

**FILIPINO TEACHERS' PERSPECTIVES ON POWERPOINT AND
GOVERNMENT-DEVELOPED LESSON PLANS
IN ENGLISH LANGUAGE TEACHING**

THESIS

By:

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
2025**

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IN ENGLISH LANGUAGE TEACHING**

THESIS

**Presented to
Universitas Muhammadiyah Palembang
In Partial Fulfillment of the Requirement
For the Degree of Sarjana in English Language Education**

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PEBIYOLA
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
2025**

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Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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MOTTO AND DEDICATION

Motto

“Hidup yang tidak dipertaruhkan tidak akan dimenangkan” by Najwa Shihab.

Dedication

Thanks to:

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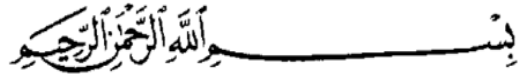
ABSTRACT

Pebiyola, 2022. Filipino Teachers' Perspectives on PowerPoint and Government-Developed Lesson Plans in English Language Teaching. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education of Universitas Muhammadiyah Palembang. Advisor (1) Prof. Dr. Indawan Syahri, M.Pd., (2) Rini Susanti, S.Pd., MA., Ph.D.

Keyword: *PowerPoint, National Curriculum, English Language Teaching, Education in the Philippines, Textbooks, Educational Technology.*

This paper investigates Philippine English teachers' views and uses of government-produced lesson plans and PowerPoint-based teaching in their classes. It seeks to know how well these teaching tools work and what difficulties instructors have in tailoring resources for students from many language backgrounds. Using a mixed-methods approach, eight English teachers from Ma-a National High School took part. Non-participant classroom observations and online surveys combining closed-ended and open-ended questions gathered data. Descriptive statistics were used to examine quantitative data; theme analysis was used to qualitative replies. Results show a clear teacher preference for PowerPoint because of its versatility, visual appeal, and possibility for interactive learning. Textbooks, on the other hand, are still appreciated for their support of autonomous study and organization. Lesson plans developed by the government were useful but condemned for their lack of adaptability; teachers usually had to change them to suit the reality of their classrooms. Among the main difficulties were time limits, insufficient training, and uneven technological access. The study emphasizes the importance of mixed teaching strategies combining digital technologies with conventional resources. It advocates more teacher autonomy, focused professional development, and better infrastructure to enable technology integration in English language instruction.

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May this work serve as a small contribution to the field of English Language Education and inspire others to believe in their own potential. Alhamdulillah, for everything.

Palembang, 30 April 2025
The Researcher,

PY

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CHAPTER I

INTRODUCTION

This chapter presents (a) background, (b) Limitation of the Research, (c) Formulation of the Research, (d) objective of the research and (e) significance of the research.

A. Background

Teaching materials play a crucial role in supporting learning and enriching students' educational experiences. Ahmar (2017) states that teaching materials include a wide range of resources, such as textbooks presenting theories, workbooks for practice, and modern digital tools like e-books, videos, interactive simulations, and educational software. Additionally, multimedia presentations, laboratory equipment, and assessment tools such as quizzes and tests are integral to enhancing of teaching. Tomlinson (2012) adds that teaching materials for language learning can include flashcards, graded readers, games, websites, and even mobile phone interactions. Digital tools and multimedia presentations help cater to diverse learning styles, while interactive materials like games and group projects foster active student participation. For language learners, tools such as flashcards and graded readers simplify complex concepts and encourage better retention. Thus, the thoughtful integration of teaching materials, both traditional and digital, is essential for creating an effective and dynamic learning environment.

Government-created lesson plans and PowerPoint-based instruction are widely used in English language teaching, yet their effectiveness remains debated (Ishartono et al., 2022; León & García-Martínez, 2021). The Philippine education system incorporates government-created lesson plans to ensure standardization and alignment with national curricula. For instance, under the MATATAG curriculum, the Department of Education (DepEd) in the Philippines

develops a range of teaching materials including textbooks, modules, and lesson exemplars designed to guide English teachers across the country in delivering consistent instruction (Kilag et al., 2024). These resources aim to promote uniformity in educational content and reduce discrepancies in teaching approaches across schools, particularly those in remote or under-resourced areas. Despite their widespread use, these materials face notable challenges in practice. One major concern is the lack of contextual flexibility. Teachers often find it difficult to adapt lesson plans to their students' specific learning needs, cultural backgrounds, or proficiency levels. Moreover, the centralized nature of government-created lesson plans can limit teachers' autonomy and creativity in designing lessons that are more engaging or relevant to their students. Compounding this issue is the scarcity of resources, such as insufficient access to printed materials or digital equipment, especially in rural schools. As a result, while these lesson plans provide a structural backbone for teaching, they may fall short in addressing the dynamic and localized realities of actual classroom environments. Therefore, while the MATATAG curriculum and its standardized teaching materials are essential for ensuring national coherence and educational equity, their effectiveness is highly dependent on how teachers interpret, adapt, and implement them in diverse school settings. This highlights the importance of empowering educators with professional development opportunities and contextual flexibility to make instructional decisions that best serve their learners.

Specialized teaching materials are essential for tailoring education to meet the specific needs and context of individual students or groups. Banerjee and Murthy (2018) highlight those specialized materials involve adjustments in teaching methods, material types, and delivery techniques to ensure relevance and effectiveness. For example, in the use of information and communication technology (ICT), these materials may include visualizations, animations, and simulations specifically designed to align with students' learning styles and

objectives. By customizing content and delivery, specialized teaching materials help create a more personalized and engaging learning experience. ICT-based tools, like animations or simulations, not only simplify complex concepts but also cater to diverse learning preferences, enhancing both understanding and retention. Therefore, specialized teaching materials play a crucial role in improving student engagement and learning outcomes by providing a contextualized and individualized approach to education.

According to Ishartono et al. (2022) found that PowerPoint-based instruction in a Flipped Learning environment significantly improved students' understanding compared to traditional methods. However, León and García-Martínez (2021) caution that PowerPoint's effectiveness varies depending on how it is used, noting that when slides are distributed before class, students may show reduced engagement. Additionally, Ahmad et al. (2022) found that university ESL teachers perceive PowerPoint as an effective tool for lesson delivery, though issues such as lack of training and resources remain barriers.

Customizing teaching materials is essential for achieving an optimal alignment between materials, methodology, learning objectives, and teaching styles. Tomlinson (2012) explains that teachers need to adapt teaching materials to fit specific classroom needs. This process involves evaluating, adapting, producing, and utilizing materials to ensure they meet the requirements of both students and the teaching context. By tailoring materials, teachers can address diverse learning needs and create a more effective and engaging learning environment. This customization ensures that the content resonates with students while aligning with the teacher's instructional goals and style. So, the thoughtful development and adaptation of teaching materials are key to enhancing teaching effectiveness and student learning outcomes.

Customized teaching materials offer both advantages and disadvantages. Followed by Howard and Major (2004), one advantage is that these materials can be tailored to meet the specific needs of students, allowing teachers the freedom to determine the most appropriate organizing principles and learning activities. This flexibility enables a more personalized and engaging learning experience. However, there are also drawbacks to using customized materials. Without consistent organizing principles, they may lack coherence and clear progression, leading to fragmented content and unfocused activities. This can cause confusion and frustration for students, who may struggle to gauge their progress. Additionally, teachers' limited experience or understanding can result in key elements being overlooked or insufficiently covered, diminishing the effectiveness of the materials. Customized materials often incorporate authentic texts, which can provide real-world language examples but may also present challenges due to cultural or contextual differences. Therefore, while customized teaching materials allow for flexibility and authenticity, careful planning and experience are essential to maximize their benefits.

The education system in the Philippines is well-structured, encompassing various levels to support student progression and learning. Putri and Rahayu (2023) describe that the system includes elementary, secondary, technical or vocational education, and higher education. Higher education institutions are governed by the Commission on Higher Education (CHED), which was established through Republic Act No. 7722, while public education falls under the supervision of the Ministry of Education. The system mandates 13 years of schooling, ensuring a comprehensive learning experience for students. This structure demonstrates the government's commitment to providing a robust education system designed to prepare students for various academic and career paths. The high completion rate of 95.9% in secondary education highlights the system's effectiveness in

retaining students and achieving educational benchmarks. However, challenges such as maintaining the quality of education for all students remain a concern, indicating areas for improvement in teaching methods and resource allocation. As a result, while the Philippines' education system is a model of success in Asia, addressing quality-related challenges is essential for sustaining and enhancing its achievements.

The government plays a critical role in developing teaching materials to support the achievement of educational goals. Kilag et al. (2024) in the context of Philippine education, particularly under the MATATAG curriculum, the Ministry of Education (DepEd) is primarily responsible for creating and distributing teaching materials. These resources include textbooks, modules, and other educational aids, all of which align with the national curriculum. This centralized approach ensures that teaching materials adhere to educational standards and support the goals of the MATATAG curriculum. However, the process faces obstacles, such as limited resources and infrastructure, which can hinder the quality and availability of these materials. Furthermore, the government must prioritize inclusivity by making educational resources accessible to all students, including those with special needs. This focus aligns with the MATATAG curriculum's emphasis on equity in education. Overall, while the government's efforts are essential for maintaining consistency and quality in teaching materials, addressing resource limitations and ensuring inclusivity remain key challenges to achieving educational objectives.

The MATATAG curriculum is designed to meet international standards and equip students to compete globally. Estrellado (2023) explained this curriculum addresses global developments by aligning education with international benchmarks. It aims to make learning more relevant and responsive to challenges, such as material overload, social inequality, and cognitive imbalances. By focusing on these challenges, the MATATAG curriculum ensures that students gain not

only knowledge but also the skills and values needed for global competition. Its emphasis on language, reading, literacy, and patriotism provides a balanced foundation, addressing both academic competencies and national identity. Ultimately, the MATATAG curriculum strives to prepare students for a globalized world while maintaining a strong connection to their cultural roots and social responsibilities.

The educational system in the Philippines, particularly in teaching English at the secondary school level, focuses on developing students' communication and literacy skills through a multilingual approach. According to the Republic of the Philippines Department of Education, as outlined in the MATATAG curriculum, English is taught alongside the mother tongue and Filipino within the K to 12 Framework to build solid communicative competence. This curriculum emphasizes a communicative learning approach, incorporating real-life activities like group discussions and presentations to enhance practical language application, foster critical thinking, and encourage cooperation. Additionally, translanguaging strategies are implemented to help students leverage their existing linguistic knowledge, making English learning more effective and accessible. Wolff (2003) highlights that English is not merely a foreign language but a necessary skill for international competitiveness, and the MATATAG Curriculum supports this by preparing students to become multicultural and multiliterate citizens. By integrating these strategies, the curriculum ensures students are proficient in English, actively engaged in society, and equipped with the skills and values needed to navigate a globalized world.

The ability to master English is critical for success in the global arena, and textbooks are an indispensable tool in guiding both teaching and learning. Smart et al. (2020) point out textbooks are especially significant in resource-limited settings, where they often function as the main curriculum and define teaching practices. These materials,

whether produced by the government or aligned with governmental guidelines, shape the selection of teaching content and methods. Moreover, textbooks serve as monitoring tools to evaluate teacher performance and student progress, making them a central policy instrument in education. However, this dependency can lead to classrooms that are heavily textbook-centered, restricting the flexibility of both teachers and students to explore alternative approaches. Despite these constraints, well-crafted textbooks can significantly enhance educational experiences. They not only promote critical thinking and problem-solving skills but also prepare students to navigate changes in social and cultural contexts (Ensor et al., 2002 in Smart et al., 2020). Thus, textbooks, when designed effectively, play a pivotal role in equipping students with the competencies needed to thrive in an increasingly competitive and interconnected world.

The English textbooks provided by the Ministry of Education significantly influence language learning and teaching, especially during the COVID-19 period. Larenas et al. (2015) explain that the curriculum, including the English textbooks, shapes the goals, content, and activities involved in the learning process. During the COVID-19 pandemic, while students studied from home using electronic devices, not all families had access to these devices, and internet connectivity was limited in some areas. This limitation on access to technology highlighted the critical role textbooks play in supporting students' education during such challenging times. Textbooks became essential for students to continue their learning at home, with the supervision of their parents, when digital tools were not available. Thus, while electronic devices and internet access are important for modern education, textbooks remain a vital resource for ensuring that all students, regardless of their technological access, can continue their studies.

Textbooks can either facilitate or hinder the adoption of new teaching methods, and teachers are advised to adopt diverse strategies

and foster a collaborative environment. Smart (2019) in Smart et al., p. (2020, p. 8) stated “Textbooks can thus represent either barriers to or carriers of new ways of teaching and learning”. Additionally, Larenas et al. (2015) recommend that teachers use various teaching strategies, create diverse materials, build a comfortable classroom atmosphere, and emphasize collaboration. This suggests that textbooks, depending on their design and use, can either support innovative teaching approaches or limit them. Teachers should go beyond the textbook by diversifying their teaching strategies and creating a more inclusive and cooperative learning environment. However, the study also noted that many teachers found the difficulty of the activities in the textbooks to be beyond the basic level of the students’ knowledge. About 83% of the participants indicated that the activities in the textbooks only occasionally matched the language needs of their students. Therefore, while textbooks can be valuable tools for learning, their effectiveness is contingent upon their alignment with students’ proficiency levels, and teachers must complement textbooks with adaptive teaching strategies and activities to ensure that all students benefit.

While prior research has investigated the impact of textbooks and PowerPoint separately, limited studies have examined how teachers integrate government-created lesson plans with PowerPoint-based instruction in English language teaching. Despite growing interest in instructional materials, most existing studies tend to focus on either traditional materials such as textbooks or digital tools such as PowerPoint in isolation. Few have examined how these resources are used together in a real classroom setting, particularly under standardized government curricula like MATATAG. Moreover, limited research has explored teachers’ perceptions of how they adapt these materials to meet students’ diverse learning needs. Understanding how these instructional materials are utilized in real teaching contexts is essential to improving lesson delivery and student outcomes.

This study responds to a key gap in the literature by examining

how English teachers in the Philippines perceive and use government-created lesson plans in combination with PowerPoint instruction. It adopts the TPACK framework Mishra and Koehler (2006) to explore how teachers integrate content, pedagogy, and technology in practice, and draws on the concept of teacher agency Biesta et al. (2015) to examine how teachers negotiate curriculum mandates while adapting to their classroom realities. By focusing on both materials and teacher decision-making, the study aims to generate insights that inform instructional design, policy, and teacher development.

B. Limitation of the Research

This study has several limitations:

1. **Small Sample Size and Limited Generalizability:** The study involved only eight English teachers from a single secondary school, which limits the generalizability of the results to other educational contexts within the Philippines.
2. **Restricted Research Location:** The study was conducted only at Ma-a National High School, so the results may not represent the educational context in other schools with different characteristics.
3. **Time and Resource Constraints:** The limited data collection time and restricted access to technological resources may affect the depth of the data obtained.
4. **Limitations of Research Instruments:** The questionnaire may not fully capture the nuances of teachers' perceptions and experiences, especially regarding the reasons behind their preferences.
5. **Potential Response Bias:** Since the questionnaire was conducted online, there is a possibility of bias in respondents' answers, as they might want to appear positive or meet expectations.

C. Formulation of the Research

Based on the background and research limitations, the following research questions are formulated:

1. How do English teachers perceive the use of government-created lesson plans in their classroom instruction?
2. How do English teachers utilize PowerPoint-based instruction in teaching English?
3. How do teachers integrate government-created lesson plans with PowerPoint in real classroom practices?
4. What challenges do teachers face when adapting these instructional materials to fit students' diverse learning needs?

D. Objective of the Research

This study aims to achieve the following objectives:

1. To explore English teachers' perceptions of government-created lesson plans used in English language teaching.
2. To describe how PowerPoint-based instruction is implemented in English classes by Filipino teachers.
3. To examine how teachers combine government-created lesson plans and PowerPoint in their actual classroom practices.
4. To identify the challenges encountered by teachers when adapting instructional materials to accommodate diverse student needs.

E. Significance of the Research

The results of this study are expected to be useful both theoretically and practically:

1. For the Researcher Herself

This study will help the researcher understand how teaching materials can be used effectively in English classrooms. It will also allow her to improve her skills in creating teaching resources and conducting research, which will be useful for her future career as an educator.

2. For Teacher

This study will provide Indonesian teachers with ideas on using lesson plans and PowerPoint effectively, helping them improve teaching strategies and adapt materials for better English learning outcomes.

3. For Other Researchers

This research aims to be beneficial for future studies exploring teachers' perceptions of customized teaching materials in the Philippine educational context.

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