

The core aspects of teacher's book content: An analysis on teacher's needs

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ABSTRACT

The aspects of the content of teacher's book received less concern among the teachers, academicians, and researchers. Therefore, the present study was carried out to investigate the core aspects of teacher's book content based on teachers' needs. Three experienced-teachers from different junior high schools were involved in the present study. The study used a descriptive qualitative method. A need analysis was carried out to obtain the data through semi-structured interviews. The data was collected and analyzed through coding and categorizing techniques based on the questions category. The study found that there were several core aspects needed by the teachers that should be included in a teacher's book content, namely appearance design/layout, procedures in teaching, material explanation, teaching aids, teaching and learning assessment, time allocation, example of classroom language, and key answers. These aspects are purely based on the analysis on teachers' needs and expectations. The researchers point out that this investigation is fruitful to carry out since it synchronizes the content of the teacher's book and the needs of the teachers which provide a set of ready-made procedures or proper steps in teaching. The present study strongly supports any researchers to investigate other essential aspects of teacher-textbook's content for more resourceful content.

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1. INTRODUCTION

In English language teaching and learning process, the existence of teacher's book is essential for a teacher since it contributes to their work-performance especially in delivering instructions, considering the effective activities, providing systematic materials, presenting various tasks, and managing classroom environment [1]. A good teacher's book is a systematically designed textbook that provides relevant guidelines and sources from the syllabus [2]. Besides, teacher's book can be the core source and alternative procedure for the teachers to teach. In other words, teacher's book provides systematic and strategic learning activities. However, the current situation has shown a different fact that the necessity of English-teacher's book is far from Indonesian English teachers' concerns since the existing teacher's book commonly was not used as a guide in teaching for many reasons [3]. The common reasons raised by the teachers related to the problems found in the existing teacher's book are such as the design, the instructions, the procedure of guidance, the material explanation, and other related aspects [1]. The most popular reason raised among the teachers as in the interviews is the inadequate procedures or the specific steps in the teacher's book content to

run the teaching activities. These problems surely affect the quality of teacher's book and decrease teachers' interest in using teacher's book in their teaching practices. As the consequence, only a few English teachers use the existing teacher's book since it cannot fulfill their needs, especially Indonesian English teachers [3]. In addition, the importance of a textbook also has been left behind by the English teachers because of those problems. These matters surely portray a bad paradigm on the existence of any English teacher's book and its implementation toward teacher's performance in teaching. To ensure the truth about these phenomena, therefore, it is important to find the problems faced by Indonesian English teachers and their needs regarding the core aspects of teacher's book content.

Diniah [3] stated in that generally, the teachers find some weaknesses in a textbook. For instance, most Indonesian English teacher's books only have a few teaching aids and have no specific teacher's guidance to run the classroom activities and to present the materials. In this case, the teachers have less interest to use their teacher's book since it has no adequate guideline for guiding student-textbook as its pair teaching. Therefore, these inadequacies can cause a bad paradigm on the importance of teacher's book which led to some rejection from Indonesian English teachers to use their teacher's book. Besides, the problem is not at whether or not the teacher's book is matched with the classroom's atmosphere, since the classroom's atmosphere can be changed anytime. However, the current problem is about how the content of a teacher's book can fulfill teacher's needs. The common problem faced by the teachers is that most teacher's books do not provide resourceful and complete steps in guiding the learning activities. This phenomenon encourages teachers to have a bad perception toward the existence of the teacher's book and portray it as an unimportant teaching media. In contrast, several experts have strongly emphasized that a teacher's book is strongly needed as the main source to help the teacher to find inspirations, quick ready-made teaching guidance, a source for modification, quick alternative preparation, and reducing teacher's anxiety when they have no lesson plan [4]. Therefore, to change the negative paradigm on teacher's book, a modification on teacher's book content must be made based on the current teacher's needs [1].

There are some studies have discussed textbook and need analysis [5]–[14]. First, Hutchinson and Waters [6] believed that analyzing needs is a way to understand and to create the features linguistic-based on the target's situation. Meanwhile, Dubin and Olshtain [15] explained that need analysis is commonly recognized in the light of the instructions in a national curriculum which is reflected from educational policy. Besides, need analysis is intended to obtain and collect the information for designing the needed output [16]. This definition is also supported by Feez and Joyce [17] who said that need analysis is employed to collect the information at the first step of course. Thus, it can be concluded that need analysis is a way of obtaining data and collecting data as sources for particular necessity, one of its purposes is to create an instructional design. This way is conducted before designing the materials or at the beginning of the course. In addition, Menggo *et al.* [7] emphasized need analysis as a fundamental base to construct the materials based on the target's needs or expectations in achieving teaching and learning objectives. In addition, need analysis provides three major aims [6]: i) Need analysis serves the medium to collect broad input for design, content, and the application of language courses; ii) Need analysis is fruitful to develop the objectives, goals, and content; iii) Need analysis is beneficial for collecting data process, evaluating, and reviewing the existing course. The result of the need analysis can be used to find the weaknesses of the existing textbook, the needs of the teacher, and the kinds of materials for improving a teacher's book. The analysis surely provides the main information or important data for developing a teaching and learning product. Thus, need analysis is very essential to carry out to create a resourceful textbook that fulfills the target's needs [7].

Besides, in need analysis, a set of questions were needed to prepare for collecting the information and analyzing the data [13]. Need analysis is a way to explore richer information in the self of the participants regarding their experiences, backgrounds, difficulties, problems in learning, potential, and their particular needs in accomplishing the language target. In investigating the target's needs, the collected data's quality depends on the appropriate selection and collection techniques. One of the techniques that can be employed to investigate participants' needs is doing an interview. This technique is usually employed in need analysis to obtain an in-depth understanding on the particular matter such as to find why, how, and what beyond an event. Besides, this technique is also an open-ended discussion instrument that involves people or other subjects [18]. In addition, an interview can be employed between the researcher and the individual, or the researcher and a small group that has the same objective or interest. The interviews are given only to explore the important topic or issue being investigated [19]. Nevertheless, an interview should not provide any unnecessary questions to the interviewees that lead to represent irrelevant needs [20]. In other words, the questions in an interview should be validated to ensure their relevance before carrying out a need analysis. Therefore, relevant questions in need analysis surely resulted from good aspects for a good teacher's book.

According to Cunningsworth [1], "A good teacher's book is invaluable in the offering, among other things, guidelines on how to make the best use of the course, details plans for teaching each unit and keys to the exercises." This definition has important point that every material in every unit in the student-textbook is

directed by the teacher's roles as guided in teacher's book. The detailed guideline of teaching activities in the classroom will be only described and elaborated in a teacher's book. In this way, the teacher's roles will be more directed since the orientation on how the classroom activities are guided and how materials are presented is mainly through teacher's book. Furthermore, Harmer [2] emphasized that a good textbook has a well-organized and carefully designed which provide relevant guideline and sources. Besides, a teacher surely expects a systematic and detailed procedure concerning the teaching process in teacher's book content. Furthermore, a teacher also needs an alternative procedure along with its description when previous procedures are ineffective. Therefore, a specific analysis of the teacher's expectations and needs is necessary to carry out so that the teacher can understand how to present the existing materials and how to teach the activities in the classroom. Besides, attractive materials are also essential to develop in a teacher's book. As Harizaj and Hajrulla's [21] emphasize in their statement that a good textbook provides interesting and various subject topics, it also ought to have the power to encourage and motivate both the teachers and the students. On other aspects, a good teacher's book must be understandable regarding its instructions, activities, and exercises for creating effective teaching. Thus, it is strongly essential to do a need analysis in developing good content in a teacher's book. A good teacher's book surely improves teachers' performance and professionalism in engaging their students.

In addition, the use of teacher's book also provides complete support for using student-textbook, a teacher will have a better direction and orientation in conveying the target language to the students. Other researchers also believed that any English as a foreign language (EFL) course provides a complete package of materials as in the teacher's book [1]. In this sense, any materials in student-textbook's content need further guidelines with detailed instructions and specific steps that are only owned by a teacher's book. In terms of significant usage, teacher's book provides the teacher richer sources and procedures to conduct some teaching activities. Therefore, there are some criteria or roles that should be fulfilled when designing a good teacher's book. The fulfillment of these roles are explained by Cunningsworth [1] as: i) Setting out the guiding principle of the course; ii) Stating the aims and objectives of the course; iii) Describing the basis for the selection and grading of the language content; iv) Explaining the rationale for the methodology used; v) Giving an overview of the way the course is constructed, and of how the different parts relate to one another; vi) Providing practical guidance on how to use the material; vii) Giving linguistic information necessary for effective use of the material in class; viii) Providing background cultural information where this is necessary to understand the contexts being used in the material; ix) Promoting a better understanding of the principles and practice of language teaching in general, and helping to develop teaching skills.

Besides, a textbook must be relevant and consist of some acceptable content qualifications, clear activities instructions, and local content issues for reflection [5]. Furthermore, the most fundamental principle in a teacher's book is it should meet the needs of the utilizer, in this case, is the teacher [1]. Teacher as the user of teacher's book has particular expectations and needs regarding its contents. In other words, teacher's needs are the essential things to consider in designing a good teacher's book by any textbook's developers. Since the content in the teacher's book can be modified, adapted, added, and organized based on the teacher's needs [1], [22]. Therefore, it is extremely fruitful to investigate teachers' needs regarding the core aspect of teacher's book content for modification or further content development.

Some previous studies had carried out need analysis toward their participants to obtain the data about the necessary points in a textbook [7]–[13]. But, most of the previous studies merely analyze the needs of learners for developing a student-textbook. Meanwhile, teacher's needs and teacher's book's content have not been investigated until this far. Moreover, most of the previous studies only focus on the investigation on student's needs. Currently, there is hardly any investigation on teacher's book based on teacher's perspectives and needs. Therefore, the present study focuses on investigating the needs of the teachers in considering the essential procedures to run their teaching activities. The present study identifies the core aspects of teacher's book content based on teachers' necessities. Therefore, the present study strongly displays the in-depth analysis on the resourceful content of a teacher's book which is rarely concerned by any researchers. Furthermore, other studies also believed that a teacher's book should provide detailed procedures of teaching activities along with its basic competence, indicators, and objectives [14]. Therefore, the present study is intended to answer the research questions, namely, what are the core aspects that should be included in teacher's book's contents, and what are teachers' responses toward the core aspects?

In short, the present study is intended to investigate some core aspects that should be inserted in teacher's book contents based on teacher's needs. The investigation explores the in-depth description of what aspects are needed by the teachers in a teacher's book. This investigation was carried out since most of the previous teacher's book contents have no detailed procedures and explanations of steps-by-steps teaching activities. It only has a procedures' outline for the teacher. Furthermore, there are no alternative procedures in the previous teacher's book contents to anticipate when the main procedure is ineffective. Besides, the contents in the previous teacher's books have less attention concerning its appearance and multimodal sources. Therefore, the present study is triggered to investigate the source of problems and the core aspects of

teacher's book contents that are needed by the teacher based on their perspectives. In addition, the present investigation also contributes to decreasing teachers' negative perceptions toward the importance of teacher's book in any teaching practice. In this sense, the researchers suggest that the existence of teacher's books should be improved so that the teachers have well-prepared materials and proper teaching procedures. Thus, the present study is very essential to conduct to raise the importance of teacher's book and to improve its technical guidance of teaching activities for the teachers.

2. RESEARCH METHOD

The present study employed a qualitative method [23]. Meanwhile, a semi-structured interview was used to collect the data. The main subject in this study is English teachers from junior high school. Three English teachers who are from different school backgrounds were involved as participants in this study. There are some criteria in selecting the participants in this study. First, they must be an English teacher who teaches second grade of junior high school and an experienced teacher who can analyze the teacher's book properly (at least 5 years' experience in teaching the English language). Second, each participant must be from different junior high schools' background to cover a variety of perspectives. Third, the participants must consist of male and female English teachers. The last, each of them must have experience and understanding in implementing the Indonesian curriculum 2013 (K13). All participants in the present study are English teachers who have been teaching English for over seven years and have experience in implementing the recent Indonesian curriculum 2013 (K-13). Furthermore, there is a participant who has been teaching for over 15 years. Besides, each participant is from various junior high school background, namely Madrasah Mu'alimin Muhammadiyah Yogyakarta, SMP Muhammadiyah 2 Prambanan, and SMP Muhammadiyah Pleret in Special Region of Yogyakarta, Indonesia.

An interview guide was provided as an instrument to collect the data. The instrument for need analysis was created based on the steps proposed by Leshin *et al.* [24] and validated by the expert. There are sixteen questions and some open-ended questions of the interview were proposed to explore teachers' needs and expectations regarding the core aspects that should be included in a teacher's book. There are some ethical considerations during data collection. First, the obtained data are purely from the participants' experience and analysis. Second, the data is proven by other documentation such as part of textbooks, procedures, pictures, and other media. Third, the data should be relevant to the current Indonesian curriculum (K13). Meanwhile, the analysis on teachers' needs regarding the core aspects of teacher's book content was conducted through coding on the transcript of a semi-structured interview. In the interview, the teachers were asked some questions regarding the teacher's book content to obtain the important information based on their experience and findings. The samples of questions are: "Do you like interesting content in teacher's book? Why?" and "Can you describe the interesting content that you like?". The analysis in this study was based on a need analysis procedure [24]. The interview was carried out through WhatsApp since the spread of the Coronavirus (COVID-19) hampered face-to-face interviews. The semi-structured interview was supported by the online consultation as the additional strategy to get the in-depth data. In this study, the consultation was conducted intensively on several days to enrich the information related to the topics (interview). In ensuring the validity and reliability of the data, the result of the analysis was confirmed to the teachers, whether it is the same with their words or not. The confirmed results were explored through descriptive analysis with several shreds of evidence and relevant literature. The findings were discussed with the teachers to strengthen their views toward the core aspects of teacher's book content as their needs.

3. RESULTS

In ensuring participants' expectations are fully explored, an in-depth analysis on participants' needs regarding the core aspects of teacher's book contents was carried out. The participants showed their points of view concerning their needs toward the core aspects that should be inserted in the content of a teacher's book. The result of analysis regarding their needs on the core aspects of teacher's book's content is categorized and presented.

3.1. Appearance design or layout

The result of need analysis from the first category reveals that all participants (teachers) need an attractive teacher's book since it stimulates and motivates them to use the textbook. These matters enhance the quality of motivation in teaching and surely support the quality of education [25]. But, when a teacher's book is unattractive, it decreases the participant's motivation to use it. Even, one participant argued that he is lazy to read a teacher's book if the design of teacher's book unattractive. Thus, the attractive design of teacher's book has an essential priority to concern. The teachers' point of view on the design of teacher's book content can be seen as the following excerpt:

*With an attractive design, it will provide its stimulus for fun and love with books. Of course, if you like the book. So, the desire to always use it is very high (Teacher 1).
If it is not followed by an attractive design, it will certainly make it difficult for me to understand. Besides being a bit lazy to read and understand it (Teacher 2).*

It shows that the participants strongly need attractive design of any teacher's book content. They believed that it stimulates their motivation to read or to follow the teaching guideline. Besides, Teacher 1 also pointed out a fruitful impact of the attractive design of the teacher's book. The attractive design of teacher's book content makes them feel joyful with attractive teacher's books and increases their desire to implement it. Another study confirms that the quality of materials' layout can affect the content [26]. Therefore, the materials' developer should consider the attractiveness of any teacher's book design.

3.2. Procedures in teaching

The second aspect is procedures in teaching. The participants stated that the existence of teaching procedures in teacher's book makes them easier and efficient in teaching their students. These matters are in line with the purpose of need analysis by other researchers who pointed out that the goal of need analysis is about preparing a set of material selections and the objective of learning [13].

One participant pointed out that commonly materials and teaching methods in every chapter are always different. Therefore, the procedures of teaching for each material should be included in a teacher's book. Meanwhile, other participants mentioned the core advantage of ready-made procedures in teaching. They believed the existence of ready-made procedures in teacher's book makes them easier to prepare the teaching activities and save their time. They feel the detailed procedure of teaching makes them work fast and do not have to waste their time to prepare the guideline for the existing materials in student's textbooks. Those matters can be seen in the following excerpt.

*Teaching technique procedures are needed so that the learning objectives are as expected. With the processors, teachers will find it easier to understand the duties and roles of teachers in the teaching-learning process (Teacher 1).
If steps are provided to use the book, it will be easier in teaching, because an outline of the teaching has been provided, just develop it (Teacher 3).*

The detailed procedure for teaching makes them easier to understand the duties and roles as a teacher during the teaching activities. As the result, the learning objectives can be easier to accomplish. Based on the participants' point of view, the ready-made teaching procedures help them much to teach their students, especially when coming to the class without any preparation. Thus, the teaching procedures are considered as one of the core aspects needed by the teachers and should be included in a teacher's book content.

3.3. Material explanation

One participant has a view that material explanation may or may not be needed, but it would be better if it exists in a teacher's book. This participant added that if there are some explanations about the material in a teacher's book, it will help them to prepare the materials in a short time. But, if there is no explanation about materials, it can be a challenge for the teacher to be creative in developing their materials explanation even though it is rather time-consuming. In another sense, it is also a challenge and opportunity for the students to ask their teacher when they get some difficulties [25]. Meanwhile, another two participants emphasized that they need materials explanation and should exist in a teacher's book contents.

*In the teacher's book, I need an explanation of the material to be taught to students. The explanation of the material in the teacher's book serves to provide understanding to me if there is a material that is not clear or that I do not understand (Teacher 2).
Yes, to make the material description easier (Teacher 3).*

Based on Excerpts 5 and 6, the participants portray their necessities regarding another core aspect that should exist in a teacher's book. They confirmed that materials explanation is needed to be included in a teacher's book contents since it serves them the proper descriptions of the materials. However, the participants have their perspectives toward their needs and expectations [13]. In this case, materials explanations can be made and fulfill participants' expectations through need analysis. Moreover, need analysis is usually used as part of curriculum development that is curriculum and material development [13].

3.4. Teaching aids

Meanwhile, the fifth aspect is about teaching aids. The participants strongly agree that teaching aids should be provided as completely as possible to enhance the quality of a teacher's book contents. All participants argued that they need supporting media in a teacher's book since it helps them to conduct fun teaching and learning activities. Besides, the package teaching aids help the student to understand, construct, and implement their language skills and knowledge in the classroom [27]. Another study also supports that the implementation of any teaching aids (media) can enhance student's competencies, such as pictures and video [28]. In addition, a participant says that it is will be satisfying if some pictures and videos are inserted in a teacher's book as learning media. These statements can be observed as in following excerpts:

I really need supporting media in books. With the existence of supporting media, teachers will find it easier to carry out teaching and learning. It is enough for teachers to use books as media, but teachers can implement teaching and learning activities visually, audio, or audio visually (Teacher 1).

If there are videos and pictures that the author can afford in the teacher's book, it will certainly be a plus of the book, and I will be very happy and satisfied if it can be inserted in the teacher's book (Teacher 2).

It can be implied that the participants (teachers) strongly look forward to some teaching aids to be provided in teacher's book contents. Furthermore, the participants emphasized that the complete and attractive teaching aids can make them feel enthusiastic in teaching their students and increase their confidence in delivering the materials. Thus, teaching aids in this context is a very essential core aspect and should be inserted in teacher's book contents.

3.5. Teaching and learning assessment

The assessment comprised three main domains, namely cognitive, affective, and psychomotor assessment [25]. All participants (teachers) asserted that the assessment aspect is needed in a teacher's book, it can be character assessment rubrics, assessment format, and students-self assessment. The participants mentioned that it really saves their time if there is a format for assessing their students. They can just copy-paste the ready-made format from teacher's book and fill in the assessment form to assess their students. The participants also felt being helped if there is a rubric in a teacher's book as a parameter checklist to assess their student's character. Furthermore, they explained that student's character is very broad and relatively unpredictable, therefore a ready-made rubric is needed to make assessment easier. In this sense, the participants have urgent necessity in terms of assessment, especially character assessment format and rubric. The complete expressions of the participants regarding assessment as the core aspect in a teacher's book are presented in following statement:

The assessment rubric will make it easier to give a technical assessment. This assessment rubric is indispensable not only when assessing the aspects of knowledge and skills. But also, when assessing student character. ...if there is no guideline in the form of a rubric, I will be confused because the scope of student character is very broad (Teacher 2).

Urgently needs a value format. With the value format, it is easier for teachers to carry out the assessment process. Assessment is needed to measure the success of learning. ... For the assessor, a rubric is needed so that the rater is valid and measurable (Teacher 1).

The participants (teachers) express that they strongly need an assessment rubric as a parameter to measure their students. Besides, the assessment format is also needed to make them easier to report the assessment results. They emphasized that the proper assessment can describe students' learning accomplishments in English lessons. One participant mentioned that the assessment rubric is really helpful for doing competence-mapping toward the students' ability. Thus, both assessment rubric and assessment format are very essential to be included as the core aspect in a teacher's book.

3.6. Time allocation

All participants stated that they strongly need information or description about time allocation for their teaching activities in teacher's book's content. Their reasons are very clear that time allocation will give them a description about the technical duration to manage their teaching. For instance, they can measure how many meetings and hours they need to teach about particular materials. As one of participants' expectation who asserted that the information about time allocation surely encourage them to determine the exact priority on what materials they should teach and how long particular materials should be last. Meanwhile, another

participant added that time allocation information is needed to be included in teacher's book content since it can be a basis for mapping the materials and achieving the expected objectives. These matters are synchronous with another study that a teacher's guidebook needs a map that covered all units, main activities, topics, and learning objectives [29].

Yes, a description of the time allocation is required. With a time allocation, the teacher will be able to measure in how many meetings the material will be held. So that the teacher is not complacent with certain material, especially the material he likes (Teacher 1).

I need the time allocation information in the teacher's book. The model is like the one in the Lesson Plan. There is a description of the time so that teaching time can run as expected from opening to closing. I can also guess what I will convey to other students and technical personnel in class (Teacher 2).

... time allocation is needed as a basis for mapping the material that will be given to students (Teacher 3).

The participants look forward to the existence of the time allocation aspect in teacher's book contents for their teaching management strategy. They confirmed that the existence of time allocation encourages them to be more efficient in delivering the materials and effective in mapping the priorities. Participants' respond strongly point out the necessity of time allocation as one of the core aspects that should be concerned by any teacher's book developer. This aspect allows the teacher to plan a neat and systematic concept in their teaching activities. This aspect also can be a measure of how efficient a teacher is. Therefore, time allocation is very important to concern as one of the core aspects that should exist in a teacher's book.

3.7. Example of classroom language and key answer

The ninth aspect is example of language use in classroom and key answers. Concerning these categories, the participants believed that example of language use in the classroom is very important and necessary to be inserted in a teacher's book. One of the participants emphasizes this aspect as a set of models for their teaching especially the materials about expressions to the students. Meanwhile, concerning the key answer aspect, participants mentioned that they need the key answer to correct student's exercises or assignments. These matters are related to another study that the task in the teacher's guidebook is also completed with key answers [29]. In this sense, the participants argue that key answers help the teachers to shorten the time when correcting students' assignments and to obtain an accurate assessment result. Based on these descriptions, the key answer aspect can encourage the teacher to work effectively, efficiently, accurately, and comfortably especially in assessing their students. One of the participants added that the key answer which is included in a teacher's book can be a benchmark for the answer standard.

Yes, there needs to be a model for expression in learning activities (Teacher 1).

The existence of these expressions in the teacher's book, in my opinion, is quite important and necessary (Teacher 2).

Yes, the more variation is given to the students, the more knowledge they will have (Teacher 3).

Keys Answer and technical explanations of practice questions are very much needed. I think it is mandatory to be in every teacher's book. Because it really helps me and other teachers when making assessments and orders to students to work on questions in student books (Teacher 2).

Yes, as a benchmark for the answers' standard (Teacher 3).

The participants confirmed that they need some examples of language or expression which are commonly used in the classroom such as expression about giving instructions, asking questions, giving commands, asking the request, and explaining the materials (the way). These expressions help them to select the proper dictions to teach their students in front of the classroom. Meanwhile, regarding the key answer aspect, the participants emphasized that key answers contribute to their efficiency in teaching since it provides a quick accuracy correction on student's answers. Therefore, the example of classroom language and key answers are essential to be categorized as the core aspects that should be inserted in teacher's book content.

4. DISCUSSION

The importance of teacher's book content cannot be denied since it is the main source of guidance for a teacher to teach [1], [5], [30]–[32]. This study investigates the needed core aspects of teacher's book content based on teacher's needs and expectations. Based on the results and findings of the study, it strongly shows that there are some core aspects that should be included in teacher's book contents which

needed by the teachers. The identified core aspects are appearance design or layout, procedures in teaching, material explanation, teaching aids, teaching and learning assessment, time allocation, example of classroom language and key answer, and alternative materials. The main aspect to concern in this investigation is the existence of procedures in teaching. Some researchers also believed that the content of teacher's book should have a clear and detailed description regarding its teaching procedure [29]. Meanwhile, the second aspect that should be concerned by teacher's book developers is teaching instructions and material explanation. As Trnova [33] emphasized in his statement that the materials instructions and the contents are essential since they affect teachers' creativity and their work performance. Furthermore, Sitar *et al.* [34] also asserted that creative thought in teaching and learning needs a considerable amount of information. In this sense, these core aspects are essential and should be concerned by any English teacher and textbook developer. Thus, doing needs analysis on English teachers is a way to confirm the exact aspects that should be inserted in an English teacher's book.

The finding of the study shows some facts that represent teachers' thoughts concerning their needs on the core aspects of teacher's book's content. This finding leads to an invention of how a teacher's book should be. The fact indicates that some modification can be carried out by any textbook developers on the existing teacher's book, or developing the new one based on the teacher's current needs. This invention is in line with the idea of textbook adaptation and modification by Cunningsworth [1] that a textbook should be adapted and modified to meet the user's needs and objectives. Thus, the finding in this study can be the sources to modify and develop a more resourceful English teacher's book that has richer teaching-materials and detailed teaching procedures as well as relevant to the current needs [5].

Most previous studies only concern on the need analysis toward student's needs and student-textbook. The analysis on teacher's needs concerning the aspects of teacher's book content has not been carried out yet. The importance of analyzing teacher's needs and teacher's book contents cannot be denied and is as important as analyzing students' needs. A teacher is a facilitator and the agent on how successful teaching and learning can be achieved. As Bhanegaonkar and Mahfoodh's [35] emphasize in their statement that teachers are the main factor in how curriculum changes can be successfully implemented and mostly through a textbook. Besides, a teacher has fundamental roles that should meet with the content of their textbook. In other words, a textbook must be relevant to the teacher's needs. This fact is in line with other researcher's statements, namely "teacher's empowerment in terms of knowledge of resources is the driving factor for change in relationship between the teachers and the textbook, and the teacher's role with respect to textbook" [36]. Since these matters are very essential and have not been identified yet, therefore, this study is carried out to investigate the matters (teacher's needs on the core aspects of teacher's book content).

Some other previous studies [7]–[13] also carried out some need analysis. However, these previous studies focus on analyzing students' needs and designing the contents for student-textbook. Meanwhile, teacher's book content never be touched by any other researchers. Even, it hardly gets any concerns from any academic stakeholders. Furthermore, many English teacher's books are frequently left behind because its content is no longer in line with Indonesian teachers' current needs. In other words, there is no serious investigation on what teachers really need regarding the core aspects in teacher's book content. Since the previous study never touched the idea of fulfilling teacher's needs regarding the core aspects that should be inserted in teacher's book content, therefore, the present study was intended to fill the gaps between the current teacher's needs and the core aspects of teacher's book content which affect teacher's performances in teaching. Furthermore, Cunningsworth [1] pointed out that teacher has expectations on the content of a teacher's book, the procedures must be clear in term of learning activities guideline and the steps of teaching in a teacher's book. Thus, the present study was carried out as an exploration on teacher's needs about the necessary aspects that should be included in a teacher's book content.

The findings of the study are intended to give significant implications to Indonesian English teachers. The resourceful content of a teacher's book can assist the teachers to carry out more systematic, accurate, and efficient teaching. Besides, the content of teacher's book that has been developed based on the identified core aspects can reduce teachers' anxiety and stress in teaching since they have ready-made detailed procedures from the resourceful teacher's book. Furthermore, the ready-made procedures will make the teachers be more well-organized to teach their students even though they have no preparations when coming to the class. A resourceful textbook will provide more relevant guidelines and sources for the teachers [2]. Besides, teachers also do not have to feel stressed about preparing lesson-plan and materials instructions in guiding the learning activities. That is why a need analysis is important to carry out to meet teacher needs in a teacher's book content. This is in line with another study that a teacher's book should meet the needs of the user, in this case is the teacher [1]. In addition, the findings of the present study give a new experience and knowledge expansion toward other researchers or textbook developers to develop more resourceful and relevant content in a teacher's book. Another researcher emphasizes that a textbook must be relevant and consist of some acceptable content qualifications with clear activities instructions [5].

Therefore, these findings can be a reference to any teachers, textbook developers, and academicians in designing more resourceful content of a teacher's book. This invention can also be a sign to always concern about teacher's current needs when designing a teacher's book.

5. CONCLUSION

This study investigated the core aspects that should be included in an English teacher's book's content based on the teacher's needs. The study showed that there are some core aspects of teacher's book contents that have been identified. The identified core aspects are appearance design/layout, procedures in teaching, material explanation, teaching aids, teaching and learning assessment, time allocation, example of classroom language and key answer, and alternative materials. The investigation on these core aspects is very fruitful to conduct to ensure teacher's book content meets with teacher's needs and their expectations.

The present study is impactful toward Indonesian English teachers since the identified core aspects will display a more detailed procedure to teach. It describes specific steps and explanations on how teaching activities are carried out. However, the present study is limited regarding the number of the core aspects that have been investigated. Therefore, the present study strongly supports any researchers to investigate other core aspects that can be included in teacher's book contents. The authors suggest that the core aspect of teacher's book' content should be searched continuously to make it more resourceful, attractive, and applicable for the teachers.

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