EFL Teaching Material Development for Junior High Schools in Arfak Mountains Regency, West Papua

Sukristiningsih[1], Suardi Sahid[1]

[1]Universitas Papua, Indonesia
*Correspondence: ukky20042000@yahoo.co.uk

ABSTRACT

This Research discusses about teaching attractive materials that are suitable for the students and situation in Junior High Schools in Arfak Mountains Regency. This research aims to identify kinds of teaching attractive materials that suitable to the students and situation in Junior High Schools in Arfak Mountains Regency, and to indicate some types of teaching attractive materials chosen that can be developed by English teachers concerning to availability of the equipment needed in Arfak Mountains Regency. This research used Qualitative method, and the data is collected from observation or interview. The result of this research is found there are only some that might be able to be adopted to use in teaching English in SMP Arfak Mountain Regency. Those are realia, games (board race, Simon says, board jumble race, and hot seat), audio/tapes, and pictures. To develop those types of teaching materials, teachers are expected to be able to create their own teaching materials proposed.

1. Introduction

English in today's life is important as it is needed in all sectors such as communications, office works, businesses, companies, health services, work programs, technology, and educations. English plays a role as a foreign language in Indonesia which is contained in the National Curriculum for junior and senior high school levels, and as a compulsory subject to be studied. This subject is also becoming one of subjects that are part of National Examination. Consequently, all Junior and Senior High School students in Indonesia, included West Papua Province has to learn English. Thus, English teachers in Indonesia especially in Senior High School level have heavy duty to teach this subject. It is because, this level is an official starting level in learning English as a foreign language. Therefore, it is better if Junior High Schools English teachers start the class by explaining to the students about the importance of this language today, why this language is needed to learn, the opening chance of mastering this language in the future, this language related to global market, and many more information. Whether students like it or not, English is holding an important role as an international language in this world nowadays.

In fact, learning English as a foreign language for Junior High Schools students, is mostly difficult. It is because many of English sounds are different from Indonesian sounds as their first language, the way of reading the English words is different from the written, many tenses need to learn from English, many rules need to remember and understand, and there are many other rules of English that students think are difficult and confusing (Rahman, 2018).

Looking at those situations, when we are dealing with Junior High School students, especially in teaching English as a foreign language is not that easy. Students on this level are still categorized as young learners or adolescents. Curtis & Wodarski (2015) discusses that the term adolescence is the ages range from 9 or 10 to 20s depends on the sources. Curtis mentions that in these ages emerge as complex because of the transitional process. In line with Curtis, Sawyer et. al., (2018) assert that adolescence period is phase of life between childhood and adulthood with the range age is 10 to 24. Whereas Salyers and McKee (2021) categorize adolescents in the range of age from 10 to 15. These groups of age according to Eckert (2004) are "teen culture" or in general people called "teenagers". On this age, those students or people are experiencing characteristics development which are physical, intellectual, social, and emotional characteristics (Salyers and McKee, 2021). In addition, Eckert claims that this period of age is "the power of age" (2004). So, students at this level are growing people or people in between because they are not children anymore but also not adult yet. This period is a period where they try to find their status. The period that they try to fine who they are.

Having understanding of those explanations, teachers can maximize the momentum of development for their students on this range of age in terms of teaching and learning English as a foreign language at schools. On the other hand, teaching is not an easy task. Teachers need to arrange and prepare their classroom instructions and activities that suitable to students' characters. Teaching has varied of definition according to scholars. Teaching based on Webster Dictionary (2022) is "the act, practice, or profession of a teacher". Nilsen and Albertalli (2002) divine teaching as a process of guiding learners by teachers or from higher level knowledge or skills. Thring (2001) says that teaching is not a matter of pouring knowledge or hearing lessons, but teaching is "getting heart and mind so that the learners values learning that learning is possible for them". In addition, teachers according to Salyers and McKee (2019); firstly, "need to be knowledgeable" related to students' "varied developmental characteristics"; secondly, need to learn and pick the right strategies to "hold the attention" of students such as preparing "engaging the senses and emotion" materials are believed that will increase students' "attention span and heighten memory"; thirdly, need to ask their students "to write reflectively" in constant due to "gives time for students to consolidate learning and seek meaning between various activities", need to "encourage the use of peer collaboration", and ask students' need in learning; and fourthly, need to "provide opportunities for movement and physical exercise" related to students' physical development characteristics (Prihandoko, et al., 2019). Therefore, this writing will discuss maiy about Developing Teaching English Materials for Junior High School students in Arfak Mountains Regency.

The purposes of this study are firstly to identify kinds of teaching attractive materials that suitable to the students and situation in Junior High Schools in Arfak Mountains Regency, and secondly, to indicate some types of teaching attractive materials chosen that can be developed by English teachers concerning to availability of the equipment needed in Arfak Mountains Regency.

2. Methodology

This research is document research under qualitative research, or it also called library research. Qualitative research is a type of research that the data is collected from observation or interview (Creswell, 2012). Furthermore, he explains that document research is a kind of qualitative research that the data is collected from documents can be "public and private" documents.

Library research based on Elmer E. Rasmuson Library (2017) is a research that the data collection is gathered from "books, periodicals, newspapers, government documents, biographical sources, videos, reference books, almanacs, people or experts, archives, internet, etc".

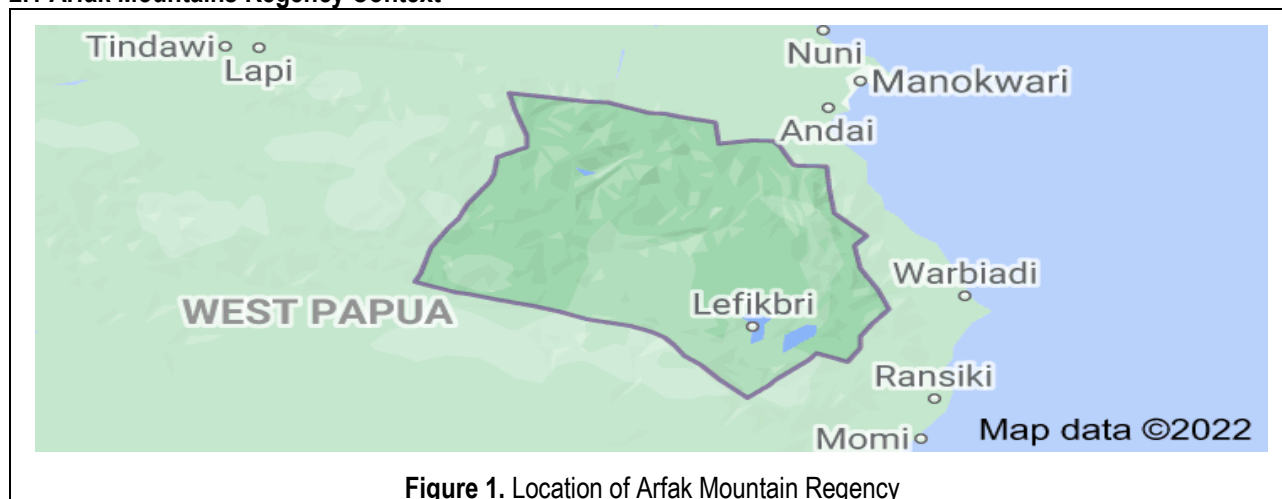### 2.1 Arfak Mountains Regency Context

Figure 1. Location of Arfak Mountain Regency

Arfak Mountains Regency is one of the regencies in West Papua Province which formed in 2013 based on UU RI No 24 Tahun 2012 (Republic of Indonesia Decree). The area of this regency is 2,775 km^2 with 23,877 of the population based on the 2010 census. This regency is called Arfak Mountains because it is a group or cluster of mountains lay on the head of peninsula. There are 10 districts in this region with the total number of schools as follows.

Table 1. Schools in Arfak Mountains Regency

No	School level	Total
1	Elementary	126
2	Junior High School (public & private)	28
3	Senior High School (public & private)	16
4	Vocational School	4

There is about 4 or 5 hours to reach this region from the city. To go to this place, people have to take kinds of off-road vehicles because there are many spots of the street with the condition off-road type, as can be seen on the picture bellow.

Figure 2. Road to Arfak Mountains Regency.

2.2 Developing Teaching English Materials

a. Material Development

Materials on the word of Tomlinson in Riazi and Mosalanejad (2010) are "anything which can be used to facilitate the learning of a language, including course books, videos, graded readers, flash cards, games, websites, and mobile phone interactions". In addition, Tomlinson, et al., (2016) states that the materials can be "informative, instructional, experiential, eliciting, and exploratory". Developing teaching material is not an easy task. Teacher must have prior knowledge or understanding about some related matters such as the students, school situation, environment, availability of sources, and facilities. By understanding these matters, teacher then can shape up or develop the material which assumption the material will suit with the learners.

The followings are some principles of developing teaching materials according to Tomlinson (2011): 1) materials should achieve impact through novelty, variety, attractive presentation, appealing content, and achievable challenge, 2) materials should help learners to feel at ease like feel more comfortable with the written materials, more at ease with text and illustration, and more relax with materials, 3) materials should help learners to develop confidence, 4) what is being taught from the materials should be perceived by learners as relevant and useful, 5) materials should require and facilitate learner self-investment, 6) materials should expose the learners to language in authentic use, 7) the learners' attention should be drawn to linguistic features of the input from learning the materials, 8) materials should provide the learners with opportunities to use the target language to achieve communicative purposes, 9) materials should take into account that the positive effects of instruction are usually delayed, 10) materials should take into account that learners differ in learning style such as visual, auditory, kineasthetic, studial, experiential, analytic, global, dependent, and independent, 11) materials should take into account that learners differs in affective attitudes, 12) materials should permit a silent period at the beginning of instruction, 13) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right- and left- brain activities, 14) materials should not rely too much to controlled practice, and 15) materials should provide opportunities for outcome feedback.

Therefore, in developing teaching materials, teachers need to select the materials thoroughly by paying attention

to some principles above. Because moreover, Tomlinson explains that teaching materials development is the heart of any course designers, teachers, and educators. Furthermore, teaching materials development become a useful way to help teachers or educators in understanding and applying "theories of language learning and to achieve personal and professional development".

b. Teaching

The word teaching is formed from the basic word of "teach" which means "to give lesson to students in school, college, university, etc". Teaching according to YMCA George Williams College (Online) is "the process of attending to people's needs, experiences and feeling, and making specific intervention to help them learn particular thing". Mohan & Chenoweth (2011) defines teaching in a creative way as follows:

T	:	*Transfering the Knowledge*
E	:	*Enlighting with the present living conditions*
A	:	*Alligning with portion and real life*
C	:	*Character building*
I	:	*Involvement with the students in studies*
N	:	*Nurturing the thought into reality*
G	:	*Giving a final shape*

From those explanations, it can be summarized that teaching is a professional work of teachers that have responsibility to give lesson that fulfil learners' needs, transfer knowledge, develop a bridge between the knowledge and the real life, assisting, guiding, and at the end giving a final shape of what have been learnt to learners.

Teaching is not as easy as people think. Becoming a foreign language teacher means being a member of a professional community which means gaining general knowledge and shared values of society. In addition, the novice teacher should aim to acquire; (1) this part is mentioned that knowledge of spoken and written language, (2) knowledge of how language is generally put together and next is (3) knowledge of pedagogy (Celce-Murcia, 2001; Said, et al., 2021). YMCA George Williams College (Online) says that teachers are also "educators, animators, and pedagogues". A good teacher come from "identity and integrity". Moreover, he explains that it is the way teachers experience, teachers' enthusiasm, teacher's care, teachers' knowledge, teachers' interest in and concern for are becoming key to be a good teacher. Teaching can be "direct or indirect, pre-emptive, facilitative, responsive or remedial" (Tomlinson, 2011). To conclude, a teacher requires to have many ideas, many information, experience, creative, open minded, willing to learn, responsive, facilitative, and many other characteristics that will bring development to students and positive environment into the class.

c. Teaching Materials

In the teaching and learning process, teaching materials or teaching materials cannot be separated. Lewis by online states that teaching materials refer to "educational materials" used by teachers in the classroom with the aim of "supporting certain learning objectives, as set out in the lesson plans". In addition, teaching materials becoming teachers' resources in delivering instructions that requires a range of tools to draw upon order due to assist and support students learning (Nemtchinova, 2005). In addition, the materials can play a big role in making knowledge accessible to students and can encourage students to engage and improve knowledge in different ways, because teaching materials can come in various shapes and sizes.

However, all teaching materials have in common aim which is the ability to support students' learning. In addition, Shemshadsara, (2012) asserts that teaching materials are the aids used by "the teachers as facilitators to help in facilitating the lesson effectively and the learners to help them learn effectively". He also explains that teaching materials can be big or small, can be bought or made easily.

Teaching materials play a very important role in the teaching and learning process because of several things: (1) helping students to improve their knowledge and understanding, (2) motivate students so they can learn better; (3) help to increase students' vocabulary; (4) make classroom live and active; (5) easy in making clarification of subject matter; (6) provide direct experience to students; (7) facilitate proper understanding to students; (8) save time and money; (9) avoid

monotonous situation (Asokhia, 2009). Furthermore, McKay, (2012) divided the beneficial of using teaching materials into two parts which are for teachers and learners. Benefit for teachers are make lesson interesting, help the teachers to deliver the lesson successfully and easily, and enable the teacher to express intended concepts of learning effectively. Whereas benefit for learners are make learning easy and help learners to remain the lesson in the minds for a longer time. Furthermore, Öhman, et al., (2014) clarifies the advantages of using teaching media along these lines; provides varieties, helpful in attracting attention of students, encourage healthy classroom interaction, can be used permanently, becoming supplement verbal instruction, helpful in creating positive environment, helpful in meeting individual differences, providing speech training, make abstract ideas becoming concrete and thus help in making learning more effective, and enable learners retain language items for a longer time. In conclusion, developing teaching material will give advantageous for both teachers and learners.

d. Types of Teaching Materials

One thing that most English teachers do not realize is that different student may has different learning style. Gardner in Vernon (2017) describes in his multiple intelligences theory that many people do not really occupy well working with typical range of intelligence applied at school "including verbal/linguistics and logical/mathematical skills". Thus, choosing types of teaching materials to be used in delivery topics to students needed to be thought carefully. It is because teachers need to accommodate many aspects such as National Curriculum, local environment, school's situation, students' profile, her/him-self as an English teacher, and also the availability of educational support equipment. The followings are types of teaching materials development according to some professionals:

Hold (Online) provides the following ideas on development of teaching materials;

1	*Realia*	:	clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money, food containers, abacus, manual, and classroom objects;
2	*Flash cards*		pictures, words, and signs;
3	*Pictures of photographs*		personal, magazine, and others;
4	*Tape recorder*		Tape recorder and cassette tapes, including music for imagery and relaxation;
5	*Overhead projector*		*transparencies, pens, video, and video player;*
6	*Pocket chard*		*for numbers, letters, and pictures;*
7	*Alphabet sets*		for language experience stories to create biographies and autobiographies;
8	*Camera*		for language experience stories to create biographies and autobiographies;
	Games		*such as bingo and concentration, commercial or teacher-made*
	Colored index cards		to teach word order in sentence, to show when speakers change the dialogue, to illustrate questions/answer format, and to use as cues for a concentration game;
	Cuisenaire rods		to teach word order, to use as manipulatives in dyad activities, and to teach adjectives;
	Colored chalk		to teach word order, to differentiate between speakers in a dialogue, and to illustrate question and answer format.

McKay, (2012) introduced several types of teaching materials such as maps, charts, diagrams, books, overhead projectors/transparencies, TV and video, slide projectors, whiteboards, flip charts, and markers. / chalk marker. Additionally, Ranjit (Online) offers teaching materials development by adapting local issue for example; (1) clip art: a collection of illustrations which cover common topics; (2) stick pictures; (3) using magazines; (4) use of local talent: there are always talent among students in the classroom and they bring different skills and visualizing; (5) simple duplication method (mimeograph): this is where teachers can easily duplicate materials by copying; (6) illustrating through appropriate local material; (7) use of local tradition media for learning.

3. Result and Discussion

Learners are not empty vessels waiting to be filled with knowledge; they approach each learning task with a set of personal beliefs, motivations and conceptions about the subject area" Kembler and Murphy in Rao (2014).

3.1 Types of Teaching Materials for Junior High Schools in Arfak Mountains Regency

The process of choosing the appropriate types of teaching materials is not easy. There are some factors need to be concerned such as teachers, students, schools environment, and also the availability of supportive equipment in Arfak Mountains Regency. From those long list of types above that offered by some experts, some are believed can be used and applied in Junior High Schools in Arfak Mountains Regency. There are as follows:

a. Realia

Realia according to BBC (2011) is in terms of EFL referring to real objects that we use in class to animate the class. Furthermore, some of the reasons realia should be included in the classroom are, kinesthetic learning is the type of learning that is most effectively obtained by students, real brings welcome changes in the classroom, sudden unexpected interactions with real objects will keep students alert, students have the opportunity to practice real-life situations, students will clearly understand the reasons for studying certain EFL/ESL components (Pesce, 2017). Some activities involving realia in building vocabulary such as vocabulary around the house, school, animals, vegetables, identity, about me, household items, food, clothing, etc.

b. Games

Dickenson in Vernon (2017) asserts that "using games can help pupils tap into the different learning styles (or intelligences) such as visual/spatial, bodily/kinesthetic, musical, interpersonal, naturalistic, and intrapersonal". According to Wright, et al.,(1984) "games help teachers to create contexts in which the language is useful and meaningful". Additionally, Khudoyberdievna, (2017) states that "games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication". Furthermore, Kim (1995) explains the advantages of using games as follows;

1	Games are a welcome break from the usual routine of a language class;
2	They are motivating and challenging;
3	Learning a language requires a great deal of effort. Games help students to make sustain the effort of learning;
4	Games provide language practice in the various skills;
5	Games encourage students to interact and communicate;
6	Games create a meaningful context for language use.

Lander (2014) proposes some games which can be adopted and used in the classroom such as;

(1) Board Race

Board Race is a fun game that can be used to revise vocabulary that students already learnt. To play this game, firstly, grouped the class into 2 or 3 teams based on the total numbers of students. Secondly, draw a line on the board to split columns as much as the group. Thirdly, write the topic at the top. Fourthly, students must write as many words as required related to the topic given. The last is scoring. Each team wins one point for each correct word. Any words that are misspelled or unreadable are not counted.

(2) Simon Says

Like the previous game, this game can be used to improve listening comprehension, vocabulary, and warming-up/winding down class. To play this game, teacher stand up in front of the class play a role as Simon. In every action, teacher has to mention "simon says……" to give command then students have to do what teacher says. If teacher does not say "simon says……", then students do not need to do anything. If student/s do something then they are out of the game. Keep playing until there is the last student standing as a winner.

(3) Word Jumble Race

This game can be used to increase students'; grammar, understanding of word order, spelling, and writing skill. This game requires some planning before-hand for instance; 1) write out a number 3 – 5 sentences for each team. Use different colors for each sentence, 2) cut up the sentences so teacher will have a handful of words, 3) put each sentence

into a box so that one sentence is separated from the other, 4) split the class into groups and each group are given the cut up sentences, 5) groups must rearrange the words cut up into right sentences, 6) the winning team is the first team to have all sentences correctly ordered.

(4)   Hot Seat

This game allows students to construct their vocabulary and encourages competition situation. Besides, students are also inspired in practicing their speaking and listening skills. The way to play this game; 1) divided the class into groups, 2) elect one person from the team to sit in the Hot Seat, facing the classroom with the board behind them, 3) write a word on the board, 4) one of the team members of the student in the hot seat must help the student guess the word by describing it. They have limited amount of time and cannot say, spell, or draw the word, 5) continue until each team member has described a word to the student in the Hot Seat. Those four types of games are only a few of many games exist in the EFL/ESL. Besides, those games are not required many tools or expensive equipment to support the game.

(5)   Audio/ tapes

In teaching English especially listening skill, a school does not really need language laboratory as many schools or teachers concern in the context of Bintuni Regency or even West Papua Province. The school can prepare a tape recorder or nowadays listening area uses more CD so that CD player is needed. Alkhuli in El-Om (2014, Online) explains "tapes are an aural that may be employed for more than one purpose. Tapes may be used to provide students with recorded samples of native speaker' pronunciation and intonation". In addition, Beare in El-Om (2014) states that tapes are wonderful supports in helping learners more playful in learning process and involve them at a deeper level.

In using tapes, teachers may need some preparation such as; 1) make sure that the tape is working, 2) listening materials need to be prepared in advanced, 3) in selecting the materials, teachers need to be aware with topics and students' level.

(6)   Pictures

Fionatankard (2017) says that "picture worth a thousand words". It means that in teaching English both as an EFL or ESL, picture can help learners produce a thousand words. Meanwhile, picture has a number of functions in the process of teaching and learning language such as "pictures can translate abstract into more reality form, it is easily obtained, and it is usable in different kinds of academic levels" (Apsari, 2017). Additionally, Yuniyarsih & Saun, (2014) asserts that picture "may improve students' visual literacy and may help students comprehend various abstraction".

There are many advantages can be gained from using picture or visual aid in the teaching and learning process, it can lead the learners to draw out language from their own knowledge and personal experiences through exposure to the stimuli presented, 2) it permits strategies to organize knowledge into semantic or associative clusters, 3) it encourage the learners to predict, infer, and deduce information from a variety of sources, 4) it helps to bring the outside world into the classroom, and thus to make situation becoming more real and in turn help students to use appropriate associated language.

There are different kinds of pictures can be used such as photos, drawings, paintings, illustrations, symbols, cartoons, flashcards, collages, picture stories, magazine ads, newspaper and website illustrations, doodles, videos, and you may use your own drawing and scribbles (Fionatankard, 2017). Furthermore, she proposes 10 creative ways to use pictures in teaching and learning which are:

(a) Prediction for Reading or Listening Activities

In teaching reading or listening, before teaching, gives time for students to see picture/s that related to the topic. The picture/s can be found from magazine, newspapers, or online. This is to elicit responds of the learners. Some questions may be asked such as; what does the picture show?, What might the test or audio be about?, what's happening?, and what words and situations does the picture bring to mind?

(b) Teaching Vocabulary

The best way in teaching vocabulary is by using realis. However, picture/pictures is better used to teach objects that cannot be look at directly at school such as types of fish, some big animals in the zoo, types of birds, etc.

(c) Word Association Pictures

Break the new word into syllables and based on the sound, then think of words in your own language for each syllable, for example, in Italian, the word caterpillar is 'bruco'. The two syllables remind me in English of "brook" and "oh". Now to remember the word draws these two things, plus their meaning, in an easy-to-remember picture. So, the students drew a caterpillar that fell into the river saying "oh"!.

(d) Picture Dictionary

This is a variation on a normal dictation. Instead of reading out a text, teacher describes a picture that the students cannot see. They draw what teacher says and, after checking their versions with partner, they can compare their versions with the original. For instance, when learn about preposition. Teacher says, "draw a table in the middle of the room, under the table is a cat" and see what everyone comes up with.

(e) Picture Stories

For this, the teacher needs to prepare a set of pictures that tell a story from beginning to end.

(f) Spot the Difference

In this case, the two images look the same with some differences between them. In this version, students work in pairs and each student has a picture, but they don't show the picture to their partner. Next, they have to find the differences by talking to each other, drawing their pictures and finding out what doesn't fit.

(g) Choose the Best Picture

The students read or listen to text and then imagine that they are an image editor. After that, give them a choice of several pictures, they have to choose the best picture to illustrate the story and justify it.

(8) Memory Test

Next, working in pairs is that students have a limited time (eg 30 seconds) to look at the picture. Student A takes a picture and asks a question to see how much student B can remember. Then repeat with a different picture, and this time Student B asks Student A.

(9) Pictionary

Students work in pairs or groups i.e. they choose a picture of an object facing down and have to explain it to their partner without using their name, for example, if they get a picture of a bottle opener, they will say something like: "this object is used to open a bottle".

(10) Picture Treasure Map

For homework or projects, each student makes a picture collage either from their own photos or from magazines and online pictures, then discusses their collages in pairs or groups or individually in front of the class if there is time.

3.2 Selected Teaching Materials in Relation to Teacher

Some types of teaching materials selected above are suitable to students' level. It is because most of them are suitable for all levels. Thus, it is believed that those chosen materials will also be suitable for the SMP students in Arfak Mountains Regency. Of course, teachers need to make a little bit modification in some parts of the materials if needed related to their students' needs and situation. On this stage, teachers are freely to create their own materials including choosing which one is going to use for teaching what.

In getting the pictures, teachers can get from magazines, newspapers, or internet if possible. Magazines in Arfak Mountains Regency are available even though it is limited. The local newspaper is available almost every day, so that teachers can access the local newspaper every day. However, for national newspapers like Kompas is very limited access. For the internet, in this place is okay at the day time only in the center of the administrative area. It is because of the limitation of the provider for data line. Still, teachers can access internet sometimes within a week, especially when they go to Manokwari city.

4. Conclusion

This is a library research on development teaching materials for EFL issue which aiming to give ideas to English teachers in SMP in Arfak Mountains Regency specially to teach English attractively. Besides, the chosen materials need

to be met the situation of Arfak Mountains context which mean the materials have to meet students' level, can be easily developed by teachers, and also the availability of support equipment connected to the place itself.

A material in teaching is crucial and important. By using attractive teaching materials, students can understand the topic discusses easily and the situation is more fun and memorable. Some professionals give ideas on the attractive materials that are applied through decades and through this research, there are only some that might can be adopted to use in teaching English in SMP Arfak Mountain Regency. Those are realia, games (board race, Simon says, board jumble race, and hot seat), audio/tapes, and pictures. To develop those types of teaching materials, teachers are expected to be able to create their own teaching materials proposed.

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