

DEVELOPING ENGLISH SUPPLEMENTARY MATERIAL OF ‘WHAT IS YOUR BEST GETAWAY?’ CHAPTER BASED ON PROJECT-BASED LEARNING MODEL FOR THE STUDENTS OF MA ASH SHALIHIN

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ABSTRACT

This study aims to develop English supplementary learning materials for tenth-grade students at MA Ash-Shalihin on the topic “What is Your Best Getaway?” by applying the Project-Based Learning (PjBL) approach. This research employed the Research and Development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) (Branch, 2009). Data were collected through questionnaires, interviews, and validation checklists. The findings revealed that students tend to prefer interactive, visual, and collaborative learning activities. Based on these findings, a PjBL-based module was designed and developed. The evaluation conducted by expert validators indicated that the module achieved an average score of 4.04, which falls into the ‘valid’ category. Therefore, the developed material is considered feasible as supplementary learning material. However, further classroom implementation is required to examine its effectiveness in improving students’ learning outcomes.

Keywords: ELT materials, Project-Based Learning, ADDIE, supplementary material, descriptive text

1) INTRODUCTION

English is a crucial component of the modern educational system. As an international language, proficiency in English is seen as a foundational skill necessary for students to navigate the global workforce and connected everyday life. In Indonesia, English education is integrated into the national curriculum with the goal of helping students communicate effectively in both academic and professional contexts. However, a significant challenge in English education in Indonesia is the low level of student engagement and limited practical communication skills. This issue often stems from a teacher-centered approach with excessive emphasis on theoretical aspects, leaving little room for students to practice their language skills in real-world contexts (Silvia, 2018). To address this issue, various innovative teaching approaches have been implemented, including Project-Based Learning (PjBL).

Paper presented at The 5th ICONELE on April 16th-17th, 2026 English Education
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PjBL is a learning model that emphasizes active student engagement through projects that are relevant to real life. In PjBL, students work collaboratively on projects that require research, inquiry, and independent problem-solving. This approach allows students to apply the knowledge they gain in more practical, meaningful situations (Kokotsaki et al., 2016). Additionally, PjBL has been proven effective in enhancing critical thinking, communication, collaboration, and other 21st-century skills essential in today's world. The importance of developing PjBL-based teaching materials aligns with the demands of 21st-century education, which emphasizes student-centered learning approaches. Teaching materials developed using PjBL principles enable students to engage deeply with the subject matter and build a comprehensive understanding of the topics they study. According to Harsono (2015), developing teaching materials tailored to students' needs is essential for increasing their motivation and engagement in learning. Studies further show that relevant, contextual teaching materials can assist students in better understanding and applying English in their daily lives (Motteram, 2023).

In the context of teaching descriptive texts—an essential component of the English curriculum for tenth-grade students—PjBL offers a more engaging and interactive approach. Project-based learning enables students to explore descriptive texts in a more applicable way, for instance, by creating descriptions of familiar objects or places. This not only improves their writing skills but also helps them develop a better understanding of language structures and usage in descriptive texts (Yuliansyah & Ayu, 2021). To develop effective teaching materials, this study applies the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). ADDIE is a systematic framework commonly used in instructional design to ensure that the development process aligns with the set learning objectives and supports desired educational outcomes (Branch, 2009). In the context of PjBL-based material development, this model aids the researcher in designing, developing, and evaluating materials for tenth-grade students at MA Ash Shalihin. This research is also grounded in Second Language Acquisition (SLA) theory, which highlights the importance of active student engagement in language learning. According to Larsen (2000), effective language learning should incorporate approaches that allow students to engage directly in authentic language use. This aligns with PjBL principles, which emphasize student engagement in real-life projects relevant to their lives. Thus, this PjBL-based material development aims not only to improve students' English proficiency but also to foster essential 21st-century skills needed for the workforce.

Previously, the researcher conducted an preliminary interview with the English teacher of grade X at MA Ash-Shalihin. The interview was carried out by asking clear questions to identify the existing problems at MA Ash-Shalihin. The results of the interview revealed that the learning materials used in grade X as a learning resource had not yet adopted the Merdeka Curriculum. Moreover, the teacher noted that students were less interested and less active during the learning process. Regarding this, the teacher expressed the hope for new learning resources, such as modules developed in alignment with the Merdeka Curriculum. These modules should also incorporate learning models that can enhance students' critical thinking skills, thereby making them more active during classroom learning sessions.

In response to this, the researcher aims to develop English learning media based on the Project-Based Learning (PjBL) model, in the form of a learning module with the chapter “What is Your Best Getaway?,” tailored to the Merdeka Curriculum and specifically designed for grade X students at MA Ash-Shalihin. The objective is to facilitate the teacher in teaching English effectively while enabling students to learn independently and become more active in the learning process.

2) METHODS

Research Design

In this study, the researcher applies the Research and Development (R&D) method. R&D refers to a systematic process involving a series of stages aimed at creating new products or improving existing ones (Okpatrioka, 2023). The research procedure is guided by the ADDIE model, which encompasses all phases from needs analysis through to the evaluation of outcomes.

Respondents

The participants in this study were tenth-grade students of MA Ash-Shalihin. A questionnaire was distributed to identify their English learning needs, and the results were used as the basis for developing a learning module that incorporates a Project-Based Learning (PjBL) approach.

Data Sources

The data for this study were obtained from the selected respondents and designated validators. In the initial stage, the researcher referred to a government-issued English textbook from the early implementation of the 2013 Curriculum, entitled Bahasa Inggris Kelas X, as a guide for developing the teaching module, since it is used by tenth-grade students at MA Ash-Shalihin. Teachers also served as informants in the module development process. The data sources included one English teacher from MA Ash-Shalihin and the tenth-grade students. Additionally, one English teacher and two English lecturers with relevant expertise were involved as validators.

Research Procedure

In the initial stage, the researcher gathered data by interviewing the teacher as the research subject. This was followed by conducting a needs analysis of MA Ash-Shalihin students through questionnaires, as well as collecting input from validators, including lecturers from UIN Alauddin Makassar.

After completing the initial design of the PjBL-based learning module, the researcher carried out several steps to improve it. These included elaborating the module design in line with the PjBL framework, seeking expert evaluation and validation, and revising the design based on the feedback received.

The final stage was evaluation, which aimed to enhance the developed learning module. The module was provided to teachers for validation and review. Based on their feedback, revisions were made to better align the module with students' needs and characteristics. This process ensured that the module could function effectively and provide maximum benefit in the learning process.

Data Analysis

This study applied a mixed-method approach. It began with quantitative data analysis using statistical methods to test hypotheses, followed by qualitative analysis to further interpret and explain the findings.

3) RESULTS

The Results of Analysis Phase

The table below displays the results of a needs analysis questionnaire given to tenth-grade students at MA Ash-Shalihin. The purpose of this questionnaire is to identify students' learning needs in the classroom as well as their preferences for the design of the module to be developed by the researcher.

Table 1. The List of Need Inventory

Number	The List of Need
1	Students prefer learning activities to include ice-breaking, motivational stories, and small games.
2	Students prefer illustrated learning materials with pictures rather than plain text.
3	Students prefer to engage in project-based learning through group projects rather than individual or pair work.
4	Students prefer to express Descriptive Text through pair performances rather than performing alone or in groups.
5	Students prefer to describe historical sites and beaches when writing about vacation places in Descriptive Text.
6	Students need a sample text from the teacher and written examples in books to create a Descriptive Text.
7	Students prefer learning in pairs over working individually or in larger groups.
8	Students prefer pair or group projects when assigned tasks in class rather than working alone.
9	Students prefer group presentations over pair or individual presentations when presenting learning materials.
10	Students prefer to learn Descriptive Text through interactive activities such as games rather than traditional lectures or videos.
11	Students prefer books with illustrated and colorful designs over black-and-white formats.
12	Students prefer a combination of real-life images and cartoon-style visuals in their learning materials rather than caricatures.

The needs inventory list presents a summary of students' preferences based on the needs analysis results, which serve as the foundation for material development. The data suggests that

students favor interactive and visually engaging learning experiences, prefer collaborative projects, and require clear sample texts to aid their learning.

The Result of Design Phase

Referring to the school's syllabus, the researcher developed a new syllabus aligned with the stages of the Project-Based Learning (PjBL) model. Following this, the learning content for the module was systematically designed. This process aimed to establish a well-structured, effective, and student-centered learning environment, ensuring that the learning process runs smoothly and the intended educational objectives are achieved.

Table 2. Syllabus Design

Course Content	Pancasila Student Profile	Learning Objectives	Input	Language Focus and Skills	Learning Activities (Project-Based Learning) 2x45 Minutes
Chapter 4 "What is Your Best Getaway?"	1. Faith, Devotion to God Almighty, and Noble Character 2. Global diversity 3. Mutual Cooperation 4. Self-sufficient 5. Critical Reasoning 6. Creative	Students are expected to be able: • Identify social functions, text structures, and linguistic elements of spoken and written descriptive texts related to popular tourist attractions and historical buildings, accurately and in accordance with the	• Topic about Tourist destinations, holiday experiences, historical sites. • Descriptive texts • Visual: Pictures of famous destinations. • Vocabulary: Adjectives, place-related nouns, verbs of activity.	• Grammar: <i>Simple Present Tense Adjectives</i> (e.g., beautiful, peaceful, crowded) • Reading: <i>Comprehension Skimming Scanning Vocabulary Acquisition</i> • Speaking: <i>Discussions Presentations</i> • Writing: <i>Descriptive Writing</i> • Listening	A. Reflection In this activity, students are first guided to explore the context of the lesson by connecting their prior knowledge with the new concepts they are about to learn. After that, they are presented with a problem or real-life situation related to the topic to stimulate their curiosity and critical thinking. B. Research In this activity, students begin by collecting relevant and reliable sources of information,

		context of use. - Analyze the differences in the use of descriptive texts based on their social functions, text structures, and linguistic elements, through various examples of short and simple texts about tourist attractions and historical buildings. - Interpret contextual meanings in spoken and written descriptive texts related to popular tourist attractions and historical buildings, by considering the			such as books, articles, or online resources. After gathering the data, each group joins a collaborative discussion where they analyze the information together, exchange ideas, and compare different perspectives to find the most suitable solution. C. Discovery In this activity, each group works together to design an experiment by planning the steps, preparing the necessary tools and materials, and predicting the possible outcomes before carrying it out. This stage allows students to explore the concept through hands on activities and direct investigation. D. Application After completing the experiment, students apply their findings to a related task or project. They may test their ideas in a new context or create a product that demonstrates their understanding of the topic.
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		relationship between language use and situational context. • Compose spoken and written descriptive texts in a short and simple form about popular tourist attractions and historical buildings, using appropriate vocabulary, grammar, and structure to fulfill the intended social function.			E. Communication Finally, each group presents the results of their project or experiment to the class. They explain the process, share their findings, and reflect on the challenges they faced, allowing both the presenters and their peers to learn from each other.
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The syllabus serves as a fundamental component for researchers in designing instructional materials. It is developed based on the results of needs analysis, basic competencies, and learning objectives. In this study, the researcher adapted a syllabus framework previously used by Rani in developing a learning module based on the Project-Based Learning (PjBL) model. This framework consists of several elements, including unit titles, basic competencies, learning objectives, the Pancasila student profile, input, learning activities, and time allocation.

The Result of Development Phase

a. Cover

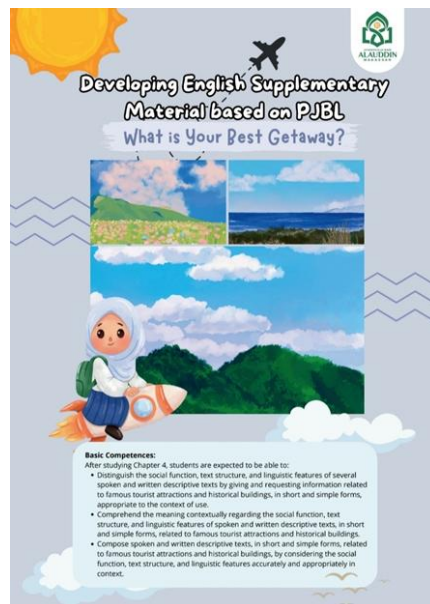


Figure 1. Cover Design

The cover is the first page of the unit which consists of the chapter title, the unit title, a logo indicating the institution, relevant thematic images, and a short explanation of the learning objectives or basic competencies. This combination provides both visual and informational cues to introduce the content of this module.

b. Learning Objectives



Figure 2. Learning Objectives

The second page of the unit further reinforces the theme introduced in Chapter 4 and begins with an engaging prompt: “If you could go anywhere in the world for a perfect holiday, where would you go and why?”

c. Main Parts

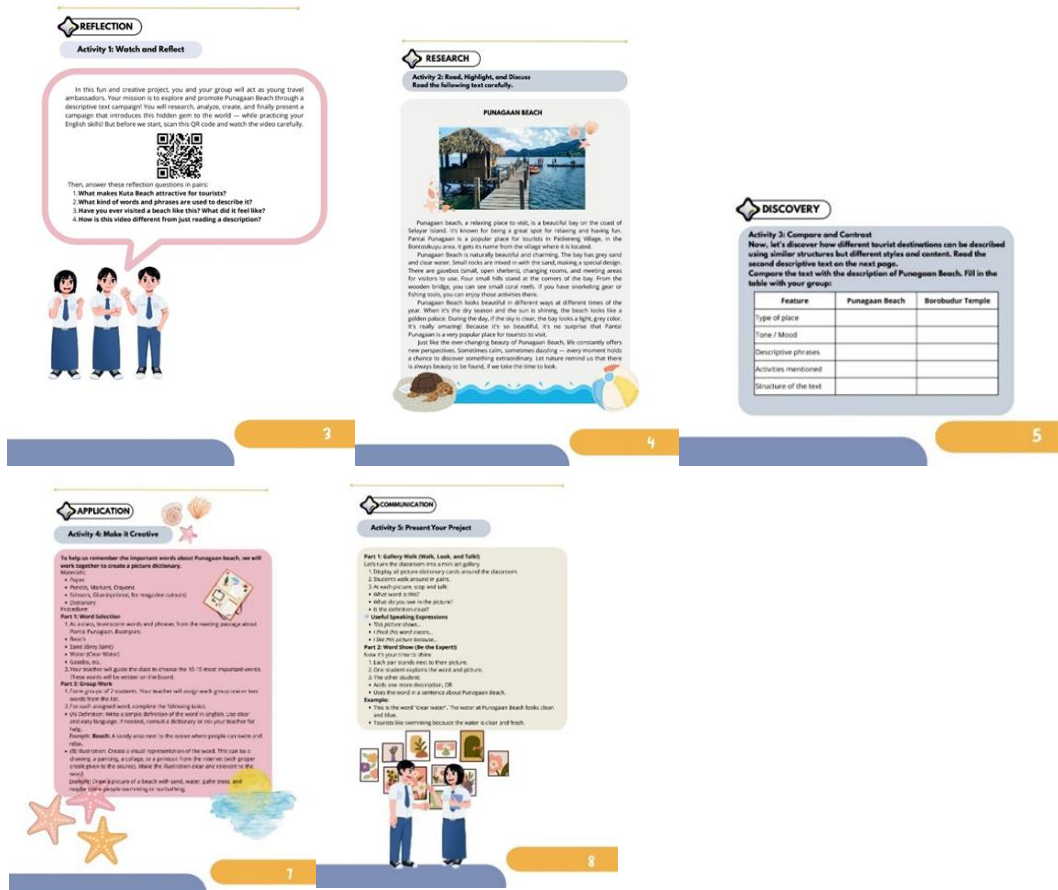


Figure 3. Main Parts

The Main part of this module focuses on learning activities that based on the five stages of Project-Based Learning (PjBL), namely; Reflection, Research, Discovery, Application and Communication.

The Results of Design Phase

Table 3. Validation Result of Syllabus

No.	Statement	Score from Validator 1	Score from Validator 2	Score from Validator 3	Mean Score	Result
Course Content						

1	The syllabus is in accordance with the syllabus of MA ash Shalihin.	4	3	5	4	Valid
2	The content of the material learning module is in accordance with the tenth-grade students of MA Ash Shalihin.	4	3	5	4	Valid
Learning Objectives						
3	Learning objectives include integrated skills in English (reading, writing, speaking, and listening).	4	4	5	4.33	Valid
4	The learning objectives are clearly stated.	4	3	4	3.66	Valid
Indicator						
5	These indicators provide a learning experience for students to achieve learning outcomes in English subjects.	4	3	5	4	Valid
6	The indicators provide a learning experience for students to achieve learning outcomes in English subjects.	4	4	5	4.33	Valid
7	The indicators are clearly stated.	4	3	5	4	Valid
Skills						
8	The syllabus supports actively developed English language skills.	4	3	4	3.66	Valid
Activity						

9	The syllabus provides appropriate tasks for learners.	4	3	5	4	Valid
10	Students are evaluated based on the learning outcomes and indicators.	4	3	5	4	Valid
Evaluation						
11	Teachers are evaluate based on learning objectives and indicators.	3	4	5	4	Valid
12	Students achievement can be measure fairly.	3	3	4	3.33	Enough Valid
Total					3.94	Valid

The alignment of the blueprint with the syllabus implemented at MA Ash Shalihin was the first aspect assessed. This component received a validity score of (4), indicating that the curriculum is suitably structured and generally meets institutional standards. Results from the validation process demonstrated that the blueprint fulfills its intended goals and requirements, particularly in presenting relevant content areas. The validation process proceeded smoothly as planned. The next component reviewed was the appropriateness of the material content for tenth-grade students, which also achieved a valid score (4). This confirms that the learning module content aligns with the expected topics and developmental level of the learners.

A crucial component that followed was the inclusion of the four main English skills in the learning objectives. This element received a high validity score of (4.33), confirming that the objectives adequately incorporate reading, writing, speaking, and listening. The clarity of the learning objectives was also examined, earning a score of (3.66), suggesting that while generally understandable and measurable, slight improvements could further enhance clarity.

Another element evaluated was the extent to which the indicators facilitate the achievement of the intended learning outcomes. This part obtained a score of (4), reflecting that the indicators were designed in alignment with the learning goals and essential competencies. The clarity and organization of the indicators were also verified and reached a validity score of (4.33), indicating that the indicators are effectively structured and articulated.

The component focusing on the blueprint's support for the development of English language skills was also reviewed. This area received a score of (3.66), which shows that while the integration of skills is adequate, there is room for enhancing the support for active skill development in areas such as reading, writing, speaking, and listening. The tasks provided in the blueprint were another key area evaluated, receiving a score of (4), which indicates that the activities are appropriate and align well with the intended learning indicators.

Evaluation components concerning student performance were reviewed to determine their alignment with learning outcomes and indicators. This section achieved a score of (4), meaning that the methods of assessment used are in line with the blueprint's objectives. Likewise, the evaluation process for teachers, based on instructional goals and indicators, received a valid score of (4). The final aspect assessed was the fairness and effectiveness of evaluating student achievement, which earned a score of (3.33). Although valid, this score suggests a need for refinement in the assessment process to better measure learning outcomes.

Blueprint components that received valid scores include the alignment with the MA Ash Shalihin syllabus, appropriateness of content for tenth-grade students, clarity of learning objectives, the ability of indicators to support outcome achievement, the structured presentation of indicators, and the alignment between evaluation methods and learning goals. Components that received scores within the "sufficient validity" range include the integration of English skills into learning objectives, the blueprint's support for active language skill development, suitability of student tasks, and the fairness of student achievement assessment. To address areas with only sufficient validity, adjustments were made by revising the task formats, enhancing skill integration to better match the module, and incorporating a more detailed assessment rubric.

Table 4. Content Feasibility

No.	Statement	Score from Validator 1	Score from Validator 2	Score from Validator 3	Mean Score	Result
1	The materials are in accordance with Standard Competency (SK) and Learning Goals (CP) of English lesson in Senior High School.	4	3	5	4	Valid

2	The materials are in accordance with the learning Indicators.	3	3	5	3.66	Valid
3	The materials interactively and participatively represent PjBL model.	4	3	5	4	Valid
4	Input for reading (the text) in the materials is related to the topic of the chapter and Need Analysis.	4	4	4	4	Valid
5	Input for speaking (monologue/dialogue) in the materials is related to the topic of the chapter and Need Analysis.	4	4	5	4.33	Valid
6	Input for writing in the materials is related to the topic of the chapter and Need Analysis.	4	4	5	4.33	Valid
7	Vocabulary in the materials is related to the topic of the chapter.	4	4	5	4.33	Valid
8	Language function in the materials is related to the topic.	4	3	4	3.66	Valid
9	Task for reading in the materials is related to the learning Indicators of the chapter and Need Analysis.	4	3	5	4	Valid
10	Task for listening in the materials is related to the learning Indicators and Need Analysis.	4	3	5	4	Valid
11	Task for speaking in the materials is related to the learning Indicators and Need Analysis.	4	3	5	4	Valid
12	Task for writing in the materials is related to	4	3	4	3.66	Valid

	the learning Indicators and Need Analysis.					
13	Task in learning vocabulary is related to the learning Indicators and Need Analysis.	4	4	5	4.33	Valid
14	Task in learning grammar is related to the learning Indicators and Need Analysis	4	3	5	4	Valid
15	Task in learning pronunciation is related to the learning Indicators and Need Analysis.	4	4	4	4	Valid
16	The materials can encourage the students to explore more about the topic in their daily life.	4	3	5	4	Valid
17	The texts are direct in developing students' communication ability in order to achieve the social functions.	4	4	5	4.33	Valid
18	The materials can lead the students to develop their personal, social, and academic related to their English proficiency.	4	3	5	4	Valid
19	The materials are developed into PjBL model in an appropriate form.	4	4	4	4	Valid
20	PjBL model that is developing in the materials are suitable with the topic, input, and the task in the materials.	4	4	5	4.33	Valid
21	The form PjBL model in the materials is balanced with the English textbook.	4	4	5	4.33	Valid

22	Task for reading in the materials is related to the learning Indicators of the chapter and Need Analysis.	4	3	5	4	Valid
Total					4.05	Valid

Table 5. Result of Presentation Feasibility

No.	Statement	Score from Validator 1	Score from Validator 2	Score from Validator 3	Mean Score	Result
1	The presentation of materials clearly divides the opening (Cover), main (Material unit), and closing parts of the textbook (Summary and dictionary).	4	4	5	4.33	Valid
2	The main part of materials is arranged systematically based on the stages of PjBL model, namely start with the big question, design a plan for the project, create a schedule, Monitor the progress of the project, assess the outcome, evaluate the experience.	4	4	5	4.33	Valid
3	The tasks are representing the characteristics PjBL model.	4	4	4	4	Valid
4	The materials interactively and participatively build the interaction in English between students, students and teachers, and between	4	3	5	4	Valid

	students and wider environment.					
5	The materials can encourage the students to do various communicative task creatively and critically.	4	3	5	4	Valid
6	The materials and tasks presentation encourage students to be responsible for their own learning.	4	4	4	4	Valid
7	The materials encourage the students to recognize their success and inadequacy in learning process.	4	3	5	4	Valid
8	The learning settings are related to Need Analysis.	4	3	5	4	Valid
Total					4.08	Valid

Table 6. Language Feasibility

No.	Statement	Score from Validator 1	Score from Validator 2	Score from Validator 3	Mean Score	Result
1	The language in input, task, and instruction is clear and understandable.	4	3	5	4	Valid
2	The language in input, task, and instruction is interactive and communicative.	4	3	5	4	Valid
3	The language used in input, task, and instruction is suitable	4	4	4	4	Valid

	with students' cognitive development level.					
4	The language in input, task, and instruction is appropriate in the aspect of grammar, spelling, and punctuation.	4	3	5	4	Valid
Total					4	Valid

Table 7. Graphic Feasibility

No.	Statement	Score from Validator 1	Score from Validator 2	Score from Validator 3	Mean Score	Result
1	The materials are printed using ISO standard size (A4, A5, or B5).	4	3	5	4	Valid
2	The settings of the cover, chapter title, sub-unit title, illustration, picture explanation, and page number are proportional and do not disturb the students during the learning process.	4	3	5	4	Valid
3	The use of letter/character variation (bold, italic, capital) is appropriate and do not too various in type and color.	4	4	4	4	Valid

4	The illustrations (picture, graphic, table, etc.) are aesthetic and functional.	4	3	5	4	Valid
5	The color of the book holistically and in each chapter are proportional and do not disturb the students during the learning process.	4	3	5	4	Valid
6	The whole design of the module is holistically interesting.	4	4	5	4.33	Valid
Total					4.05	Valid

The validation checklist in this study followed the framework of the national education standards developed by BSNP (Badan Standar Nasional Pendidikan), which include four primary elements: content feasibility, presentation feasibility, language feasibility, and graphic feasibility. This method of evaluation has also been applied in similar research, such as the study conducted by Rahayu (2022), which adopted the same BSNP-based instrument for textbook validation. The use of these standardized components helps developers ensure that instructional materials are not only pedagogically appropriate but also accessible and engaging for learners.

4) DISCUSSION

The results of the validation indicate that both the syllabus blueprint and the developed textbook meet the required standards of validity. This finding suggests that the materials are appropriate for use as supplementary learning resources in the classroom. They have been evaluated to ensure alignment with educational objectives and are deemed supportive of effective instructional practices. As stated by Gall et al., (2006), evaluation serves as a critical process in the development of educational materials. It provides structured and objective information that helps in making informed decisions during the design and implementation phases. Through evaluation, it becomes possible to determine the extent to which the instructional materials fulfill curriculum expectations and address the needs of learners.

In this study, the evaluation was conducted through expert validation, which played an important role in identifying strengths and addressing any deficiencies within the syllabus and textbook components. This process allowed for a detailed assessment of content accuracy, clarity of instructional objectives and overall instructional effectiveness. The validation helped confirm the suitability of the materials for educational use, ensuring that they meet quality standards and are capable of supporting student learning in senior high school contexts.

In conducting this research, evaluation was not only used to measure the outcomes but also to verify the alignment of the developed syllabus and teaching materials with national educational standards. A validation checklist was utilized during this stage to ensure that each component of the product—syllabus and textbook—met quality standards. This checklist served as a systematic tool for gathering expert judgment regarding the feasibility and relevance of the instructional materials.

The concept of evaluation in this context is closely aligned with the definition proposed by Arikunto (2013) emphasizes that evaluation is a process of comparing actual results with predetermined goals to determine a program's effectiveness. This approach positions evaluation as an essential element in quality assurance for educational product development.

This study encountered certain limitations, particularly in the inability to complete the implementation phase. Although the research employed the ADDIE model, which includes analysis, design, development, implementation, and evaluation, time constraints restricted the process to the initial stages. Consequently, the focus of this research was limited to assessing the feasibility of the developed module rather than evaluating its effectiveness in actual classroom settings. Despite this limitation, the module is expected to serve as a valuable resource for English teachers and future researchers. It is also anticipated that subsequent studies will continue this line of research by implementing and measuring the practical impact of the module in educational environments.

5) CONCLUSION

This study aimed to develop and validate an English teaching module based on Project-Based Learning (PjBL) for tenth-grade students at MA Ash-Shalihin. The needs analysis revealed that students require materials that are not only aligned with the curriculum but also engaging, contextual, and collaborative. Therefore, the module was designed to match students' interests, incorporate visual elements, and include tasks relevant to their daily lives.

During the design and development stages, the researcher applied the ADDIE model to create a structured blueprint and develop a module titled “What is Your Best Getaway?”, focusing on descriptive text. The module integrates the four language skills—reading, writing, speaking, and listening—through project-based activities. Expert validation results indicated that the module achieved a high level of feasibility in terms of content, presentation, language, and graphics. Although the implementation stage was not conducted, the module shows strong potential as a supplementary teaching resource in the classroom. It is recommended that future research examine its effectiveness through direct implementation. Additionally, teachers and material developers are encouraged to design more contextual, interactive, and student-centered learning materials to enhance the effectiveness of English language instruction.

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