



“HOW DO INDONESIAN TEACHERS USE TEACHING MATERIALS?”: ENGLISH TEACHERS’ PERCEPTION

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Abstract

This case study attempted to explore how the Indonesian teachers’ perceptions towards the use of English teaching materials for vocational students in Indonesia. Seven out of thirteen English teachers of vocational schools in Indonesia involved in this project were interviewed and observed to use the teaching English materials. Findings show that the teachers believed that they had some considerations to check what was contained in the teaching materials; their perceptions were influenced by some factors such as experience, needs, situation, students’ interest, students’ ability, workshop, and references; and the deficient time and different views among teachers were two major problems faced by the teachers when conducting textbook selection and analysis.

Keywords: *teaching materials, teachers’ perception, English materials*

Sari

Studi kasus ini mencoba untuk mengeksplorasi bagaimana persepsi guru Indonesia terhadap penggunaan bahan ajar bahasa Inggris untuk siswa SMK di Indonesia. Tujuh dari tiga belas guru bahasa Inggris di sekolah kejuruan di Indonesia yang terlibat dalam proyek ini diwawancarai dan diamati untuk menggunakan materi pengajaran bahasa Inggris. Temuan menunjukkan bahwa para guru percaya bahwa mereka memiliki pertimbangan untuk memeriksa apa yang terkandung dalam bahan ajar; Persepsi mereka dipengaruhi oleh beberapa faktor seperti pengalaman, kebutuhan, situasi, minat siswa, kemampuan siswa, lokakarya, dan referensi; dan kurangnya waktu dan perbedaan pandangan di antara para guru adalah dua masalah utama yang dihadapi oleh para guru saat melakukan pemilihan dan analisis buku teks.

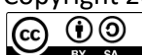
kata kunci: *materi pengajaran, persepsi guru, materi bahasa Inggris*

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Introduction

In Indonesia, teaching materials are considered the most important components that influence English learning and the teaching process. Teaching materials can take a variety of forms, including textbooks, workbooks, teachers' resource books, realia, and various audio-visuals (Albiladi, 2018; Khosiyono, 2021). Audio-visual is a motivation tool for teenagers in today's modern world of technology as the result of research by Secer, Sahin, & Alci, 2015). However, textbooks are influential tools that help students to recognize and learn about society; and provide the means for achieving educational aims (Ebrahimi & Sahragard 2017; McConachy, 2018). However, teachers' perceptions which influence what the teachers do in the classroom as teaching materials is baldy revealed during the last year. Therefore, this paper provides the results of a single-case study of these teachers perception would complement previous studies and add to the academic and professional understanding about teachers perceptions regarding the use of English textbooks in Indonesian vocational schools. Moreover, the teachers' perception could decide the materials or textbooks which suit the needs of the students. This contextualized case study can enrich feedback in the teacher perception toward the use of English materials in Indonesian vocational schools. The English textbook must be suitable for the students' needs of Indonesian vocational schools to prepare them for future work in international workplaces.

This study

This short article reported on some preliminary findings of a larger project on the English teacher in Indonesian Vocational School. Data of the study were interviews with 7 English teachers, who had 7-20 years of teaching experience in Yogyakarta, Indonesia, and had experience in evaluating, selecting, and using English textbooks. All the teachers agreed to participate in the study voluntarily. The participants were invited to participate in semi-structured interviews. These interviews lasted for 20-30 minutes. The interview data were transcribed then analyzed with a typical method of qualitative content analysis.

Findings and Discussion

The data analysis reveals that teachers gave feedback on how textbook evaluation must be appropriate to the educational aims, that is closely linked to students' needs. Brown (1995) and Cunningsworth (1995) suggest that it is essential in evaluating any textbook to determine whether or not its inherent methodology will reinforce the institutional aims as well as conform to the classroom context. The new English textbooks were written based on the Communicative Language Teaching (CLT) approach. The interviews also emphasized that in evaluating a textbook one should pay attention to the physical characteristics of textbooks such as the layout, organization, skills, topics, exercises, and activities. Rubdy (2014) adds that textbook evaluation includes methodology, content, format, layout, and design features of the textbook. In their interviews, teachers also emphasized that they do not follow all the sequence of materials and activities in the textbook and organize the use of materials in line with the lesson plan. In the actual teaching process, the teachers adapt the materials and activities in the textbook when the textbook's coverage is inadequate. According to Richards (2001), adaptations can include modifying content, adding or deleting content, reorganizing content, addressing omissions, modifying tasks, and extending tasks. In this Indonesian context, whole units might have been dropped, or perhaps sections of units throughout the textbook were omitted.

Conclusion

The findings reported here suggest that further research in the area of the vocational school English curriculum so that the use of textbooks, classroom teaching, and, in particular, assessment can be revised further to accommodate the needs of the vocational school students.

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Conflict of Interest

No conflict of interest was reported.

Author Biography

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