

## TEACHERS' MATERIALS DEVELOPMENT, LESSON PLANNING, AND TEACHING SKILLS READINESS IN TEACHING ENGLISH

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**Abstract:** *During online and offline teaching learning, teachers need to be ready and consider certain aspects in order to teach effectively and get the best results for the students. This research was aimed to know the English teachers' readiness in terms of materials development, lesson planning, and teaching skills in online and offline teaching and learning. This study adopted embedded mixed research design that utilized closed-ended questionnaires and interview as instruments for data collection. There were 72 English teachers from Junior and Senior high schools (SMP, MTS, SMA, SMK, and MA) around South Kalimantan as the subject of the research. The result showed that most of the English teachers were ready in developing materials, lesson plan, and teaching skills. They were familiar with the types, the objectives, the principles and the stages in developing materials. In preparing lesson plan, they consider cognitive, affective, and psychomotor aspects, basic competencies, instructional media, character education, literacy 4 C's and HOTS skills activities, learning sources, and assessment. In applying teaching skills, the teachers did some adaptations and improvements by using a variation of online and offline applications in teaching.*

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### INTRODUCTION

Teachers play important roles in the world of education as a meaningful education is influenced by teachers' competency and their readiness in teaching. The Covid-19 pandemic has changed the roles of teachers in many ways. The pandemic has influenced teachers to have pedagogical adaptations, from traditional lecturing in person models into distance learning environment. They are also required to manage their time between teaching, engaging with students and administrative work. Teachers should be ready to rapidly evolve during online and offline teaching learning not only as facilitator, instructor, manager, assessor, evaluator, material developer but also as a good model for their

students. They need to adapt their practices and be creative to keep students engaged in teaching learning process.

Teacher preparations and readiness are also included training on how to navigate and use learning management systems (LMS), and online communication platforms such as Google Meet and Zoom. These tools are used as the primary method for synchronous and asynchronous classes. They are also provided with online applications and websites as resources for their lesson plans. Others have to do their own additional research on effective online teaching.

In the relation with the teaching online and offline, there are some considerations that need to be discussed particularly about teacher readiness in preparing the teaching materials, their readiness and understanding on how to make a good lesson plan, and also the teaching skills that they should have in order to teach effectively and get the best results for the students.

Teaching planning and material preparation in principle is as one of the foundations for achieving goals, because the goal is a component that is first formulated by the teacher in the teaching and learning process. The role of goals is very important because it determines the direction of the teaching and learning process. A clear goal will also provide clear instructions on the selection of teaching materials, the establishment of teaching methods and teaching aids and provide guidance on assessment (Tumanduk et al., 2020).

In English Education Department UIN Antasari Banjarmasin, there are some courses related to teaching and learning English and training the students on how to be a good English teachers. Those courses are Curriculum and Materials Development on the third semester, Instructional Design, An Introduction to Teaching Profession, TEFL I, and Language Testing and Evaluation on the fourth semester. Thus, the students have to know the real experience in the field and the lecturers asked the students to do the observations on schools or universities and find the data related to designing materials, the way the teachers make the lesson plan, teaching skills that the teachers applied in online and offline classrooms, and also about the teaching methods and evaluation.

From students' observations, it was found that the teachers in junior and senior high schools have some difficulties in implementing materials developments, lesson plan and teaching skills completely. Some studies were conducted by Pusparini et al., (2018), Vaganova et al., (2019), Luciana et al., (2020) Tiba et al., (2021) Leifa et al., (2021) Rashid et al., 2021) Bariham et al., (2020) (Scherer et al., 2020) explored teachers' readiness in teaching. From those previous studies, it is necessary for the researchers to conduct the research on teachers' readiness specifically in materials development, lesson planning, and teaching skills during online and offline learning. This research will give valuable

contribution and input in determining appropriate policy, designing syllabus and curriculum in relation with teachers' readiness in online and offline teaching and learning.

## **LITERATURE REVIEW**

### **Teachers' Readiness**

The term readiness is broadly defined as 'the state of faculty preparation' (Martin et al., n.d.). In addition, Luciana et al., (2020) describe readiness is about the level of preparedness, arrangements, and organizations to do something that already planned. Teacher should be ready to prepare themselves to teach and develop quality and effective strategies in teaching and learning process.

According to Hashim & Tasir, (2014), E-learning readiness is defined as users' physical and mental preparedness to adopt or implement a new learning environment and alternative technology. Additionally, Kisanjara (2014) states that readiness is built by the ability of the teachers to integrate Information and Communication Technology (ICT) to support the learning processes and the ability of students to work independently.

Howard et al., (2021) stated that readiness to teach online should include considerations across both individual teachers and their institutions. Several studies have explored teacher readiness characteristics that can be associated with the implementation of online teaching and learning. However, these studies have focused only on individual educator characteristics and higher education.

### **Materials Development**

Learning materials are very influential to support students learning as they can significantly increase student achievement. In learning the language, materials can be anything such as linguistic, visual, auditory or kinesthetic. These materials may be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet. Teachers should be able to develop materials which enables their students to improve their language performance and competence.

Tomlinson, (2012) defined materials development as all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation. All of these processes should be given consideration and should interact in the making of language-learning materials.

According to Tomlinson, (2011), there are some basic principles for developing materials. First, materials should achieve impact, have attractive presentation and appealing content to the students. Second, the texts and illustration in materials should make students feel comfortable, relaxed and being supportive. Third, materials should help students to develop confidence and feel successful to develop their skills. Fourth, they should convince students that teaching points are useful and interesting. Next, materials

should require and encourage students to invest their interests, efforts and attentions. Sixth, Materials help to prepare students to focus on features of target language which they haven't learnt yet, so they might be attentive to learn these features. Another point, materials should expose learners to language in authentic use. These should provide learners with advice and instructions for their activities, spoken language and written text. Next point, the materials should include grammar and how the language is actually used. They should provide students with opportunities to use target language to achieve communication process. Then, materials should take in account a variety of activities that support all learning styles. In addition, there should be different types of text and activities which are aware of cultural sensitivities of target students. Next, materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement. Finally, materials should provide opportunities for outcome feedback, especially feedback on the effectiveness of use of language rather than accuracy of language.

### **Lesson Planning**

When it comes to the discussion of lesson planning, the researchers want to dig deeper about the components of lesson plan in accordance with the 2013 curriculum revision because the English teachers in South Kalimantan have already applied this curriculum in their online and offline teaching activities.

There are 2 main components in 2013 Curriculum revision edition namely Core Competencies and Basic Competencies. Core competence is the level of ability to achieve Graduate Competency Standards that a student must have at each grade level. Core competencies in 2013 Curriculum revision edition consist of spiritual manner/attitude, social manner/attitude, knowledge, and skills. While Basic Competence is the minimum ability that must be achieved by students for a certain subject in each educational level.

Lesson plan included the identity (a school identity, subject, class / semester, the standard of competence, the code of standards of competence, and time allocation), basic competence, indicator, characters with values learning objectives, instructional materials, learning methods, learning stages, learning sources, and assessment. The components of lesson plan based on the regulation of the Ministry of Education and Culture No. 22/ 2016 are Character Education which contains five main characters: Religious, Nationalist, Independent, Mutual cooperation, and Integrity. The next is literacy which aims to create school environment to be long-life educational environment that cultivate reading activity, listening, writing, and good speaking. Those skills are needed to create creative-productive learning to facing the development of 21st-century learning which includes a number of personal and social skills available in 21st century learning, there are: communication, collaboration, creativity and critical thinking (Roekel, 2017). Authentic

Materials refers to any 'written or spoken texts' which are commonly not intended to language teaching (Tomlinson, 1998). Similarly, Wallace, (2003) defines authentic texts as 'real-life text, not written for pedagogic purposes'. Therefore, these materials are likely not provided or designed for teaching English especially to non-native speakers. They are initially not proposed to foreign learners (Porter & Roberts, 1987; Harmer, 1991).

According to Ernawati, (2017), higher order thinking or Higher Order Thinking Skills (HOTS) is a way of thinking that no longer only memorizes verbally but also interprets the essence of what it contains, to be able to interpret meaning requires an integralistic way of thinking. With analysis, synthesis, associating and drawing conclusions towards the creation of creative and productive ideas.

### **Basic Teaching Skill**

A teacher needed basic teaching skill in a learning process cause this skill is an absolute skill in order to the teacher can implement learning process effective and efficiently. In that practice, there are many students that still less ready to implement in learning process because they are still lack of skill. In order to whip up professional teacher, students have to practice a lot before they enter education institution. There are eight basic teaching skills according to Zainal as cited in (Mansyur, 2017), Socrates as cited in (Helmiati, 2013), and Arifmiboy, (2019).

#### *a. Set Induction and Closure*

The first activity that teacher do before start learning process is set induction. In this activity, teacher guide the student to be ready for the next lesson. Teacher create communicative condition between student and them self. Teacher attract and take the focus of students from their daily situations to the material to be discussed.

Close learning is the last activity that teacher do after learning process. When closing activity, teacher gave conclusion about the material that they teach and explain to their student in order to know the absorption rate of students and the success rate of teacher during teaching and learning process. The skills to open and close the lesson. In this context, teachers need to design a variety of situations so that conditions become dynamic class.

#### *b. Explaining*

It is a skill to convey information that has a relationship between one another that has been arranged systematically and will be conveyed orally. Likewise, even though the teacher is mastery in explaining, they must mastery material to be taught also. Skills of explaining are needed by a teacher so that the teaching materials delivered are easily understood by students.

Explaining skills require teachers to reflect all the information in accordance with everyday life. At least, an explanation must be relevant to the purpose, materials,

according to student ability and background, and given at the beginning, middle, or end of lessons to suit the need.

*c. Questioning*

It is demonstrated during the lesson in the classroom will help to determine whether the knowledge is known or not by students. The interaction between teacher and students is important in the learning process by asking questions or problems. Questioning skills required to ask the teacher must master the technique of asking intelligent questions, either ask the basic skills and advanced skills of asking

*d. Variation Skills*

Skill of using variation in question is how the teacher uses these skills to overcome monotonous learning and overcome student boredom so that student remain enthusiastic in participating in learning. Variation in learning process can be in the forms of how teacher teach, teacher facial expressions, teacher movements and variations in the use of media and teaching tools.

*e. Reinforcement*

Using reinforcement is intended to influence student's positive attitudes in learning process which aims to increase student focus on the material that giving by teacher. The skill to provide reinforcement include verbal and Non -verbal reinforcement.

*f. Teaching small group and Individual*

In learning process individual or small group more likely to be a more effective communication. Attention to students become more focused and a close relationship between teachers and students is established, this also allows for more active interaction between teacher and students.

The skills to teach small groups and individuals, which requires teachers to hold a personal approach, organizing her, guide and facilitate learning, and to plan and carry out teaching and learning activities.

*g. Guide small discussion*

In the teaching process and guiding small discussion regularly. Informal face to face interaction is required in a group such as a variety of information and experience solving a problem and making decisions.

*h. Manage classroom*

Classroom is the first place in the learning process. Teacher skills in managing class are needed considering the class position is so important. One of the successful of the learning process can be measured from the skills of the teacher in managing classroom. The teacher has full rights in controlling the learning process because of the teacher's job as a manager in the classroom. Student need to feel that they are not forced to develop their skills and potential.

Classroom management skills, covering the skills associated with the creation and maintenance of optimal learning conditions, and controls for optimal learning conditions.

## **METHOD**

In this research, the researchers rely on the views of participants, ask broad questions, collect data consisting largely of words from participants, then describe and analyze these words form themes (Creswell et al., 2003).

The researchers employed mixed-method sequential explanatory design. According to (Creswell et al., 2003) the mixed-method sequential explanatory design consist of two distinct phases, which is quantitative followed by qualitative. In this design, the researchers first collects and analyzes the quantitative (numeric data). Second, the qualitative (text) data are collect and analyze in order to explain or elaborate the results obtained from quantitative data. The rationale for this approach is that the quantitative data and their subsequent analyze is provide a general understanding of the research problem. This design is used because the researchers wants to explore the English teachers' readiness in materials development, lesson planning, and teaching skills especially during online and offline learning.

This research were undertaken in Junior High Schools, Islamic Junior High Schools, Senior High Schools, and Islamic Senior High Schools in Kalimantan. The participants were 72 English teachers who teach at those schools.

This research used systematic sampling to simplify the process of selecting a sample or to ensure ideal dispersion of sample units throughout the population. The first unit is selected with the help of random numbers, and the remaining units are selected automatically according to a predetermined pattern. The execution of the method is very easy, less in cost and conveniently to use in case of a larger population (Etikan, 2017).

### ***Techniques of Data Collection***

This study adopted embedded mixed research design that utilized questionnaires and interview as instruments for data collection. The questionnaires are to gather data on teachers' readiness in materials development and teaching skills in online and offline teaching and learning. It used four-point scale adapted from Aydin & Tasci, (2005), they are Not Ready, needs a lot of work, Not Ready, Needs Some of Work, Ready but Needs a Few Improvement, and Ready go Ahead. Interview has been done in asking the English teachers about their readiness for online and offline teaching and learning and their preparation for materials development, lesson planning, and teaching skills.

### **Data Analysis**

The data for the interview was analyzed by the technique posed by Miles & Huberman, (1994), which consists of data collection, data reduction, data display, and conclusion drawing/verification.

#### 1. Data collection

The data collection was collecting and obtaining the data in the form of recordings. There were some questions asked to the teachers. Further, it was put into transcriptions.

#### 2. Data reduction

The data collected were reduced, selected, and focused based on the questions given. It was conducted by coding every single questions into its sub-components. Then, the code was simplified into accumulation code to ease the researcher to display the result.

#### 3. Data display

In this research, the data were displayed descriptively. Therefore, it was put in the form of essay in the discussion.

#### 4. Conclusion drawing/Verification

This is the last step of conducting qualitative data analysis. The data displayed were concluded and the conclusion was about the teachers' E-learning readiness toward E-learning implementation. In addition, the verification was done by relating the finding with the review of the literature.

## **RESULTS AND DISCUSSION**

### **Results**

#### **English teachers' readiness in terms of materials development in online and offline teaching and learning**

The first aspect of this research finding is dealing with teacher readiness in material development. This involves teachers' understanding on materials developments and its types, the objectives of developing materials, the procedures and the principles of material developments.

#### **Teachers' understanding on materials developments and its types**

It is found that most respondents were familiar with various materials to facilitate their students in learning the language. For about 93 % of the respondents were ready to use the materials while 7% were not ready. The teachers used different types of materials including printed, audio and audio visual materials and interactive teaching materials.



Based on the interview to the teachers, most of them used textbooks, students' worksheet, and dictionaries. They sometimes used pictures, story books, newspapers, and magazines. They also used audio- and audio-visual materials such as audio recordings, films, YouTube, live talks, videos, CD/VCD. Just few of them used interactive teaching materials such as Edmodo, and quizzes.

### The objectives of developing materials

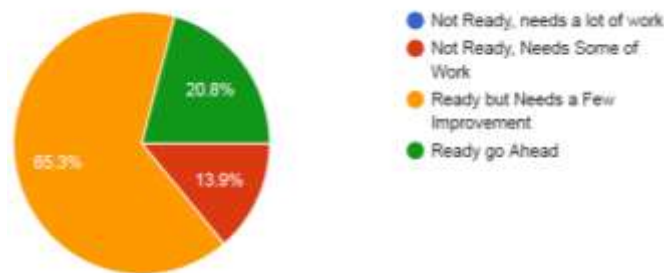


Figure 1. The Objectives of Materials Development

Most teachers (86.1%) noticed the objectives of developing materials well. They mentioned that there were a number of purposes in developing materials such as to express concepts easily, arouse their students' interest in learning, stimulate their engagement with the language, and make the lesson interesting and to increase their achievement significantly.

From the interviews, one teacher respondent said ' I think material development is necessary to make my lessons interesting, my students became active in the class as I like to relate to what is being taught to their real -life situations'. The other teacher added 'In Speaking class, my students were really enthusiastic and more responsive when I asked them to talk about their interest, so I prepared and developed teaching materials to increase their attention.'

### The procedures of material developments.

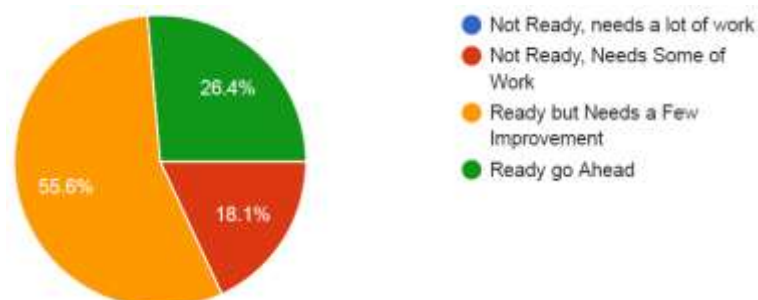


Figure 2. Identification and Exploration of Need for Materials

The first step that teachers should do in developing materials is identification and exploration of need for materials. Before developing materials, most of respondents (82%) did observation to their students to identify and explore the students' needs. The teachers want to ensure that the materials are effective and appropriate to their learning objectives.

Based on the interview, one teacher said 'At the first meeting, I tried to identify my students' English abilities, and their interests by asking questions related to their personal identities'. Another added 'it is interesting to find out my students' pastimes and habits so I can easily relate what I want to teach to their interest'. The other mentioned 'I can understand my students' interest by asking them the reasons they learn English. The findings show the importance of need analysis as a consideration to develop teaching materials.

The second, sources of materials development should promote language learning. From the data, 88.9% of the teachers said they were ready to provide sources of language input, produce and use teaching materials to promote language learning. This finding was supported by the interview results. One of the teachers said 'Developing materials are not easy tasks, but I believe that it contributes much to my profession'. The other teacher respondent mentioned 'when I create materials and put them into practice, I am really satisfied when I see my students' enthusiasm in learning English'.

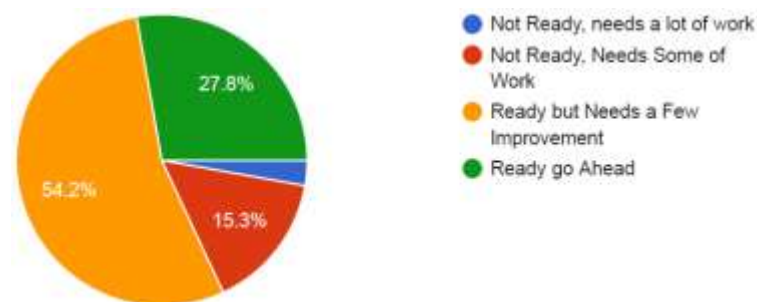


Figure 3. Adapting Process of Materials Development

The next stage is adapting possess of material development. During the process, most of the respondents (82%) adapted the existing materials using various techniques by adding, deleting simplifying, reordering, and replacing the texts and activities.

The result is supported by the finding from the interview. One of the teachers said 'When I see the course book, I decide to use only some parts of a unit which are appropriate to our syllabuses, another said 'Sometimes, I delete the texts and replace to relevant texts'. The other mentioned 'I add some activities from other sources'.

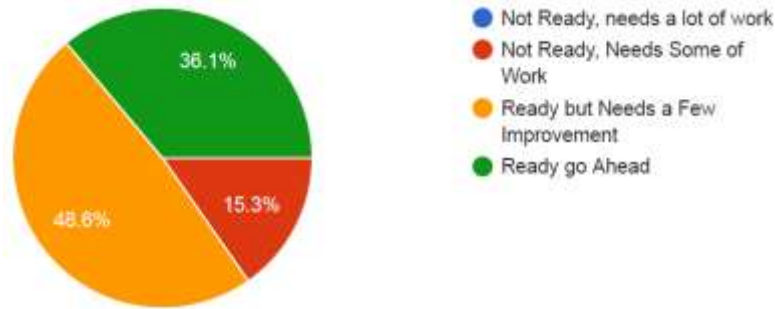


Figure 4. Contextual Realization of Materials Development

The fourth is contextual realization of material development. In this stage, teachers selected the materials and contexts which related to their students in a way that the textbook cannot provide. For about 84.7% of teacher respondents tried many ways to make teaching learning process more meaningful to their students by connecting to the real world. The teachers provided practical, real-life examples of language used in everyday situations in learning materials. They gave their students experience of a real context of the target language, so they could balance language needs, learning styles and cultural awareness of their students. This is the example of contextual materials for Junior High School Level.

From the interview, one teacher respondent said 'As our topic is about Music, I asked my students to prepare a talk about their Idol, some girls talked about K-Pop, they were really keen and enthusiastic to present'. The other teacher said 'During writing class, I asked my students to write about their last holiday. It is interesting that they have a lot of things and ideas to write'.

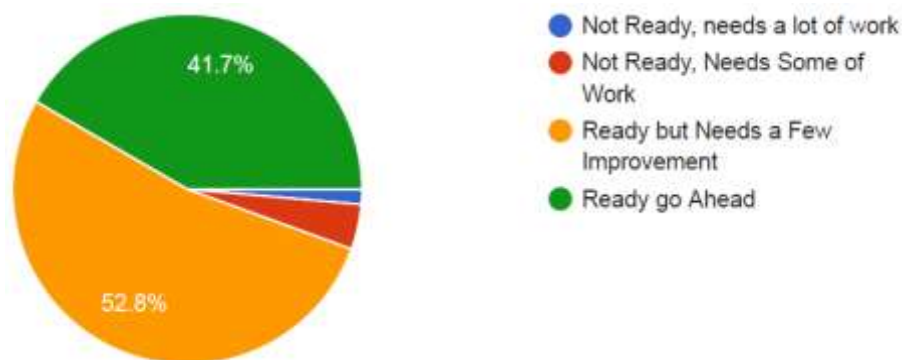


Figure 5. Pedagogical Realization of Materials Development

In pedagogical realization stage, teachers designed appropriate activities and instructions which meet students' need. 94.5% of teacher respondents consent to develop appropriate tasks, exercises, activities and clear instructions for their students. One of the

respondents said 'I change the tasks and simplify the instruction so my students can understand the content easier'.

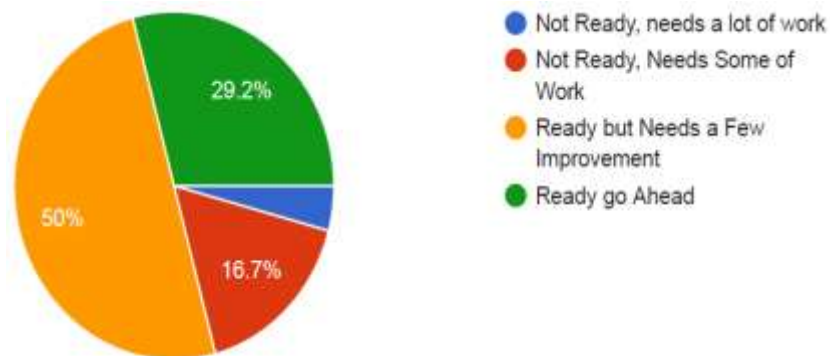


Figure 6. Physical Production of Materials Development

In this stage, teachers developed a set of products as teaching materials. To produce interesting materials for the students, 79.2 % of the respondents designed the materials by considering layout, size and form. From interview results. One of the teachers said "I used computer technology to draw an interesting map as the topic 'Asking for Direction', I used certain tools on my computer so it became an interesting map". Some of them use technology and current applications on the internet to reproduce teaching materials. While the others do not consent much on this physical aspect.

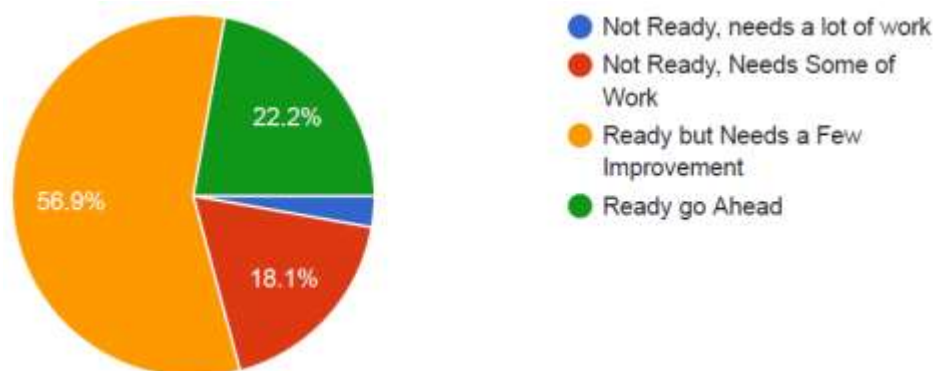


Figure 7. Evaluation and Revision of Materials Development

When the materials were given and ready for the students, 79.1% of the teacher respondents considered the effect of materials. They did the evaluation on the materials and finally revised and improved the materials which closely suit with students' need. From the results of the interview, one of the respondents said that 'I do evaluation to the

materials that I made, I make sure whether they are difficult or suitable to my students'. The other respondent said 'By doing evaluation, I can identify clearly which activities and tasks are appropriate to my classes. Therefore, evaluation and revision are really necessary in developing materials.

### **The principles of material developments.**

One of principle in developing materials is its relevance. 86.1% of the respondents take into their consideration as a very principal aspect. They selected and developed materials not only based on the course objectives and syllabus but also the consideration of the age, interest, cultural background, emotional and social development and ability level of their students.

This finding was supported by the result of the interview. One teacher mentioned 'when I choose and develop teaching materials, I always consider whether or not these materials fit my students' need and interest'. The other respondent added 'by considering materials relevance, it will be easy for me to decide which ones are useful and interesting to my classes. As Tomlinson, (2011) stated that teachers should consider the relevance and utility of materials by relating them to learner's interests, what the learners 'need, what the learners really want to learn and to 'real-life 'tasks.

In developing materials, 88.9% of the teachers used encouraging contents, so the students were able to notice language in use easily. They believed that challenging materials were able to attract their students' curiosity, interest and attention. From the interviews, one of the teachers said ' to engage the class, I often ask my students with open questions and let them think about the topic deeply, for example *Marriage at Young Age*, I encourage my students to share their opinion'. The other teacher said 'I asked my students to do a mini project in which my students need to decide what text they want to use and tasks they want to do. I believe completing this project is able to increase their attention and curiosity in learning English'.

Teachers should take into account that material development should encourage communication. In this research, most of teachers' respondents (87.5%) were ready to develop materials which provide the students with opportunities to use the language. From the interviews, one of the teacher stated 'I give chances for my students to use language for real communication, for example I asked them find out what food and drink or dress Banjerese people would like at the wedding party'. The other respondent mentioned 'I design the activities which encourage my students to participate in interaction. When our topic is about 'Family', they were given a chance to present about their family tree and let the class to ask and talk each other.

### **English teachers' readiness for their lesson planning in online and offline teaching and learning**

In relation with the teachers' readiness in lesson planning, the researchers got the data from 72 respondents about their readiness in preparing basic competences, Cognitive, affective, and psychomotor aspects, Authentic Materials and Materials Development, Instructional Media, Character Education, Literacy Activities, Higher Order Thinking Skills (HOTS) Activity, and 4 C's Skills Activities, Learning Sources and Assessment.

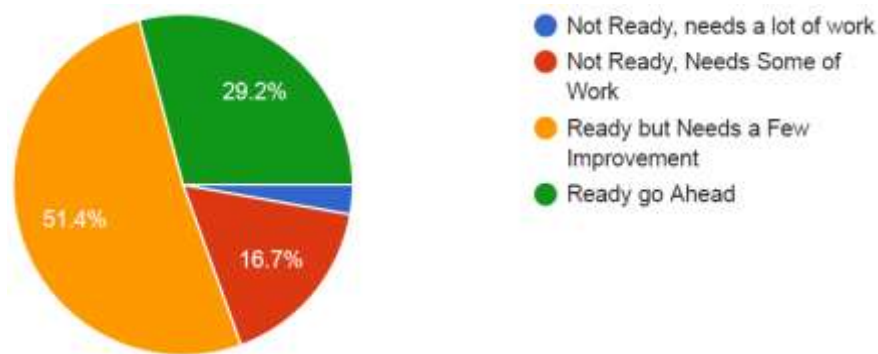


Figure 8. Basic Competences that appropriate with the materials taught in Lesson Plan

Based on the answer of the questionnaire, it was found that most of English teachers in Junior and Senior high schools (SMP, MTS, SMA, SMK, and MA) around South Kalimantan are ready for writing basic competences for their lesson plan and it is appropriate with the materials they taught (Genre of texts, Transactional Text, Interpersonal Text, Short Functional Text, song lyrics) for about 80.6%, the rest of them 19.5% are not ready.

It was supported by the interview results that stated the teacher will open the syllabus and observe the Standard Competency. Then decide the competency that the teacher will teach for the students. Other teachers commented that they refers to the text book and curriculum and based on the students' condition of learning. They follow the educational instructions based on the materials that we teach per unit/semester.

To write basic competence, another teacher see the core competence and it should be related to the competence standard, from the easy to the difficult level based on the students' ability so that they can reach the lesson objective. In addition, the teacher can see Students' Worksheet that provided by the schools.

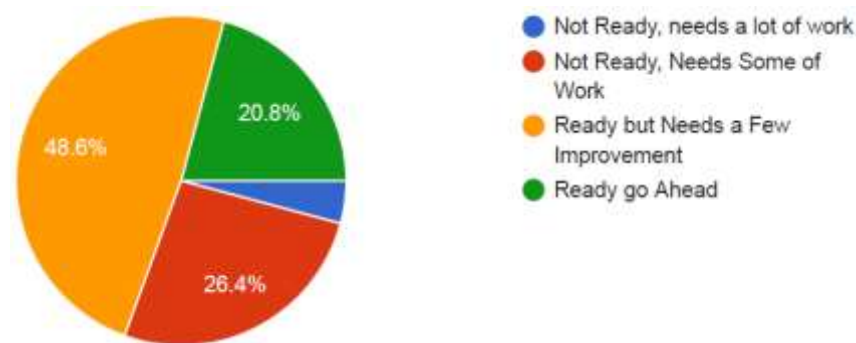


Figure 9. Cognitive, affective, and psychomotor aspects of Lesson Plan

From the result above, it is stated that for about 73% of the respondents of English teachers' are ready in applying cognitive, affective, and psychomotor aspects in their lesson plan. However, for 27% of them are not ready.

The interview form the teachers revealed that The teacher include the aspects because she identify the students competency from low to high and based on Bloom's Taxonomy. In the cognitive aspect, teacher asks students to quote, mention, explain, describe, number, identify, list, show, label, index, pair, name, mark, read, realize, memorize, imitate, record, repeat, reproduce, review, select, state, study, tabulate, code, search, and write in a material.

In the affective aspect, teacher asks students to choose, question, follow, give, adhere to, obey, and be interested in a teaching and learning activity. In the psychomotor aspect, teacher asks students to imitate, manipulate, produce, and articulate.

Another teacher usually see the reality of students. In class usually they learn in the form of groups, games, etc. Put the questions based on its category/level. The example of cognitive level done by the teacher, for knowledge level is the giving the easiest materials, in understanding level, give the questions to the students to know their understanding, for application level by giving assignment and analyse and summarize together, in Affective, there are receive, respond (if the teacher give command to the students and see if they respond or not and whether the students pay attention to the teacher's explanation), and Valuing (honest). In psychomotor aspect consist of singing, imitating the teacher and give example, discuss together in the classroom and then explain in front of the class. The real examples from the beginning to the end of lesson are Greetings, presence list, brainstorming and relate to the materials, explaining the materials, practice in front of classroom, games (finding the information about their classmates), closure (review the materials) per chapter can be in 3 meetings because in pandemic situation.



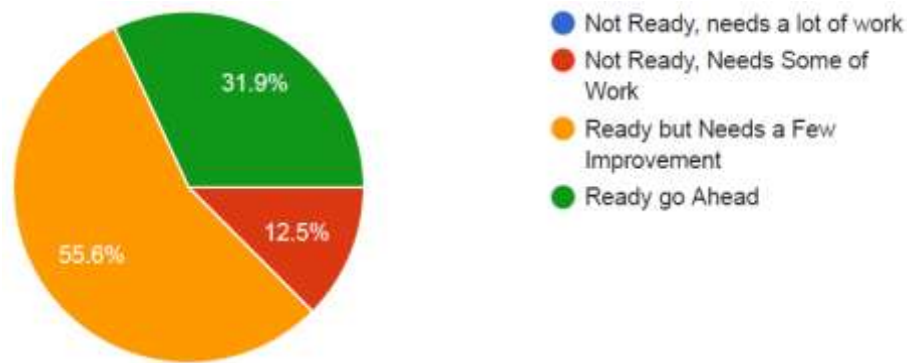


Figure 10. Authentic Materials and Materials Development of Lesson Plan

The use of authentic materials in the lesson plan is very important for the students to be more understand about the lesson and it is proved that 87.5% of the respondents of English teachers are ready to include the authentic materials and develop the materials in their lesson plan. Only for about 12.5% are not ready.

One of the teachers in interview stated that for one meeting, usually she uses minimal one or two materials. For example, when she uses PowerPoint slide, she only use a video or an audio as learning applications. Not both of them so that the students can focus to the materials taught.

Another teacher told that the type of materials that he uses is taken from the book given by the school and he continues to add other sources such as material from YouTube, Google, etc. related to the book to provide more interesting learning.

There is a teacher that usually use English songs that are printed for children, then played with speakers and sometimes she also shows short films to teach English for the students. Printed media such as books and modules and social media like Instagram, some websites and YouTube are also can be used in the teaching online. Other authentic materials used are Students' Worksheet and English text book or e book, BlogSpot for the exercises based on the teacher's need and search the materials on the internet (practice, dialogue, and conversation).

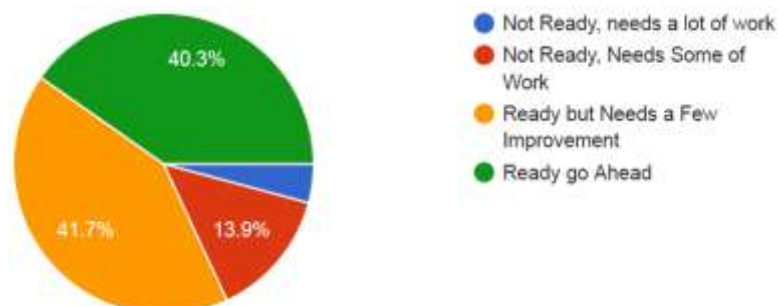


Figure 11. Instructional Media of Lesson Plan



In writing the lesson plan, instructional media should be included to make the teaching and learning activities both online and offline run smoothly. The result of the questionnaire above shows that 82% of respondents of English teachers are ready in using instructional media and only 18% of them stated that they are not ready.

From the result of the interview, one teacher told that because now she has online class, she uses google meet, video, audio, Power Point slide and google form for students collect the assignment. But she does not use all the media in the same time, and only use one or two.

One teacher stated that using the instructional media depends on the learning material. Sometimes using visual or audio-visual media, using flashcards, once she also uses media that children made by themselves from their creativity, such as word walls. It is a kind of collection of English vocabulary that the children wrote on cardboard, decorated, and then pasted on the classroom wall.

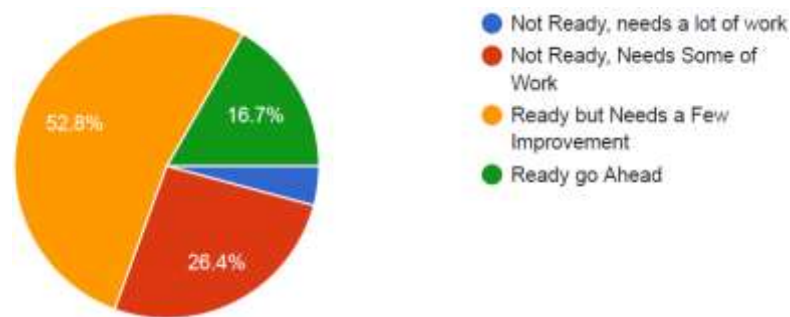


Figure 12. Character Education, Literacy Activities, Higher Order Thinking Skills (HOTS) Activity, and 4 C's Skills Activities of Lesson Plan

The result above shows that 69.5% respondents of English teachers, most of them are ready in implementing Character Education, Literacy Activities, Higher Order Thinking Skills (HOTS) Activity, and 4 C's Skills Activities of Lesson Plan. On the other hand, 30.5% of the respondents are still not ready but actually they already known the definition of them.

One of the teachers describes that character education is learning that focuses more on instilling values in children. Like inserting values in every learning material, literacy activities that she knows are getting children to read. For example, give the child 10 minutes to read before the lesson begins. She used to take part in K13 training. What she remembered about HOTS is how we make questions that make children think more critically or challenging. Because she teaches in the village and coincidentally teach the 7th grade junior high school. She lowered the level of learning a little, considering the abilities of the children who were slightly below the average of city's children. You could say these

children learn English from the basics. So she does not focus too much on HOTS but more on the approach of how children can accept and like learning English in the classroom. That's the most important for her. Maybe it depends on the level. For the 4 C's skills, as she explained before. The ability or human resources of the children here are very low. To teach the English word "Good Morning", you have to repeat it for weeks. Maybe because of the background of the children here. 70% of their parents are fishermen, 30% percent are farmers, laborers, etc. Most of the children work in the sea to help their parents. Education is not a top priority for them. This greatly affects learning. Because it is difficult to develop learning with a very limited level of children's abilities.

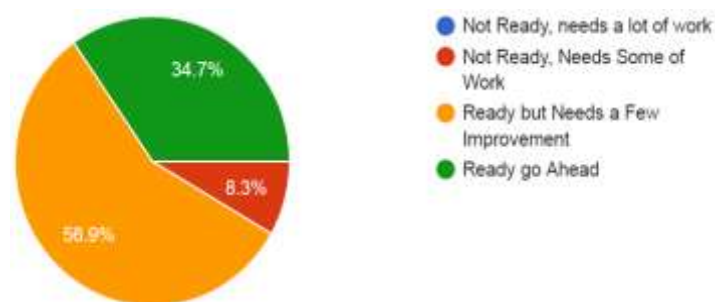


Figure 13. Learning Sources of Lesson Plan

The result showed that 91.6% of the respondents stated that they are ready to include learning sources in their lesson plan and only 8.4% of them are not ready. It can be stated that the English teachers have deep understanding about the sources that they use in teaching online and offline.

For the learning sources that they wrote in the lesson plan, the teachers took them from students' book (Compulsory book), some books related to the material, and internet, they may also browse in Google or YouTube to get hand out, video or audio. Do not forget to make the materials appropriate with the students' ability levels. By using those learning sources, the teacher taught the lesson by using Whats app and made a video to explain English pronunciation and some assignments. The way the teacher teach by using learning sources are still teaching center, so the teachers have to give more explanation because most of the students cannot speak English at all.

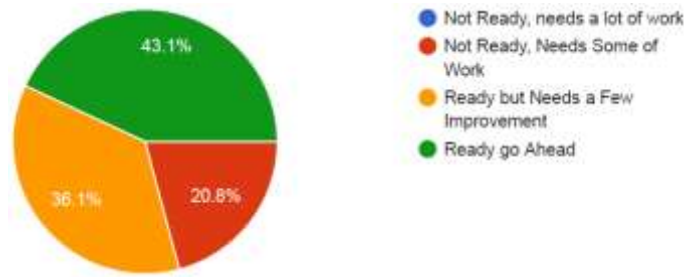


Figure 14. Appropriate Assessment of Lesson Plan

Moreover, 20.8% of the respondents are not ready and they need to think more about the appropriate assessment for the students particularly in teaching online.

Some additional information from the teachers that they used analytic rubrics, formative assessment, and it could be Essay or multiple choices form, using Google form & sometimes using speaking assessment if she asked them to practice the conversation. Another teacher used written assessment (do the assignment and write the answers), project, performance, portfolios, self-assessment, and uses holistic rubrics and practice directly.

### **English teachers' readiness related to their teaching skills in online and offline teaching and learning.**

The third research questions focuses on how the English teachers applying their English skills in teaching online and offline in Junior and Senior High School Levels. The teaching skills consist of Questioning, Reinforcement, Variation, Explanation, Managing Classrooms, Teaching and Leading Discussion of Small Groups and Individuals, Set Introduction and Closure.

### **Questioning Skills**

Based on the result of the questionnaire below, it can be seen that most of the answers were on the third and fourth options, they showed and proved that the teachers have positive views and are optimistic about facing and overcoming some problems that appear online learning during pandemic Covid 19.

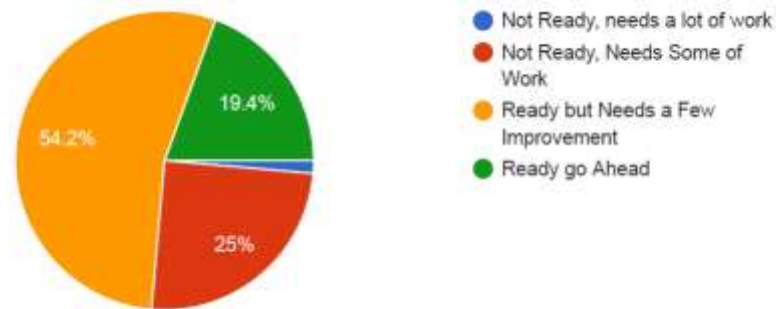


Figure 15. Teachers' Questioning Skills

Questioning skill always done by using HOTS (creating, evaluating, analyzing, applying, understanding and remembering). Questioning skill asked by stimulating students on the previous and ongoing material and encourage them to interact each other.

Based on the chart above, it can be seen that basically, most of respondents were ready to apply questioning skills in online learning, there were 39 (54.2%) respondents chose ready in applying questioning skills even though need some a few improvements to do them. Then, there were 14 (19.4%) respondents who chose ready to apply the skills both online or offline learning. Otherwise, there were 18 (25%) respondents answered not ready to applying questioning skills in online learning because needed some of work. Just 1 teacher (1.4%) answered the option of not ready because needs a lot of work.

Based on the interviews results, it was found that most of them playing video to stimulate and encouraged the students to interact each other. The other give meaningful questions that are related to the material and made the topic discussed by them. For questioning skills, In online learning, for brainstorming the teacher will ask the student to watch a video related to the material that they will teach. After that, they will discuss the material in the WA group. To make the student interact with each other, the teacher usually gives the task in the WA group and the student responds to the task by recording their voice. In addition, During the preliminary activity, the teacher usually shows the Students a piece of the picture then lets the students guess/brainstorm any vocabulary related to the picture. After that, the teacher made them deduct what they are going to learn that day.

### Teachers' Reinforcement Skills

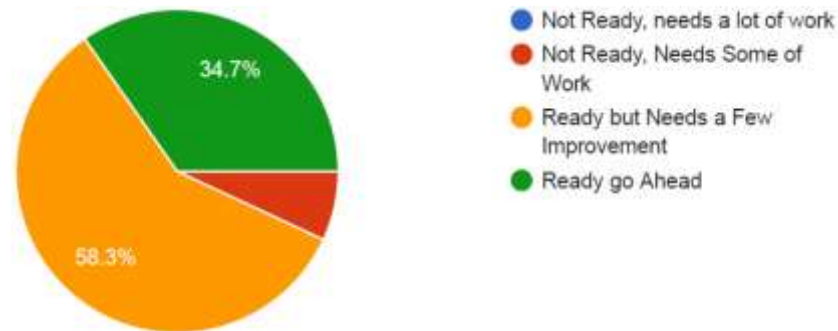


Figure 16. Teachers' Reinforcement Skills

The chart above shows that there were 42 (58.3%) respondents who chose the option ready but needs a few improvements, and then, there were 25 (34.7%) respondents who answered they were ready to go head both online or offline learning, but there were 5 (6.9%) respondents who chose the option of not ready because needs some of the work.

Based on the interviews with some of the respondents, their answers were supported the questionnaire result. They said that apply to vary and different way verbally and use some emoticon icons or sticker to show it, such as thanks, appreciation, compliment among both teachers and students.

### Teachers' Variation Skills

For about 97.2%, the teachers are ready and use variation of tone or volume of voice, gesture or expressions of body, movement/position, and eyes contact to the students. It can be seen that there were only 1 (1.4%) respondents that chose not ready in use variation of tone or volume of voice, gesture or expressions of body, movement/position, and eye contact to the students because needs all of the work, it was also 1 respondent or (1.4%) who chose not ready in applying variation skills because of needs some work.

The high percentage above, also proved by their answers on interviews. They said they can make variation tone or volume of voice, gesture or expressions of body, movement/position, and eyes contact to the students by using some creative ways, for examples send them teachers' video, or VN, chat in WAG, Otherwise, when it has done virtually, teachers can directly give them verbally, for instance, said "great" "excellent", god job, etc. and body expression or gestures to the students such as rise thumbs, and double thumbs.

In addition, most of the respondents (88.9%) are ready and use the variation of media (audio, visual, audiovisual, and realia) based on the needs and situation. In interviews, they said use Videos and YouTube, PPT, quizzes, to share the materials by WAG or GCR or by zoom and GM if taught virtually non-virtual.

The next is about using a variety of teaching strategies and assessments. Based on the results of the questionnaire showed that the respondents (90.2%) use variation of strategy of teaching and assessments.

Then, seen from the interview results, the participant who chose ready to use a variety of teaching strategies and assessments. They answered that they used quizzes, discussion or comment videos or photos, games individually or in groups. Meanwhile, for assessments, they used common kinds of item test, such as multiple-choice, True or False, Short Answers, perform speaking skills, etc. The most interesting was they used variation media and applications to make them, for example by Voice notes or Videos, quizzes, and Kahoot that shared by WAG or GCR.

For variation skills, the teacher explains by recording the voice or giving them the video. So the student can watch and listen to the explanation. The teacher can use the media based on the needs and situation. For example, when teaching about procedure text the media that the teacher used is a video about how to make something. On the other hand, the teacher can change of tone in speaking, gestures or body language are indispensable to indirectly tell the students that one piece of information is important to be highlighted, or when the information needs careful attention. If it could not do in the classroom, the teacher can take a little bit of time and then restart to get their attention by an interesting thing. Another strategy to get students interested and active in learning is to give them some quizzes, motivation, and always give explanations completely, always give the student time to ask the teacher about the material that is not understood.

The assessment used by the teacher is to measure ability in reading, speaking, listening, and writing, the students can be asked to do oral presentations or performances, or write a paragraph. There is also Cambridge LMS from which teachers & students can access listening material and video explanations. Also, the teacher often uses Quizziz, Mentimeter, Kahoot, Jamboard, etc to help make her teaching more diverse. Videos about the material from YouTube, quiz or games. The most media that the most use is giving material via WA application. In addition, teachers implement different teaching strategies to meet the students' needs so that the teacher can fit what they need and what teachers have. The teacher personally tries to give them diverse teaching strategies such as group works, games, or simply just watching a short clip of video.

### Teachers' Explanation Skills

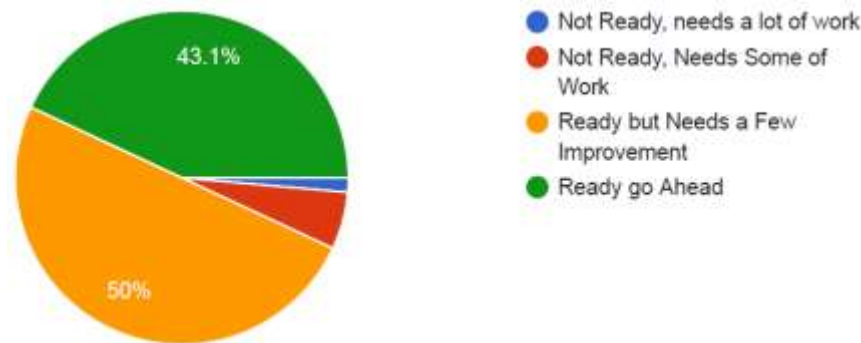


Figure 17. Teachers' Explanation Skills

For about 93.1% respondents are ready and use clarity and specific explanation and give examples or demonstration to gain students understanding. The explanation given by using variation of media/tools. Explanation done by asking questions and feedbacks.

The questionnaires' results were proved by their answers in the interview. Most participants said that they used WAF, GCR or if done virtually by sharing it before class, usually one or more days to make the students read the material before class. It is done by sharing files or documents, Voice notes or videos of materials by adding the teachers' explanations in it. After that, it can be continued by discussion, question, and answers, and doing exercises to gain their understanding

Talking about explanation skills, the teacher gave the students a short explanation about the material, and then they will show the example. They will allow them to ask about the material. After that, they give them exercise and the last they will conclude the material that they have to discuss or learn. Explaining instruction can be somewhat challenging especially in online learning as the voice may break or lag. To make sure the students' understanding, it is usually done by explaining chunk by chunk then having one or two students repeat what the teachers have said. Sometimes, the teacher also writes the instruction on the chat feature of Zoom. Other times, she had to repeat explanations and expand the examples. For the speaking skill, they often use voice notes to assess the students' skills and try their best to give students the material in documents or PowerPoint form and provide explanations via video.

### Teachers' Skills in Managing Classrooms

In managing classrooms, the English teachers are ready (94.4%) to create a comfortable learning atmosphere. They respond students' behavior/needs in learning activity positively. Prepare and stimulate students' readiness to learn and assert their responsible on the assignments given and close the learning by summary and conclude the

material. The results were also supported by interview results. The participants told that always started the class by cheerful greeting and motivation and made and gave interesting materials, developed good communication with the students, gave them opportunity to tell their opinion or ideas on running class, also shared students' problems and feeling in online learning.

Moreover, the English teachers are ready to respond students' behavior/needs in learning activity positively. Prepare and stimulate students' readiness to learn and assert their responsible on the assignments given and close the learning by summary and conclude the material.

Even though the teachers themselves faced some problems or constraints in online learning, the teachers kept trying to make adaptations and improvements in some aspects of teaching-learning planning or activities. Based on their answers in the interview, it could be seen that there are some ways to respond to their students' behaves and needs, for instance, respond them so as soon as possible and tell the scores results after doing the exercises, compliment them if doing something good, tell them the rules of class and its effects if broke them.

The English teachers are 93% to prepare and stimulate students' readiness to learn and assert their responsible on the assignments given and close the learning by summary and conclude the material.

Based on the interview, they said it was done by always motivating the students in all teaching-learning activities both virtually and non-virtually. Additional answers told that the teachers gave them interesting materials, and played videos or did games. In asserting students' responsible on assignments, the teachers said that they always told the students the due date or time limitation, give rewards or appreciation and explained the consequences for the lateness or was not doing them, chat individually if there were students late did the assignments and motivated them to do the assignments.

### Teaching and Leading Discussion of Small Groups and Individual

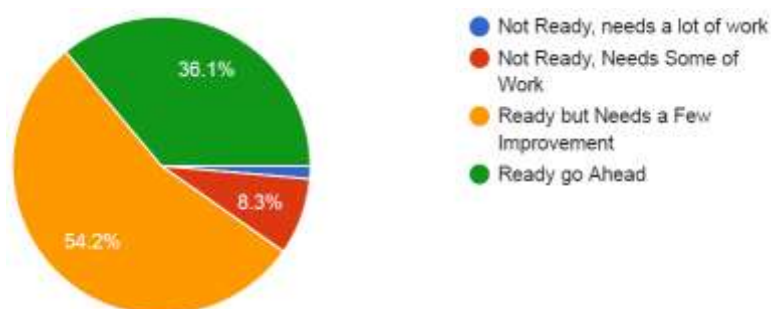


Figure 18. Teachers' Skills in Teaching and Leading Discussion of Small Groups and Individual (Organize, Guide and Facilitate)



Based on the result of questionnaire, 90.3% respondents are ready to develop or set up personal closeness. They organize and structure the rules of groups' activities. In addition, they guide and facilitate the learning for groups or individuals. Then, the results of the interviews showed that the teachers did it by planning, informing, and explaining the rules or instructions of discussion after dividing them into groups.

- For about 91.7% respondents are ready coach and mentor the students to run on
1. the discussion or learn individually in teaching and learning process both online and offline. In the interviews, they said to do it by giving clear instruction, keep assisting and supporting them while discussion groups or individuals, and sometimes interrupted or intervened the discussion if it was out of the topics, or something could not understand clear for them, or the disruptions.

### Set Introduction and Closure

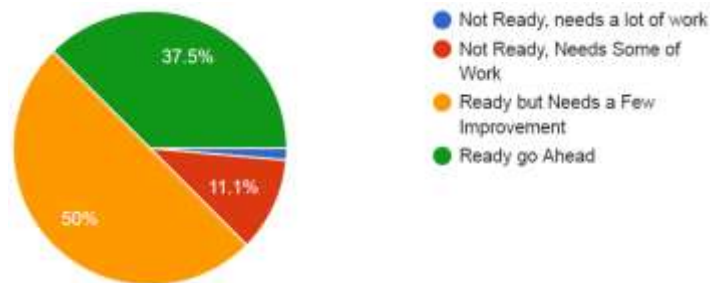


Figure 19. Teachers' Skills in opening the lesson by doing brainstorming using variation of activities (listening, watching, reading, or gaming) and media/tools

The English teachers (87.5%) are ready to engage students' interests and motivation by doing brainstorming using variation of activities (listening, watching, reading, or gaming) and media/tools. Based on the interviews, the participants said that it was done by first greeting and giving them some motivation, telling the learning objective, doing warming up or ice breaking, playing simple games, or giving questions to stimulate them to the materials that were going to be taught.

Most of the teachers (95.8%) are ready to structure their classes by informing the objectives of learning, recall the material, and ask questions. They also link materials to the relevant and real situations. It could be seen from the interview results that they said mostly did it and there were also sometimes skipped some of them.

To introduce the materials, teachers use some activities, such as Guess the picture, watch the video, or listening audio. For listening, sometimes ask about their background knowledge about the topic that is going to be used in listening; for example about family.

Students then list anything they know; mostly about the vocabulary. For speaking activity, can be started with a question like "Have you ever been in a situation which involves moving fast like on a roller coaster?" Students then tell about their experiences but not in an organized way, ask them to mention one word before we start our class. Usually, after giving a warming up, the teacher will tell them about the objective of learning and link materials to the relevant and real situations. Because if they tell the student about the objective of learning, they will be more interested to learn the material. Relating the materials with the students' lives helps them in constructing their understanding. Students can also relate to the material more easily

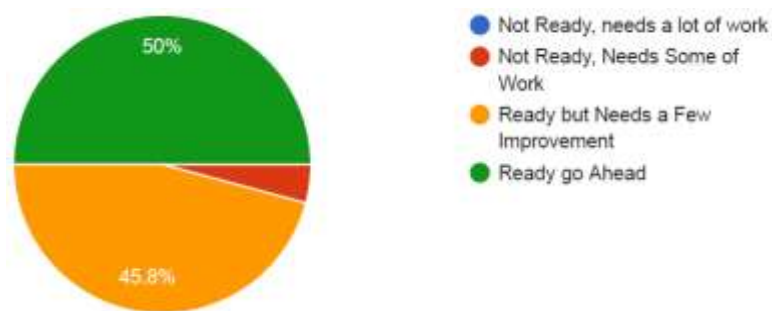


Figure 20. Teachers' Skills in closing the lesson (summarize, give conclusion with the students and give description the next material)

The English teachers are ready (95.8%) in giving summary and conclusion with the students and give description the next material. Based on the participants' answers when were interviewed, they said that the summary or conclusion was always done by both the teachers and students, it used to depend on the application used, virtually done by orally both of them, but by WAG or GCR, they were done by writing. Before ending the class, also gave feedback if still had time. Telling the next material, the teachers told them clues by videos, photos, or explain a little bit before closing class verbally.

The last one for giving variation of evaluation by demonstrating, applying, expressing opinion, or doing exercises. They also give follow up activities by homework and remedy for about 91.6%. After being interviewed, they said the follow-up given to the students was remedy and enrichment, the homework was not suggested or encouraged by most schools.

For closure, the teacher gives the note for the conclusion of the material, gives feedback about the lesson by a picture or video, and they would tell in writing that the next material will be more interesting or still related to the current material. Most of the time, students conclude the lesson but sometimes the teacher gives the written summary and sometimes orally and will write the clue for the next material so the student can study

at home before the next meeting. After the conclusion, the teacher would tell them that the next material is going to be related to the one we have just learned, so make sure that the students have no missing information of today's material. In this pandemic period, the teacher usually does not give the homework for the student, but for remedial, they always give them the task for measuring their understanding of the material. Unfortunately, during online learning teachers are not that encouraged to give too much homework. On the other hand, the teacher can conduct what's called 'extra lesson' activities to help students who need remedial or enrichment. They can send the written homework and the students must submit by sending privately and the teacher checked their exercise.

## **Discussion**

### **English teachers' readiness in terms of materials development in online and offline teaching and learning**

Materials development plays important roles in providing meaningful experience to the students. Materials development is also effective to mediate between the students, the teachers and the language contents (Tomlinson, 2011). The findings show that English teachers used various types of teaching materials to support teaching and learning process. They used not only available learning materials but also developed their own materials to adjust with their students 'need. These results are relevant to what Tomlinson, (2011) said that everything which presents or informs about the language being learned (English) can be used as learning materials. The teachers also noticed the objectives of developing materials to express concepts easily, arouse their students' interest in learning, stimulate their engagement with the language, and make the lesson interesting and to increase their achievement significantly.

In developing teaching materials, teachers applied some procedures. Teachers did identification and exploration of need for materials to ensure that the materials are effective and appropriate to their learning objectives. Masuara (1998) explained that teachers are required to identify and explore the students' needs of materials based on students' personal, learning and future needs so they are able to develop teaching materials appropriately. They also provided sources of language input, produce and use teaching materials to promote language learning as Tomlinson, (2016) said that students should be given the opportunities to use the target language to achieve communicative competence. It is found that teachers applied some strategies and considered many aspects in adapting materials to make the textbook more effective and flexible. Furthermore, they selected the materials and contexts which relate to their students in a way that the textbook cannot provide . Teachers encouraged students to make use of their previous experiences and existing knowledge to process new information or knowledge in

such a way. According to Halim & Halim, (2016), when adjusting some parts of a text book, or changing process, teachers need to consider the reality of their students and environment of the classroom. Teachers designed appropriate activities, clear instructions, interesting materials which closely suit to students' need. Some of them used technology and current applications on the internet to reproduce teaching materials. According to Jolly and Bolitho in Tomlinson, (1998) in this stage teachers need to include careful planning of instructions. They also mentioned that the appearance and well-presented materials can help learner motivation to learn so that teachers need to consider physical production of materials development. Finally, teachers did the evaluation, revision and improvement to the materials.

The research also found that teachers took into account some principles in developing materials. They selected and developed materials not only based on the course objectives and syllabus but also the consideration of the age, interest, cultural background, emotional and social development and ability level of their students. As Tomlinson, (2011) stated that teachers should consider the relevance and utility of materials by relating them to learner's interests, what the learners 'need, what the learners really want to learn and to 'real-life 'tasks. In this research, teachers considered challenging materials to attract their students' curiosity, interest and attention. They also tried to develop materials which encourage communication. Penaflores, (1995) said that good teaching materials should encourage learners to develop learning skills and skills in learning. By providing challenging materials, it is expected that students can apply their skills to the world beyond the classroom. As Tomlinson, (2011) stated that 'materials should provide the learners with opportunities to use English to achieve communicative purposes'. It is expected that teachers can help the students to develop their ability to communicate fluently, accurately, appropriately and effectively.

### **English teachers' readiness for their lesson planning in online and offline teaching and learning**

The ability to achieve the Core Competencies that students must acquire through learning is referred to as fundamental competence. Basic competence refers to a set of skills that should be controlled by students in various subjects as a basis for developing competency indicators in a session (Medriati et al., 2018).

In addition, Saud (2019) concluded that a lesson plan is a short-term strategy for estimating how learning activities will be carried out. To coordinate learning components such as core competencies, subject content, indicators, and class-based assessment, a learning plan must be implemented. Without a lesson plan, learning activities will not be effective. A lesson plan is an essential component of implementing education in the classroom. Every action, including the learning process, benefits from planning. The

process of planning various learning decisions that will be carried out in the process of learning to accomplish predetermined learning abilities is known as the lesson plan activity. This activity is the first step that must be taken by the teacher in carrying out learning activities. Teachers as instructors must have good abilities as learning planners.

Authentic materials are consistent with Emiliasari & Jubaedah, (2019) research, which found that in terms of learning material, teachers typically prepare the learning material that they would teach to students by reading a book or surfing the internet. Furthermore, good lesson planning covers the materials, equipment, and platforms that teachers will need to organize their classroom activities in online teaching-learning environments (Rahayu et al., 2021). All of the teachers reported that they adjusted the methods, media, and time allocation with the learning purpose and materials (Emiliasari & Jubaedah, 2019). Aside from that, all of the answers took into account the difficulties and capacities of the students.

Rahayu et al., (2021) asserted that after pupils have had enough opportunities to learn, teachers must determine how they will assess the learning's success. They should use a certain type of evaluation, such as dynamic evaluation, or construct a rubric. The teachers may then consider making suitable revisions to their next lesson plan to promote outcome-based learning.

As part of the competencies, the instructor used the assessment related to asking and giving information, as well as certain references to assist the teaching materials, such as the seventh-grade handbook and the internet. The teacher used certain references in preparing the lesson plan, then she combined the learning approaches to emphasize the interrelationship between core skills, learning material, learning activities, and indicators of competency accomplishment, assessment, and sources. The use of learning techniques is determined by the school's resources as well as the learning methods' requirements in the teaching and learning process (Pasutri et al., 2021).

Lesson plans for the online learning period are designed to be simpler because the essential skills are directly connected with identity in the lesson plan, and there are only three core elements that must be included in the lesson plan: introduction, core, and closing.

Learning materials and student worksheets (LKPD) are only used as attachments in the meantime. The learning time in an online lesson plan is only 20 minutes, whereas it is 40 minutes in a traditional lesson plan. In this scenario, it may be inferred that the lesson plan for online learning has a shorter learning time.

Three components must be included in the lesson plan for traditional learning: basic competency, core competency, and achievement indicator. Meanwhile, the three components are not included in the lesson plan for online learning and are substituted exclusively by learning objectives. In other words, the competencies covered in earlier

lesson plans were not included in the online learning period's lesson plans. The learning phases are discussed directly in the online learning lesson plan. Learning resources and student worksheets are given on the attachment or at the end of the lesson plan in the case of online learning lesson plans.

The technique of providing assessments to students using an online platform during the online learning time. Students are required to upload their work directly into the online platform form. Unlike the sorts of evaluation that existed during the traditional learning period, where assessment activities could be carried out immediately.

Given the importance of lesson plans in learning, this should be one of the top priorities for instructors and supervisors when it comes to developing learning plans for students. Each lesson plan should be assessed as thoroughly as possible before being used in the classroom. This of course requires appropriate measuring tools to control the quality of the lesson plan (Otaya et al., 2020).

### **English teachers' readiness related to their teaching skills in online and offline teaching and learning.**

Teaching-learning activities that have been done for pandemic Covid 19 period have brought out many challenges and problems in the educational field, especially for teachers and students. There are some efforts and adaptations that have been done by both schools and teachers to keep the teaching-learning activities still working and running well.

This situation needs readiness's schools and teachers to continue teaching-learning that must be done online. One of the readiness must be done by teachers is in applying teaching skills. Teaching skills are have been mastered and applied by teachers at offline classes, but now they are also done in online learning.

The important things that also must be done by the English teachers in online teaching-learning are adaptability and flexibility. However, there will be some differences and changes in applying these skills in online learning.

Based on the results of the findings, most English teachers answered that they are ready to apply teaching skills both in offline and online teaching-learning. The readiness can be seen based on their answers in the questionnaire.

After getting the data by interviewing the English teachers, it is known that basically, they were doing some adaptations to the in applying teaching skills online. It is common for them to interact and communicate with each other directly in the class, but in online learning, the teachers run the class by using the internet, there are using the internet or online applications, such as WhatsApp, google classroom, learning management system. They were used to share the materials by videos, photos, voice notes, and file documents. They also used to communicate with each other among the teachers and students to explain again the materials that were not clear or understood by the students, too, the

applications used to show some emoticons or stickers to apply reinforcement skills. It was done to represent reinforcement skills that used to be done in the class, for example, verbal compliments, gestures, and body movements. The last, in doing the exercises, most teachers used Kahoot, quizzes, canva, google form, jam board for their students. The use of the internet and online applications show the English teachers have learned and improved their skills, instead of, in offline learning they never use them.

## CONCLUSION

This research is aimed to know the English teachers' readiness in terms of materials development in online and offline teaching and learning, to find out the English teachers' readiness for their lesson planning in online and offline teaching and learning, and to explore the English teachers' readiness related to their teaching skills in online and offline teaching and learning. The conclusions of this study are as follow:

1. Most of the English teachers are ready to develop the materials and they have already understood the definition, the types, and the objectives. It also showed by the steps that have been done by the teachers such as identification, exploration, finding the sources, adaptation, contextual and pedagogical realizations, physical production, evaluation, revision, and principles of the materials development.
2. The English teachers in South Kalimantan are mostly ready in preparing their lesson plan related to the basic competencies, Cognitive, affective, and psychomotor aspects, Authentic Materials and Materials Development, Instructional Media, Character Education, Literacy Activities, Higher Order Thinking Skills (HOTS) Activity, and 4 C's Skills Activities, Learning Sources, and Assessment.
3. Most of the English teachers are ready to apply teaching skills on offline and online teaching-learning by doing some adaptations and improvements by using a variation of online applications in teaching.

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