

Self-Assessment of TEFL Teachers: Basis for the Development and Validation a Support Teaching Material

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Abstract :

This study focused on developing and validating supplementary teaching materials for Teaching English as a Foreign Language (TEFL) to support Grade XII English teachers in Indonesia, particularly in Purwokerto. The study aimed to (1) evaluate teachers' self-assessments related to teaching materials, students' skills, and learning styles; (2) design supplementary teaching materials based on these assessments; (3) validate the materials; and (4) refine them following curricular validation feedback. The research utilized a descriptive method within a research and development framework. Questionnaires were the primary tools for assessing teacher and student needs and for validating the instructional materials. Data analysis employed statistical methods such as frequency counts, rankings, means, and weighted means. The findings indicated that teachers' self-assessments provided essential insights for designing teaching materials tailored to the needs of both teachers and students. The developed materials were aligned with the Merdeka Curriculum and adopted a scientific, student-centred approach consistent with Indonesia's educational framework. Topics were selected based on the Grade XII English syllabus. The proposed TEFL materials were deemed valid, with their strengths highlighted by teacher evaluators. The final output was refined based on evaluators' recommendations to ensure quality and relevance.

Keyword: Curricular Validation, Merdeka Curriculum, Self-Assesment, Support Teaching Materials, Teaching English as a Foreign Language.

Introduction

Language is a vital tool in human life, serving as a medium for communication and the exchange of ideas. It enables people to convey messages and receive information. Hidayah (2016) states that language is a fundamental means of communication that facilitates interactions between individuals. Without language, effective communication would not be possible, as it plays an integral role in human interaction and understanding.

In the field of education, language holds significant importance. It is through language that individuals learn, think critically, and solve problems. As noted by Ismawati and Umayu (2016), good language skills enhance the ability to transfer knowledge effectively. In English education, students are introduced to four essential language skills—listening, speaking, reading, and writing—all of which are interconnected and crucial for mastering the language (Wijaya, 2017). The development of these skills is key to achieving success in various areas of study.

Teaching materials and media are indispensable in the teaching and learning process. El Khuluqo (2017) emphasizes that learning media contribute significantly to achieving educational goals by making lessons more engaging and effective. Ahmed and Ashraf (2007) classify teaching materials into two main categories: printed materials, such as textbooks and handouts, and audiovisual resources, like recordings and films. These resources play a critical role in increasing student motivation and facilitating the learning process.

Despite the availability of diverse teaching materials, many teachers face challenges in creating their own resources. This often leads them to rely on materials developed by external experts. While these materials may offer general applicability, they may not address the specific needs and learning styles of students. Teachers must assess and adapt these materials to ensure they align with their students' cognitive levels and classroom contexts.

Teacher self-assessment offers a practical solution for addressing this challenge. Boud and Falchikov (1989) explain that self-assessment enables educators to evaluate their teaching practices and identify areas for improvement, particularly in selecting and developing teaching materials. By understanding students' skills and learning preferences, teachers can create resources that are tailored to their needs. Instructional design models, such as those proposed by Knirk and Gustafson (1986), further assist teachers in systematically developing effective teaching materials.

This study aims to develop and validate support teaching materials for teaching English as a foreign language (EFL) in senior high schools. By focusing on teacher self-assessment and instructional design, the study seeks to provide resources that address students' specific needs and enhance their learning experiences. As Harmer (1983) suggests, learning English equips students with essential communication skills that are increasingly valuable in an interconnected world.

Literature Study

This study was anchored from three theories; the Self-Assessment Theory by Boud and Falchikov, Instructional Design Model Theory by Knirk & Gustafson and Language Teaching Theory by Harmer J Self- Assessment Theory (1989) is teacher's activity through which it judges their own teaching, specifically its achievements and its results from their students. Self-assessment is a pervasive concept in education. The ability to assess one's knowledge, learning and performance is seen to be a key element in becoming an autonomous learner. Instructional Design Model Theory (1986)⁸. The Knirk and Gustafson design model is a three stage process which includes problem determination, design and development. The problem determination stage involves identifying the problem and setting support goals. The design stage includes developing objectives and specifying strategies. The above theories is supported by the Language Teaching Theory (1983)⁹ which states that people learn English because they think it will be useful in some ways for international communication and travel. The students of general English often do not name particular reason for going to English classes, but simply wish to learn to speak the language effectively for wherever and whenever this might be useful for them.

Support teaching materials

Materials play a vital role in supporting teachers by supplying the necessary language input that can be used in the classroom to expose students to the language. They serve as a resource that enables teachers to facilitate learning, offering exercises and activities that engage students in practical tasks. These tasks allow students to practice the language, leading to a deeper understanding and mastery. Materials are also

responsible for ensuring that the content taught aligns with the syllabus and objectives established for the specific educational level. Ramadevi, in her article, emphasizes the significance of materials, stating that for learners, materials serve two primary functions. First, they provide concrete exposure to the language being learned, giving students real-world examples of how the language is used. Second, materials guide learners to perform specific tasks in particular ways, allowing them to practice and apply the language in structured activities that contribute to their learning process. Thus, well-designed materials are essential for both teachers and students, as they play a central role in achieving the educational goals of language acquisition.

Development and Validation

Several studies have explored the development of instructional materials using the ASSURE model and its impact on education. Rasiman and Pramasdyahsari (2014) found that mathematics e-comics based on Flip Book Maker could enhance critical thinking skills and foster character traits like discipline and cooperation. Uli (2016) developed English learning materials for nursing students using a Research and Development (R&D) approach, creating a validated and effective curriculum. Studies by Nurwido (2016) and Bavli & Erişen (2015) further highlight the effectiveness of the ASSURE model in improving material retention and mastery, particularly in competency-based learning contexts. Additionally, research by Karakış, Karamete, and Okçu (2016) and Wang (2012) emphasizes the role of technology in education, showing how computer-assisted instruction based on the ASSURE model can positively influence students' academic performance and attitudes. Wang's work on integrating technology in online learning environments demonstrates how instructional design frameworks can improve course delivery and student engagement. These studies highlight the importance of using structured instructional design models like ASSURE to create effective and engaging educational materials.

Self-Assessment

Teacher self-assessment is a crucial process that allows educators to evaluate and improve their teaching effectiveness. Airasian and Gullickson (1994) define it as a reflective practice where teachers assess their own knowledge, performance, and beliefs to refine their methods, while Kremer-Hayon (1993) outlines it in four steps: problem identification, information gathering, reflection, and decision-making. Studies such as those by Muhammad Akram and Sally Zepeda (2015) validate the use of self-assessment tools, like the Self-assessment Instrument for Teacher Evaluation, to guide professional development based on national standards. Further research, including work by Ross and Bruce (2007), Bandele and Oluwatayo (2014), and María José Martínez Azorín (1991), emphasizes the effectiveness of self-assessment in various contexts, including chemistry and second language teaching, where it enhances teacher reflection, student engagement, and teaching effectiveness. Additionally, Muhammad Nova (2014) highlights how self-assessment can foster rapport-building in EFL classrooms, contributing to positive social interactions and improved classroom dynamics. These studies collectively emphasize the role of self-assessment in enhancing teaching quality and the overall learning environment.

Synthesis of the State-of-the-Art

The literature reviewed highlights the crucial role of support teaching materials in enhancing the teaching and learning process, especially in English Language Teaching (ELT). Studies by Ramadevi (1994), Candlin and Edelhoff (2004), Scanlan (2005), and others emphasize that materials engaging the five senses are essential for making lessons more comprehensible and stimulating. These materials help teachers deliver diverse instructional methods and support students in achieving learning objectives by offering

engaging tasks and exercises. Additionally, research by Rasiman (2013), Siska (2015), and others underscores the importance of developing and validating teaching materials using instructional design models like ADDIE and ASSURE to ensure their relevance in the classroom. While prior studies focus on improving classroom interaction and learning outcomes, this study differentiates itself by tailoring support teaching materials specifically to meet students' unique needs, aiming to further enhance engagement and effectiveness in teaching English.

Research Methods

This study employed qualitative research to explore the behavior and perceptions of twenty senior high school English teachers in Purwokerto – Indonesia. The goal was to understand how individuals form opinions, behave, and are influenced by events. The research involved ten English teachers from the University of Saint Anthony who participated in a curricular validation assessment. A questionnaire with a rating scale was used as the research instrument to evaluate the instructional materials needed by English teachers, focusing on the products related to Teaching English as a Foreign Language (TEFL). The ASSURE Design Model, a six-step Instructional Systems Design (ISD) framework, was utilized to assist teachers in integrating technology and media into the classroom. The study's output was validated through curricular assessment by ten English teachers. The ASSURE Design Model helps ensure that the learning environment is suitable for students and can be incorporated into lesson plans to enhance teaching and student learning through the use of technology.

Result

This presents an analysis and interpretation of the data regarding the construction and validation of Contextual Instructional Materials in TEFL, with a focus on addressing teachers' needs to enhance students' English competence.

Teachers' Need Assessment of Instructional Material in TEFL

In this study, the instructional material were grouped according to the teachers' needs for instructional material is grouped based on what is most needed by the teacher to support the learning process of teaching English as a foreign language in the classroom. These were the indicators for the development of; (a) printed instructional materials, (b) students' skills obstacle, (c) students' learning style.

Support Teaching Materials

Table 1 Teachers' Needs Assessment of Instructional Material

No	Teachers' need	W/M	VI	Rank
1.	Assignment Sheets	3.2	MI	8
2.	English Education Magazine	2.4	LI	9
3.	Individualized Learning Book	3.6	VI	6
4.	Specific Skills Module	3.9	VI	3
5.	Packet of Picture English Textbook	4.4	VMI	2
6.	Pamphlet	1.85	MI	10
7.	Resource Material for Group Exercise	3.35	VMI	7
8.	Written English Textbook	4.9	VMI	1
9.	Skills Books	3.8	VI	4
10.	Workbook	3.75	VI	5

Legend:

4.20 - 5.00	Very Much Important (VMI)
3.40 - 4.19	Important (I)
2.60 - 3.39	Moderately Important (MI)
1.80 - 2.59	Least Important (LI)
1.00 - 1.79	Not Important (NI)

Table 1 identifies ten printed instructional materials for enhancing students' English competency, with assignment sheets and picture English textbooks ranked highest in importance, with weighted means of 4.9 and 4.4, respectively. Other materials such as specific skills modules, written English textbooks, and workbooks were also deemed very important with weighted means between 3.9 and 3.6. On the other hand, resource materials and pamphlets were rated moderately or least important, with weighted means of 3.35 and 1.85. These findings emphasize the crucial role of updated textbooks and materials tailored to students' needs in improving English language learning, as supported by the research of Scanlan (2005) and Dragana (2014), who highlighted the significance of textbooks and instructional materials in enhancing language comprehension.

Students' Skills Improvement

Table 2 Students' Skill Improvement

No	Skills	WM	VI	Rank
1.	Tenses	3.05	MI	3
2.	Grammar	2.9	LI	4
3.	Conversation	2.6	LI	5
4.	Vocabulary	5	VMI	1
5.	Input and Output Skills (Reading, writing, listening, and speaking)	4.2	WMI	2

Table 2 highlights the key areas where students need improvement in learning English, with vocabulary being the most critical, as indicated by a weighted mean of 5 and a verbal interpretation of "Very Much Important." Teachers emphasized that students often struggle to understand English without a strong vocabulary foundation, followed by input and output skills, which also received high importance with a weighted mean of 4.2. This is supported by Alqahtani (2016), who stressed that vocabulary learning is vital in foreign language acquisition. Additionally, Sadiku (2015) suggested that the integration of all four language skills—listening, speaking, reading, and writing—is essential for effective language learning, with a focus on fostering communication and competence.

The students' learning style

Table 3 Students' Learning Style

No	Skills	WM	VI	Rank
1.	Visual (spatial) Pictures, image, and spatial understanding	4,9	SA	1
2.	Aural (auditory - musical) Sound, and music	3,75	A	2
3.	Verbal (linguistic) Words, both in speech in writing	3,75	A	3
4.	Physical (kinesthetic) Using body, hands, and sense of touch	3,65	A	5
5.	Social (interpersonal) Learn in group	3,7	A	4
Legend:				
	4.20 – 5.00	strongly agree	(SA)	
	3.40 – 4.19	agree	(A)	
	2.60 – 3.39	neither agree nor disagree	(NAND)	
	1.80 – 2.59	disagree	(D)	
	1.00 – 1.79	strongly disagree	(SD)	

Table 3 reveals that the most preferred student learning style is visual, with a weighted mean of 4.9 and a verbal interpretation of "strongly agree," highlighting the importance of incorporating pictures and colorful visuals in English textbooks. This finding aligns with Milne (2016), who emphasized that images aid in comprehension and vocabulary learning. Werf (2003) further supported this by noting that pictures serve multiple functions in language learning, such as teaching new vocabulary, practicing grammar, and enhancing listening skills. In addition to visuals, audio aids are also crucial, as stated by Daniel (2017) and Mamun (2015), who highlighted that audio can make lessons more engaging and improve listening comprehension. Therefore, English textbooks for Indonesian senior high school students should incorporate both visual and auditory elements to improve their language competence.

Construct Support Teaching Material

The instructional materials developed for this study were designed in both soft and hard copies, with a focus on engaging, colorful presentations that promote an enjoyable learning experience. These materials directly address the research's first key objective: to create instructional content based on the needs assessment of English teachers. The approach employed in the activities is highly interactive and collaborative, fostering active participation among students. The instructional materials are structured around four core language skills—speaking, listening, reading, and writing—ensuring a comprehensive and holistic approach to language acquisition. This method encourages dynamic student-teacher interaction, which is integral to developing students' proficiency in English as a foreign language.

Curricular Validity of the Instructional Material

The support material in TEFL was subjected to curricular validation to assess its effectiveness and acceptability, with ten English teachers from the University of Saint Anthony in Irga City evaluating its validity for use with Grade XII Senior High School students in Indonesia. According to the results in Table 4, the instructional material was found to meet all seven criteria for evaluation, with the highest average weighted mean of 3.75 for topic content, followed by flexibility at 3.73, and objectives at 3.67. Other criteria, including general appearance, practice and testing, design illustration, and teaching method, were also rated positively, leading to an overall weighted mean of 3.58, which was interpreted as "evident." The findings indicate that the material is well-aligned with students' learning styles, particularly visual learners, and suggests the addition of a glossary to improve vocabulary comprehension, making the instructional material suitable for classroom use in TEFL.

Table 4 Curricular Validation of the Instructional Material in TEFL

Criteria	WM	Verbal Interpretation	Rank
A. GENERAL APPEARANCE			
1. The cover is informative and attractive	3,5	Very Evident	4
2. The font size and type used in book are appropriate for adult learner	3,8	Very Evident	
3. The is an informative orientation page	3,7	Very Evident	
4. The book has complete and detailed table content	3,5	Very Evident	
5. Every lesson is given appropriate title	3,8	Very Evident	
6. The book has complete and detailed table	3,5	Very Evident	
7. The book has an appropriate glossary	2,8	Evident	
Average	3,64	Very Evident	
B. DESIGN AND ILLUSTRATION			
1. There is variety of design to achieve impact	3,3	Very Evident	8

2. There is enough white space to achieve clarity	3,6	Very Evident	
3. There is consistency in the use heading, icon, label, italic, etc	3,9	Very Evident	
4. The illustration are varied and attractive	3,5	Very Evident	
5. The illustrations stimulated students to be creative	3,3	Very Evident	
6. The illustrations are functional	3,6	Very Evident	
7. The illustration facilitate students' visuazations without imposing complete visual image	3,2	Very Evident	
Average	3,48	Very Evident	
C OBJECTIVES			
1. Generally, the book fulfils the general objectives of teaching English as foreign language in Indonesia	3,8	Very Evident	3
2. The specific objectives define the desired degree of mastery	3,7	Very Evident	
3. They are measurable	3,7	Very Evident	
4. They are clear and precise	3,5	Very Evident	
Average	3,67	Very Evident	
D TOPIC CONTENTS			
1. Generally, the book fulfils the general objectives of teaching English as foreign language in Indonesia	3,8	Very Evident	1
2. The specific objectives define the desired degree of mastery	3,8	Very Evident	
3. They are measurable	3,8	Very Evident	
4. They are clear and precise	3,6	Very Evident	
Average	3,75	Very Evident	
E FLEXIBILITY			
1. The book is appealing and useful to students	3,5	Very Evident	2
2. The book provides opportunity for teacher and students to localize activities	3,9	Very Evident	
3. The book cater for different preferred learning styles	3,8	Very Evident	
Average	3,73	Very Evident	
F TEACHING METHOD			
1. Teaching methods are used in the book are the latest in the field	2,8	Evident	7
2. The methods used are students centered	3,3	Very Evident	
3. The methods used provide various class activities	3,5	Very Evident	
Average	3,2	Evident	
H PRACTICE AND TESTING			
1. The book provides a variety of meaningful and mechanical exercise an activities to practice language items	3,5	Very Evident	5
2. Every exercise has a clear direction of instruction	3,6	Very Evident	
3. The test are valid and contain correct language	3,7	Very Evident	
Average	3,6	Very Evident	
Total Average	3,58	Very Evident	

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Discussion

This study highlights the importance of instructional materials that meet the specific needs of teachers and students in learning English. Teachers rated assignment sheets and picture-based English textbooks as the most important tools for improving students' English skills. These materials help students engage more with the content, making learning easier and more effective. Additionally, the study emphasizes the need to improve students' vocabulary and integrate all four language skills—listening, speaking, reading, and writing—in the learning process, which aligns with the findings of Alqahtani (2016) and Sadiku (2015).

The results of the validation process show that students, especially those with a visual learning style, benefit greatly from the materials designed with pictures and colorful visuals. The instructional materials received high ratings for their content, flexibility, and ability to support different learning styles, particularly visual learners. This is consistent with the research by Milne (2016) and Werf (2003), which suggest that images help students understand and remember new vocabulary and concepts.

Overall, the findings indicate that the developed instructional materials are effective and suitable for use in classrooms, particularly for senior high school students. The positive feedback on the materials' design and content suggests they are well-suited to improve students' English skills. The addition of a glossary to enhance vocabulary understanding was also recommended, further improving the material's effectiveness in helping students learn English as a foreign language.

Conclusion

This study emphasizes the crucial role of textbooks in teaching English as a Foreign Language (TEFL), particularly written and picture-based textbooks. It highlights the need for updated instructional materials that cater to students' specific needs, with vocabulary acquisition being identified as the most important factor in improving English skills. The study stresses that teaching materials should focus on developing vocabulary while integrating all four language skills—speaking, listening, reading, and writing—to enhance students' overall language competence. Visual and auditory elements are particularly effective in engaging students, and multimedia resources are recommended to support diverse learning styles, making the learning experience more dynamic and engaging.

The materials developed in this study align with Indonesia's Merdeka Curriculum, emphasizing student-centered learning and promoting critical thinking. Curricular validation results confirm that the instructional materials meet educational goals, with a strong alignment to the needs of students and the curriculum, achieving a weighted mean of 3.58. Based on the findings, the study recommends adopting updated, visually appealing materials that incorporate both visual and auditory elements to improve student engagement and learning outcomes in TEFL.

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