

Adaptive English Learning Materials during Covid 19 in Indonesian School

**Theresia Nera Sunny,
Sri Sumarni,
Darmahusni,**

State Jakarta University
theresianerasunny_1212818008@mhs.unj.ac.id

ABSTRACT

As a result of Covid-19, changes have been made across all sectors of society, including higher education. Thus, educators should have the ability and the resources necessary during the pandemic to provide effective learning materials and methods to students. Learners are able to recognize the characteristics of English materials, which facilitates and accelerates the acquisition of the language. As a result, learning materials play an important role in defining educational goals, and quality education cannot be separated from the curriculum. While educational materials play a role within and outside of the classroom, they also play a role in influencing students. Therefore, changes to educational materials should continue to be made in order to improve education quality, while ensuring that these changes do not interfere with learning. This study examines the adaptive English-learning materials that Indonesian schools have used during COVID-19. Based on the results of 10 journals that have applied adaptive English learning materials in Indonesian schools, the materials have been developed. This research was conducted using instruments published in scientific journals. Students from Indonesian schools were the subjects of the study. During this research, the following steps were taken: a collection of published journals, Surveying and analyzing the needs of the students, planning, writing the course grid, and evaluating the course materials are all necessary. This study used a qualitative methodology to identify the availability of adaptive English learning materials in Indonesian schools from 2019 to 2022. This journal reported that many educators and students were satisfied with the adaptive English learning materials developed by educators. Therefore, educators must be creative in order to achieve students' success, especially in terms of their ability to learn languages in a new curriculum called Kurikulum Merdeka. It is possible for educators to use adaptive learning in the Kurikulum Merdeka in order to maximize the effectiveness of teaching and learning activities.

Keywords: Adaptive learning, English learning materials, Language skills, Kurikulum Merdeka Belajar.

INTRODUCTION

A pandemic of Corona Virus Diseases (Covid-19) has shocked the world since the beginning of 2020, infecting over forty million people and resulting in more than one million deaths by October 2020. Fitria (2020) explained that the ministry of education in Indonesia issued a policy to temporarily close schools. Among the educational consequences of this pandemic is the requirement to carry out distance learning through online-based classes at all levels of education, from kindergarten to postgraduate. Bayham & Fenichel (2020) stated that this outbreak has an impact on the reasons why schools and other educational institutions are closed to avoid physical contact of every human being. Education, which is basically a country's obligation, must be temporarily suspended due to Covid-19. As a result, Indonesia is experiencing difficulties in gaining access to the internet, particularly in some regions where it still proves difficult to do so. As a result, educators must develop more creative solutions to these problems, including the adaptation of their English learning materials so that they are easier to understand by students

Besides, referred to Doering (2014) that website for learning such as search engine to get source and online exercises. It helps students learn new information and improve their English. The devices intended are smartphone, PDA, or interactive response pads Doering (2014), more specifically, explains mobile apps for education in smartphone. A handheld device such as this provides a means of supporting and practicing language skills. Therefore, the use of technology is urgently needed in teaching and learning activities during a pandemic, and educators should use this chance to hone their creativity even further to advance students' understanding of learning.

Supported by Sulasmono & Dwikurnaningsih (2012) added that adaptive learning is associated with creative, active, and reflective learning models. Therefore, the quality of education can therefore be improved by being more creative by educators. In adaptive learning, efficiency and effectiveness are stressed in addition to being important factors in learning. Mouratidis & Papagiannakis (2021) and Yuan et al (2021) defined that distance learning with learning schemes integrated with traditional media and gamification is very effectively used in these situations Then, it is important to note that adaptive English learning materials are a tool for teaching and learning that is tailored to the needs of individual students, by providing appropriate learning resources, providing feedback, and providing quick direction between teachers and students.

For adaptive English learning materials to be successful, teachers need to be familiar with the characteristics of Generation Z and millennial students. It is evident that these children have a high level of intelligence and have a close connection to technology and the internet. They are multitaskers, have a preference for visuals, enjoy dynamic and fast work, and are willing to experiment. It is important to place pressure on students

to have complete self-control as a first step. Supported by (Fitriani, 2020) and Mansyur (2020) in Indonesia itself, many studies develop learning models by focusing on creative media aligned with existing materials. Hence, this study aims to facilitate the adaptation of English learning materials from published journals for educators and readers

1. Adaptive Learning

An adaptive learning approach allows students to progress through units of study at their own pace and learn at their own pace. Griff & Matter (2013) reported that adaptive learning is also referred to as computer-based learning, adaptive educational hypermedia, and intelligent tutoring. Various sectors have been affected by the ease of technology, including education. Furthermore, debriefing for educators is a very easy way to implement this into learning. Then, Shemshack & Spector (2020) defined that the use of adaptive technologies for personalized learning is not new; computer-based adaptive learning has been around for more than half a century, beginning in the early 1970s with the advent of intelligent tutoring systems. According to this, adaptive learning has long been used in education, but the pandemic requires educators to be more creative in their teaching in order to make learning more accessible to students. Teaching and learning activities will certainly be made more effective by educators who can make effective use of technology.

Supported by Shute & Zapata-Rivera (2012) stated that the success of any adaptive learning technology to create a didactically sound and flexible learning environment depends on accurately diagnosing the characteristics of a particular learner or group of learners when delivering content by collecting much more data from learners to better adapt to and support learners' individual learning journeys. It allows teachers and students to take control of their professional development by allowing them to carry out learning activities at their own pace and develop the skills and confidence they need in the classroom. By adapting learning materials to content areas such as language, texts, skills, and classroom management, it allows materials to be used to the greatest extent possible.

2. English Learning Materials

In the teaching and learning of English, materials have become an essential component. Students are able to become more linguistically oriented with the assistance of these materials. It may be helpful for students to begin by defining what language is and then expand their knowledge to include the use of language through the resources they acquire. According to Tomlinson (2001) in Tomlinson (2013) material development refers to a process of producing and using the materials for language learning including materials evaluation adaptation, design, production, exploitation and research. The use of learning materials is one of the most important aspects of the entire curriculum. Supported by

Richard and Rodgers (2006) in (Asti, 2020), it can influence the quality of student participation and language use. It is necessary for educators to understand a variety of things related to the development of learning materials in order to be able to make preparations that are efficient and effective. This includes both aspects related to their nature, function, principles, as well as procedures for developing materials and assessing the effectiveness of these preparations.

Then, Tomlinson (1998) in Tomlinson (2013), provide any resources, including audio-video and printed materials, that are used to support language acquisition and are not limited to course books. CD-ROMs, dictionaries, grammar books, workbooks, photocopied exercises, and so on are examples. A learning tools that is suitable for the material can make material aid much more effective. Educators will impart more knowledge to students through the classroom.

Hutchinson and Waters (1987) in (Aviyanti, 2015) suggested some ideas for good learning materials, including; (i) good materials do not teach, they encourage learners to learn; (ii) good materials will contain interesting texts, enjoyable activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, and content which both learner and teacher can cope with; and (iii) good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chances of learning. It is understood that effective learning is the result of effective teaching and learning processes, in which the learning process can provide understanding, intelligence, perseverance, opportunities, and quality / qualities, as well as change behaviour and can be applied in everyday life, resulting in a good student as a result of the learning process.

3. Materials Development

Graves (2000) in (Aviyanti, 2015) explained that materials development as the planning process by which a teacher can put the objectives and goals of the course into units and tasks. It is important to pay attention to whether the learning materials are cognitive (facts, concepts, principles, procedures), affective, or psychomotor when determining the scope of the English learning materials since when the learning materials are implemented, each type will be utilized.

Different learning strategies and media are required to describe the material. Educators must not only consider the type of material but also the principles that must be applied in the determination of the scope of learning material based on its breadth and depth. Described the extent of material covered in learning material. Supported by Puspitorini (2020); Sudarsana (2020); Trisnadewi & Muliani (2020) that he material that the lecturers convey is stored very well in a network that can be opened and studied at any time. Students can choose which material they want to focus

more on to study and understand. Detailed knowledge of the concepts contained within the material is required by students in order to understand it.

4. Language Skills

An English language skill can be divided into four categories. These categories are receptive skills and productive skills. Reading and listening are considered receptive skills while speaking and writing are considered productive skills. For a student to fully comprehend English, all of these skills must be practiced.

- Listening

Listening is the earliest skill in which language is used to hear and understand the intent of the speaker. It plays a major role in communication. It requires a willingness and ability to comprehend what is being said in the first place. Vandergrift & Goh (2012) stated that listening instruction is expanding from a focus on the product of listening (listening to learn) to include a focus on the process (learning to listen). Then, they mentioned that learners need to learn to listen in order to be able to listen to learn. As a result, it implies that the listener is fully focused on what is being listened to in order to gain an understanding of what the speaker is saying.

Smaldino (2012) added that hearing and listening is also a process of communication and learning as well as communication and visual learning, a message delivered by the sender and explained its meaning by the receiver. Thus, listening is also a form of communication and learning, conveying a message from the sender to the recipient. Due to this, students must be able to master listening skills so that they may understand the communication process in which a message is sent by the sender, which is interpreted by the recipient based on their hearing. When they have gained a great deal of vocabulary, listening skills can be introduced, since listening requires full attention in order to comprehend the meaning of the content that is being listened to.

Lynch & Mendelsohn (2009) defined that in listening skill, there are some points that the listeners need to pay more attention, such as distinguishing similar sounds, coping with and processing "fast speech", focusing on stress and intonational differences, focusing on the meaning of different discourse markers, understanding communicative functions and understanding the comparability between form and functions. Thus, students should be able to recognize sound, stress, intonation, context, meaning, and communicative functions in order to follow a speech or participate in a discussion.

- Speaking

Speaking is one of the skills or abilities in English that allow us to express our opinions and comments, as well as to ask and answer

questions if they differ from our own views. Nunan (2003) in (Lasut, 2017) stated that since speaking is classified as active or productive skill in learning a language, thus it might be considered as the hardest skill to be learnt among all skills. Currently, there are still a significant number of students who do not have adequate speaking skills, so it is necessary to find the correct teaching methodology or method that can help them improve their speaking skills. Therefore, educators need to be more creative in developing teaching materials to ensure that students can improve their speaking skills despite being constrained by the pandemic. Thus, students do not fall behind in mastering the skills of speaking. Supported by Richards (2008) that the mastery of speaking skills in English is a priority in many second-language or foreign-language learners.

- Reading

Reading is the process of acquiring the message intended by the author through the use of words and language. By practicing reading, participants learn how to deal with various difficulties that arise when reading narrative, descriptive, and recount texts. Wilkinson & Son (2010), mentioned that reading skills on the text and read throw textualization in order to help the students mind by developing the step of comprehension and able them to read independently. Reading occurs as a result of interactions between activities. As a result of learning to read, the experience and practice of behaviour change are blessed. In addition to being an educational activity, studying reading is an activity with an educational value. The educational value colours the interaction between educators and students. Interactions between teaching and learning that aim to achieve certain goals formulated prior to the commencement of the reading process contribute to the educational value.

- Writing

English learners are required to master writing skills as part of their learning process. Klein & Yu (2013) stated that writing is the ability to put pen and paper to express ideas through symbols. In the field of education, writing is generally used for producing scientific works such as journal articles, theses, and dissertations. In writing scientific papers, English is typically used if the work is intended for an audience. Based on by Hogue (2000) in Wagiyo (2018) stated that writing is a process of creating, organizing, writing, and polishing. It means writing can help us to express our thought using grammar in school. Then supported by Manchón (2011) defined that writing is central to our personal experiences, professional careers and social identities, yet while we are often evaluated by our control of it; its multifaceted nature constantly evades adequate description. Even though students sometimes have difficulties with writing, teachers include writing skills in the curriculum as an integral part of their academic success. However, as

educators, we should support students in practicing their writing abilities so that they can be more confident in their ability to write. Kellogg (2008) claimed that writing helps to i) reinforce the grammatical structure, ii) enhance the students' vocabulary, iii) and assist other language skills such as reading, listening and speaking. Therefore, educators must develop a creative and effective curriculum in order to keep students in a conducive learning environment during a pandemic.

5. Kurikulum Merdeka Belajar

Yusrizal & Fatmawati (2021) stated that the curriculum is one of the learning tools that must be completed by educational institutions. Curriculum refers to a series of lessons, teaching materials, and learning experiences that are organized in a specified manner. In the process of implementing the teaching and learning process, the curriculum serves as a guide to educators. In Indonesia, the curriculum has been revised. It called with Kurikulum Merdeka Belajar.

Kurikulum Merdeka Belajar consists of various intracurricular learning activities whose contents have been designed to allow students sufficient time to investigate and strengthen concepts. To tailor learning to students' individual needs and interests, educators can choose from a variety of learning tools. Based on certain themes set by the government, the project was developed to promote the commemoration of Pancasila student profiles. Besides, a key objective of this curriculum is to improve students' ability to think critically, solve problems, create, and innovate, as well as improve their communication and collaboration skills, particularly in elementary school. Besides, a key objective of this curriculum is to improve students' ability to think critically, solve problems, create, and innovate, as well as improve their communication and collaboration skills.

In the Kurikulum 2013, English was a subject that was considered local in elementary school; however, it is now a compulsory subject. Obviously, this is a significant development for education in Indonesia where English has become a requirement for children and thus education has become increasingly based on language skills, especially as it relates to the practice of applying English to daily life.

Al Fasya et al. (2022) defined that the Kurikulum Merdeka also aims to answer the challenges of education in the era of revolution industry 4.0, which in its realization must support skills in critical thinking, problem solver, creative and innovative and communication skills and collaborate for students.

Afterward, the emergence of COVID-19 was one of the points at which educational continuity, particularly in Indonesia, changed. The educational changes in Indonesia have been adversely impacted by the COVID-19 pandemic as well as a learning crisis, it is necessary to change and develop. It is important for teachers to be able to adapt to curriculum changes,

including the principles of learning and the assessment process, as well as good communication between students, teachers, and parents. Supported by Yanti & Fernandes (2021) claimed that the curriculum lies with the teacher, if the teacher cannot deepen the applicable curriculum, the educational goals will not achieve so the teacher's ability to adapt becomes an important thing.

Supported by Sutrisno et al. (2022) that Kurikulum Merdeka frees the teacher to be able to create educational and fun learning. Current pedagogical competence as well requires teachers to be able to model and carry out the learning process. The teacher gave the mandate as a driving force to plan, implement, evaluate, and follow up on the evaluation. Thus, educators will have to become more creative in integrating the new curriculum into existing English material without reducing its meaning in order to improve critical thinking, problem-solving, creativity, innovation, and communication skills as well as collaboration skills.

METHOD

In this study, the literature review has been used as the method of analysis. Habsy (2017) stated that literature study is a method of collecting some data related to the research topic to be studied. By describing the content and quality of knowledge already available, it facilitates the reader's understanding of previous research. Adaptive English learning materials in Indonesian Schools is the topic that will be examined in this study. The results and discussion section will further explore the topic and provide a conclusion. In this study, data is analyzed using a qualitative approach by describing the results of scientific journals, proceedings, and books, both on a national and international scale.

FINDING AND DISCUSSION

This chapter presents the findings of several researchers with regard to the adaptation of English teaching materials in Indonesian schools. This study indicates that English educators' creativity greatly influences both teaching and learning, including the acquisition of language skills such as listening, speaking, reading, and writing among students during Covid-19, as shown in the following table:

Table 1. Results published in the journals.

No	Title	Result
1	Post Covid 19 Learning Adaptation: Teachers' Strategies and Innovations In Teaching English In The Post Pandemic By: Wirawati et al. (2022) Language skills: Reading and speaking skills	As stated in the article, adaptive learning materials have a number of benefits, including the following: - Several teachers in this journal reported using cell phones to learn English. This included giving quizzes using Moodle or playing word search puzzle games to find English words. The use of word puzzles

	<p>Devices that use: Reading: Moodle Speaking: Social media platform such as YouTube Instagram, Facebook, and Tiktok</p>	<p>can help students gain a greater understanding of learning English, particularly in terms of vocabulary. Since the pandemic, they have become accustomed to using cell phones while studying at home.</p> <ul style="list-style-type: none"> - Several English teachers have asked their students to make videos in order to practice conversation, read news, and introduce themselves, then uploading them to YouTube or other social media platforms, such as Instagram, Facebook, and Tiktok. This motivates students to learn speaking skills. - For exams or tests, the teachers create item questions and upload them on the school website, Google Drive, Google Classroom, or social media, where all students can access them. Moreover, they used a variety of online applications, such as Quizy, Quizizz, Moodle, and others.
2	<p>EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia (2020) By Atmojo & Nugroho (2020) Language skills: Reading skills Devices that use: Reading: Schoology and the website http://en.childrenslibrary.org/.</p>	<p>It has been reported in the journal that:</p> <ul style="list-style-type: none"> - As a way of increasing students' vocabulary, one teacher used Schoology to post materials related to proverbs and riddles. Through the use of Schoology, students are able to increase their vocabulary as well as be enthusiastic since they feel that it is easy to learn - One teacher teaches reading skill by using the website http://en.childrenslibrary.org/. One week is the time period the teacher would like the students to devote to reading the selected book. After reading the book, the students are required to write a review of it. In most cases, it involves extensive reading. The students' reading skills will therefore be significantly improved.
3	<p>Incorporating English Skills in Blended Learning During the COVID-19. Pandemic: A Narrative Inquiry</p>	<p>There are many points from this study published in the journal, such as: Using applications such as YouTube, video, Instagram, Facebook, and others to incorporate English skills</p>

	<p>By Wahyuningsih & Afandi (2022) Language skills: Reading, writing and speaking skills Devices that use: Reading: Games, Speaking: Games and social media platform such as YouTube Instagram, Facebook, and Tiktok Writing: Mendeley and Zotero</p>	<ul style="list-style-type: none"> - Using YouTube to teach speaking skills <p>It was decided by L1 to use YouTube rather than applications such as Zoom, Google Meet, and others to teach speaking in the online class. The video of the learning will be made available on YouTube so that students will be able to watch it again.</p> <ul style="list-style-type: none"> - Teaching speaking through social media, such as Facebook and Instagram. <p>As part of the COVID-19 pandemic, L2 used technology as a teaching tool to teach speaking. A variety of social media platforms were used to teach speaking, including Facebook and Instagram. Additionally, L2 encouraged students to create videos of themselves speaking English and upload them to social media.</p> <p>Using presentations and explaining materials and uploading them to YouTube or other sites to teach speaking.</p> <p>In the teaching of speaking, it is important for teachers to explain the lesson they have previously explained to the students about the theme, and to allow them to explain it to their classmates. The addition of intuitive images, music, and video can contribute to the creation of such an impressive presentation. It is then necessary for the teacher to provide some reference materials, such as grammar, descriptions of people and locations, types of reading methods, how to deliver a speech, and so on, before the students are allowed to speak and make videos. After the video has been created, it can then be uploaded to YouTube or another social media platform.</p> <p>Observing videos or reviewing books</p> <p>In order to enhance reading skills, one of the things that can be done is to ask them to watch movie or video at home first before they meet in the next term.</p>
--	---	--

	<p>Furthermore, the preview of the movie can be displayed on the screen and each student asked a few questions regarding the observation, such as what their opinion was after watching the video, what the message was from the video, who are the main characters, the location of the setting, etc. The teachers merely ask the students some questions about a book or article they have been assigned to read, such as who the main character is, how they can resolve the situation, where it is, and why the characters act as they do. Students were instructed to study independently by sending materials via WhatsApp. Afterward, they explained the material in person. A face-to-face discussion is available to students if they experience difficulty. Students were encouraged, as part of an online class, to read magazines, newspapers, comics, and other online sources of English.</p> <p>The use of games in EFL classrooms</p> <p>According to the two teachers, games can be used in the incorporation of English skills, such as speaking skills. This can be achieved by lecturers using role-playing so that students can develop their communication skills. In addition to guessing lyrics in English, teachers also use this game to incorporate listening skills. For reading skills, teachers also provide games in which students guess the book or article's plot, character, and storyline. While incorporating writing skills, lecturers require their students to write their own experiences and story on a variety of topics regarding COVID-19 pandemic, including health, education, economics, and technology.</p> <p>The use of digital technology in the teaching of English</p> <p>Technology has been used by English lecturers to teach English. It was highlighted by Teacher 1 that she used</p>
--	---

		<p>Google Meet and WhatsApp to teach English in an online class. The second teacher preferred to create videos that contained English materials and upload them to YouTube. Furthermore, teacher 1 commented that when teaching writing, she encouraged her students to use digital technology to improve their academic writing abilities. Reference management software such as Mendeley and Zotero can assist in achieving this goal.</p> <p>As educators, we should adjust our teaching practices. It is certainly beneficial to the learning process to have adaptive learning tools in English learning materials. The results of this study demonstrate the necessity of adapting English learning, including curriculum content and other essential components. Educators' creativity has a significant impact on student achievement</p>
4	<p>Schoology-based Blended Learning in Academic Writing Class during the COVID-19 Pandemic By: Prihandoko (2022) Language skills: Writing skills Language skills: Writing skills Devices that use: Writing: Schoology</p>	<p>According to this article, in the teaching of writing, Schoology has succeeded in giving students a new perspective on their learning experience. Students become more independent learners when teachers present them with a topic framework. In contrast, students are responsible for conducting more extensive independent research and practice. The teacher is responsible for avoiding misunderstandings regarding research definition. A significant portion of the discussion for each content is conducted on Schoology.</p> <p>Afterward, they use Schoology to share PowerPoint presentations. It can be downloaded and understood by students. In addition, the teacher includes several pdf files as examples of the topics that will be discussed. As part of this assignment, the teacher asks students to write their own writing and submit it through Schoology as well. The use of Schoology, however, is a very useful tool when it</p>

		comes to enhancing the teaching and learning process, especially in the area of writing.
5	<p>Empowering Students' Integrated Language Skills Through The Use of Teachers' Learning Videos in Blended Learning Class By: Rahmawati et al. (2023) Language skills: speaking skills Devices that use: Speaking: Youtube</p>	<p>There was a finding in the journal, in order to facilitate the learning of English, specifically speaking, videos are downloaded from YouTube by the teacher. They feel that there is a vast amount of material and high-quality videos on the internet. Students are able to better understand the material by the teacher delivering it step by step with the use of many examples of videos. According to this journal, teacher learning videos enable learners to more easily imitate pronunciations. In the video, they speak as if the person speaking is a native English speaker, but they do not speak too fast. As a result, they are able to practice their speaking skills through imitation or role play. In English learning videos, examples of conversation are usually provided. Their interest in everyday life was sparked by the discussion about everyday life. It is also important to note that the written text served its purpose at the end of the article. Therefore, it was easier for students to imitate it. The videos can also be viewed at any time and from any place, and they can be repeated as often as they need.</p>
6	<p>Flipgrid: Video-based applications to improve English ability for junior high school students. By Putri et al. (2022) Language skills: speaking skills</p>	<p>A study published in this journal found that flipgrid can be used as a platform for teaching English and as a method for combining online and offline learning. It is evident from the student's improvement in English achievement scores after five meetings applying the Flipgrid application. When Flipgrid is used with English students in junior high school, there is a significant effect with a moderate level of effectiveness. Students' English skills can be improved through video-based Flipgrids, particularly when it comes to improving speaking skills.</p>
7	<p>Students' Learning Motivation Through</p>	<p>Based on the findings of the journal, the Edmodo platform provides the students</p>

	<p>Edmodo: Blended Learning in ESP Classroom By: Agustiani, Ningsih, & Muris (2021) Language skills: Reading skills Devices that use: Reading: Edmodo</p>	<p>with readings, learning resources, and various activities and tasks that can be accessed both during and after the scheduled class time. Teachers should provide students with materials and audio or video clips to help them understand the course material. In this study, it was shown that students were instrumentally motivated to learn English. Students' performance goals were higher than their learning goals, although there was no significant difference between them.</p>
8	<p>Quizizz as An Alternative Game for Teaching Narrative Texts To Junior High School Students By: Zalika et al. (2020) Language skills: Reading skills Devices that use: Reading: Quizizz</p>	<p>According to the journal, students' motivation for learning narrative texts can be triggered by using Quizizz, increasing their reading comprehension. Students may find Quizizz to be a useful technology tool for teaching reading, especially for Reading skill in narrative texts since it encourages them to participate in a fun learning activity.</p>
9	<p>Investigating the effect of Canva on students' writing skills. English Review: Journal of English Education By: Yundayani et al. (2019) Language skills: writing skills Devices that use: Writing: Canva</p>	<p>In the journal, it was believed that Canva supported the learning process, including in the writing class. Using Canva as a visual media, research findings showed that students were able to explore their creativity through learning activities. As it relates to the students' opinions regarding Canva's use, it can be noted that students value its use and believe it is helpful in improving their writing skills. Canva is primarily used by students in order to assist them with their writing by providing images, colors, pictures, photos, fonts, and graphics. As a result, they were able to develop their concept of writing. It was their belief that Canva allowed them to be more creative in their English writing when using the tool. As a result of using Canva, they were also able to simplify the writing process.</p>
10	<p>Boosting EFL Learners' Listening Comprehension through a Developed</p>	<p>The journal found that both educators and students are able to improve their listening skills using Mobile Learning</p>

	<p>Mobile Learning Application: Effectiveness and Practicality By: Mulyadi et al. (2022) Language skills: listening skills Devices that use: Listening: Mobile Learning Applications (MLA)</p>	<p>Applications (MLA). Using a self-developed mobile learning application, this journal explained the effectiveness of English as a foreign language for listening comprehension. By incorporating mobile learning media into EFL instruction, students' listening comprehension was improved. In this article, the benefits of self-developed MLAs for integrating mobile devices into language learning and connecting students to resources for learning listening comprehension will be discussed. Using MLA for mastering listening comprehension, they were able to improve their listening comprehension practices, meet the learning objectives of the listening course, and have access to a variety of listening materials that were easily accessible and flexible.</p>
--	--	--

As shown in the table, the effect of learning experience on language skills varies, but both demonstrate improvement in this area. Based on their general educational experiences, they believe that achievement motivation is fundamental to the learning process. Additionally, they become more motivated to learn because they have access to tools that make acquiring knowledge more convenient.

According to the table above, several devices are used to improve language skills, including:

- Listening: One journal discussed how to improve listening skills using Mobile Learning Applications (MLAs) to improve students' listening abilities.
- Speaking: It has been found that several journals use several applications or tools to assist their authors in developing their speaking skills, such as games, Flipgrid, and other social media platforms (YouTube, Instagram, Facebook, and others), as well as other video applications and tools that help students improve their speaking skills. It has been proven that the results improve students' abilities and they appear eager to learn.
- Reading: A review of this journal found several devices that may be used to improve reading skills, including games, Moodle, Quizizz, Edmodo, Schoology, and the website <http://en.childrenslibrary.org/>. As a result, students are more motivated to learn and their reading skills are improved.
- Writing: The researchers found several journals that use tools such as Schoolgy, Canva (to develop student's writing skills through

creative writing design) and Mendeley and Zotero (for writing articles and journals with references).

Based on these findings, it appears that the adaptive English learning materials process has been successful and has been enhanced. In the perspective of a teacher, the teaching materials can easily be brought into the classroom and the student's language skills continue to improve. However, some devices are still being used despite the class returning to normal.

It is also possible to apply similar principles to the Kurikulum Merdeka, which would facilitate the learning process for students. In accordance with The Ministry of Education (2023), the Kurikulum Merdeka contains competency standards that can be used as a guide when making educational materials as follows:

No	Grade	Explanation
1	Phase A achievement (grade I and II SD/MI/Package A program)	The purpose of Phase A is to help students understand how spoken English can help them interact with others in everyday social situations and in classroom situations. In order to develop listening and speaking skills, students follow instructions or answer simple questions in English and pronounce simple vocabulary correctly. In addition to using visual aids and non-verbal communication, students also use a variety of tools to communicate.
2	Phase B achievement (grade III and IV SD/MI/Package A program)	By the end of Phase B, students are capable of understanding and responding to simple spoken and visual texts in English. During the process of developing listening and speaking skills, students follow or response to simple instructions or questions in English and share information with simple vocabulary. The students are required to respond to various texts or pictures orally and in simple writing using visual aids and non-verbal communication. As part of phase B, students will be able to interact using simple English.
3	Phase C achievement (grade V and VI SD/MI/Package A program)	As a result of Phase C, students are capable of understanding and responding to simple spoken,

		written, and visual texts in English. The students use simple English to communicate and interact with each other in situations that are familiar, common, or routine. Students gain a better understanding of sound relationships in simple English vocabulary and use this understanding to comprehend and produce simple written and visual texts in English.
4	Phase D achievement (grade VII and VIII and IX SMP/MTS/Package B program)	By the end of Phase D, students are capable of using spoken, written, and visual English in a wider variety of contexts and in formal as well as informal settings. In this phase, students can use a variety of texts, such as narratives, descriptions, procedures, special texts (short messages, advertisements), and authentic texts, as reference texts for learning English. During discussions and in the expression of feelings, students use English. During the process of understanding implicit information, their understanding of writing is growing and their ability to differentiate begins to emerge. As a result, they are producing writing and visuals in English that are structured using a wider variety of words. They are able to identify the purpose and audience when they produce written and visual texts in English.
5	Phase E achievement (grade X SMA/MA/Package C program)	As a result of Phase E, students use spoken, written, and visual messages in English in accordance with their reader's, purpose's, and audience's situation. There are several main references in learning English in this phase. As part of this phase, students use English to express wishes or feelings and discuss topics related to their daily lives or hot topics based

		<p>on the age of the students. As a result of reading written texts, they learn something or gain information. As students become more proficient in English, they begin to develop implicit inference skills. It is expected that students will produce a wide variety of writing and visuals, with an understanding of the audience and target audience.</p>
6	<p>Phase F achievement (grade XI and XII SMA/MA/Package C program)</p>	<p>At the end of Phase F, students can communicate in English using spoken, written, and visual texts depending on the situation, purpose, and audience. This phase of learning English involves a wide variety of texts, such as narratives, descriptions, expositions, procedures, arguments, discussions, and authentic texts. Students use English to express their feelings and discuss their thoughts. In order to explore various texts on various contextual topics, students use English skills. The purpose of reading writing is to learn something or to get information, as well as to have fun. Written texts become more meaningful to them as they gain a deeper understanding of them. English learners have developed implicit inference skills when understanding information and evaluating various types of texts. As well as producing oral and written texts, they also produce visuals in structured English using a range of vocabulary. The students produce written and visual texts, whether they are fiction or non-fiction, with an understanding of the audience or reader's needs.</p>

As part of the new curriculum, it is hoped that adaptations to English learning materials can be developed and even implemented simultaneously

in schools to improve students' English skills. Supported by Erben et al. (2008) that teaching English with technology might help teachers provide instructions, create creative materials,, make presentations, and the like. Then they added again by using technology, a teacher can manage classroom activities in a more efficient, controlled, and manageable way. In its growth, using technology in the classroom has made sustainable progress since it was only used as a tool for controlling, instructing, facilitating, implementing, generating and creating.

CONCLUSION

Educators should be creative when teaching regardless of the situation, including a pandemic. Hammond & Hyler (2020) stated that educators proactively answer and show great support for the shift in the lesson posts. To facilitate learning, technology can be applied in the classroom and used to facilitate learning. It is possible to facilitate learning through the use of technology in the classroom. Along with changes to the curriculum, which should facilitate teaching and learning activities, especially English at all levels of schooling, including elementary, junior high, high school, and college. It has been shown that increasing student learning abilities will result in increased listening, speaking, reading, and writing skills in English.

REFERENCES

- Agustiani, M., Ningsih, S., & Muris, A. A. (2021). Students' Learning Motivation Through Edmodo: Blended Learning in ESP Classroom. *Research and Development Journal of Education*, 7(1), 39–49. <https://doi.org/10.30998/rdje.v7i1.7670>
- Al Fasya, S., Nursinah, S., & Fahri, M. (2022). Konsep Hard Skill dan Soft Skill Guru. *Cendekiawan: Jurnal Pendidikan Dan Studi Keislaman*, 1(1), 30–33. Retrieved from <https://zia-research.com/index.php/cendekiawan/article/view/24>
- Asti, Y. (2020). *Learners' Need Analysis on Esp Teaching Materials at Komunikasi Penyiaran Islam Study Program Of Fuad Faculty Of Iain Of Bengkulu*. Bengkulu: IAIN Bengkulu.
- Atmojo, A. E. P., & Nugroho, A. (2020). EFL Classes Must Go Online! Teaching Activities And Challenges During COVID-19 Pandemic In Indonesia. *Register Journal*, 13(1), 49–76. Retrieved from <https://journalregister.iainsalatiga.ac.id/index.php/register/article/view/4051/0>
- Aviyanti, L. (2015). *Developing English Learning Materials for Grade XI Students of Beauty and Skin Care Study Programme at Vocational High Schools*. Yogyakarta: Bachelor Thesis of English Education Study Program, Yogyakarta State University. Retrieved from <https://core.ac.uk/download/pdf/33536027.pdf>
- Bayham, J., & Fenichel, E. P. (2020). Impact Of School Closures For COVID-19 On The US Health-Care Workforce And Net Mortality: A Modelling

- Study. *The Lancet Public Health*, 5(5), 271–278. [https://doi.org/10.1016/S2468-2667\(20\)30082-7](https://doi.org/10.1016/S2468-2667(20)30082-7)
- Doering, M. D. R. (2014). *Integrating Educational Technology into Teaching*. London: Pearson Education Limited.
- Erben, T., Ban, R., & Castaneda, M. (2008). *Teaching English Language Learners Through Technology*. New York: Routledge.
- Fitria, T. N. (2020). Teaching English Through Online Learning System During Covid-19 Pandemic. *Pedagogy: Journal of English Language Teaching*, 8(2), 138–148. <https://doi.org/10.32332/pedagogy.v8i2.2266>
- Fitriani, Y. (2020). Analisa Pemanfaatan Learning Management System (LMS) Sebagai Media Pembelajaran Online Selama Pandemi Covid-19. *JISICOM (Journal of Information System, Informatics and Computing)*, 4(2), 1–8. Retrieved from <http://journal.stmikjayakarta.ac.id/index.php/jisicomTelp.+62-21-3905050>
- Griff, E. R., & Matter, S. F. (2013). Evaluation Of An Adaptive Online Learning System. *British Journal of Educational Technology*, 44(1), 170–176. <https://doi.org/10.1111/j.1467-8535.2012.01300.x>
- Habsy, B. A. (2017). Seni Memahami Penelitian Kuliitatif Dalam Bimbingan Dan Konseling: Studi Literatur. *Jurnal Konseling Andi Matappa*, 1(2), 90–100. <https://doi.org/10.31100/jurkam.v1i2.56>
- Hammond, L. D., & Hyler, M. E. (2020). Preparing Educators For The Time Of COVID... And Beyond. *European Journal of Teacher Education*, 43(4), 457–465. <https://doi.org/10.1080/02619768.2020.1816961>
- Kellogg, R. T. (2008). Training Writing Skills: A Cognitive Developmental Perspective. *Journal of Writing Research*, 1(1), 1–26. <https://doi.org/10.17239/jowr-2008.01.01.1>
- Klein, P. D., & Yu, A. M. (2013). Best Practices In Writing To Learn. In *Best Practices In Writing To Learn* (pp. 166–189). New York: The Guilford Press.
- Lasut, P. (2017). Designing Task-Based English Speaking Materials for the Staff of Bank Mandiri Yogyakarta. *Language and Language Teaching Journal*, 20(1), 68–77. <https://doi.org/10.24071/llt.2017.200108>
- Lynch, T., & Mendelsohn, D. (2009). *Listening: Introduction to Applied Linguistics* (N. Schmitt). London: Arnold.
- Manchón, R. M. (2011). Writing to Learn the Language. In *Learning-To-Write And Writing-To-Learn In An Additional Language* (pp. 61–82). Amsterdam: John Benjamin Amsterdam.
- Mansyur, A. R. (2020). Dampak Covid-19 Terhadap Dinamika Pembelajaran Di Indonesia. *Education and Learning Journal*, 1(2), 113–123. Retrieved from <http://jurnal.fai@umi.ac.id>
- Mouratidis, K., & Papagiannakis, A. (2021). COVID-19, Internet, And Mobility: The Rise Of Telework, Telehealth, E-Learning, And E-Shopping. *Sustainable Cities and Society*, 74(1), 103182.
- Mulyadi, D., Aimah, S., Arifani, Y., & Singh, C. K. S. (2022). Boosting EFL

- Learners' Listening Comprehension through a Developed Mobile Learning Application: Effectiveness and Practicality. *Applied Research on English Language*, 11(3), 37–56. Retrieved from https://are.ui.ac.ir/article_26455.html
- Prihandoko, L. A. (2022). Schoology-based Blended Learning in Academic Writing Class during the COVID-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 11(1), 51–61. <https://doi.org/10.23887/jpi-undiksha.v11i1.33739>
- Puspitorini, F. (2020). Learning Strategies in Higher Education During the Covid-19 Pandemic. *Journal of Scientific Studies (JKI)*, 1(1), 99–106. <https://doi.org/10.31599/jki.v1i1.274>
- Putri, N. R., Padmadewi, N. N., & Budiarta, L. G. R. (2022). Flipgrid: Video-Based Applications To Improve English Ability For Junior High School Students. *Jurnal Inovasi Teknologi Pendidikan*, 9(2), 170–182. <https://doi.org/10.21831/jitp.v9i2.47095>.
- Rahmawati, L., Ruminda, R., & Juhana, J. (2023). Empowering Students' Integrated Language Skills Through The Use of Teachers' Learning Videos in Blended Learning Class. *Indonesian EFL Journal*, 9(1), 83–94. <https://doi.org/10.25134/ieflj.v9i1.7577>
- Richards, J. C. (2008). *Teaching Listening and Speaking*. Cambridge: Cambridge University Press.
- Shemshack, A., & Spector, J. M. (2020). A Systematic Literature Review Of Personalized Learning Terms. *Smart Learning Environments*, 7(1), 1–20. <https://doi.org/10.1186/s40561-020-00140-9>
- Shute, V. J., & Zapata-Rivera, D. (2012). Adaptive Educational Systems. *Adaptive Technologies For Training And Education*, 7(27), 1–35. <https://doi.org/10.1017/CBO9781139049580.004>
- Smaldino, S. E. (2012). *Instructional Technology and Media for Learning*. Jakarta: Kencana (prenada Media Grup).
- Sudarsana, I. K. (2020). *Online Learning and Efforts to Break the Covid-19 Pandemic, from a Covid-19 Educational Perspective*. Bali: Our Writing Foundation.
- Sulasmono, B. S., & Dwikurnaningsih, Y. (2012). Pengembangan Model Pembelajaran Adaptif, Kooperatif, Aktif dan Reflektif (PAKAR). *Satya Widya*, 28(1), 93–110. <https://doi.org/10.24246/j.sw.2012.v28.i1.p93-110>
- Sutrisno, S., Yulia, N. M., & Fithriyah, D. N. (2022). Mengembangkan Kompetensi Guru Dalam Melaksanakan Evaluasi Pembelajaran Di Era Merdeka Belajar. *ZAHRA: Research and Thought Elementary School of Islam Journal*, 3(1), 52–60. <https://doi.org/10.37812/zahra.v3i1.409>
- The Ministry of Education. (2023). Kurikulum Merdeka: Keleluasaan Pendidik dan Pembelajaran Berkualitas. Retrieved 19 May 2023, from <https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/>
- Tomlinson, B. (2013). *Developing Materials for Language Teaching*. London: Bloomsbury Publishing.

- Trisnadewi, K., & Muliani, N. M. (2020). *Online Learning during the Covid-19 Pandemic, in the Covid-19 Educational Perspective*. Bali: Our Writing Foundation.
- Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and Learning Second Language Listening*. New York: Routledge. <https://doi.org/10.4324/9780203843376>
- Wagiyo, S. (2018). The Use of Journal Writing in Teaching English Writing. *Journal Writing in Teaching*, 2(2), 310–354. <https://doi.org/10.17632/j4p4k4djn2.2>.
- Wahyuningsih, S., & Afandi, M. (2022). Incorporating English Skills in Blended Learning During the COVID-19 Pandemic: A Narrative Inquiry. *Elsya: Journal of English Language Studies*, 4(3), 227–239. <https://doi.org/10.31849/elsya.v4i3.9902>
- Wilkinson, I. A. G., & Son, E. H. (2010). *16 A Dialogic Turn in Research on Learning and Teaching to Comprehend*. New York: Routledge.
- Wirawati, W. A., Laili, R. N., & Nashir, M. (2022). Post COVID-19 Learning Adaptation: Teachers' Strategies and Innovations in Teaching English in the Post Pandemic. *EduLine: Journal of Education and Learning Innovation*, 2(3), 226–233. <https://doi.org/10.35877/454RI.eduline927>
- Yanti, A., & Fernandes, R. (2021). Adaptasi Guru Terhadap Pembelajaran Pada Masa Pandemi COVID-19 (Studi Kasus Guru MAN 2 Kota Padang Panjang). *Jurnal Perspektif: Jurnal Kajian Sosiologi Dan Pendidikan*, 4(3), 459–471. <https://doi.org/10.24036/perspektif.v4i3.479>
- Yuan, Y.-P., Tan, G. W.-H., Ooi, K.-B., & Lim, W.-L. (2021). Can COVID-19 Pandemic Influence Experience Response In Mobile Learning? *Telematics and Informatics*, 64, 101676.
- Yundayani, A., Susilawati, S., & Chairunnisa, C. (2019). Investigating The Effect Of Canva On Students' Writing Skills. *English Review: Journal of English Education*, 7(2), 169–176. <https://doi.org/10.25134/erjee.v7i2.1800>
- Yusrizal, Y., & Fatmawati, F. (2021). Pelatihan Penggunaan Media Daring sebagai Alternatif Pembelajaran Era Pandemi. *Jurnal Pengabdian Masyarakat Indonesia*, 1(6), 297–301. <https://doi.org/10.52436/1.jpmi.65>
- Zalika, V., Djunaidi, D., & Hidayad, F. (2020). Quizizz As An Alternative Game For Teaching Narrative Texts To Junior High School Students. *English Empower: Journal of Linguistics and Literature*, 5(2), 76–78. <https://doi.org/10.51517/eejll.v5i2.249>