

## **PRE-SERVICE EFL TEACHERS' COGNITION OF ENGLISH TEXTBOOKS IN VOCATIONAL SCHOOLS**

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### **ABSTRACT**

Teacher cognition may define teachers' professionalism. It refers to the teachers' ability of knowing, believing, and thinking about teaching. This study is trying to look at the pre-service English teachers' cognition on English textbook of vocational schools in order to raise the quality of pre-service English teacher and benefit the foundation of thinking abilities and teaching reflection on the textbook usage in their classroom. It is widely known that textbooks are one of the important aspects in the teaching-learning process. This research used descriptive method. The participant of this study were three pre-service English teachers who has passed the teaching training program. They used to be assigned to do their teaching training at different vocational schools. Each school applied different English textbook. Descriptive analysis employed to obtain a picture of pre-service English teacher cognition on English textbooks after distributing the questionnaire and administering interview. The results showed that all the participants believe that there is no specific material in English textbooks to any particular major or department of vocational school. It was also found that the textbooks do not meet and train students' four language skills in balance. This made them to create or add related materials from various sources.

*Keywords:* English Textbook, Pre-service EFL Teacher, Teacher Cognition

### **A. INTRODUCTION**

Teacher cognition refers to the process of acquiring and using the knowledge that teachers use in relation to their teaching practices. Teacher cognition is the center of understanding and assumptions because it focuses on what knowledge is used by the teacher, how they obtain that knowledge, and how they use it. Teacher cognition plays an important role in determining whether a teacher includes a professional teacher or not.

A pre-service teacher is a student who is preparing him/herself to become a teacher by attending lectures in the fields of education and teacher training. Pre-service teachers should outline their proficient character as future teachers. Paying attention to language teachers (Jackson & Cho, 2018) includes the process of recognizing, choosing, and acting on phenomena that arise during their involvement with students. Consequently, a pre-service teacher should certainly practice his/her skills in determining the things that should be done to achieve effective and successful learning, including recognizing, choosing and acting in assessing the textbook used in learning English in Vocational Schools.

Textbooks are a set of reference books to be used in primary and secondary education units or tertiary institutions which contain learning material. It is known that teaching of English

in Vocational Schools is categorized as English for Specific Purposes (ESP) in which the field of English studies should be explored based on the major in each context (Hutchinson and Waters, 1986). It means that an English textbook applied in vocational schools should be suited with the field students join.

However, it was found that in several English textbooks used in vocational school, the subject matter has not been determined based on a particular major in vocational schools (Cahyati, Rachmijati, and Rizkiani, 2015). In other words, the applied English textbooks have not been able to meet the students' expectation in learning English or can help them to get jobs related to their majors.

As creativity in using textbooks is one of the teaching skills, teachers need personal ideas and personal experiences that can lead to better teaching and learning. The teacher must try and look critically, trying to find out the strengths and weaknesses to decide what to do. Teachers must have the skills to consider the suitability of language levels, content / topics, activities, and logical sequences of textbooks (Bertin, 2011).

Hence, this study is aimed to investigate the pre-service English teachers' cognition on English textbook that widely used in vocational schools in order to increase the quality of pre-service English teacher and benefit the foundation of thinking abilities and teaching reflection on the textbook usage in their classroom.

## **B. LITERATURE REVIEW**

### **1. Teacher Cognition**

Teacher cognition refers to what teachers know, believe, and think about teaching (Borg, 1999). In decades, the typical educational research has documented the influence of teacher cognition on teachers' quality (Calderhead 1996; Carter 1990; Fenstermacher 1994; Richardson 1996; Verloop, Van Driel, & Meijer 2001). They believe that teachers are thinking decision-makers who make instructional choices based on their knowledge, thoughts, and beliefs.

The notion of language teacher cognition history is relatively varied. Some researchers have expressed the concept of teacher cognition from various perspectives (see Feiman\_Nemser & Floden, 1986; Shulman, 1987; Pajares, 1992). From their studies, teacher cognition focuses on the personal nature of the teacher, the position of teaching experience in teacher growth, and teaching performance. Furthermore, teacher cognition is expressed as a matter of learning what they perceive as teacher knowledge (Grossman, et. al., 1989; Woods, 1996). This is the basis for Verloop, et al. (2001) to formulate that teacher cognition is "in the mind of the teacher, the components of knowledge, trust, conception, and intuition are interrelated". Thus, this study uses the term teacher cognition as a special term to define the complexity of the teacher's mental life. This study is trying to explore the pre-service English teachers' cognition on English textbook that widely used in vocational schools in order to increase the quality of pre-service English teacher and benefit the foundation of thinking abilities and teaching reflection on the textbook usage in their classroom.

Furthermore, the factors that have a significant influence on the teacher's cognition process include emotional processing and individual values, so that these factors should be included in every teacher's cognition construction (Borg, 1999). In conclusion, when aspects of

teaching are built by taking into account teacher cognition, new teaching goals are established and new learning methods are developed. This is in line with Tsui's opinion (2003) who concluded that in the process of interpreting teacher knowledge there was an update in the knowledge of their teaching practices, in the context of specific teaching problems that they had to deal with. This will serve as the basis for their future actions. This renewal or growth of knowledge is significant for the development of teacher expertise.

## **2. Pre-service Teacher**

A pre-service teacher is a student who is organizing to become a teacher by joining various lectures in the fields of teacher training and education. Pre-service teachers should develop their proficient character as future teachers. These characters are formed for the period of their study time, particularly from subjects or courses correlated to pedagogy and teaching (Ivanova & Skara-Mincăne, 2016). Together with their study time, teaching performance is also considerable in increasing pre-service teachers' professional character. In the training environment of pre-service teachers, assignments can be a context for paying attention to emotions. Paying attention to language teachers (Jackson & Cho, 2018) includes the process of recognizing, choosing, and acting on phenomena that arise during their involvement with students. To work dynamically with class assignments (Samuda, 2015), pre-service teachers must learn to pay attention to various aspects of engagement, including cognitive, behavioral, social, and emotional aspects (Philp & Duchesne, 2016). In other words, a pre-service teacher should certainly practice the teaching skills to reach the effective and successful learning. It includes assessing the English textbook applied in Vocational Schools.

Some teachers agree with the use of textbooks. According to them, textbooks provide an attractive display of teaching materials, grammar in a consistent syllabus, proper vocabulary, pronunciation material, and writing. In addition, with the existence of textbooks, teachers have more time to prepare and plan their teaching, because most textbooks provide guidance for teachers in learning procedures and ideas. Positive opinions from textbooks also come from students. For them, the book facilitates them to see the next or previous teaching material, to prepare upcoming materials, and to repeat the previous material. In addition, it can now be seen that textbooks come with colorful images, illustrations, well-designed pages, and attractive layouts. Most students like textbooks like this.

However, it will be dangerous if the teacher and students depend too much on the textbook. For example, the teacher only uses textbooks as the only source of learning, or teaches in the order in the textbook. That is why decisions taken by teachers must be beneficial for both students and teachers. Harmer (2007) advises teachers to view books as an alternative source of learning, not rules that must be followed in exact order. In other words, in the teaching and learning process, the teacher must be able to properly manage the use of textbooks based on the goals and topics of learning.

In other words, before deciding to use a particular textbook, the teacher needs to consider the learning objectives and characteristics of the students who will be involved. This is difficult to do if the teacher does not know the learning objectives and characteristics of the students. In short, the teacher must consider the selection of good and appropriate textbooks, and also use his creativity so that the atmosphere of the teaching and learning process is interesting and the needs of students are met.

### **3. English Textbook**

Textbooks are a set of reference books to be used in primary and secondary education units or tertiary institutions which contain learning material to increase faith, goodness, noble character, and personality; master the science and technology; increase sensitivity and aesthetic abilities; also contain compiled material that improves kinesthetic and health capabilities based on national education standards (Permendiknas Number 2, 2008). In other words, the contents of the textbooks should include the learning material and the purpose of the textbook should refer to the national education goals, and their compilation should follow national education standards.

The point of reference of English learning in Vocational School is focused on the development of preparing students so that they are professional and competent in the world of work (Law No. 20 of 2003 concerning the National Education System). It is also stated in Government Regulation No.29 / 1990 concerning Secondary Education Article 1 paragraph 3 which verifies that vocational education is education that centered on developing students' competencies in specific skills in accordance with their majors. This has implications for the teaching of English in Vocational Schools to be categorized as English for Specific Purposes (ESP) in which the field of English studies should be explored based on the major in each context (Hutchinson and Waters, 1986).

It is widely known that textbooks are one of the important aspects in the teaching-learning process. Textbooks are one of the learning media that are often used by teachers and students. There are many types of books designed for students of all levels and ages. But, of course, not all are categorized as good textbooks. A teacher should understand correctly about the needs, interests, abilities, and levels of students (Yochanna, 2011), so that s/he can determine whether a particular book is suitable for students or not. Therefore, a teacher needs to know how to use the right textbook. In addition, creativity in using textbooks is also needed so that classroom learning remains interesting. This is in line with Harmer's statement that the most important part in the use of textbooks for teachers is adjusting textbooks to student needs (2007).

Furthermore, choosing the right book is one of the important tasks teachers must do (Beare, 2011). Therefore, teachers must have the skills to consider the suitability of language levels, content / topics, activities, and logical sequences of textbooks (Bertin, 2011). When all aspects are fulfilled, the teacher can still use the textbook. However, if the teacher faces inaccuracies in the above aspects, s/he must decide on alternative steps in using the textbook.

There are pros and cons to the use of textbooks. As stated in Harmer (2007), some teachers reject the use of textbooks. They assume that textbooks are boring, too dense, and not suitable for their class. In addition, the sequence of topics and lessons is often monotonous so students and teachers tend to lose motivation. While the choice of topics, sometimes there are cultural elements that are not in accordance with local wisdom.

### **C. RESEARCH METHODOLOGY**

This research used descriptive method. Descriptive method is the most common method used in educational research (Burns, 2000). Data were collected through questionnaires to pre-service English teachers and interview.

Some procedures were applied to the implementation of this study. First, researchers determined the background of the research. From the background, problem and research objectives identified. Then, literature underlying the topic being discussed in the problem was identified. Furthermore, the data and literature were analyzed and interpreted. Interpretation is done by using descriptive method. Finally, conclusions and recommendations were taken based on the findings.

The subjects of this study were 3 (three) pre-service English teachers who has already passed the teaching training program. They used to be assigned to do their teaching training at different vocational schools. Each school applied different English textbook to be used as their guidance during teaching and learning.

The English textbooks studied were:

1. "*Communication Builder: English for Vocational School*" written by Eri Kurniawan and Arief Kurniawan, published by the Ministry of National Education (Curriculum 2013).
2. "*English for SMK*" written by Maria Regina Dyah Pramesti et al, published by the Ministry of National Education (Curriculum 2013).
3. "*Look Ahead: An English Course*" written by M.Sudarwati and Eudia Grace, published by Erlangga (School Based Curriculum).

Descriptive analysis employed to obtain a picture of pre-service English teacher cognition on English textbooks. The data collection method was implemented in stages as follows:

1. Distributing the questionnaire to the pre-service English teachers in the vocational schools to find out their cognition of English textbooks used in vocational schools.
2. Administering interview to three pre-service English teachers on the English textbooks.
3. Analyzing the collected data based on the criteria of the National Education Standards Agency (*Badan Standar Nasional Pendidikan/BSNP*), which were analyzed based on the feasibility of the content, language, and presentation.

### **D. FINDINGS AND DISCUSSION**

This study is aimed to investigate the pre-service English teachers' cognition on English textbook that widely used in vocational schools.

As mentioned above that the data were collected from 3 (three) pre-service English teachers who has already passed the teaching training program. They used to be assigned to do their teaching training at different vocational schools. Each school applied different English textbook to be used as their guidance during teaching and learning. In other words, there were three pre-service English teachers that were investigated to see their cognition towards three different textbooks.

From the first pre-service English teacher, it can be found that the textbook used in her vocational school is "*Communication Builder: English for Vocational School*" written by Eri Kurniawan and Arief Kurniawan, published by the Ministry of National Education (Curriculum 2013) in the year 2008. The following is the detail of her cognition.

Table 1. First Pre-service English Teacher's Cognition

COMPONENT	COGNITION
<b>A. Content</b>	
1. Conformity with Standard Competence and Basic Competence	It is quite detailed and specific with the learning unit consisting of: life at work, dealing with clients, presentations, machinery and others.
2. Material accuracy	In accordance with the context of major or department. In this case is computer network Engineering major.
3. Learning support material	The material is focused on reading and writing, but speaking and listening are not discussed too deeply. Exercise is focused on simple communication writing exercise, such as correspondence.
<b>B. Language</b>	
1. Conformity with the level of development of students	It is quite feasible and equivalent in the level of novice, elementary and intermediate.
2. Communicative	Many discuss matters of communication formally, but not informally. The commands in the exercise are not very clear.
3. Sequence and unity of ideas	Giving and presenting material in coherent and clear unity.
<b>C. Presentation</b>	
1. Presentation techniques	Posts in fonts that are too tight and too small in monochrome colors tend to be boring.
2. Presentation of learning	The theory is not too much given, but it is very dense in providing training.
3. Completeness of presentation	There are exercises, revisions, vocabularies and definitions.

The table shows that in terms of the content of the textbook, it is quite comprehensive and detailed with the learning unit, including life at work, dealing with clients, presentations, machinery, etc. The material accuracy in the textbook is in accordance with the context of department, computer network engineering. The material is focused on reading and writing, but speaking and listening are not discussed too detail. The task is focused on simple communication writing exercise, such as correspondence. For the language embedded in the textbook, it is quite feasible and equivalent in the level of novice, elementary and intermediate. The communication is mostly delivered formally, however the commands in the exercise are not very clear. The material is presented in coherent and clear. Last, in terms of the textbook presentation, it has too tight and too small fonts in boring monochrome colors. The theory is not too much given, but it is very dense in providing training. In addition, there are exercises, revisions, vocabularies and definitions.

It can be concluded that she thinks that the book is good enough in giving and containing the English material in accordance with the demand of English national syllabus. Regardless of not too visually attractive, the book mainly presents examples taken from students' daily life.

From the second pre-service English teacher, the textbook used in her vocational school is "English for SMK" written by Maria Regina Dyah Pramesti et al, published by the Ministry of National Education (Curriculum 2013) in the year 2010. The detail of her cognition can be seen in the table below.

Table 2. Second Pre-service English Teacher's Cognition

COMPONENT	COGNITION
<b>A. Content</b>	
1. Conformity with Standard Competence and Basic Competence	Enough according to the novice level.
2. Material accuracy	In accordance with the unit outline for the novice level, where the basic competency of communication skills is prioritized.
3. Learning support material	The material is focused on writing and speaking, while listening and reading are not discussed too deeply.
<b>B. Language</b>	
1. Conformity with the level of development of students	In accordance with the age of students with formal expressions in simple communication
2. Communicative	The commands in this book are clear, concise, simple, and clear instructions.
3. Sequence and unity of ideas	Provision and presentation of material are presented in a continuous and clear unit.
<b>C. Presentation</b>	
1. Presentation techniques	The font is too tight and too small and the image is out of focus and blurry.
2. Presentation of learning	The theory is not too much given, but the exercise is too focused on the sentence structure compared to the ability to communicate
3. Completeness of presentation	There is exercise, learning outcomes, not many key points.

Table 2 explains that regarding the content, the textbook has the adequate conformity with Standard Competence and Basic Competence in novice level. The material accuracy in the textbook is in accordance with the unit outline for the novice level, where the basic competency of communication skills is prioritized. The material is focused on writing and speaking, while listening and reading are not discussed too deeply. In terms of language, it is in accordance with the age of students with formal expressions in simple communication. The commands in this book are clear, concise, simple, and clear instructions. Provision and

presentation of material are displayed in a continuous and clear unit. Last, regarding the textbook presentation, the font is too tight and too small and the image is out of focus and blurry. The theory is not too much given, but the exercise is too focused on the sentence structure compared to the ability to communicate.

To sum up, the second pre-service English teacher believes that there are not various materials given. So she suggests to the teachers who use this textbook, they should have companion material. In other words, the textbook tends to be like a students' workbook rather than a textbook. She also thinks that the textbook is less attractive and does not focus on specific competencies based on particular major. In this case, the major is office administration.

From the last pre-service English teacher, the textbook used in his vocational school "*Look Ahead: An English Course*" written by M.Sudarwati and Eudia Grace, published by Erlangga (School Based Curriculum) in the year 2007. Below is the detail of his cognition.

Table 3. Third Pre-service English Teacher's Cognition

COMPONENT	COGNITION
<b>A. Content</b>	
1. Conformity with Standard Competence and Basic Competence	Book content is not too in accordance with SK KD because the scope of the discussion is very broad and not focused
2. Material accuracy	The material coverage is broad, interesting and contains many elements of popular culture that are liked by teenagers.
3. Learning support material	Lots of text but very little exercise
<b>B. Language</b>	
1. Conformity with the level of development of students	In general it is quite good.
2. Communicative	In general it is quite good
3. Sequence and unity of ideas	The scope of the discussion is too broad.
<b>C. Presentation</b>	
1. Presentation techniques	Pretty interesting with lots of visualization
2. Presentation of learning	In general it is quite good
3. Completeness of presentation	Too much text and material discussion but too little in the exercise and no summary points

From the table above, it can be seen that the book content is not too in accordance with SK KD because the scope of the discussion is very broad and not focused. The material coverage is broad, interesting and contains many elements of popular culture that are liked by teenagers. It contains a lot of text but very little exercise. Regarding the language, this textbook is quite good in conformity with the level of development of students and

communicative level. However, The scope of the discussion is too broad. Last, in terms of presentation, it is pretty interesting with lots of visualization. However, it has too much text and material discussion and too little in the exercise and no summary points.

It can be inferred that he thinks this textbook is quite visually interesting. The majority of learning material is under the popular culture, which is adored by mostly teenagers. However, the textbook does not specifically discuss the specific topics related to the students' major, which is pharmacy.

The collected data shows that after giving the questionnaire to the English teachers to be responded to, the vocational English textbooks were analyzed according to BNSP's theory. There is no specific material in English textbooks to any particular major of vocational school. It is quite surprising since the vocational students mostly want to learn English to support their future work in the field that they focus on (Cahyati, Rachmijati, Rizkiani, 2014), and the textbooks do not meet and train students' four language skills in balance. This finding is one of the results that the pre-service English teachers have already basic knowledge about the way of deciding the proper textbook. As Beare (2011) that choosing the right book is one of the important tasks teachers must do.

Based on the interview with teachers, the books do not fully contain the materials related to the student's major. In other words, 2 of 3 pre-service English teachers added related materials from various sources. What they do is in line with Harmer's statement that the most important part in the use of textbooks for teachers is adjusting textbooks to student needs (2007). While one of pre-service teachers teaching without additional material or other enrichment.

## **E. CONCLUSION**

This study is intended to consider the pre-service English teachers' cognition on English textbook that widely used in vocational schools in order to raise the quality of pre-service English teacher and help the basis of thinking abilities and teaching manifestation on the textbook usage in their classroom.

The participant of this study are 3 (three) pre-service English teachers who has already passed the teaching training program. They used to be assigned to do their teaching training at different vocational schools. Each school applied different English textbook to be used as their guidance during teaching and learning process. In other words, there are three pre-service English teachers that were examined to see their cognition towards three different textbooks.

This study resulted that there is no specific material in English textbooks to any particular major or department of vocational school. Furthermore, the textbooks do not meet and train students' four language skills in balance. This finding is one of the results that the pre-service English teachers have already basic knowledge about the way of deciding the proper textbook.

This study may not generalize to classroom settings and its methodology addressed only the teacher cognition. Nonetheless, research on pre-service language teachers' cognition can benefit the foundation of thinking abilities and teaching reflection on the textbook usage in

their classroom. Future work is needed to develop a wide range of associated practical applications.

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