DEVELOPING EFFECTIVE ENGLISH LEARNING MATERIALS FOR JUNIOR HIGH SCHOOL STUDENTS

Rifa Nurfadhilah[1], Yulisa Aulia[2], Selnistia Hidayani[3]
rifanurfadilah233@gmail.com[1], yuliaaaulia04@gmail.com[2], selnistia.hidayani@uinbanten.ac.id[3]
Universitas Islam Negeri Sultan Maulana Hasanuddin Banten

Article Info	ABSTRACT
Article history: Published Desember 31, 2025 **Keywods:** *Material Development, Junior High School English, Learning Media, Learning Activities, Material Evaluation.*	*The development of content for English teaching at the junior high school level is a key factor in improving the quality of learning in accordance with the needs of students today. Successful content should not only focus on the language aspect, but also pay attention to the context of language use, student characteristics, and educational goals to be achieved. This research aims to describe the steps and principles in creating English materials that are relevant, communicative, and in accordance with the developmental stage of junior high school students. The approach used in the preparation of the material includes analyzing the needs of students, applying the principles of communication design in the material, selecting appropriate learning media, preparing learning activities that focus on students, and evaluating the effectiveness of the material on an ongoing basis. The findings of the study show that materials designed based on students' real needs have a positive impact on increasing students' motivation, engagement, and English language skills, especially in the areas of reading, speaking, and understanding the context of communication. In addition, the use of visual and digital media also strengthens students' understanding of the material, especially in themes that require concrete illustrations. Regular evaluations have also proven crucial to keep the material relevant and able to adapt to changes in the curriculum. This research emphasizes that the development of effective teaching materials requires a structured, adaptive, and needs-based process, so as to be able to create a more meaningful learning experience for junior high school students.*

1. INTRODUCTION

English learning at the junior high school level has a very important function in building the foundation of students' language skills that they will use at the next level of education and in daily life. In this case, the content of learning is the main aspect that determines the success of the educational process. Material that is irrelevant, too complicated, or not in accordance with the student's developmental stage often makes students lose enthusiasm and experience difficulties in achieving the competency standards in the curriculum. Therefore, the development of learning materials that are efficient, interesting, and in accordance with the needs of students in junior high school is a need that must be considered.(Tri Kurniawati Hidayah & Zahro, 2025)

In today's digital age and globalization, students are required to master a wider range of communication skills. This means that the content of English learning must reflect a real communication situation and be relevant to the student's life. In addition, students in junior high school are in a phase of cognitive development that requires a concrete, contextual learning approach, and involves visual media and inspiring activities. Thus, the material development process must consider various pedagogical, psychological, and linguistic principles so that the results can support the formation of communication competencies in students.(Hartati, 2013)

However, in practice, many learning materials in schools still tend to be monotonous, focus too much on grammar, and lack opportunities for students to practice communicatively. This causes students to have linguistic understanding but are less skilled in applying language in real situations. Therefore, research on the development of learning materials is important as an effort to provide guidance on systematic steps, effective design principles, and innovative strategies that must be applied by teachers in designing English materials. With the right materials, the learning process can become more active, meaningful, and able to improve students' language skills as a whole.(Setiawan, 2022).

2. Method

Needs analysis is the basis for designing English learning materials. Through research using qualitative methods, teachers can understand students' initial abilities, learning interests, and socio-cultural contexts that affect the learning process. This qualitative approach helps map the diversity of junior high school students' abilities and identify topics relevant to their lives. The findings are then used to compile materials that are curriculum-compliant, relevant, progressive, and supported by a variety of interesting activities and media. In addition, the evaluation and revision of materials is carried out on an ongoing basis based on student feedback, as is characteristic of qualitative research that emphasizes an in-depth understanding of students' learning needs. (Tri Kurniawati Hidayah & Zahro, 2025)

3. RESULT AND DISCUSSION

Needs analysis serves as the basis for designing English learning materials. The initial stage that needs to be taken is to determine the student's initial ability through diagnostic tests or observations in the classroom. At the junior high school level, students' ability levels vary widely, some are already familiar with English due to family or digital media influences, while others are only beginning to be exposed to English only in school. This diversity requires teachers to carefully map out student needs before creating teaching materials. Apart from the academic side, understanding students' learning interests and preferences is also very crucial. Junior high school students are generally more responsive to topics that are directly relevant to their lives, such as issues related to hobbies, music, movies, games, social media, and daily activities. If the material is structured based on students' interests, they will be more motivated to engage in learning because they feel connected to the material being discussed. The social and cultural environment has an important role in shaping learning needs. In Indonesia, the use of English is still quite limited in daily life, so students urgently need materials that support practical skills such as introducing themselves, asking for and providing information, and understanding short texts. Thus, needs analysis helps teachers to ensure that the designed material is not only informative, but also contextual, relevant, and applicable in daily life. (Sudartini, n.d.)

Effective learning materials need to follow several principles so that they can be used properly in the classroom. One of the most important principles is conformity with the applicable curriculum. The content taught must support students in achieving the learning goals that have been determined in the basic competencies and curriculum indicators. Therefore, teachers need to have a deep understanding of the learning objectives before designing teaching materials. The next principle is relevance, which means the material should be appropriate to the needs and situation of the student. Relevant content will be more meaningful to students because they can relate it to real experiences. For example, writing a descriptive text about a friend or pet is much more appropriate than discussing an abstract or complicated topic. Junior high school students need materials that relate to their world so that they don't feel that learning English is something separate from their daily lives. Furthermore, good material must prioritize the principles of integration and progressivity. That means the material is systematically arranged from the simplest concepts to the more complex ones. For example, before students start writing paragraphs, they must first be introduced to vocabulary, sentence structure, text examples, and comprehension exercises. This sequence will help students process information more effectively. Instructions in the material should also be clearly and easily understood. Long or complicated instructions can get in the way of the learning process. Thus, the creation of instruction should take into account the student's level of language comprehension. Another principle that is also important is the variety of types of exercises, such as individual, paired, group, language games, projects, and problem-based activities. In this way, the learning process will be more enjoyable and in accordance with the diverse learning styles of students.(Sabilarrasyad: Jurnal Pendidikan Dan Ilmu Pendidikan, n.d.)

The use of media in learning materials is an important element in increasing the success of English language learning. In this digital age, junior high school students are familiar with technology, so the use of digital media can add to the attractiveness of learning. Visual media such as pictures, photographs, illustrations, and diagrams help explain the meaning of vocabulary and make students more quickly grasp the concepts being taught. Audio media such as dialogue recordings or songs can improve listening and pronunciation. Audiovisual media such as short videos, animations, or cartoon film footage are very effective in providing real context about the use of English in everyday life. Videos can also be used to deepen students' understanding of certain communication situations, such as everyday conversations, activities at school, or interactions in public places. With audiovisual media, learning becomes more real and not just fixated on text. In addition to digital media, teaching can also utilize authentic materials such as tickets, food menus, posters, advertisements, tourism brochures, or simple conversations. Authentic materials provide a real picture of the use of the English language, so that students not only learn theoretically, but can also practice the language in the context of everyday life. Authentic materials are very useful in building cultural understanding and enriching the learning experience. Additionally, the use of technology platforms such as Google Classroom, Quizizz, Wordwall, and Kahoot is very helpful in increasing student participation. These platforms offer fun interactive activities and make students more excited in the learning process. The right integration of media and learning resources will create a more dynamic, interactive, and learning atmosphere in accordance with the learning needs of the modern era.(Gusti Ayu Komang Kawi et al., 2013)

Variation in learning activities has a major impact on students' motivation and attention. Students at the junior high school level tend to feel bored easily if activities are carried out in monotony with the same pattern. Therefore, educators are required to design learning activities that are different, interesting, and challenging. For example, activities

such as role-playing give students the opportunity to practice speaking in a real context, such as when shopping, asking for directions, or introducing themselves. Working in pairs and groups is also very important because it contributes to the improvement of students' collaboration and social interaction skills. In this type of activity, students learn to apply English directly through discussions, brainstorming, or drafting group projects. This joint activity not only helps students hone their language skills, but also strengthens their confidence. Apart from collaborative activities, project-based learning can be applied to foster creativity and problem-solving skills. Students can be assigned to create a poster, simple brochure, mini book, vlog, or mini-comic using English. Project-based activities provide opportunities for students to learn in a more thorough and meaningful way. The variety in activities not only boosts students' morale, but also gives them the opportunity to practice English in a variety of contexts. Thus, varied and well-planned activities can support students in gaining a richer learning experience as well as significantly improve their language skills. (Jadid & Probolinggo, 2018)

Evaluation is a crucial step to ensure the effectiveness of teaching materials. The evaluation process is not limited to the end of the learning session, but lasts throughout the learning activity. Teachers should observe how actively students participate, the challenges they face, as well as their responses to assigned assignments. If it appears that students are less engaged or do not understand the material well, this indicates that there is a need to improve the content. Apart from observation, evaluation can be carried out through formative assessment methods such as quizzes, short exercises, or reflection from students. Student feedback is crucial because they are the ones who use the material directly. With feedback, teachers can identify which parts of the material are difficult to understand, uninteresting, or less appropriate for students' abilities. The revision stage is carried out based on the results of the evaluation that has been obtained. This process can include simplifying the text, adding examples, ensuring clarity of instructions, replacing less effective activities, or adding supporting media. This revision is carried out continuously so that the material continues to develop and is of higher quality. By conducting continuous evaluation and revision, teaching materials can always be improved to be more effective in meeting the needs of students at the junior high school level. This makes the material development process more flexible, responsive, and always in line with the development of students' characteristics and demands in learning English. (Sudartini, n.d.)

4. CONCLUSION

The development of English learning materials at the junior high school level must begin with a needs analysis that includes students' initial abilities, interests, and social and cultural contexts. By understanding the diversity of learning abilities and preferences, teachers can design materials that are more relevant, engaging, and appropriate to students' daily lives. Effective materials must be aligned with the curriculum, have high relevance, be systematically arranged from simple to complex concepts, and be equipped with clear and easy-to-understand instructions. The use of digital, visual, audio, audiovisual, and authentic materials can increase student engagement and understanding. Additionally, a variety of activities such as role-playing, group work, and creative projects play an important role in maintaining motivation and allowing students to practice language in a variety of real-world contexts. A continuous evaluation and revision process is necessary to ensure that the teaching materials continue to evolve, are responsive to students' needs, and are effective in improving their English language skills. Thus, needs analysis, proper design, varied media selection, and continuous evaluation are the main keys in producing meaningful and quality learning materials.

5. REFERENCES

Gusti Ayu Komang Kawi, I., Wayan Santyasa, I., Dewa Putu Raka Rasana, I., & Ed, M. (2013). PENGEMBANGAN BAHAN AJAR UNTUK PEMBELAJARAN BAHASA INGGRIS KREATIF TERINTEGRASI BAGI SISWA KELAS IX SMP SEMESTER ENAM (Vol. 3).

Hartati, E. (2013). 85 EEJ 3 (2) (2013) THE LANGUAGE FUNCTIONS USED BY TEACHERS OF CONTENT SUBJECTS USING ENGLISH AS THE

Jadid, U. N., & Probolinggo, P. (2018). PRINSIP-PRINSIP PENGEMBANGAN KURIKULUM DALAM UPAYA MENINGKATKAN KUALITAS PEMBELAJARAN   Shofiyah
　　　　1.　　2(2). https://ejournal.unuja.ac.id/index.php/edureligia

MEDIUM OF INSTRUCTION (The Case of Mathematics and Science Teachers in Semesta Bilingual Senior High School) Info Artikel Sejarah Artikel: Diterima Oktober 2013 Disetujui Oktober   2013   Dipublikasikan. http://journal.unnes.ac.id/sju/index.php/eej

PANDEMIC AT SMAN 1 GEDEG MOJOKERTO. In Jurnal Pendidikan Bahasa Inggris Proficiency (Vol. 4, Issue 1).

Sabilarrasyad: Jurnal Pendidikan   dan   Ilmu   Pendidikan.   (n.d.). http://jurnal.dharmawangsa.ac.id/index.php/sabilarrasyad

Setiawan, E. (2022). ONLINE ENGLISH TEACHING BY USING GOOGLE CLASSROOM AND ITS CHALLENGES DURING COVID-19

Sudartini, S. (n.d.). INSERTING LOCAL CULTURE IN ENGLISH LANGUAGE TEACHING TO PROMOTE CHARACTER EDUCATION.

Tri Kurniawati Hidayah, V., & Zahro, K. (2025). A CONTENT ANALYSIS OF "ENGLISH FOR NUSANTARA" FOR SEVENTH JUNIOR HIGH SCHOOL. In Jurnal Pendidikan Bahasa Inggris Proficiency (Vol. 7, Issue 2).