Developing Curriculum Component to Upgrade Students' English Language Acquisition

Hasbullah[1], Ismail Suardi Wekke[2], Miftahulfadlik Dabamona[3], Nanning[4]

[1]*Institut Agama Islam Negeri Sorong, Indonesia. Email:* hasbullahsaid@stainsorong.ac.id
[2]*Institut Agama Islam Negeri Sorong, Indonesia. Email:* iswekke@gmail.com
[3]*Institut Agama Islam Negeri Sorong, Indonesia. Email:* miftahulfadlik@iainsorong.ac.id
[4]*Institut Agama Islam Negeri Pare-Pare, Indonesia. Email:* nanning@iainpare.ac.id
*Corresponding Author

ARTICLE INFO

ABSTRACT

This study aims to investigate the effect of developing curriculum components on upgrading the students' English acquisition at State Islamic Institute (IAIN) Sorong, Southwest Papua Province Indonesia. Developing curriculum components presented goals, contents, approaches, methods, and evaluation precisely to know the students' English acquisition covering vocabulary, grammar, listening, speaking, reading, and writing skills. The sample size for this study comprises 72 students consisting of 36 students from Class A and 36 others from Class B representing the experimental group and a control group. Those groups were selected based on a partitional clustering method. To conduct the study, an experimental design was employed, which involved gathering quantitative data from the pre-test and post-test. It was to obtain the students' English acquisition achievements. To analyze the collected data, this used SPSS for a precise and efficient process of the various necessary outputs which described meaningful conclusions. The findings of the pre-test conclude that there students' achievement before treatment. After treatment, the post-test found the t-value was greater than t-table (t-value 4.690 > t-table 2.000). This data strongly indicates a positive impact of developing curriculum components to improve students' acquisition of elements of English for the experimental group. This means the study summarized and emphasized the development of curriculum components precisely, structurally, systematically, and professionally for the teachers to upgrade their students' acquisition of English elements significantly.

Keywords: *Curriculum Components; English Elements; English Acquisition*

1. Introduction

The Indonesian government, through the Ministry of Education and Culture, officially established an English language curriculum for high school to university students for the first time in 1950 or five years after Indonesia's independence (Sulistyaningrum & Sumarni, 2023; Said & Sidin, 2014; Hasbullah et al., 2023; and Lestari & Widiastuty, 2023). Therefore, the Indonesian government has determined English to be the first foreign language taught in formal education from high school to university for more than 7 decades (Muhammad et al., 2019; and Nggawu & Thao, 2023), but students' mastery of English in tertiary institutions is still very weak to compete globally because of lack of English knowledge (Mazuflah et al., 2021; Arsyad, 2023; and Lestari & Widiastuty, 2023). Along with the emergence of the current

industrial revolution 4.0, universities need to develop systematic and appropriate curriculum components in teaching English as a solution to strengthen students' increased acquisition of English (Dzulkifli Isadaud et al., 2022); Sulistyaningrum & Sumarni, 2023; Demirezen, 2018; Hasbullahet al., 2023).

This writing encourages increasing the creative and skilled competence of English language teachers in universities, which is one of the important elements for the success of teaching and learning activities. This article explains what is being done to strengthen and improve English language teachers at universities in Indonesia by adapting to current developments, which are centered on professional and pedagogical competence. Due to students' weakness in English mastery, it is necessary to carry out a strategy for developing appropriate curriculum elements to support the learner's improvement of English acquisition by university teachers. Yuliani et al., (2023) revealed that the curriculum is the main key to successfully teaching English as a foreign language. The English education curriculum can deliver and lead to success in acquiring English for learners if English teachers' competence supports it. Effective, efficient, and appropriate learning media should also support it.

In addition, increasing the mastery of English for non-native speakers is one of the most important things for students and professionals (Maulana, 2023; Sulistyaningrum & Sumarni, 2023). However, they experience a lack of English because many teachers still do not use the right approach in teaching English. As a result, many students have difficulty increasing the acquisition and mastery of English language elements needed in today's global communication. Therefore, basic standardization of English literacy is crucial for literate students to succeed in education and face global challenges. In this era, according to Demirezen (2018), Al Aziz and Yusanti (2020), Dzulkifli Isadaud et al. (2022), Hartono et al. (2023), and Nuralisaputri and Megawati, 2023), limited understanding of English as a global language for students can become a serious problem because they have difficulty of expressing ideas and thoughts in English. The negative effect is difficulty making policies and decisions because of poor English communication. In addition, Hasbullah, Wahidah et al., (2023) argue that sufficient acquisition of English such as mastery of spelling, grammar, word choice, and mastery of English language skills will be able to solve the problem of conveying ideas in today's global competition. For this reason, universities must play an active role in encouraging the improvement of students' mastery of English and teachers can also develop appropriate English language teaching curricula. In addition, most English teachers and students in primary schools up to universities in Indonesia still have little knowledge of strategies to improve English acquisition. Also, they lack the practice in doing components of the English curriculum in the English acquisition model. Educators' factor from school to university is the most fundamental to certify the increase of learners' skills to upgrade their English acquisition (Zhenhao Cao, Rachael Ruegg, 2023). Since English acquisition needs students' and English educators' skills, it needs an interactive process between the curriculum components to be used and the imagination of readers, teachers, and lecturers of English. It needs to diversify the teaching English strategies to make them more varied, and attractive and can make students interested in learning English more diligently (Demirezen, 2018; Nggawu & Thao, 2023; and Raymundo, 2023).

Although research on English curriculum component development has been extensively documented, there is little that analyzes it from a perspective of lecturer professionalism. Existing research addresses curriculum development from the perspectives of approach and design (Richards, 2013), content and methodology (Raghuram & Lakshmi, 2020). Aside from that, research continues to focus on school curricula and young teachers (Wang & Chen, 2012; Yeşilpınar Uyar & Doğanay, 2018). To bridge this research gap, the research intends to assess the necessity for curriculum component improvement in connection to lecturer professionalism. As a result, this study is intended to strengthen previous studies on curriculum component development.

1.1. The Components of Curriculum Development

Here, it is illustrated the main components of English curriculum consist of goal, content, approach, method, and evaluation. As a system of curriculum, all the components should relate well to others (Muhammad et al., 2019; Weda et al., 2023; and Mazuflah et al., 2021). If one of those components does not correlate to others, the system of the curriculum will find annoyance or disturbance in the instruction and learning process (Dzulkifli Isadaud et al., 2022; Lestari & Widiastuty, 2023; Hasbullah, et al., 2023).
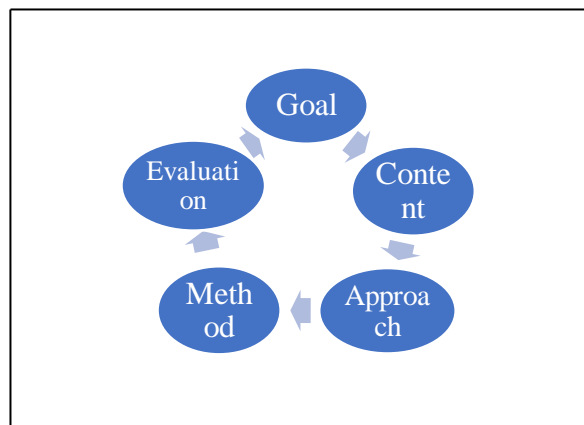

Figure 1. Components of Curriculum Development

Figure 1 represents a continuing consequence of stages, tasks, or events of the English curriculum development system in a circular flow. The graphic emphasizes the steps rather than the connecting arrows or flows.

1.2. Goal in Curriculum

According to Baharuddin (2023), the term *goal* in the educational site is illustrated and portrayed in terms of the sorts that are believed to affect learning over the years and crosswise the subject matters of schooling. It describes the characteristics of the well-educated person as a result of its educational program, such as facility in using the English language, familiarity with another language, proficiency in solving problems, and thinking critically. It also relates to the sense of self-respect and insight into one's own uniqueness, including interests and capabilities, habits conducive to good health (physical fitness and personal safety), capacity for creative expression and aesthetic judgment, self-discipline, and appreciation of own cultural heritage balanced with respect for cultural diversity.

Moreover, it is about the ability to fulfill the obligations of a citizen of a democracy, concern for protecting public health (property and safety), ability to make informed decisions concerning the environment, ability to assume responsibility for own learning (interest in continuing learning), awareness of career options and training opportunities, ability to use academic English precisely, family living-skills, job entry skills, work habits, etc.

1.3. Content in Curriculum

The content of a curriculum is, on occasion, the component of learners' course experiences. All aspects of knowledge, lesson materials described in each subject, students' activities, and others in schools are the content of a curriculum. The aspects are pointed toward achieving learners' educational purposes related to the curtain vision and mission of schools (Abduh et al., 2021; Annala et al., 2023).

Annala et al., (2023) state that content is at a heart of any curriculum, and it is a curriculum topic separate from educational purposes. However, in a meaning content is one dimension of a learning objective. The learning objectives are divided into three classifications: Cognitive, affective, and psychomotor (Hoque, 2016). Cognitive is expressing verbal information, intellectual skills, and cognition strategies. Cognitive is signed with "know-that" and consists of content in the form of propositions the teacher might want students to learn. Furthermore, psychomotor skills are meant to improve the motor skills of learners.

1.4. Approach in Curriculum

Approach is a set of correlative assumptions dealing with the nature of language teaching and learning (Yaumi et al., 2018). The approach is the design of language teaching programs, courses, and materials, though others were left to work out many of the specific practical details. Those are to respond to a rational answer to questions, such as those regarding principles for selecting and sequencing vocabulary and grammar (Hasbulllah et al., 2021). Then, according to Inayati et al. (2022) and Nggawu and Thao (2023), the approach is the level at which assumptions and beliefs about language and language learning are specified.

1.5. Method in Curriculum

Method is a third component in developing language acquisition for teaching English as a foreign language. This component has a very important role in implementing the curriculum. Therefore, the method is an effort to implement lesson plans constructed in a real activity to achieve the goals at an optimal set. This means the method is used to realize a predetermined strategy (Dzulkifli Isadaud et al., 2022; Hasbullah et al., 2023). Thus, a possible learning strategy is used in several methods. For example, to implement the expository strategy, it can be used the lecture method as well as the question and answer method, or even a discussion method to utilize the available resources, including the use of learning media (Sulistyaningrum & Sumarni, 2023; Muhammad et al., 2019).

1.6. Evaluation in Curriculum

Evaluation is a part of the curriculum component that cannot be separated from other components such as the purpose, content, approach, and methods or strategies in teaching English as a foreign language (Pongsapan & Patak, 2021). Teaching English as a foreign language can be determined through evaluation of the value and meaning

of the curriculum so that it can be considered whether a curriculum should be maintained or not, and which parts should be enhanced.

An evaluation component is to see the effectiveness of goal achievement (Adam et al., 2019; Yuliyanto et al., 2020). In the curriculum context, the evaluation function is to determine whether the goals set have been achieved or not, or evaluation is used as feedback to repair a defined strategy. Summative and formative functions have functioned of the extent to which the evaluation of the effectiveness of implementation the teaching process and the students' achievement (Hasbullah, Dabamona, et al., 2023; Hasbulllah et al., 2021; Mahvelati, 2021; and Nggawu & Thao, 2023).

2. Method

This research investigated the strategy to upgrade the students' English acquisition through developing curriculum components in the faculty of Tarbiyah at the Institut Agama Islam Negeri Sorong, province of southwest Papua, Indonesia.

2.1. Design of the Study

This study was the experimental method of two tails t-tests (Creswell, 2009; Sarwono, 2011; Fraenkel et al., 2012; and Krueger & Casey, 2015). It was utilized to determine the improvement of the students' achievement in English acquisition vocabulary, grammar, and English skills. This is a true method to test hypotheses concerning the cause-and-effect relationship, which represents the most valid approach for students' English acquisition achievement when developing curriculum components (goals, contents, approaches, methods, and evaluation).

The pretest-posttest design involved two groups formed by random assignment. The experimental group was taught English elements using curriculum components (goals, contents, approaches, methods, and evaluation). While another one received the usual treatment as a control group. The last step was to treat the post-test to both groups (Creswell, 2009). Posttest scores were compared to determine the students' achievements in their English acquisition, whether the new treatment could upgrade the students' English acquisition or not (Creswell & Clark, 2011; Said & Sidin, 2014; Muhammad et al., 2019; and Nirwan & Hasbullah, 2021).

2.2. Population and Sample

The population was 576 students in the faculty of Tarbiyah at the Institut Agama Islam Negeri Sorong, Indonesia. The population was taken from five programs of study: Islamic religious education program, Islamic primary school teacher education program, English education program, management of Islamic education program, and natural sciences education program.

Since the study focused on developing curriculum components to upgrade the students' English acquisition, so it used a non-hierarchical clustering method to decide the number of the sample. It was well-known as a partitional clustering method because it is faster, cheaper, and easier to implement than the others. A sampling frame and systematic samples are spread more evenly to produce more representative and efficient samples than others (Sarwono, 2011; Che Md Ghazali, 2016; and Raymundo, 2023). The samples were 72 students in the year 2022, from 36 students of class A as experimental group and 36 others from class B as control group.

2.3. Data Collection

This study used a quantitative method focusing on experimental methods with experimental and control groups. To collect the data, this study took it twice, that is, before and after the treatment. The test measured students' English language acquisition to vocabulary, grammar, and English skills (listening, speaking, reading, and writing). The procedures were: *first*, collecting the data before treatment using a pre-test of both groups. It was done to determine the students' base ability to understand English knowledge. *Second*, the treatment of teaching English materials was designed to delegate some kinds of elements of vocabulary, grammar, and English skills (reading, writing, listening, and speaking skills). *Third*, the students were tested using a post-test to determine their final scores.

The test results would describe the students' mean scores, standard deviation, t-test value of independent and dependent samples to know their significance after being compared with alpha 0.05. This data could descriptively describe the curriculum components that could upgrade students' English language acquisition.

2.4. Data Analysis

To analyze the data, this study employed a quantitative method using instruments of pre-test and post-test experimental methods (Creswell & Clark, 2011; Sarwono, 2011; and Hasbullah et al., 2018). The data from the pre-test and post-test methods were analyzed using SPSS software to know their variants of experimental and control groups' homogeneity or heterogeny (Hasbulllah et al., 2021) using an independent t-test sample (Rofii et al., 2018). The percentage technique was used to know the differences between both groups' mean score and standard deviation of their upgrade in English language acquisition. It was to measure the students' improvement in English language acquisition after they were taught the English language elements consisting of vocabulary, English grammar, listening skills, speaking skills, reading skills, and writing skills.

3. Findings and Discussion

This study reported the results of data analysis collected from pre-test and post-test instruments about the students' achievements in English acquisition (vocabulary, grammar, listening, speaking, writing, and reading). Those instruments of pretests-posttests were taken from 72 students in the year 2022, which came from 36 students of class A as experimental group and 36 others from class B as control group.

Hypothesis testing in this research was carried out by comparing the *t-value* indicator with the *t-table value*. The hypothesis is declared accepted if the calculated t-value is greater than the t-table, and the hypothesis is declared rejected if the calculated t-value is smaller than the t-table.

3.1. Findings

The findings were analyzed the issues elaborately. The findings investigated the issues of whether developing curriculum components enabled to upgrade the students' English language acquisition or not. Pretests and posttests of English language elements consisting of vocabulary, English grammar, listening skills, speaking skills, reading skills, and writing skills were used to measure the student's level of English language acquisition.

The Table 1 and 2 describe the results of data analysis using a set of pretests-posttests of the experimental and control groups. The tests measured the students' achievement

in their English language acquisition utilizing curriculum components structurally, precisely, and professionally. The students' achievements obtained from both tests were elaborated in Table 1.

Table 1 illustrates the students' achievements of English language acquisition after they were taught the English language using curriculum components systematically for one semester. The scores of each English language element showed improvement significantly after being taught them using curriculum components structurally, precisely, and professionally those elements of English as a foreign language.

Table 1. Students' mean score and standard deviation of each element of English language acquisition (Experimental Group)

N	Elements of English Language	Mean Score		Standard Deviation	
		Pre-test	*Post-test*	*Pre-test*	*Post-test*
	Vocabulary	1.25	2.23	0.31	3.91
	Grammar	1.01	2.21	1.13	3.42
72	Listening	0.91	2.11	1.30	3.41
	Speaking	1.20	2.31	0.54	3.86
	Reading	1.83	3.05	0.55	3.96
	Writing	1.00	2.91	0.75	3.97

The mean score and standard deviation results differed from each pre-test and post-test. Both post-tests increased significantly, describing and proving the influence line of using English curriculum components (goals, contents, approaches, methods, and evaluation) in a structured, appropriate manner and with the correct strategy.

In contrast, it is different from the results of teaching elements of English (vocabulary, grammar, listening, speaking, reading, and writing skills) in the control group, as shown in Table 2.

Table 2. Students' mean score and standard deviation of each element of English language acquisition (Control Group)

N	Elements of English Language	Mean Score		Standard Deviation	
		Pre-test	*Post-test*	*Pre-test*	*Post-test*
	Vocabulary	1.50	1.43	0.31	0.21
	Grammar	1.35	1.21	0.54	0.40
72	Listening	1.25	1.22	1.25	1.41
	Speaking	0.95	1.01	0.10	0.11
	Reading	1.05	1.07	0.57	0.51
	Writing	1.10	1.15	0.07	0.97

Table 2 describes the students' different achievements of English language acquisition after they were taught using a conventional method as usual. The data analysis results show no significant differences in students' pre-test and post-test mean scores, as well as the standard deviation for the control group. The results of the pre-

test were similar to the post-test, which indicates that the process of teaching English was very flaccid and weak.

To know the differences in both groups students' achievement in acquiring the improvement of English language elements, the results of pre-test and post-test on t-value and t-table will be presented in Table 3.

Table 3: Students' value of English acquisition achievement

No.	Test	t-value	t-table	Alpha
1	Pre-test	0.600	2.000	α
2	Post-test	4.690	2.000	0.05

Further interpretation in Table 3 deals with the arguments of the differences in the student's achievement in upgrading their English language acquisition by developing curriculum components. Regarding the results of pre-tests above found that the t-value (0.6000) was smaller than t-table (2.000) – (t-value $0.6000 < t-table$ 2.000) at alpha/α (0.05) level of significance and the degree of freedom (72 students). It implied that there was no significant difference in students' achievement at the beginning of the research.

Since the same level of students' pre-test achievement, the treatment was done for both groups. The experimental group was taught materials of English elements using curriculum components to upgrade their English acquisition, while the control group was taught materials of English elements as usual methods. After treatment, both groups were examined using post-test to find out their final results, whether their achievements were at the same level or not. The final results of post-test found that the t-value was greater than t-table (t-value $4.690 > $ t-table) at alpha/α (0.05) level of significance and the degree of freedom (72 students). This data proved that the statistical hypothesis of the independent sample (experimental group) contributed significantly more significantly to improving students' English language acquisition.

3.2. Discussion

A number of students' responses came from experimental and control groups reflected their understanding on improving their English acquisition by developing curriculum components, even if in contradiction. These seemingly contradictory findings, respect to the issues of developing curriculum components (goals, contents, approaches, methods, and evaluation) as a strategy to upgrade the students' vocabulary, grammar, and English skills (Demirezen, 2018; Lestari & Widiastuty, 2023). The findings of the issues describe how well they represent the students' views about the effectiveness of developing curriculum components in upgrading their English acquisition.

This section discusses whether systematically using curriculum components (goals, contents, approaches, methods, and evaluation) in teaching English could upgrade the students' English language acquisition of vocabulary, grammar, and English skills. (2018) stated that vocabulary and grammar can be improved together if a teacher knows how to organize and develop the parts of English curriculum precisely and professionally.

The findings indicate that the experimental group had different results from the control group. After systematically teaching the experimental group students using curriculum components, the data showed they could upgrade their English language

acquisition. The results of post-test showed that the English value of experimental group was better than its control group. The students in the experimental group could identify the types of vocabulary and grammar used. This aligns with Weda et al., (2023); and Nggawu & Thao, (2023) revealed that they knew the methods to improve their English language acquisition such as how to upgrade their English knowledge for productive skills (speaking, writing) in practice as far as the process of learning. Also, Al Aziz and Yusanti (2020) emphasized that they could choose the approaches and methods of understanding some communications listened to as well as skimming and scanning some texts for reading comprehension.

The mean score and standard deviation data proved their improvement after teaching them English by systematically developing the curriculum components (see table 1). In addition, the data of post-test found that the t-value was greater than t-table (t-value $4.690 >$ t-table) at alpha/α (0.05) level of significance and the degree of freedom (72 students) -(see table 3). This data describes the statistical hypothesis of the independent sample (experimental group) gave a significantly greater contribution and positive benefit to improve the student's English language acquisition.

On the other hand, the development of the control group's English language acquisition did not increase at all in the elements of vocabulary, grammar, and English skills. Even though they were also taught English after giving them pre-tests under the same conditions as the experimental group, it was using a conventional teaching technique as usual. The data analysis of the control group's mean scores shows no significant differences in the pre-test and post-test mean scores and standard deviation (see Table 2). This describes the teaching English using a conventional technique was insufficient because it did not support improving students' English language acquisition skills.

The experimental group knew about the use and function of English curriculum components in improving English language acquisition. It aligned with Lestari & Widiastuty (2023) finding, while most of the control group's students did not know it. However, the description of data analysis showed that most students began to know the role of some components of the English curriculum in English teaching skills. According to Leong and Ahmadi (2017), Wachid (2021), Nggawu and Thao (2023) (2022), and Lestari and Widiastuty (2023), English curriculum components have an important role in upgrading students' English language acquisition.

4. Conclusion

Teaching English using curriculum components precisely could also improve the students' ability to acquire their knowledge of English elements. Muhammad et al., (2019), Dzulkifli Isadaud et al., (2022), and Baharuddin, (2023) emphasized that some basic important English elements that students in university must master are groups of vocabulary and grammar in use with English skills (listening, reading, speaking, and writing). This study found that English teachers should be able to implement the development of English curriculum as well as possible in teaching all elements of English. In addition, this study found the understanding of using the flow of curriculum appropriately can have a positive contribution in improving learners' English acquisition. These are, of course, needed professional teachers and their commitment to developing curriculum in every teaching and learning process.

The conclusion of this study reveals that English teachers and stakeholders of higher education must develop curriculum components as well, structurally, professionally, and systematically in the teaching and learning process of English. The data describes a gap in teaching English so that the students could not improve their English mastery of vocabulary and grammar in use as well as their English skills. The gap is that the teacher did not develop curriculum components professionally. It was illustrated by the data obtained from the control group, which had smaller students' achievement and responses than the experimental one. The investigation using a test indicated that the students could realize and wise up the techniques to improve and upgrade their English language acquisition.

This research recommends developing curriculum components as well as possible to improve students' English acquisition. Besides, further studies can be carried out on students from other universities or institutes to see whether there are any similarities in the findings. Further research can also explore the different types of strategies to upgrade learners' English language acquisition effectively and efficiently at the time. Then, an institutional commitment is also needed to accommodate curriculum development strategies such as teaching training to practice the teacher's competence so that it can meet learner expectations in increasing the acquisition of the required English.

Acknowledgments

References

Abduh, A., Basri, M., Rapi, M., & Rosmaladewi, R. (2021). Multicultural engagement activities to support internationalization of bilingual higher education programs. *Qualitative Report*, *26*(10), 3296–3306. https://doi.org/10.46743/2160-3715/2021.5022

Adam, M. A., Mohd Yusof, S., & Rahim Hamdan, A. (2019). The effect of using the manual of collaborative teaching approach to mastering the basic standard of writing Malay Language. *Journal of Research in Psychology*, *1*(3), 10–12. https://doi.org/10.31580/jrp.v1i3.974

Al Aziz, E. N., & Yusanti, G. (2020). Increasing students' reading comprehension skill by using written text book. *English Education : Journal of English Teaching and Research*, *5*(2), 179–186. https://doi.org/10.29407/jetar.v5i2.14500

Annala, J., Lindén, J., Mäkinen, M., & Henriksson, J. (2023). Understanding academic agency in curriculum change in higher education. *Teaching in Higher Education*, *28*(6), 1310–1327. https://doi.org/10.1080/13562517.2021.1881772

Arsyad, L. (2023). The importance of islamic values in the early childhood education curriculum: a character education approach. *Journal La Edusci*, *03*(06), 443–449. https://doi.org/10.37899/journallaedusci.v4i6.922

Baharuddin, A. F. (2023). English curriculum and material development. *EDULEAD: Journal of Christian Education and Leadership*, 4(1), 111–116. https://doi.org/10.47530/edulead.v4i1.152

Cao, Z., Ruegg, R., Skalicky, S. (2023). Manner and quality of negotiation during l2 collaborative writing. *Applied Linguistics*, *XX*, 1–18. https://doi.org/10.1093/applin/amad081

Che Md Ghazali, N. H. (2016). A reliability and validity of an instrument to evaluate the school-based assessment system : A Pilot Study. *International Journal of Evaluation and Research in Education (IJERE)*, *5*(2), 148–157.

Creswell, J. W. (2009). *Research design: qualitative, quantitative, mixed methods approaches* (Third Edit). SAGE Publications, Inc.

Creswell, J. W., & Clark, V. L. P. (2011). Choosing a mixed methods design. In *Designing and Conducting Mixed Methods Research* (pp. 53–106). Sage Publications, Inc.

Demirezen, M. (2018). Developing a model for teaching the problematic vocabulary items by computer. *International Online Journal of Education and Teaching*, *5*(4), 976–990.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill.

Hartono, H., Mujiyanto, J., Fitriati, S. W., Sakhiyya, Z., Lotfie, M. M., & Maharani, M. M. (2023). English presentation self-efficacy development of Indonesian ESP students: The effects of individual versus group presentation tasks. *International Journal of Language Education*, *7*(3), 361–376. https://doi.org/10.26858/ijole.v7i3.34442

Hasbullah, Dabamona, M., Aulya, A. F., & Nanning. (2023). Integrating compulsion strategy to improve students' English-speaking skills through podcast. *INTERFERENCE Journal of Language, Literature,and Linguistics*, *4*(2), 217–234.

Hasbullah, H., Mohd Yusof, S. B., Yaumi, M., & Babikkoi, A. M. (2018). Improving vocabulary using a computer-based flashcard program. *International Journal on Advanced Science, Education, and Religion*, *1*(1), 31–36. https://doi.org/10.33648/ijoaser.v1i1.4

Hasbullah, Wahidah, N., & Nanning. (2023). Integrating multiple intelligence learning approach to upgrade students' english writing skills. *International Journal of Language Education*, *7*(2), 199–211. https://doi.org/10.26858/ijole.v7i2.34383

Hasbulllah, H., Anastasya, E., & Yusviranty, R. (2021). The effectiveness of song in developing students' vocabulary in MTS Negeri Kota Sorong West Papua. *Transcript: Review of English Teaching and Learning*, *3*(2 SE-Articles), 1–9. https://e-jurnal.iainsorong.ac.id/index.php/Transcript/article/view/497

Hoque, M. E. (2016). Three domains of learning: cognitive, affective and psychomotor. *The Journal of EFL Education and Research*, *2*(2), 2520–5897. www.edrc-jefler.org

Inayati, N., Suparto, S., & Karifianto, D. M. (2022). Online english grammar instruction using polysynchronous approach during pandemic times. *Langkawi: Journal of The Association for Arabic and English*, *8*(1), 1. https://doi.org/10.31332/lkw.v0i0.3350

Isadaud, D., Fikri, M. D., Bukhari, M., I. (2022). The urgency of english in the curriculum in Indonesia to prepare human resources for global competitiveness. *DIAJAR: Jurnal Pendidikan Dan Pembelajaran*, *1*(1), 51–58. https://doi.org/10.54259/diajar.v1i1.177

Krueger, R. A., & Casey, M. A. (2015). *Focus groups: A practical guide for applied research*. Sage Publications, Inc.

Leong, L.-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, *2*(1), 34–41. https://doi.org/10.18869/acadpub.ijree.2.1.34

Mahvelati, E. H. (2021). Learners' perceptions and performance under peer versus teacher corrective feedback conditions. *Studies in Educational Evaluation*, *70*. https://doi.org/10.1016/j.stueduc.2021.100995

Maulana, M. I. (2021). Task-based language teaching; Potential benefits and possible criticisms in Indonesian contexts. *Journal of English Teaching and Learning Issues*, *4*(2), 69. https://doi.org/10.21043/jetli.v4i2.12183

Mazuflah, Faridi, M., Bharati, A., & Mujiyanto, D. A. L. (2021). The implementation of curriculum development in Indonesian context. *Proceeding ISET (2021) Universitas Negeri Semarang. International Conference on Science, Education and Technology*, *7*(1), 817–820. https://proceeding.unnes.ac.id/index.php/iset

Muhammad, Hasbullah, Syarifudin, & Patak, A. A. (2019). Implementation of English subject curriculum in Islamic secondary schools in Indonesia using Delphi method. *XLinguae*, *12*(4), 143–154. https://doi.org/10.18355/XL.2019.12.04.12

Nggawu, L. O., & Thao, N. T. P. (2023). The impact of Communicative Language Teaching (CLT) Approach on students' speaking ability in a public Indonesian university: Comparison between introverts and extrovert groups. *International Journal of Language Education*, *7*(3), 393–413. https://doi.org/10.26858/ijole.v7i3.50617

Nirwan, & Hasbullah. (2021). Transformation of parenting and child education patterns in bugis ethnic families in urban (case study of Tamalanrea Indah Village , Makassar City). *Transcript: Review of English Teaching and Learning*, *3*(2), 1–11.

Nuralisaputri, V. V., & Megawati, F. (2023). Writing descriptive texts : What makes this difficult for lower secondary school learners ? *Indonesian Tesol Journal*, *5*(2), 120–133.

Pongsapan, N. P., & Patak, A. A. (2021). Improving content, organization, vocabulary, language use, and mechanics using movie trailer media. *International Journal of Evaluation and Research in Education*, *10*(2), 728–737. https://doi.org/10.11591/ijere.v10i2.21162

Raghuram, K. S., & Lakshmi, G. S. (2020). Language curricula: An analysis of content, methods and assessment procedures. *Journal of English Language Teaching*, *62*(3), 31–44.

Raymundo, J. L. (2023). Exploring the practices on macro skills integrated assessment in Philippine higher education context: basis in designing a language training program. *International Journal of Language Education*, *7*(3), 429–446. https://doi.org/10.26858/ijole.v7i3.24252

Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, Central, and Backward Design. *RELC Journal*, *44*(1), 5–33. https://doi.org/10.1177/0033688212473293

Rofii, A., Murtadho, F., & Rahmat, A. (2018). Model of contextual-based academic writing learning module. *English Review: Journal of English Education*, *6*(2), 51. https://doi.org/10.25134/erjee.v6i2.1242

Said, H., & Sidin, Z. H. (2014). Integrating cross-cultural curriculum into school based curriculum: using peer review technique to enhance learners' English vocabulary. *Sains Humanika*, *2*(4), 79–83. https://doi.org/10.11113/sh.v2n4.471

Sarwono, J. (2011). *Mixed Methods: Cara menggabung riset kuantitatif dan riset kualitatif secara benar* (Pertama). PT. Gramedia.

Lestari, S. S., & Widiastuty, H. (2023). Curriculum design and development in English language teaching. *Jurnal Ilmiah Multidisiplin*, 2(04), 109–113. https://doi.org/10.56127/jukim.v2i04.812

Sulistyaningrum, D., & Sumarni, S. (2023). English language education curriculum in Indonesia: a historical review within 77 years. *Proceedings of ....* http://www.jurnal.serambimekkah.ac.id/index.php/ice/article/view/313%0A https://www.jurnal.serambimekkah.ac.id/index.php/ice/article/download/313/237

Wachid, M. N. (2021). The effectiveness of teaching speaking skills by using online podcast video at islamic junior high school 3 malang thesis. In *Electronic Theses Universitas Islam Negeri Maulana Malik Ibrahim Malang* (1st ed.). Electronic Theses UIN Maulana Malik Ibrahim.

Weda, S., Sakkir, G., Elsa, A., & Sakti, F. (2023). Students' English learning strategies in dealing with Merdeka Belajar Kampus Merdeka (MBKM) Curriculum in Indonesia : Perceptions and Factors. *ELS Journal on Interdisciplinary Studies in Humanities*, 6(2), 343–356. https://doi.org/https://doi.org/10.34050/elsjish.v6i2.27254

Yaumi, M., Sirate, S. F. S., & Patak, A. A. (2018). Investigating multiple intelligence-based instructions approach on performance improvement of Indonesian elementary madrasah teachers. *SAGE Open*, 8(4). https://doi.org/10.1177/2158244018809216

Wang, Q., & Chen, Z. (2012). *Twenty-First Century Senior High School English Curriculum Reform in China* (pp. 85–103). https://doi.org/10.1007/978-94-007-4994-8_6

Yeşilpınar Uyar, M., & Doğanay, A. (2018). A School-based curriculum development for the teaching principles and methods course/Izrada školskog kurikula za kolegij Nastavna načela i metode. *Croatian Journal of Education - Hrvatski Časopis Za Odgoj i Obrazovanje*, 20(2). https://doi.org/10.15516/cje.v20i2.2736

Yuliani, S., Kaur, N., & Singh, A. K. J. (2023). M-Learning in ELT: Avenues and challenges that confront teaching and learning at higher education. *International Journal of Language Education*, 7(3), 377–392. https://doi.org/10.26858/ijole.v7i3.18983

Yuliyanto, A., Abdul, R., Muqodas, I., Wulandari, H., & Mifta, D. (2020). Alternative learning of the future based on verbal-linguistic, and visual-spatial intelligence through Youtube-based mind map when pandemic covid-19. *Jurnal JPSD (Jurnal Pendidikan Sekolah Dasar)*, 7(2), 132–141. https://doi.org/10.12928/jpsd.v7i2.16925