

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Pre-Service Teacher Education

Pre-service teacher education is for individuals who are undergoing formal education to become professional teachers but have not yet received teaching certification. They participate in a series of training programs, including theoretical lectures, microteaching, and field experience (Latifah, 2014). In the Indonesian context, the definition is also regulated in the Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers, which stipulates that teachers must possess academic qualifications and professional certification obtained through formal education programs.

The main goal of a pre-service teacher education is to develop the competencies needed to fulfill professional teaching responsibilities. These competencies generally include pedagogical, professional, personal, and social skills. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 87 of 2013, teacher education, particularly through the Teacher Professional Education Program (*Pendidikan Profesi Guru, PPG*), aims to produce professional teachers who can meet national education standards. Government Regulation Number 19 of 2017 further states that teacher certification is conducted through professional teacher education programs that follow a bachelor's degree or applied bachelor's degree (applied bachelor's degree) program (Kemensekneg RI, 2017).

In this study, pre-service teachers refer to students of the PPG Program majoring in English Education at the University of Siliwangi. The PPG is a postgraduate program organized by the government through *Lembaga Pendidikan Tenaga Kependidikan (LPTK)* to provide intensive training for pre-service teachers. The program consists of several stages: online or offline coursework, workshops for developing teaching tools, field experience practice (PPL) in schools, and

competency assessments in the form of Performance Tests (UKin) and Knowledge Tests (UP), which are part of the PPG Student Competency Test (UKMPPG).

Through this program, participants are trained not only to master subject matter but also to design learning activities, develop contextual teaching materials, conduct fair and valid assessments, and build constructive pedagogical relationships with students. Therefore, pre-service teacher education, especially in the context of the PPG program, is not merely an administrative requirement for obtaining teacher certification but also a transformative process that bridges the gap between theory and practice, preparing participants to become reflective and adaptive professional educators.

2.1.2 Teacher Identity Formation

Teacher identity formation refers to the ongoing process by which teachers develop their professional self-concept, values, and beliefs about teaching. Beauchamp and Thomas (2009) describe teacher identity as a dynamic construct shaped through personal reflection, social interaction, and contextual experiences in the classroom. Farrell (2018) further emphasizes that identity formation is a lifelong process influenced by teachers' experiences, relationships, and the socio-cultural environment in which they work.

For pre-service teachers, identity formation is closely tied to their initial teaching experiences, such as microteaching, lesson planning, classroom observation, and material development. These activities allow them to explore their role as educators and reflect on the kind of teacher they aspire to become. Lasky (2005) highlights that identity is not fixed but evolves in response to challenges, institutional expectations, and the needs of students.

In the context of this study, pre-service teachers in the Pendidikan Profesi Guru (PPG) program develop their professional identities through a combination of academic coursework, collaborative workshops, and field experience practice (PPL). These experiences require them to make pedagogical decisions, adapt to diverse classroom contexts, and engage in reflective practice. The process is often supported by mentor teachers and peer discussions, which help them critically evaluate their teaching approaches.

Furthermore, identity formation is significantly influenced by the ability to adapt and innovate in teaching, particularly in aligning instructional materials with students' needs. Taşdemir and Seferoğlu (2022) found that direct involvement in designing and implementing learning materials contributes to the development of a teacher's professional perspective. Such involvement fosters not only technical skills but also the values, attitudes, and sense of responsibility that define a professional teacher.

Thus, teacher identity formation for pre-service teachers is more than a byproduct of training; it is a central aspect of becoming an educator. It enables them to transition from being learners of pedagogy to reflective, adaptive, and student-centered practitioners who can respond effectively to the realities of classroom teaching.

2.1.3 ELT Material Development

English Language Teaching (ELT) materials refer to all resources used to facilitate language learning, including textbooks, digital resources, handouts, audio-visual aids, and teacher-created materials. Tomlinson (2012) defines ELT materials as anything used by teachers or learners to facilitate the learning of a language, which can be presented in printed, spoken, visual, or digital form. Graves (2000) views materials not only as resources but also as a plan for teaching, which shapes both the content and the process of learning. These materials serve as the bridge between the teacher's instructional goals and the students' learning needs (Ahmed, 2017).

In the context of pre-service teachers, materials development goes beyond simply providing content; it becomes a process of learning how to respond to diverse learner needs, adapt resources to suit classroom realities, and create engaging experiences. This is particularly relevant in teacher preparation programs such as PPG, where developing and adapting teaching materials is a critical component of practical teaching competence.

2.1.3.1 Principles of Materials Development

Effective ELT teaching materials are based on principles that ensure they are meaningful, relevant, and engaging for learners. Tomlinson (2012) outlines several key principles, including exposure, which emphasizes the provision of rich and meaningful input of the target language in authentic contexts; engagement, which encourages active participation and personal investment in learning tasks; confidence building, which focuses on designing materials that help learners develop a positive self-concept as language users, and consideration of affective factors, which involves creating materials that reduce anxiety and foster motivation. In addition, Macalister (2012) propose four aspects of effective material development: meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

In the context of pre-service teachers, these principles are applied by ensuring that the material is not only aligned with the curriculum objectives but also tailored to the students' skill levels, interests, and sociocultural backgrounds. For example, in the context of PPG, participants often adapt the material by integrating local contexts and examples that are familiar to junior high school students, which increases engagement and understanding.

2.1.3.2 Stages of Materials Development

The development of materials generally follows several systematic stages. Graves (2000) proposes a process that includes conducting a needs analysis to understand the background, objectives, and preferences of learners, such as setting learning objectives based on identified needs, selecting and organizing content in accordance with objectives and curriculum requirements, developing or adapting relevant, engaging, and age-appropriate materials, and evaluating and revising materials based on feedback and classroom experience.

In designing effective English language teaching (ELT) materials, following a structured process is essential to ensure that the resulting materials are both pedagogically sound and contextually relevant. Several experts have proposed systematic frameworks to guide teachers in this process. Nikoopour and Farsani (2011) outline three main stages in the development of ELT materials. The first

stage is curriculum organization and scope, which involves analyzing the structure of the material, the targeted proficiency level, the context of use, and the characteristics of the learners. In line with this, Umam (2016) emphasizes that needs analysis plays a vital role in determining the context and direction of language programs, as it provides valuable information about the needs of the target audience and the learning needs of the learners. The second stage is evaluation, which is divided into external evaluation, which assesses the suitability of the material with the publisher's claims and its context of use, and internal evaluation, which assesses the relevance, quality, and appeal of the content. This evaluation stage ensures that the material used is effective and appropriate for the students and the teaching context (Ahmed, 2017). The third stage is adaptation, which refers to modifying materials to improve their suitability for a specific teaching context, taking into account student characteristics, learning objectives, and classroom environments. Techniques for adaptation may include adding, deleting, modifying, simplifying, and reordering materials. Adaptation also involves personalization, individualization, and localization to make materials more relevant, engaging, and effective for classroom use (Amaranggani & Emaliana, 2020).

In the context of PPG, pre-service teachers often conduct informal needs analyses through classroom observation, select appropriate resources, and adapt materials to meet the diverse proficiency levels of students. These adaptations include simplifying vocabulary, inserting examples from the local context, and designing more engaging interactive activities to increase student engagement.

2.1.3.3 Challenges for Pre-Service Teachers in Developing ELT Materials

Developing English language teaching (ELT) materials can be a challenging process, especially for pre-service teachers who are still building their classroom teaching skills. This process requires not only an understanding of pedagogical principles but also the ability to make decisions that are appropriate to the needs of students and the teaching context. Previous studies have consistently noted the obstacles faced by novice teachers in this area. Nababan and Amalia (2021) report that many pre-service teachers struggle to select teaching materials that are appropriate for students' proficiency levels and work with limited teaching

resources. Similarly, Fanelia (2021) highlights the challenge of integrating teaching materials with the local context while ensuring compliance with curriculum requirements.

Several factors have been identified as causes of these difficulties. Limited teaching experience often affects the confidence and decision-making skills needed for effective material selection and adaptation. Time constraints during teaching practice can limit opportunities for in-depth needs analysis or substantial adjustments to materials. Additionally, resource limitations, particularly in schools with minimal technological support or outdated teaching aids, can make it difficult to design engaging and relevant content.

In conclusion, developing materials for English language teaching (ELT) is an important skill that pre-service teachers must master. This process involves three main stages: planning and organizing the syllabus, evaluating the materials, and adapting them to suit the needs of the students and the learning context. These three stages help teachers tailor the teaching materials to make them more relevant, engaging, and effective in the classroom. By mastering this process, pre-service teachers can address real-world challenges, enhance the quality of instruction, and support students' success in understanding English.

2.2 Study of the Relevant Research

Several studies have examined pre-service teachers' experiences in developing materials. First, a study by Fanelia (2021) investigates the experiences of pre-service teachers in designing lesson plans for English as a Foreign Language (EFL) classrooms. The main findings of this study show that in designing lesson plans, pre-service teachers experience various processes, ranging from preparing plans in accordance with the given Basic Competencies (*Kompetensi Dasar, KD*) and overcoming constraints in preparation time to dealing with feelings of anxiety regarding their ability to meet learning targets. Second, a study by Aziz et al. (2020) aims to understand how TESL (Teaching English as a Second Language) students develop and apply their own reading materials, as well as the principles underlying the development of these materials. The study found that needs analysis helps

students develop effective reading materials according to students' characteristics. Practical experience makes students material producers, enhancing their professionalism. Third, a study by Nurhayati and Langlang Handayani (2020) this study explores pre-service teachers' experience in developing digital learning designs using the ADDIE model during the COVID-19 pandemic. The main findings of this study show that the pre-service teachers successfully applied the ADDIE model to create relevant and effective learning designs amidst the challenges of distance learning.