

PLANNING AND DEVELOPING CREATIVITY THROUGH MEDIA-BASED LEARNING IN ENGLISH LANGUAGE TEACHING

Mustasyfa Thabib Kariadi

*Department of Language Education, Faculty of Humanities
University of Jenderal Soedirman, Purwokerto, Indonesia
Email: mtkariadi_pbi@unsoed.ac.id*

M. Riyanton

*Department of Language Education, Faculty of Humanities
University of Jenderal Soedirman, Purwokerto, Indonesia
Email: m.riyanton@unsoed.ac.id*

Dini Anggraheni

*Department of Economics, Faculty of Management
Universitas Semarang, Semarang, Indonesia
Email: dinia85@usm.ac.id*

APA Citation: Kariadi, M. T., Riyanton, M., Anggraheni, D. (2021). Planning and developing creativity in English language Teaching. *English Review: Journal of English Education*, 9(2), pp.427-436. <https://doi.org/10.25134/erjee.v9i2.4519>

Received: 26-02-2020

Accepted: 25-04-2021

Published: 15-06-2021

Abstract: This paper justifies the planning and development of teachers' creativity through media-based learning in English language teaching, especially in the pandemic era. This study used a descriptive-qualitative method with a case study. The data sources consisted of 37 English teachers, school principals, and students involved in the teaching and learning process in SMP 7 Purwokerto. The results showed that the teacher's creativity at the planning stage was demonstrated by consistently well-arranged planning the lessons and adequately preparing the learning media regarding the implementation of multimedia. Regarding creativity at the preliminary stage, ESL teachers employed various mediums to make it easier for pupils to acquire and grasp the topic. Audio, visual, and audiovisual media are examples of media. Audio and visual media were the most commonly employed in ELT classes. The planning and creativity teachers become the main factors to make the class more interactive using several media.

Keywords: *creativity; planning; teacher; learning; media; online platforms.*

INTRODUCTION

A study program in English language education is needed to prepare English teachers with the necessary professional, pedagogical, personal, and social skills. English teaching and English language learning have become central directives in newly emerging bilingual and multilingual high school classes. The need for effective teaching strategies, including strategies designed to motivate students, has become a part of ELT educational models (Sucuoglu, 2017). Education is the best way to obtain these. Because learners can develop their abilities to survive in the future, education is also a key to progress and quality growth. The system of education and life changes rapidly in the pandemic era. Everything has come to a halt on a global scale. Projects have been pushed back, businesses have

been closed, and schools have been closed. The new coronavirus appears to have brought the globe to a halt. Students, particularly in small cities like Purwokerto, continue their education through online learning and video conferences with their teachers. Because keeping schools open creates a safety risk to students, this model is now the best option.

SMP 7 Purwokerto used several platforms to bridging the teaching and learning process. The learning process in the pandemic era needs teachers' creativity. Some experts believe that creativity should encompass novelty, originality, practicality, and efficacy (Maley & Peachey, 2015). The teachers consider personalized learning technologies a promising way to mitigate these differences. However, they also acknowledge that the Swedish' curricular focus on communication,

seen as mainly acquired through human-to-human dialogue, does not match the fundamental idea behind many personalized learning technologies. Based on these findings, we discuss the potential and problems when aiming to introduce personalized learning technologies for learning English in Swedish schools (Bunting, af Segerstad & Barendregt, 2021).

Implementing the Creative method in ESL teaching as one factor contributing to improving the students' motivation is one important requirement of the language skill and practice success in the professional language (Rus, 2019). The development of computer and information technology offers a favorable external environment for English teaching. There are more than 300 million learners of English in China. Information technology furnishes them with abundant English teaching materials, which also provides an opportunity for teachers to change their pedagogical strategies to improve the efficiency of teaching and learning (Cai, 2012). ESL teachers are constantly attempting to implement excellent and effective teaching methods and using suitable media. Its purpose is to make the educational content easier to comprehend for students. Teachers must offer the best lesson to meet the goals using excellent and appropriate media during the learning process. According to detailed research, adopting relevant learning media can help learners enhance and develop their vocabulary (Anggraheni, Anandha, & TS, 2020). According to Rus (2020), paper provides a brief theoretical grounding and a working definition for creativity in teaching English for Specific Purposes. It also explores the role and function of creativity in the changing paradigm regarding the overall scope of the educational system in general and specialized language learning in particular. Finally, it analyses the role and potential of creative methods and active strategies in fostering better language acquisition during ESP classes. Creative methods mark a next desirable superior level in modernizing the teaching strategies. So that, the full potential of a student's abilities can be activated and the desire for independence and originality, for competition, for searching novelty and working better in the language classes can be encouraged.

The learners' best interests are satisfied. The recent advances in technology have resulted in the development of intelligent smartphones. These

advances have attacked researchers studying in education, especially in teaching foreign languages (Cavus, 2016). Youtube to boost the English vocabulary (Kim, 2021) and PowerPoint (Aziz, 2020). One of the famous online media to do the teaching and learning process is Zoom online video conference. "Zoom becomes the famous media to use in the pandemic era to do online teaching and able to enhancing the vocabularies on students," written by Anggraheni *et al.* (2020). So, at the beginning of the pandemic era, Zoom became the very famous application used by most people in the world.

Based on the aforementioned issues, the researchers concentrated their efforts on examining the teachers' originality in selecting learning material for seventh-grade students at SMP 7 Purwokerto. This study focused on how English teachers construct their teaching materials since they choose a suitable teaching medium in the online classroom when considering the various learning media. In addition, this study looked into the benefits and drawbacks of using media in their learning processes.

METHOD

Qualitative research and descriptive qualitative were used in this study. The descriptive design describes the response to recent questions linked to research difficulties, such as what, who, when, where, and how (Meliala, Purba, Doloksaribu, Panjaitan, & Tarigan, 2021). The research subjects were observed in the environment by the researchers. The information gathered is thoroughly examined, leading to a significant recommendation. Teachers were employed as data sources in this study.

The data used in this study were obtained from data sources, including:

Two English instructors, one school principal, and thirty-two seventh-grade students are among the resource people. It was a part of the learning and teaching process. Several questions are posed, and the results demonstrate the state of the online teaching and learning process. Google form provide relevant information to executing the education unit level on English lessons found in the archives and documents.

Data collection techniques used in this study were interviews, observation, and document research. The interviews conducted in this study

were in-depth interviews. Interviews were conducted with flexible and open discussions, not tightly structured, not in a formal atmosphere, and carried out repeatedly on the same informant with increasingly focused questions on a problem as more in-depth information. The Interview form sends by Whatsapp message.

Instrument of collecting data

Teachers' inventiveness in employing learning and teaching media during EFL teaching-learning is one of the study findings. Researchers used interview procedures to acquire data. The interview guidelines include fifteen questions that address characteristics of creativity in the use and selection of learning material. The questions as followed: (1) What is kind of media that used in your online class? (2) How excited are you about going to your online classes? (3) In your online classes, how eager are you to participate? (4) In your online class, which projects/assignments/activities do you find the most engaging? (5) What does your teacher do to make your online class engaging? (6) What is your favorite media to learn English in your online class? (7) How difficult or easy is it for you to try hard on your schoolwork right now? (8) How would you like to be learning right now? (9) What do you like about school right now? (10) What do you not like about school right now? (11) When you have online schoolwork, how often do you have the technology (laptop, smartphone, tablet, or computer) you need? (12) How difficult or easy is it for you to connect to the internet to access your schoolwork? (13) What has been the most challenging part of completing your schoolwork? (14) How happy are you with

how much time you spend in specials or enrichment (art, music, video, short movie, or others)? (15) How long the duration of a face-to-face meeting in your online class?

This research enlists the help of 32 seventh-grade students. The criteria for selecting a study topic are based on the experiences and certifications of teachers. The researchers then interviewed and recorded them to obtain the desired information using a form and Whatsapp messages. Researchers studied the results of teachers' innovation in media-based learning after interviewing them. Teachers use several media to teach an online class and how the students feel in an online class.

The questions for teachers and school principle: (1) What is kinds of media that you used? (2) What are the important things to prepare for the online class? (3) What is your creativity to make the interactive class, especially in an online class? (4) What is the school provide for teachers in the teaching and learning process? (5) What is the most challenging situation in maintaining an online class? (6) What is the leading media you used to teach? (7) What is online video conference you prefer? (8) Do you transfer your material into word and pdf? (9) Do you share all the material in Google Classroom? (10) How long the duration of a face-to-face meeting in your online class?

RESULTS AND DISCUSSION

The results of research on teacher's creativity in learning English, as seen through interviews and observations, and documentation, showed the following:

Table 1. *Teaching media selected in English language teaching*

Media	Reasons
1. WhatsApp	<ul style="list-style-type: none"> • Most students and teachers have this application. • Easy to operate. • Allowing teachers to chat with the students, share materials (picture, video, music) • Allowing students to chat with teachers, download the materials. • It cannot assess the assignment. • It is allowed to record the sound and practice speaking.
2. PowerPoint	<ul style="list-style-type: none"> • It is presenting all materials in a short time. • Teaching material presented skillfully and easy to understand with pictures and words. • It is giving students key points of teaching materials. • It is providing students with some additional insight dealing with the lesson.

3. YouTube	<ul style="list-style-type: none">• Provide many educational materials, more fun and attracted students' attention to learn.• It is improving students' speaking accuracy and pronunciation.• Students can imitate the English native speakers through video.
4. Zoom	<ul style="list-style-type: none">• It can lead online face to face teaching and learning process.• It is allowing teachers to share PPT, links, music, and video in 45 minutes.• It is allowing teachers to record the meeting.
5. Google Meet	<ul style="list-style-type: none">• It can lead online face to face teaching and learning process.• It is allowing teachers to share PPT, links, music, and video in 60 minutes.
6. Google Classroom	<ul style="list-style-type: none">• Allowing teaches to share the RPP materials, distribute assignments, assess assignments, and chatting with the students.• Allowing students to see the material, download, doing the assessment, chat with teachers.• It is allowing teachers to make form and share it with students.

English lesson planning

Learning planning is a development system for every element of learning, including the development of objectives, content, methods, and evaluation development. In principle, it has the same meaning that learning planning is a process of formulating, managing, and developing every element of learning into a planning system as an operational learning guide. These theories are following what the English teachers at SMP 7 Purwokerto have done below:

Based on the research documentation obtained, in learning planning, the teacher always prepared to learn tools, prepared syllabus and lesson planning plans (RPP), and examined the teaching methods properly. Each teacher was not much different. The syllabus has indeed been determined from the center. Likewise, the teachers' preparation of the learning implementation plan also included competency standards, basic competencies, learning objectives, learning resources, teaching media, learning tools, and implementing student teaching and learning activities. Moreover, they were understandable, easy to understand. Because the lesson plan made by the teachers was easy to be understood by those who read it, it can be shared in Google Classroom and made the students able to read it before class.

Based on the research interviews, the teacher's creativity in preparing the syllabus and the design of the implementation of learning and material preparation did not only stick to one guidebook. It was shown by writing various sources in the RPP. The teacher took material from online sources, mass media that was trending and liked by teenagers, thus attracting students in learning. Local content, which is considered necessary for students to know, was

also the teacher's concern. The teacher also planned a learning strategy and instructional media suitable for the automation requirements to be taught and following the basic competencies. All teachers often applied discovery learning strategies so that all students have the opportunity to find themselves in using knowledge, and students were also trained to be active in learning. Not only just memorizing, creating new answers to existing problems, and getting new questions that needed to be answered but also applied with Google Classroom and Google Meet or Zoom.

Implemented in the learning processes

The learning process took a large portion of teaching and learning activities in schools. So that, a teacher was required to present the learning process well, interestingly, and meaningfully. Teachers have to do planning before teaching in the learning process, among others, meaningful learning; the meaningfulness of the elements involved will support insights in the learning process. The more the meaning of the relationship between a component, the more effective something is learned. It was imperative in problem-solving activities, especially in identifying social issues and developing alternative solutions. The things that students learn should have a clear and logical meaning with their life processes.

Teachers must be creative in producing something new in carrying out the stages in learning, starting from the introduction, core activities, and closing learning activities using selecting media. Transform all materials into power points (PPT) and words version. It aligns with Ciu (2020), reflections from the current experience and literature findings, and implications for the use

of Powerpoint will be enhanced the experience of online teaching.

Learning controls allow learning according to the rhythm of each individual.

According to the researchers' observations and observations, the theory follows what the two English teachers did.

Based on the results of research from interviews and observations show that:

Preliminary learning activities

The researchers' observations showed that the teachers showed quite excellent and exciting perceptual steps in the preliminary stages and were very familiar with each student asking the students' condition. Conveying the learning objectives to be achieved and providing attractive stimulants related to the material will be discussed. Teachers in the pre-test stage no longer used written questions that students must answer seriously to determine students' initial abilities towards the basic competencies to be taught.

Google form was used to assess student's understandability. Video recording also became one of the pre-tests to submit in Google Classroom. The teacher allowed students to express answers in a fun and intimate atmosphere. In the learning theory, this pre-test had many uses in exploring the learning process to be carried out. The pre-test function, among others: (1) To preparing students for the learning process, the mind will focus on the questions they have to answer with the pre-test. (2) To determine the level of progress of students about the learning process carried out. (3) To find out the initial abilities that students already have regarding teaching materials used as topics in the learning process. (4) To find out where the learning process should have started, which goals have been mastered by students, and which plans have received particular emphasis and attention.

The teachers also provided interesting feeds through pictures, music, and a short film to start this stage. The material source came from YouTube and several Internet sources. This concept of education is effectively used in various disciplines and subjects from elementary school to higher education. Educational data generated through intelligent classroom IoT devices and 5 G networks can lead to the 5 G era. IoT analyzes it to form and create dynamic educational systems with intelligent collection concepts. The intelligent aggregation of

the Internet of Things can propose new educational models based on the English smart classroom (Bai & Zhang, 2020).

Students are teenagers who like music, songs, and movies, so it is easier and faster to attract students' interest in learning. It is all a means to measure the extent to which students master the material to be delivered.

The teachers realized that the initial abilities of each student differ from one another. Nevertheless, several samples of students in the class can be taken, representing the basic ability to start lessons.

The interview results with the researcher showed that the teacher, in the opening of the learning process, argued that in planning, the primary learning centered on students. The pre-test model in the form of written questions was rarely used. A teacher must present an exciting and creative early stage of learning to instill a strong sense of student curiosity to learn the subject. As suggested by Mr. S and Mr. C, to foster a high interest in learning English, teachers must prepare the lesson material through YouTube and share the link with the students. It is maybe about new gossip that is interesting in society, and others that make students who are the teenagers felt included in the teacher's chat. The initial stage also determines the effectiveness of the learning process being held. The teacher must be a motivator and inspiration for students who want to learn.

Affection and cognitive needs are essential, and the goal is to develop human beings who can self-actualize in a cooperative and supportive environment. It was also explained that, in essence, every human being is unique, has individual potential and an internal drive to develop and determine his behavior. Therefore, every human being is free and tends to grow and develop to achieve self-actualization. Mr. S and Mr. C have applied this theory.

The core learning stage

The researchers' observations showed that the English teachers have shown good abilities in delivering the core of learning. The existing multimedia supported many of the learning techniques used, whether in a language laboratory room or a classroom or outdoors with an internet connection—the visible communication between Mr. R with students showing a conducive intimacy. The teacher applied a tutorial system in the learning

process. So that, it seems that students were very enthusiastic about learning, and there was no fear of asking questions to the teacher. Teachers and students collaborated well. The atmosphere of discussion and exchange of opinions between students and teachers was evident. Teachers were not as if they should be considered the truest and smartest but complement each other. Arguments can often be seen between teachers and students. The teacher used constructivism theory to think to solve problems, look for ideas and make decisions. Students understood better because they were directly involved in building new knowledge; they understood better and can apply it in all situations. In addition, students were directly involved actively; they will long remember all the concepts. The teaching of productive language skills in the integration with receptive language skills is undoubtedly one of the priorities of ELT (Klimova, 2014).

In the middle of profound learning, laughter and jokes as an intermezzo were punctuated so that the online class atmosphere was not tense. Even so, the limits of a teacher's professionalism were still well preserved. Such a classroom atmosphere made students more active in learning activities. Moreover, the classroom atmosphere was alive and well. According to the humanist learning theory (Abraham in Taylor, 2013), these teachers do this, which says the humanist theory also argues that human learning depends on emotions and feelings. Each individual has a different way of learning from other individuals. Therefore, strategies and approaches in the teaching and learning process should be designed and structured according to the student's will and emotional development. He also explained that every individual has the potential and desire to achieve self-actualization. So, teachers should maintain the psychology of students and guide them so that their potential can be developed to the highest stage.

The interviews conducted by researchers with teachers are the teachers who use approaches and methods that allow students to always be active in every lesson. The term students were forced to always concentrate on following the process at the core of this learning. The teacher considered himself a study partner for his students. Teachers were not patronizing but exchange opinions with students and were democratic. The teacher always provoked students to argue and guides students in

answering questions. The teacher respected the differences in students' arguments because the abilities and perceptions of each student are different. The teacher also applied a tutorial model between students and group work. Students with low learning speed were guided by students who can catch quick lessons.

The teacher guided students to motivate each other to learn and help each other to achieve exemplary achievements. Students should not look down on one another.

In addition, the teachers also provided time to serve students who wanted to ask questions both in class and outside class hours through the WhatsApp group. The teacher also provided tutorials or additional hours for students who needed deepening of the material to better master the fundamental competencies being taught.

Performing the concluding stage of the learning process

The researchers' observations showed that the teacher in ending the learning process was good enough with a written post-test that functions to determine students' level of mastery against determined competencies both individually and in groups to assess competencies and objectives. The objectives that students can master and competencies and goals that have not been mastered are finding out which students need to participate in enrichment activities and finding out the level of learning difficulties and as a reference component for making improvements with something interesting. The teacher provided the opportunity for students to conclude what has been studied together. Then the teacher provided comments on the results of students' conclusions and reinforces the material discussed.

The teacher also motivated students through film footage shown or writing to study hard and maintain attitudes from the YouTube link. The teacher also gave assignments to do at home both in groups and individually. Either the questions were taken from the handbook or respond to new problems in society.

The teacher also provided interesting games to end the learning process. Teachers also offered opportunities for students who have not mastered the basic competencies taught to ask questions both in class and outside class hours.

The researcher's interviews showed that the

teacher believed in ending the learning process with written tests and something interesting. The teacher must provide the opportunity for students to conclude what has been studied together. Then the teacher provided comments on the results of students' conclusions and reinforced the material discussed in the Google Classroom.

The teacher should also motivate students through the video footage shown or writing to study hard and maintain attitudes. The teacher also gave assignments to do at home both in groups and individually. Either the questions were taken from the handbook or respond to new problems in society.

Evaluating English learning

Learning evaluation was carried out during the learning process and at the end of the lesson. During the learning process, evaluation was carried out by observing students' attitudes and thinking skills. The seriousness of doing the task, the results of exploration, the ability to think critically and logically in providing views/arguments, the willingness to work together, and responsibility together were examples of aspects that can be assessed during the learning process.

Evaluation at the end of learning was an evaluation of the innovative products produced by students. Assessment criteria can be mutually agreed upon at orientation time. Thus, an evaluation that can show student achievement is a continuous process of finding facts to conclude how the achievement describes students' strengths, abilities, and achievements, including conceptual understanding, reasoning and communication, and problem-solving. Assessment in learning aims to improve the learning process by identifying cognitive conflicts that students have so that they need to be remedied, eliminated, or even replaced. In addition, the assessment is also to identify student learning strategies that can be most successful, inform students' strengths or weaknesses about their knowledge and approach, inform teachers to use them in learning so that they match the needs and abilities of students.

Teacher's creativity in carrying out evaluations can take various forms. The teacher evaluates problem-solving tests, quizzes, midterm exams, final semester exams, or assignments done in class or homework. These evaluations are part of the pursuit system, which implements the curriculum,

measuring the achievement of competencies and learning objectives. Through Google Forms, the teacher can prepare the questions and the answers; it will make it easier for the teacher to score for students. English subject curricula could partially help English teachers overcome this problem by providing methodological guidelines. Appropriate initial and in-service training could enable English teachers to acquire the necessary skills evoked in our interviews (Bucur & Popa, 2013).

The results of the researchers' interviews with resource persons indicated that the evaluation was carried out to determine how far the students had mastered the material and know the success of the learning process. The learning process was effective or not. Furthermore, the assessment results are helpful for student remedial or improvement programs and improvements to the learning process itself.

The teacher argued that there are various forms of evaluation being developed. There are forms of performance, process, product, and portfolio. Each of these forms has its purpose of assessing whether or not students have mastered specific basic competencies or subject matter. These evaluation forms can all be carried out in one basic competency, but only a few are suitable for use in specific basic competencies. Teacher's creativity in this evaluation stage, through quizzes, daily tests, structured and unstructured assignments, midterm exams, and final semester exams. Furthermore, evaluation was carried out in the form of performance (presentation, discussion, speech, drama), process (persistence, activeness, enthusiasm), products (clippings, and crafts), and portfolios. These assessments were based on essential competencies in each material discussed.

In learning, the creativity that English teachers showed can be fostered by creating an online classroom atmosphere that allows students and teachers to feel free to study and explore essential topics of the curriculum. The teacher asked questions that made students think hard and then pursued students' opinions about big ideas from various perspectives. The teacher also encouraged students to demonstrate/demonstrate their understanding of essential topics in the curriculum in their way using video.

Discussion

The inventiveness of instructors at SMP 7

Purwokerto in general, according to the instructors whom the researchers interviewed. First, they used Google Classroom, making it easier for teachers to execute the learning method by simplifying, distributing, and assessing assignments without meeting face-to-face. They claimed that Google Classroom is simple to customize to match the instructional materials. It offers all of the necessary features and instructional tools for use in an EFL classroom. It aligns with Gupta (2021), who claimed that Google Classroom is a platform for optimizing instructors' work processes and assisting teachers in saving time, controlling the classroom, and improving communication with students. Furthermore, the usage of Google Classroom in this practice demonstrates that English teachers choose this platform because it allows them to save files or documents quickly. Students can follow fast and offer them a grading procedure (Abdullah, Sulong, & Rahim, 2020).

The second is a PowerPoint presentation. This media is thought to be appealing, and the instructional materials are simple to give and assist students in understanding concepts (El Rouadi, & Anouti, 2021). The majority of teachers worldwide used this medium to convey their materials both online and offline. Because PowerPoint includes multimedia assistance, most English teachers chose to utilize it for presentations in our survey. They claimed that PowerPoint is simple to use and run. They can include anything they wish in their presentation, including movies, images, and audio. They claimed that PowerPoint is simple to use and run. They can consist of anything they wish in their presentation, including movies, images, and audio. It agrees with Azis and Dewi (2020), who found that using PowerPoint to improve students' speaking skills using movies, graphics, and audio was beneficial. In this study, English teachers used Cambridge Dict to produce their teaching materials, which included audio. They changed it so that pupils may hear the correct pronunciation of each English word.

Furthermore, this research discovered that English teachers used YouTube videos to complete their presentations with SMP 7 students. According to them, students were more interested in YouTube with numerous modifications. It appeared to be more enjoyable and drew students' attention to learning. Additionally, YouTube is one of the most popular learning sites for English teachers all

around the world. It is in line with Kim (2021), who claimed that YouTube for educational reasons is beneficial since it can be customized to meet teachers' learning goals and settings. Kim (2021) also argued that using YouTube to boost students' vocabulary acquisition can be done. Students in this study were requested to watch videos from YouTube links and write down any words they did not understand. Teachers urged pupils to pay attention to the grammatical characteristics announced by native speakers in videos when practicing sentence analysis. Its goal is to teach students how to think critically about grammar problems (Kim, 2021).

The last instructional medium used by English teachers with seventh-grade students was Zoom Meeting, a program that combines video conferencing and web meetings to give remote conferencing services (Anggraheni *et al.*, 2020).

CONCLUSION

Based on the research and data analysis findings was discovered that the creativity of teachers at SMP 7 Purwokerto, in general, developed in the pandemic era. The first to use Google Classroom, which aims to simplify, distribute, and assess assignments without meeting face-to-face, allowed teachers to implement the learning system more efficiently. Students may have lost interest in the course if there was no visual representation of the content or auditory effects contributing to making the teaching and learning process more enjoyable. Students would not absorb new and relevant knowledge as time passes because they did not learn anything from the classes due to a lack of enthusiasm and attentiveness. If we allow the situation to deteriorate, neither the teacher nor the students will profit. As a result, the link between the two parties will deteriorate. The creativity possessed by English teachers in planning English learning as follows: (1) Planning learning prepares learning tools contained in the syllabus, and lesson planning plans which contain competency standards and basic competencies using PowerPoint and Google Classroom; (2) Preparing and making learning plans such as prepare the materials with some relate YouTube link and the lessons; (3) Creativity in the preparation of learning devices is arranged under the curriculum development desired by the school. Doing assessment using Google Form and assess in Google Classroom. (4)

Teacher's creativity in preparing learning tools is always student-centered, not teacher-centered. The teacher becomes an inspiration, motivator, and facilitator for their student. Face to face is the right way to create chemistry with Google Meet or Zoom. The daily communication was made with the What's app group.

There are benefits to using media. Students are less likely to become bored; teachers can teach more effectively because they do not have to explain as much, and the content may be read anywhere and at any time, regardless of time or location. Teachers must be able to use technology, the school must offer more finances, the manufacturing process is highly sophisticated, and it is tough to correct problems in the media. It might be exhausting to unpack and start again with the media.

REFERENCES

- Abdullah, M. H., Sulong, M. A., & Rahim, M. A. (2020). Development and validation of the music education teaching practice E-supervision system using the google classroom application. *International Journal of Innovation, Creativity, and Change*, 11(10), 102–116.
- Anggraheni, D., Anandha, A., & TS, H. L. (2020). Enhancing English vocabulary using CLT method toward SLB D students via Zoom application as interactive learning media. *ETERNAL (English Teaching Journal)*, 11(2).
- Aziz, I. N., & Dewi, Y. A. S. (2020). The use of PowerPoint as media of language teaching on students' speaking skills. *Humanities and Social Sciences Reviews*, 8(1), 344–358. <https://doi.org/10.18510/hssr.2020.8145>
- Bai, H., & Zhang, Q. (2020). English smart classroom teaching system based on 5 networks and internet of things. *Microprocessors and Microsystems*, October, 103421. <https://doi.org/10.1016/j.micpro.2020.103421>
- Bucur, N.-F., & Popa, O.-R. (2013). Teaching English as a Foreign Language in Romanian primary education. *Procedia - Social and Behavioral Sciences*, 78, 31–35. <https://doi.org/10.1016/j.sbspro.2013.04.245>
- Bunting, L., af Segerstad, Y. H., & Barendregt, W. (2021). Swedish teachers' views on the use of personalised learning technologies for teaching children reading in the English classroom. *International Journal of Child-Computer Interaction*, 27, 100236. <https://doi.org/10.1016/j.ijcci.2020.100236>
- Cai, H. (2012). E-learning and English teaching. *IERI Procedia*, 2, 841–846. <https://doi.org/10.1016/j.ieri.2012.06.180>
- Cavus, N. (2016). Development of an intelligent mobile application for teaching English pronunciation. *Procedia Computer Science*, 102(August), 365–369. <https://doi.org/10.1016/j.procs.2016.09.413>
- El Rouadi, N., & Anouti, M. F. (2021). Flipping the classroom concept through the WhatsApp platform and the Microsoft PowerPoint presentations for the service of teaching mathematics, A case study in a Lebanese public school. *International Journal of Advanced Research in Science, Engineering and Technology*, 8(1), 16384-16403.
- Gupta, A., & Pathania, P. (2021). To study the impact of Google Classroom as a platform of learning and collaboration at the teacher education level. *Education and Information Technologies*, 26(1), 843-857.
- Kim, T. P. T. (2021). The potential of YouTube for teaching and learning for English learners.
- Klimova, B. F. (2014). Detecting the development of language skills in current English language teaching in the Czech Republic. *Procedia - Social and Behavioral Sciences*, 158, 85–92. <https://doi.org/10.1016/j.sbspro.2014.12.037>
- Maley, A., & Kiss, T. (2018). Creativity and English language teaching. Palgrave Macmillan.
- Meliala, E. P., Purba, P. W. R., Doloksaribu, L., Panjaitan, L., & Tarigan, N. W. P. (2021). An analysis of English teachers' creativity in media-based learning at the tenth-grade students. *JOLLT Journal of Languages and Language Teaching*, 9(1), 105-110. DOI: <https://doi.org/10.33394/jollt.v%vi%i.3388>.
- Rus, D. (2019). Assessment techniques in teaching English for Specific Purposes to engineering students. *Procedia Manufacturing*, 32, 368–373. <https://doi.org/10.1016/j.promfg.2019.02.227>
- Rus, D. (2020). Creative methodologies in teaching English for engineering students. *Procedia Manufacturing*, 46, 337–343. <https://doi.org/10.1016/j.promfg.2020.03.04>
- Sucuoglu, E. (2017). Analysis of motivational strategies used by English language teachers teaching at secondary schools. *Procedia Computer Science*, 120, 189–195. <https://doi.org/10.1016/j.procs.2017.11.228>
- Taylor, D. C. M., & Hamdy, H. (2013). Adult learning theories: Implications for learning and teaching in medical education: AMEE Guide No. 83. *Medical Teacher*, 35(11), e1561–e1572. <http://doi.org/10.3109/0142159X.2013.828153>

Mustasyfa Thabib Kariadi, M. Riyanton, & Dini Anggraheni

Planning and developing creativity through media-based learning in English language teaching