

The Development of English Learning Exercises as Supplementary Materials



Santi¹, Andi Tenri Ampa², Ratna Dewi³

ABSTRACT: This research aimed to develop the English Learning Exercises (ELE) through ASSURE IDM is to describe the product prototype, to find out the validity of ELE developed through ASSURE IDM, and to find out the practicality of ELE developed through ASSURE IDM. The participants of this research were two experts, two certified English teachers and tenth grade students of SMAN 7 Luwu Timur.

The researcher used R &D design according to ASSURE model. The data collection techniques are documentation, questionnaire, and interview. Meanwhile, the data analysis techniques used descriptive qualitative for describing the ELE and quantitative for analyzing the product validation and the product practicality.

The results of this research described as follow; (1) the product prototype consisted of design and content. Cover design included colors, pictures, title, students' degree, the school identity and the designer identity. The content design included color, pictures, chapter identity, learning objectives, definition of the text, social function, schematic structure, linguistic feature, modelling of the text, and exercises. (2) The validity of the content of the developed ELE through ASSURE IDM based on validator was very good and the validity of the design of the developed ELE through ASSURE IDM based on validator was good. (3) Related to the practicality of ELE through ASSURE IDM, both certified teachers and students' large group thought that the cover from the module was interesting, the pictures, the colours, and the writings were clear, there were an objective of the learning, the display was interesting, the exercises on the module was interesting to be look forward to, the exercises were easy to understand, the exercises were related to the daily life, there were no problems or difficulties to work in every exercises on the module and the module was fulfill the students' needs. However, the students that have been interviewed thought that the module's pictures, colours and writing were not clear.

KEYWORDS: ASSURE IDM, ELE, Validity, Practicality.

1. INTRODUCTION

A. Background

English Learning Exercises (ELEs) are exercises designed to assess students' comprehension and develop their skills after they have studied a particular body of English material. Stated differently, ELE might be compared to a set of exercises that students complete in class during the formative and summative assessments, which are part of the Independent Curriculum. Additionally, after a particular learning process, teachers can use ELE as a tool to measure students' instant competency, which helps them evaluate how well they have understood the content.

According to H Van der Horst, R McDonald (1997) and Sieborger (2004), there are three reasons why ELE is important. The first significance is that ELE is capable of measuring both current and past learning. Learning is the process of applying what has been learned in one environment to another and retaining, understanding, and applying what has been learned. To put it briefly, ELE are essential to effective learning. Second, learning activities can demonstrate the effectiveness of the learning process. The focus is on the intended outcomes of every learning activity. In reality, these intended goals are the learning outcomes that students require in order to show what they have accomplished. This suggests that in order to assess whether or not students have met the intended objectives, they must be used on a regular basis. The third crucial component of ELE is exercises that are directed toward accomplishing learning objectives. It demonstrates the intimate relationship that exists between instruction, learning, and exercises: instruction and learning must allow students to reach the desired goal, and exercises tell teachers and students whether or not those objectives have been met.

Owing to the significance of ELE, some exercise requirements ought to be met by the English textbook. According to Rahmawati (2018), an exercise is considered to be an excellent textbook if it satisfies the following three requirements: 1.) Make students apply new terminology; 2.) Encourage them to critically analyze the material; and 3.) Include individual, pair, and group

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work in the exercises.

Experts have suggested a great deal of ELE. Active Learning Exercises (ALE) is the first type of ELE. In higher education, ALE refers to techniques like flipped classrooms and online course delivery that show potential for grabbing students' attention and promoting learning, according to Mitchell & Harris (2017). While ALE is not a panacea, it is still preferable than using no approach at all. The outcomes must be considered when using ALE. With Gudigantala (2013). Authentic Learning Exercises (AuLE) constitute the second ELE. According to Herrington & Herrington (2005), genuine activities are valuable and engaging, complex and deep, and produce actual and enduring learning. They also offer a framework for activities that might foster favorable conditions for meaningful learning.

As a result, instructors need to employ tactics that make use of language in contexts that mirror what students would encounter in their everyday lives, claim Ozverir et al. (2016). The paradigm needs to shift immediately from one that emphasizes forms to one that emphasizes meaning. Cooperative Learning Exercises (CLE) make up the third ELE. The use of cooperative learning to teach speech has been the subject of much research proposed by Nasri & Biria (2017). Most research indicates that using CLE can lead to better speaking abilities and favorable attitudes toward cooperative learning that Nasri & Biria (2017) stated. Therefore, it is believed that CLE can help increase the motivation of foreign language learners to learn.

Experiential Learning Exercises (ELEx) make up the fourth ELE. According to Yi Fan Lee (2019), goal-directed activity is reflected upon in ELE exercises following real-world experiences with activities or events. The four stages of the experiential learning cycle include concrete experience, abstract conceptualization, reflective observation, and active experimentation stated by Li et al. (2022).

Interactive Learning Exercises (ILE) make up the fifth ELE. This ELE is transforming conventional activities into interactive ones that have the potential to significantly alter how the classroom develops. www.topworksheets.com is the URL. Websites devoted to language learning can offer ILE. Multimedia technology is used on the websites to provide interest. Li et al. (2022)

A portion of the ELE has been incorporated into Kurikulum Merdeka, the senior high school textbook for the tenth grade. Regretfully, just because the government is providing this book doesn't imply that it is flawless. The current exercises, particularly the permutation exercises (PE), are incomplete. As a result, the researcher will provide supplemental workouts for the ELE. This attempts to finish the exercises in the text book and the ones that are currently available. The exercises that will be produced for the ELE are permutations, which comprise writing and presenting tasks, reading and viewing tasks, and speaking and listening exercises. Every activity will incorporate technology, such as YouTube.

These days, everyone knows how important technology is to the educational field. Due to its quick access, technology facilitates easy study of course information for both professors and students. Students have found it easier to understand and retain more information when they study subjects using online dictionaries and libraries. With the growing importance of laptops, tablets, PCs, and other mobile devices in school today, learning information technology skills is becoming more and more necessary explained by Rodinadze & Zarbazoaia (2012).

Therefore, it is essential to ascertain how the usage of technology affects students' performance when completing assignments. One technological tool that is significant and useful in the teaching and learning process is Youtube. You can use it for audio, visual, or video presentations, teachers and students. According to Watkins & Wilkins (2011), the two primary advantages of utilizing YouTube in the classroom are the capacity to deliver authentic presentations, the promotion of English, and the development of a more independent and student-centered learning style.

This project is expected to be additional references for teachers and supplementary exercises for students to improve their ability in English. To do the ELE development, the researcher will design them through ASSURE Instructional Design Model (IDM).

Research in the literature has confirmed the ASSURE model's (a classroom-oriented paradigm) efficacy across several disciplines. Kim & Downey (2016) looked at 39 curricula that were created using the ASSURE approach and how well they promoted student learning. However, Karakis et al. (2016) looked at the impact of computer-assisted instruction based on the ASSURE model, while Rahman (2017) evaluated the usefulness of the ASSURE model in overcoming challenges in teaching English.

Furthermore, Sundayana et al. (2017) looked at how well learners used the ASSURE to communicate mathematical ideas, while Kristianti et al. (2017) looked into how using the ASSURE to construct mathematical ideas affected students' critical thinking abilities. Reyes et al. (2017) used the ASSURE model to assess the generated material's acceptability level, and Baran (2020) investigated students' experiences using the ASSURE to build courses. Nevertheless, there isn't a single study on the assessment of the efficacy of English learning activities created using the ASSURE approach in the literature. Consequently, this research added to the body of literature.

B. Problem Statement

Based on the background above, the researcher stating the problem in a questions as follows :

1. What is the description of ELE developed through ASSURE IDM

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2. How is the validity of the ELE developed through ASSURE IDM?
3. How is the practicality of the ELE developed through ASSURE IDM?

C. Objective of the Study

Based on the problem statement above, the researcher set the objectives of the research as follows :

1. To know the description of ELE developed through ASSURE IDM
2. To know the validity of the ELE are developed through ASSURE IDM
3. To find out the practicality of ELE are developed through ASSURE IDM.

D. Scope of the Study

The developed exercises focused on permutation exercises that include listening, speaking, reading, writing and presenting.

2. PREVIOUS RELATED STUDIES

Hakim et al 2022 found that developing module of English Speaking using ASSURE model obtained a positive response from both program participants and teachers.

Altun (2021) in his study found that the students enjoyed the activities and materials; yet, they encountered challenges, particularly in tasks like reading texts and participating in vocal question-answer sessions. In conclusion, students generally felt that the lessons prepared using the ASSURE methodology were successful, and the goals were met. As a result, certain suggestions were given to improve the effectiveness and efficiency of the class.

Al Huda et al. (2022) in their study of ASSURE-Based Digital Learning Modules' findings showed that the digital learning modules for the English course were adequate in terms of the media and featured extremely relevant categories. Regarding the materials, they were divided into excellent groups. A respectable category was incorporated in the learning process.

Hartati and Fatmariyani (2016) in their study "ASSURE Model Implementation in Development of Natural Science Learning Application," drew the conclusion that the natural science learning application, which includes a quiz and menu display material, met excellent standards for display, operation, and interaction after performing the research and creating the learning application.

Reyes and Oreste (2017) in their study "Acceptability Level of Developed Material (SAI) Using ASSURE Model, determined that the SAI is assigned a high descriptive value and may provide a different approach to close the gap in the teaching-learning process.

Lee (2022) Because they offer versatility in terms of learning pace, material selection, and presentation, internet computers aid in the teaching and learning of listening skills. Visual graphics on the internet will captivate learners. However, if there are regular internet traffic jams or if broadband is unavailable, students might not be able to take advantage of the new teaching and learning mode. Before utilizing technology to teach listening, teachers should be aware of the technological issues and address them (for example, by providing movies on CD-ROM for students without access to computers at home).

Qomaria and Zaim (2020) revealed that because students can use YouTube videos outside of the classroom, they helped students become more proficient speakers and showed them more interest in learning English.

2.1 English Learning Exercises (ELE)

According to the English-Indonesian dictionary, the meaning of exercise is (noun) exercise, use, exercise, implementation, and practice. While the meaning in the verb (verb) is to do, run, use, move the body, and hold. Exercise also means activity intended for training or testing by Hornby (2003).

Teachers could, for instance, change the instructions for group work exercises so that the students would only receive a list of tasks to complete and that they would have to divide them equally among themselves in order to get the best results. This would better take into account the important characteristics of learning skills. Before reading a new material, teachers could use a variety of warm-up exercises to help students reflect on their prior knowledge (such as their vocabulary) of the subject at hand. Additionally, adding self-evaluation activities for students to complete after workouts would enhance their ability to learn. Katajisto (2022)

The ELE will be developed are permutation exercises (PE). PE require the learner to sort items into some order. Items can be letters, words, events (perhaps represented by video clips), and phrases or sentences. Permutation exercises can involve rearranging letters, words, and sentences, paragraphs of text, images, audio clips, or events in a movie. For example one might ask students to sort images into the order in which they are described in an article, or reorder audio clips according to what is heard. PE involving scrambled words, several kinds of matching exercise (words against words, words with their definitions, and words against pictures), or guessing word. These exercises are developed in listening and speaking exercises, reading and viewing exercises as well as writing and presenting exercises.

2.2. Technology Integration

The current teaching and learning trend is what teacher and students can do in integrating the learning with ICT. According to Freiberger (2017), school administrators and instructors are compelled to reconsider how new technologies are used in the

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classroom. He continues by saying that one of the newest trends is application innovation. According to Comerchero (2006: 1), "e-learning is a flexible term used to describing a means of teaching through technology." ICT, an internet connection, and other technological tools are required for this type of learning when a teacher and student are separated by distance. According to statistics, e-learning is still expanding quickly Pappas (2015). In fact, more and more people, businesses, and institutions are using eLearning as they realize how useful and convenient it is.

Since technology may help students become autonomous learners both inside and outside of the classroom, it is advised that English learners and teachers consistently support technology use as a part of their learning and teaching. Additionally, English language students can be more information about how to use various modern technologies to improve their English proficiency in order for the students to stay current and develop into skilled English users. There must be some effective technological integration used for the teaching and learning of English promoted to reduce some difficulties. Additionally, teachers need to receive extra training to be made available so that teachers can participate more Rintaningrum (2022).

YouTube is the technological medium used to construct the ELE. A website called YouTube Channel allows users to publish, share, and watch videos. It was founded in 2005 by Jawal Karim, Steve Chen, and Chad Karim, all of whom worked at PayPal. The domain name, www.youtube.com, was created and expanded quickly, resulting in over 100 million daily video views. The third-most-visited website on the internet is YouTube. YouTube gives pupils a visual link to abstract literary theory, which helps professors clarify context and boost student participation. According to Ilyas (2020) YouTube is one social media platform that can be used into speech instruction because it is helpful and advantageous for instructors who are interested in using technology to teach.

Given the likelihood that pupils are familiar with YouTube, this could positively impact their motivation explained by Nasution (2019). One of the most useful media is YouTube since it has a ton of videos that can help us when we're teaching in a classroom. Heriyanto (2018) makes the assumption that his article's findings unequivocally demonstrate that YouTube had a statistically significant impact on students' vocabulary acquisition. The study's conclusions show that the participants had a favorable opinion of using YouTube in the classroom. The results also showed that the pupils' vocabulary achievement had significantly improved. In line with those ideas, Harahab Putri et al., (2020) in their study demonstrated that students had favorable opinions on EFL students' self-regulated learning on YouTube. They claimed that using YouTube could help them regulate their English learning and bring them joy and pleasure as well as excitement when studying. Additionally, this study discovered that the advantages of utilizing YouTube for self-directed learning; YouTube offers a wealth of learning materials, the simplicity of using YouTube, the time and location flexibility while using YouTube in controlling how they learn.

In short, youtube can facilitate students to do the ELE in a way that would help meet the needs of all students. Using youtube to create and deliver learning solutions opens possibilities to both online and offline interactions such as text messages, videos conferencing, interactive projects, videos, power point presentation, games, e-flashcards. Effectively integrating youtube as one of technology media into ELE will enhance the roles of teachers into advisers, coaches, and guides and allow students interactively in doing the ELE.

2.3. Instructional Design Model

The concepts of instructional design and curriculum development refer to two separate processes and they are related to each other. "Curriculum" is more concerned with what to teach, while "instruction" is concerned with how to teach. Thus, it can be said that curriculum development is the processes carried out to determine what will be taught, that is, what the learning goals and objectives will be, and instructional design is the processes carried out to determine how these goals will be gained Donmez & Cagiltay (2016).

Because it is based on a number of ideas and methodologies and addresses information inputs and outputs, instruction design is referred to as "science." Due to its association with creativity and demonstration of a designer's skill and ability, instruction design is frequently referred to as a "art." Piskurich (2016). The method of learning that explains the lessons, curriculum, learning activities, and support activities in a learning unit is called instructional design. "Instructional design could be defined as the prescribing and forecasting optimal instruction methods for achieving desired changes in knowledge, skills, and attitudes of designated students," according to Hashem Fardanesh (2006) in Faryadi (2007).

Stated differently, instructional design refers to a process whereby a teacher or designer makes use of existing resources to fulfill the needs of students in terms of knowledge transfer. "Instructional design is a systematic method for conceptualizing, creating, and carrying out instructions," according to Hardré & Chen, 2008. Buchanan (2021) asserts that a successful design takes into account the involvement of people in its operations in addition to being imaginative, fashionable, and visually striking.

The designer must appreciate the deep involvement of human characteristics in its design. Instructional designers are confident that they can effectively communicate their ideas throughout the classroom with the aid of information technology. With with a mouse click, they may place the power of learning directly in the hands of the students Gagné et al. (1990). Because of this, teachers must carefully consider how to create engaging and practical multimedia courseware that makes the most of cutting-edge technology without sacrificing the needs, motivation, or critical thinking abilities of their students. Faryadi (2007)

2.3.1. Types of Instructional Design Model (IDM)

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The main well-known instructional design models are ADDIE, the Smith and Ragan model, the Dick, Dick and Carey model, the ARCS model of motivation, The Seels and Glasgow ISD model, The Morrison, Ross and Kemp model, ASSURE model.

a. ADDIE Model.

ADDIE is a short name formed by the first letters of the words “Analyze, Design, Develop, Implement, Evaluate”. It contains the main components of general instructional design models. It expresses a systematic approach to instructional design (Branch, 2009). It is a well-known instructional design model that instructional designers and training developers use to create effective, relatable training course. This model was created by Florida State University for the military in the 1970s.

b. Dick and Carey Model

The Dick and Carey Model was first put forth in Walter Dick and Lou Carey's 1978 book *The Systematic Design of Instruction*. The relationships between the various parts in the design process are the main focus of this approach. Context, content, leaning, and teaching are the components. The elements are carried out concurrently and iteratively. In Dick et al. (2005) step-by-step design paradigm, the designer chooses instructional tactics and learning objectives based on a sequence of events and occurrences.

c. The ARCS model of motivation

Keller (1987) says that he aims to create a systematic and useful approach that does not ignore the motivation component in instructional design. In order to achieve this goal, he transformed the instructional design model he had previously developed in the light of the motivation factor. He changed the names of all four components to suit the content he expressed. The four components that show what it takes for a person to be motivated emerged in the last case: attention, relevance, confidence, and satisfaction.

d. The Seels and Glasgow ISD model

The 'Seels and Glasgow ISD (instructional system development) model' developed by Seels and Glasgow (1998) consists of five basic stages for instructional systems design processes. This linear model is also known as generic modeling which means general, comprehensive, all-encompassing modelling. There are three stages to the Seels and Glasgow ISD model: The needs analysis and management phase involves analyzing and recording the objectives and requirements for education. Last but not least is the Implementation and Evaluation Management Phase, which is in charge of creating and producing the course materials, delivering the course, and assessing the course's outcomes. Instructional Design Management Phase is in charge of developing instructional strategies, breaking down development into tasks, choosing delivery systems, and carrying out formative evaluations.

e. The Morrison, Ross and Kemp model

The Kemp Model was created in by Kemp, Ross, and Morisson. The Kemp Model consists of nine components: 1) Ascertain the precise objectives and problems with instruction, 2) Determine the traits and requirements of the students that need to be considered, 3) Make the course material clear and evaluate the suggested task components in light of the established objectives. 4) specify the learning outcomes and instructional objectives. 5) Verify that the information in each instructional component is presented logically and in a sequential order. 6) Create instructional strategies that help students grasp the material and meet the learning objectives. 7) Develop the assessment tools that are appropriate for tracking and evaluating students' progress toward meeting the course objectives. 8) Plan the instructional message and the best way to deliver it. 9) Select relevant materials to assist with the activities of teaching and learning.

f. IFDAD Model

There are steps in the IFDAD model that must be adhered to while developing materials. The steps include determining the learning process, describing the taxonomy of objectives, identifying the needs of the students, creating learning objectives, and analyzing the characteristics. Basri & Ampa (2019).

g. ASSURE Model

Heinrich, Molenda, and Russell created the ASSURE model in 1993. Levebvre (2006) describes this model as an instructional design guide that uses multimedia and technology to improve the learning environment from a constructivist standpoint. The ASSURE model of learning planning comprises six systematic stages, according to Heinich, et. al (2005). These stages are as follows: (1) Analyze learners; (2) State objectives; (3) Select methods, media, and materials; (4) Utilize media and materials; (5) Require learner participation; and (6) Evaluate and revise.

When creating learning activities, the ASSURE model is a simple and useful learning design approach to use both traditionally and privately. The analysis of students having these qualities will make it simpler to design effective, efficient, and engaging learning activities. It can also be utilized during the evaluation and revision phases to make sure the quality of the process of applied learning. ((Huda et al., 2022).

However, in this study researcher will use the ASSURE model. The reason why this model used is it can be integrated with technology that what the researcher will use in developing learning exercises.

The instructional materials should be well-designed in order to satisfy the needs of the students and enhance their ability to learn English as a foreign language in Indonesia. Use of the ASSURE model is an alternate approach that can improve the effectiveness, appeal, and suitability of the educational materials. for students in Senior High Schools. The ASSURE model was developed by Heinrich and Molenda in 1999. It is a wellknown instructional design guide using constructivist perspective which

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integrates multimedia and technology to enhance the learning environment (Patrick Lefebvre, 2006). "Careful planning will increase the effectiveness of instruction" (Daniel Callison 2002).

The ASSURE model has specific phases that must be followed during the development of materials. The phases are:

1. Analyze learners

Analyzing learners by determining their expectations, goals, preferences, and needs is the first step in the ASSURE approach. By doing this, curricular designers can create a curriculum that meets learners' expectations and takes into consideration their desired learning goals.

Teachers should assess the characteristics of their students as the first stage in the procedure. The learners' traits that are linked to the desired learning outcomes should be the main focus. The teachers can make decisions on the next steps in the process with the aid of the information acquired. Their decision of certain teaching methods and resources will be influenced by their assessment of the learners' personalities.

In the analysis of the students, teachers should: broad characteristics of students, including their age, academic standing, gender, and interests. prior abilities. Several types of learning, including auditory, visual, and tactile.

2. State standards and objectives

Establishing the program's standards and goals is the second stage. The goals ought to be measurable, verifiable, and concrete. After completing the program, learners should have a clear understanding of what they will gain from it and be able to do..

The teachers must state the goals and objectives for the learning module following the study of the learner qualities. What the students will be able to do as a result of the instruction is specified in this statement. The students progress can be evaluated using the objectives, possibly as part of the grading system. Teachers can also use them to explain to the students what they will learn in class.

Conformance to the ABCDs of clearly stated learning objectives is a sign of a well-crafted set of objectives. They are: audience, for whom the goal is meant; behavior, for whom the performance is intended to be displayed; conditions, for which the performance or behavior will be watched; and degree, for which the knowledge or skill will be mastered to the extent possible. The learning purpose should be specifically defined in the objectives statement using verbs. Bloom's Taxonomy provides a handy guidance on the suitable verbs to utilize. Keep in mind that evaluations may only be made based on how the students behave. Even if a student is an expert on a subject, they might not be able to score well on an exam.

3. Select method and media

Selected strategies, technology, media, and materials are represented by the second "s" within this acronym. It's important to choose instructional methodologies, technology, and media that will achieve teachers desired results based on your learning objectives. Determine which delivery strategy will work best for your course first. How much of your instruction, for instance, will be instructor-centered and how much will be student-centered? The first of them are methods like lecture, demonstration, or video presentation. The second category includes tactics like cooperative group projects and group discussions.

Learner-centered techniques are rationally preferred. Increased class participation makes learning more engaging. The learners, not the teachers, are ultimately responsible for mastering the subject. However, the teachers will need to divulge and display a specific level of essential knowledge and skills. When the teachers just guide the students towards figuring out the solution to a problem on their own, learning is at its most effective. An effective teacher only facilitates the learning process.

Next, teachers decide which technology, media, and resources will best complement the teaching plan teachers have chosen once teachers have made that decision. This includes both basic instruments like chalk and a chalkboard and more complex ones like power-point presentations. It is important to keep in mind that the instructor is a crucial component in imparting the knowledge. Although fancy tools are helpful, having someone with knowledge beyond what is found in a textbook is ultimately more important.

4. Utilize media and technology

The implementation of media and technology is the main focus of this stage. Organizations need to choose the best way to distribute, assign, and grant access to their learning tools. To accomplish this, it's critical to adhere to the "five p's" processes: view the materials, media, and technology in advance. This implies that teachers should make an advance plan for how you'll use them. Before teachers actually teach their lessons, it is a good idea to run it through a few times. Assure a continuous and orderly flow throughout the entire lesson. To accomplish this, it's critical to adhere to the "five p's" process; teachers must assemble all the materials they will use to deliver their lessons. They must be operational. Create the text and visuals for each screen, for instance, if they are creating a power-point presentation; prepare the environment, setting up the learning environment requires a small amount of planning. It is crucial for teachers to do simple things like make sure they have adequate workstations. Additionally, if teachers have control over the environment, they have to make sure there are no sources of noise that could annoy the students; prepare the learners, teachers need to inform the students as to what the learning objectives are. The students will be able to map out what they need to remember thanks to this. The students must then be informed about the evaluation process. They need to know what their assignments are, how they will be scored, whether there will be assessments, and other details. Teachers should also convey to the students the advantages of learning the subject; provide the learning experience, after that, they put the lesson into practice. All of

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their preparation will finally pay off at this point. Teachers should be ready to complete the lesson while keeping in mind each previous phase of the procedure. Their careers as teachers will succeed as a result.

5. Require learner participation

This stage establishes the learning process's level of student engagement. The designer should consider how they will actively include students in the content at this level. Students could participate in conversations and knowledge assessments, or even better, the program itself could include tasks that require students to complete interactive features.

The most basic step is to request student participation in class discussions. A more sophisticated approach requires students to prepare questions and comments at home and bring them into the lesson. Teachers can also allow individual student to lead teacher-or seminar-style discussions. Additionally, teachers should carefully plan how their students will generally participate in the learning process. How will teachers learn the information and techniques in the lessons. Teachers' plans should be more concrete than just listening and absorbing. Perhaps they encourage a particular style of note-taking or other study strategies.

6. Evaluate and revise

The last step in the ASSURE process is as important as any other. The effect of your instruction on students' learning is evaluated in this step. This involves assessing the technology, media, and resources as well as the educational methods. The following are helpful inquiries to make during the assessment: Did your lessons achieve the learning objectives you had set? How can you know if your students have achieved their objectives? Are your learning objectives aligned with the way you evaluate students? Is there a way to make this lesson better? How? What would you rank as the weaknesses in your presentation? Were the selections of materials and medium appropriate? What is your assessment of these instruments' effectiveness? Would the results have been better with different technology, medium, or materials? Student input ought to be the main emphasis of the assessment's last phase. if the entire experience was good or bad depends on the students' assessment of their own performance effectiveness and if they feel they met their personal objectives.

3. RESEARCH METHOD

A. Research Design

The methodology that used in this research was Research and Development/R&D method while the development design was conducted based on ASSURE model which stated by Russel in 2014. It consisted of six development phases which are analyzing learners, stating objective, selecting method, media and materials, utilizing technology, media and materials, requiring learner participation, revising and evaluating. However, before doing the phases, the researcher first analyzed the content of the English Main Text book. This aimed to find out which exercises were already in the text book and which exercises were not. Through this analysis, researcher decided to design new ELE as supplementary exercises. The research data was found in a tenth grade English textbook called "Work in Progress." Everything found in the textbook, including the text, images, activities, workbooks, assessments, and other materials, were referred to as "content." Through engaging and necessary exercises, this textbook is utilized to assist learning and teaching achievement in the present curriculum, which is the Merdeka curriculum. This book has two themes: the first semester is about athletics, and the second semester is on art. This book is divided into six chapters, each with a distinct emphasis on text variations. The material for the first semester are: Healthy Food (procedure text), Sports and Health (advice or procedure text), Sport Event (recount text), and Great Athletes (descriptive text). And for the second semester, the materials are Grafitti (expository text) and Fractured Stories (narrative text).

There are four categories to analyze the content of a text book summarized by Rahmawati (2018) such as objective, facilitate teaching learning process, exercise, and vocabulary. The researcher will focus on the exercises analysis based on three aspects which are require students to use new vocabulary, promote critical thinking of the text and incorporate individual, pair and group work. There are five steps to do the analysis. first of all, the researcher read the English textbook entitle "Work in Progress" for tenth-grade students in the Merdeka Curriculum. Second, the researcher selected a few unit to analyze and took a sample that represent the whole data. Third, the researcher highlighted and put into categories. Fourth, the researcher examined and tagged the data based on established categories. the researcher made sure that the data from the textbook are matched with the exercises aspects.

B. Participant of the Research

The participants of this research will be two experts, two certified English teachers and tenth grade students of SMAN 7 Luwu Timur in 2023/2024 Academic Year.

C. Research Instruments

The data will be collected by using students' characteristics questionnaire, ability level tests, document prototype (the sample of product), the experts judgment questionnaire, the practicality open-interview of two certified teachers and the practicality questionnaire of student, small group and large group.

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4. FINDINGS AND DISCUSSION

A. Findings

This chapter is aimed to present the findings of the research in developing learning exercises for tenth grade students of SMAN 7 Luwu Timur. The data of development result were from preliminary study that had been done before which consists of students' learning styles and students' ability level test

1. The Description of ELE Developed Through ASSURE IDM

The researcher designed the ELE product in accordance with the visual and audio learning style of the students since the preliminary study indicated 15 of the 40 students or 37.5 % were visual style, 17 of them or 42.5 % were audio style and 8 of them or 20% were kinesthetic style. Furthermore, the speaking test indicated that 10 of the 15 visual students or 66.7 percent were categorized very good, 3 of them or 20 percent were categorized good, and 2 of them or 13.3 percent categorized poor. 5 of the 17 audio students or 29.4 percent categorized very good, 10 of them or 58.8 percent categorized good, and 2 of them or 11.8 percent categorized poor. After determining the students' learning styles and students' speaking test result, the document prototype was created.

2. The Validity of the ELE Developed Through ASSURE IDM

In order to design a reliable material, the validity from experts were needed, to obtain such data, the experts as validator were given a questionnaire about the appropriateness of the material that related to the content, language, presentation, and graphic based on criteria standard of the course book from BSNP. The questionnaire used liker-scale and divided into 2 categories, they are content and design validity and was given to 2 different experts as the validators.

Table 4.1. Score of Content Validation from Expert

No.	Statements	Score
1.	<i>Topik sesuai dengan Latihan pembelajaran yang dikembangkan</i>	4
2.	<i>Topik yang realistis</i>	5
3.	<i>Topik sesuai dengan kebutuhan siswa</i>	5
4.	<i>Terdapat tujuan pembelajaran disetiap unit</i>	5
5.	<i>Latihan pembelajaran terstruktur dari yang mudah ke yang sulit</i>	5
6.	<i>Latihan pembelajaran sesuai dengan kemampuan siswa</i>	5
7.	<i>Latihan pembelajaran berpusat pada siswa</i>	5
8.	<i>Latihan pembelajaran melibatkan siswa bekerja secara berkelompok</i>	5
9.	<i>Latihan pembelajaran dapat dengan mudah disesuaikan dengan berbagai pendekatan</i>	5
10.	<i>Latihan pembelajaran kontekstual</i>	5
11.	<i>Latihan pembelajaran mendorong pemikiran independen</i>	5
12.	<i>Latihan pembelajaran mendorong pemikiran aktif</i>	5
13.	<i>Latihan pembelajaran berguna dalam kehidupan nyata siswa</i>	5
14.	<i>Latihan pembelajaran komunikatif</i>	5
15.	<i>Bahasa yang digunakan cukup autentik</i>	5
16.	<i>Bahasa yang digunakan akurat</i>	5
17.	<i>Bahasa yang digunakan kontekstual</i>	4
18.	<i>Bahasa yang digunakan adalah pada tingkat yang tepat untuk kemampuan Bahasa inggris siswa saat ini</i>	5
19.	<i>Instruksi dalam tiap Latihan mudah dipahami</i>	5
20.	<i>Sistematika penyajian runtut</i>	4
Mean Score		4.85

Table 4.2 showed the statement from validator that indicate the content of English Learning Exercises. There were 20 statements that need to be answered. On the 20 statements above, 17 comprised of strongly agree (SA) and 3 comprised of agree (A) with 77 total score and the conversion was $77/20 = 4.85$ which was categorized as very valid.

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Table 4.2. Score of Design Validation from Expert

No.	Statements	Score
1.	<i>Ilustrasi sampul menggambarkan isi</i>	4
2.	<i>Warna judul berkesesuaian dengan latar belakang</i>	4
3.	Ukuran huruf judul lebih dominan dari ukuran huruf nama pengarang	4
4.	<i>Variasi huruf tidak berlebihan</i>	4
5.	<i>Terdapat tingkatan pengguna (siswa_</i>	3
6.	<i>Desain modul jelas</i>	4
7.	<i>Layout jelas</i>	4
8.	<i>Desain dan layout selesai</i>	4
9.	<i>Gambar bervariasi</i>	4
10.	<i>Gambar menstimulus siswa menjadi kreatif</i>	4
11.	<i>Gambar sesuai dengan pesan teks</i>	4
12.	<i>Spasi antar baris teks normal</i>	4
13.	<i>Layout (tata letak) tersusun secara rapi</i>	4
14.	<i>Pemilihan jenis huruf sudah proporsional</i>	4
15.	<i>Ilustrasi (gambar, teks dan video) sesuai dengan materi</i>	4
Mean Score		4.85

Table 4.3 showed the statement from validator that indicate the content of English Learning Exercises. There were 20 statements that need to be answered. On the 15 statements above, 14 comprised of agree (A) and 1 comprised of neutral (N) with 44 total score and the conversion was 44 into 15 then the result was 3.93 which was categorized as valid.

3. The Practicality of the ELE Developed Through ASSURE IDM

The practicality was taken to decide whether the material had good quality or not. Next step was giving the practicality interview to two certified English teachers, interview to the five students in small group and questionnaire to twenty students in large group. In this research, the two certified English teachers were considered as T1 and T2, and small group of five tenth grade students were considered as S1, S2, S3, S4 and S5, while twenty students in large group given questionnaires of 10 statements were considered as S1 until S20.

a. Two Teachers' Answers

Table 4.4 Two Teachers' Answers

No.	Questions	Teachers	
		T1	T2
1.	The cover is interesting	Yes	Yes
2.	There are English learning exercises objectives	Yes	Yes
3.	The pictures, colours and writing are clear?	Yes	Yes
4.	The exercises are easy to understand	Yes	Yes
5.	The exercises are easy to practice?	Yes	Yes
6.	The exercises topic is contextual?	Yes	Yes
7.	It is easy to explain the exercises to the students	Yes	Yes
8.	The exercises fulfil the students' need?	Yes	Yes

Table 4.4 showed the result of the interview with two certified teachers. At the first question of interview, both teachers thought that the cover is interesting. They also added that the objectives of the ELE itself is also very clear, it can be seen in the beginning of every chapter of ELE. Not to mention, the pictures, the mixed feature of colours and the writing are also very clear which can make anyone who read it easy to understand. The exercises are also easy to be practice of due to the contextual topic that related to the students' real-life. Both teachers viewed the ELE as a medium/tool to fulfill the students' need. They concluded that the ELE was practice.

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b. Students' Answers

1) Small group

Table 4.5 Five Students' Answers

No.	Questions	Students				
		S1	S2	S3	S4	S5
1.	The color is interesting	Yes	Yes	Yes	Yes	Yes
2.	The images, colors and inscriptions on this module are clear	Yes	Yes	Yes	Yes	Yes
3.	There is a purpose of learning	Yes	Yes	Yes	Yes	Yes
4.	The module display is interesting	Yes	Yes	Yes	Yes	Yes
5.	The exercises on this module are interesting to study	Yes	Yes	Yes	Yes	Yes
6.	The exercises are easy to understand	Yes	Yes	Yes	Yes	Yes
7.	The exercisen given related to everyday life	Yes	Yes	Yes	Yes	Yes
8.	Some difficulties found in working on the exercises	Yes	Yes	Yes	Yes	Yes
9.	The explanation presented facilitate practice	Yes	Yes	Yes	Yes	Yes
10.	The exercises overall meet students' needs	Yes	Yes	Yes	Yes	Yes

Based on the interview result above, all the participants answered the interview very well. It could be concluded that all the students expressed the module was practice. However, one of the students thought that some colors are not clear, two of the students thought that some writing are not clear while the whole students said that some pictures are not clear.

2) Large group

Table 4.6 Students' Questionnaire Score

No.	Question	Mean Score	Classification
1.	The cover of the module is interesting	4	Practice
2.	The pictures, colors and written are very clear	4.45	Very Practice
3.	There is a learning objectives for every exercises	4.2	Very Practice
4.	The display of the exercises are interesting	4.25	Very Practice
5.	The exercises are interesting to study	4.5	Very Practice
6.	The exercises are easy to understand	3.85	Practice
7.	The exercises are related to the real-life experience	4.45	Very Practice
8.	The exercises are hard to do	2.85	Neutral
9.	The explanation of the exercises are easy to understand	4.25	Very Practice
10.	The exercises of this module help me to practice my English	4.75	Very Practice
Mean Score		4.15	Very Practice

Table 4.6 showed the answers from the students that indicated the practicality of the ELE. The total score for the answers were 618 divided into 20 (total amount of students) the result is 30.9%. Therefore, the practicality quality of the ELE was practice.

B. Discussion

1. The Description of ELE Developed Through ASSURE IDM

This research purposed to develop an English Learning Exercises (ELE) for the seventh grade of SMA 7 Luwu Timur as supplementary material. The researcher used ASSURE IDM to develop the ELE. A conception of teaching and learning that assists educators in relating the material to real-world situations is known as contextual teaching and learning, from Smith (2006) the US Department of Education's Office of Vocational and Adult Education. Based on previous study there were many steps to develop a worksheet which consisted of five stepsl they were; analyze the textbook, analyze the learners, analyze the students' ability level, stating the objective learning and design product prototype.

Based on the findings of the study, the first step was related to the analysis of the textbook. In analye the textbook step, the researcher used book entitle Bahasa Inggris "Work in Progress" to get data. Then analyze the learners, the students was given a questionnaire to determine their learning style. The data showed there were 17 students who had audio learning style, followed by 15 students who had visual learning style and 8 students who had kinesthetic learning style, this is in line with Altun (2021) that also analyzing the learners. One of the schools with a medium success level in English language instruction is the one where the

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study was carried out. There were 39 pupils in the class where the design would be produced; 19 boys and 20 girls, ages 12 to 13. The instructor said that because the pupils were going through the adolescent stage, there was a decline in their interest in the classes when compared to prior years. Instead of actively participating in the classes, the majority of the kids decided to be inactive. Pupils tended to learn better verbally and visually. Additionally, the class's overall English achievement status was determined to be medium on the achievement test that the teacher gave before the unit began.

The second step was analyzing the students' ability, in this research the students' ability that was going to analyze was the students' speaking ability which consisted of fluency, pronunciation and performance. In line with Hakim (2020) he was also performed the analysis of students' ability, however the ability he had analyze was the grammar and speaking in general.

The next step was stating the objective in this step. The researcher stated objectives that aimed at describing a direction for the student acquiring new knowledge, skills, and attitudes. The researcher decided the objective depended on what students would be able to do as a result of the ELE design.

2. The Validity of the ELE Developed Through ASSURE IDM

The validators were two experts were was given a questionnaire that divided into two categories, they were design and content. Both validators were expected to fill the validity of the ELE based on design and content. The data showed that the content validation of the ELE was very good while the design validation of the ELE was good. Meanwhile, some aspects of the design needed to be revised. There might be subtopic example 'Chapter 1. Descriptive Text; A) Learning Objectives, B) Definition of Descriptive Text, C) Part of Descriptive Text, D) Exercises had to be divided into some parts.

In line with Huda, et. al (2022) the results of his research on the feasibility test of the English Subject digital learning module by media experts, material experts, and student responses to the use of digital learning modules fall into the very feasible category. In accordance with the purpose of evaluating teaching materials contained in the guidelines for writing teaching materials by the Ministry of Education and Culture, that to find out if teaching materials are declared good and can be used in learning activities, from the three assessments it is said that the English Subject digital learning module is one of the appropriate teaching materials to be used in the learning process. Teaching and learning activities by teachers and students, and is expected to ease the teacher in delivering learning materials to students and can help students learn independently.

3. The Practicality of the ELE Developed Through ASSURE IDM

Based on the interview, The teachers answered the interviewed very well. It can be concluded as follow, Both teachers thought that the cover from the module was interesting, the pictures, the colours, and the writings were very clear, there were an objective of the learning, the display was interesting, the exercises on the module was interesting to be look forward to, the exercises were easy to understand, the exercises were related to the daily life, there were no problems or difficulties to work in every exercises on the module and the module was fulfill the students' needs.

On the other hand all of the students that have been interviewed thought that the module's pictures, colours and writing are not very clear. However, overall, the students thought that the module was very interesting except for the pictures, colours and writing. In line with Jonassen (2000) emphasized that effective learning can occur as learners participate in the lessons actively. The materials used in the ASSURE instructional design were generally appreciated by the students. Students compared the materials used in the design with the coursebooks they used and said that they were better than the coursebook, but they had difficulty with reading texts. Özbay and Melanlıoğlu (2008) explained that students had difficulty in reading texts.

Therefore, It is necessary to test the product to acquire some information related to the materials which need to be revised and improved in order to determine the effectiveness of the ELE developed such as in Latin (2012). Therefore tryouts were conducted using 60 participants in 12 meetings and tested by the teachers by applying the material developed during the teaching and learning process while this research did not try the developed ELE

5. CONCLUSION AND SUGGESTIONS

A. Conclusion

This chapter presented the conclusions based on the previous chapter as follows:

1. Based on the previous result the ELE was developed based on the students' learning styles and the speaking skill ability. The procedure of this development was using ASSURE IDM that produced four chapters consisted of cover, preface, table content, definition, social function, schematic structure, linguistic feature, modelling of the text, and exercises.
2. The content validity of the ELE based on validator was very valid and the design validity of the ELE based on validator was valid.
3. Related to the practicality of ELE through ASSURE IDM, both teachers thought that the cover from the module was interesting, the pictures, the colours, and the writings were very clear, there were an objective of the learning, the display was interesting, the exercises on the module was interesting to be look forward to, the exercises were easy to understand, the exercises were related to the daily life, there were no problems or difficulties to work in every exercises on the module and the module was fulfill the students' needs. However, However, one of the students thought that some colors were not

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clear, two of the students thought that some writing were not clear while the whole students said that some pictures were not clear.

B. Suggestions

Based on the conclusions above, the researcher suggested as follow:

1. The next researcher could implement the product to the students to know how efficient the product that already designed.
2. The next researcher had to pay attention to the subtopic and its part, colors, pictures and writing in designing a module.
3. The next researcher should design the other ELE for students with visual and kinesthetic styles.

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