INVESTIGATING STUDENTS' NEEDS FOR THE WEEKLY ENGLISH PROGRAM AT MUHAMMADIYAH BOARDING SCHOOL PALOPO: A CASE STUDY

Husnaini[1], Fidia Ditazam Malik[2]
[1,2]Institut Agama Islam Negeri Palopo
husnaini@iainpalopo.ac.id

ABSTRACT
One of the flagship programs at Muhammadiyah Boarding School is the English Language development program known as the Weekly English program. This study aimed to identify the needs of students at Muhammadiyah Boarding School in Palopo. The descriptive qualitative approach was used in this study. The study included 27 students as participants. The researchers interviewed teachers and students during the weekly English program to learn more about their needs and perspectives. According to the findings of the researchers' observations and interviews with teachers and students, an appropriate module is needed as one of the learning resources in the Weekly English program. It is needed to provide the materials and exercises given in one level during the program at Muhammadiyah Boarding School.
Keywords: *English Language Development, Module, Weekly English*

INTRODUCTION

Muhammadiyah Boarding School Palopo has one main program of English language development that must be followed by all students, namely the weekly English program. Weekly English is a program conducted by Muhammadiyah Boarding School to develop the students' English language skills using fun methods. Fun learning methods are learning methods that can channel feelings of joy, interest in learning, don't make students feel bored and they can enjoy themselves during the activity (Iksan et al., 2022; Silaban et al., 2023).

In this weekly English program, the material that students receive is supporting material to the main material taught in class. The material is packaged in a more modern way with games inserted to help students easily understand the material provided (An-Nisa & Suwartono, 2020). This is one of the goals of the language development program. By implementing learning with fun English learning methods, students can be more relaxed in the learning process (Ermawati & Suherman, 2023; Husnaini et al., 2024). Students will not feel pressured or forced to learn, so the material provided will be easily understood by students.

The Weekly English Program at Muhammadiyah Boarding School is conducted by the students' lack of interest in learning English. Therefore, teachers

must be aware to overcome the students' difficulties and lack of motivation in learning foreign languages (Mansur, 2018; Maziyah et al., 2023). It is known that foreign languages, especially English, are global languages, which means that wherever we are, our unifying language is English (Haberman et al., 2020; Husnaini & Yahya, 2023). English learning that used to be rigid methods is now packaged in the form of fun English learning methods that provide students with interactive, creative and innovative learning experiences (Aminatun et al., 2022). With this learning method, it can reduce the level of students' distress in learning English.

The Weekly English Program at Muhammadiyah Boarding School Palopo serves as a platform for students to engage in English communication in a more natural and interactive manner, fostering intrinsic motivation and meaningful language use. The program aims to enhance students' overall English proficiency by developing all four language skills—listening, speaking, reading, and writing while also encouraging a stronger interest in pursuing further studies in English. However, despite its potential benefits, the program still faces significant limitations. One of the primary challenges is the absence of a structured teaching guide or standardized curriculum, leading to inconsistencies in lesson delivery and learning outcomes. Additionally, the learning materials used remain general and do not specifically cater to students' needs, interests, or proficiency levels. This lack of tailored instructional resources risks diminishing the program's effectiveness and its ability to meet students' linguistic and academic goals. Empirical observations suggest that while students appreciate the program, many struggle with maintaining engagement and achieving measurable progress due to these gaps. Given the increasing emphasis on English proficiency for academic and professional success, addressing these issues is crucial. Therefore, this study is essential to identify students' specific needs, evaluate the alignment between the program's objectives and their expectations, and propose improvements to enhance its overall impact. By doing so, this research contributes to the development of a more structured, need-based, and effective English learning framework within the boarding school context.

The question of this research is "What are the needs of students in the Weekly English Program at Muhammadiyah Boarding School Palopo?" From this

question, the needs of students in the language development program will be known by distributing questionnaires. Analyzing the needs in the language development program is not only done to the students but also to the English teachers at Muhammadiyah Boarding School Palopo.

Previous studies on English language programs in boarding schools have largely focused on the general effectiveness of language acquisition (Liu, 2022) and the role of intensive immersion in fostering language skills (Ubadah & Anandi, 2022). However, limited research has been conducted on the specific needs and preferences of students in weekly English programs, particularly in the context of Islamic boarding schools. Existing studies emphasize the importance of understanding learners' needs for optimizing language instruction (Aparece & Bacasmot, 2023), but fail to address how these needs differ in structured, non-formal settings such as Muhammadiyah Boarding School Palopo.

Despite the growing body of research on English language programs, limited studies have specifically addressed students' precise needs in the context of weekly English programs at Islamic boarding schools, particularly at Muhammadiyah Boarding School Palopo. Most existing studies tend to focus on mainstream educational institutions or intensive English programs, often overlooking the unique context of weekly language activities in boarding school settings that integrate both religious and general education. Furthermore, there is a noticeable lack of research that combines students' voices, contextual analysis, and curriculum relevance in such environments. This study seeks to bridge this gap by providing an in-depth analysis of students' language learning needs, expectations, and their alignment with the existing program structure. Unlike previous studies that focus on general English learning frameworks, this research offers a context-specific investigation, shedding light on unique challenges and requirements faced by students in a boarding school environment. By identifying these critical factors, the study contributes to the refinement of curriculum design and instructional strategies, ensuring that the program is more responsive to students' linguistic and academic aspirations, ultimately leading to more effective and tailored language education interventions.

METHOD

This study utilized a descriptive qualitative method, which was deemed appropriate for capturing the nuanced perspectives, experiences, and needs of students and teachers involved in the Weekly English Program. The qualitative approach enables a comprehensive and in-depth understanding of complex social phenomena, particularly in educational contexts where individual voices and contextual factors are crucial. Rather than seeking to generalize findings, this method facilitates the exploration of subjective meanings and the identification of patterns that emerge from participants' responses. The research was conducted at Muhammadiyah Boarding School Palopo, involving 27 students and three English teachers as participants. Data were collected through questionnaires and semi-structured interviews, complemented by direct observation of the program's implementation. The data analysis followed Miles and Huberman's framework, consisting of data reduction, data display, and conclusion drawing and verification.

RESULTS

This study began by observing the activities of the Weekly English Program. The learning process went smoothly. During the learning process, the students were active in question-and-answer activities and practiced English. The duration of learning time in this Weekly English program is 1 x 100 minutes. Therefore, the teacher covers the material with easy methods for students to understand.

After the learning and teaching activities were completed, the researchers distributed questionnaires to the students regarding their needs in this weekly English program. The questionnaire had 30 questions and was distributed online through Google Forms. Therefore, the students' answers are well summarized in the Google Form. Before distributing the questionnaire, it was validated by the expert. The result of validation showed that the average score was 4,66. It means that the instrument can be used in this research.

a. Students' Need

Necessity

The skills of students needed mostly to learn English at school. It displays four skills: listening, speaking, reading, and writing. Moreover, option B (speaking skill) is favored with 92.6%. This indicates that students give priority to speaking skills over other skills.

The data shows the distribution of students' English proficiency levels across four categories. Option A (Basic) received the highest percentage at 48.1%, followed by 40.7% of students identifying themselves at an intermediate level and 11.1% selecting the advanced level. This suggests that the majority of students have a basic proficiency level.

Lacks

Four options were available, and option A (difficulty in understanding instructions or verbal speech) received the highest score at 59.3%. This outcome indicated that students had trouble comprehending spoken language, which posed a challenge.

The data provided shows the challenges students face in terms of speaking skills. C (lack of confidence) received the highest percentage, at 40.7%. This suggests that most students require improvement in their confidence levels. On the other hand, the data shows the students' difficulties with reading. The highest score is on option A (Lack of vocabulary), with 48,1%. It means that students are deficient in mastering vocabulary, which should be increased. It indicates the students' difficulties with writing skills. Most chose option B (Poor in choosing appropriate vocabulary), with 40,7%. This result explains that the lack of students' vocabulary blocks their writing ability.

Wants

It indicated the students' English learning goals. The majority of students, 85.2%, chose speaking skills (option B). The data provides information on the writing abilities required of the students. According to the data, option A (able to use correct punctuation in writing) attains the top score of 55.6%. In addition, the listening competence that the students expected after learning English is understanding English Instruction (51.90%), understanding dialogue or monologue

in English (44,40%) and understanding the text read (37%). In speaking competence, the students expected to understand and practice in various simple topics or informal (55.60%) and understand how to use expressions according to the context (44.40%). In reading competence, the students expected to understand the parts of the reading; main idea, topic, etc (66.70%) and understand simple reading texts (33.30%). While in Writing competence, the students expected to be able to use correct punctuation (55.60%), be able to compose simple sentences coherently according to the tenses (33.30%) and be able to write simple text according to the given topic (11.10%).

The findings also reveal students' preferences for learning media in the Weekly English Program at Muhammadiyah Boarding School Palopo. Among the five media options provided, audio media was the most preferred, chosen by 55.6% of students, followed by visual media at 48.1%. Authentic media received 33.3%, while audio-visual media was preferred by 25.9%, and no students selected "others." These results highlight the need for diverse teaching materials that cater to various learning styles. The students' preference for audio media suggests the importance of incorporating listening-focused activities, such as podcasts or audio exercises, to enhance engagement. Meanwhile, the interest in visual and authentic media indicates the potential of using real-world materials to make learning more interactive and contextually relevant. These insights underline the importance of tailoring instructional methods to address student preferences effectively.

The data reveals that the majority of students (81.5%) prefer studying English in outdoor settings. Indoor settings were chosen by 11.1% of respondents, while only 3.7% preferred studying in the library or other places. These results suggest that students feel more engaged and motivated in outdoor environments, which might provide a more relaxed and stimulating atmosphere for learning. The low preference for libraries and other places highlights the need for creating more appealing and functional study spaces. These findings emphasize the importance of considering environmental preferences when designing English language learning activities to enhance student engagement and outcomes.

The data indicates that most students (33.3%) prefer learning English in large groups consisting of more than five participants, followed by 29.6% who favor working in small groups of three to five people. Pair work was preferred by

22.2% of students, while individual learning accounted for only 11.1%. A small percentage (3.7%) selected "others." These results suggest that collaborative and social learning environments, particularly in larger groups, are more appealing to students. The preference for group-based learning highlights the importance of incorporating interactive and teamwork-based activities to support student engagement and improve English language skills.

b. Teacher's role

The results highlight students' preferences regarding teachers' roles in active classroom learning. The majority of students (48.1%) preferred the teacher to act as a facilitator, providing guidance and convenience to support the teaching process. This was followed by 29.6% of students who favored teachers as motivators, encouraging and inspiring interest in learning. Only 11.1% preferred teachers as assessors, responsible for evaluating and recording students' abilities, while 7.4% wanted teachers to act as organizers, involving students in speaking activities. A small percentage (3.7%) selected "others."

These findings suggest that students highly value a supportive and facilitative teaching approach, where the teacher focuses on enabling active engagement and ease in learning. The low preference for roles like assessors and organizers indicates that students prioritize interactive and guidance-oriented roles over purely evaluative or task-driven ones. This underscores the need for teachers to adopt a student-centered approach that fosters motivation and engagement in the classroom.

The teachers were also interviewed to determine the needs of teachers in this weekly English program by using semi-structured methods, where questions for interviews with teachers were prepared but could be developed according to the answers given. The results of interviews with 3 English teachers at Muhammadiyah Boarding School Palopo concluded that teachers need modules to support the implementation of this Weekly English Program. This is due to the lack of references for teachers teaching English in the Weekly English Program, so teachers sometimes feel confused about what learning materials to give students. Therefore, teachers need modules to support this program.

On the other hand, after analyzing the students' answers to the distributed questionnaire, the researchers conducted further interviews to dig deeper into the needs of the students in this program. The interview questions given by the researchers were some from the questionnaire, which the researchers then developed according to the answers provided by the students. From the researcher's interview with students, the researchers concluded that students need a module that can be used for independent learning. It provides four skills and fun activities to accommodate the students' engagement in learning English especially for the weekly English program.

DISCUSSION

The initial stage in the needs analysis was to identify the objectives of the language development program at Muhammadiyah Boarding School Palopo. The main objective of this program is to improve students' English language skills in a structured and sustainable manner, covering all four language skills: listening, speaking, reading, and writing. This aligns with Hutchinson and Waters' (1987) concept of English for Specific Purposes (ESP), which emphasizes the importance of designing language programs based on learners' specific needs. A well-structured language program should consider both students' linguistic competencies and their practical application in real-life contexts (Zhou, 2024).

The researcher collected initial information from students and teachers through various methods, such as questionnaires, interviews, and observations. This approach follows Brown's (1995) framework of needs analysis, which includes gathering subjective and objective data to develop relevant instructional materials. The purpose of this data collection was to understand the students' initial conditions, including their level of English proficiency (beginner, intermediate, advanced), their preferred learning styles (visual, auditory, kinesthetic), and their specific needs for materials relevant to both daily life and academic contexts. Furthermore, potential barriers in learning English were identified, such as limited exposure to English outside the classroom and the absence of structured learning resources. These findings resonate perspective on curriculum development, which underscores the significance of aligning instructional content with learners' existing knowledge and learning preferences (Ayas & Charles, 2024).

This analysis was conducted to determine the expected competencies students should achieve after participating in the language development program. The researcher collaborated with English teachers to formulate learning targets based on the school curriculum, applicable competency standards, and students' aspirations. Curriculum design must integrate institutional goals with learners' specific needs to enhance program effectiveness (Miqawati, 2022). The inclusion of competency-based learning ensures that learning objectives remain measurable and outcome-driven.

Teachers were also a primary focus of the needs analysis. Some key aspects analyzed included the availability of teaching materials and supporting resources, teaching methods that teachers perceive as effective, and obstacles faced in classroom instruction. Many teachers reported challenges, such as the lack of a systematic learning guide and limited access to instructional materials tailored to boarding school settings. Hutchinson and Waters (1987) emphasized that effective ESP programs must also consider teachers' instructional needs, as they play a crucial role in facilitating learning (Mista et al., 2024).

Based on the results of the needs analysis, a module will be developed. The module will be designed by considering its relevance to students' needs, its alignment with teachers' preferred teaching methodologies, and its structured weekly format to ensure progressive learning. This is in line with principles of material development, which highlight the necessity of materials that are engaging, contextually appropriate, and adaptable to different learning environments (Assis et al., 2022).

This needs analysis process ensures that the module developed truly reflects the conditions and expectations of both students and teachers at Muhammadiyah Boarding School Palopo. By incorporating theories from experts in needs analysis, curriculum development, and ESP, this study strengthens the rationale for developing a more structured and need-based English language program.

CONCLUSION

The findings of this study highlight the specific needs of students in the Weekly English Program at Muhammadiyah Boarding School Palopo, as aligned with the central research question: *"What are the needs of students in the Weekly English Program at Muhammadiyah Boarding School Palopo?"* The results indicate that the majority of students prioritize speaking skills, followed by a strong emphasis on vocabulary acquisition and the development of confidence in using English. Students expressed a preference for learning environments that are interactive and fun, with outdoor and group-based settings being favored. Furthermore, both students and teachers identified the need for a structured and contextually relevant module that addresses all four language skills—listening, speaking, reading, and writing—while incorporating enjoyable and engaging activities. These findings suggest that the current implementation of the Weekly English Program could be significantly enhanced through the development of a well-designed, needs-based instructional module.

Despite these valuable insights, this study has several limitations. The research was confined to a single institution with a relatively small sample size, which may limit the generalizability of the findings to other Islamic or non-Islamic boarding schools. Additionally, the study primarily focused on students' and teachers' perceptions, without incorporating classroom performance data or longitudinal observations to assess the impact of the program over time.

Future research could expand the scope of the study by including multiple institutions, employing mixed-methods approaches, and integrating pre- and post-program assessments to evaluate learning outcomes. Further exploration into module development, particularly the integration of digital resources and differentiated instruction tailored to various proficiency levels, may also contribute to more effective English language teaching in similar educational settings.

REFERENCES

A, Rihab Wit Daryono, and Sunar Rochmadi. "Development of Learning Modules to Improve Competency Achievement in the Department of Civil Engineering Education in Indonesia." *Psychology, Evaluation, and Technology in Educational Research* 3, no. 1 (2020): 34–43.

https://doi.org/https://doi.org/10.33292/petier.v3i1.54.

Aect. "Analyzing Qualitative Data." The Association for Educational Communications and Technology. Bloomington, August 3, 2001. https://members.aect.org/edtech/ed1/40/40-03.html.

Agoetyowati, Redjeki. *Fun English Games & Activities for You*. Jakarta: PT. Bhuana Ilmu Populer, 2010.

Aliyah. "Pengembangan Pembelajaran PAI Berbasis Modul." *Jurnal Ilmu Sosial, Agama, Budaya, Dan Terapan* 2, no. 3 (2022): 139–47. https://doi.org/https://doi.org/10.58218/kasta.v2i3.376.

Aminatun, D., Alita, D., Rahmanto, Y., & Putra, A. D. (2022). Pelatihan Bahasa Inggris Melalui Pembelajaran Interaktif Di SMK Nurul Huda Pringsewu. *Journal of Engineering and Information Technology for Community Service (JEIT-CS)*, *1*(2), 66–71. https://doi.org/http://dx.doi.org/10.33365/jeit-cs.v1i2.141

An-Nisa, Nurul, and Tono Suwartono. "Fun Ways In Learning English." *Journal of Applied Linguistics (ALTICS)* 2 (2020): 43–50. https://doi.org/http://dx.doi.org/10.36423/altics.v2i1.477.

Andersson, Ester. "What Is the Difference between a Module and an Activity?" Learnifier, May 22, 2023. https://support.learnifier.com/en-US/kb/articles/what-is-the-difference-between-a-module-and-an-activity.

Aparece, M. L., & Bacasmot, J. (2023). Analyzing the Impacts of Code Switching on Foreign Language Classroom Anxiety and English Language Problems through Path Analysis. *Asian Journal of Education and Social Studies*, *41*(1), 1–17. https://doi.org/10.9734/AJESS/2023/v41i1883

Assis, L., Rodrigues, A. C., Vivas, A., Pitangui, C. G., Silva, C. M., & Dorça, F. A. (2022). Relationship Between Learning Styles and Learning Objects: A Systematic Literature Review. *International Journal of Distance Education Technologies (IJDET)*, *20*(1), 1–18. https://doi.org/10.4018/IJDET.296698

Atmowardoyo, Haryanto. "Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D." *Journal of Language Teaching and Research* 9, no. 1 (2018): 197–204. https://doi.org/http://dx.doi.org/10.17507/jltr.0901.25.

Ayas, I., & Charles, T. (2024). Tech-Integrated Curriculum Development. *Scientific Research Publishing*, *11*(6), 1. https://doi.org/https://doi.org/10.4236/oalib.1111714

Aydoğan, Hakan, and Azamat A. Akbarov. "The Four Basic Language Skills, Whole Language & Integrated Skill Approach in Mainstream University Classrooms in Turkey." *Mediterranean Journal of Social Sciences* 5, no. 9 (2014): 672–80.

Branch, Robert Maribe. "Instructional Design: The ADDIE Approach." *Springer* 53 (2009). https://doi.org/10.1007/978-0-387-09506-6.

Britannica, T. Editors of Encyclopaedia. "Scrabble." *Encyclopedia Britannica*, June 14, 2024. https://www.britannica.com/sports/Scrabble.

Ermawati, and La Ode Achmad Suherman. "Fun with English Activity for Junior High School 8 Palopo." *Room of Civil Society Development* 2, no. 5 (2023): 179–84. https://doi.org/https://doi.org/10.59110/rcsd.207.

Fadli, Imam. "Developing Basic English Speaking Module For The English Club Program At Senior High School Of Modern Islamic Boarding School Datok

Sulaiman Putri Palopo." Institut Agama Islam Negeri Palopo, 2022.

Ghafar, Zanyar Nathir. "Enjoying Funny Ways for Learning English Language Skills: An Overview." *Journal Of Digital Learning And Distance Education (JDLDE)* 2, no. 7 (2024). https://doi.org/http://dx.doi.org/10.56778/jdlde.v2i7.176.

Gunantar, Devy Angga. "The Impact Of English As An International Language On English Language Teaching In Indonesia." *LANGUAGE CIRCLE: Journal Lof Language and Literature X/1*, 2016.

Haberman, Phillip, Muhammad Afzaal, Abdul Ghaffar, and Hind Alfadda. "Various Roles in the Development of EFL Learners' English Skills." *International Journal of Instruction* 13, no. 4 (2020): 609–22.

Husnaini, Husnaini, Devi Ismayanti, Wahibah Wahibah, Madehang Madehang, and Fidia Ditazam Malik. 2024. "Pengabdian Masyarakat Melalui Pelatihan Pembelajaran Bahasa Inggris Menyenangkan (Fun With English) Bagi Guru Dan Siswa Sma Negeri 1 Batuputih". *Community Development Journal : Jurnal Pengabdian Masyarakat* 5 (3):4867-70. https://doi.org/10.31004/cdj.v5i3.29401.

Husnaini, H., & Yahya, A. (2023). Peningkatan Kemampuan Bahasa Inggris Melalui Fun With English Pondok Pesantren Nurul Ummah-Morowali. *Community Development Journal*, *4*(1), 533–537.

Iksan, Muhammad, Husnaini Husnaini, and Masruddin Masruddin. "Implementation of Weekly English Program with Fun Learning Method for Pesantren Students." *Ethical Lingua* 9 (2022). https://doi.org/https://doi.org/10.30605/25409190.479.

Judijanto, Loso, Mas'ud Muhammadiah, Rahmawati Ning Utami, Lalu Suhirman, Laurensius Laka, Yoseb Boari, Suri Toding Lembang, et al. *Metodologi Research and Development: Teori Dan Penerapan Metodologi RnD*. Edited by Sepriano and Efitra. PT. Sonpedia Publishing Indonesia, 2024. https://www.google.co.id/books/edition/Metodologi_Research_and_Devel opment_Teor/y3INEQAAQBAJ?hl=id&gbpv=0.

Khairunnisa, Nurul, Abd Haris Sunubi, and Magdahalena Tjalla. "Developing English Module For The Seventh Grade Students Of Walimanis Integrated Islamic Junior High School." *Jurnal Cahaya Mandalika*, 2023, 734–39.

Liu, Z. (2022). The Interplay of English as a Foreign Language Learners' Interest, Self-Efficacy, and Involvement. *Frontiers in Psychology*, *13*. https://doi.org/https://doi.org/10.3389/fpsyg.2022.837286

Mansur, Syaid Ali. "A Study of Students' Intrinsic Motivation to Speak In Weekly Meeting Program of Basic Training Class At Happy English Course Mauidzul Amin Bunangkah Tengah Pasanggar Pamekasan." *Pamekasan: IAIN Madura Press*, 2018.

Maziyah, Faizatul, Muhammad Hifdil Islam, and Beny Hamdani. "The Implementation of Weekly English Conversation in Learning Speaking among EFL Learners." *JADEs Journal of Academia in English Education* 4, no. 1 (2023): 89–107.

McCallum, Andrew. *Creativity and Learning in Secondary English : Teaching for a Creative Classroom*, 2012.

Miqawati, A. H. (2022). Curriculum Adaptation in English Language Classroom. *Classroom. Journal of English in Academic and Professional Communication*, *8*(1), 35–43.

https://doi.org/https://doi.org/10.25047/jeapco.v8i1.3880

Mista, M. A. J. T., Padios, A., Ramirez, J. M. M., & Murillo, N. (2024). Challenges of Values Education Teachers in Teaching Edukasyon Sa Pagpapakatao (ESP) In The Secondary. *International Journal of Social Science and Human Research*, 7(6), 3678–3687. https://doi.org/https://doi.org/10.47191/ijsshr/v7-i06-17

Nan, Chengyu. "Implications of Interrelationship among Four Language Skills for High School English Teaching." *Journal of Language Teaching and Research* 9, no. 2 (2018): 418–23.

Nesri, Fabiana Dini Prawingga, and Yosep Dwi Kristanto. "Pengembangan Modul Ajar Berbantuan Teknologi Untuk Mengembangkan Kecakapan Abad 21 Siswa." *Jurnal Program Studi Pendidikan Matematika* 9, no. 3 (2020): 480–92.

Pajarwati, Dian, Hikamtul Mardiah, Ronitama Parsaulian Harahap, Rusliani Octavia Siagian, and Muhammad Taufik Ihsan. "Curriculum Reform In Indonesia: English Education Toward The Global Competitiveness." *Indonesian Journal of Research and Educational Review* 1, no. 1 (2021): 28–36. https://doi.org/10.51574/ijrer.v1i1.51.

Rahmasari, Brigitta Septarini. "Improving Students' Vocabulary Mastery Through Bingo Games." *Jurnal Kependidikan:Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 7, no. 1 (2021): 28–34.

Rofi'ah, Siti, Widiarini, Ririn Pratiwi Suharto, and Istina Atul Makrifah. "Studi Kegiatan Fun With English Siswa Kelas VII Dan VIII Madrasah Tsanawiyah Nahdlatul Ulama Slorok Kecamatan Garum Kabupaten Blitar." *JPPNu (Jurnal Pengabdian Dan Pemberdayaan Nusantara)* 3, no. 2 (2021): 116–29.

Sagita AP, Reski Jayanti. "Designing English Syllabus For Islamic Education Study Program At Iain Palopo." Institut Agama Islam Negeri Palopo, 2020.

Salamun, Asmita, Taufik, Yulismayanti, Harziko, and Kiky Anasya Mukaddar. "Student Demotivation In Learning English." *Uniqbu Journal of Social Sciences (UJSS)* 3, no. 3 (2022): 79–87.

Sari, Eka Puspa, St. Hartina, and Sahraini. "Developing Basic English Module for Secondary Level: Task Based Language Teaching." *Foster JELT: Journal of English Language Teaching* 5, no. 1 (2024). https://doi.org/https://doi.org/10.24256/foster-jelt.v5i1.158.

Silaban, Gabriella Clarisa, Igna Mariana Purba, Eka Uchi Monica Sirait, Elisa May Yolanda Marbun, Indra Pranata Purba, Claudya Benesa Siagian, Anita Panjaitan, Herman Herman, Imelda Sabrina Sibarani, and Bloner Sinurat. "Sosialisasi Model 'Fun with English' Dengan Menggunakan Metode Game Based Learning Dalam Melatih Kemampuan Pronunciation Siswa Di SMP Negeri 3 Pematangsiantar." *Welfare : Jurnal Pengabdian Masyarakat* 1, no. 3 (2023): 438–42.

Songhori, Mehdi Haseli. "Introduction to Need Analysis." *English for Specific Purposes World* 4 (2008). https://www.researchgate.net/publication/308021366_Introduction_to_Needs_Analysis.

Susanti, Anis, Wiedy Murtini, and Harini. "Development Of Web-Based Interactive Multimedia." *Jurnal Pendidikan Vokasi* 8, no. 3 (2018): 300–312.

https://doi.org/http://dx.doi.org/10.21831/jpv.v8i3.20364.

Tarbiatunnisa, Enhana. "Developing Basic English Speaking Module For The English Club Program At Senior High School Of Modern Islamic Boarding School Datok Sulaiman Putri Palopo." Institut Agama Islam Negeri Palopo, 2021.

Ubadah, U., & Anandi, R. P. (2022). Role of Boarding School in Improving Arabic Language Skills. *LISANIA Journal of Arabic Education and Literature*, *6*(2), 139. https://doi.org/https://doi.org/10.18326/lisania.v6i2.139-161

Wulandari, Agustina. "Developing An English Speaking Module For The Seventh Grade Students Of Junior High School." Pascasarjana Universitas Jambi, 2021.

Zhou, H. (2024). Impact of Learning a Second Foreign Language on Teenagers. *Creative Education*, *15*(11), 2297–2305. https://doi.org/10.4236/ce.2024.1511139

How to find the Article to Cite (APA style):

https://scholar.google.com/citations?hl=en&user=J7RwxxgAAAAJ&view_op=list_works&sortby=pubdate