practical, well-structured, and aligned with the objectives of the MIEC program. The content should focus on developing students' speaking skills while integrating Islamic values and real-life communication contexts. The module should provide clear learning objectives, engaging activities, assessment tools, and opportunities for active language use. Ultimately, it should help students improve their English-speaking proficiency and confidence while strengthening their character and values.

Interviewer: Is there any additional information you would like to share?

Coordinator: As MIEC is designed to support MTsN 1 Malang's vision of becoming a globally competitive and research-oriented madrasah, the development of quality learning materials is essential. Continuous collaboration among teachers, researchers, and school leaders will be important to ensure that the program remains relevant, effective, and responsive to students' needs in an increasingly globalized world.

Interviewer: Thank you for your time and support for this research.

Coordinator: You are welcome. I hope this research brings benefit to our program and students.

4. User Response Questionnaire and Results

USER RESPONSE QUESTIONNAIRE (POST-PILOT)

Title: Student Feedback on MIEC English Speaking Module

Target: Pilot Group Students (After 4-6 Sessions)

Instructions:

You have just completed 4-6 sessions using the new English speaking module. Please share your honest opinion. Your feedback will help improve the module.

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Agree | 4 = Strongly Agree

No.	Statement	1	2	3	4
1	The module was easy to use and understand.	☐	☐	☐	☐
2	The instructions for each activity were clear.	☐	☐	☐	☐
3	The activities were interesting and engaging.	☐	☐	☐	☐
4	The module helped me practice speaking English more.	☐	☐	☐	☐
5	The Islamic values in the module made learning more meaningful.	☐	☐	☐	☐
6	The 45-minute time was enough to complete the activities.	☐	☐	☐	☐
7	I feel more confident speaking English after using this module.	☐	☐	☐	☐
8	I would like to continue using this module in MIEC.	☐	☐	☐	☐

Open-Ended Questions:

9. What did you **like most** about the module?

10. What should be **improved** or **changed**?

11. Any other comments or suggestions?

Thank you for your feedback!

Student ID	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
S1	4	4	4	4	4	3	3	4
S2	3	3	4	3	3	2	2	3
S3	4	3	4	3	4	3	3	3
S4	4	4	4	4	4	4	4	4
S5	4	4	4	4	3	4	4	4
Average	3,8	3,6	4	3,6	3,6	3,2	3,2	3,6

Student ID	You like	Need Improvement	Suggestions
S1	Scramble Words, Grammar Bites	No	Pink Cover
S2	Crossword, Scramble	Scrambles do not match	More Games
S3	Cryptogram, Crossword, Grammar Bites	No	More Games
S4	Scramble Words, Grammar Bites	No	More Vocabularies
S5	Cryptogram, Word Search	Scramble words are too difficult	No

5. Expert Validation Sheet and Results

EXPERT VALIDATION SHEET

Title: Expert Validation Sheet for English Speaking Module
Product: English Speaking Module for MIEC Program at MTsN 1 Malang
Developer: Wildanul Mukhlashin

Validator Information:

Name: _____

Primary Expertise Area: ☐ Content & Pedagogy / ☐ Design & Layout / ☐ Language & Readability

Institution: _____

Signature: _____

Date: _____

Instructions for Validator:

Please evaluate the module based on the criteria below. All three experts are requested to rate **all items** in every section, as this allows for comprehensive content validity analysis. For items outside your primary domain, please provide your honest impression.

Rating Scale:

Score	Category	Description
4	Excellent	Acceptable without revision
3	Good	Acceptable with minor revision
2	Fair	Acceptable with major revision
1	Poor	Not acceptable

SECTION A: CONTENT & PEDAGOGICAL VALIDITY (8 Items)

This section covers alignment with CEFR, learning objectives, CLT/TBLT principles, Islamic values, and session structure.

No.	Criteria	1	2	3	4
A1	The module content matches the A2 proficiency level (CEFR) of 9th grade students.	☐	☐	☐	☐
A2	The learning objectives are clearly stated, specific, and measurable.	☐	☐	☐	☐
A3	The topics are relevant and engaging for Islamic junior high school students.	☐	☐	☐	☐
A4	Activities promote authentic communication and meaningful interaction (CLT principle).	☐	☐	☐	☐
A5	The module follows a Task-Based Language Teaching (TBLT principle).	☐	☐	☐	☐
A6	Tasks are designed to fit realistically within a 45-minute co-curricular session.	☐	☐	☐	☐
A7	Islamic values (Shiddiq, Ta'awun and Amanah) are integrated naturally, not forced.	☐	☐	☐	☐
A8	The module encourages positive Islamic character development (e.g., honesty, cooperation, responsibility).	☐	☐	☐	☐

SECTION B: DESIGN & LAYOUT VALIDITY (8 Items)

This section covers visual design, readability, organization, and cultural appropriateness of visuals.

No.	Criteria	1	2	3	4
B1	The overall layout and visual design are clear and attractive for 9 th grade students.	☐	☐	☐	☐
B2	Font type, size, and line spacing support comfortable reading.	☐	☐	☐	☐
B3	Images, icons, and illustrations (if any) are relevant and support the learning content.	☐	☐	☐	☐
B4	Visual elements are culturally appropriate and respectful of Islamic values.	☐	☐	☐	☐
B5	The module is organized logically with clear headings, subheadings, and page numbering.	☐	☐	☐	☐
B6	Color schemes and contrast do not distract from readability or content focus.	☐	☐	☐	☐
B7	The module includes adequate white space to avoid visual overcrowding.	☐	☐	☐	☐
B8	The physical format (printed, A5) is practical for classroom use.	☐	☐	☐	☐

SECTION C: LANGUAGE & READABILITY VALIDITY (8 Items)

This section covers grammar, vocabulary level, instructions, tone, and overall linguistic accessibility.

No.	Criteria	1	2	3	4
C1	The language used is grammatically correct and free of errors.	☐	☐	☐	☐
C2	Vocabulary and sentence structures are appropriate for A2-level learners.	☐	☐	☐	☐
C3	Instructions for each activity are clear, concise, and easy to follow.	☐	☐	☐	☐
C4	The tone and register are suitable for Islamic junior high school students.	☐	☐	☐	☐
C5	Transitional phrases and signposting guide learners smoothly through tasks.	☐	☐	☐	☐
C6	Key vocabulary is highlighted, explained, or contextualized for learner support.	☐	☐	☐	☐
C7	Example sentences and model dialogues are accurate and natural.	☐	☐	☐	☐
C8	The language avoids cultural bias and promotes inclusivity within Islamic values.	☐	☐	☐	☐

SECTION D: OPEN-ENDED FEEDBACK (For All Experts)

1. What are the **strengths** of this module from your area of expertise?

2. What are the **weaknesses** or areas needing **improvement**?

3. Any additional **suggestions** for the developer?

Question Number	Expert 1 (Content)	Expert 2 (Design)	Expert 3 (Language)
1	4	4	4
2	4	4	4
3	4	3	3
4	4	3	4
5	4	4	4
6	4	4	3
7	4	4	4
8	4	4	4

Strengths	Topics and tasks move perfectly from easy to hard, unique Islamic value integration, practical with all the features	Unique, Integrating Islamic Context and Material	Appropriate for A2 Level and relevant theme
Weakness	there is no pronunciation focus, rubric, extra support for slow learners	Needs more visuals like related pictures	needs more pictures so it will be interesting for junior high school students
Suggestion	add extension task for different abilities, chapter 3 should be separated onto 2 chapters	Add table of content, Insert audio and picture	Add more visuals

6. Module Blueprint Design

MODULE BLUEPRINT SPEAK UP WITH PRIDE MIEC Program – Grade 9 | MTsN 1 Malang

A. Learning Objectives

Chapter	Learning Objectives
1: Getting to Know You	Pronounce vocabulary for name, class, hobby, dream job; use "I like + V-ing" and "because"; ask/answer about hobbies and dreams; introduce self in 6-8 sentences; apply Islamic values.
2: A Day in My Life	Pronounce vocabulary for daily routines and time; use "I + V1(s/es)" and adverbs of frequency; ask/answer about daily activities; describe routine in 8-10 sentences; apply Islamic values.
3: My Future & My Community	Use vocabulary for future and community; use conditionals (If I ..., I will ...); analyze community problems; propose solutions; deliver structured speech (12-15 sentences); apply Islamic values.

B. Content Selection

Chapter 1: Getting to Know You (6 sessions)

Theme: Personal Identity | Final Task: Introduce yourself

Session	Content Focus
1	Hobbies vocabulary, "I like + V-ing"
2	Jobs vocabulary, Asking questions (What is / What do)
3	More hobbies, "Do you like...?"

Session	Content Focus
4	Reading text, "because" for reasons
5	Performance preparation and delivery
6	Review and reflection

Vocabulary: Hobbies, Jobs, Reasons (36+ words)

Chapter 2: A Day in My Life (6 sessions)

Theme: Daily Life | Final Task: Describe daily routine

Session	Content Focus
1	Daily routines, "I + V1(s/es)"
2	Time expressions, Asking about time
3	Adverbs of frequency
4	Reading text about daily routine
5	Performance preparation and delivery
6	Review and reflection

Vocabulary: Daily Routines, Time Expressions, Adverbs of Frequency (30+ words)

Chapter 3: My Future & My Community (9 sessions)

Theme: Future & Community | **Final Task:** Speech about community problem + solution

Session	Content Focus
1	Community problems, Conditional sentences
2	Solutions, "If ... then ..."
3	Community responsibilities, "Should/Must"
4	Reading text, Passive voice
5	Performance preparation and delivery
6	Review and reflection
7	Community heroes, Group discussion
8	Problem-solution essay, Acrostic poem
9	Sharing and celebration

Vocabulary: Community Problems, Solutions, Formal Words, Heroic Qualities (40+ words)

C. Activity Types

C.1 CLT-Based Activities (Communicative)

Activity	Description	Purpose
Pair Dialogue	Practice conversation with partner	Real communication
Mingle Activity	Walk and talk to many friends	Information gap

- Sequencing
- Fill in the Blanks

C.4 Written Assignments

- Introduction
- Daily Routine
- Problem-Solution Essay
- Acrostic Poem
- Campaign Slogan
- Compare and Contrast
- Cause and Effect Outline

C.5 Games

- Who Am I?
- Bingo
- Relay
- Would You Rather
- Board Game
- Charades
- Hot Seat

D. Assessment Methods

D.1 Formative Assessment (Ongoing)

Assessment	Tool	Frequency
Self-Check	Checklist (I can ...)	Every session
Peer Evaluation	Observation form	Sessions 5
Teacher Observation	Observation checklist	Every session

Activity	Description	Purpose
Group Discussion	Talk with 3-4 friends	Meaning negotiation
Performance	Speak in front of class	Authentic communication
Would You Rather	Choose and explain preference	Opinion expression

C.2 TBLT-Based Activities (Task-Based)

Activity	Description	Purpose
Who Am I?	Find friend with matching information	Task completion
Bingo	Ask questions and fill card	Task completion
Board Game	Roll dice and speak about topic	Task completion
Group Poster	Create and present poster	Collaborative task
Problem-Solution Speech	Deliver structured speech	Real-world task

C.3 Vocabulary Activities

- Unscramble the Words
- Word Search
- Crossword
- Cryptogram
- Matching
- Sorting

Assessment	Tool	Frequency
Unscramble Practice	Written answers	Every session
Pair Practice	Spoken performance	Sessions 2

D.2 Summative Assessment (End of Chapter)

Chapter	Task	Criteria
1	Introduce yourself (6-8 sentences)	Fluency, Vocabulary, Grammar, Islamic Value
2	Describe daily routine (8-10 sentences)	Fluency, Vocabulary, Grammar, Islamic Value
3	Speech about community problem + solution (12-15 sentences)	Structure, Fluency, Vocabulary, Grammar, Islamic Value

D.3 Speaking Rubric

Aspect	Weight	Criteria
Fluency	30%	Speaks without long pauses, smooth delivery
Vocabulary	25%	Uses appropriate words from vocabulary banks
Grammar	20%	Uses correct grammar structures
Pronunciation	15%	Words are understandable
Islamic Value	10%	Integrates Shidiq, Ta'awun, or Amanah

E. Islamic Values Integration

E.1 Values Used

Value	Meaning	Integration
Shidiq	Truthfulness / Honesty	In instructions: "Tell the truth about yourself." In reflection: "I was truthful when I said..."
Ta'awun	Cooperation	In pair/group work: "Help your friend complete the task." In closing: "We cooperate like Muslims."
Amanah	Responsibility	In task prep: "You are responsible to prepare." In assessment: "Do your best – that is amanah."

7. Final Draft Module

(Included separately)

8. Bukti Bimbingan



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BUKTI KONSULTASI SKRIPSI

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Program Studi : Tadris Bahasa Inggris
Judul : Developing an Islamic-Values-Integrated English Speaking Module for an Intensive English Course Program
Dosen Pembimbing : Rendhi Fatrisna Yuniar, M.Pd
NIP : 199406182020121003

No.	Tanggal	Materi Bimbingan	Tanda Tangan
1.	8 Januari 2026	Konsultasi Judul Proposal Skripsi	
2.	13 April 2026	Konsultasi BAB I-III	
3.	14 April 2026	Konsultasi revisi BAB I-III	
4.	22 April 2026	Konsul Hasil Sempuro	
5.	19 Juni 2026	Konsultasi Modul	
6.	22 Juni 2026	Validasi Data	
7.	29 Juni 2026	Finalisasi Bab IV-V	
8.			

Malang, 24 Juni 2026

Dosen Pembimbing

Rendhi Fatrisna Yuniar, M.Pd
NIP. 199406182020121003

9. Curriculum Vitae

AUTHOR BIOGRAPHY

Name : Wildanul Mukhlashin
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Educational Background:

- MI Hidayatul Ulum
- MTs Darul Lughah Wal Karomah
- MA Darul Lughah Wal Karomah
- UIN Maulana Malik Ibrahim Malang
- Ma'had Aly Al Zamachsyari

Non-formal Educational Background

- Madin Ula Al Khadijah
- PP. Darul Lughah Wal Karomah
 - Madin Wustha Darul Lughah Wal Karomah
 - English Development Club