

Trends of English Teaching Materials in Schools: Systematic Literature Review

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Abstract: This study aims to analyze English teaching materials in schools from research articles. A systematic review was carried out in this research to show the findings of relevant studies on Teaching Materials in Schools. Three criteria were used for the systematic review: Hots, Hypertext, and teaching materials. Based on a search only eight articles were included in the systematic review of the 200 articles that were filtered based on criteria; English teaching materials in schools from 2015 to 2022. The results of this study show the tendency of using media into teaching materials, the tendency of Hots elements into the content of teaching materials, and finally the tendency of technology involvement in producing teaching material products. To follow up on this study, the tendency of Hots and hypertext-based teaching materials can be integrated to design a new framework for the development of English teaching materials in schools.

Keywords: English Language, English Teaching Material, Systematic Literature Review

A. Introduction

Teaching materials are knowledge information that is used by teachers in carrying out the learning process so that learning objectives are achieved. Teaching materials can also be used as materials that students must learn as a means for learning (Legendari & Raharjo, 2016). According to (Magdalena et al., 2020) that teaching materials are used by teachers and students in understanding a certain amount of material contained in the curriculum. Teachers can adjust the material to be taught using certain methods and combined using appropriate learning media to make it more interesting and easier for students to understand. This is done by the teacher in an effort to sincerely pay attention to efforts to arouse students' interest, therefore knowledge and skills in preparing teaching materials are very important.

The objectives of a teaching material are: 1) to provide information and suggestions for teachers to design and develop teaching materials that integrate the theory of developing teaching materials in the field of English with skills; 2) present students with innovative and up-to-date teaching materials; and 3) providing knowledge and experience as well as opportunities for students to gain new information through

interesting and challenging learning activities and assignments that are appropriate to their level of English proficiency. English is included in the curriculum and is an important subject. Coordination of English into teaching materials in the world of education makes the actual context in educational teaching materials must be correct (valid), significant, interesting, consistent in presentation, and have adequacy in helping students (Nurhidayati, 2018).

In developing research on trends in English teaching materials in schools, researchers need to conduct a preliminary study through a systematic review of trends in the teaching materials used. Teaching materials in teaching become a reinforcement of learning success globally, the basis of teaching materials must integrate 21st century skills known as higher order thinking skills HOTS which are based on students' thinking concepts at the level of analyzing, evaluating, and creating (Utami, 2019). This skill is a student's thinking process that is developed from various cognitive concepts and methods as well as in learning taxonomies such as problem-solving methods, bloom taxonomies, and learning, teaching, and assessment taxonomies. This means that the basic concepts, thoughts, information, and competencies (or honing) of each subject, such as linguistics, computer science, science, etc. must be linked and coordinated. The actual context for English teaching materials should be interesting, meaningful and challenging (Setiawan Rahmat, 2022).

Previous studies on teaching materials in schools show various types of teaching materials. For example, (Mulyani & Armiami, 2021) implements technology-based encyclopedia English teaching materials as learning resources, which are called "Interactive media teaching materials". In this study it seems that this media is capable of being a source of learning other than textbooks used by students to add insight, enrich information and understanding and can increase motivation and learning outcomes. In addition, (Juniardi et al., 2020) developed printed picture books based on local heritage in teaching writing descriptive texts for class X. the result of this thought is that picture books based on local cultural heritage have potential to be used as learning media.

However, a systematic review to analyze English teaching materials in high school should be broader. It is important to know trends in the application of teaching materials, especially for educators and researchers. Thus, this study aims to determine trends in English teaching materials in high schools by analyzing studies in journals from 2015 to 2022.

B. Methods

A systematic literature review was conducted in this study to identify, evaluate and summarize the findings of relevant studies about English teaching material in senior high school. This study used five steps in systematic literature reviews from (van Mastrigt et al., 2016), which we can see in figure below

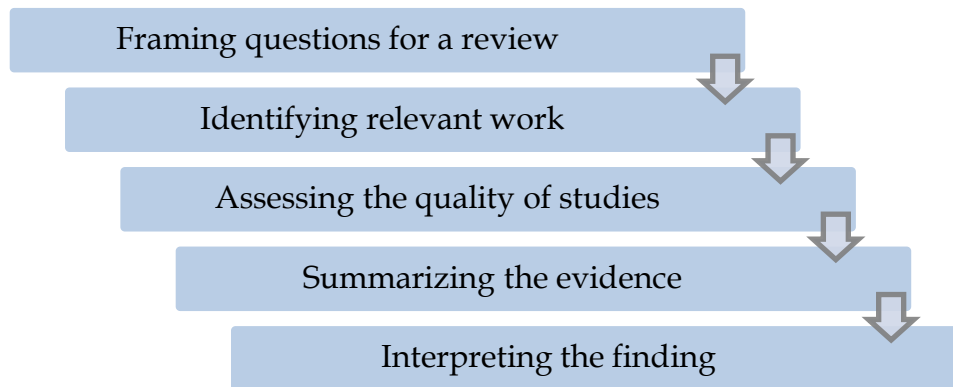


Figure 1. Five Steps in the Systematic Literature Review

1. The first step in this study is framing questions for a review. The research question in this study is “How is the trend of the English teaching material in senior high school from analyzing studies of journals in the period of 2015–2022?”.
2. The second step is identifying relevant work with identifying articles which needed to investigate the trend of English teaching material. We use eight journals that have elements of learning media, elements of creative thinking, and technology as online teaching material products in the last eight years (2015–2022) in international journals and journals by used the Harzing’s Publish or Perish database. These journals are CESS Journal of Computer Engineering, System and Science (n=30), Australasian Journal of Educational Technology (n=25), Journal of Educational Technology (n=20), The Online Journal of New Horizons in Education (n= 25), Journal of Physics (n=25), Journal of Educational Research and Evaluation (n=30), Journal of Education and Social Sciences (n=22), Indonesian Journal of Education JPI (n=23).
3. The third step is assessing the quality of the study. We limited the articles whose sample was senior high school students (n = 8 articles) consisting of five articles from the Journal of Educational Technology, one from the CESS Journal of Computer Engineering, System and Science, and two from the JPI Indonesian Education Journal.
4. The fourth step is to summarize the evidence of these eight articles. To summarize the evidence, we use tables for discussion part of this article that have four categories including: learning outcomes of teaching materials; Content of

teaching materials; the kinds of media and models of strategies in used of technology.

- The fifth step is to interpret the findings from eight articles on Trends of English teaching material in senior high school.

C. Results and Discussion

Eight research articles on English Teaching Materials produce analysis based on four categories including: learning outcomes of teaching materials; Content of teaching materials; the kinds of media and models of strategies in used of technology.

Table 1. Articles on English Teaching Materials

Author (Years)	Learning Outcome of teaching material	The content of teaching material	The kinds of Media & Model strategy in used of technology	
(Fitrihani et al., 2022)	To produce digital smart book textbook products, test the feasibility of digital smart books and find out the increase in higher order thinking in student	1) digital smart book textbook products. 2) to find out the increase in high-order thinking in students.	Interactive media teaching materials	problem analysis, data collection, product design, product validation, product revision, to product testing (R&D)
(Duha et al., 2022)	to build a HOTS-based online standardized test system. With this system it will make it easier for the test organizers to carry out the exam because this online exam system is able to replace the paper-based exam system and can be carried out repeatedly.	1) create a question randomization system with the Fisher Yates Shuffle algorithm. 2) more and more accurate data collection related to research results from tests carried out by students. 3) There is no wastage of paper and test kits. 4) measure the ability of students.	Visual teaching material	Algorithm design is carried out; to generate a random permutation.

(Rahmi Yulia, 2022)	Actions of interactive PowerPoint media in learning by using 5 essay questions.	1) to determine the effectiveness of interactive PowerPoint media. 2) using the High Order Thinking Skill (HOTS) ability test.	Interactive media teaching materials	Qualitative
(Jose, 2021)	developing	textbooks Increase literacy participation	Interactive media teaching materials	Quantitative
(Endaryati et al., 2021)	Building students' creative thinking in science learning by using the flipbook e-Module.	A learning media that combines text, narration, video, practice questions and integration with learning models.	Interactive media teaching materials	Analysis Qualitative descriptive SLR
(Zulmaidah et al., 2020)	The design of m-learning as a learning supplement to stimulate students' high-level thinking skills with a scientific approach.	M-learning as a learning supplement. With a scientific approach to the lesson Electricity has several characteristics including being interactive, having educational content, interactive modules, presentation materials, having animations and electricity videos, experimental simulations, summaries,	Interactive media teaching materials	- scientific approach - ADDIE model

		hyperlinks to other sources, assignments, quizzes, and Discussion Forums.		
(Widyaningsih et al., 2020)	Online interactive media can have a good impact on HOTS high-level creative thinking skills.	1) the effectiveness and practicality of interactive multimedia is obtained based on student responses after learning. 2) response to HOTS abilities: the ability to analyze, evaluate, and create	Interactive media teaching materials	- ADDIE model
(Shang, 2015)	Print-based and hypertext-based interventions gain comprehension performance	reading comprehension of non-traditional EFL students	Interactive media teaching materials	Quasi-experimental design

Based on the eight articles analyzed, related to the results of teaching materials that the involvement of the use of print and online learning media in teaching materials is very high. The learning media used are PowerPoint (Rahmi Yulia, 2022), flip book media (Endaryati et al., 2021) and online hypertext teaching materials (Jose, 2021; Shang, 2015). Next, of the eight articles analyzed, judging from the contents of a teaching material, many use elements of Hots or creative thinking skills as a stimulus in exploring student knowledge (Duha et al., 2022; Fitrihani et al., 2022; Rahmi Yulia, 2022; Widyaningsih et al. al., 2020; Zulmaidah et al., 2020). then seen from the type of media all articles related to the teaching materials used are interactive media teaching materials but with various strategies such as the ADDIE model (Fitrihani et al., 2022; Widyaningsih et al., 2020; Zulmaidah et al., 2020), qualitative (Duha et al., 2022; Endaryati et al., 2021; Jose, 2021; Rahmi Yulia, 2022), quantitative (Shang, 2015).

D. Conclusions

The results of this study indicate a tendency of using instructional media in teaching materials by 62.5%, the tendency of the Hots element to be used in the content of teaching materials by 87.5%, and the last trend of involving the use of technology in producing products by 87.5%. For further study, the trend of the concept of Hots or creative thinking activities and the design of the use of technology can be integrated to design a new framework for English language teaching materials in high school. This finding is recommended for English teachers or educators to promote teaching materials in Senior high school.

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