Designing instructional media for English speaking club to develop learners' communication skills

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ARTICLE INFO	ABSTRACT
	This paper presents the development of instructional media for an English-speaking club to improve students' speaking and general communication skills as part of a community service program. This was conducted as an attempt to address a lack of English communication competence of students at SMP Muhammadiyah 1 Malang. The project is part of the collaboration between the English Language Education Department (ELED) of the University of Muhammadiyah Malang (UMM) and SMP Muhammadiyah 1 Malang. The project involved ELED lecturers, students, and English teachers and students of SMP Muhammadiyah 1 Malang. The chosen topics for the English club are relevant to students' everyday lives, complemented with corresponding English language-related games. For that, a module was created for ten sessions with three specific topics (English vlog, speech, and storytelling), complemented with the digitalized media for the games in each session. This paper presents a detailed account of the preparation, development, and evaluation of the developed module and media for the speaking club, emphasizing the collaborative nature of all involved in the project. Lessons learned are discussed and highlighted for other English language teachers and educators who wish to conduct the same project in their respective institutions.
	Merancang media pembelajaran bagi klub berbahasa Inggris untuk mengembangkan keterampilan komunikasi peserta didik. Artikel ini menyajikan pengembangan media pembelajaran bagi klub berbahasa Inggris untuk meningkatkan keterampilan berbicara dan komunikasi umum siswa sebagai bagian dari program pengabdian masyarakat. Hal ini dilakukan sebagai upaya untuk mengatasi kurangnya kompetensi komunikasi bahasa Inggris siswa di SMP Muhammadiyah 1 Malang. Proyek ini merupakan bagian dari kerjasama antara Jurusan Pendidikan Bahasa Inggris (ELED) Universitas Muhammadiyah Malang (UMM) dan SMP Muhammadiyah 1 Malang. Proyek ini melibatkan dosen ELED, siswa, dan guru Bahasa Inggris serta siswa SMP Muhammadiyah 1 Malang. Topik yang dipilih untuk klub bahasa Inggris relevan dengan kehidupan sehari-hari siswa, dilengkapi dengan permainan terkait bahasa Inggris yang sesuai. Untuk itu, dibuat modul untuk sepuluh sesi dengan tiga topik khusus (vlog bahasa Inggris, pidato, dan bercerita), dilengkapi dengan media digital untuk permainan di setiap sesi. Makalah ini menyajikan laporan terperinci tentang persiapan, pengembangan, dan evaluasi modul dan media yang dikembangkan untuk klub berbicara, menekankan sifat kolaboratif dari semua yang terlibat dalam proyek. Pelajaran yang didapat didiskusikan dan disoroti untuk guru dan pendidik bahasa Inggris lainnya yang ingin melakukan proyek yang sama di institusi masing-masing.

INTRODUCTION

English is an international language used to communicate globally among people from different countries, and the language is classified as English as a foreign language (EFL) in Indonesia. Unfortunately, Indonesians are less exposed to English in their daily lives. In fact, English has become an extracurricular course for primary school students (Ayu, 2016). This situation creates more burden for secondary school English teachers when teaching English because their students have low English mastery when entering junior higher schools. So, it is important to boost their motivation and better English proficiency. Thus, an appropriate teaching approach needs to be applied. EFL teachers are required to facilitate students' interest in developing their English learning motivation, so the students can perform better English and achieve better English learning outcomes (Yusuf et al., 2020). Also, the EFL teachers need to provide a vast amount of English exposure to the students for reinforcement and better English. Watching English movies, listening to the radio, and reading English books, magazines, or newspapers very important for EFL learners' English progress (Al-Zoubi, 2018).

Additionally, students are supposed to be trained in order to be more autonomous, so they can keep learning independently. Student independent learning is deemed necessary to improve their motivation (Cheng & Lee, 2018). As a result, they are more likely to comprehend their English, particularly speaking skills. In most factual contexts, speaking is seen as one the most essential skills because it is the main skill needed by English learners to communicate fluent English verbally. To express ideas, thoughts, and opinions clearly, they need to use English speaking in verbal communication (Darnis, 2020).

Speaking skill advancement could be gained through various methods: storytelling, role play, and game. Storytelling could lead to better English-speaking performance (Zuhriyah, 2017). When the teachers have various teaching speaking approaches, students can easily get engaged and enjoy the speaking activities in class. Consequently, their speaking fluency will gradually be enhanced. Internet use in English learning could also be a good teaching option for speaking skill practices. For instance, students who wish to practice their communication outside the classroom find online speaking practices beneficial and can determine their preferred speaking practices and set their own learning pace (Rodrigues & Vethamani, 2015). They added that the English learners' confidence increases when their speaking performance is better. However, learning flexibility might sometimes be hindered by the slow internet connection (Sriwichai, 2020). Hence, it is always important to prepare another option. Considering formal speaking classroom interaction might create boredom for students due to the pre-determined lesson plan. So, creating English speaking club will be an excellent idea for more fun speaking practices because the club is less formal instruction, and teachers can modify the instructional topics based on the students' wants and needs more flexibly.

When EFL learners rely merely on formal classroom activities, English attainment will not be optimum. Consequently, EFL learners have fewer opportunities to improve their English (Waloyo et al., 2021). Due to its less formal and flexible nature, the English club could result in more fun and engaging speaking activities. Most students who joined English-speaking clubs were identified to increase their vocabulary, pronunciation, and fluency when using English (Wahyuniati et al., 2020). Integrating digital gamification into the English-speaking club offers more enjoyable English-speaking practices for junior high school students who are digital natives.

Self-regulated learning (SRL) is a competence that students need to develop in speaking. SRL means learners actively participate in controlling their own learning experiences, including shaping their productive workplace and applying the available resources effectively, organizing obtained information to learn, maintaining positive emotions during pedagogic activities, and maintaining their beliefs about their competences, learning values, and aspects that influence the learning itself (Wang et al., 2013). When integrated with the English-speaking club, SRL will optimize EFL learners' outcomes because they manage and organize related aspects, environment, media, time and information, to support their speaking progress. Here, they must remember that they must have a clear and reachable learning objective. Otherwise, it will be hard to progress their speaking skills because they will be fully responsible for their learning progress.

Speaking clubs are known to have more enjoyable activities that can help students conquer their problems in speaking (Prabowo, 2020). Speaking club has other benefits for speaking practices, such as providing students with proper contexts, exposures, opportunities, learning partners, and a safer learning environment (Brown & Daly, 2004; Prabowo, 2020). Students also find English club a positive environment where they confidently nurture their speaking skills like fluency, vocabulary, and pronunciation (Wahyuniati et al., 2020). To facilitate a good session for learning speaking, an English club should involve interactive activities and proper support from the teachers for better self-regulated learning and communication (Fauzi, 2019; Wahyuniati et al., 2020).

A positive and supportive learning environment created in English club activities also encourages using games to enhance the learning quality. Playing games can help improve English speaking skills regardless of the students' age as most games require active verbal participation (Kaur & Abdul Aziz, 2020). Games can also be useful in facilitating speaking skills like vocabulary while increasing students' confidence (Sunarti & Halim, 2019). Those theories support that having games for after-school clubs can positively change teaching instructions and makeearning activities more fun, relatable, engaging, creative, and effective (Schlosser & Balzano, 2014).

Specially tailored learning media will be developed in this community service to support the activities of the English-speaking club in the targeted setting. The media is also expected to promote active participation and production to help

improve other macro skills, like vocabulary, fluency, and comprehension (Kurniawan, 2016). Integrating such media is expected to enhance the learning during English speaking club activities to benefit the program's sustainability. However, to the best of our knowledge, we could not figure out the study or community service that focused on how digital gamification was used as a part of the teaching media for speaking practices and English communicative skill development. Therefore, we carried out this community service. This community service is expected to result in a practical module that would be sustainable for future use. Also, an academic article could be created as a reference for teaching English speaking and communication skills via English-speaking club using digital-gamification media.

We conducted the community service program partnering with SMP Muhammadiyah 1 Malang. This service aimed at progressing education sector, particularly English skills. This becomes the community service focus because English skill progress has been tough there due to very few English teachers and supporting references. This school is one of the junior high schools in Malang under the organization of Muhammadiyah Kota Malang. The school has a strong commitment to strengthening students' English competences. They believe the students can be more confident and are able to compete regionally and nationally if they have good English competences, particularly speaking and communication competences. Furthermore, we conducted the preliminary observation and interview with the school partner, SMP Muhammadiyah 1 Malang, to do a need analysis for the current community service program. During the initial Focused Group Discussion (FGD) with the teacher and school principal, an issue with English teaching came out. That was the assistance related to the school's extracurricular activity. Therefore, we sprung an idea to have English Speaking Club. Drawing from those things, our community service focused on the instructional media, particularly digital gamification, and design for the English speaking club module for better speaking and communication skills.

Our community service is part of our effort to support the Sustainable Development Goals (SDGs) in education sector targeting quality education for children. When the quality education is run well, the sustainable development would be able to be achieved. Education is proven to be one of the strongest and real vehicles to ensure sustainable development (UNDP, 2015). Therefore, at practicality level, we actively participated to achieve that goal by conducting English speaking club at SMP Muhammadiyah 1 Malang, so students could access inclusive English learning and they are ready to build better future for global development. This club was chosen because it is critically needed by the school. Also, this approach was considered effective to enhance students' vocabulary, pronunciation, and speaking fluency in English (Wahyuniati et al., 2020).

METHOD

Considering the theoretical background and the school partner's problems, ensuring the quality of the English club learning programs is important. This section presents detailed methods to achieve such quality involving the project participants, the offered solutions, and the stages of the program implementation.

Participants

The community service program was conducted by the team of lecturers affiliated with the English Language Education (ELED) of the University of Muhammadiyah Malang (UMM) in partnership with SMP Muhammadiyah 1 Malang. First, the main team from ELED consisted of three lecturers and was supported by 10 undergraduate students, all of whom aspired to be English teachers and were in the middle of their training. Next, the SMP Muhammadiyah 1 Malang team consisted of an English teacher and 19 students who were active members of the school English speaking club. The team of lecturers and the teachers conducted the initial planning for the project, deciding the specific aims and expected outcomes before involving the ELED students to assist with the material development of the module and media. Once the module and media were finished, the ELED students, supervised by the lecturers and the English teacher, were responsible for executing the plan and running the club within 11 weekly sessions run from early September to mid-December 2022. The English club participants, the students of SMP Muhammadiyah 1 Malang, were observed to have a good knowledge of English, sufficient digital literacy, and access to online devices like smartphones. Despite having such ideal participants, the club's activities had been suspended during the pandemic. With the help of this community service team from UMM, now the English Club has been reactivated and rebranded with a new and stronger concept and execution.

Offered solutions

The main solutions offered in this program are in the form of a complete learning module, media, teaching assistance, and supervision tailored to the English Club at SMP Muhammadiyah 1 Malang. Currently, the English Club serves as a main learning extracurricular activity to promote better English speaking culture in the school and improve students English communicative skills, which was urgently needed according to the school's principal. To be more detailed, the offered solutions and outputs are presented as follows.

1. **Module for English speaking club**. The module was used as the main references for the English-speaking club activities. The instructors for the club are ELED - UMM students, under the close supervision of the lecturers and

teacher of English teachers of the school. The module consisted of materials, activity worksheets, and learning media that were implemented in the club and evaluated through feedback from students about its practicality. The English Club module consists of ten chapters for ten meetings/sessions. The module covers materials for speaking for informal and formal interactions, as the development team and the English teachers agreed initially.

2. **Game-based instructional media**. The instructional media were made to accompany the module in the form of game-based media for English language learning related to the topics discussed. The media were developed based on the principles of autonomy and self-regulation in foreign language learning in order to support and encourage students' independence in learning English speaking skills. Further, the media were made available online and printed for easy access and future references to ensure its sustainability of use. The media were interactive gamification-oriented activities involving digital technology. For example, the previous paper and pencil-based games (e.g., treasure hunts using simple written instructions on pieces of paper) were replaced by QR code games using smartphones. The use of gamification and digital devices was aimed to make the English Club activities more enjoyable and contextual for the 'digital native' students while helping the teacher to manage the learning resources better. That way, the English Club has digitized media and its materials, activities, games, and assessments. It can make the future implementation of English Club and the development of the module easier while ensuring its quality.

3. **Assistance and supervision for Speaking Club**. We also provided assistance throughout the execution of the English-speaking club and supervised its progress. To do that, the 10 students who were in charge of teaching were prepared and trained before each session. To ensure that learning takes place effectively, they were also assisted in the evaluation process after each session to encourage active reflection on the teaching practice experience in the club.

Stages of program implementation

The achievement of the three goals was conducted in three main stages covering the planning, implementation, evaluation, and reporting of the overall community service program. Below is the detailed elaboration of the stages.

Table 1. Detailed elaboration of the planned stages

No.	Stage	Activities	Participants	Platforms	Outcome
I.	PREPARATION STAGE				
1	Preparation and need analysis	- Introduction with the school, English teacher, and participants - Conducting need-analysis - Preparing initial module and media template	Lecturers, Teacher, Principal	- Site Visit - Google Form - WhatsApp group	- Agreement with participants - Initial data for module development
II.	EXECUTION STAGE				
2	1st Development of the learning module and media	- Recruitment of ELED students - First coordination meeting - Developing materials for the module and the media	Lecturers, ELED students	- F2F meeting - Zoom Meeting	List and draft of planned topics and materials
3	1st Evaluation and validation	- Communicating the module draft with the school and English teachers - Validating the material with experts	Lecturers, Teacher, ELED students	- F2F meeting - Zoom Meeting	- Document evaluation and validation reports
4	2nd Development of the learning module and media	- Developing learning activities, games, and additional resources	Lecturers, ELED students	- F2F meeting - Zoom Meeting	- Module drafts and game media for the learning activities
5	2nd Evaluation and validation	- Communicating the module learning activities, games, and additional resources with the school and English teachers - Validating the learning activities, games, and additional resources with experts	Lecturers, Teacher, ELED students	- F2F meeting - Zoom Meeting	- Digitized learning activities and games, and other resources.

No.	Stage	Activities	Participants	Platforms	Outcome
6	Workshop and Training	- Practicing sessions of the learning module with the English Club teachers (ELED students) - Transferring the learning module to the school and the English teacher - Evaluating the final draft of the module - Documenting the finished module	Lecturers, ELED students	- F2F meeting - Zoom Meeting	- Document reports
7	English Club sessions	- Facilitating the English Club activities using the module with the English teacher - Observing, evaluating, and improving module usages by the English Club	Lecturers, Teacher, ELED students, SMP students	- Site visit - Google Form	- Evaluation report of the programs
III.	**EVALUATION AND REPORTING STAGE**				
8	Program evaluation	- Evaluation for the module and media development - Regular and weekly evaluation during the execution phase - Final evaluation at the end of the program	Lecturers, Teacher, ELED students, SMP students	- Site visit	- Evaluation report of the programs
9	Reporting the results	- Creating documentation and reports	Lecturers, Teacher, ELED students	- Google Docs	- Document reports

The detailed description of the outcomes of the planned method is presented in the following Results and Discussion Section.

RESULTS AND DISCUSSION

The community service team from English Language and Education Department (ELED) or Universitas Muhammadiyah Malang conducted a service program in SMP 1 Muhammadiyah Kota Malang, which focused on developing the junior high school's Speaking Club as one of the main extracurricular activities for students. The program aimed to develop instructional media for the speaking club. It was initiated by lectures of ELED, led by Nina Inayati, M.Ed. The prominent service members were Alimin Adi Waloyo, M.AppLing., Bramy Biantoro, M.Ed., and Ibrahim, M.TESOL. (Lecturer of Universitas Muhammadiyah Kalimantan Timur). During the implementation of the service program, there were 10 students from ELED who aided the designing process and the speaking club activities as facilitators.

The service program was started by doing a school visit in July 2022 to obtain a brief data of need analysis from the principal and English teachers in SMP 1 Muhammadiyah Kota Malang. From the school visit, the service team received significant information to develop the blueprint of the module and additional instruction media (e.g., games). For example, the principal stated that the students needed to improve their communication skills, especially regarding social media content creation, speech, and storytelling. Those activities were often used for national and international student competitions, so equipping students with those skills was deemed important by the schools. Then, the service team along with the students, spent two months developing the module and the instructional media in the form of educational games for the speaking club. Then, the team also held several trial sessions, one of them on September 1st, 2022, in UMM, where students were trained to facilitate learning activities for students in the speaking club using the module and instructional media. The developed module, with its learning games, was also regularly communicated with the English teacher of SMP 1 Muhammadiyah Kota Malang, to get meaningful feedback, especially in matching with the initial objectives and the students' proficiency.
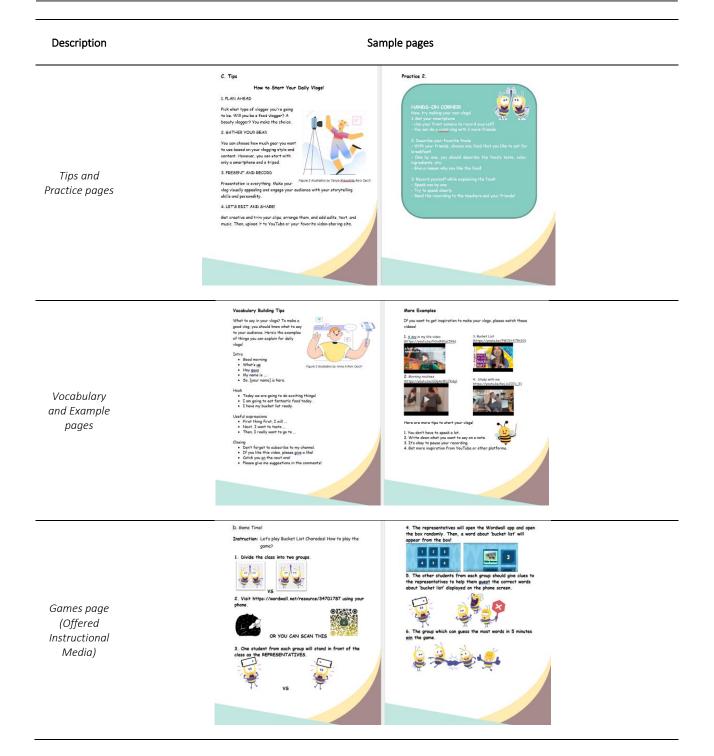
(a)   (b)   (c)

Figure 1. Documentation of the preparation stage and the initial development of the module and instructional media (games): (a) the introduction meeting with the principal and English teacher in July 2022, (b) the development of the module and media in August 2022, and (c) the training for UMM students to facilitate the learning using the module in September 2022.

In August 2022, the module and the instructional media could be finished properly. The module for the speaking club consisted of nine (9) chapters, and each chapter was designed for one meeting. The chapters were structured thematically based on three main themes, vlogs, speeches, and storytelling, which were expected to improve their speaking skills and enable them to participate in future speaking competitions. Each chapter was designed systematically, starting with brainstorming activities, an overview of the material, a vocabulary section, speaking practices, and games (for the instructional media). The sections were arranged specifically as scaffolding for students in learning English speaking, especially at the junior high school level. Additional learning media include videos, pictures, and websites to provide students with more relevant and contextual examples. The activities in the module were also integrated with digital technology like smartphones, social media, and the internet to increase the ease of use and quality of learning. The combination of those materials was expected to improve students' proficiency in daily conversations and formal public speaking like speeches and debates.

Table 2. Sample of content pages in the Speaking Club Module with the instructional media - games

Description	Sample pages
Introduction page	
Brainstorming and Overview pages	

Description	Sample pages
Tips and Practice pages	
Vocabulary and Example pages	
Games page (Offered Instructional Media)	

The speaking club was officially started on Friday, September 2, 2022. It was the beginning of 11 meetings for the speaking club facilitated by the UMM students using the developed module and games as the media. The first meeting was held to introduce the facilitators and the module to the students, and 22 students joined this session. The students could be observed participating in the activity enthusiastically due to the use of a game as instructional media. In this first meeting, the UMM students who became the facilitator were still guided by the service program's core member, as seen in Figure 2. The English teacher of SMP 1 Muhammadiyah Kota Malang stated that his students seemed to accept the introduction of the module and instructional media well, showed by their active participation in learning speaking through the prepared games.

Figure 2. Documentation of the official opening of the Speaking Club activities using the prepared module and the instructional media

Furthermore, the speaking club was conducted regularly every Friday morning, from 08.00 to 10.30 a.m. in the following 10 weeks. The sessions were divided into three themes according to the module structure: vlogging, speech, and storytelling. The first three meetings were categorized as introductory meetings where the students got familiar with the module and the instructional media. The topic for those meetings was vlogging in which the students engaged with the module to learn to create simple social media content using technology while honing their speaking skills. With the help of the facilitators, they learned vocabulary, expressions, pronunciations, and gestures for making vlogs per the module's themes, such as daily vlogs, popular vlogs, and hobby vlogs. The students also engaged with interactive and fun games implemented to improve their learning participation and motivation, such as *Spinning Wheel Vlogs*, *Wordwall Charades,* and *Guess Who* games. By the end of the vlogging-themed meetings, students were observed to be more confident and active in participating in the speaking club activities.

In addition, the next three meetings focused on learning speech using the module. During the meetings, students learned and practiced three things: what speech is, social media speech, and important day speech. These meetings encouraged students to improve their speaking skills and confidence more by doing individual practices and collaborative games assisted by the facilitators using the prepared instructional media. The games were *guessing words*, *snakes and ladders*, and *word search* games. With the module and instructional media, the students saw examples of speeches, practiced them individually and collaboratively, and improved their overall speaking skills. Lastly, the last three meetings were focused on the theme of 'storytelling,' in which the students could learn how to do storytelling in general, daily storytelling (i.e., recount), and fiction storytelling (i.e., narratives). The students also further learned pronunciation and evaluated each other's speaking performances using the guide from the module. Games as the supporting media were also utilized in the last three meetings, namely *virtual trivia*, *tell and guess*, and *story chain* games. The module activities and contents, along with the games, were able to improve the quality of the speaking club, as suggested by the English teacher who always accompanied during all the meetings. In addition, there were two additional meetings set up as an evaluation stage. The first was to observe students speaking improvements after learning using the module and the instructional media, and the second was an interview session to get beneficial feedback from the students regarding the module.

(a) (b) (c)

Figure 2. Documentation of the meetings of based on the Module's themes: the daily vlogs meeting (a), the speech meeting (b), and the storytelling meeting (c)

During the development of the module, 10 meetings of the speaking club, and two additional evaluation sessions, there were two observed obstacles like students' participation and technical issues. Firstly, the speaking club's participants initially recorded as many as 22 students from 7th and 8th graders. However, the number decreased to 18 students at the end of the speaking club. Most students who quit were boys, leaving only one male student at the end of the speaking club activity. Considering the speaking club was an extracurricular activity, there was a possibility that many male students decided to join other extracurricular activities, which were also held at the same time with the speaking club (i.e., all extracurricular activities in SMP 1 Muhammadiyah were held at the same time, every Friday morning). Secondly, as the module and the games were distributed or implemented using digital platforms (i.e., smartphones and LCD projectors) with an internet connection, technical issues happened several times during the speaking club meetings. Some students did not have internet data, so the English teacher often provided students an internet connection through tethering. Sometimes, students' smartphones experienced lagging that the facilitators solved. Nevertheless, the participant and technical issues did not affect the speaking club learning activities using the module significantly. Interestingly, the technical issue regarding the internet connection prompted the school to install Wi-Fi access for students after the speaking club finished.

Based on the speaking club activities described above, the speaking learning activities using the module and integrated media (games) indicated positive results for students and the school. The module and the games have improved the quality of the speaking club activities, students' participation, and speaking skills of the students. This aligns with Wahyuniati et al. (2020) research, which suggests that speaking club with a good supplementary material like modules can improve students' speaking skills (fluency, accuracy, and pronunciation), confidence, and comfortable learning environment. The support from educational games as additional learning media, like guessing games in the module, is argued to improve young learners' speaking skills (Meiningsih & Madya, 2021). Games tailored for English speaking, like the ones developed for the module, can be essential to support verbal communication exchanges and improve vocabulary learning for students in the speaking club (Kaur & Abdul Aziz, 2020; Sunarti et al., 2019). Moreover, as the module and games were implemented using digital platforms and the internet, the participants were able to adjust the learning activities based on their preferences, either individually or collaboratively. This notion supports the self-regulated learning theory (Wang et al., 2013), which can further improve the quality of student learning activities using the module. SRL-based learning promotes better adaptive learning for students where they can have responsibility and freedom in doing their own learning. Furthermore, the involvement of technology, like smartphones, websites, applications, the internet, and social media in the module and game-based instructional media was successful in generating positive learning impacts among the students. According to Sosas (2021), employing a technology-based medium to teach speaking can be effective in helping students do their tasks and create a good relationship between students and teachers while reducing students' anxiety. Lastly, the English teacher at the school can collaborate with the community service team and the facilitators to improve his teaching practices for the extracurricular activities and the main English classes. Using the module and the game-based instructional media, the English teacher can get the best practice for selecting teaching approaches and strategies for his English classes, such as the use of storytelling and personalized learning (Zuhriyah, 2017; Rodrigues & Vethamani, 2015).

The students who were more engaged, actively participated and improved their communicative and speaking skills indicated the positive impacts of the English speaking club. Thus, this community service was positively affecting both the team of the community service (English lecturers and the ELED students) and the schools (students, English teachers and the school principle). More importantly, this community service supports the SDGs goal in the educational sector. Here, we targeted inclusive English development for children, which is accessible for all gender, various economical background, yet affordable. Then, they are ready to actively contribute to creating change for more prosperous and peaceful future through their ability to use English for global communication. Also, they can find better job due to their competence in using English which leverage their social and economic status.

CONCLUSION

The Speaking Module and game-based instructional media were vital to be developed promptly to support the school programs in improving the quality of the speaking club, which is the main extracurricular activity to enhance students' English proficiency to join local and national competitions. The result of the community service showed that the development of the Speaking Club Module and the game-based instructional media, which was implemented in the English extracurricular at SMP 1 Muhammadiyah Kota Malang was a success. The program was implemented properly chronologically, starting from the preparation, development, implementation, and evaluation. The module and the games were observed to promote effective, contextual, and enjoyable speaking activities for the students while improving their speaking skills and confidence during the classes. Despite obstacles like the decrease in several students' participation and technical issues while using the smartphone and the internet, the students, English teachers, and facilitators were able to hold the speaking club activities properly according to the school's initial objectives. Therefore, developing a

quality module with interesting instructional media is suggested to be explored and implemented by other schools to improve the quality of English extracurricular-related activities. Additionally, this community service was so positive due to the activities' impact to create better English access for children from all gender and various social-economic background. So it supports the SDGs in education sector.

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