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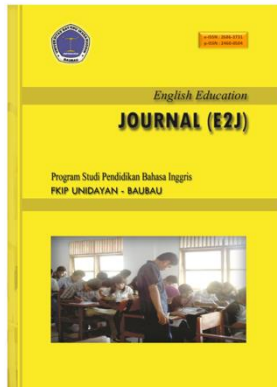
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EFL TEACHERS CHALLENGES IN DEVELOPING INTERACTIVE TEACHING MATERIAL FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract

This study investigates the challenges faced by English as a Foreign Language (EFL) teachers in developing interactive teaching materials for senior high school students. A qualitative approach was adopted, using a questionnaire distributed to 11 EFL teachers in senior high schools in Makassar. The questionnaire explored their experiences, challenges, and needs in developing interactive teaching materials. The findings reveal significant challenges, including limited access to technology, time constraints, and insufficient training. There are some recommendations that include in this study namely enhancing professional development programs, increasing access to resources, and addressing administrative workloads to enable teachers to create more engaging and effective materials.

Keywords: Challenges, EFL Teachers, Interactive Teaching Materials.

Abstrak

Penelitian ini menyelidiki tantangan yang dihadapi oleh guru Bahasa Inggris sebagai Bahasa Asing (EFL) dalam mengembangkan materi pengajaran interaktif untuk siswa sekolah menengah atas. Pendekatan kualitatif diadopsi, menggunakan kuesioner yang disebarkan kepada 11 guru bahasa Inggris di sekolah menengah atas di Makassar. Kuesioner tersebut mengeksplorasi pengalaman, tantangan, dan kebutuhan mereka dalam mengembangkan materi pengajaran interaktif.

Temuan penelitian mengungkapkan tantangan yang signifikan, termasuk akses terbatas ke teknologi, keterbatasan waktu, dan pelatihan yang tidak memadai. Ada beberapa rekomendasi dalam penelitian ini yaitu meningkatkan program pengembangan profesional, meningkatkan akses ke sumber daya, dan mengatasi beban kerja administratif untuk memungkinkan guru membuat materi yang lebih menarik dan efektif.

Kata kunci: *Tantangan, Guru Bahasa Inggris, Materi Pengajaran Interaktif*

1. INTRODUCTION

EFL teachers face several challenges in developing interactive teaching materials for senior high school students. One key challenge is the need to adapt, contextualize, and localize teaching/learning materials based on the principles of Communicative Language Teaching (CLT) and the specific needs of students (Daba et al., 2022). EFL teachers' cognition and understanding of CLT is crucial, as they need to go beyond simply accepting ministry-level teaching materials and instead create their own contextualized materials (Daba et al., 2022). Another challenge is the need to balance traditional classroom interaction with the use of online platforms and resources to maximize teaching outcomes and optimize students' online EFL learning experiences (Cui, 2021). Classroom interaction is considered a productive teaching technique that facilitates language development and learner development (Arifani & Saukah, 2013). However, EFL teachers often face problems with syllabus design, planning, and implementing oral activities both inside and outside the classroom (Seraj et al., 2021).

The COVID-19 pandemic has further exacerbated these challenges, as EFL teachers had to quickly adapt to online teaching. Studies have shown that the design and organization of learning materials, as well as the facilitation of discourse, can promote students' interaction, reduce the number of peripheral students, and support collaborative knowledge construction in online EFL classes (Wu, 2021). Additionally, EFL teachers need to consider incorporating the teaching of nonverbal communication, which is crucial for Taiwanese EFL learners (Matthews, 2023). Strategies such as awareness, cultural sensitivity, and the use of authentic materials

can empower EFL learners in this regard (Matthews, 2023).

The use of authentic materials is another challenge for EFL teachers, as their perception and understanding of these materials shape their attitudes and implementation in the classroom (Yavani, 2017). Pre-service EFL teachers' cognition of using authentic materials also needs to be addressed (Ökcü & Çiftçi, 2018). EFL teachers' beliefs and attitudes towards teaching methods, such as writing instruction, also play a significant role in their classroom practices (Febriansyah, 2023). Preparing pre-service EFL teachers with the necessary competencies in utilizing instructional materials is crucial to address this challenge (Tekir & Akar, 2020). Lastly, EFL teachers need to be equipped with the knowledge and skills to facilitate effective classroom interaction, which is closely linked to the use of Contextual Teaching and Learning (CTL) approaches (Ribahan, 2023). Classroom-level teacher professional development and satisfaction can also impact their ability to create interactive teaching materials (Shawer, 2010).

In summary, EFL teachers face a range of challenges in developing interactive teaching materials for senior high school students, including adapting materials to local contexts, balancing traditional and online interaction, incorporating nonverbal communication, using authentic materials, addressing teacher beliefs and attitudes, and facilitating effective classroom interaction. Addressing these challenges requires a comprehensive approach that considers teacher cognition, professional development, and the specific needs of EFL learners.

2. METHODS

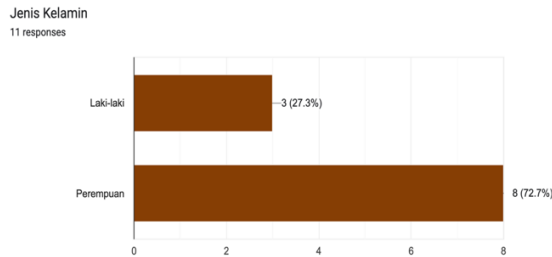
A qualitative approach was adopted, using a questionnaire distributed to 11 EFL teachers in senior high schools in Makassar. The questionnaire explored their experiences, challenges, and needs in developing interactive teaching materials. Questions covered topics such as access to resources, technological competency, and time availability. Responses were analyzed to identify recurring themes and significant patterns.

3. RESULTS AND DISCUSSION

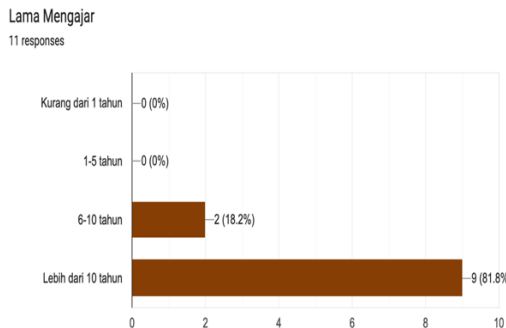
3.1 Result

1) Demographic Overview

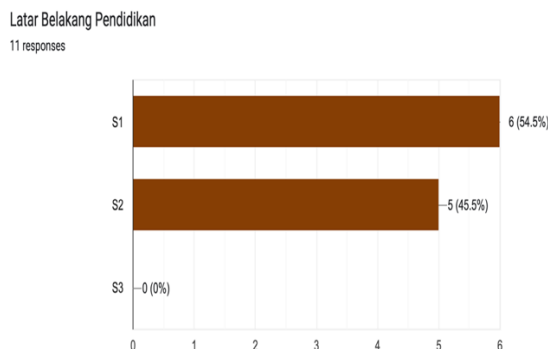
- a. **Gender:** 72.7% female and 27.3% male.



- b. **Teaching Experience:** 81.8% have over 10 years of experience.



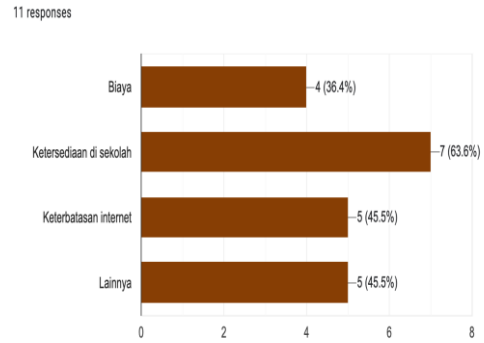
- c. **Education Level:** 54.5% hold bachelor's degrees, while 45.5% have master's degrees.



2) Key Challenges

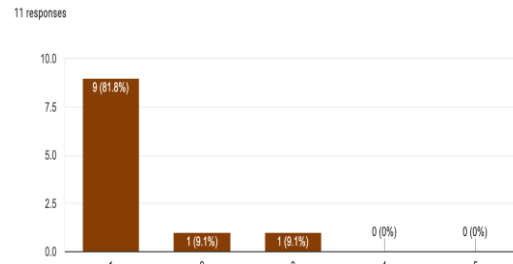
- a. **Limited Access to Resources**

Key factors included insufficient school-provided resources (63.6%), limited internet access (45.5%), and cost (36.4%)

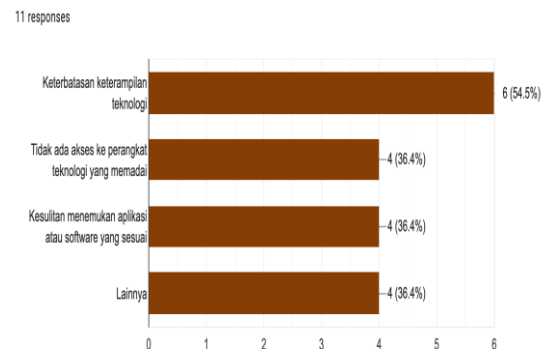


- b. **Technological Competency**

While 81.8% felt comfortable using technology.

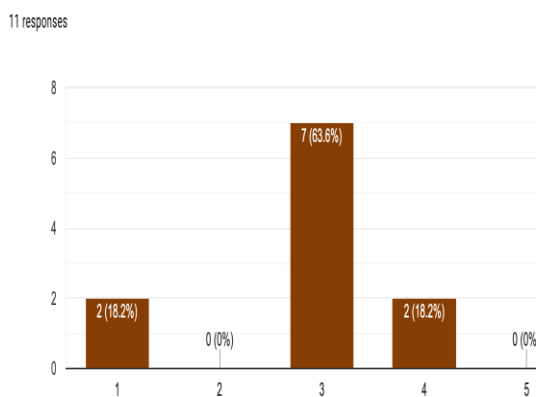


Challenges faced include limited technological skill (54.5%), Inadequate access to devices (36.4%), and Difficulty finding suitable applications/software (36.4%).



- c. **Time Constraints**

- a) 63.6% report limited time for creating interactive materials due to teaching schedules and administrative tasks.
 b) Average time required to create one interactive material varies: 36.4% spend 1-2 hours and 27.3% spend 2-3 hours.



d. Diverse Student Needs

Teachers highlighted challenges in addressing varied student abilities and maintaining engagement with limited tools.

3) Professional Development

- a. 72.7% had attended training on interactive teaching methods, but only 36.4% found these programs highly effective.
- b. Teachers suggested more frequent, hands-on workshops and collaborative learning opportunities.

3.2 Discussion

The findings of this study reveal critical challenges EFL teachers encounter in developing interactive teaching materials for senior high school students, shedding light on the complexity of modern educational demands. The study underscores insufficient school-provided resources, limited internet access, and high costs as key obstacles. These factors hinder teachers' ability to fully integrate technology into their teaching practices. Although a majority of teachers report comfort with technology, significant barriers remain, such as inadequate access to devices and a lack of suitable applications. These findings resonate with Koehler and Mishra's (2009) emphasis on technological, pedagogical, and content knowledge (TPACK) as essential for effective material development. Providing targeted training programs and simplifying access to user-friendly tools could bridge this competency gap.

The study identifies time limitations due to heavy teaching and administrative workloads as a major issue. Teachers' limited time to

create interactive materials underscores the need for structural adjustments, such as reducing administrative tasks or allocating dedicated material development periods. This aligns with recommendations to streamline teacher workloads for improved productivity. Teachers also face challenges in catering to the varied abilities and engagement levels of students. This complexity necessitates adaptive teaching materials that are both culturally relevant and pedagogically sound. The importance of incorporating diverse perspectives into material design is highlighted by Yavani (2017), who emphasizes the value of authenticity and inclusivity in teaching resources.

Despite participation in training programs, most teachers found these sessions to be only moderately effective. This indicates a gap between theoretical knowledge and practical application, as noted in Tekir and Akar (2020). Designing hands-on, collaborative workshops tailored to teachers' specific needs may enhance the effectiveness of professional development initiatives. The findings advocate for the inclusion of student feedback in material development processes. Empowering students to contribute to their learning resources not only enhances engagement but also fosters a sense of ownership. This aligns with Matthews (2023), who highlights the significance of active learner involvement in educational strategies.

4. CONCLUSION

EFL teachers in senior high schools face significant challenges in creating interactive teaching materials. Limited access to resources, insufficient training, and time constraints are the primary barriers. Despite these challenges, teachers demonstrate a willingness to adopt interactive methods, provided they receive adequate support.

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