




## Developing digital literacy application for Extensive Listening Materials

### Pengembangan aplikasi literasi digital untuk bahan ajar *Extensive Listening*

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#### KEYWORDS

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#### ABSTRACT

Learning resource transformation is essential in this digital era, and English teaching and learning is no exception, especially in *Madrasah* context. That is why providing digital Extensive Listening (EL) materials to promote comprehensible input and character values is needed. This study outlines how Muslim English Literacy (MEL) application was developed to support the digital transformation as an alternative for EL materials. Research and Development (R & D) design was executed comprising seven phases of needs assessment, product design and development, product validation, first round of product revision, field testing, second round of product revision, and final product dissemination. The results of the field testing and moderation suggest that the developed product, MEL, is practical and applicable in helping EFL students to get more language exposure so that their English language acquisition can be facilitated. In addition, the product integrating character values may also strengthen their identity of being Muslims. Further studies on similar material development with more various topics utilizing technology apps are worth conducting.

#### KATA KUNCI

literasi bahasa Inggris; bahan ajar extensive listening; madrasah

#### ABSTRAK

Transformasi bahan ajar sedang menjadi kebutuhan di era digital saat ini, termasuk dalam pembelajaran bahasa Inggris di Madrasah. Oleh sebab itu, ketersediaan bahan ajar *Extensive Listening* (EL) yang mengintegrasikan comprehensible input (i+1) atau ilmu pengetahuan dan nilai moral sangat dibutuhkan. Artikel ini membahas bagaimana aplikasi Muslim English Literacy (MEL) dikembangkan untuk mendukung transformasi digital tersebut sebagai alternatif bahan ajar *Extensive Listening* (EL). Penelitian dan Pengembangan (R & D) ini diselesaikan melalui 7 tahap: analisa kebutuhan, desain dan pengembangan bahan ajar, validasi produk, revisi pertama produk, uji coba, revisi kedua produk, dan diseminasi produk akhir. Hasil uji coba dan hasil akhir ini menunjukkan bahwa produk yang dikembangkan, MEL, bersifat praktis dan diterapkan oleh para siswa dalam memperoleh lebih banyak paparan bahasa Inggris sehingga mereka dapat meningkatkan kemampuan berbahasa Inggrisnya. Selain itu, produk ini juga bisa meningkatkan identitas mereka sebagai muslim dengan cara menerapkan nilai-nilai karakter yang diintegrasikan dalam produk ini. Selanjutnya, penelitian dan pengembangan semacam ini perlu dilakukan lagi dengan topik yang lebih beragam.

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## Introduction

It is widely accepted that the acquisition of speaking skills primarily occurs through the process of listening. A substantial body of literature highlights the prominence of listening over speaking, reading, and writing in effective communication. Brown and Abeywickrama (2019) confirm this by demonstrating the prevalence of listening skills in educational, familial, and occupational settings. Similarly, Lake (2015) asserts that approximately 80% of communication is dedicated to interpersonal interactions, with 55% of this time being allocated to listening activities. These statistics underscore the crucial importance of listening as a foundational component for acquiring and reinforcing other language proficiencies. However, within the realm of English as a foreign language (EFL) education, such as the context found in Indonesia, encountering authentic and immersive listening experiences proves to be a challenging endeavor.

EFL teaching at schools generally provides students with explicit grammar explanations, emphasizing conscious language learning to show them, for instance, what a certain grammar pattern means and why a sentence is grammatically correct or not. Being able to memorize language rules, however, does not guarantee proficient users of the language. Therefore, after a long conscious learning process, many students are still not able to use the grammar rules for meaningful and authentic communication (Chomsky & Krashen, 2020). Besides, some other students may still lack tacit knowledge about the language, resulting in less comprehensible input (from listening and reading activities) as well as less comprehensible output (of speaking and writing activities). Regarding this, it is essential to refer to Krashen's input hypothesis, which predicts the necessity of language input in acquisition, where students subconsciously and naturally learn the language through the provision of abundant language input. In other words, language teaching should focus on providing more activities for students to experience natural environment to get them exposed to the language. Besides, Krashen's input hypothesis suggests the needs for comprehension in acquiring a new language, which means that the language input should be comprehensible, that is, just a little beyond students' current level of competence, denoted in the formula of  $i+1$ , that is, input plus one, meaning one level up from the current level of the students' competence. Providing comprehensible input can be supported by contextual or extra-linguistic information. In other words, working on language meaning or comprehension should come first, and then language forms can be dealt with later (Krashen, 1982). Consequently, language learners need more natural exposure to listening and reading resources which are comprehensible through the implementation of systematic programs like *Gerakan Literasi Sekolah (GLS – School Literacy Initiative SLI)*.

In regard to listening as language input, much research has reported how understanding spoken texts can be challenging to many language learners. Some difficulties appearing from listening, according to Ducker (2013), may hamper students in grasping the intended meaning. Such difficulties may be in the forms of uncontrolled speaker's speed in the audio/video, confusing reduced sounds, insufficient repertoire of informal and colloquial English expressions, and unfamiliar stress and intonation. Students may also face obstacles potentially creating misunderstandings, such as interfering volume, unclarity, and background noise (Anderson & Lynch, 1988) as well as foreign accents. Besides, according to Renandya and Farrel (2011), another possible

challenge faced by students can be capturing the speaker's attitude while listening to an audio. This kind of condition results in EFL students' missing the essential information of the utterances as well as being unable to guess the meaning of non-verbal hints. Similarly, Hamouda (2013) highlights that complexities in accent, pronunciation, speed, and vocabulary, being added with students' less concentration or possible anxiety have created some challenges to EFL teachers in order to facilitate their students in dealing with such complexities.

Considering the aforementioned difficulties in listening, learners should be extensively exposed to listening activities. Extensive listening (EL) can become potential resources of exposure to the target language, essential elements in language learning processes for learners to experience a real and natural usage of the language (Renandya & Farrell, 2011). EL refers to any type of listening activities providing learners with a lot of comprehensible and enjoyable listening input (Ivone & Renandya, 2019). The theory of second language acquisition by Krashen et al. (2017) suggests that exposure to a large amount of highly comprehensible and compelling input fosters language learning. Incidental and gradual acquisition might take place when students repeatedly focus on the meaning of many interesting messages as repetition facilitates language acquisition. In this way, language learning happens subconsciously (p. 129). Similarly, Renandya (2012, p. 201) and Renandya and Farrell (2010) consider EL as listening activities that can facilitate learners with a lot of exposure to the language they are learning through comprehensible and enjoyable listening input. EL is in accordance with one of the language-learning principles, that is, students learn to listen by listening activities, and not by thinking about the listening or by doing activities that do not stimulate much the development of their listening abilities (Chang et al., 2019; Renandya, 2012; Renandya & Farrell, 2011). Such understandings of EL imply the necessity of EL materials.

The need for more listening resources was also revealed in our preliminary study employing online questionnaires among *Madrasah* (Islamic-based schools) students, teachers, and parents. The results showed that 83.3% of the students and 98.8 % of the parents perceived the necessity for listening resources to be used outside the class due to the limited English exposure in the classroom context, such as less time and less resources available. This reflects the practical significance of immersing students in the language they are learning, which in the context of this study means improving students' listening by exposing them directly to listening activities. This is in line with the principles of the nation-wide program SLI, which aims to strengthen the growth movement of character as stated in the Minister of Education and Culture Regulation No. 23 of 2015 (Sari, 2018) by developing literacy skills in the form of using language and images in rich and diverse forms to read, write, listen, speak, see, present, and think critically about ideas.

Furthermore, in the work reviewed by Ivone and Renandya (2019), the focus of EL lies in elucidating the five fundamental principles encompassing aspects of quantity, comprehensibility, learner-centeredness, meaning-orientation, and accountability. These guiding principles for EL education find practical manifestation through a range of instructional activities. These activities include exclusive listening exercises, active listening through techniques such as shadowing or overlapping while listening,

combining reading with listening, incorporating visual components into listening experiences, and integrating reading, viewing, and listening together. These diverse activities can take on various formats, ranging from teacher-directed dictations to collaborative reading aloud sessions, or even self-directed endeavors like personal listening for enjoyment beyond the classroom setting. The pivotal factor throughout is ensuring that learners engage extensively in purposeful listening practice. To put it succinctly, akin to the acquisition of reading skills, the mastery of listening skills is most effectively attained through dedicated and consistent engagement with the act of listening.

Meanwhile, another education policy called *Penguatan Pendidikan Karakter (PPK – character education enforcement)* was also launched through Presidential Regulation number 87 in 2017 (Presidential Decree, 2017) stating that instilling and strengthening 18 character values derived from *Pancasila* (the five nation pillars) are essential, which can be done either formally at school, or informally at home and in society. In other words, integrating the policies of SLI focusing on providing comprehensible input and *PPK* on enforcing character values into EL materials is essentially beneficial, especially for *Madrasah* contexts where those values are introduced more in religious subjects like *Fiqih* (Fiqh), *Aqidah Akhlak*, Qur'an Hadith, and *Sejarah Kebudayaan Islam* (History of Islamic Culture) than in subjects like English.

One of the existing materials incorporating Islamic values into English has been English Language Teaching for Islamic Schools (ELTIS) Resource Packs comprising Listening Resource Pack, Islamic Life Resource Pack, Game and Picture Resource Pack, and Assessment Resource Pack (Milal, et al, 2020). The listening materials are presented in a worksheet, complemented with teachers' note and audio (mp3) format; the topics reflect curriculum-based materials for junior high school students of *Madrasah*. Hence, there is still room to supplement and improvise the existing listening resources (Adiantika, 2019). Besides, technology utilization is also suggested, as has been highlighted by, for example, Rakhmawati and Rachmajanti (2018). They developed in their study supplementary multimedia-based listening materials for seventh graders employing Macromedia Flash CS6 software for the visualization, Text to Speech software for the audio, and Audacity software for combining the audio files. Covering more topics, developing a learning website, utilizing real person's voice, and involving English native speakers for the audio were some of the recommendations Rakhmawati and Rachmajanti (2018) have put forward. Suggesting technology utilization is indeed relevant as the findings by Widiati et al. (2023) also show that the EFL teachers' identified literacy teaching activities do not yet reflect the integration of media and technology.

Thus, regarding the lack of EL materials contributing to the success of SLI program as well as instilling character values among students at the same time, this study plans to develop EL materials in the form of a website and a mobile application to meet all the needs identified. In other words, this study tries to provide research-based evidence about infusing EL materials into the existing courses, for example, school English Clubs. The developed EL materials in the form of a website and a mobile application in this study are named Muslim English Literacy (MEL), which offers two modes of listening activities: Listening Only and Listening & Viewing; the EL materials are

meant to facilitate EFL learners to learn English as well as to implement SLI in order to enable them to get access to more comprehensible input. At the same time, EFL teachers may take benefits from MEL by making the most use of the EL materials. The provision of such materials may make teachers able to examine critically their own teaching approaches, keeping those that seem to work well and replacing the rest with ones promoting incidental language learning (Renandya & Day, 2020). It is under these considerations that MEL, as the evidence of technology integration, may contribute to promoting implicit language learning, offering natural environment necessary for language acquisition to take place in a foreign language context like the one in Indonesia.

## Method

A Research and Development (R&D) design from Gall et al. (2003) was employed in this study, comprising the seven phases of needs assessment, product design and development, product validation, first round of product revision, field testing, second round of product revision, and final product dissemination.

In the first step, the needs assessment, this study involved 50 English teachers of Islam-based junior high schools, 143 students, and 86 parents who were given questionnaires about their perceptions on the significance of EL materials and of character values-based topics for the materials. The data obtained from the needs assessment were used as the basis for designing the EL materials. The needs, lacks, and hopes of the involved respondents became the primary consideration in developing the product such as the needs of EL materials, lack of EL materials provided by schools, and the hopes about what topic they want to learn, including the idea of integrating character education into the EL materials. The example topic about Prophet Muhammad p.b.u.h.'s stories was also presented in the questionnaires.

Data received from the preliminary study were then analyzed using percentage scale to design the EL materials. Mapping essential topics in the Prophet Muhammad p.b.u.h.'s stories into five chapters from his birth to death was conducted first to classify the stories so that it would be easier to understand. The selected topics were inspired by the book published in 2013 by Kualiti Books Sdn Bhd entitled Prophet Muhammad the Last Messenger of Allah swt reviewed by Dr. Mohd Sukki Othman, a senior lecturer at the Faculty of Modern Languages and Communication, University Putra of Malaysia (*Prophet Muhammad صلى الله عليه وسلم*, 2013). Then, writing scripts for the EL materials followed the mapping process. The writing process included paraphrasing the stories from direct speeches to indirect ones, so that it would not become very-long stories.

Afterwards, the written scripts were converted into an audio format by recording using studio equipment and software called Audacity. This step took a lot of time due to some complexities encountered. For this purpose, this study involved multimedia experts and collaborated with a native speaker for good recording. For better results, an Arabic-English (bilingual) native speaker was involved as the voice over giving benefits of promoting fluency in both the languages and introducing good pronunciation in English and Arabic used in the stories. For a better result of recording quality, we collaborated with *PT Digitalisasi Glolingo Inklusif (DGI)*, a limited liability company working on digitalization. In addition to recording the native speaker's voice, one of the three researchers took part as the narrator of the recording for an opening section. It was done for the sake of introducing

an idea of English as a lingua franca representing Indonesian EFL teachers' performance involved in the materials.

Then, the recorded audio was merged with a visual format inserting pictures, graphic animation, and navigation system so that it will be more attractive for students. Using Kotlin coding system called Android studio software, this material development took the level of Alpha to create the application. Developed by PT DGI, the next step, the alpha step of making the animation using Power Point was employed to combine sequences, then using Adobe After Effect to make the object move and given certain effects, and Adobe Illustrator to make 2D static objects.

The content of the product was divided into Opening, Pre-Chapter, Chapter, and Post-Chapter sections. The Opening section contains a preface describing the contents in the application, while the Pre-Chapter section provides information about vocabulary and character value list included in each chapter. Afterwards, in the Chapter sections comprising five different chapters, users are provided with Chapter 1 talking about the birth of Prophet Muhammad p.b.u.h., Chapter 2 talking about the little Prophet Muhammad p.b.u.h., Chapter 3 talking about the young Prophet Muhammad p.b.u.h., Chapter 4 about the *hijrah*, and Chapter 5 about Prophet Muhammad p.b.u.h.'s death. For Listening and Viewing Mode, all the chapters are introduced with audio visual format which may help learners with subtitles provided, while for Listening Only Mode, audio formats are used. Thus, users can choose their preference on which mode they are comfortable with. The last section, post-Chapter section, consists of exercises dealing with each chapter which can be done by matching the questions and answers, and also answering the essay questions related to opinion which may help EFL teachers develop activities for more listening comprehension and strengthening the character values.

Having designed and developed the product, the next step, validation was executed by five experts; one of the five was a native speaker as the language validator. The other two were as material validators, one more as a media validator, and the other one as a user/teacher validator. There were four kinds of instruments used in the expert validation phase: checklists for material validation, language validation, media validation, and teacher validation. After the four instrument drafts were made and validated on the usage of diction, grammatical structures, providing brief introduction, paraphrasing, content validity, classifying character values included, and language appropriacy, the instrument drafts were revised based on the feedbacks given. Written in Google Forms, the revised instruments were then tried out to some colleagues before being validated by the experts. Each expert validator was then sent the Google Form link of each checklist for material validation, language validation, media validation, and teacher validation. The expert validators were also provided with not only the links of the instruments but also the website and application links for product validation. Based on their comments and suggestions, a material revision was conducted, especially on navigation system, graphic design, layout, and quizzes as well as activities introduced in each chapter.

Pilot study was then applied to *Madrrasah* students and teachers to find more suggestions for the second revision. This step was conducted using Google Form questionnaire as well. At the end, a final product dissemination was done by sharing the website and application links to promote the EL materials wrapped in a website via Google Chrome browser and an application accessible freely online via Play store within Android system.

## Results

This study focuses on producing EL materials for Islamic students in the secondary level especially English club members in *Madrasah*. Involving English native speakers, this study designed the materials by adapting available insightful stories of Muslims' endless idol, Prophet Muhammad p.b.u.h., exemplifying Islamic values classified into several chapters from his birth to death. This product can be applied outside the classroom employing audio visual media through the implementation of Listening Only or Listening and Viewing modes.

In details, the EL materials were developed based on the needs analysis using questionnaires from the students, teachers, and parents. Employing sophisticated technology based on Chrome Browser and Android System, PT. DGI crews developed the materials as expected. Afterwards, the developed materials were validated by experts to find the weaknesses of the product for the sake of betterment. Material revision was then conducted based on the experts' comments and suggestions. Having been revised, the product was then tried out at the pilot study stage. The result of the pilot study was then used as consideration to have the second revision. In this step, there was no significant revision held. Finally, the final product dissemination was done to complete the development.

The product of MEL website is limited to be accessed using Google Chrome browser, because it was developed under Google Company license. However, there may be a possibility to use other browsers like Mozilla Firefox, Edge, Opera, etc. with consequences of being slower when accessed. Similarly, the MEL application can be downloaded only from Play Store belonging to Android operating system attached in smartphones. Fortunately, the website and application are free to use within internet connection. Here are provided a manual of how to use the product as described below.

Table 1. The Manual of the product

MEL Website Manual	MEL Application Manual
1. Make sure you use <i>Google Chrome</i> browser to access the MEL Website.	1. Make sure you apply <i>Android System</i> to access MEL application.
2. Type <a href="https://mel.pt-dgi.com">https://mel.pt-dgi.com</a>	2. Download MEL through <i>Play Store</i> .
3. Choose the mode: "Listening & Viewing" or "Listening Only".	3. Install MEL on your smartphone.
4. Click the Opening section/video.	4. Open the installed MEL.
5. Choose the chapter one by one.	5. Click the opening section/video
6. Make sure you are familiar with vocabulary in the pre-chapter section	6. Click "Start" and enter your name.
7. Click "Play" button to start listening	7. Choose the mode: <i>Listening &amp; Viewing</i> or <i>Listening Only</i> .
8. Click "Pause" button to stop listening	8. Choose the Chapter one by one
9. Do the exercises of all chapter placed at the end of chapter or navigated by the button.	9. Make sure you are familiar with vocabulary in the pre-chapter section.
	10. Click "Play" button to start listening
	11. Click "Pause" button to stop listening.
	12. Do the exercises of all chapter placed at the end of chapter.

Based on the responses in the pilot study, it was revealed that the product met the requirements of a good product. The good aspects of the product refer to the criteria of *meaningfulness* with the score of 94.8, *attractiveness* of 89.5, *comprehension* of 84.2,

*fluency* of 89.5, *content* of 84.2, and *language features* of 89.5. Those scores reflect *very good* quality of the product, and revisions were thus not needed. However, it is interesting to note that the *content* and *comprehension* aspects received the lowest scores, implying that the users may already be familiar with the product contents so that challenges might not have been present in product comprehension.

At last, the final product dissemination was conducted by sharing the link addresses of MEL website <https://mel.pt-dgi.com/watch.php> and MEL application <https://play.google.com/store/apps/details?id=muslim.englishlit.com> to the targeted users, EFL MTs/SMPI teachers and students.

## Discussion

The product of this study, the website and mobile application named MEL, has been proven applicable in providing more comprehensible language input. This finding supports the previous research on developing a Mobile-Assisted Language Learning Application (MALL) for English Intensive Course (IC) (Rohandi et al., 2017) confirming that the MALL application is useful and helpful for students to increase their motivation in understanding the materials of IC textbook. Our study is also in line with Ubiquitous Fitness English Listening Comprehension System (UFELCS) designed by Liu et al. (2018) incorporating collaborative listening activities into a fitness center, a media made by Utami et al., (2021) developing E-Learning with Schoology in hybrid learning strategy in listening skill of Tadulako University, the website (*ELLLO - English Listening Lesson Library Online*, n.d.), the use of ELLO in Improving in Teaching Listening to Students (Hadi et al., 2021), M-Learning application developed by Parveen et al. (2017) for rural primary students in Pakistan, a smartphone application evaluating music listening habits for 35 days, and also research-based listening materials utilizing multimedia for seventh-grade students of lower secondary schools developed by Rakhmawati et al. (2016) using CD/DVD/flash disk format employing Text-to-Speech and Audacity software and a computer installed an additional software named macromedia flash CS6. They claimed that the usefulness of their product is to develop the students' motivation to learn while providing a prototype of supplementary listening materials for English textbook using Curriculum 2013 which has no listening practices within.

Compared to MALL mentioned earlier, however, MEL does not only contribute to develop students' motivation reflected by the users' positive feedbacks after using the website and application but also develop their English vocabulary related to terms used in Islamic context, for example: pilgrimage or hajj, Almighty, worship, wet-nurse, sacrifice, vow, idols, etc. Those vocabulary are introduced in each part of the chapters so that users can easily identify them. Whereas in terms of practicality compared to the supplementary listening material explained before, MEL, is not only in the form of a prototype of listening material but a full version which covers all chapters of Prophet Muhammad p.b.u.h.'s life stories. In addition, MEL can be accessed from Android-based mobile phones by installing from *Play Store* although the website version is also provided when there is only a computer available. Thus, MEL is user-friendly that there is no single hard effort to access it. It may also support blended learning required by Z generations in using smartphone application for listening activities (Sari, 2019). It is



also proven that technology-based materials are preferred over textbook-based materials (Demir & Tavil, 2021).

Furthermore, the pre-chapter sections of each part in the chapters are beneficial to introduce vocabulary used in the chapters. They provide introduction of vocabularies used in the video (for Listening & Viewing mode) and the audio (for Listening Only mode) so that users can predict or look up a dictionary first before playing the video or audio. Besides, the pre-chapter sections also introduce character values instilled inside the video or audio. Hopefully, they will be familiar with the implementation of character values such as being religious, honest, tolerant, self-disciplined, hard-working, creative, independent, democratic, curious, patriotic, nationalist, respectful for others, friendly, peace-loving, loving reading, environmentally sensitive, socially aware, and responsible as exemplified by the Prophet Muhammad p.b.u.h. Anyhow, the most important thing is that they will implement all those values in their daily life.

While the post-sections of the chapters in the material provide exercises in the forms of matching quizzes and WH-questions which are useful for users to check their comprehension of the texts within the video or audio. Besides, the Listening & Viewing mode enables users to practice speaking by shadowing or listening while reading aloud the subtitles provided by the videos of the chapters and learn pronunciation and intonation well-introduced by the voice over of the audio. By doing so, this listening activity can also promote speaking ability (Hamada, 2017). By doing the exercises at the end of each chapter, it will help users to increase their listening comprehension so that they will be able to communicate in a natural way written or orally.

Moreover, character values presented in the pre-sections of each part in the chapters of MEL will ensure the possibility of exemplifying the characters of Prophet Muhammad p.b.u.h. This is similar to the Resource Packs developed by the ELTIS team, where Islamic values were integrated into *Madrasah* students' learning resources, especially the Listening Resource Pack (Milal et al., 2020). The character values are intentionally placed earlier before the chapters so that they can help users choose which character values want to be recognized such as religiosity, tolerance, honesty, independence, respect for others, responsibility, democracy, patriotism, etc. Furthermore, questions related to the character values contextualizing the learners' life are also provided in the post-sections in the form of WH questions at the end of exercises of each chapter. This kind of questions can be used as discussion topics which can be conducted if needed. It depends on how teachers utilize this EL material into intensive material in teaching English if necessary. That is why it is needed to be creative in designing the class and execute the design. In addition, having a long duration, 21 parts of all 5 chapters, MEL has strength and weakness which is described below.

Having been developed and applied, MEL, the product of this study, has seven advantages as follows:

1. It is a free website and mobile application which can be accessed by anyone without any payment. One thing which is needed to access it is an internet connection.
2. Users can involve a wide range of students although it is specially targeted to English Clubs members in MTs (Yuliandasari & Kusriandi, 2015) with high motivation which needs more immersion on Islamic contents in English. When

needed, English Club members in SMP(I) can make use of the product to vary their learning resources.

3. It can serve as a variety of teaching methods for EFL teachers in or out the classroom context, especially in the online learning era (Cross, 2014), when the topics related to the lesson.
4. Having been observed from the characteristics of the texts used in the video or audio presented in each part of the chapters, MEL can be used to introduce certain topics like biography belonging to a recount text and stories presented in a narrative text (Ivone & Renandya, 2019).
5. MEL has an excellent native voice over whose pronunciation and intonation are almost perfect (Rakhmawati et al., 2016) allowing learners to learn autonomously when it is used individually at home.
6. Users have freedom to continue, pause, or stop anytime based on their preference by clicking the buttons embedded.
7. The Listening & Viewing mode contains attractive videos which may help learners to visualize the meaning of the content (Sutarna, 2019).

Nevertheless, MEL produced in this study has some weaknesses for betterment:

1. It is time consuming to develop due to the complexities of the works such as finding assets/pictures, animation making, rendering the videos and uploading the file.
2. It requires high cost for the license and hosting fee to Google provider.
3. It needs multimedia experts such as programmer, animator, and designer to develop the application.
4. This product also cannot be accessed without any internet connection so that learners need to afford it before. However, such trouble can be solved by grouping some students into a hotspot area provided. It challenges the creativity of the teacher.
5. It is needed to introduce and promote this product in wider range of users so that it can impact more.

## **Conclusions**

The result of the study is a set of EL materials called MEL designed for English Club members in Madrasah Tsanawiyah (MTs). It can be accessed through a website and a mobile application by any level learners using two modes provided: Listening & Viewing and Listening Only. These website and mobile applications are designed as learning resources so that comprehensible input of English is gained by using the product. When listened or viewed regularly, MEL can give more tacit knowledge due to the immersion process of the language embedded. Later, when utilized optimally, there is a possibility that learners gradually get immersed to English environment so that hopefully they can produce the language naturally as the comprehensible output. The product is potentially effective to help students improve their listening skills. MEL, however, can serve as multi-skill learning resources, not only listening but also speaking, reading, and writing, depending on the purposes of the users. Another quality of MEL is that it can enhance Muslim students especially MTs students' sense of being Muslims by implementing the character values exemplified by Prophet Muhammad p.b.u.h., the endless idol of Muslims, from whom Muslims should learn and follow his

behavior actions, for example how to be honest, how to respect others, and many more. The introduced character values are in line with *KI 1* and *KI 2* recommended by Curriculum 2013. By integrating the character values into learning resources, it can promote students' awareness of being a good generation for the nation, Indonesia. Globally, when Indonesian Muslim students have good characters, it can promote the civilization of Indonesian Muslims among other countries in the world. Moreover, implementing character values into learning resources can prevent negative impacts of technology development embedding young generation nowadays.

The recommendations proposed by this study are directed to other scholars, future researchers who will conduct similar studies regarding EL materials. It is advisable to create educational materials encompassing a broader range of topics, featuring various public figures with wide-reaching influence. This approach has the potential to inspire individuals to embark on a journey of learning and to expand their intellectual horizons. Moreover, it opens the door for future researchers to delve into similar endeavors, perhaps exploring subjects like Macintosh or Apple's iPhone, to drive further progress. A paramount aim is to enhance accessibility, eliminating any technical barriers that may hinder engagement. This initiative also serves as a pioneering venture, intended to evolve over time. One prospective avenue for growth involves incorporating additional Muslim luminaries, such as Caliph Abu Bakr, Caliph Umar Ibn Khattab, Caliph Usman Ibn Affan, Caliph Ali Ibn Thalib, and numerous others. Furthermore, the potential exists to spotlight more Indonesian Muslim heroes, fostering heightened patriotism, nationalism, and pride among Indonesian students. This strategic approach can effectively cultivate a stronger sense of Muslim identity, fostering understanding and unity among diverse communities.

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