

TEACHERS' PERCEPTION ON THE USE OF ENGLISH TEXTBOOKS IN TEACHING ENGLISH

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Abstract

A learning process is a complex condition which needs consideration to make it goes well. So does the textbook being an important component that should be available in a school. Meanwhile textbook is the book of a certain subject that produced knowledge needs for the students which contained the materials of learning, the textbook also held a significant role in the learning process. The teachers as educators used textbooks to meet the needs of students learning targets and as the teaching advice in planning students' activities in the classroom. Meanwhile, the student used textbooks as learning media in obtaining the updated information to help them enrich their ability of lesson subjects. Regarding the textbook issue, the researcher conducted the study of textbooks in teaching English at Junior High School in Jambi City by implemented a Qualitative descriptive approach in gaining the data. The technique used to gain the data was an interview. The data were analyzed descriptively. The respondent of the research was three English teachers who taught in each grade of students' level. The results showed that the teachers perceived the textbook positively and it shows that the textbook used was not limited to the teachers to create another initial step to improve the students' ability in understanding English even after considering several minus aspects. The weakness of the main book makes the teacher uses other additional books in learning so that variety and sufficient material in the learning.

Key word: Textbook, Textbook Used, Teachers' Perceived

INTRODUCTION

A textbook is a necessary component in EFL classroom. It is used in the learning process to help both teachers and students. It provides materials that can be used in language classroom. Thus, it is not surprised that the textbook will become potentially the only source for teachers in EFL learning class. This fact happens for several reasons. First, textbook becomes the cheapest way of providing learning material for each learner (Ur, 2009, p. 184), Second, textbook provides direction or guide for teachers and students. Third, textbook takes roles as core resource, inspiration for

classroom activities, and the curriculum itself (Garinger, 2002). Therefore, textbook plays crucial role in EFL learning's success or failure.

The application of textbook in the school becomes a crucial thing that needs attention in order to achieve the objectives of education. The teachers and school take responsibility in for selecting the appropriate textbook related to the syllabus of the school. While managing the classroom activities, the teachers might have some difficulties in using the materials from the textbook considering the learners' capability and classroom advisability in learning. In the teaching learning process, the teachers have the ability to improve the students' attitudes and the classroom environment by planning the interesting teaching learning activities.

This study was done in an attempt to explore this research questions "*How do teachers' perceive English textbook in teaching English at junior high school in Jambi City*". Relevant to the research question, the aims of the study is to investigate the teachers' perceive English textbook in teaching English at junior high school in Jambi City

This research was expected to give some benefits for English teachers, it is important to know how the teacher plan the classroom activities refer to the textbook used. In addition, this study expected to help the reader to enrich their understanding about the important of choosing the best sources in teaching English to EFL classroom students.

METHODS

This research was conducted by using qualitative methods. The techniques that researcher used for collect the data of this study is interview. In this study, the researcher chose three teachers from one of junior high schools in Jambi City as the participants. The teachers teach English at the seventh, eighth, ninth grade. They have experiences in choosing and applying the English textbook in teaching. For that reason, the teachers have more perceptions about the use of English textbook in the classroom.

Researcher adapted some questions of the interview list from Mariane Celce Murcia (2005) entitled "*Teaching English as a Second or Foreign Language*" and modified them with some questions related to the aim of this study. There are fourteen questions in this interview protocol. Ten questions dealt with teachers' perception on the use of English textbooks from Murcia's interview and four questions related to research questions in this study. The process of interview was recorded and each interview lasted for around 20 to 60 minutes. The interview was carried out on different

days and times. The type of interview used is an in-depth interview. An in-depth interview was chosen because it made the researcher understood the story of the interviewee.

After the researcher got the data, the researcher listened the audio recorded carefully and put it into a computer file. And then the data reduction is a process of sharpening, classifying, directing, removing and organizing the data in such a way to take a final data conclusion. The data were displayed as organized information descriptively in order to draw the data conclusion. In concluding the data, the researcher used the result of the analyzed data to answer the research problem of the study. The results were described and then the researcher interprets and summarizes findings based on the teachers' statements about the use of the English textbook in one of the junior high schools in Jambi City.

RESULT AND DISCUSSION

The Textbook used in Teaching English

Teacher MM used the textbook that had been revised from Education ministry that was **When English Rings the Bell**. This textbook was revised for the first time in 2006 and renewed in 2017. It is written by Siti and Asep and also had published by Education Ministry. MM choose this textbook because it relevance and appropriate for the curriculum and also all the students have received the textbook that has been mentioned in order to create an effective situation in the learning process because the textbook has been decided by school organisation called MGMP and all English teachers agreed to use this book in grade seven explained MM. RT also chooses the same textbook to be applied in the class room. RT used textbook **When English Rings the Bell**. RT claimed that the textbook was relevance with the curriculum

“Ehh I,ve been teaching seventh grade using When English Ring the Bells, that book is indeed has been revised since 2006 and continuously in 2017. Also the textbook have received by the students in the class. And it makes the learning process became more effective.” (MM)

“ the textbooks is indeed has been decided by school. And we have MGMP organization and indeed this book is appropriate and confirmed by the teachers for applied in seventh grade.” (MM).

“ ... because this textbook is valid , through a lot of process and also appropriate with the school curriculum and syllabus.” (RT).

In the course of teaching English, RT claimed the balance between curriculum, syllabus and book availability had been considered before it applied for all of the students in SMPN 14 Jambi City, because the school and library lend the textbook for free in order the student would not become confused in looking for this book availability. In the other side, the textbooks **When English Rings the Bell** is textbook that had been determined by school. Therefore, the textbook is appropriate for the curriculum of the school.

Meanwhile, The main textbook that teacher EH used was “ Think Globally Act Locally” which written by Siti Wahidah. This textbook actually include in a series of **When English Rings the Bell** but divided with different title specifically for grade ninth titled “Think Globally Act Locally” and then **When English Rings the Bell** determined for grade seventh and eighth. Reason of EH using this textbook was because mostly of the student used the textbook as a handle book.

Besides, the textbook had been determined by school and mostly handed by the students, the teacher perception have similar reason for choosing **When English Rings the Bell** as their handle book, not only because its availability but also the textbook was covered the skills for reaching curriculum K13 target.

The Textbook Content

In terms of the textbook content, MM, RT and EH agreed that the contents of the textbook were accurate and up to date. MM, RT and EH so argued that the textbook was relevant to the student's need and interest. As stated by Rosyida (2016), English textbook materials should be based on lesson plans and students' need. Both of the three of them said that the given materials in the textbook had a relation to the students' daily life and also the curriculum (K13) which has been revised in 2017. When the materials were connected to real life, the students were easy to understand. Besides, EH stated, “The textbook's content was relevant to the curriculum k13 where it explains 5M steps in K13 curriculum and could fulfill the requirement of what the students had already learned based on the curriculum and syllabus.

“ Questioning its accuracy , I think it is. Because it was precise to the syllabus and also updated with the new revision It also appropriate to the

aspects we need for the class. Which means it has relevant to the students.”(MM)

The statement of MM above was also supported by RT and EH which stated the same statement as similar to MM perspective. Meanwhile for relevancy and aspect of students' need both three of them agreed that the content is accurate and have a precise essence.

“in universal scale, the goal or content of the book is new enough. It means that the book covered the things that already exist or what exactly student did. It have meaning in contextual the students condition itself or everything that students did have the relation towards it both at the school or at their house. It relevant with the students' need and interest.”(EH)

The Skill Provided in the Textbook

In terms of providing a good balance of the skills development, (Byrd in Celce-Murcia, 2001) said the teachers need to consider the appropriateness and the goals to be achieved by using the English textbook. Each of the teachers stated different statements respond to the textbooks they used. Even though they agreed that it served listening activities, speaking practice dialogues, writing and reading exercises. Both of them thought that the content of the textbook was clear in terms of cognitive, psychomotor, and affective aspects. Meanwhile, according to RT, she said that the psychomotor was more dominant than the other aspects so that RT claimed the balance of providing the skills development was not actually fulfilled in the textbook she used. The teachers agreed that even the textbooks support the cognitive, psychomotor and affective aspects, it did not present or offer a good balance because it emphasize only one aspect of skills ability that is speaking. RT revealed that for Reading content is still not able to be properly summarized and for Listening according to MM needs to be revised. MM said that every textbook should provide a CD or tools for helping in teaching Listening material.

While EH believes that the textbook is able to cover all four skills aspects in English. Although there were some aspects of those skills that were not clearly visible explained. But EH reiterated that it was the teachers' responsibility to explain it using their creativity.

The Textbook Exercise

Based on Byrd (in Murcia, 2001), exercise have to provide students with reinforcement of concept being taught to make them interesting and provide enough varieties to the students. Meanwhile, all of the teachers agreed that the textbook provided clear instruction and free exercises to be applied easily in the classroom. They claimed that the activities and exercises of the textbook have reinforced what the students had already learned. According to MM, textbook activities and exercises were displayed clearly and simple.

In the RT point of view, the textbook had very clear instructions, the steps were very complete so that can help students and teachers to discuss the material or exercises. But there was still minimal exercise and less stimulating the students to gain more knowledge. The scope of the textbook still focuses on the core basic. There was too much instruction that the exercise.

In addition, EH covered that the exercises in the textbook she used less than the exercises in the textbook she used before. However, the textbook that used could strengthen the student's previous learning materials. In order to make it completely suited, EH used to add some other materials from other textbooks. In contrary, the text book was able to reflect the activities and exercise progression from simple to complex. The textbook provided coherent activities following the student's learning achievement. Hence, the teaching-learning process can be easier for both the teacher and the students due to the textbook practice. Additionally, Rosyida (2016) mentioned in the relevance study if the teachers should not always follow the entire materials and activities suggested by English textbook 'author.

The Textbook Strength and Weakness

Every textbook has strengths and weaknesses. MM had found the strength side of this textbook in terms of its form. MM stated, "this book has strength in the exercises which easier to understand for the students". While RT perceived that **When English Rings the Bell** textbook can make the students and teacher more active due to the material on the topic have to be found by them. It supports building up their creativity in learning. This factor was believed as the strength of this textbook. Besides, EH argued about the textbook strength was its variation of exercise instructions, which

could be applied in the classroom activities to help the teachers to build the good student competence in each meeting. Thus, all of the teachers believed that the textbook had its strength when it was adaptable to the teaching-learning process.

MM noticed that the textbook was lack of exercise variations. Sometimes, the teacher needs more practice exercises that help them in the learning process. In addition, MM took the exercises from another book with variation exercises for the alternative. On the other hand, RT was not sure about the textbook weakness because still considering the misprint of the book dialogue in *When English Rings the Bell* book to the other textbook. "I found several grammar errors in this book, I thought it was because of a misprint. But, still, I consider it a fatal condition. And also the exercise does not guide the student's creativity" she said. The weakness of this book might be the lack of language features. Besides, EH said the book still lacks exercise, EH agreed that the given exercises to use in the classroom have to be varied. For that reason, the teacher should build the classroom learning activities as creative as possible to attract students' interest in learning.

The Classroom Situation toward the Using of Textbook

In terms of the classroom situation of using an English textbook, MM found that the textbook made the students feel at ease in learning. She said, "If we used textbooks, it can be easier in teaching because the students can focus on the textbook by observing the material in the textbook". It also supported the teachers and students in the learning process. While in RT and EH perception, the classroom situation of using English textbooks in the teaching-learning process was fully developed. The teaching-learning goals were achieved fastly. RT also claimed that the use of textbooks in the classroom for students can make them more understanding of the material. Similarly, Srakang (2013) strengthen the role of English textbooks that could affect their use in teachers' classroom practice.

Teacher experiences in choosing textbook

In choosing textbook, the teachers in SMPN 14 Jambi City has their own perspective. But mostly they choose the same textbook with similiar function. It shown by opinions of teachers that has been interviewed. MM said the reason why she chose the book **When English Rings the Bell** is because it relevance to the curriculum and

school syllabus but it less exercises, “I used two textbooks addition for my class. The first textbook was published by Erlangga and the second textbook was published by Kramawidia and Debi Karmila. The reason why i choosing this books is because it is more variative and can be a good reference for what student needs.” MM said, meanwhile RT said using addition book is something that can help teacher in learning process, RT used Bright an English by Erlangga and written by Nur Zaida beside it more up to date it also completed by barcode scan so the students can use the code on the book and scan it while their out of the school. EH also used the same textbook as RT, but for the worksheet of students EH using Fitur the LKS that was written by Heri Purwanto.

Hence the main reason of why the teachers using another addition book is because the previous book has lack of exercises and less variative. Variative means the view and kind of exercises that can be apply in the classroom appropriate for the students. Besides, the teacher agreed that textbook should have an ability that can create a good character building for the student in the future.

CONCLUSION

This study was descriptive research conducted at one of the junior high schools in Jambi City. This study aimed to examine the teachers’ perception of the use of English textbooks in teaching English.

Based on the data of interview, the result showed that the teachers perceived the English textbook used in one of junior high school in Jambi City was able to accomplish the learning targets, but it takes the teachers’ effort in making a varieties exercise for stimulating the Students’ skill and ability which refer to the requirement of the school curriculum. On other hand, the teachers also agreed that the textbooks were already suitable to use in teaching English. It was referred to as the curriculum, syllabus, and recently updated. Thus, the teachers believed that the textbooks give good support for the teaching-learning process.

In terms of choosing the textbook, the teacher's problem was in the lack of exercises to stimulate the balance skill according to the syllabus and curriculum determined by the school. Meanwhile, the teachers’ difficulty in using the English textbook was the comprehensiveness supporting tools of the balance of the main textbook which determined by the school, due to that condition urging the teachers

ought to become more creative and making extra additional tools or stuff for helping them to accomplish learning targets. Moreover, the result showed if teachers also need to adjust the subject material by utilizing supplementary books according to students' English ability might become a problem in adapting the English textbook.

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