



EFFECTIVENESS OF TEACHING-LEARNING MATERIALS AND METHODS IN ENGLISH CLASSROOMS

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ABSTRACT

In order to improve students' language acquisition and overall academic achievement, it is essential that teaching-learning materials and methods used in English classrooms be successful. The viewpoints of English language learners on instructional resources and practices are examined in this research. Using a stratified purposive sample approach, 115 school children were chosen for the study. This research shows that most English classes still use textbooks as their primary resource for instruction, and that students seldom engage in activities that promote critical thinking and discussion. These results highlight the need of enhancing students' English language learning experiences through the increased use of communicative language teaching techniques, interactive activities, and various teaching resources.

Keywords: Student perceptions, Grammar, Teaching, Classroom, Materials, Methods

I. INTRODUCTION

Educators, linguists, and legislators have argued and researched extensively on the efficacy of teaching-learning resources and strategies in English classes. Language acquisition is an essential part of educational systems throughout the globe since the capacity to communicate well in English has become a basic competency in today's globalized society. But, high-quality teaching-learning materials and instructional strategies are just as important as a well-designed



curriculum when it comes to the effectiveness of English language teaching in the classroom. There has to be a change from conventional teaching techniques to ones that are more interactive and focused on the students' needs because of the fast development of technology and changing pedagogical approaches. Examining the effects on students' understanding, language competence, and learning experience as a whole, this study investigates the efficacy of different teaching materials and methods utilized in English classes.

The role of instructional materials in influencing students' interest and understanding is comparable. For many English classes, textbooks are still the go-to source for organized material and grading rubrics. Their usefulness in the classroom, however, is highly dependent on their integration. By include task-based activities, real-life examples, and conversations, well-designed textbooks adhere to current pedagogical concepts and promote active learning. Students may further solidify their understanding with the use of supplemental materials including dictionaries, worksheets, and instructor guides. Teachers must complement textbooks with various and interesting materials since static, obsolete textbooks without contextual relevance might hamper language development.

Digital and multimedia tools' use in ESL courses has been a hot topic as of late. Video, audio, and interactive apps have changed the way people learn languages by exposing them to real-life situations in which the English language is used. Apps for learning a language, online classrooms, and digital storytelling tools all provide students with a realistic setting in which to hone their listening, speaking, and pronunciation abilities. The increased involvement made possible by smartboards and e-learning modules also makes for more interesting and fruitful class time. Because they offer a multimodal learning experience that caters to diverse learning styles, research shows that students are more motivated and retain more information when English classes include multimedia tools. Images and videos are great for visual learners, audio is great for auditory learners, and kinesthetic is great for interactive exercises.

It is the teacher's responsibility to facilitate learning, which in turn determines the efficacy of instructional strategies and resources. To keep their pupils interested and challenged, effective English teachers can modify their lessons to meet the requirements of their students. A well-known strategy for success in language classes is differentiated teaching, which entails adapting courses to each student's unique set of strengths, weaknesses, interests, and learning styles. Children could



do better with lots of writing practice, while others might need more visual help to understand new words. Teachers that use a variety of learning strategies, including visuals, auditory, and kinesthetic, engage more pupils and help them retain and understand more of what they learn.

II. REVIEW OF LITERATURE

Adelia, Lusi et al., (2022) It was expected that young students would be fluent in English during the scientific and technological revolution. Contrarily, there seems to be a lack of research on the perspectives of both students and educators about English as a second language (ESL). Thus, the purpose of this research is to assess how both students and educators see the process of teaching English to native speakers of other languages. The research team at SDS Cahaya Kasih Batam used a qualitative descriptive approach and surveyed 33 students and 2 English professors. For this data collection, we used an observation checklist in conjunction with a questionnaire and interviews. These tools used cognitive, emotional, behavioral, personality, interest, and expectancy factors. The purpose of the observation checklist was to document the classroom environment. The pupils and English instructors were given these surveys. In order to supplement and explain the findings from the questionnaire, we finalized the data by conducting interviews with both students and instructors. Both the students and the English instructors in this research had a favourable impression of the experience of teaching English to younger kids. Young students who start learning English at a young age are better prepared to handle the rapid advancements in science and technology.

Muslem, Asnawi et al., (2022) Online education, or e-learning, had its start in the preceding academic year. Perceptions of the E Belajar platform's use as a medium in the English online classroom and the presence of English instructors are the foci of this research. A qualitative approach is used, with interviews and questionnaires making up the procedure. One school's 56 kids were given a questionnaire with 20 statements to score using a five-point Likert scale. The E-belajar platform, developed by the ministry of education, was a deciding factor in the school's selection via purposive sampling. Using a purposive sample technique, we interviewed five people to get a feel for how helpful E-belajar and instructor presence are. Data from the interviews were analyzed using thematic analysis, while data from the questionnaires were analyzed using SPSS IBM Version 22. Offline lessons were more popular with students, according to the results, since



the course materials were easier to understand. Many benefits accrue to students when they attend a class in person, including the following: the ability to ask the teacher direct questions, the ability to keep the class running smoothly, the ability to learn more material in less time, the ability to relax and enjoy themselves, the clarity of the teacher's explanations, and the quality of their interactions with one another. They concluded that E Belajar helped students learn English and that online English courses may benefit from utilizing the platform; nonetheless, they stressed the need of professors providing appropriate guidance and instruction.

AL-Madani, Feras. (2021). In contrast to more contemporary, technology-based approaches of teaching English, this research sought to gauge students' perceptions of the more conventional CLT technique. Two hundred students from English language schools that use the CLT method were surveyed using quantitative analysis. Before and after they were exposed to technology-based ELT approaches, they were asked to fill out a survey that measured their viewpoints. Wilcoxin test analysis showed the effects of technological tools like video conferencing, audio CDs, online oral versions, text-to-speech synthesis, interactive books, digital game-based learning, computer assisted language learning (CALL), and interactive digital books.

Tanjung, Muhammad et al., (2021) This study aims to examine how students in the International Class of Economic Development Study Program at the University of Bengkulu's Faculty of Economics and Business feel about the use of English as a Medium of Instruction (EMI). A descriptive quantitative survey was used in this study. The research tool used was a questionnaire and interviews. In this study, a total of 19 students served as the population and were each given a questionnaire. There were five students that participated in the interview. The majority of respondents were in agreement with the claims made, according to the report. With 37.9% agreeing and 26.3% strongly agreeing, the perceiver component had the most favorable replies. With 48.1% agreeing and 32.3% strongly agreeing, the aim dimension had the most favorable replies. The circumstance component likewise had the largest number of positive replies, with 44.7% of students agreeing and 9.2% strongly agreeing. Finally, in terms of perceiver, goal, and context, most students are pleased with the EMI program in their class. But almost half of the class lacked self-assurance when it came to using English in class. Plus, in the majority of classes, the rollout was just partial.



Samifanni, Fara et al., (2020) We learned from several research that rote memorization is not a good way to learn and that conventional, teacher-centered training may not be the best way for children to learn. The purpose of this research was to examine how people in the modern day view various approaches of teaching ESL. The study used a survey questionnaire for data collection and a semi-structured open-ended questionnaire for the focus group discussion, using the descriptive-correlational research methodology. The instructors are using Communicative Language Teaching (CLT) because it helps them manage big courses effectively. Students in the modern day like CLT because it helps them utilize the target language more effectively. Fluency, accuracy, and competency are enhanced in twenty-first-century ESL students who are heavily exposed to CLT. For students in the twenty-first century, the primary goal of education should be to help them develop into productive, contributing members of society. The significance of education remains important despite the changes and advances that occur throughout time. Some suggestions for further study were made.

Anisa Rahma, Endah et al., (2019) This article seeks to examine the viewpoints of non-English major students about the efficacy of English instruction at Universitas Teuku Umar. Six academic departments' worth of students were surveyed: economics, politics, engineering, agriculture, and fisheries and marine science. Using a random sample approach, a total of 120 participants were chosen from each faculty. A questionnaire and an interview guide were among the tools used. Materials, methods, motivation, and classroom management were the four pillars around which the qualitative data was built to determine successful learning. Findings indicated that (1) some students were still unsatisfied with the course materials due to their difficulty, (2) the teaching methods did not motivate students to learn English effectively, (3) some students disliked the English language because it was difficult for them to communicate like native speakers, and (4) professors seldom responded to students' questions and seldom acknowledged their efforts.

Sarican, Elif et al., (2016) Many areas of schooling are impacted by individual characteristics. Dissimilarities may exist in the way classrooms are structured as well as in the methods and approaches used by individual educators. This research sought to examine the perspectives of students in the Education Faculty on educational strategies and resources, with a particular emphasis on the unique characteristics of future educators. The research was conducted using a descriptive approach. Six hundred ninety-one female and three hundred sixty-four male students



from seven different schools of study took part. To gather information, we used personal information forms. To find out what people preferred in terms of instructional strategies and resources, they filled out surveys on both. While models, schemas, and visuals are equally helpful, pre-service teachers believe that video demonstrations are the most effective teaching resources, and that case studies and conversations are the most successful methods of instruction. This study found that at the 0.01 level, there are significant differences in the following methods of presentation: lecturing, question and answer, group work, individual work, inductive, discussion, case study, problem solving, and presentation methods based on schemas, graphics, film demonstrations, computer software (CD-VCD), PowerPoint presentations, and overhead projector. On the other hand, there are notable disparities between written materials and books at the 0.05 level.

III. RESEARCH METHODOLOGY

Research Design

A mixed-methods technique is utilized in this investigation.

Data Collection Procedures

For this study, 115 students from schools were chosen.

Sampling Method

Stratified purposive sampling was used in the study.

Data Analysis Procedures

Tables and figures depicted the results of the descriptive analysis of the data, which was processed using MS Office tools.

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IV. DATA ANALYSIS AND INTERPRETATION

Table 1
Gender of the respondents

Particular	Frequency	Percentage

Girls	60	52.17%
Boys	55	47.82%
Total	115	100

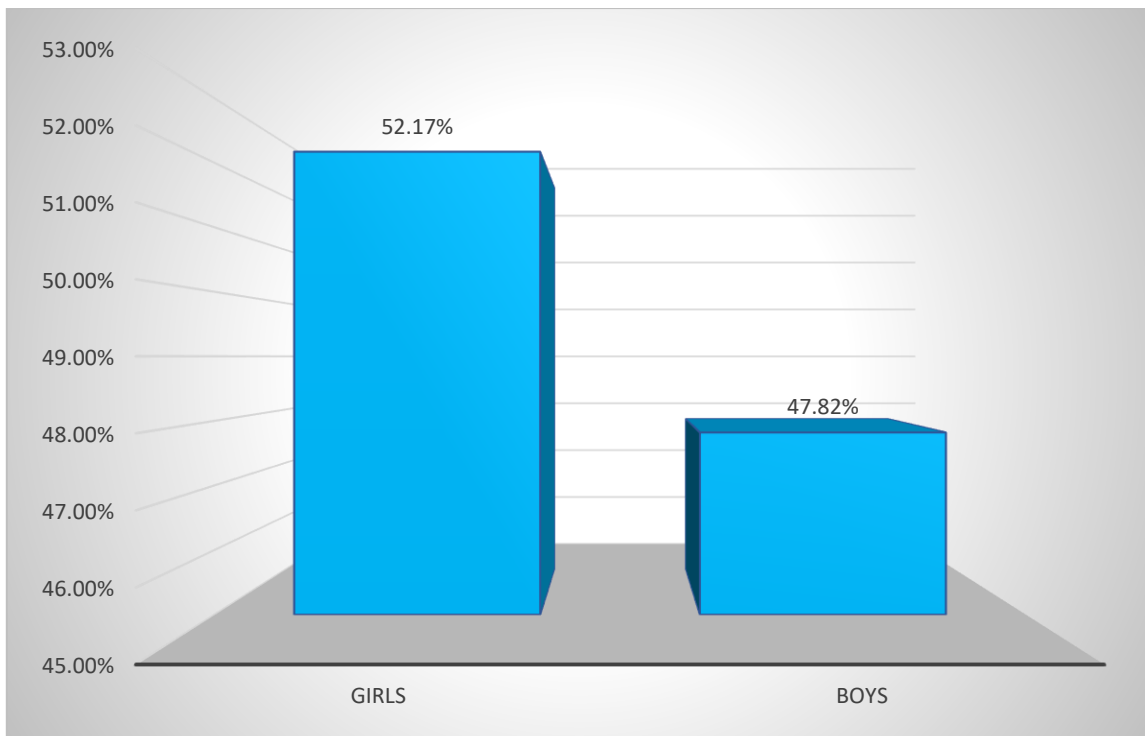


Figure 1: Gender of the respondents

Table 1 displays the gender distribution of the respondents in an overview fashion. 60 of the 115 participants were girls, representing 52.17 percent of the total. The percentage of male replies was 47.82%, with 55 boys being the total.

Table 2

Student Perspectives on Teaching and Learning Materials in English Classes

Particular	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	SD
The materials used by my teachers help me very much understand the text.	10.5	32.4	33.2	17.1	5.4	3.14	1.03
My English teachers use materials other than the textbook.	7.8	18.2	24.7	36.1	12.1	2.62	1.03
My teachers use audio-visual aids for teaching English.	6.3	14.1	17.6	31.2	30.1	2.24	1.12
My teachers use materials from real life.	2.5	7.2	12.7	34.5	41.8	1.83	1.02

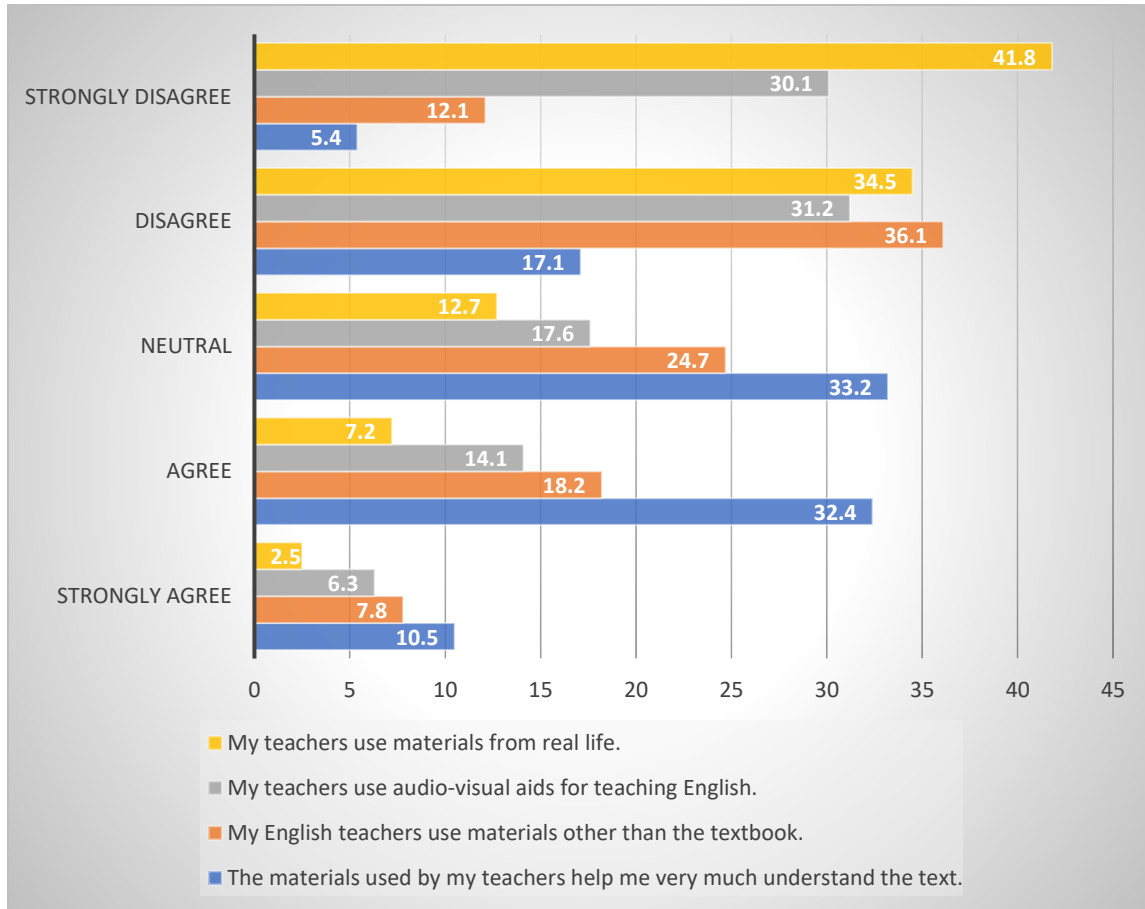


Figure 2: Student Perspectives on Teaching and Learning Materials in English Classes

Table 2 displays the opinions of the students on the educational resources utilized in their English classes. By far the most popular remark, "The materials used by my teachers help me very much understand the text," garnered 3.14 average scores and 1.03 standard deviations. With a total of 42.9% agreeing or strongly agreeing (10.5% and 32.4%, respectively), students showed moderate approval with this statement. But 17.1% disagreed, 5.4% strongly disagreed, and 33.2% were ambivalent, making 22.5% of students in the negative camp. Both the mean and standard deviation for the second statement, "My English teachers use materials other than the textbook," were 2.62 and 1.03, respectively, and were lower. Only 7.8% were in complete agreement, while 18.2% were in agreement, meaning 26% had a good attitude. While 24.7% were agnostic, 48.2% disagreed (36.1% strongly disagreed) or were indifferent, indicating that many students thought there should have been more resources. "My teachers use audio-visual aids for teaching English" was the third

statement that garnered a mean score of 2.24 and a standard deviation of 1.12. Only 20.4% had a good impression, with 6.3% strongly agreeing and 14.1% agreeing. Contrarily, 61.3% were in disagreement, with 31.2% strongly disagreeing and 30.1% remaining indifferent. Lastly, with a standard deviation of 1.02 and a mean score of 1.83, the statement "My teachers use materials from real life" was the least accurate. There was very little support (9.7%), with only 2.5% strongly agreeing and 7.2% agreeing. While 12.7% of students had no opinion, 76.3% disapproved or strongly disagreed.

Table 3

Students' Perspectives on Teaching-Learning Methods in English Classes

Particular	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	SD
My teachers use only those classroom activities which are found in the textbook	23.3	22.2	20.2	14.1	19.2	3.06	1.33
For instruction, my teachers use English.	7.4	22.0	25.4	21.4	22.5	2.60	1.11
My teachers translate the text into Bangla.	67.2	20.4	5.3	4.1	2.0	4.34	0.41
My teachers focus on grammar.	41.6	34.2	14.1	7.1	2.1	4.02	1.2
My English teachers focus on the development of communicative skills.	4.4	13.7	22.4	44.4	13.2	2.41	1.01
My teachers create situations to teach English.	1.4	10.1	14.4	35.2	37.1	2.11	1.1
My teachers make the students interact in English in the classroom.	1.0	3.2	12.3	34.1	48.23	1.64	0.42

My teachers and students interact in English.	1.8	4.8	14.4	40.3	38.4	1.81	0.48
My teachers make the students involved in pair/group work.	2.4	4.4	7.2	23.1	62.2	1.51	0.22

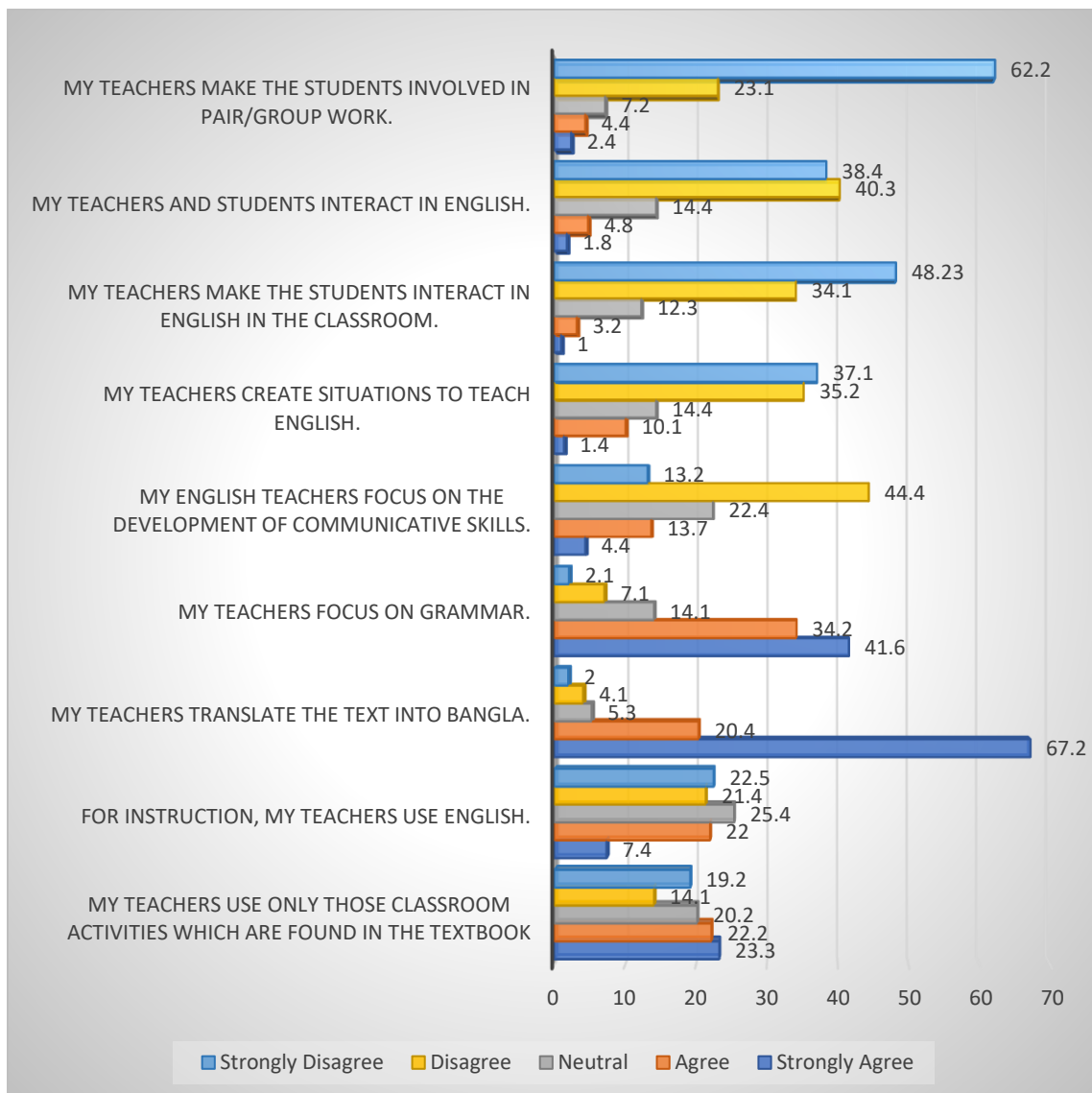


Figure 3: Students' Perspectives on Teaching-Learning Methods in English Classes



Students' opinions on the English class's pedagogical approaches are summarized in Table 3. Translation into Bangla is prevalent (mean = 4.34), and textbooks are mainly used in the classroom (mean = 3.06). Developing students' expressive abilities (mean = 2.41) and fostering engaging classroom settings get comparatively less attention from teachers than grammar (mean = 4.02). It is uncommon for students to converse in English with teachers or classmates (means = 1.64 and 1.81), and pair or group work is seldom ever done (mean = 1.51).

V. CONCLUSION

While some students do benefit from educational materials, the results show that there is a severe shortage of supplemental materials, audiovisual aids, and real-world examples that might improve students' interest and understanding. There is a substantial dependence on translation into Bangla and a textbook-centered, grammar-focused approach, according to the examination of teaching methodologies. In addition, the survey shows that classes seldom focus on helping students improve their communication skills, using interactive teaching methods, or getting them involved in real-life English discussions. These results highlight the critical need for more engaging, student-centered pedagogical approaches that prioritize active learning, encourage participation, and make use of a variety of instructional resources. By implementing these improvements, the efficacy of ESL programs might be greatly enhanced, and students would be better prepared with the communication skills necessary for success in college and beyond.

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