

Teachers' Perception Toward the English Teaching Material at Elementary Schools In Bengkulu

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ABSTRACT

The objective of the research was to investigate the teachers' perception toward the English teaching material at Elementary schools in Bengkulu City. The population of the research was English teachers at Elementary schools in Bengkulu City. This research employed total sampling technique. The instrument used questionnaire. The result of the research showed that (1) teachers' perception toward the English teaching material in Reading, students' reading resources were from English textbooks 59%, English comic for children 70%, English story for children 90%. (2) Teachers' perception in writing: students had to be able to write short sentences 75%. Teachers' perception in speaking: English conversation was dominant 90%. Teachers' perception in listening: English song for children 95%, English short story 95%. (5) Teachers' perception in teaching and supporting media: pictures 85%, (b) textbooks 95%, worksheet 95%, tape recorder 85%, English dictionary 95%, English magazines 85%, English laboratory 85%. Teachers' perception in language components: vocabulary 90%, grammar 95%, pronunciation 75%. Reading, writing, listening, speaking and language components had to be taught at Elementary school students, and teaching and supporting media were needed by the students.

Keywords: Teachers' Perception, Teaching Material

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Introduction

English teaching for young children is now paid more attention than before in our society. English is not only taught at private English courses but also in Elementary schools. There is a specific curriculum of the English subject for Elementary school students. Also, textbooks for Elementary school English teaching are available. English teaching in Elementary

schools develops because many people now realize the importance of learning English in young age, which is exactly the age of the Elementary school students. They are still in the age before their puberty. it is believed in this age; children are in their critical period of learning language where they can learn a language effectively.

Because of their age, teaching English to children requires suitable teaching material. Children learn best if the material is interesting enough for them and suits their age and learning capability level. Teachers' role is very important as they have to be able to decide what supportive and illustrative materials, they will need to enhance the quality and effectiveness of learning. This selection process is crucial for fostering student engagement and ensuring that educational experiences are tailored to diverse learning needs (Nagarajan, K.,2020).

The term of teachers' perception consists of two terms. They are teacher and perception. The "teacher" refers to person or subject while the "perception" refers to psychological aspect of a person. For further understanding, those terms will be discussed separately. "Teacher" refers to the person who teaches. state that a teacher is a professional educator, who interacts actively with the students. This interaction fosters a dynamic learning environment that encourages student engagement and personal development (Wang, et al, 2022). As a professional educator, he or she is expected to be able to optimize dynamic elements or students' potential.

"Perception" is classified into three types. They are: (1) visual perception, which is perception that is gained by seeing, because it is in form of visual information and stimuli from outside. (2) Auditory perception is perception related to hearing. This type of perception requires a listener to perceive information and stimuli through his / her ears. And (3) speech perception, that is a perception in which deals with the act of spoken language. Speech perception is expressed by our verbal ability and involves complex processes that transform acoustic signals into meaningful linguistic representations. These processes engage a network of brain areas that facilitate sound-to-meaning and sound-to-motor mappings, highlighting the intricate nature of speech perception (Bhaduri, S., & Ghosh, D, 2018). Perception shapes how individuals understand and interact with their environment, influencing their responses to various stimuli and situations (Kenyon, G. N., & Sen, K. C. 2015). It is the experiences about an object event or something else related to what is obtained by summarizing information and interpreting messages. Perception is giving meaning on the sensory stimulant.

It can be concluded that, "perception" as psychological process of every individual to respond, understand about certain object after receiving the stimulants from outside. The

stimulants are then interpreted to select assumptions by using the experiences to decide what action will be taken.

In teaching and learning process in the classroom, the role of teaching material is very important thing to be considered before the teaching and learning process begin. The teaching material should be designed as good as possible. Nunan (1988) points out that the teaching material should be designed so that it is capable of being used in a variety of ways and also at different proficiency levels. Besides, the teaching material should reflect the out side world, it should also foster independent learning by raising the consciousness of the learners and making them more aware of the learning process (Nunan, 1988).

Without good teaching material teacher cannot produce a good output of students, so she or he has to prepare and look for good and suitable materials for learners that relevant with the aims of teaching and learning process. When teachers select the teaching material, it is important to match the materials with objectives of the program, to ensure that they are consistent with one's beliefs about the nature of language and learning, as well as with one's learners' attitudes, beliefs, and preferences (Nunan 1991).

In students' textbook, teachers must look at the materials given. Is it relevant with learners' need or still unorganized ones? Richard (1990) states that materials should be related to the conception of the whole of language teaching and learning as the cooperative management of language learning. It means that, the role of material in the classroom is very influential to produce a good learner in teaching and learning process. A teacher also must analyze about the condition and of the learner and the atmosphere of caching and learning process, so he or she can choose what is the best teaching material to be presented to the learners, based on the students' condition.

Furthermore, teachers should look at the content areas of the materials themselves. The content areas covered in materials include the use of fictionalized characters and events, general interest (which often reflects the materials writer's guess about what might interest learners), academic subject matter, a focus on language itself, and literature.

Teachers play important roles in teaching and learning process in the classroom. They are believed as motivators, facilitators, classroom managers and so on. Ismuwardani & Soleha (2025) points out the teachers act as class leaders, environment managers, motivators, demonstrators, and counselors All of those roles are related closely to the student's role in learning.

According to Lederman & Lederman., (2016) said that teachers have three functions, to deliver facts for their students, to give assignments, to correct and to evaluate the assignments. In addition, educational functions are not only to teach but also to educate. At last, managerial functions refers to the teachers' ability in leading their class, in managing the schools environment and even the society activities around them.

Putri, et al, (2019) argues the function of the teacher is to sharpen and direct the experience of student to deep their understanding to use knowledge to their intellectuals and emotional growth. It means that the teachers as a facilitator for the student to assist them develop student's experience and potential that they brought from birth. In other words, teachers lead their students to achieve their ambitions.

Many assumptions about differences between children and adults in language learning may turn out both positive and negative assumptions. It should be noted that each assumption has its argument. The first positive assumption is that young children learn language better than adults. (Ur. 1996). This assumption is based on the people experience seeing or being children moved to foreign environment and picked up the local language easily. As an example, when children moved to another country which has difference language (second language), they will adopt the second language faster and event better than when they studied the language in their country. It's caused by their new environment, which serves them greater language exposure (Ur 1996). Furthermore, Krashen (1992) points out that second language acquired before puberty may be learned without formal instruction. Meanwhile, age of arrival to other country influences the second language acquisition. In other side, longer they stay in foreign country will not guarantee their second language acquisition. It is determined by their age of arrival to the country.

The second assumption is that foreign language learning in school should start early (Ur: 1996). This is also positive assumption. It based on the existence of critical period hypothesis predict that language learning after puberty will never reach native speaker level competence (Krashen: 1992).in addition, it is believed that children's brain has its flexibility. Therefore, it is enable them to acquire the second language better. The next assumption seems to be positive. It is easier to motivate children. As (Ur: 1996) points out we can raise children's motivation easier than adults by selecting interesting activities, interesting activities will help teachers in creating a conducive condition for teaching and learning activities. In other words, in teaching and learning process, children are not only need knowledge. but also deserve a little fun.

On the contrary, the negative assumptions also provide their arguments. As adults have longer concentration span than children, because adults have more consideration, responsibility, and ambition in their study that are enable them to study as good as possible. In other side, children have different goals in their study. They tend to find fun in their study rather than to study better, because they have less consideration and responsibility in their study. Therefore, they will not span their consideration when they found something fun with their friend instead of study. Ur (1990), also expressed summary view that older learner do exhibit noticeable superiority because they tend to be more self-discipline.

Elementary school is a basic education for the students in Indonesia in order to have basic competent, which is possible for them to manage better life in the future. World Yearbook of Education (1967) defines elementary School as the lowest unit placed as a requirement to enter a higher-level school. The age range of Elementary school will vary considerable from country to country. Brumfit (1994) states that there are five characteristics which young learner share:

- a. Young learners are only just beginning their schooling.
- b. As a group they are potentially more differentiated than secondary or adult learners.
- c. They tend to be keen and enthusiastic learners, without the inhibitions, which older children sometimes bring to their schooling.
- d. Their learning can be closely linked with their development of ideas and concept because it is so close to their initial experience of formal schooling.
- e. They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better.

The classification of enrolment age to Elementary school students is different in every country. However, the age of Elementary schools' students in Indonesia is around 7-13 years old.

Method

The design of this study is descriptive. Questionnaire is used to gather the information. In this kind of research, researcher does not need to count the variables relation, because hypothesis is not going to be tested. The population of this study is the teachers of selected Elementary schools in Bengkulu City. The teachers must be graduated from S1 degree of English Department, and at least have been teaching 2 years, it is hoped that they had known about the English teaching material at that school. There are fifteen selected Elementary schools all together in three sub districts.

Result And Discussion

Result

Teacher's perception toward the English teaching material in reading

From the calculation, the item number one 38.5% of respondents chose strongly agree and 20.7% chose agree. It indicated that, they had positive perception toward the English teaching material in reading difficulty from textbooks. For item number two, 39.6% of respondents chose strongly agree, and 49, 6% chose agree. It indicated that reading material is already relevant with students' capability in reading. For item number three, 42.7% of respondents chose strongly agree, and 23.7% chose agree. It still indicated that, they had positive perception toward the source of reading in Elementary schools is from the English children story. For item number four, 28% of respondents chose strongly agree, 20.7% agree and 19.2% disagree, 31.2% strongly disagree toward the English teaching material in reading at Elementary schools must be suitable toward local cultural or Bengkulu culture. It indicated that reading content in student textbooks could use local cultural or not. To the reading items category, the respondents had positive perception toward the English teaching material at Elementary schools in Bengkulu City.

Teachers' perception toward the English teaching material in writing

From the calculation, for item number five, 22.2% of respondent chose strongly agree and 38.5% chose agree. It indicated that they had positive perception toward the statement that writing is important in learning English at Elementary school. For item number six, there were 40.5% and 23.7% of respondents chose strongly agree and agree, it means that they had positive perception toward the students' need in writing daily note. For item number seven, there were 38.5% of respondents chose strongly agree and 29.6% chose agree. It also indicated that they had positive perception toward the statement that elementary school students must be able to write short sentences in English.

Teachers' perception toward the English teaching material in speaking

From the calculation, for item number eight, 28.5% and 38.5% of the respondent's chose strongly agree and agree. It was higher than percentages of disagree and strongly disagree. It expressed that they had positive perception. It means that speaking must be much to teaching in elementary school. Similarly with item number eight, item number nine showed that respondents also had positive perception toward statement that speaking is important in teaching at elementary school. It showed by 45.4% and 29.6% strongly agree and agree to the

item. For item number ten, there were 31.11% of respondents chose strongly agree and 44.4% agree. It also indicated that they support if conversation must do by student in English class. In contrast, for item number eleven there was 45.66% of the respondents chose had positive perception toward the statement that elementary school students must be able to write short sentences in English.

Teachers' perception toward the English teaching material in Language Components.

From the calculation, for item number fifteen, 34.8% and 47.4% of respondents chose strongly agree and agree. It means that they had positive perception toward the statement that vocabularies have been taught at Elementary schools since the first time. Item number sixteen, there were 37,40% and 32,5% of respondents chose strongly agree and agree. It indicated that they had positive perception that the vocabularies help Elementary school students in learning English. For item number seventeen, 29.6% and 35,5% of respondents chose strongly agree and agree, option. It means that they had positive perception toward the English picture dictionary is making students easy in learning English. For item number eighteen, there were 35.9% of respondents chose strongly aground 35.5% done ago, and indicated that they had positive perception toward the state at grammar been taught well in Elementary schools. For item number nineteen and twenty that 27.40% and 41.45 chose strongly agree and agre. For item number twenty, there were 37.40% chose strongly agree and 44,4% chose agree, it means that, they had positive perception toward the pronunciation is needed in teaching.

Teachers' perception toward the English teaching material in teaching and supporting media

From the calculation, the item number twenty-one, 42.2% and 32,5% of respondents chose strongly agree and agree. It indicated that pictures are already been there as the supporting media in teaching English. For item number twenty-two, 35,9% of respondents chose strongly agree and 38,5% chose agree. It means that they had positive perception, and the textbooks are already been as the supporting media. Item number twenty-three was 44,8% and 44,4% of respondents chose strongly agree and agree. It also means that worksheets are important for Elementary school students in learning English. Item number twenty-four, 31,11% of respondents chose strongly agree and 41,4% chose agree. It indicated that tape recorder often be used in teaching English at Elementary schools. For item number twenty-five, respondents chose 27,40% strongly agrees and 50,3% agree. It also indicated that English dictionary is important to support students' language learning. Item number twenty-six, there were 27,40%

of respondents chose strongly agree and 44.4% chose agree. It means that children English magazines are already been there as the supporting media and often be used in teaching English in the classroom. The last item number twenty-seven, there were 31,11% and 41,4% of respondents chose strongly agree and agree toward the item that English laboratory is important to Elementary school students in learning English. And it also indicated that they had positive perception.

Discussion

Based on the research result found, there were some facts that English teaching material based on teachers' perception, namely: teachers had positive perception toward the English teaching material in reading, writing and speaking. English teaching material in reading; reading materials are suitable with students' capability; students are able to comprehend the text of the material given. Even though, there are few students can not get the meaning of the text when they read it. Students did not find difficulty yet in comprehending reading material. Students also must be able to write short sentences, when they try to write something down in English. Here, teacher must help the students in making good sentences. When the students learned, how to do the conversation in the classroom, teachers must give support to the students, so that they can speak up in English well.

From the result of this research, researcher concludes that teachers also had positive perception toward the English teaching material in listening; students need songs, also they had positive perception if English short story for children to be used in teaching English in the classroom. Perception of the teachers toward the English teaching material in language components, grammar as the focus of language components, vocabularies are helped the students in learning English, pronunciation must be taught at Elementary schools. From teaching and supporting media, teachers told the researcher that, pictures and English textbooks are already been there and often used in teaching learning process in the classroom. Worksheets are good supporting media to be used in the classroom according to the teachers. It showed that how important the teaching and supporting media in teaching and learning process in the classroom. Children English magazines is already been used in as supporting media in the classroom. Furthermore, English laboratory is also needed by students in teaching and learning process. Tape recorders were also used, besides dictionary is very important to the students in developing vocabulary mastery to the students.

Conclusion

Based on the result of this research, it was found some facts that English teaching material based on teachers' perception were: (1) English teaching material in reading, reading materials are suitable with students' capability in learning English, students did not find difficulty yet in comprehending reading material. (2) English teaching material in writing; students must be able to write short sentence in English. (3) English teaching material in speaking. English conversation is dominant in teaching English in the classroom. (4) English teaching material in listening: students need songs, English short story for children is also used to the students. (5) English teaching material in language components; grammar as the focus of language components, vocabularies are helped the students in learning English, pronunciation must be taught at Elementary schools. (6) English teaching material in teaching and supporting media; pictures and English textbooks are already been as supporting media, worksheets are good supporting media to the students, sometimes teachers had to use tape recorder. English dictionary is very important for the students to improve their vocabulary mastery. Children English magazines and English laboratory were needed by students in teaching and learning process.

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