



DEVELOPING A SMART ENGLISH SPEAKING MODULE FOR FIRST-YEAR STUDENTS IN AN ENGLISH DORMITORY PROGRAM

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ABSTRACT

The English dormitory program at IAIN Kerinci requires first-year students to use English daily through three structured sessions but lacks a shared instructional reference. This study developed a smart English speaking module and evaluated its feasibility through expert validation and practicality through student responses and speaking performance. Using a research and development design, the study followed six stages: needs analysis, product design, expert validation, revision, practical validation, and final revision. Interviews involved five instructors, while three experts evaluated the module using Likert-scale questionnaires. Ten first-year students trialled the module across three topics and completed a practicality questionnaire and a speaking assessment adapted from Brown (2004). Expert validation yielded 86.0% for content, 87.0% for design, and 91.6% for language, producing an overall score of 88.2% (Very Feasible). Student responses reached 84.5% (Very Practical), while speaking performance averaged 3.76 on a five-point scale, with grammar highest (3.97) and fluency lowest (3.63). The lowest validation scores occurred in the activity layer, indicating a priority for further refinement. The study contributes a module structured around three daily sessions as one instructional cycle and demonstrates the value of identifying specific weaknesses beyond reporting overall feasibility scores.

Keywords: *English dormitory program, instructional material development, module feasibility, research and development, speaking skills*

1. INTRODUCTION

Speaking remains a persistent challenge for Indonesian EFL learners despite prolonged exposure to formal English instruction. Indonesia remains within the low-proficiency category internationally, while speaking is reported as one of the weakest areas of English performance (EF Education First, 2025). At the university level, oral communication is frequently constrained by limited vocabulary, grammatical difficulties, insufficient confidence, and fear of making mistakes (Franscy & Ramli, 2022; Anggrisia & Robah, 2023). Speaking anxiety further intensifies

these difficulties and may restrict learners' willingness to communicate even when they possess adequate receptive knowledge of English (Hermagustiana et al., 2021; Mustamir, 2024). These conditions indicate that developing speaking competence requires more than linguistic knowledge; learners need sustained opportunities to produce English meaningfully, confidently, and repeatedly.

Immersive language environments offer one means of increasing such opportunities. English camps, boarding schools, and language-environment programs extend language use beyond conventional

classroom boundaries and provide learners with more frequent opportunities for authentic oral interaction. Recent Indonesian studies have reported positive associations between intensive English environments and speaking development (Amalia et al., 2022; Amiruddin & Chaira, 2023; Hidayatullah, 2023; Thahira et al., 2023). Evidence from immersive programs further suggests that sustained English use can be supported through peer interaction, community participation, and repeated speaking practice (Pangestu et al., 2026; Rahmah & Hadi, 2026). Nevertheless, immersion alone does not automatically eliminate linguistic limitations, speaking anxiety, or low confidence, indicating that intensive exposure must be accompanied by systematically designed instructional support.

This need is particularly relevant to the English dormitory program at IAIN Kerinci, a flagship program in which 70 first-year students from different academic majors participate in an English-speaking environment for one academic year. Students attend three structured sessions each day: early-morning vocabulary practice, afternoon pronunciation practice, and an evening speaking class. Such an arrangement provides substantial opportunities for repeated language exposure and oral production. However, the program currently operates without a shared instructional reference connecting these sessions. Consequently, the potential benefits of intensive exposure may be reduced when vocabulary, pronunciation, and speaking activities are delivered as separate instructional events rather than as components of a coherent daily learning cycle.

Recent research emphasizes that speaking development benefits from structured, purposeful, and progressively organized learning activities. Task-based instruction and role-play can create meaningful opportunities for learners to transform linguistic knowledge into communicative performance (Dimastoro & Bharati, 2022; Supannasan, 2022), while flipped and technology-supported learning

can extend opportunities for speaking practice and learner autonomy beyond conventional instruction (Hashemifardnia et al., 2021; Öztürk & Çakıroğlu, 2021; Cao, 2025). Digital resources and mobile-assisted learning can similarly support pronunciation, language exposure, and speaking practice (Rajendran & Yunus, 2021; Rastari et al., 2023; Metruk, 2024). Collectively, these findings suggest that repeated exposure becomes pedagogically meaningful when activities are organized around clear learning purposes and provide progression from linguistic preparation toward communicative use.

Materials development is therefore critical to transforming an intensive language environment into a coherent instructional program. Recent studies demonstrate the value of developing speaking materials according to specific learner needs and instructional contexts. Hakim (2021) developed a culturally contextualized speaking module for Indonesian EFL learners, while Nurman and Arfanti (2023) designed speaking materials incorporating discussion-based activities. More recent studies have developed context-sensitive speaking materials incorporating multicultural, sociolinguistic, project-based, and discipline-specific orientations (Hidayah et al., 2024; Susilawati, 2024; Azmi & Santoso, 2025; Kurniawan et al., 2026). These studies demonstrate that instructional modules are most meaningful when their content, activities, and communicative demands correspond to learners' actual learning contexts.

Despite these developments, two important gaps remain. First, existing speaking-material development studies have predominantly focused on conventional classroom or course-based settings rather than immersive dormitory programs characterized by multiple instructional sessions within the same day. Research on English camps and boarding-school language environments has documented the potential benefits of sustained exposure and intensive oral interaction (Amalia et al., 2022; Amiruddin & Chaira, 2023; Hidayatullah,

2023; Thahira et al., 2023), but comparatively little attention has been directed toward developing a unified instructional module that connects multiple daily sessions into a single pedagogical sequence. Likewise, recent module-development studies have produced context-specific speaking materials (Hidayah et al., 2024; Susilawati, 2024; Azmi & Santoso, 2025; Suprayetno & Ramadhani, 2025), yet they do not specifically address an instructional architecture in which vocabulary, pronunciation, and speaking are distributed across three daily sessions for the same learner cohort. Second, development studies frequently emphasize overall feasibility or practicality scores, whereas identifying weaknesses within particular components of a module can provide more actionable evidence for subsequent product refinement.

The present study addresses these gaps by developing and validating a smart English speaking module for first-year students participating in the English dormitory program at IAIN Kerinci. In this study, *smart* does not denote digital technology; rather, it is adapted from Doran's (1981) SMART criteria and operationalized within instructional material design. Each topic is therefore structured around specific learning objectives, measurable speaking outcomes, achievable learning tasks, relevant content connected to students' dormitory experiences, and time-bound activities distributed across the program's three daily sessions. This structure is intended to transform vocabulary, pronunciation, and speaking practice from separate activities into an integrated instructional cycle.

Accordingly, the study addresses three research questions: (RQ1) How can a smart English speaking module be developed for first-year students in the English dormitory program? (RQ2) How feasible is the developed module according to expert validation? and (RQ3) How practical is the developed module according to student responses and speaking performance in a small-group trial? By integrating needs-based materials development with the distinctive

three-session structure of an immersive dormitory program, this study seeks to contribute both a contextually responsive instructional product and a more diagnostic approach to module evaluation that identifies not only overall feasibility but also specific components requiring further refinement.

2. METHODS

2.1 Research design

This study used a research and development (R&D) design, because its objective was to produce and validate an instructional product rather than to test an intervention or to measure learning gains statistically. Gall et al. (2003) describe R&D as research directed at developing and validating educational products such as instructional materials, curricula, and learning modules. Creswell (2012) similarly characterises educational R&D as emphasising product development and validation rather than hypothesis testing. The complete Borg and Gall cycle comprises ten steps. In line with the scope and time frame of this study, the cycle was adapted into six stages: needs analysis, product design, expert validation, product revision, practical validation through a small group trial, and final product revision. The cycle was terminated at the limited try-out stage, before main field testing, operational field testing, and dissemination. Figure 1 presents the procedure.



Figure 1. The six-stage research and development procedure followed in this study

Note. Adapted from the ten-step research and development cycle of Gall et al. (2003). The dashed box marks the three steps that were not undertaken.

2.2 Setting and participants

The study was conducted in the English stream of *Ma'had al-Jami'ah* at IAIN Kerinci, a one-year intensive dormitory program involving 70 first-year students from various academic majors who attend three structured English sessions daily. The research formed part of the first author's undergraduate project at Universitas Merangin and was conducted at an institution independent of the authors' affiliation. Institutional access was formally obtained, including written permission from the program head before the needs analysis in May 2026 and an official research permit from IAIN Kerinci on 23 July 2026. The validation and trial phases were subsequently conducted from 23 July to 20 August 2026. As none of the authors was employed by the research site, they had no institutional role in the program being evaluated; limited prior familiarity with its daily practices was addressed through needs analysis and classroom observation. This systematic examination of the research context is consistent with educational research

procedures emphasizing contextual understanding before product development and evaluation (Creswell, 2012; Sugiyono, 2019).

Three participant groups were involved. All five dormitory instructors participated in the needs analysis, thereby representing the entire instructional staff. Three experts, each holding at least a master's degree in a relevant field, validated the module: a material expert (MV), an instructional design expert (DV), and an English language expert (LV). For the small-group trial, ten first-year students were purposively selected from the 70 students in the English stream, consistent with the developmental nature of R&D studies in which preliminary trials are conducted with a limited group before broader implementation (Gall et al., 2003; Sugiyono, 2019). All participants received information about the study and provided informed consent. Participation was voluntary, interviews were recorded and transcribed with permission, and participants' identities were anonymised throughout data reporting.

2.3 The developed product

The product is a printed module of 152 numbered pages, preceded by seven pages of front matter, containing 26 speaking topics. The topics were drawn from the situations in which dormitory students actually communicate, and they were sequenced progressively from foundational to advanced communicative competence. Every topic is built from the same eight components: learning objectives, vocabulary expansion, grammar focus, warm-up activity, main activities, example or model conversation, student task, and expressions and responses. The last of these is presented as expression tables that pair a typical expression with a model response, and it is referred to below as the expression tables. The components are designed to be distributed across the three daily sessions of the program. Vocabulary expansion and grammar focus are used in the morning drilling session, the example or model conversation in the afternoon

pronunciation session, and the warm-up, main activities, and student task in the evening speaking class. One topic therefore runs through the three sessions as a single instructional cycle. Figure 2 presents this distribution.

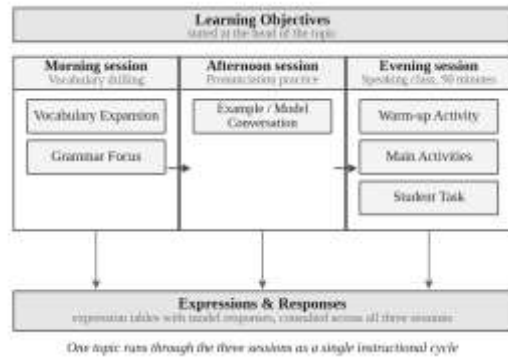


Figure 2. Distribution of the eight topic components across the three daily sessions of the program

Note. Component names follow the module's own guide (Petunjuk Penggunaan Modul). Learning objectives open the topic, and the expression tables are consulted in all three sessions rather than being assigned to one.

2.4 Instruments

Eight instruments were employed to obtain complementary evidence across the development and validation stages. Three expert-validation questionnaires assessed content, instructional design, and language, each containing 20 items across four aspects rated on a five-point Likert scale, with a maximum score of 100. Student practicality was assessed through a 25-item questionnaire covering five aspects and using a four-point scale ($SS = 4$, $S = 3$, $TS = 2$, $STS = 1$), eliminating a neutral response and yielding a maximum score of 100 per student (Sugiyono, 2019). Speaking performance was measured using an analytic rubric adapted from Brown (2004), assessing pronunciation, grammar, vocabulary, fluency, and comprehension on a five-point scale. The remaining instruments comprised a needs-analysis interview guide, classroom observation sheet, and semi-structured student interview guide. Instrument development considered content and

construct validity principles (Creswell, 2012), while expert-validation and practicality scoring followed Akbar and Sriwiyana (2010) and Sugiyono (2019), respectively.

2.6 Data analysis

Quantitative data from the validation questionnaires were analysed with the percentage formula $P = (\text{total score obtained} / \text{maximum total score}) \times 100\%$. The results were interpreted against the criteria of Akbar and Sriwiyana (2010), under which the module was considered feasible if every validity category reached at least 61%, and against the criteria of Sugiyono (2019), under which it was considered practical if the student response score reached at least 51%. Speaking performances were scored as the mean of the five rubric aspects for each topic and were classified as High (3.67–5.00), Medium (2.34–3.66), or Low (1.00–2.33). Because the study is developmental rather than experimental, these scores are reported descriptively and are not treated as a test of effectiveness. Qualitative data from the instructor interviews, the classroom observation, and the student interviews were analysed through the interactive model of Miles et al. (2014), which proceeds through data condensation, data display, and conclusion drawing and verification. Trustworthiness was strengthened by source triangulation, which compared the accounts of the instructors with the observation records and the interview responses of the students, and by method triangulation, which compared the qualitative findings with the questionnaire and performance data.

3. RESULTS AND DISCUSSION

3.1 Development of the module

The needs analysis produced five findings that shaped the product. First, the program had no shared instructional reference. Every instructor sourced material independently, from search engines, from YouTube and TikTok, and in one case from generative AI tools, and one instructor reported having no fixed source at all. Second, content varied from one instructor to

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the next and from one session to the next. The difficulty this produced was pedagogical rather than linguistic. Three of the five instructors reported that they did not know what task to assign once the material had been delivered, while the others named the problem of simplifying an explanation and of teaching a mixed-ability group. What the instructors lacked was a ready-made task and a clear activity sequence, not subject knowledge. Third, the speaking problems most frequently observed among first-year students were lexical and grammatical. Limited vocabulary was named by four of the five instructors and grammar by three, and one instructor identified direct translation from Bahasa Indonesia as the underlying cause. Fourth, the communicative topics considered most relevant were those of dormitory daily life: self-introduction, daily routines, asking for help, making requests, giving opinions, asking for directions, and conversation with friends. Fifth, all five instructors agreed that a standardised module unifying the three daily sessions would support their teaching, and four of the five considered the proposed component set already sufficient.

These findings translated directly into design decisions. The absence of a shared reference required a single validated module for the whole program. The need of the instructors for ready-made tasks required a fixed sequence of components with tasks supplied. The lexical and grammatical difficulties made Vocabulary Expansion, Grammar Focus, and Expressions and Responses fixed components of every topic. The topics named by the instructors provided

the content of the 26 units. The topics were distributed across three levels of communicative competence: foundational (topics 1–9), intermediate (topics 10–22), and advanced (topics 23–26). Figure 3 shows the opening page of the first topic in the completed module.

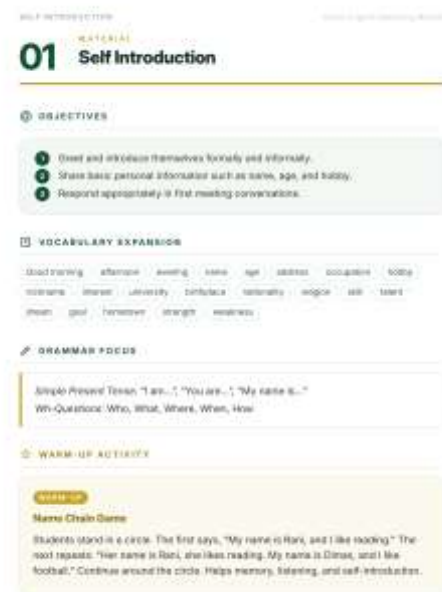


Figure 3. Opening page of Topic 1 (Self Introduction) in the developed module

Note. The page shows the first four of the eight components: Objectives, Vocabulary Expansion, Grammar Focus, and Warm-Up Activity. Reproduced at reduced size.

3.2 Feasibility of the module

The three validators assessed the module in its entirety. Table 1 presents the results by aspect and category.

Table 1. Expert validation results by category and aspect

Category and aspect	Score	Max	%	Category
Module content validity (MV)				
Relevance of content to learner needs	23	25	92.0	Very Good
Accuracy of vocabulary and grammar	21	25	84.0	Very Good
Quality of learning activities	20	25	80.0	Good

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Alignment of objectives and assessment	22	25	88.0	Very Good
Subtotal	86	100	86.0	Very Good
Module design validity (DV)				
Overall structure and organisation	24	25	96.0	Very Good
Activity design and sequencing	20	25	80.0	Good
Visual layout and readability	23	25	92.0	Very Good
Alignment and coherence across topics	20	25	80.0	Good
Subtotal	87	100	87.0	Very Good
English language validity (LV)				
Grammatical accuracy	24	25	96.0	Very Good
Vocabulary appropriateness	21	25	84.0	Very Good
Naturalness and clarity	23	25	92.0	Very Good
Contextual appropriateness and pronunciation support	19	20	95.0	Very Good
Subtotal	87	95	91.6	Very Good
Average across the three categories	—	—	88.2	Very Good

Note. Each questionnaire comprised 20 items scored on a five-point Likert scale. Item 18 of the English language questionnaire, which concerned pronunciation guidance, was rated N/A by the validator and is excluded from both the score and the maximum of the corresponding aspect and subtotal.

All three categories exceeded the 61% threshold, and the average across categories was 88.2%. This average places the module in the Very Good and Very Feasible band. Within this result, the distribution of the lower scores is informative. The three lowest aspect scores, at 80.0% each, all concerned the design of the learning activities rather than the content or the language. These aspects were quality of learning activities in the content validation, and both activity design and sequencing and alignment and coherence across topics in the design validation. The convergence was item-specific as well as aspect-specific. The material expert rated item 11, on the warm-up activities, 3, and this was the only item so rated in that questionnaire. The design expert independently rated item 7, which also concerned the warm-up activities, 3. The design expert further rated item 18, on the consistency of difficulty with the stated

objectives, 3. This indicates that the gradation of task difficulty across the 26 topics was not yet as even as the topic sequence implied. The single substantive reservation of the English language validator concerned the limited coverage of pronunciation guidance in the module. This reservation was expressed through the N/A rating of item 18 and was repeated in the general comments.

The written suggestions became the basis of the first revision. The design expert recommended increased vertical spacing between sub-topics, and this was implemented throughout the module. The English language expert recommended incorporating pronunciation practice and review. In response, a pronunciation drilling step was added to the Model Conversation component of every topic, and a short review activity was placed at the end of each topic.

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This change also gave the afternoon pronunciation session a text of its own.

Table 2 presents the responses of the students to the revised module after the three-meeting trial.

3.3 Practicality of the module**Table 2. Student practical validation results by aspect (n = 10)**

Aspect	Total score	Max	%	Category
Ease of use	174	200	87.0	Very Practical
Relevance to learning needs	168	200	84.0	Very Practical
Quality of speaking activities	166	200	83.0	Very Practical
Contribution to speaking confidence	174	200	87.0	Very Practical
Overall practicality	163	200	81.5	Very Practical
Overall	845	1,000	84.5	Very Practical

Note. Twenty-five items scored on a four-point Likert scale, with a maximum of 100 per student. Individual scores ranged from 75 to 90, and nine of the ten students fell in the Very Practical band.

The overall score of 84.5% falls in the Very Practical category and exceeds the 51% threshold. The highest-rated aspects were ease of use and contribution to speaking confidence, both at 87.0%. The lowest-rated aspect was the overall assessment of the

module, at 81.5%, which is still well within the Very Practical range.

The speaking performances of the students were scored with the analytic rubric across the three representative topics. Table 3 reports the results by rubric aspect.

Table 3. Mean speaking performance by rubric aspect across the three topics (n = 10)

Rubric aspect	Self Introduction	Future Plans	Problems and Solutions	Mean
Pronunciation	3.80	3.60	3.60	3.67
Grammar	4.00	3.80	4.10	3.97
Vocabulary	3.60	3.90	3.80	3.77
Fluency	3.70	3.70	3.50	3.63
Comprehension	3.70	3.90	3.70	3.77
Overall	3.76	3.78	3.74	3.76

Note. Scores are means on a five-point rubric adapted from Brown (2004). Performance bands: High = 3.67–5.00, Medium = 2.34–3.66, Low = 1.00–2.33. Individual student means ranged from 3.33 to 4.47; four students reached the High band and six the Medium band, with none in the Low band.

Two patterns are evident. First, performance held steady as the tasks became more demanding. The topic means were 3.76, 3.78, and 3.74 for the foundational, intermediate, and advanced topics respectively, which is a spread of 0.04 on a five-point scale. This

spread is smaller than the smallest step the rubric can record. Second, the spread across the five rubric aspects was 0.34, which is considerably wider. Students performed most strongly in grammar (3.97) and least strongly in fluency (3.63). Fluency was the only

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aspect to fall into the Medium band, and it recorded its lowest figure, 3.50, on the advanced topic. What differentiated performance was therefore the component of speaking involved rather than the difficulty of the topic.

The observation records add a third dimension. Table 4 summarises the three meetings.

Table 4. Summary of the classroom observation across the three meetings

Aspect observed	Meeting 1 (foundational)	Meeting 2 (intermediate)	Meeting 3 (advanced)
Longest component	Main Activities (±30 min)	Main Activities (±30 min)	Main Activities (±30 min)
Components completed in class	8 of 8	8 of 8	7 of 8
Components needing re-explanation	Model Conversation; Student Task	Student Task	None
Students consulting expression tables	8 of 10	8 of 10	8 of 10
Most frequent difficulty	Stopping to search for a word	Stopping to search for a word (more frequent)	Hesitation when responding to the other speaker

Note. Each meeting lasted 90 minutes (19.00–20.30); all ten students attended all three meetings. In Meeting 3 the Student Task was assigned as homework.

Three major patterns emerged from the classroom observations. First, the eight components of each topic generally fitted a 90-minute session, although the available time was limited; during the third meeting, the Student Task had to be completed as homework. Second, instructional clarity improved progressively. Both the Model Conversation and Student Task required additional explanation in the first meeting, only the Student Task required clarification in the second, and no component required re-explanation in the third. This progression suggests increasing procedural familiarity, allowing students to focus more directly on speaking. Third, lexical difficulty was more prominent than grammatical difficulty. Students frequently paused or interrupted their utterances while searching for appropriate vocabulary, particularly as task complexity increased. English remained the primary working language, while Bahasa Indonesia was used mainly to clarify instructions or difficult linguistic forms.

Student interviews reinforced these observations. The Expression Tables were identified as the most useful component for preparing and sustaining conversations, particularly by students with limited vocabulary, while the Vocabulary Expansion and Grammar Focus sections provided sufficient linguistic support. Students also regarded the topics as relevant to everyday dormitory communication. All three interviewees reported greater ease or confidence in speaking after using the module, including the student with the lowest performance score. Perceived topic difficulty nevertheless varied individually and did not correspond directly with speaking scores, which remained relatively similar across the three topics. In addition, although two students considered the module suitable for independent learning, one still preferred teacher guidance.

Triangulation across questionnaires, interviews, and observations produced broadly consistent findings. Students'

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positive perceptions of instructional clarity and speaking confidence corresponded with the respective practicality scores of 87.0%. Observations similarly showed frequent reliance on the Expression Tables and decreasing need for instructional clarification. However, the interviews added an important qualification: a high overall practicality score did not necessarily indicate complete readiness for independent use, as one student continued to require instructional support.

These findings directly informed the final revision. Main Activities were expanded to provide additional speaking turns, guided practice was inserted between the Model Conversation and Student Task, and a brief reflective review was added to each topic. Expression Tables were extended to include responses and follow-up moves to support conversational continuity, particularly in advanced topics where fluency was weakest. Instructions were rewritten as concise numbered steps, advanced Student Tasks were permitted to continue outside class when necessary, and a “How to Use This Module on Your Own” page was added to strengthen independent usability. Thus, the final revision addressed not only overall practicality but also specific weaknesses identified through observation, performance, and student feedback.

Discussion

The needs analysis substantially shaped the module and reinforced the importance of beginning materials development with an explicit analysis of instructional needs. The instructors primarily required not additional subject knowledge but ready-to-use speaking tasks and a coherent sequence connecting the program’s daily sessions. Thus, the needs of instructors were as important to the design as those of learners, particularly in a multi-instructor program requiring a shared instructional reference. This finding is consistent with recent context-sensitive materials-development research emphasizing that speaking materials should respond to specific learners, instructional purposes, and learning

environments (Kurniasih & Lisan, 2023; Hidayah et al., 2024; Susilawati, 2024).

Expert validation confirmed the overall feasibility of the module, but the component-level results were more informative than the aggregate scores. The lowest ratings consistently occurred within the activity layer, particularly the warm-up, whereas structural aspects received substantially stronger evaluations. This indicates that a coherent module architecture does not automatically ensure equally effective activities across topics. Recent speaking-material studies similarly emphasize the importance of purposeful task design and progressive movement toward communicative production (Dimastoro & Bharati, 2022; Supannasan, 2022; Nurman & Arfanti, 2023). Consequently, feasibility should be interpreted diagnostically rather than solely through an overall percentage: identifying weak components provides more actionable information for product revision.

The small-group trial further revealed issues that expert document review could not fully anticipate. Although each topic generally fitted the 90-minute allocation, the advanced task exceeded the available classroom time. Likewise, instructions judged acceptable during validation occasionally required additional explanation when implemented with students. These findings demonstrate the importance of limited field trials in determining whether instructional materials function as intended under actual classroom conditions. They also explain why the final revision strengthened guided practice, simplified task instructions, increased speaking turns, and introduced explicit support for independent module use.

The speaking-performance profile provides further insight into the instructional needs of the participants. Fluency was the weakest dimension, whereas grammar produced the highest mean score. This pattern partially corresponds with previous evidence that Indonesian EFL learners experience persistent difficulties with oral production, vocabulary retrieval, confidence,

and fluency (Franscy & Ramli, 2022; Anggrisia & Robah, 2023; Pangestu et al., 2026). The findings suggest that these students' principal difficulty was not necessarily the absence of grammatical knowledge but the ability to retrieve and mobilize linguistic resources efficiently during real-time communication. This interpretation is supported by students' frequent use of the Expression Tables, particularly as task demands increased. Structured scaffolding, therefore, appears especially important for helping learners progress from linguistic preparation toward communicative production, consistent with task-oriented approaches to speaking instruction (Dimastoro & Bharati, 2022; Supannasan, 2022).

The practicality findings also indicate an affective contribution. Students rated the module's contribution to speaking confidence at 87.0%, while interviews suggested reduced hesitation and greater willingness to speak. This finding is relevant because anxiety and low self-efficacy remain significant constraints on Indonesian learners' oral performance (Hermagustiana et al., 2021; Mustamir, 2024). The observation data provide a possible explanation: eight of the ten students repeatedly consulted the Expression Tables while speaking, suggesting that immediate linguistic support reduced the burden of generating appropriate expressions during interaction. This interpretation is compatible with evidence that structured and sustained practice in intensive English environments can support speaking development (Amalia et al., 2022; Amiruddin & Chaira, 2023; Pangestu et al., 2026). Nevertheless, these results should not be interpreted as evidence of reduced speaking anxiety because no pre-post anxiety measure was administered. They indicate only that students perceived the module as supportive of their confidence during the trial.

The findings both confirm and extend previous module-development research. Similar to Kurniasih and Lisan (2023), the developed speaking materials achieved strong expert validation, while the use of a

common instructional reference parallels the contextualized module-development approach reported by Marita et al. (2022) and Yosintha et al. (2023). The present study extends this work by designing the module around the instructional architecture of an immersive dormitory program. Rather than supporting a single conventional lesson, each topic integrates vocabulary, pronunciation, and speaking activities across three daily sessions as one instructional cycle. This design complements research showing that intensive language environments can sustain English use through repeated interaction and supportive community practices (Hidayatullah, 2023; Rahmah & Hadi, 2026). The distinctive contribution of the study therefore lies not merely in producing another speaking module, but in aligning a shared instructional resource with multiple daily sessions while using component-level validation and classroom evidence to identify precisely where further refinement is required.

4. CONCLUSION

This study developed and evaluated a smart English speaking module designed specifically for first-year students in the English dormitory program at IAIN Kerinci. The module addressed the need for a shared instructional reference capable of integrating vocabulary, pronunciation, and speaking activities across three daily sessions as a coherent instructional cycle. Expert validation confirmed its feasibility, with an overall score of 88.2% (Very Feasible), comprising 86.0% for content, 87.0% for design, and 91.6% for language. Student responses also indicated high practicality (84.5%), while speaking performance averaged 3.76 on a five-point scale, with grammar as the strongest dimension (3.97) and fluency as the weakest (3.63). Importantly, component-level analysis revealed that the principal weaknesses occurred in the activity layer rather than in content or language. The findings imply that effective speaking-module development

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should extend beyond accurate content and coherent structure to include carefully graded communicative activities, sufficient speaking opportunities, clear procedural guidance, and scaffolding that supports real-time language production. For English dormitory and other intensive language programs, a shared module may also provide greater continuity across multiple instructors and daily instructional sessions.

These findings should nevertheless be interpreted within several limitations. The small-group trial involved only ten students and three of the module's 26 topics, development ended before broader field testing, each validation category was assessed by a single expert, and speaking performance was rated solely by the first author. Moreover, the first author simultaneously served as developer, instructor, and observer, and the study did not employ a longitudinal or experimental design to determine changes in speaking proficiency or anxiety. Future research should therefore evaluate all 26 topics with larger and more diverse samples, involve independent instructors, multiple validators, and speaking raters to establish inter-rater reliability, and examine implementation across a complete academic year. Experimental or longitudinal studies could further investigate changes in fluency, speaking confidence, anxiety, and overall oral proficiency, while comparative research could determine whether the three-session instructional cycle is transferable to other English dormitories, Islamic boarding schools, and intensive EFL programs.

5. ACKNOWLEDGEMENT

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Ethical Considerations

The study was conducted with permission from the management of *Ma'had al-Jami'ah*, IAIN Kerinci, including a formal research permit issued on 23 July 2026. All participants provided informed consent and participated voluntarily, with the right to withdraw at any time. Confidentiality and anonymity were maintained throughout the study.

Statement on the Use of Artificial Intelligence

AI tools were used solely for language editing and manuscript refinement. Data analysis, interpretation, and conclusions remained the responsibility of the authors.

Conflict of Interest

The authors declare no competing interests and have no institutional or managerial affiliation with the research site.

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