English Speaking Instructional Model At Senior High School: A Single Case Study At SMAN 01 Sutojayan, Blitar, East Java

by Ahmad Nur Khusaini

English Speaking Instructional Model At Senior High School: A Single Case Study At SMAN 01 Sutojayan, Blitar, East Java

Ahmad Nur Khusaini[1*], Supriyono[2], Adin Fauzi[3], Hesty Puspita Sari[4]

[1234]English Education Department, Faculty of Teacher Training and Education, Balitar Islamic University, Indonesia
*Email@korespondensi[1]

Alamat: Jl Majapahit No. 4, Blitar, East Java, Indonesia
Korespondensi penulis: mimothusein@gmail.com

Abstract. This research examines English language education at SMAN 1 Sutojayan Blitar using a qualitative case study. Data were collected through interviews, observations, and document analysis, focusing on planning, organization, implementation, and assessment. The findings reveal that English teaching at the school is highly structured and effective. Key elements include detailed planning, diverse instructional methods, and a student-centered approach. The curriculum is regularly updated to align with students' skill levels, and clear role delegation, strong coordination, and efficient resource use contribute to a positive learning environment. The communicative approach, technology integration, and varied teaching techniques promote active student participation. A comprehensive assessment system provides continuous feedback, supporting learning progress. Overall, the study highlights the importance of holistic teaching strategies that enhance students' English-speaking skills and can serve as a model for improving English language education.

Keywords: English Speaking, Instructional Model, Case Study

Abstrak. Penelitian ini mengkaji pendidikan bahasa Inggris di SMAN 1 Sutojayan Blitar dengan menggunakan studi kasus kualitatif. Data dikumpulkan melalui wawancara, observasi, dan analisis dokumen, dengan fokus pada perencanaan, organisasi, pelaksanaan, dan evaluasi. Temuan menunjukkan bahwa pengajaran bahasa Inggris di sekolah ini sangat terstruktur dan efektif. Elemen kunci mencakup perencanaan yang rinci, metode pengajaran yang beragam, dan pendekatan yang berpusat pada siswa. Kurikulum diperbarui secara berkala untuk disesuaikan dengan tingkat keterampilan siswa, serta pembagian tugas yang jelas, koordinasi yang kuat, dan penggunaan sumber daya yang efisien turut mendukung terciptanya lingkungan belajar yang kondusif. Pendekatan komunikatif, integrasi teknologi, dan teknik pengajaran yang bervariasi mendorong partisipasi aktif siswa. Sistem penilaian yang komprehensif menyediakan umpan balik yang berkelanjutan, mendukung kemajuan pembelajaran. Secara keseluruhan, penelitian ini menekankan pentingnya strategi pengajaran holistik yang dapat meningkatkan kemampuan berbicara bahasa Inggris siswa dan dapat menjadi model untuk meningkatkan pendidikan bahasa Inggris.

Kata kunci: 3-5 Berbicara Bahasa Inggris, Model Pembelajaran, Studi Kasus

1. INTRODUCTION

In today's rapidly evolving world, communication with the global community has become easier than ever, amplifying the demand for proficiency in foreign languages. Among the numerous foreign languages, English stands out as the most widely studied due to its status as an international language (Nehru, 2023). In Indonesia, English has garnered considerable attention from both the public and the government, leading to its inclusion as a mandatory subject in the education system, from junior high school to university (Zein et al., 2020). This widespread focus on English is relatively rare compared to other foreign languages, highlighting its critical role in fostering communication in the modern era.

Mastering English involves acquiring proficiency in four key skills: listening, speaking, reading, and writing (Brown & Abeywickrama, 2010). These skills are interconnected, and a comprehensive mastery of all four is necessary for students to achieve fluency. In particular, speaking stands as a vital indicator of English proficiency. Many Indonesian students, however, continue to struggle with speaking English, often experiencing anxiety and lacking confidence in their abilities (Anandari, 2015). As speaking is recognized as one of the most anxiety-inducing aspects of language learning, it requires consistent practice to improve fluency and communication skills.

Speaking skills, as defined by (Arends, 2012), encompass the ability to produce and understand spoken language effectively in a range of communicative contexts. It's a complex skill set involving not only accurate pronunciation and grammar but also fluency, appropriate vocabulary usage, and sociolinguistic awareness. For EFL (English as a Foreign Language) students, mastering speaking skills is paramount. It empowers them to engage actively in conversations, articulate their thoughts and feelings, and establish meaningful connections with others who use English. Teaching instruction plays a pivotal role in nurturing and enhancing these skills.

Brown & Abeywickrama (2010) emphasizes the importance of a well-structured and purposeful instructional approach to language learning. Effective speaking instruction provides learners with ample opportunities for guided practice, constructive feedback, and exposure to authentic language in use. Teachers play a pivotal role in supporting students' English-speaking development by implementing effective teaching instruction. Teaching instruction, according to Brown & Abeywickrama (2010) is a systematic plan that outlines the objectives, methods, and materials for guiding learners towards achieving specific learning goals. This plan acts as a roadmap, detailing how the teacher will facilitate and structure the learning experience. It plays a pivotal role in language teaching, particularly in teaching speaking, as it provides a clear direction for learners to develop their communicative competence. Through interactive activities like role-plays, discussions, and presentations, teachers can create a supportive and engaging learning environment that fosters confidence and encourages learners to take risks and experiment with the language. By integrating communicative activities and providing targeted feedback, teachers can help students develop fluency, accuracy, and the ability to express themselves effectively in English.

These instructions offer structured frameworks that facilitate active student engagement and adapt to different learning styles. They can also foster collaborative learning, encouraging

students to learn from one another while developing social skills. Moreover, the right teaching instruction can significantly influence student learning outcomes, encouraging critical thinking and problem-solving abilities through methods such as problem-based or inquiry-based learning (Richards & Rodgers, 2014). Effective speaking instruction involves more than just presenting language forms; it requires carefully designed activities that encourage meaningful interaction and provide opportunities for learners to practice using language in context. A well-crafted teaching instruction ensures that learners are engaged, challenged, and supported in developing their speaking skills in a systematic and effective manner.

In teaching speaking skills, creating a conducive classroom atmosphere is essential for helping students develop their English communication abilities. Teachers can inspire active participation, boost confidence, and enhance creative thinking by selecting teaching approaches that align with their students' needs (Mislawiyadi, 2023). For instance, project-based or game-based learning models provide authentic, engaging opportunities for students to practice speaking in real-life contexts. This is crucial in promoting fluency and comprehension, enabling students to perform well in discussions or presentations and ensuring that they are understood by their audience (Aini, 2024).

The importance of selecting an appropriate learning instruction is further highlighted by research conducted at SMAN 01 Sutojayan, where students demonstrated a high level of English-speaking proficiency. Through interviews with teachers and students, it was observed that a specific instructional model might have contributed to this success. The instruction used by teachers seemed to address students' needs for improving their speaking skills effectively, suggesting that a well-constructed pedagogical approach can significantly enhance language learning outcomes.

The findings from this case study at SMAN 01 Sutojayan provide valuable insights into the potential of instructional models to foster English-speaking proficiency. By utilizing appropriate pedagogical strategies, other educational institutions may replicate this success, benefiting from a structured framework that maximizes students' oral communication skills. This research underscores the critical role of teaching models in shaping language learning experiences and achieving educational goals, particularly in the context of speaking skills, which are essential for students to thrive in an increasingly globalized world..

2. RESEARCH METHOD

This study adopts a qualitative research approach, specifically employing a single case study design. The focus of the case study is the implementation of an English-speaking instructional model at SMAN 01 Sutojayan Blitar. The case study is further enhanced by an embedded approach, allowing for an in-depth examination not only of the overall implementation of the model but also of key sub-units, such as planning, organization, execution, and evaluation of learning outcomes. As Yin (2018) notes, embedded case studies allow for a multi-layered analysis, providing a more nuanced understanding of the phenomenon under investigation. The following is the research design and procedures.
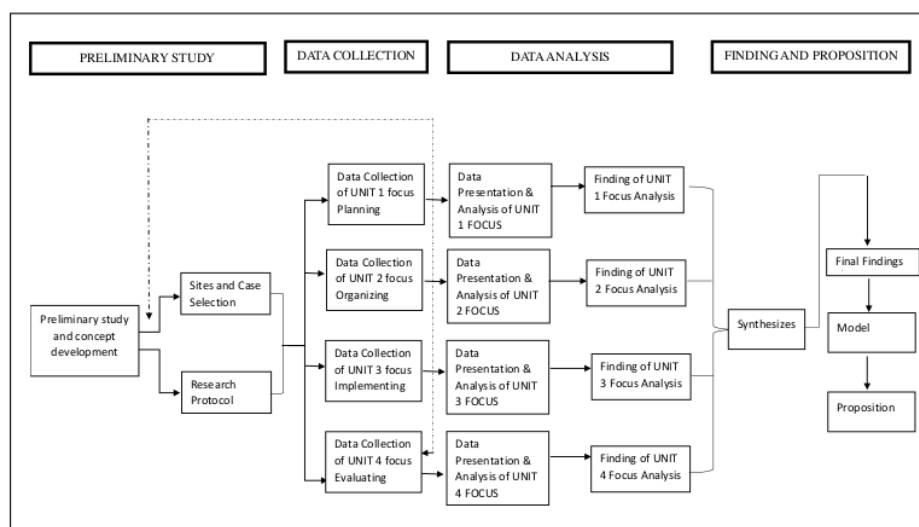

Figure 1. Research Design and Procedures

The research was conducted between June and July of the 2023/2024 academic year. SMAN 01 Sutojayan Blitar was selected due to its innovative approach to English language instruction, particularly in speaking skills development, under the Merdeka Curriculum framework. The school's commitment to fostering effective communication aligns well with the research objectives. Data collection involved a triangulation approach, utilizing in-depth interviews, non-participant observations, and document analysis. This triangulation approach, as advocated by Denzin (2017) enhances the credibility and validity of the findings by drawing on multiple data sources and perspectives. Semi-structured interviews were conducted with three English teachers, selected through purposive sampling and a snowballing approach (Fitri & Haryanti, 2020). The interviews focused on four key areas: planning, organizing, implementing, and evaluating the speaking instructional model. Non-participant observations were carried out in English classes to gain first-hand insights into the model's implementation

(Cook et al., 2009). Document analysis was conducted on the curriculum, lesson plans, learning materials, and student evaluations to obtain a more comprehensive understanding of the instructional approach (Hoogenboom & Manske, 2012).

To ensure data validity and reliability, several strategies were employed, including triangulation, member checks, and external audits. These strategies, as discussed by Creswell (2021), help to establish the trustworthiness of qualitative research findings. Data analysis was conducted using an interactive model proposed by (Huberman, 2014), involving data reduction, data presentation, and conclusion/verification. Tools such as contact summaries, checklist matrices, and role order matrices were utilized to facilitate data organization and analysis. This systematic and rigorous methodology aims to provide a comprehensive understanding of the English-speaking instructional model at SMAN 01 Sutojayan Blitar, highlighting its strengths, challenges, and impact on student learning outcomes.

3. FINDINGS AND DISCUSSION

Planning of English Speaking Instructional at Senior High School

This first unit of analysis covers the planning focus. The results of interviews with key informants, non-participant observations and document analysis are as follows:

No	Informant	Educational Document	Planning	Practices	Notes
1.	Ms. Briv, ST (INT01)	• National K13 Curriculum • Annual Program • Semester Program	• Flexibility under the Merdeka Curriculum • Curriculum tailored to students' needs • Prota and Promes designed post-academic calendar.	• Learning processes adjusted to the students' characteristics and speaking abilities • Diagnosis of students' speaking skills informs learning model design	• Curriculum supports innovation in speaking skills improvement • Consistent documentation with curricular standards in place
2.	Ms. ALIM, ST (INT02)	• National K13 Curriculum • Annual Program • Semester Program	• Preparation of Prota and Promes based on the academic calendar • Learning goals aligned with CP • Teaching modules	• Focus on improving speaking abilities through group discussion, dialogue, and repetition • Students evaluated through	• Vision and mission influence planning • Extra-curricular English Club supports learning

			adjusted to the curriculum	formal assessments and diagnosed for targeted learning strategies	
3.	Mr. IDA, ST (INT03)	• National K13 Curriculum • Annual Program • Semester Program	• Speaking materials selected based on curriculum modifications through MGMP • Modules tailored to speaking needs	• Group discussions, presentations, and role-playing used in teaching • Authentic materials such as news articles and videos actively engage students	• Workshops and training improve teacher competence • Teachers use differential strategies to meet individual student needs
4,	Observations (Obs01)	• National K13 Curriculum • Teaching Modules • Document: Prota, Promes	• Teachers observe interactions and participation in speaking exercises • Evaluation of individual student needs	• Teachers implement authentic learning materials (videos, real-world phenomena) • Learning methods include practice dialogues, repetition for fluency, and intonation improvement	Teachers show commitment to continuous improvement through collaboration in MGMP
5.	Analysis (Doc01/02)	• Prota and Promes documents • Teaching Modules	• Analysis shows alignment with the Merdeka Curriculum • Modules vary in difficulty to cater to different student needs	• Teachers create varied lesson plans, incorporating group discussions and formative assessments • Collaboration and consistent revision of teaching modules help address student learning diversity	Documents highlight integration of curricular standards into instructional planning

The results of interviews with key informants, non-participant observations and document analysis revealed that the planning of English-speaking instruction at SMAN 1 Sutojayan Blitar has been notably innovative, guided by the flexibility of the Kurikulum

Merdeka framework. This approach has allowed teachers to adapt teaching models to meet the diverse needs of students, resulting in significant improvements in their speaking abilities, especially in areas like dialogue, presentation, and group discussions. The school's proactive curriculum modification, tailored to students' skill levels, has been a key factor in ensuring that students develop their English-speaking proficiency effectively. Through a well-thought-out process involving the annual program (PROTA) and semester program (PROSEM), the school aligns its instruction with curricular standards while focusing on diagnosing and developing student skills.

Additionally, the school's vision and mission have motivated teachers to design high-quality English-speaking programs. The integration of co-curricular activities like the English Club further supports students in enhancing their speaking skills outside the classroom. Teachers use a variety of teaching strategies such as group discussions, dialogues, and repetition exercises, alongside authentic resources like videos and news articles. These resources make learning more relevant and relatable to real-life situations, enriching the students' comprehension and practical application. Careful material selection, guided by the Master's Review of Teachers (MGMP), ensures curriculum alignment and teaching relevance.

Collaboration among teachers and ongoing professional development is a cornerstone of the school's planning. Teachers regularly engage in workshops, training, and MGMP sessions, refining their competencies and staying updated on effective teaching methods. Differentiated instruction, driven by student evaluations, ensures that students of varying proficiency levels are catered to through personalized tasks and activities. Continuous assessment, both formative and summative, provides essential feedback to track student progress, showcasing SMAN 1 Sutojayan Blitar's dedication to an inclusive and well-planned approach to English-speaking education

Organization of English Speaking Instructional at Senior High School

No	Informant	Organization	Responsibilities	Procedures	Notes
1.	Head of School	Supervises students and ensures discipline during the learning process	Ensures that students adhere to school schedules, supervises the learning process of English speaking, and supports coordination among staff.	• Coordination meetings with staff • Discipline enforcement • Monitoring of learning implementation	Coordination goes well between the head of school, teachers, and other staff during both formal and informal meetings.
2.	English Teacher	Responsible for the planning,	Prepares lesson plans, teaching materials, and media for English	• Follows school	Teachers show commitment by managing time

		implementation, and evaluation of speaking learning	speaking learning. Ensures the lessons are well-prepared and provides feedback after lessons.	routines and schedules • Utilizes technological tools (e.g., projectors, laptops, speakers) • Conducts speaking practice tests regularly • Adjusts teaching methods if needed based on students' learning progress	effectively and adapting materials when required.
3.	Administrative Staff & Technicians	Provides facilities and support for teaching and learning	Ensures that necessary facilities (e.g., language labs, projectors) are available for English speaking learning. Assists with technological support and infrastructure.	• Supports technology-based learning • Ensures learning resources are available (e.g., language labs, libraries, learning tools)	The support team provides crucial assistance to ensure smooth learning, with adequate infrastructure and resources.

The results of interviews with key informants showed that SMAN 1 Sutojayan Blitar demonstrates an organized and effective approach to English-speaking instruction through a well-defined division of roles and responsibilities. The head of the school acts as a supervisor, English teachers manage classroom instruction, and administrative staff provide the necessary support. This structured division ensures that all stakeholders understand their duties, leading to a smooth and efficient teaching process. The school's management is further strengthened by regular formal and informal meetings, which promote open communication and collaboration among teachers, the school leadership, and other relevant parties.

Coordination is a key factor in the success of English-speaking instruction at SMAN 1 Sutojayan Blitar. Teachers, the head of school, and curriculum leaders meet regularly to discuss challenges, exchange ideas, and implement improvements. This collaborative culture enables teachers to manage their time and resources effectively, ensuring that instruction is delivered efficiently. Teaching modules are meticulously planned with clear time allocations and a detailed list of media and tools, demonstrating the high level of preparedness in the school's instructional organization. Additionally, the teachers create a supportive learning environment through personalized attention and varied teaching methods, boosting student participation and confidence.

The school also excels in resource management, particularly in integrating technology into the classroom. Tools such as projectors, laptops, and speakers enhance student engagement by providing authentic language examples. Regular practice tests and assessments allow teachers to monitor student progress and adjust their teaching strategies to meet individual needs. The head of school plays an instrumental role in this by ensuring that resources like a language lab, library, and technological tools are available. Overall, SMAN 1 Sutojayan Blitar's organized, well-supported, and innovative approach to English-speaking instruction ensures high-quality learning outcomes for its students.

Implementation of English Speaking Instructional at Senior High School

The focus of the third research analysis unit is the implementation of speaking instructional with sub-focuses on methods, processes and practices. The interview results can be presented in the following table.

No	Informant	Method	Process and Practices	Notes
1	Ms. Brivita	- Repetition and Practice - Group Discussion & Dialogue - Task Assignment for Presentation - Communicative Approach	- Engaging students in group discussions and dialogues - Using technology like projectors and videos for speech learning - Task assignments focused on speaking presentations and interactive communication	- July 23rd, 2024, 08:00-10:00 a.m. - Emphasis on practical communication - Teacher motivation with rewards for active participation - Interactive learning environment
2	Ms. Alim	- Task Based on Teaching Module - Speaking Learning (Group Discussion, Dialogue, Repetition) - Communicative Approach	- Classroom Learning - Teachers follow Module for consistency - Teachers adjust for student needs - Active involvement in dialogues, discussions, questioning sessions - Use of visual aids like LCDs and laptops	- July 23rd, 2024, 10:00-11:00 a.m. - Focus on speaking skills: pronunciation, fluency, accuracy, intonation, and grammar - Methods help build student confidence
3	Mr. Ida	- Student-centered approach - Differentiation for Passive Students - Group Discussions and Feedback	- Active involvement through encouragement - Smaller tasks for less confident students - Interactive questioning sessions - Positive reinforcement and constructive feedback	- July 24th, 2024, 09:00-11:00 a.m. - Addressing challenges of passive students - Supportive techniques to ensure participation

The results of interviews with key informants, non-participant observations and document analysis revealed that SMAN 1 Sutojayan Blitar has effectively implemented a

comprehensive English-speaking program focused on communicative approaches and adaptable teaching methods. Teachers consistently follow structured teaching modules while maintaining flexibility to adjust based on student needs. The communicative approach lies at the heart of the program, involving activities like dialogues, role-plays, and discussions that encourage active participation and practical language use. These methods ensure students are engaged and improve their speaking proficiency in real-world contexts, making the learning experience both practical and enriching.

The use of diverse teaching methods is another key aspect of this program, catering to different learning styles. Teachers employ repetition exercises to improve students' pronunciation, fluency, and grammar, while group discussions and dialogues promote collaboration and confidence. Authentic materials, such as real-life articles and videos, are used by teachers like Mrs. Brivita and Mrs. Alim to help students relate to the content and apply their skills in realistic situations. The integration of these varied methods ensures comprehensive development in students' speaking abilities.

Assessment and technology integration are integral to the program's success. Teachers use diagnostic assessments to tailor instruction according to individual student needs and employ rubrics to evaluate pronunciation, fluency, and grammar. Regular feedback helps students understand their progress and areas for improvement. Technology tools like projectors and language learning apps further enhance engagement, while the school's positive, student-centered atmosphere promotes active participation. SMAN 1 Sutojayan Blitar's well-structured, innovative, and adaptive approach to English-speaking instruction ensures high-quality learning outcomes.

Evaluation of English Speaking Instructional at Senior High School

The focus of the last unit of analysis is the evaluation and results of English speaking instructional. The interview results on this fourth unit of analysis research are as follows:

No	Informant	Evaluation Process	Evaluation Results	Notes
1	Principal	• Supervision of learning • Direct evaluation • Monitoring teacher performance each semester	• Adequate teaching preparation • Supervision of speaking evaluation process • Regular teacher performance monitoring	Provides periodic feedback on teacher performance and student progress
2	English Teachers	• Formative evaluations	• Regular evaluation of speaking skills	• Students received direct feedback

		• Feedback to students • Observations during speaking practice • Analysis of evaluation	• Provided feedback to students • Used various methods like Q&A, group discussions, and presentations	• Helped improve speaking skills through frequent assessments • Integrated into lesson plans
3	English Teachers	• Summative evaluation • One-semester practice test • Includes storytelling, dialogue, presentations	• Students actively participated in speech tests • Props used to enhance presentations • Results contribute to final ratings	• Created enthusiasm among students • Summative tests motivated students to engage in learning activities • Final evaluation used for grading

Based on the results of the interview, evaluation for English-speaking instruction is carried out by employs a comprehensive evaluation system, using both formative and summative assessments. The principal plays an active role in monitoring adherence to curriculum standards and providing feedback to teachers. Teachers conduct frequent formative assessments through activities like Q&A sessions, discussions, and presentations, focusing on pronunciation, fluency, grammar, and intonation. Summative assessments are carried out through semester-end tests, such as storytelling and dialogues, ensuring a holistic evaluation of students' speaking abilities. This dual assessment strategy provides continuous feedback and helps motivate students.

The evaluation process at SMAN 1 Sutojayan Blitar is highly data-driven. Teachers analyze the results of both formative and summative assessments to tailor instruction and track student progress. Techniques like Repeated Results Analysis (AHU) allow teachers to identify error patterns and make informed instructional adjustments. Remedial actions, including easier tests and tailored support, are implemented for students facing difficulties, ensuring all students have opportunities for improvement. Affective assessments also evaluate students' attitudes, interests, and motivation, acknowledging the importance of emotional factors in language learning.

Fairness and equity in assessments are emphasized through differentiated evaluation procedures, accommodating students of varying abilities. Standardized rubrics ensure objective evaluations of pronunciation, content, and other speaking skills, while student participation in the evaluation process promotes self-awareness and motivation. Teachers observe students' performance closely and provide individualized feedback. The school's commitment to fairness and inclusivity ensures that each student is evaluated based on their unique abilities, creating a supportive environment for language development.

CONCLUSION

The study reveals that SMAN 1 Sutojayan Blitar has successfully implemented an innovative English-speaking learning model within the Merdeka Curriculum framework, leading to significant improvements in students' speaking skills, particularly in dialogues, presentations, and group discussions. This success is attributed to the flexibility of the curriculum, allowing teachers to design adaptive and diverse learning models that cater to the unique needs and abilities of their students.

The proactive modification of the English curriculum has been crucial in aligning with students' skill levels and learning needs. Careful planning, starting with the development of the Annual Programme (PROTA) and the Semester Program (PROMES), as well as diagnosing student abilities, ensures that students are well-supported in developing their speaking skills. The school's vision and mission, combined with initiatives like the English Club, further motivate both teachers and students to enhance speaking abilities beyond the classroom.

A structured approach, including thorough module preparation and the use of diverse, real-world learning methods, plays a key role in improving student engagement. By incorporating authentic resources like videos and news articles, teachers link language learning to real-life contexts, fostering practical application of English-speaking skills. Additionally, clear role-sharing among school staff, efficient resource management, and regular communication ensure smooth coordination and effective teaching practices.

The school's robust evaluation framework integrates formative and summative assessments, providing continuous feedback to students. The active involvement of the head of school in monitoring and evaluation, along with various assessment methods, ensures alignment with educational standards and sustained student progress. Overall, SMAN 1 Sutojayan Blitar exemplifies a well-structured, student-centered approach to English-speaking instruction, ensuring high-quality learning experiences for its students.

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