



Material Development of Multimedia-Based Classroom Language for Undergraduate Students of English Education Study Program

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Abstract. During teaching and learning process, classroom language is employed by the teacher from opening the lesson to closing the lesson stage. Teacher's appropriate use of classroom language can make the students understand the teacher's messages easily and clearly. Besides, effective two-way communication between teacher and students can be established. However, it is a fact that many teachers still cannot apply classroom language appropriately and optimally in their practices. This is caused by the use of mother tongue in the classroom and the minimum language variations employed. Due to the importance of classroom language employed in the practices, we aim to conduct a study on material development of multimedia-based Classroom Language for undergraduate students of English education study program in higher education. In developing the materials, the Four-D model developed by Thiagarajan was applied in this study since the model procedures are clear and systematic. By applying three out of four stages of Define, Design, and Develop, the multimedia-based Classroom Language materials can be developed, and hopefully, can help the teacher-educators and candidate teachers communicate and interact with the learners during the teaching and learning process for opening, running, and closing the lesson activities.

Keywords: Material development · Multimedia · Classroom language

1 Introduction

As the name implies, classroom language is commonly used inside a classroom. It is the everyday language that both teachers and students regularly use in the classroom. It can be in the form of verbal like speech, conversations, presentations, and others, and non-verbal communication, such as facial expressions, gestures, body language, eye contact, and others, and consists of questions, statements, requests, commands, praise, and others. For example, "Who can answer question number 3?" "Now, I am going to call the roll," and "Could someone clean the whiteboard, please?" "Ok, everyone. Quiet now, and no more talking!" "Good job," "Excellent!" and so on. Some experts also confirm this description, like [1–3] whom all confirm that classroom language is everyday language and expressions used regularly in the interactions between teacher and students or among students in the classroom.

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Classroom language is badly essential for both teachers and students. Bella & Zainil [2] states that appropriate classroom language and its variations are one of the major sources for the students to get the optimal English input. Maximizing comprehensible language input by employing the appropriate classroom language and its variations is the ultimate goal of language learning [4]. In addition, using the appropriate classroom language also helps the students to be engaged in real and meaningful communication. Besides, effective two-way communication between teacher and students in a language learning situation will also run successfully.

Due to its importance, numerous studies on classroom language have been conducted [2, 4–6]. Mostly, those studies discussed what classroom language types were applied by the teacher during the teaching and learning process, how it was applied, and why it was used. Further, the studies also revealed that teachers applied instructional talk in four contexts (such as giving an explanation, direction, error correction, and asking questions). Besides, eight contexts were also applied for management talk (such as checking attendance, making humor, giving instructions, giving directions, giving advice, giving praise, expressing gratitude, and asking and answering the questions) from Opening the Lesson until Closing the Lesson Stage. Among those several types of classroom language, question types were the dominant classroom language found during the teaching and learning process. While from the purposes of using classroom language, it was found out that using appropriate classroom language can motivate the students to be more active during the teaching and learning process.

Seeing the results of those previous studies, therefore, teachers and students must have adequate knowledge of classroom language in order to be able to employ the appropriate classroom language and its variations during the teaching and learning process. Unfortunately, many teachers are still unable to apply classroom language appropriately and optimally. This fact is due to the influence of the use of the mother tongue during the lesson [7]. Moreover, Hadiatmi et al. [4] emphasized that it is common for EFL teachers to use the students' mother tongue to convey meaning as a means of teacher-student interaction. On the other hand, Ellis [8]; Krashen [9]; Yphantides [10] assert that students' mother tongue can impede the students from acquiring or learning the target language. Besides, the teacher's lack of class-room language variations also creates unsuccessful classroom interactions.

1.1 English Education Study Program of UNESA

English education study program is a program whose aim is producing professional English teachers. It also becomes one of the academic outcomes of English education study program. As stated in UNESA Academic Book [11], the academic outcomes of English education study program are producing professional English teachers, research assistants, English translators or interpreters who master the basic skills of English and able to apply them in any school levels.

To achieve those academic outcomes, the English education study program has provided the students with some compulsory courses, such as Analysis of School Curriculum, Instructional Design, Classroom Language, Micro Teaching, ELT Methods, PLP, and others. Classroom Language course, for instance, discusses and explains language

components and expressions and how those language expressions are employed through peer teaching in the class.

1.2 Learning Materials and Materials Development

Many people frequently associate the term “learning materials” as course books or textbooks since they are considered as the main materials employed during the classroom teaching. Concerning with this, Tomlinson [12] asserts that learning materials include anything which is used by both teachers and students to facilitate the language learning. They can be presented in printed materials, like course books, workbooks or photocopied exercises, dictionaries; through live performances or live talks; or presented on the internet such as YouTube, emails, web sites, videos, and so on.

Materials development is both a field of academic study and a practical undertaking. As a field it studies and investigates the principles and procedures of the design, writing, implementation, evaluation and analysis of language teaching materials [12]. In developing learning materials, some important things should be considered by materials developers. Those are (1) learning materials should be in line with the learners’ needs and wants; (2) learning materials should be related to syllabus, curriculum and method that are implemented; (3) learning materials should give learners experiences to interact with authentic use of English through spoken and written texts; (4) learning materials should allow learners to carry out many activities in learner-centered classroom; and (5) learning materials should be useful for the learners’ daily life [12].

As one of the components in developing learning materials, needs analysis has a pivotal role in the process of designing and carrying out any language courses, whether it is General English or English for Specific Purposes (ESP). It is very crucial in English Language Teaching (ELT) since it serves as the basis for developing a curriculum and ELT materials that will meet the learning needs of particular groups of students. Besides, it also helps teachers to select appropriate tasks and content and to provide a better understanding of the purpose of instruction for the learners [13]. Most studies simply indicate that needs analysis is of utmost importance in foreign/second language learning achievement [14–16].

1.3 Four-D Model

In developing learning materials on multimedia-based Classroom Language for undergraduate students of English education study program in UNESA, Four-D Model was employed in this study. The model which was developed by Thiagarajan [17] comprises four stages of development. Those are Define, Design, Develop, and Disseminate stages. However, three out of four stages of Define, Design, and Develop were carried out in this study.

1.3.1 Stage 1: Define

The stage which is frequently recognized as the stage of needs analysis aims at determining the learning objectives and the coverage of the learning materials that will be developed. To do this, there are five steps that should be done: front-end analysis, learner analysis, task analysis, concept analysis, and specifying instructional objectives.

1.3.2 Stage 2: Design

This stage aims to design teaching materials. There are 4 steps undertaken in this stage:

1.3.2.1 Setting the Criterion Reference Interpretation

This is a connecting step between the Defining and Designing stage. It is arranged based on the learning objectives and the result of student analysis; then a grid of learning outcomes tests is developed according to the level of students' cognitive abilities.

1.3.2.2. Selecting Media

It aims to identify learning media relevant to the characteristics of material or topic taught, and it can maximize the use of the teaching material in the classroom.

1.3.2.3. Selecting Format

It is intended to design the learning material, selection of strategies, approaches, learning methods, and learning resources, all of which are relevant to the learning media used.

1.3.2.4. Initial Designing

This step consists of activities to simulate the presentation of material with media and teaching steps planned previously.

1.3.3 Stage 3: Develop

In this stage, a product is developed and produced. It is carried out through two steps, namely expert/practitioner assessment followed by revision and trials. The purpose of this stage is to produce the final form of teaching materials after being revised based on feedback and suggestions from experts or practitioners and the results of trial. The steps done in this stage are:

1.3.3.1. Expert/Practitioner Validation

The experts/practitioners assess the teaching materials developed in terms of format, language, illustrations, content, effectiveness, practicality, and legibility.

1.3.3.2. The Development Trial

It is carried out to obtain input in the form of responses, reactions, and comments from students on the teaching materials that had been developed. Based on input from experts/practitioners and students, the teaching materials are revised to make them more precise, effective, easy to use, and of high quality (Fig. 1).

1.4 The Qualities of Learning Materials

According to National Curriculum Centre [18], the quality of learning materials can be seen from three aspects: the effectiveness (feasibility of content), practicality (presentation), and readability (language).

The aspect of effectiveness (feasibility of the content) consists of (1) completeness of the material; (2) the breadth of the material; (3) material depth; (4) accuracy of concepts and definitions; (5) accuracy of data and facts; (6) accuracy of examples and practice

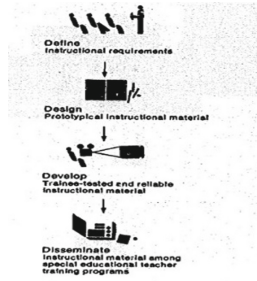


Fig. 1. The Four - D Model adopted from Thiagarajan [17]

questions; (7) accuracy of drawings, diagrams, and illustrations; (8) accuracy of terms; and (9) accuracy of literature references. Meanwhile, the aspect of practicality (feasibility of presentation) consists of (1) systematic consistency of presentation in learning activities; (2) the complexity of the concept; (3) examples of questions in each learning activity; (4) practice questions at the end of each learning activity; (5) answer key to practice questions; (6) feedback on practice questions; (7) introduction; (8) glossary; (9) bibliography; (10) summary; and (11) the involvement of students in supplements. The third aspect, namely the readability aspect (language feasibility), includes the following criteria: (1) The language used in the material is acceptable, clear, and easy to understand and (2) The language used in practice questions is acceptable, clear, and easy to understand.

1.5 Multimedia

Media is anything that can convey information. It consists of visual media, audio, audio visual, and multimedia. The media has an important role in teaching and learning context because it can help teachers explain the material, and help students understand the material. Among the four types of media, multimedia is the focus of this research. Etymologically, multimedia consists of two words; multi which means many and media which means the intermediary used to convey something. Multimedia deals with the use of several media to present information. Combinations may include text, graphics, animation, pictures, video, and sound. Educators have been using multi-media for years [19–21].

Quick Response Code (QR Code) or known as barcode is a multimedia that was developed in 1994. Quick Response Code (QR Code) is a collection of black dots, 2 dimensional, arranged in a grid with a white background, and it can accommodate a lot of information such as text, URL links, or other data that can direct users to sources of information. Users, in this case students, can use a camera on a cell phone that has been equipped with a QR Code Reader application and an internet connection. They are able to scan a QR Code when opening text, web, or similar activities [22]. Additional materials that support learning materials, learning videos, and practice questions will be packaged effectively in the form of barcodes. This is supported by Plucker and Esping [23] who says that a site or web is a “living text” that can be used flexibly as a pedagogical resource in a self-contained program that focuses on intelligence.

2 Methods

Since the research is categorized as developmental research, research and development method was conducted. This study described the process of developing the multimedia-based Classroom Language learning materials for undergraduate students of English education study program in UNESA. In developing the materials, we applied the Four-D material development model proposed by Thiagarajan [17] since the procedures of the model are clear and systematic. Three out of four stages were applied for the stages of Define, Design, and Develop. Furthermore, the study also described the quality of the materials developed in terms of the aspect of effectiveness, practicality, and legibility.

Sixty undergraduate students of UNESA English education study program batch 2017 were involved in this study. Their contribution to completing the questionnaire is highly important for needs analysis. Besides, the documents, like the institution curriculum and the teaching practices taken from the YouTube channel, are the study's data. The data were deeply needed to develop the multimedia-based Classroom Language learning materials. When the materials have been developed, they were analyzed based on the three product specifications and would be presented in the form of narration.

3 Results and Discussion

3.1 The Results of Students' Needs Analysis

Before developing the learning materials, the researcher distributed needs analysis questionnaire to 60 undergraduate students of English education study program in UNESA who took Classroom Language course. The following table shows the results of students' responses of the needs analysis questionnaire.

Table 1 shows that all respondents said that they knew the purpose of the Classroom Language course (100%). Meanwhile, regarding the difficulties in applying the correct Classroom Language, 9 students (14.3%) had difficulties in pronunciation, 50 students (82.5%) encountered difficulties in choosing words, phrases, or expressions, 19 students (31.7%) had difficulty with grammar, 1 student (1.6%) had no difficulty at all. Regarding the instructions or skills of opening the lesson, all students (100%) said that all skills had been studied and practiced in class. Nevertheless, brainstorming and ice breaking need to be given and developed in the stage of opening the lesson (mentioned by 11 students/18.3%). Similar to the opening activity, all students (100%) said that all the skills in running the lesson stage had been learned and practiced in class. In addition, 4 students (6%) said that instruction in game activities and in the use of learning media needed to be developed in running the lesson stage/whilst activities. In closing the lesson stage, all students (100%) said that all the skills of ending the class had been learned and practiced. Furthermore, almost all respondents (59 students) said that learning materials for Classroom Language course is important and needed to be developed. Related to the content of learning materials, 15 students (25%) said that how to motivate students (varying stimuli) is the most important information that must be included in the learning materials of Classroom Language course. Meanwhile, 25 students (41.7%) said that the expressions used in teaching are the most important information that must be learned.

Table 1. The results of students' need analysis questionnaire

No.	Statement	Percentage (%)
1.	I know the learning objectives of Classroom Language Course	100
2.	The most difficult aspect of Classroom Language is: a. Pronunciation b. Diction c. Grammar d. None Note: Respondent can choose more than one answer.	14,3 82,5 31,7 1,6
3.	The following is an opening activity which has been learned and practiced in the class: a. Beginning the lesson b. Organizing the class c. Stimulating the students' motivation Note: Respondent can choose more than one answer.	82,3 87,1 74,2
4.	Other instructions or skills need to be developed in opening the lesson are: a. Brainstorming dan ice breaking b. None. Instructions and skills learned are sufficient. c. No response	18,3 5 76,7
5.	The following is core activity that has been learned and practiced in the class: a. Explaining the lesson or learning materials b. Asking questions or giving reinforcement c. Varying stimuli d. Organizing small group discussion Note: Respondent can choose more than one answer.	93,5 83,9 54,8 83,9
6.	Other instructions or skills need to be developed in the core activities are: a. Instructions in games and songs b. Instructions in using learning media c. None. Instructions and skills learned are sufficient. d. No response	3 3 11,7 82,3
7.	The following is instructions or skills of ending the lesson that have been learned in the class: a. Giving homework b. Drawing a conclusion of the materials learnt c. Reflecting d. Greeting Note: Respondent can choose more than one answer.	74,2 96,8 87,1 69,4
8.	Other instructions or skills need to be developed in the closing activities are: a. Response is not relevant to the question. b. None. Instructions and skills learned are sufficient.	75 25
9.	Teaching materials of Classroom Language course need to be developed.	99,95
10.	The most important information that need to be delivered in Classroom Language course teaching materials is: a. How to motivate students (varying stimuli) b. Expressions used in learning process c. Practices d. No response	25 41,7 16,7 16,6

From the results of the needs analysis questionnaire above, it can be concluded that Classroom Language learning materials are necessary to help students interact with their peers or with their teaching lecturers during learning activities (Defining Stage). After analyzing the results of students' answers to the Needs Analysis questionnaire, the researcher then proceeded to the next stage, designing. At this stage, three activities were conducted: developing a Multimedia-based Classroom Language lesson plan, determining the format of learning materials, and selecting materials and videos to be developed in learning materials.

Referring to the results of the students' Needs Analysis questionnaire, the researcher developed a multimedia-based Classroom Language lesson plan. It covers the description, learning objectives, and the scope of Classroom Language learning materials. Classroom Language course explores the use of special languages and communication strategies to carry out learning activities and develop teacher competencies. Specifically, this course explores the use of expressions conveyed by teachers and students in the classroom from beginning the lesson to closing activities. The learning outcomes of Classroom Language course are stated in the lesson plan: (1) internalizing academic values, norms, and ethics; (2) having sincerity and commitment to develop the attitudes, values and abilities of students; (3) being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise; (4) being able to make appropriate decisions in the context of solving problems in their area of expertise, based on the results of analysis of information and data; (5) demonstrate oral and written proficiency equivalent to CEFR level B2; (6) mastering linguistic concepts (knowledge of language); (7) demonstrating awareness of issues related to academic learning; (8) applying applied linguistic concepts in the context of EFL learning; and (9) producing concrete and abstract products related to language.

3.2 The Quality of the Developed Multimedia-Based Classroom Language Learning Materials in Terms of Their Effectiveness, Practicality, and Readability

This section presents the quality of the designed Classroom Language learning materials in terms of the effectiveness, practicality, and legibility or readability; the quality of each chapter is described thoroughly. There are eight chapters discussed in the learning materials, including: (1) Classroom Language; (2) Pre-Activity: Opening the Lesson; (3) Pre-Activity: Organizing the Class; (4) Whilst Activity: Explaining the Lesson or Learning Materials; (5) Whilst Activity: Asking Questions and Giving Reinforcement; (6) Whilst Activity: Varying Stimuli; (7) Whilst Activity: Organizing Small Group (Class) Discussion; and (8) Post Activity: Closing/Ending the Lesson.

#Chapter 1: Classroom Language#

This chapter explains clearly and in detail the definition and the importance of Classroom Language in teaching and learning process. This chapter is also equipped with several examples of the use of Classroom Language in the form of dialogue between teachers and students. In addition, it also explains the meaning of teaching according to

various experts, the definition of a professional teacher, eight basic teaching skills, and stages/learning activities. This chapter is completed with a bibliography in the form of a list of references from several sources.

#Chapter 2: Pre-Activity: Opening the Lesson#

This chapter explains the activities in the Introduction section (Opening the Lesson) clearly. Each of these activities is also equipped with examples of the application of Classroom Language in the form of dialogues and statements. In addition, this chapter is also completed with a video of learning practices in the Introduction (Opening the Lesson) activity. The video can be accessed through a QR Code. In order to check the students' understanding of this chapter, Exercise questions are also presented in this chapter.

#Chapter 3: Pre-Activity: Organizing the Class#

As in the previous chapter, this chapter explains in detail the activities in the Organizing the Class section. Each of these activities is also equipped with examples of the implementation of Classroom Language in the form of statement tables. In addition, this chapter is also equipped with a learning practice video on Organizing the Class accompanied by a QR Code. To be able to access the video, the students must scan the video. In order to check the students' understanding of this chapter, Exercise questions are also presented in this chapter.

#Chapter 4: Whilst Activity: Explaining the Lesson or Learning Materials#

As in Chapter 3, in Chapter 4 it is explained clearly and in detail the activities in the Explaining the Lesson or Learning Materials section. Each of these activities is also equipped with examples of the implementation of Classroom Language in the form of statement tables. In addition, this chapter is also equipped with a practical video on Exposing the Lesson or Learning Materials accompanied by a QR Code. To be able to access the video, the students must scan the video. In order to check the students' understanding of this chapter, Exercise questions are also presented in this chapter.

#Chapter 5: Whilst Activity: Asking Questions and Giving Reinforcement#

Like the previous chapter, in Chapter 5 it is explained clearly and in detail the various ways of asking students and giving reinforcement (Asking Questions and Giving Reinforcement). This chapter is also equipped with examples of the application of Classroom Language for asking questions and providing reinforcement in the form of statement tables. In addition, this chapter is also equipped with a practical video on asking questions and giving reinforcement (Asking Questions and Giving Reinforcement) accompanied by a QR Code. To be able to access the video, the students must scan the video. In order to check the students' understanding of this chapter, Exercise questions are also presented in this chapter.

#Chapter 6: Whilst Activity: Varying Stimuli#

Like the previous chapter, in Chapter 6 it is explained clearly and in detail the various activities in the Varying Stimuli section, such as Games, Singing a Song, and Role Play. This chapter is also equipped with examples of implementing Classroom Language for Varying Stimuli activities in the form of statement tables. In addition, this chapter is also equipped with a video on the practice of Varying Stimuli accompanied by a QR

Code. To be able to access the video, students must scan the video. In order to check the students' understanding of this chapter, Exercise questions are also presented in this chapter.

#Chapter 7: Whilst Activity: Organizing Small Group (Class) Discussion#

As in Chapter 6, in Chapter 7, various Classroom Language expressions are explained clearly and in detail for Organizing Small Group (Class) Discussion activities in the form of statement tables. In addition, this chapter is also equipped with a practical video on Organizing Small Group (Class) Discussion activities accompanied by a QR Code. To be able to access the video, students must scan the video. In order to check the students' understanding of this chapter, Exercise questions are also presented in this chapter.

#Chapter 8: Post Activity: Closing/Ending the Lesson#

Like the previous chapter, in Chapter 8, it is explained clearly and in detail the various activities in the Closing/Ending the Lesson section. This chapter is also equipped with examples of applying Classroom Language for Closing/Ending the Lesson in the form of statement tables. In addition, this chapter is also equipped with a practical video on Closing/Ending the Lesson activities accompanied by a QR Code. To be able to access the video, students must scan the video. In order to check the students' understanding of this chapter, Exercise questions are also presented in this chapter.

All participants explained that the existence of classroom language course book-based multimedia is significant to help them interact with friends and a lecturer during the learning process in the classroom. Further, the book is significant since it can provide language variations, they have to employ to achieve successful interactions with their students in the classroom. These participants' needs are categorized in the first stage of developing materials or the "define stage" as Thiagarajan [17] explained that students' need analysis is applied to determine the learning objectives and materials that will be developed.

The second stage of developing materials, or the "design stage," was conducted by analyzing the course description stated in the UNESA book [11], formulating the learning objectives, determining the book format, selecting appropriate teaching video, and developing the materials. All of the stages followed the design stage proposed by Thiagarajan [17] for selecting appropriate media, selecting a book format, and constructing material drafts. Henceforth, for the development stage, the experts examine the materials that have been developed. Expert judgment is significant for content validity and reliability. Then, the materials were revised based on the expert's feedback.

The classroom language course book consists of eight chapters covering the classroom language used in the opening, running, and closing of the lesson stage. The quality of the course book is determined by the three aspects of the material specification proposed by the National Curriculum Center [18], covering the aspect of effectiveness, practicality, and legibility. The aspect of effectiveness covers the material completeness, the breadth materials, the depth of materials, the accuracy of the concepts, definitions, data and facts, examples, exercises, pictures, diagrams, illustrations, terms, and references. Moreover, the aspect of practicality deals with the systematic consistency of the material presented, concepts, examples of the exercises, exercise items, answer keys, the reflection on the exercises, the material introduction, glossary, references, and summary.

Then, the legibility aspect refers to the appropriate language used in the book course dealing with the materials and exercises.

4 Conclusion

The existence of the multimedia-based Classroom Language learning materials is significant to help the participants interact with friends and a lecturer during the learning process in the classroom. Further, the book is significant since it can provide language variations, they have to employ to achieve successful interactions with their students in the practices. Three out of four stages in the Four-D model have been employed in developing this course book covering the stage of Define, Design, and Develop.

Concerning the course book quality, all chapters in this book have fulfilled the legibility aspect. Similarly, most of the materials are effective, except chapter one lacks the components of the data, fact, picture, figure, and illustration accuracy. Moreover, considering the aspect of practicality, all chapters are not completed by answer keys, reflections on the materials, glossary, and summary. Thus, the weaknesses of the classroom language course book must be a precious input for the English education program, exclusively for the book writers, to revise and produce the better one to help the future teachers for successful interactions in the classroom.

Two things that should be taken into account: first, it is necessary to continue this research by focusing on the implementation of this classroom language course book to see how the book is applicable for the undergraduate students of English education study program in UNESA. This stage is understood as the dissemination stage, which is the fourth stage in the Four-D model. Second, other researchers can use the research findings as data if they want to conduct the same type of this research or investigate other aspects of this research.

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