



Teachers' creativity in designing English teaching learning material by Prajabatan student Program Profesi Guru (PPG) batch II

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ABSTRACT

This research aimed to describe the teachers' ways of designing creative English teaching learning material and to understand the factors of designing creative teaching material. The subjects of this study were ten Pra-Service Teacher Professional Education (PPG). This study used a descriptive qualitative research design. The data used to analyze were the transcripts of video learning and interviews. In the data analysis, it is found that there were seven aspects in designing their creative English learning material: 1) using an eclectic choice of method, 2) using activities that have creative dimensions, 3) teaching in a flexible way or adjusting and modifying the teaching during lessons, 4) looking for new ways of doing something, 5) adapting lessons, 6) using technology, and 7) looking for creative ways to motivate students. As a result, all the teachers apply those seven aspects during their teaching-learning process. There were three factors why English teachers design creative English teaching learning material: 1) the learning material is contextualized, 2) the learning material is designed for students' needs, and 3) personalization. After analyzing the data, it could be decided that all teachers have those three factors in designing their creative English learning material. Pre-service teacher Professional Education (PPG) was quite creative in designing teaching-learning materials.

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan cara guru merancang bahan ajar bahasa Inggris yang kreatif dan untuk memahami faktor-faktor dalam merancang bahan ajar yang kreatif. Subyek penelitian ini adalah sepuluh Prajabatan Pendidikan Profesi Guru (PPG), Penelitian ini menggunakan desain penelitian deskriptif kualitatif, Data yang digunakan untuk menganalisis adalah transkrip video pembelajaran dan transkrip wawancara. Dalam analisis data ditemukan tujuh aspek dalam merancang materi pembelajaran bahasa Inggris kreatif mereka, 1) menggunakan pilihan metode yang eklektik, 2) menggunakan aktivitas yang berdimensi kreatif, 3) mengajar dengan cara yang fleksibel atau menyesuaikan dan memodifikasi pengajaran pada saat pembelajaran, 4) mencari cara-cara baru dalam melakukan sesuatu, 5) mengadaptasi pembelajaran, 6) menggunakan teknologi, dan 7) mencari cara-cara kreatif untuk memotivasi siswa. Hasilnya, seluruh guru menerapkan ketujuh aspek tersebut dalam proses belajar mengajar. Dan ada 3 faktor mengapa guru bahasa Inggris merancang materi pembelajaran bahasa Inggris yang kreatif, 1) materi pembelajaran dikontekstualisasikan, 2) materi pembelajaran dirancang sesuai kebutuhan siswa, dan 3) personalisasi. Setelah menganalisis data, dapat diputuskan bahwa semua guru memiliki ketiga faktor tersebut dalam merancang materi pembelajaran bahasa Inggris yang kreatif. Pendidikan Profesi Guru Prajabatan (PPG) cukup kreatif dalam merancang bahan ajar.

Kata Kunci: Kreativitas guru; materi ajar kreatif; pendidikan profesi guru; PPG

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INTRODUCTION

The teacher is one of the most essential factors in the teaching and learning process in the classroom. The teacher heavily influences the organization of teaching and learning activities at the school. The teacher plays a significant part of the teaching-learning process. One factor that affects students' achievement is their teacher. The teacher tries to improve the student's academic performance in the classroom. The method employed by the teacher is what promotes student achievement. Keiler (2018) claims that teachers are a role or occupation that requires specialized skills to carry out their duties, especially when educating, teaching, guiding, directing, and preparing students in early childhood education, elementary school, junior high, and senior high school. Talking about the teachers, of course, they need some creativity in the teaching and learning process to create an active, creative, and interesting classroom environment (Murdiana et al., 2020; Richardson & Mishra, 2018; Supriadi, 2018)

The "Merdeka curriculum" has been adopted by several schools, especially in considering the current educational environment, and perhaps all schools will implement it soon. Koessoy et al. (2023) state that the Merdeka Curriculum is one of the major programs implemented in Indonesian education by the Ministry of Education, Culture, Research, and Technology. Even though the name is new, this curriculum only complements the existing curriculum. This curriculum tries to catch up on lessons due to students' limitations in mastering the material. As a result, teachers must be more creative and innovative in organizing learning so that students are more active, creative, stay focused, like lessons, are independent, can be creative through projects, and so on. Teachers can also share their works to be as creative as possible.

English has become an international language used by people in the world. English is only spoken as a foreign language in Indonesia. The coverage of the use of English has been getting more comprehensive from time to time, and it is because English is essential. People use this international language to share global information and to communicate in this globalization era. This situation is also caused by the fact that in the future, many people will need English competence for working, studying, doing business, traveling, and other activities that use English as a tool to reach their purpose. This trend relates to the rapid development of science and technology. It is not an exaggeration to state that the language has fully globalized since it is now required in English-speaking countries and even non-English-speaking countries such as Indonesia.

Creativity is an ability possessed by a person or group of people that allows them to find breakthroughs in dealing with specific situations or problems, usually reflected in problem-solving in new or unique ways, different and better than before (Gafour & Gafour, 2020). On the other hand, creativity is a subject-specific experience or activity that requires imagination and intelligence and results in a genuine product. Creative abilities are currently needed in various fields, including education (Kaplan, 2019).

Teachers' creativity can be seen in their performance and daily activities. The excellent performance of a teacher will ensure that learning is always progressing. According to Fadhilah et al. (2022), creative teachers can effectively carry out their educational process by integrating various contextual teaching resources, educational methodologies, educational media, and real-life experiences. The innovative teacher will put their newfound knowledge into practice and pass it on to their students. As a result, a creative teacher should always create something new regarding learning resources, methods, and activities.

The era continues to grow, especially in the field of education. Therefore, every teacher is expected to be creative in designing learning material and create a good atmosphere in the class so that students are more active during the learning process. One is research conducted by Huriyah (2019), which creates a creative class atmosphere. Huriyah's study found that motivating students is one of the ways

to design creative English teaching material. The teacher asked the students who had written a narrative that included much interaction and changed it into a movie script. Students can collaborate with their friends and improvise it. This is one of the teacher's ways to invite students to speak up, to share ideas, and to be more creative. When students are active in class, it is one of the indicators of a creative teacher. Apart from that, research conducted by [Sipayung \(2021\)](#) found that teachers must actively use existing materials, as is the case with English language learning.

Based on the previous study and background above, it is not clear yet how teachers create creative teaching English material. This study aimed to investigate teachers' creativity in designing learning material by Pra-Service Teachers Professional Education (PPG) Batch II. The researcher chose them as the data source because they are candidates for professional teachers of future education.

LITERATURE REVIEW

The Nature of Teachers' Creativity

Nowadays, teachers' creativity is one of the most significant components of the teaching process because they must perform impressively and help students understand the materials. It has the potential to make students successful and motivated students. The process by which a teacher wants to make learning interesting, exciting, and engaging is known as creative teaching. Teaching effectively and creatively in a classroom is the key to successful creative development ([Oktavia, 2020](#)). A creative teacher tries to help students learn to achieve a teaching goal ([NemerÅitski & Heini, 2020](#)). As a result, teachers should be creative in every aspect of the learning process because it will influence the success of their students. A creative learning process can be more interesting when a teacher has good creativity to elaborate the activities, materials, and strategy in the learning process.

Teachers' teaching creativity relates to designing and preparing teaching materials/subject materials, managing classes, using varied methods, utilizing media, and developing evaluation instruments. A creative teaching teacher is someone who can create himself to teach creatively, inspiringly, and intelligently to have the advantage of facing the challenges of an increasingly sophisticated era. Creative teachers are people themselves around new ideas that appear in various sources ([Saleh et al., 2021](#)). This means that the creative learning process can be more interesting when a teacher has good creativity to elaborate the activities, materials, and strategy in the learning process. This way, students motivated to learn are active, engaged, comfortable, and enjoy every learning process.

The Definition of Creativity

Creativity is the capacity to systematically approach a problem in some environment from a fresh perspective and develop a novel solution ([Astuti & Aziz, 2019](#); [Zakiah, 2020](#)). Creativity is the act of changing new and imaginative ideas into reality. Creativity is characterized by the ability to perceive the world in new ways, find hidden patterns, connect seemingly unrelated phenomena, and generate solutions ([Setra & Van de Ven, 2021](#); [Dell'Era et al., 2020](#)). If we have ideas but do not have them, we are imaginative but not creative. So, a teacher must be creative in making an enjoyable classroom. This will make students comfortable, happy, more engaged, active, etc.

[Hestika et al. \(2021\)](#) say that creative teacher does more than give knowledge; they also mentor, stimulate, and engage their students' passions, energies, and spirits to help them find their creative talents and, as a result, improve their skills necessary to produce independent creative work. Furthermore, he said that a teacher's ability to teach creatively requires three related skills: encouraging students' creativity, identifying students' creativity, and developing students' creativity. From the

explanation above, it can be concluded that creative teachers must also be able to guide, trigger, and arouse students' passion, energy, and enthusiasm to identify their creative abilities and develop their skills. They must also be able to express the information or material they are given.

Characteristics of a Creative Teacher

A teacher must be creative in using learning media and creating a more pleasant and conducive classroom environment for students to learn well. A teacher's capacity to develop new learning models or produce innovations will distinguish him from other teachers. Creative teachers will not feel enough if they only deliver the material during the learning process. They will always consider how to make the subject taught understandable and acceptable to students while learning the material. To get effective teaching, the teacher must first be able to use a variety of approaches to stimulate students in various areas: student engagement, self-esteem, and self-confidence. According to Richards (2013), eight characteristics of creative teachers depend on their ability to assess and critique classroom routines and their level and skills in determining how to respond to students.

NemerÅitski and Heini (2020) state that creative teaching and creative teaching are only possible if specific personal attributes or characteristics include creative self-efficacy and self-esteem. Self-efficacy refers to individual creative abilities, skills, and competencies to produce unusual solutions and behavior. A teacher's self-efficacy can have a positive influence, both on the teacher himself and on his students (Adirestuty, 2019). Conversely, self-esteem is defined as an individual's total evaluation of their value as a human being. Self-esteem can have a positive impact on creative thinking. This is because self-esteem allows a person to regulate the positive effects of multidimensional perfectionism on creative thinking (Chien-Chih et al., 2019).

Designing English Teaching Learning Material

Designing the teaching English material requires that teachers make several decisions, make choices, and explain their reasoning. This practice will provide them with some authority over decision-making, opportunities, and the need for reflection. In developing materials for any component of language learning, such as listening, speaking, reading, or writing, the materials makers' attitudes about teaching and learning will significantly impact material design. This will influence the goals the writer sets for the materials, the focus of the materials themselves, and the activities they support. Naturally, the teacher has prepared everything he needs to instruct before class begins, including modules/lesson plans, media, student worksheets, etc. In addition, Howard and Major (2004) state that instructional materials are essential to most English teaching programs. Teachers rely significantly on a wide range of materials to support their students' teaching and learning, including textbooks, videotapes, pictures, and the Internet. As a result, teachers must be innovative in constructing their teaching materials by employing technology as a source of information to get what the teacher requires for learning to be more effective.

According to Sipayung & Pangaribuan (2019), there are a few steps to developing learning materials. First, they stated that a teacher must construct the syllabus by learning what the students require and then individually select items from the syllabus to develop the materials. Second, the nature of learning materials and learning concepts involves development. The teacher's ability to distinguish between materials (content) and language affects the nature of learning. Learning concepts are addressed when providing material content. Furthermore, they stated that the impact will be achieved when the contents apparently affect the learners, namely when the learners' curiosity, interest, and attention are attracted.

Teaching English Material

In the classroom, the teacher is one of the keys to the teaching and learning process. Teacher plays an important role in organizing teaching and learning activities at the school. As stated by [Munna & Kalam \(2021\)](#), the teacher is an element that has a significant role in the teaching-learning process. Teacher is one of the keys to students' achievement. The teacher tries to do many things related to the student's achievement in the classroom. The thing that supports the achievement of students is the strategy teacher. [Hanum \(2016\)](#) The teacher's primary duties and responsibilities are to manage teaching more effectively, efficiently, and positively. This is characterized by awareness and active involvement, namely the teacher as a director and mentor and students as experienced and actively involved in obtaining self-change from learning.

Guidelines for Designing English Teaching Learning Material

The learning process can be successful if the teacher is well-prepared. Compiling a learning design is one way to ensure the success of learning. A good learning design will have a positive effect on learning activities. As a result, it will make teaching easier for teachers and learning and comprehending easier for students. [Kakhramonovich \(2021\)](#) says that design and planning are essential for teachers to carry out their duties or work. To be able to organize practical lessons, teachers must be aware of teaching concepts and understand teaching strategies. A teacher's design and preparation of classes is a complex process that necessitates a wide range of knowledge, skills, and personal and professional qualities.

Teachers' Factors in Designing Creative Learning Material

Learning is a primary activity in the educational process because, through these learning activities, educational goals can be realized through students' behavioral changes. This is also everyone's hope so that each student obtains the highest learning outcomes possible based on their skills. The learning process takes place because there is a goal to be achieved. However, many teachers fail in learning, like many students who do not reach the expected goals.

According to [Mukhtar \(2020\)](#), two categories of factors influence a teacher's creativity, namely internal and external factors. Internal factors relate to the teacher himself, such as feelings, talents, and ways of thinking. External factors are influenced by things outside of oneself, namely educational background, teaching experience, organization or training institution, etc. These two factors will affect the teacher's ability to solve problems creatively. Therefore, teachers must be able to think broadly to find other ways to solve a problem ([Saram & Rasi, 2018](#)).

METHODS

This study used a descriptive qualitative research design. Creswell & Creswell, in "*Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*" state that qualitative research is one way to examine a subject to provide a solid understanding of a significant phenomenon. The research consists of reported data and determined the more considerable relevance of the findings based on this information. This study has described the teachers' creativity and ways of designing learning material conducted by Pra-Service Teacher Professional Education (PPG) Batch II, as well as reasons underlying the teachers' performance in designing learning material through application.

The Data and Source of the Data

Searching and collecting data is a field process with various pre-field preparations (Rijali, 2019). The data of this research was the text comprising the teacher and students' conversation during the teaching-learning process and the teacher's reasons for designing creative learning material through application during the interview. Meanwhile, the source of the data (see **Table 1**) was 10 Pra-Service Teacher Professional Education (PPG) from different schools that are teaching in 1st semester of the academic year 2023/2024.

Table 1. PPG Teachers' list to be interviewed

No	Name	Age	Sex	School
1	RCS	31	Female	SMPN 3 L. Pakam
2	NM	31	Female	SMKN 3 Medan
3	EJP	24	Female	SMP N 15 Medan
4	DS	28	Female	SMP N 1 P. Siantar
5	MH	25	Male	SMP N 15 Medan
6	NM	30	Female	SMP N 1 P. Siantar
7	SYS	24	Female	SMP N 15 Medan
8	RPH	28	Female	SMP N 5 Medan
9	NSB	26	Female	SMP N 5 Medan
10	CH	27	Female	SMP N 34 Medan

Sources: Research, 2023

Technique and Procedure of Data Collection

In this research, the data related to the proposed formulation of the research problem has been collected by applying two techniques of collecting data: observation and interview.

Pre-Observation

The procedures for doing the observation were divided into two phases they are pre-observation and during the observation. The teacher's lesson plans and other related instructional materials will be collected in the pre-observation. The researcher will observe the teacher's lesson plans and conclude whether the material is creative and suitable.

Observation

In the second phase, the observer took a video of the teaching-learning process and made field notes during the interaction. The researcher observed the video learning activity in the class and observed the teacher's creativity in designing learning material, interesting teaching media, and suitability with learning outcomes.

Interview

The third technique is the interview. The interviews were conducted to collect information on people's thoughts, beliefs, and feelings regarding various circumstances in their own words. According to Adhabi & Anozie (2017), the interview is one of the techniques that can be used in collecting qualitative data. Unstructured, semi-structured, and structured interviews are the three types of interviews. In an unstructured interview, there is no precise systematical question to be asked of the responder. Then, in the structured interview, questions are apparent based on the prepared questions. Meanwhile, semi-structured interviews are a combination of both structured and unstructured interviews.

Technique of Data Analysis

This research was conducted by applying some procedures to analyze the data. To answer the first research problem, the researcher carried out the following steps:

1. Adjusting the teacher's lesson plan with teaching practice
2. Transcribe the teacher and students' conversation during the learning into the script.
3. Classifying the sentences from the script to the seven aspects teachers can use to design creative English teaching materials.
4. Make a table, and all the data will be there.
5. Finding out the most dominant aspects for designing creative English teaching material
6. Concluding.

To answer the second research problem, the researcher carried out the following steps:

1. Interview with the teacher related to their teaching material design.
2. Transcribe the teacher and researcher's conversation during the interview into the script.
3. Classifying the sentences from the script to the factors of the teacher in designing creative English teaching materials
4. The table and all the data will be in the table.
5. Concluding.

RESULTS AND DISCUSSION

After analyzing the data, some findings were found from the research. The first is that there were seven aspects that teachers could do in designing creative English learning material. They are 1) using an eclectic choice of method, 2) using activities that have creative dimensions, 3) teaching in a flexible way or adjusting and modifying the teaching during lessons, 4) looking for new ways of doing something, 5) adapting lessons, 6) using technology, and 7) looking for creative ways to motivate students. As a result, seven teachers applied those seven aspects during their teaching-learning process. After analyzing the data, it could be decided that all teachers have those seven aspects in designing their creative English learning material.

Table 2. Aspects in designing creative English learning

Num	Teachers' name	Aspect							Total
		A1	A2	A3	A4	A5	A6	A7	
1	Ms. RCS	5	3	1	8	1	3	4	25
2	Ms. NM	5	5	5	4	1	2	5	27
3	Ms. EJP	3	1	3	1	2	1	2	13
4	Ms. DS	2	3	3	1	2	1	1	13
5	Mr. MH	4	3	1	3	1	2	4	18
6	Ms. NM	2	2	2	1	1	4	2	14
7	Ms. SYS	2	2	2	2	2	1	5	16
8	Ms. RHP	1	3	1	1	1	2	1	10
9	Ms. NSB	1	3	4	2	1	2	2	15
10	Ms. CH	2	2	2	3	2	3	1	15
Total		27	27	24	26	14	21	28	

Sources: Research, 2023

From **Table 2** above, it can be seen that all teachers have those seven aspects in designing creative English learning material. Every teacher has a different number for each element. Teachers have their

own qualifications and respective abilities through these aspects. The most dominant aspect of the data is using technology and new ways to do something. They are structured differently based on their topic but commonly consist of openings, tasks, and closings. Besides, the teacher can make some games during the learning.

PPG teachers can design creative learning. Based on data, creative teachers have seven aspects measuring tools for whether a teacher is said to be creative or not.

1. Using the electric choice of method, from the data analyzed, all teachers stated, "*Teachers must use a variety of methods, models, strategies, and techniques of teaching* " because creative teachers must master various models and methods because before learning, teachers are required to carry out a diagnostic assessment to find out students' learning styles and find appropriate strategies.
2. Using Activities that have creative dimension, From the data, all teachers have implemented the second aspect, teachers have carried out creative activities, for example at the beginning of learning, teachers have carried out several activities that increase focus and motivate students, such as ice breaking, games, question and answer (*pemantik* questions), singing, some also play guesswork, as well as other creative methods such as creating debates, discussions, questions and answers, podcasts and so on.
3. Teaching flexibly or adjusting and modifying the teaching during lessons. From the data, PPG teachers can change the phases of learning and allow students more space and time. The Teacher attends to the available lesson plans and has some improvisations that may be more beneficial.
4. Looking for new ways of doing something. From the data, all the teachers chose to do some quite creative ways, such as ice breaking, doing video learning, games in forming groups, and doing small projects that increase students' creativity. Teachers also do experimental classes and fun, active learning. For example, one teacher does a video learning activity to motivate students and make fun activity learning in the classroom.
5. Adapting lesson: from the data, the teacher has carried out a diagnostic assessment to find out the student's learning styles, interests, and needs, where the PPG teacher has made adaptations to suit the students' level.
6. Using Technology: from the data, PPG teachers have used technology, and all teachers, without exception, have implemented Technological Pedagogical Content Knowledge (TPACK). Each teacher uses different media. From the data, some use PowerPoint, Canva, Quizziz, and video learning, make video tutorials, podcasts, and others related to technology.
7. Looking for creative ways to motivate students. From the data, all the teachers have this aspect, namely praising and giving rewards to students so that students are more motivated. Teachers also become role models for student interest. Teachers also do not bring down students' mentality with inappropriate words.

In the face of science and technology's rapid advancement, a teacher's competency must rise and embrace the requirement of teacher innovation (Rasam & Sari, 2018; Zabidi, 2020). Now, learning materials are not only in the form of paper or books but are more diverse. For this reason, teachers must be able to increase their creativity to teach by utilizing technology that is developing rapidly.

Furthermore, there were three reasons why English teachers construct their resources. Those factors were 1) the learning material is contextualized, 2) the learning material is designed for students' needs, and 3) personalization. After analyzing the data, it could be decided that all teachers have those three factors in designing their creative English learning material. Every teacher has a different number for each factors.

Table 3 Factors in designing creative English learning material

Num	Teachers' name	Factors			Total
		F1	F2	F3	
1	Ms. RCS	2	1	1	4
2	Ms. NM	2	1	2	5
3	Ms. EJP	1	2	1	4
4	Ms. DS	3	1	2	6
5	Mr. MH	3	1	3	7
6	Ms. NM	2	2	1	5
7	Ms. SYS	2	1	2	5
8	Ms. RHP	2	3	1	6
9	Ms. NSB	2	1	2	5
10	Ms. CH	2	2	2	6
Total		21	15	17	

From **Table 3** above, it can be seen that all teachers have those three factors in designing creative English learning material. Every teacher has a different number for each factors. (1) The learning material is contextualized. From the data, All the Teachers' goal is to create a good learning experience that suits what students can implement. *I try to adapt the topic and relate it to real life, for example, in daily conversations about students' daily lives.* (2) The learning material is designed for students' needs. From the data, All teachers at the beginning of learning carry out a diagnostic assessment to determine student needs, learning styles, and student ability levels (3) Personalization: all teachers have carried out student profiling to find out students' abilities and needs, then teachers adapt strategies and methods according to the diverse student profiles.

The research findings showed that there were seven aspects that teachers can use for designing creative English teaching materials compared to the theory itself, as proposed by Richards (2013). Those seven aspects were using an eclectic choice of method, using activities that have creative dimensions, teaching flexibly or adjusting and modifying the teaching during lessons, looking for new ways of doing something, adapting lessons, using technology, and looking for creative ways to motivate students. Furthermore, there were three factors in designing innovative English teaching learning material. Those factors were that the learning material is contextualized, the learning material is designed for students' needs, and personalization. Those factors were proposed by (Howard & Major, 2004).

Various teaching approaches and various creative activities intensify effective teaching. Research conducted by Richard (2013) explained that teachers are more flexible in combining several activities in one material. After the teacher delivers the material, the teacher invites students to practice. The teacher held an integrative method to get students involved in all skills. Teachers can integrate listening with speaking, writing with speaking or speaking with all aspects of skills. He stated that creativity in education is essential because it increases academic achievement. The creativity of English teachers is shown by the student's academic level in English, their performance in speaking, and students' creativity in doing assignments.

Furthermore, research conducted by Rahmayanti & Mubarok (2022) explained that during the last pandemic, one approach to this was to use the teacher's creativity to create attractive online learning activities so that students could get the material well. This study was aimed at investigating teacher originality in developing engaging online learning activities for English teachers in class IX at SMPN 1 Srengat, and the findings showed that the English teacher was highly creative in developing online learning activities. The English teacher used four criteria for creative teachers based on theory to construct online learning activities: fluency, flexibility, originality, and elaboration. In addition, they utilize

online learning activities suggested, such as consulting, interactive lectures, student presentations, reading, and self-study.

From this research, the researcher found discoveries regarding creative teachers, which the researcher concluded: (1) Teachers must carry out student profiling first (diagnostic assessment) to determine students' learning styles, characteristics, and ability levels. (2) Teachers must master various models, techniques, and varied learning approaches such as TARL (teaching at the right level), culturally responsive teaching, and PSE (social-emotional learning), which are used in the independent curriculum adapted to the teaching module. (3) Teachers must carry out activities with a creative dimension, namely, ice-breaking activities, trigger questions, games, teaching media through applications, experimental classes, fun, active learning, and giving motivation to students, which can increase student learning motivation and using TPACK (technological pedagogical content knowledge) (4) Teachers must prepare learning and assessments, evaluate learning and assessments, reflect on learning, follow-up plans and report student learning outcomes.

CONCLUSION

Pre-service teacher Professional Education (PPG) was quite creative in making teaching-learning materials. Based on research results, the PPG teachers apply those seven aspects during their teaching-learning process. After analyzing the data, it could be decided that all teachers have those seven aspects in designing their creative English learning material. Every teacher has a different number for each Aspect. Teachers have their own qualifications and respective abilities through these aspects. The most dominant aspect of the data is using technology and new ways to do something. They are structured differently based on their topic but commonly consist of openings, tasks, and closings. Besides, teachers can make some games used during the learning. They also applied and implemented one learning model and various variations of learning models, which made students more interested and motivated in learning. There were three factors why English teachers chose to construct their resources. Those factors were 1) the learning material is contextualized, 2) the learning material is designed for students' needs, and 3) personalization. After analyzing the data, it could be decided that all teachers have those three factors in designing their creative English learning material. Every teacher has a different number for each factor: (1) The learning material is contextualized. The teacher aims to create a good learning experience that suits what students can implement. (2) The learning material is designed for student's needs. All the teachers, at the beginning of learning, carry out a diagnostic assessment to determine student needs, learning styles, and student ability levels (3) Personalization, all teachers have carried out student profiling to find out students' abilities and needs, then teachers adapt strategies and methods according to the diverse student profiles.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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