CHAPTER II
LITERATURE REVIEW

The literature review is a set of definitions and concepts that have been neatly and systematically arranged based on the variables in a study so that the literature review will become a strong basis for the research to be conducted. The literature review is also known as the theoretical framework.The theoretical framework consists of concepts along with definitions and references.

A. Implementation of Teachers in Providing Learning Materials

1. Learning Method

A teacher should indeed use appropriate learning methods or learning methods in order to create an effective and efficient teaching and learning process. In addition, students can also learn well because the learning methods used by the teacher make the delivery of material more interesting and good. As a result, a teacher must be familiar with learning methods in order to support the achievement of teaching and learning objectives.

Learning method is a method used by teachers and students to achieve effective and efficient learning. Efforts to implement learning plans that have been prepared in real activities so that the objectives that have been prepared can be achieved optimally, it is necessary to use a method to realize the strategies that have been implemented. And the method is a way that can be used to implement the strategy.[10]

The study plan for a one-semester course should include a plan to explain teaching methods in each of the predetermined subjects. This is the second most important method factor after a series of learning component objectives: objectives, methods, materials, and assessments. Therefore, teachers are required to be careful in choosing and determining which method is suitable for conveying the theme to students. A teacher must first recognize the characteristics of students in choosing the right learning method. In addition, a teacher must be able to use different methods for

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[10] Hamid, A. *Berbagai Metode Mengajar Bagi Guru dalam Proses Pembelajaran*. (2019). Jurnal Penelitian Sosial dan Keagamaan , 3.

each class according to the characteristics and abilities of the students in the class. In the learning process, there are several teaching methods that are generally known as follows:

- The lecture method is a way of delivering or presenting lesson material orally to a group of listeners to achieve certain learning objectives.

- A discussion method is a way of teaching which is characterized by a connection to a topic. It is also interpreted as the process of involving two or more participants to interact and exchange opinions.

- The Question and Answer method is a way of delivering lessons by the teacher by asking questions and having students answer them.

- Demonstration Method This method is a way of delivering learning materials by showing or directing the process of an object.

- The experimental method (experimental) is a way of managing learning in which students carry out experimental activities by experiencing and proving what they have learned for themselves.

- The field trip method is an event of mastering the language of the lesson by bringing students directly to the object to be studied, which is outside the classroom or in a real-life environment.

- Ready Training (Drill method). This method is a method for doing the same thing over and over with the aim of strengthening an association or perfecting a skill so that it becomes a permanent trait.

- The simulation method is used to teach the material by applying something that is almost similar to the actual event.

- This method of assigning assignments is commonly known as the recitation method, which is a learning method characterized by joint planning activities between teachers and students in the form of tasks or problems that must be mastered or completed by students within a certain time period that is mutually agreed upon.

- Project Methods is a way of learning that provides opportunities for students to use units of daily life as learning materials, so that students are interested in learning.

- The audio-visual method is a learning method that uses audio and visuals when learning. For instance, with a television, DVD player, and tape recorder.

- A case study method is a method utilizing situations or cases that can provide students with meaningful and useful learning. Usually, the teacher gives a story related to the concept or skill to be learned. Then students discuss and analyze the synthesis, evaluation, or facts in the case.

- The Jigsaw method is a method that requires students to learn through groups. Each group member understands and explores something, then merges into one with other group members to obtain a complete understanding.

With regard to creative learning models in the world of education, there have been many developments and innovations. The number of learning models can also be used as a reference for a teacher in teaching or developing existing methods. The purpose of the method is to increase students' interest in learning. A teacher needs to change his teaching strategy if it is boring students. The methods used by teachers in teaching, especially online learning, need to be varied. This will affect the condition of students when they learn. Students will be interested and feel more comfortable following the learning process and teaching. With a variety of methods, it will also help children not get bored quickly while learning.

The main purpose of the learning method is to help develop the individual abilities of students so that they are able to solve problems. More specifically, here are some of the objectives of the method of learning: (a) Assisting students in developing their individual abilities so that they can solve problems using novel breakthrough solutions. (b) Assisting with teaching and learning activities to ensure the best possible implementation. (c) Make it easier to find, test, and collect the data needed to develop a scientific discipline. (d) Facilitate the learning process with the best possible results so that teaching objectives can be achieved. (e) Deliver a lesson in an ideal direction in a timely, precise, and expected

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manner. (f) The learning process can be conducted in a more pleasant and motivating environment, allowing students to easily understand the material. The world of education cannot be separated from the different learning models at each level of education. In a learning process, it is not just a process of giving lessons. But it also involves the learning methods used by teachers to transfer knowledge to their students.

2. **Learning Media**

Media are graphic tools for capturing, processing, and rearranging visual or verbal information. While learning media is everything that can be used to channel messages from the sender of the message to the recipient of the message.[11] The teaching and learning processes can work well. Students should be invited to use them according to their senses. The teacher seeks to display stimuli that can be processed with various senses. In the learning process, learning to use the dual senses of sight and hearing will provide benefits for students, as students will learn more if the subject matter is presented only with visual stimuli or only with auditory stimuli.

Through original media, students can learn in the surrounding environment about such things as plants, community interactions, and other content that is tailored to the learning theme, and the results can be reported via smartphones. Through artificial media, 2D media, and 3D media, students can create projects or works related to learning, which can then be sent to educators via smartphones. As for the type of hypermedia, students and educators can use learning applications (such as Google, Youtube, teacher's room, and others) as learning resources, as well as Gmeet, Zoom, WhatsApp, Google Classroom and other learning applications that can be used as a space for interaction between students and teachers. The classification of learning media can be divided into several classifications[12], as follows:

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[11] Hasan, M., Milawati, Darodjat, Harahap, T. K., Tahrim, T., Anwari, A. M., et al. *Media Pembelajaran.* (2021) Klaten: Tahta Media Group.

[12] Ibid., 86

- Auditive media, namely media that can only be heard, or media that only has sound elements, such as radio, tape recorders, cassettes, LPs, and sound recordings,

- Visual media is one type of media that can only be seen and does not contain sound elements. Some of the content contained in the media includes film slides, photos, transparency, paintings, pictures, and various forms of printed materials, such as graphic media.

- Audio-visual media, namely media types that contain visible image elements other than sound elements, such as videos, films of various sizes, sound slides, and others. The function of this medium is considered better and more interesting because it contains elements of the first and second types of media.

In the online learning process, students have a variety of uniqueness and diversity in capturing information or subject matter provided by a teacher in learning activities. The use of learning media effectively and efficiently can enhance the learning process of students in teaching, which, in the end, is expected to enhance the learning outcomes obtained by students. In addition, the use of media is also related to the level of students' thinking because, through learning media, abstract things can be made concrete and complex things can be simplified.

Learning media are produced, chosen, and used because of their many advantages.[13] The advantages of teaching tools become an essential component of a task, including of :

a. Learning will grab more pupils' attention, which will increase their motivation to learn.

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[13] Puspitarini, Y. D., & Hanif, M. *Using Learning Media to Increase Learning Motivation in Elementary School.* (2019). Anatolian Journal of Education, 54.

b. The meaning of the learning materials will be made clearer so that students can understand them better and use them to master and complete learning objectives.

c. There will be a wider variety of teaching techniques used, rather than merely verbal communication through the teacher's speech of words, to prevent student boredom and teacher fatigue, especially if the teacher teaches every lesson.

d. Students can do more learning activities because they do not only listen to the teacher's description but also other activities such as observing, doing, demonstrating, acting, and others.

In addition to the benefits mentioned above, In making learning media, educators should pay attention to the following three things. Three principles in making learning media[14], include:

a. Principles of effectiveness and efficiency

In the concept of learning, effectiveness is the success of learning, which is measured by the level of achievement of the objectives after the learning is completed. If all learning objectives have been achieved, then learning is called effective, while efficiency is the goal of achieving learning objectives by using media, time, and other resources to a minimum. The selection of media should support the achievement of the formulated learning objectives. The media were selected based on predetermined instructional objectives, which generally refer to one or two of three cognitive, affective, and psychomotor domains. The learning objectives that are formulated are the most basic criteria, while the other learning objectives are the completeness of the main criteria. Media that has fulfilled the aspects of effectiveness and efficiency will certainly increase student interest in learning and support the achievement of learning objectives. The material delivered

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[14] Ibid., 56

through this media will also be more easily absorbed by students.

b. Relevant

There are two kinds of relevance, namely internal relevance and external relevance. Internal relevance is the selection of learning media that considers the suitability and synchronization between objectives, content, strategies, and evaluation of learning materials. Internal relevance also considers the message of teachers and students and the design of the media that will be used in learning. External relevance is the selection of media that is adapted to the conditions of community development. The selected media is adjusted to what is commonly used by the wider community. Internally and externally relevant media will enhance the function and benefits of the media itself. The selection of good media is adapted to the circumstances of the students, both the psychological, philosophical, and sociological conditions of the child, because media that are not in accordance with the circumstances of the students will not help much in understanding the learning material.

c. Productivity

Productivity in learning can be understood to achieve optimal learning objectives by using existing resources, both human and natural resources. If the media used can produce and achieve better and more numerous learning targets and objectives, then the media is categorized as productive media. In selecting media, it is necessary to consider the principle of productivity. Of course, productive media should be used by teachers in carrying out learning. The more productive the media used, the faster and more precise the learning objectives will be realized. Do not let a teacher determine and choose materials that are not available in schools. If the teacher is not

able to create and produce media, then choose alternative media available at the school to explain the learning material.

3. The Principal to Increase Teachers Innovation

The process of a person's personal development is generally determined by a combination of internal (inheritance and psychological) and external (social and cultural environment). External factors are also very influential on the drive and potential from within, namely influences that come from outside, which can encourage teachers to develop themselves.[15] Each school has its own administrative structure, in which the holder of power or leadership is in the hands of the principal. However, in terms of implementing a school system, principals and teachers have a 50-50 contribution. So, to create innovation and creativity in a school is not all delegated to the principal; teachers also play an important role in improving the learning system.[16] There are several things that principals can do to increase innovation and creativity in a school, including:

- Understanding learning ability

Every school must have a certain vision and mission. Therefore, principals and teachers must work together to achieve these goals.[17] When viewed at the current conditions, principals must have the ability to guide and direct teaching teachers to adapt the developing media when doing learning.

- Supervision of educational

A teacher who has been teaching for a long time and has made it his main profession will get enough experience in teaching. This also affects their creativity and professionalism, how to overcome difficulties, and so on. Experience encourages teachers to be more

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[15]Terry, H., Umbase, R. S., Pelealu, A. E., Burdam, Y., & Dasfordate. *A Teacher Creativity and School Climate*. (2018). Advances in Social Science, Education and Humanities Research , 709.

[16]Marzuki, A. G., & Lampuasa, S. *The Roles of School Principal Leadership in Developing English Teachers' Creativities in Palu*. (2019). AL-TA'LIM JOURNAL , 271-278.

[17]Abdullah, A. G., Ling, Y.-L., & Abdul Kader, Z. B. *Principal's Transformational Leadership and Teacher's Creativity: Mediating Role Of Self Efficacy*. (2016). Management Research Journal , 2.

creative in creating new ways or a more educative and refreshing atmosphere. So it is necessary to have supervision by the principal of the teacher's performance in carrying out a lesson. Supervision is carried out to find out whether the system being used is running and in accordance with the established curriculum or not. In addition, it is also to develop a better learning environment to achieve the goals of school education, fostering and assisting teachers.[18]

- Training

Conducting training for teachers is a good policy. Training is held to build individual knowledge, skills, and attitudes. Training and organizations are very useful for teachers in developing knowledge and experience, especially in the field of education. Teachers can add new insights into effective ways of learning that are currently being developed and then applied by holding these activities, or they can add to the treasury of innovative and creative insights, ideas that will further improve the quality of teachers.[19]

In addition to the things mentioned above, the measurement of teaching creativity can be seen from the following 3 indicators: (1) the ability to think rationally, an educator who is able to create new and unique expressions, thinking of the right way to express one's desires, as well as being able to make combinations an unusual combination of parts or elements. (2) The ability to detail or elaborate, that is, educators can enrich and develop an idea or product by detailing an object, idea, or situation in detail in order to make it more interesting. Educators must be able to determine benchmarks for their own assessment and determine whether a question is correct, a plan is correct, or an action is wise. They must also be able to make decisions on open situations, not only sparking ideas but also implementing them.

[18]R. Koch, A., Binnewies, C., & Dormann, C. *Motivating innovation in schools: School principals'work engagement as a motivator for schools'innovation*. (2015). European Journal of Work and Organizational Psychology , 515.
[19]Pangestu, U., & Karwan, D. H. *The Role Of The Principal To Increase Teacher Innovation and Creativity During The Pandemic* . (2019). Jurnal Manajemen Pendidikan Islam , 254-256.

B. English Classroom Practice During The Pandemic

The COVID-19 virus pandemic has had a tremendous impact in various fields, both in the economic, educational, and cultural fields. Therefore, the government takes a stand on this issue, especially in the world of education. Almost all schools conduct online learning (in the network). The government changed the learning system to be online. Teachers and students who usually teach and learn together in class, meet face-to-face, explain and practice directly. Currently, it can no longer be like that. Online learning is also known as distance learning because students and teachers cannot meet face-to-face. Following the rapid development of technology, there are many platforms that can be used to implement this online learning. As an example of media that has been widely used by many people, namely WattsApp and Telegram. To inform, various information related to class activities can be found through the media.

Creating a conducive atmosphere in every subject is an important thing for every student, including during a pandemic. There are several obstacles in online learning; these are problems that occur to teachers and students. Teachers encounter obstacles that include: (1) understanding of learning materials, such as the example of the "narrative text" material. In this material, students are asked to read and understand the content well. (2) The ability of teachers in technology, online learning makes teachers active in following technological developments well. It does not only require one platform to support learning but also creativity in making interesting learning videos. In this case, some teachers have difficulty implementing them. (3) Limited control, online learning makes it difficult for teachers to control For example, during a zoom meeting, many students did not turn on the camera, so the teacher did not know what the students were actually doing, whether the students were following the lesson well or vice versa.[20]

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[20]Damayanti, S., & Irwan. *Online Learning in EFL Classroom during Pandemic COVID19 : Teaching Activities, Problems and Solutions*. (2021). Journal of Language Teaching and Learning, Linguistics and Literature , 3-7.

Constraints that come from students include: (1) not having online learning tools such as hand-phones. Hand-phones are the most important means for every student to have (2) lack of enthusiasm in students. What worries teachers more is that students are more interested in playing online games than taking part in learning. (3) do not have internet access. This is a problem that often occurs in students. Students who live in highland areas mostly have difficulty obtaining internet access, while students who live in lowland areas have difficulty buying quotas of internet. Here are some platforms that can be used in online learning as follows:

- Youtube

Youtube is an application service provider in the form of a collection of videos that can be shared with many people. In learning, the teacher can make a video which can then be uploaded on YouTube so that students can watch it at home, or students can look for material that can be learned through the many explanatory videos on YouTube.

- Google Classroom

Often abbreviated as GC, it is part of a Google-owned application that facilitates students and teachers to study together. The trick is that the teacher can first create a class, and then students can join the class with the code that has been given by the teacher. Later, the teacher will provide introductory material, assignments, and announcements.[21]

- Video conferencing

This application is considered very helpful in online learning, especially in the current situation where teachers and students can meet in person without having to go through direct contact. There are several video conferencing applications, namely Zoom Meeting, Google Meet, Skype, Google Duo, Cisco Webex, and Ring.[22]

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[21]Azhar, K. A., & Iqbal, N. *Effectiveness of Google Classroom : Teachers' Perceptions.* (2018). Prizen Social Science Journal , 56.
[22]Hampel, R., & Stickler, U. *The use of Videoconferencing to Support Multimodal Interaction in an Online Language Classroom.* (2012). ReCALL , 118.

- Quizziz

Quizziz is a tool to create interactive quiz games for use in classroom learning. Teachers can make quiz questions through this quizziz application, which can then be distributed to students. Students can access these quiz questions and fill them in. The results of filling out the quiz can also be seen immediately.

- Edmodo

Edmodo is a social learning platform for teachers and students that provides several features to support e-learning, such as assignments, quizzes, and assessments.

During the pandemic, teaching and learning activities must continue to be carried out. Therefore, English language learning management is needed so that student learning achievement does not decline, including:

1. **Lesson plan**

The lesson plan has been prepared by the teacher before implementing it. Learning is arranged at the beginning of the semester by starting using lesson plans and a simplified syllabus.[23] With this plan, it will be easier for teachers to convey material to students, and also, students will not object to the material being taught because it has been arranged systematically. As for the steps that must be considered in making an effective lesson plan, including :

- Recognize the objective

    When making a lesson plan for the first time, the goal should be the main thing. Teachers need to know what we want to achieve and what students are expected to master. For example, students will be able to mention the differences between verbs and adjectives and how to use them. Basically, goals are what students can do after the teacher gives them teaching materials. If you want something more challenging, the teacher can invite students to be

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[23]Alsubaie, M. A. *Curriculum Development: Teacher Involvement in Curriculum Development.* (2016). Journal of Education and Practice, 106-107.

able to explain what they are good at by making games, videos, presentations, and others.

- Get to know the students

Teachers cannot just prepare lesson plans when they do not have the slightest idea about who the students will be teaching. Knowing the student is the second most important step to take. What they already know (don't waste time trying to teach them what they already know) Focus on lesson planning to fit the overall number of students in the class. Don't forget to also modify the lesson plan to ensure that all students with disabilities, those with learning difficulties, lack of enthusiasm, and even those with excess intelligence can take part in learning activities.

- Determine the study time

Make sure the teacher determines the right time in the lesson plan. This needs to be done so that we can ensure that all the material we want to convey is conveyed properly. For example, at the beginning of teaching time, the teacher warms up to attract the students' attention. Then the next time the teacher presents the teaching materials, Then allow time for discussion. followed by training activities to further hone the information. And finally, the teacher gives a conclusion based on the learning outcomes.

- Use multiple forms of interaction

Some students can study well on their own. But not with some other students, who usually are able to study better if they have a partner or study partner. Indeed, as long as we interact with students, the teacher has carried out effective learning. But every student is different, and we need to try different ways to maximize learning. Use multiple forms of interaction with students. Whether with learning tools or with group learning methods, Of course, with this, the teaching and learning atmosphere will be more lively and easy to understand.

- Make the most of different teaching styles

  One teacher is very likely to have a student who can't sit still watching a 25-minute video, but another student may have no problem reading a 2-page book quietly. There's nothing wrong with them. Both have different preferences and ways of learning. Therefore, teachers need to use different teaching methods every time to be able to teach each student effectively. When the teacher has started to explain the teaching material too often, it never hurts to invite students to talk about what is being discussed. This will increase the ability and desire of students to learn the teaching material being discussed.

- Leave time for questions

  If you have a class with a lot of time to discuss teaching material, leave at least 10 minutes for questions at the end of the period. This can turn into a discussion as well as provoke more in-depth questions that will help students understand the material more quickly. If it turns out that there are no students in the class who want to ask questions, give them a topic to discuss together, and ask them to share their opinions on the topic. Ask other students for opinions about their classmates' opinions.

2. **Learning Process**

   The implementation of learning carried out by the teacher is guided by the simplified syllabus and lesson plans. To create creative and fun learning and to measure achievement of overall curriculum objectives that have been set, the implementation of learning online using the Zoom and Google Classroom apps For example, in starting the learning process, previously the teacher and students had connected with each other, for example, through the WA Group, and the teacher provided learning materials two days before the lesson took place, then the teacher explained the material presented and then asked the

previous material by linking the new material. Pay attention to the suitability of the material with the teaching aids carried out.[24]

3. Distance learning evaluation

Evaluation or assessment is the most complex aspect of learning because it involves many backgrounds and relationships, as well as other variables that have meaning when they relate to contexts that are almost impossible to separate from each aspect of the assessment. In addition to evaluating the learning outcomes of participants' students in order to improve learning achievement, teachers evaluate themselves as learning program planners, implementers, and assessors. , teachers must have adequate knowledge of program assessment to understand the assessment of learning outcomes. As the designer and program implementers, teachers need feedback on the effectiveness of the program in order to determine whether the planned program can be carried out in the best possible way. That appraisal is not the goal, but a means to an end. Evaluation of learning in improving student achievement involves carrying out school final exams, midterm exams, daily tests, and portfolios as well as giving assignments to students accompanied by remedial implementation to all students according to their respective classes. [25]

C. Learning Material

Learning as a learning process built by teachers to develop students' creativity, which can improve students' thinking skills. Content or subject matter is the second component in the learning system, so it can be defined that learning materials are knowledge, skills, and attitudes that must be mastered by students in order to meet predetermined competency standards. Seeing the current conditions, an educator who used to rely on the curriculum as a learning guide now must have the creativity to apply it

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[24]Hadianti, S., & Arisandi, B. *The RoleOf Online English Community During Covid-19 Pandemic*. (2020). Language Literacy: Journal of Linguistics, Literature and Language Teaching, 277-278.

[25]Maley, A., & Peachey, N. Creativity in the English language Classroom. (2015). London: British Council.

in the form of online learning.[26] Learning materials occupy a very important position in the entire curriculum, which must be prepared so that the implementation of learning can achieve the goals. The role of learning materials in the educational process occupies a very important position and determines the achievement of educational goals because learning materials are instrumental inputs along with the curriculum/education program, teachers, media, evaluation, and so on.[27] In other words, the quality of educational processes and outcomes can be influenced by the learning materials used.

1. **Types of learning materials**

   - Knowledge, refers to information stored in students' minds.[28] Which includes (a) facts, are all things that are in the form of reality and truth, for example, the names of objects, historical events, symbols, place names, names of people, names of parts or components. (b) Concepts, namely everything that is in the form of new understandings that can be interpreted and lead to new understandings as a result of thought, includes definition, understanding, special characteristics, essence, and core/content. (c) Principles, specifically in the form of the main thing, principal, and having the most important position, such as formulas, paradigms, and relationships between concepts that describe causal implications (d) Procedures are systematic or sequential steps in working on an activity and the chronology of a system.

   - Skills, namely doing a certain type of activity. Skills usually refer to actions (intellectual or physical) and reactions (ideas, things, or people) carried out by a person in a competent manner with the aim of achieving certain goals. Skills are a form of learning experience

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[26]Nartiningrum, N., & Nugroho, *A. English Teachers' Perspectives On Challenges, Suggestion, and Materials Of Online Teaching Amidst The Global Pandemic*. (2021). IJEE (Indonesian Journal of English Education), 103-104.

[27]M. Z. *Implementing Scientific Approach to Teach English at Senior High School in Indonesia*.(2017). Asian Social Science , 33-35.

[28]Konig, J. *Teachers' Pedagogical Beliefs. .* (2012). New York: Waxmann.

that should be achieved or obtained by someone through a learning process that is characterized by the ability to display certain forms of movement in carrying out an activity, as a response to stimuli that come to him. An action skill has four activity components, namely, perception, planning, re-expressing prerequisite knowledge, and implementing the action.[29]

- Attitudes or values, which are related to the attitudes or interests of students following the learning material presented by the teacher, values in the form of appreciation for something and adjustment of social feelings.[30] In other words, attitudes and values can be interpreted as learning outcomes. Aspects of attitude, for example: the value of honesty, compassion, help, enthusiasm, interest in learning and work.

Learning materials can be grouped into several parts, namely: 1) the main learning materials, namely the main learning materials that become mandatory references in a series of learning activities, such as: First, textbooks as teaching materials are books that contain a scientific analysis of the results of the curriculum in written form. The second module is a book written with the aim that students can learn independently without or with teacher guidance. The module must describe the basic competencies that will be achieved by students. The third is handouts. Handouts are written materials prepared by a teacher or lecturer to increase students' knowledge. Handouts are usually quoted from some literature that has relevance to the material being taught and the main material that must be mastered by students. 2) supporting learning materials, namely secondary or tertiary materials whose existence is as a complement and enrichment, such as reading books, magazines, posters, instructional comics, and so on.

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[29]Tevdovska, E. S. Integrating Soft Skills in Higher Education and The EFL Classroom : Knowledge Beyond Language Learning. (2015). 98-99.
[30]Fatiha, M., Sliman, B., Mustapha, B., & Yahia, M. (2014). Attitudes and Motivations in Learning English as a Foreign Language. *International Journal of Arts & Sciences* , 118.

2. The principles that teachers used as the basis for determining learning materials

a. Relevance

Learning materials should be relevant to the achievement of competency standards and the achievement of basic competencies.[31] If the ability that is expected to be mastered by students is in the form of memorizing facts, then the learning material taught must be in the form of facts, not concepts, principles, or other types of material.

b. Consistency

If there are four kinds of basic competencies that must be mastered by students, then the material that must be taught must also include four kinds.

c. Adequacy

The material taught should be sufficient to help students master the basic competencies taught.[32] The material should not be too little, and not too much. If it is too little, it will not help the achievement of competency standards and basic competencies. On the other hand, if there are too many, it will result in delays in achieving curriculum targets.

3. Identification of teaching materials by the teacher

- The potential of students includes intellectual, emotional, spiritual, social, and vocational potential.
- Relevance to regional characteristics: if students and schools are located in coastal areas, the development of learning materials is sought to be in harmony with the conditions of coastal communities.

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[31]Albrecht, J. R., & Karabenick, S. A. *Relevance for Learning and Motivation in Education*. (2017). The Journal of Experimental Education , 4.

[32]Sahlberg, P., & Cobbold, T. *Leardership for Equity and Adequacy in Education*. (2021). Jounal homepage : https://www.tandfonline.com/Ioi/cslm20 , 7.

- The level of physical, intellectual, emotional, social, and spiritual development of students;

- Benefit for students: The development of learning materials is sought so that the benefits can be felt by students in a relatively short time after a learning material has been completed.

- Scientific structure;

- Actuality, depth, and breadth of learning materials;

- Relevance to the needs of learners and environmental demands; and

- Time allocation

Before carrying out the selection of learning materials, it is necessary to first know the criteria for selecting learning materials. The main criteria for selecting learning materials or educational materials are competency standards and basic competencies. This means that the educational materials chosen to be taught by teachers on the one hand and must be studied by students on the other hand should contain learning materials or materials that really support the achievement of competency standards and basic competencies.[33] These steps include:

- Identify the aspects contained in the competency standards and basic competencies that become the reference for the development of learning materials. It is necessary to determine what competency standards and basic competencies must be covered by students. This includes aspects or domains of cognitive, psychomotor, and affective.

  Cognitive: If the specified competencies include knowledge, understanding, application, analysis, synthesis, and evaluation, if the competencies specified include initial, semi-routine, and routine

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[33]Bulusan, F. *Selecting Potencial Instructional Materials for Literature Teaching in the 21 Century Milieu : Findings from a Systematic Review of Literature*.(2019). Asian EFL Journal Research Articles , 224-227.

movements. For example, handwriting, typing, operating a computer, and so on.

Affective: if the competencies specified include the provision of responses, appreciation, assessment, and internalization.

- Identify the types of learning materials. The easiest way to determine the types of learning materials to be taught is by asking questions about the basic competencies that must be mastered by students. By referring to basic competencies, it will be known whether the material being taught is in the form of facts, concepts, principles, procedures, aspects of attitude or motor skills.

- Selecting learning materials in accordance with the competency standards and basic competencies that have been identified

- The easiest way to determine the type of learning material to be taught is by asking questions about the basic competencies that students must master.

- Choose the source of learning materials and then package the learning materials. We can find learning materials from various sources, including: textbooks, magazines, journals, newspapers, the internet, audiovisual media, experts or professionals. The types of learning material development include: preparation, adaptation, adoption, translation, and revi.

D. Teaching English

Mastering English is a necessity. If you don't want to say it, it's a must. In Indonesia, learning English is still something that is very difficult for most people, and sometimes even scary for some. According to several studies, it shows that English language skills have a close relationship with the progress of a country. The habits of a country can also change along with the government's openness to information, which is obtained by the initiative of its citizens to obtain credible news sources, knowledge that knows no boundaries. Improvement of English language skills can be done in various ways with the ease of technology and increasing competition.

There are many opportunities for the nation's successors to improve the quality of each, which must be considered the most effective way of teaching for the self-development of students. Teachers who teach must have the required competencies so that the knowledge conveyed can be well received.[34] The method of teaching must be adapted to the learning patterns of students in Indonesia. With good curriculum analysis and design, it is hoped that this can lead to a tendency for the nation's successors to like English.

Some of the characteristics or characteristics of foreign language learning carried out in schools are:

1. The purpose of a foreign language learning method is to practice, educate, and share culture. In foreign language learning, the practice of the language being studied is the most important thing that must be done by students. That is, the teacher not only provides knowledge about pronunciation, arrangement, or order of sentences but also creates a language interaction, especially from foreign languages that have been acquired by students. This aims to gain mental encouragement as well as sharpen knowledge development.

2. The method used uses several principles: (a) Spoken language is the basic principle used by teachers in the learning process. (b) Learners are given an understanding of the material that will be taught directly orally before reading or writing. (c) Prioritize active learning. (d) Restriction of student practice. If language is a skill that must be used, the use of English in real life is the key to success in mastering the language.

When learning a language, especially English, you have to know and understand some of the important things about that language. In communicating The four skills are listening, speaking, reading, and writing. Learning a language is very fun, especially learning English. It is

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[34] Prawiro, I. Y., & Amaliah, G. (n.d.). *EFL- Pre Service Teachers' Identity Construction During Teaching Practice Program.* Journal of English Language Learning (JELL), 77.

very fun and very useful.[35] English, which is recognized as an international language, is very important to learn. Now or in the future, English language skills will definitely be needed. The following is the ability in English and the role of the teacher in it [36] :

1. Listening

   Listening The first ability is listening. The achievement in this skill is being able to listen to and examine or filter conversation and communication using English. The following are ways to practice listening skills: (a) I frequently listen to or watch movies in English. (b) understand the lyrics of the song in English. (c) Practice spelling after we listen to a word in English. (d) Look for the meaning of words or sentences that we do not know from what we hear. From the description above, the teacher's role in improving reading skills is as a mediator. As a mediator, teachers should have sufficient knowledge and understanding of educational media because educational media is a communication tool to make the teaching and learning process more effective. Teachers should have knowledge and understanding of educational media both in type and form, including both material and non-material media.

2. Reading

   The second ability that must be mastered by students is reading. It means reading an article or an article in English properly and correctly. Mastering reading skills can be done in several ways, including: (a) reading books or articles in English on a regular basis, such as newspapers or magazines. (b) Look for vocabulary in the reading that you don't know and understand. (c) read an article in English at least twice a day. (d) Look for pronunciation or spelling in English that you don't know and don't understand. From the description above, the teacher's role in improving reading skills is as a facilitator. As a

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[35] Kurniasih, E. *Teaching the Four Language Skills in Primary EFL Classroom: Some Consideration*. (2011). Journal of English Teaching, 73-79.

[36] Setiyadi, A. B., Sukirlan, M., & Mahpul. *Teaching Languange Skill.* (2018). Yogyakarta: Graha Ilmu.

facilitator, the teacher should be able to provide facilities that allow the ease of teaching and learning activities. Teachers should be able to provide facilities that allow the ease of student learning activities, creating a pleasant learning environment. And also, teachers should be able to seek learning resources that are useful and can support the achievement of goals and the teaching and learning process, whether in the form of resource people, books, texts, magazines or newspapers.

3. Writing

The third ability is the ability to write. This ability can be categorized as complicated because if we do not practice, we will face difficulties in writing in English. The following are ways to master writing in English: (a) Consistently practice writing English words or sentences. (b) Seeking friends to practice English with as dictation. (c) Learn to write an English letter or paragraph. From the description above, the teacher's role in improving reading skills is as an evaluator. To find out to what extent the teaching and learning process is said to be successful and the teacher is able to correct during the teaching and learning process what still needs to be improved or maintained. Evaluation, or assessment, is the most complex aspect of learning because it involves many backgrounds and relationships, as well as other variables that have meaning when related to contexts that are almost impossible to separate from every aspect of the assessment. Teachers are required to be good and honest evaluators in providing judgment.

4. Speaking

Speaking is the most difficult skill to master. Because to speak English fluently, one must practice hard and also rely on the other person to do the speaking. There are several things that can be done to easily master this speaking skill, including the following: (a) Find someone to talk to or a partner to talk to in English, such as a friend. (b) To master speaking, start by mastering vocabulary, or vocabulary in English. (c) Begin speaking English about daily activities or routines. (d) Don't be

shy about speaking in English. (d) It is okay to speak English with a language that is still mixed, like Indonesian, because if we practice continuously, it will definitely disappear. (e) Don't be shy to ask if you don't know or don't understand how to pronounce it. (f) Work hard on your pronunciation so that you know how to say it correctly. . From the description above, the teacher's role in improving reading skills is as an innovator and communicator. An innovator is a renewal and development of a scientific system, so an English teacher as an innovator in learning is an activity effort to make studentsnewr and develop in the teaching and learning processand to know their identity both at home,school,l and in the community. A teacher must be able to communicate effectively with students in order to reduce the tendency of authoritarian teachers in the classroom. The teacher acts as a learning companion for the students, creating a pleasant learning atmosphere.