

**TEACHERS' PERCEPTION ON THE USE OF ENGLISH TEXTBOOK IN
TEACHING ENGLISH**

(A Descriptive study of EFL teachers at MAN 3 Kota Banda Aceh)

THESIS



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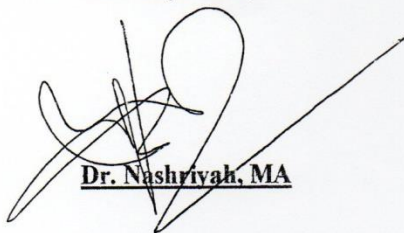
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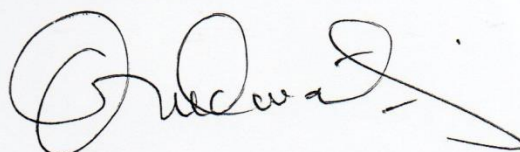
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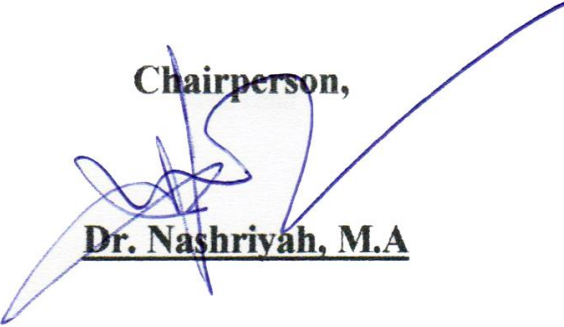
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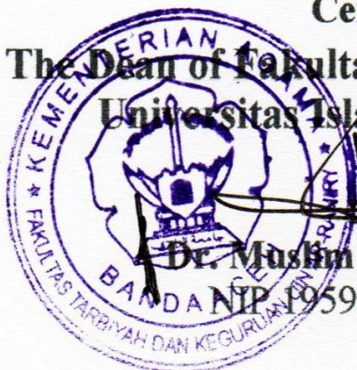

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ABSTRACT

In teaching learning English, the textbook is an important component that should be available in the school. The textbook is the book of a certain subject matter contained the learning materials which take a big role in teaching learning process. The textbook is the knowledge sources which is useful for the teachers and the students. The teachers used the textbook as the teaching advices in planning the students' activities in the classroom. Meanwhile, the students used the textbook as the learning media in obtaining the update information of the subject lesson. Regarding the textbook issue, the writer conducted the study of the textbook used based on the teachers' perspectives at Islamic senior high school, MAN 3 Kota Banda Aceh. The aims of this research are to investigate the teachers' opinion of the textbook application and find out the teachers' obstacles in selecting and adapting the English textbook in EFL classroom. This research implemented qualitative descriptive approach in gaining the data, by using interview and observation. The data was analyzed descriptively. The respondent of this research was three English teachers who taught in each grade of the students' level. The results showed that the teachers perceived the textbook positively. The textbook was suitable to the students' needs, syllabus and curriculum. In choosing the appropriate textbook, the teachers' problem was regulating the textbook content to the curriculum and students' environment. In applying the textbook, the problems faced by the teachers were the students' ability in learning English, textbook inadequacy, and the students' educational background.

Keywords: Textbook used, teachers' perception.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Textbook is a book contained the information of the subject matter in the school. The use of textbooks is basically based on the educational purposes referring to the curriculum. The curriculum that has been applied in Indonesia is Curriculum 2013. In this curriculum, the educational paradigm has been shifted from the teacher centered to the students centered. The learners take more opportunity to seek the information independently from various sources including textbooks. For that reason, the textbook availability in the school becomes a requirement to build the classroom activities.

According to the regulation of the National Education Minister (2005, no.11), the textbook is the reference book used in the schools should include learning materials in order to improve faith and piety, character and personality, the ability of mastering knowledge and technology, sensitivity and aesthetic ability, as well as physical and health potential that are compiled based on National Standards of Education. Suwarno, (2011, p. 50) also stated that books have the function as a stationary to write the important information and can be utilized in the human life. In other word, textbook has strong effects on the students' skill development in their daily activities especially for English textbook. It should be useful, authentic, and relevant to the students' need in order to achieve the learning objectives.

English textbooks used in the school should be able to develop the students' ability to communicate in English orally or in written to increase the students' intellectual, social, and emotional aspect (Kemendiknas, 2006). Furthermore, English textbooks should be written in good English based on the rules of language and communication context and lead to the skills development (personal, social, academic, and vocational) oriented in Science and technology development as well.

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 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 textbook considering the learners' capability and classroom advisability in learning. Every textbook has its strengths and weaknesses related to the materials, exercises, and activities. The textbook could not always able to cover the whole learning materials and might fail to arouse the students and classroom needs. It may become challenges for teachers in choosing and applying the textbooks and fulfill the students' need in learning, especially in teaching learning English.

In applying the English textbook in the EFL classroom, there were some possibilities of the classroom situation in using the English textbook to teach English. Some of the English teachers might be over relying on the textbook and follow all the instructions with a small changes and additions. They also might reject the textbook's approach and added some essential changes to the textbook

they used. In some cases, the English textbooks were not used in the classroom activities. It could be that the textbooks were not available in the school or not appropriate to be used. As the researcher experience when teaching in one of the schools in the isolated area, some of the textbook contents were not suitable to use in the classroom. The designing activities of the textbook were too difficult to be applied in teaching learning process due to the student's ability and the aids limitation. For that reason, the teachers should design their own materials to make it appropriate to the classroom needs.

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. The teachers' thoughts were influenced by their background knowledge and life experiences. It could affect their goals, teaching procedures, materials, classroom interactions, their roles in the classroom, and their students as well (Ramazani, 2013 p. 1748). It involved the education process and boosted the students' ability in learning. For that reason, it was necessary to study about the teachers' perception of the English textbook used in teaching English based on their experience in teaching learning process.

There are several studies related to the textbook used in teaching English. One of them was investigated the teachers' perceptions, their strategies and difficulties of using textbooks in EFL classroom conducted by Diniah (2013, p. 185). The result showed that the textbook used in the classroom is considered suitable to the students' need, teachers' need, syllabus and examination. Modifying task, adding and omitting the materials are the strategies of the

teachers in adapting the textbook in the classroom. The level of difficulties faced by the teachers is the material difficulties and aids limitation for teaching.

Nilsson, (2006, p. 8) also studied about the comparison of the teachers' perspectives and the students' perspectives of the textbook using in-depth interviews. The negative results showed that the teachers emphasized the fact that teaching with textbooks saves them a lot of time. On the other hand, the students enjoyed working with textbooks because it helps them to work in advance using the materials from the textbook. It has a function as the teachers' guideline in planning the students' activities. Without the textbook, the teachers might difficult to design the classroom materials and planning the students' activities. For that reason, the textbook has the strength purpose in the teaching learning activities.

The researcher conducted this study at Islamic Senior High School in Banda Aceh. It has been surveyed that MAN 3 Kota Banda Aceh was one of the school which applied the English Textbook as the material resource in teaching learning process. The researcher also found that the English teachers in MAN 3 Kota Banda Aceh used additional English textbook beside the school obligatory textbook. In addition, the researcher chose to do this research at MAN 3 Kota Banda Aceh.

B. Research Question

The research questions of this study are:

1. What are the teachers' perceptions toward the use of English textbooks in teaching English at MAN 3 Kota Banda Aceh?
2. What are the teachers' obstacles in selecting and applying the English textbook in teaching English at MAN 3 Kota Banda Aceh?

C. Purpose of the Study

Relevant to the research question, the aims of the study are:

1. To investigate the teachers' perception toward the use of English textbook in teaching English at MAN 3 Kota Banda Aceh.
2. To find out the teacher's obstacles in selecting and applying the English textbook in teaching English at MAN 3 Kota Banda Aceh.

D. Significance of the Study

This study is expected to contribute theoretically and practically. In terms of theory, the result of this study could be useful to know what the teachers' perceived of the English textbooks application and the challenges that the teachers face in the classroom. Especially for English teachers, it was important to know how the teacher plan the classroom activities refer to the textbook used. The writer hoped that this study also could be a model or example for those who are fascinated at the teachers' perception towards the use of English textbooks in EFL classroom. 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.

E. Terminology of the Study

There are some terms in this research that need to be explained as the following:

1. Teachers' Perception

Teacher's perception derived from two words: teacher and perception. According to the regulation of National Education Minister number 74 year 2008, the teachers are a professional educator with the principal duty in educating, teaching, training, guiding, directing, assessing, and evaluating the students in kindergarten in formal education, elementary and secondary education. The teachers that the researcher means in this study are the English Foreign Language teachers who teach at MAN 3 Kota Banda Aceh.

Kotler, (2000 p. 94) argued that perception is the process of selecting, organizing, and interpreting the information inputs to construct a meaningful conception generally. The definition of perception provided by Gibson (1996) is a cognitive process of individuals in construing and understanding the object. The teachers' perception in this research is how the teachers see the issues of the use of textbook by their own thinking based on their experience in teaching English.

2. Textbook

The textbook could be defined as a written collection of a certain subject material which is created by the author following the curriculum that has been applied in the school at this time. The textbook is concurrently become a teaching material for Professors and a learning material for students (Awasthi, 2006). The textbooks provide the source for the subject lesson, the balance of teaching skills and the kinds of language practice for the students (Richards, 2015 p. 1). Textbooks also serve as an outline for teachers to use in planning the classroom activities.

In MAN 3 Kota Banda Aceh, the foreign language which is required to learn by the students is English. In learning English, the used of English textbook could not be separated from the teachers and the students. English textbooks are the books used to teach English which included learning grammar, vocabulary, pronunciation, and function to attain four basic skills in English (listening, speaking, reading, and writing).

CHAPTER II

LITERATURE REVIEW

This chapter outlines the literature review regarding to the perception, textbook and related studies of the teachers' perception on the use of English textbook.

A. Definition of Perception

It was well known that the human are capable to understand the information. Every human has cognitive ability to process information which is obtained from their environment. The human used their sense to make an assessment of what they see, feel and think. The perception formation process of the human can be influenced by various things intentionally or not. The human perception can be hard to form due to their self-experience and other external factors such as the environment and society. It could be the reason of the differences perception among the human.

Perception is the act of perceiving, opinions, beliefs, attitudes, and judgments toward something around the environment. There are various definitions of perception. Some experts define the perception as the process of recognizing, organizing, and interpreting sensory information. Narrowly, perception is a conscious awareness response to objects and events in the recipient's environment (Norman, 2002, p.73). According to Healey, perception is connected to the human senses which produce the signal of the environment from the human sight, hearing, touching, smell and taste. The information of the human

Perception could be the shapes, colors, sounds and some properties that can be found from an object.

The human eyes have the function as the window of their world. They are the main means for humans to see and understand themselves and their surroundings. The human ability to see, feel, and understand were not only contributes physically but also has the contribution in the humans psychological sense (Barry, 2002, p.91). The human transfer what they have seen through their eyes to their feeling as a process of understanding. The humans' perception and sensing ability became the source of their experience in perceiving the information about something around them (Demuth, 2013, p.16). They perceive the information based on their mindset, behavior and judgment.

B. Theory of Perception

There are two basic theory of perception. The first is the bottom up theory which starts at the lowest sensory levels. The last is the top-down theory which starts by "feeling" sensory data on receptors.

1. The Bottom-up Theory

The bottom-up theory can be processed in the human daily activities. When the human observing a tree, the sensory system collected the main data of the tree, such as the horizontal and vertical points of the tree as the individual characteristics of the object. The data will be connected to build complex informations of the tree as an identified object. It called data-driven processing perception (Demuth, 2013, p.24). The characteristics of the

bottom-up theory were the content and quality of the input of sensory which has a determinative role toward the final perception. In other word, the perception was driven by physical characteristics of stimulus.

There are some views of the bottom-up theory of perception. James (cited in Bodenhausen and Hugenberg, p. 4) stated that bottom up theory can attract attention automatically and might require direct behavioral responses when stimuli was appeared without warning such as certain lighting and stimuli of an object which is approaching the observer. Gibson (cited in Demuth, 2013, p. 25) stated that the human perception was determined by the optical flows which defined as patterns of the environment light. He believed that humans can feel an object through their senses by their ability of touching and hearing. Every object that could be caught by the human eyes will form some perceptions based on the information obtained by the receptor system. The information could be the object form, size, texture, color, taste, etc.

2. The Top-down Theory

The top-down theory influence the perception through the knowledge, expectations, or thoughts. This perception might be going through the mental representations, calculation or reality. Gregory believed that perception is an act of approaching hypothesis formation and testing. The reason of the perception has a function as hypotheses are:

- a. Perception generally allows behavior according to the characteristics of non-sense objects. For example, we respond to certain objects we have

seen as the door even though we cannot see the whole part of the door when it was neither shut nor wide open.

- b. It might be ambiguous. For example, the Necker cube can create two perceptions. It became unstable based on the cube the orientation which can suddenly change, or flip. The pattern might be different if we see across its side.
- c. Objects that are impossible unlikely tend to be thought as possible. Hollow mask of a face is a good example. The masks are generally considered normal, even when someone knows and feels the actual mask. Unconsciously, we want to reconstruct the face as a necessity.

There are some theories which supported the top-down theory of perception. One of them is constructivist theory. In this theory, perception is an active process of extracting the sensory stimuli, their evaluations, interpretations and organizations from sensory stimuli. It is the final product of the simulation, knowledge, motivation, and emotion of the observer.

C. Definition of Textbook

In education, the textbooks are known in various terms such as (a) reading book, (b) source book, (c) handbook or textbook and (d) teaching materials book (Surahman, 2007). Reading book is a book that does not has certain purposes of the lesson needs. The books are available to attract the students reading interest. While source book is a book as a source of teaching learning materials that is used both by the student and teacher without following the curriculum development.

Textbook, on the other hand, is a book used by the teachers to manage the lesson in teaching learning process. This book is arranged accordance to the curriculum and the learning requirement. In addition, teaching materials book is the book compiled by the learning processes which is contained the material of the lesson.

Textbook is course book contained knowledge of a certain lesson started from Elementary School to University. Textbooks play an essential rule in educational process. Textbook is planned to be a source book for the students to seek any important information in order to create competent students. Thus, the textbooks that used in the school have to be programmed following the appropriate materials based on the structure of education.

The textbook is defined as instructional media which has a dominant regulation in classroom, and a central of educational system which delivered the curriculum materials (Rusyana, 1984 cited in Efendi, 2009). The media should be compiled by structured information of a specific lesson that can be applied in the classroom. The materials should be contextualized to the curriculum applied in the school (Nunan, 1988) along with (Howard and Major p. 104) which also stated that the materials should also be contextualized to the experiences, realities, and the learners' mother tongue. Therefore, the use of materials contained in the textbook ought to be considered to the students' ability, classroom conditions, and the students' first language which influenced the students' skill in learning English.

Textbook is a book that contains the description of a specific subject matter which is organized systematically and has been selected based on certain

goals, learning orientation, and student's development to be integrated (Muslich, 2010, p. 50). It is a book about material explanation of certain subject which is written by the educational experts according to their expertise. Tomlinson (2012) stated that the role of the textbook is to furnish a set of stuffs to be hatched in one book and planned to be the only book which is basically practice by the learners in teaching learning. In addition, the writer summed that English textbook is a core resource of English materials that can be used by both the teachers and the students, which provide the instructions on how to teach and what to teach in order to lead the language skill competencies.

There are two important aspects of materials which concerned in teaching English: the actual content of the materials and the type of materials. Broughton et al., (2003, p.23) stated that the actual contents are linguistic content (sounds, words, grammar) and language content (Malaysian schoolboys of different ethnic backgrounds, typical English family, etc.). The grammar and vocabulary, functional utility, orientation and the materials design should be able to comprise the classroom necessity in learning. For that reason, the used of textbook as the English materials have to fulfill the student's needs.

The teachers could use the materials from the textbook for the whole semester. Textbooks served different purposes for the teachers. It works as a source of supplementary material, an inspiration for classroom activities, and as a curriculum itself. Textbooks also assist students' activities such as in giving homework, assignments, and competency tasks. For the students, they get the

textbook as a guideline and framework, which can help them to learn better, faster and easy.

D. Types of Textbook

The used of books basically is providing some useful information converted into a written form for specific purposes. According to Indonesian Dictionary (KBBI), books are divided into four types as following.

1. Pocket book

This book has the same function as the guide book which is used depend on specific event. It is a small book such a palm size that can be put in the pocket which is usually used to record the idea.

2. Event book

Event book is a book contained list of events of some institution, seminar, or meeting.

3. Reference book

This book presents brief information of certain objects of knowledge. It is usually known as source book.

4. Reading book

Reading book is a book of certain topic such as story, issue, and experience which aimed only to be a reading material.

In language learning, the textbooks are widely used in various numbers. It makes the textbooks hard to be generalized. Every expert provides textbooks in different classification which built the different categories of the textbooks. Grant

(1990) as cited in Nilsson (2006, p.2-3) suggests that the textbook divided into two wide categories: traditional textbooks and communicative textbooks.

a) Traditional Textbook

Traditional textbooks are widely available nowadays. The reader can find the new or used traditional textbooks in the library or tutoring center and bookstore. They are written in margins and can last for many years of using. The publishing houses still publish the traditional textbooks today. Grant (1990) claimed that the traditional textbook brings the students to learn the language as a system. They learned the system to make them able to use the language for their own purposes. According to Grant (1990) cited in Nilsson (2006, p.2-3) points out the characteristics of traditional textbooks as follow:

- The grammar aspect is the main focus of traditional textbooks.
- The writing and reading skills have more exercises instead of exercises of listening and speaking.
- Traditional textbooks use L1 (mother tongue) very much.
- Accuracy is an important aspect.
- They are easy to use for some teachers.

b) Communicative Textbook

A communicative textbook is design to improve the students' speaking ability. The textbooks provide many communicative activities in order to create possibilities for students to communicate in the target language. There are some of the characteristics of communicative textbooks:

- Focus on communicative aspects.

- Using interesting topics.
- Focus on language skills than on grammar.
- Provide groups or pairs activities.
- Fluency and accuracy are an important aspect.

At the same time, Educational Technology Development (Balai Pengembangan Teknologi Pendidikan, 2005) argued that: teaching materials including textbooks have the purposes as: (a) teachers' guidelines to control all the activities in teaching learning process, (b) students' guidelines of a competencies needed to be mastered, and (c) the achievement evaluation aids or learning tools. Therefore, as the teaching materials, the traditional and communicative textbooks take the important task to ensure the students' improvement in learning process.

E. The Textbook Design

The textbook design aims to present the information of the textbook to the reader. The information can be the author, designer, printer, publisher, and some simple guiding principle of the textbook contents. Hartley and Burnhill (1976) stated that the textbook is designed to encourage the reader about the planning and a rational approach of a structural text. The design illustrates the textbook approach if it is proper to the classroom effectiveness to use in teaching learning process.

1. The Criteria of a Good Textbook

Mahmood, (2011, p. 1) argued that the textbook is the easily reached resources that can develop both the students and teacher's needs. The teacher used the textbook as a helpful guidance in planning the students' learning activities. It is more trusted than the teachers' designing material resources, which are not well organized, less valid in term of quality and not viable in term of time. The textbooks are mostly reliable because they are written by the experts in the field of language teaching. The textbook can help the students to learn in the classroom and home. They can utilize their skill time by time to work in advance.

The textbooks of every school are set in various manners. In some less economically developed countries, textbooks might be the only teaching media available. Properly to educational system, in every school every single student can access the same content for a given subject. This is why it is very important to ensure the quality of textbooks for the improvement of the quality of education. According to Tarigan (1993, p.94) a good textbook has ten criteria, as follow:

- a) A good textbook can increase the students' motivation in learning. If the textbooks can attract the students' attention, they can easily learn by themselves.
- b) A good textbook provides the interesting illustration. It can improve the students' interest in learning using certain pictures, graphics, charts, diagrams, maps and other figures.

- c) A good textbook has relation to the other textbooks. It has general purposes for the readers, so they can learn in any different textbook that has the connection in term of textbooks' content.
- d) The textbook should be able to simulate the students' personal activities in learning.
- e) A good textbook is a motivator for the students who used it. It has to be written as interesting as possible to prevent the reader get bored in reading.
- f) The linguistics aspects of a good textbook should be appropriate to the students' level. The materials of the textbooks have followed the students' capability in learning.
- g) A good textbook is designed with clear instruction. It has to avoid the students' to feel confuse and to prevent the vague concept of the textbook.
- h) A good textbook is construct clear point of views.
- i) The textbooks should emphasize the students age. The materials given in the textbook has to fit the students' ages.
- j) A good textbook appreciates the students' individual differences such as background, culture and level.

Tomlinson in *Materials Development in Language Teaching*, argued that the other researchers would be agree that in developing the quality of materials for teaching learning the second languages, a good materials contain in textbook should:

1. Achieve impact. A good textbook contains the materials which can attract the students' curiosity to find something new to gain their interest and attention.
2. Help the learners to feel at ease. Materials can help learners to feel more comfortable and relaxed such as providing materials contain lots of white space in written and has interesting illustration. It can make the students feel that the materials obviously trying to help them in learning.
3. Help the learners to develop confidence. The learners can learn faster if they relaxed and confident in learning.
4. Be relevant and useful. The learners have a vest interest on current issue and real life task. The teachers can relate the materials with their interest to gain their attention.
5. Require and facilitate the learners' self-investment. The materials provide choices of focus and activity, control and engage them in learners' center activities.
6. Be ready to acquire the points being taught. The teacher should provide the familiar and constant materials.
7. Be authentic. The materials not only written form, but also can be listening to audio, watching audio visual aids, singing song, and reading story.
8. Input the linguistics feature. Many researchers found that the materials with linguistics features can help the students acquire some of those features.
9. Provide the opportunities to the target language to achieve communicative purposes.

10. Take into account that the positive effect of instruction are usually delayed.
11. Take into account that the learners differ in learning style.
12. Take into account that the learners differ in affective attitudes.
13. Permit a silent period at the beginning of instruction.
14. Maximize learning potential by encouraging intellectual, aesthetic and emotional involvement of left and right brain.
15. Not rely too much on controlled practice.
16. Provide opportunities for outcome feedback. A good feedback can create more power to gain the effectiveness of their used of language.

Garinger, (2002) claimed that the textbooks are an important resource for the classrooms, supplementary materials, inspiration for the teachers in arranging the classroom activities and sometimes it can be used for the curriculum. In designing the students' activities in the classroom, the teachers have to choose the best textbook which is suitable to the classroom needs and the curriculum as well. The selected textbook has to meet the criteria of a good textbook in term of materials including exercises and skills competence.

2. The Advantages of Using Textbook

Richards (2015) stated that the key component of most language programs is textbooks. The textbook availability is a requirement in teaching learning process. It is very usefull in helping the teachers in planning the materials to apply in the classroom. It also beneficial in helping the students to learn faster and very effective for the learners' to prepare the practice and examination of the lesson.

Richards, (2015, p.1-2) argued that a good textbook has the principal advantages depending on how it is used and the contexts for its use. The advantages are:

- a. Textbooks provide structure and a syllabus for a program.

The textbooks structure are a central core for education program and the syllabus that has been developed and planned systematically can be accepted by the learners.

- b. Textbooks help standardize instruction.

The textbooks are useful for ensuring the students to receive similar content of the lessons and task in the same way in different classes.

- c. Textbooks maintain quality.

Well-developed textbooks can make the students able to expose to materials that have been learnt and tested, that are founded on sound learning principles, and that are paced appropriately.

- d. Textbooks provide a variety of learning resources.

Textbooks are often associated with workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

- e. Textbooks are efficient.

The use of textbook can save the teachers' time, facilitating time for the teachers to teach the lesson rather than produce the materials.

- f. Textbooks can provide effective language models and input.

Textbooks can provide support for teachers that speak English as a Foreign language and who may not be able to generate accurate language input on their own.

- g. Textbooks can train the teachers.

The teachers who have limited teaching experience, the textbook can be served as a medium of initial teacher training.

- h. Textbooks are visually appealing.

Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

Whitehouse, J. (2018) claimed that the textbook has different advantages to the experts, teachers, students, and supplementary materials.

- 1) Experts

The experts has written and designed the textbooks in the topic discussed. Thus, it would be relevant to the current issue and up-to-date with the most valuable information in a subject field.

- 2) Students

Textbooks have many advantages for students. The textbooks are designed with the detailed content pages and index that can make the students easier to find the information. Textbooks also present structure of the learning materials, connection related to the previous chapter and presented in a similar design of each topic which can be approached.

3) Teachers

There are also advantages for teachers who use textbooks. Young teachers don't have to spend a lot of time coming up to the materials, because it has already existed in textbook. The materials of each chapter presented in a straightforward, chronological way, and most textbooks consist of clear instruction to the teaching procedures.

4) Supplementary materials

Most of textbooks provide supplementary materials such as DVDs that have video and audio clips of information relating to the topic of study, additional information through website or links to other related web pages or study related to the topic. These supplementary materials allow the students find their way to learn the topics of study and achieve learning success by their own preferences way.

Textbook can affect the learners' interest and motivation in learning English. It can make the students feel that they have accomplished the content of the textbook by completing the chapter after chapter. Most of the learners like the textbook in a positive way of encouraging their progress in learning (Harmer, 2001, p. 304). In other word, textbook as a good instrument is a powerful influencer for the effective classroom process. Especially in teaching learning English, the textbooks have a significant rules in helping a classroom successful learning activities.

F. The Teachers' Perception toward the Textbook

The teachers and the textbook play an important role in the teaching learning process. The teacher is a facilitator, adviser, surrogate parent, class disciplinarian, mentor, counselor, bookkeeper, role model, and planner who are able to develop not only the students' ability in learning but also the students' behavior. On the other side, the textbook has a big impact on the classroom activities. The use of the textbook could be very efficient when it met the teachers' hand. Therefore, the teachers and the textbook become the most influential thing in the teaching learning activities.

The teachers' perception has a significant influence on the educational system especially in the teaching and learning process. The textbooks are a part of the learning process which certainly gives a good impact to the students' classroom activities when it was associated with the teachers' perception. The teachers' opinion is able to influence the learning procedures, techniques, strategies, methods, materials, and the classroom situations. Rakhmat (cited in Diniah, 2013) stated that personal, structural and cultural factor are influence the perception. Personal factor contains of needs, experiences, motivations, hope, attentions, emotions, and situations. Stimulus intensity, number of stimulus, and stimulus contradiction are the structural factors. Cultural factor is everything which is included in the environmental of an individual. For this reason, teachers' perception of textbooks is essential in the process of applying textbooks in EFL classroom.

In adapting the textbook to the classroom, the teachers should consider the textbook materials, activities and exercises provided in the textbook. The teachers might add some changes of the textbook to make it appropriate to the classroom. The teachers, in this case, should have the knowledge of the criteria of a good textbook and its advantages to make sure they are able to recognize, organize, and interpret the sensory information of the textbook used in teaching English. This research studied the teachers' perception of the use of English textbook in term of the textbook availability, contents, skills and exercises. In addition, the teachers' perception of the teachers' obstacles in choosing and adapting the English textbook was also presented in this research. The researcher use the top-down theory to know the teachers' perception based on their knowledge, expectations, experiences and thoughts.

D. Relevant Study toward English Textbook

There are some relevant studies about the teachers' perception toward the English textbook used to be a model and reference to support this research. The first research was conducted by Srakang, L (2013) which studied the teachers' perception toward using English textbooks. It was a case study of 10th grade English teachers from Maha Sarakham Province, Thailand. This study aimed to explore how 10th grade English teachers perceived about the use of English textbook. The participant of this study consisted of 12 English teachers from 10th grade level. The result showed that the teachers who had pro-textbook views believed that their teaching could not be conducted effectively without using

English textbook. Some of the pro-textbook teachers expressed their opinion that English textbooks should be exist as supplementary teaching materials to serve learners' needs. English textbooks affect their use in teachers' classroom practice.

The second research was conducted by Rosyida, E (2016). She has investigated the teachers' perceptions toward the use of English textbook. there are three main purpose of this research: 1) identify factors that affect teachers' perceptions toward the use of English textbook; 2) investigate teachers' experience in selecting, analyzing, organizing, interpreting, and integrating English textbook; and 3) identify problems arising while the teachers select, analyze, organize, interpret, and integrate English textbook. The participants of this research were the English teachers of twelfth grade of State Senior High School 3 Surakarta, Jawa Tengah.

The result showed that the teachers did not always follow the entire materials and activities suggested by the textbook author. They believed that they had to consider the content of the textbook to deal with the students' needs. The factors that influenced their perceptions were experiences, needs, situation, students' interest, students' ability, workshop/training, and references. It also showed that the teachers took part in each step of the procedure for the textbook selection. The teachers analyzed and described each component of textbook. They also organized materials and the activities in each unit of the textbook based on the lesson plan and students' need. The researcher also found two major problems faced by the teachers when conducting textbook selection and analysis; they were time deficiency and different views among teachers.

At the same time, Vanha, L (2017) research, discovered teachers' perceptions on the role of textbooks in English language learning and teaching in Finland. The researcher found that textbooks provided good structure for the teaching process. The teachers could count on the textbooks to follow the national core curriculum. They mentioned that oral and communicative skills could be practiced without textbooks, but they never had the consideration not using them. In addition, some of the teachers highlighted that learners themselves might find the textbook a safe and stable figure in their studies. The result also showed that the teachers were content with textbooks and kept using the textbook at least for the foreseeable future.

The three studies above had similarity in investigating the teachers' perceptions on the use of English textbook. But, the three studies also have the differences. The first study used mixed method in obtaining the data, while the second and third study used qualitative approach through interview and observation. The first study also examined the teachers' roles and identifies the problem raised by the teachers in using English textbook. The participants of this study are the English teachers who have been taught at 10th grade level.

The second study is not only focused on investigating the teachers' perceptions, but also identifying factors that affect teachers' perceptions and teachers' experience in selecting, analyzing, organizing, interpreting, and integrating English textbook. This study was conducted to two English teachers of twelfth grade of State Senior High School 3 Surakarta, Jawa Tengah.

The third study aimed to discover teachers' perceptions about the role of textbooks in English language learning and teaching in Finland. The approach chosen for this study was a sociocultural and ecological view of language learning and teaching. She investigated six Finnish teachers of English which were elementary school teachers, one of the upper secondary school teacher, one of a secondary school teacher, and one participant teaches both at a secondary school as well as an upper secondary school. All of the studies above became a reference to support this research to investigate the teachers' perception on the use of English textbook. Yet, the writer also focused to find out the teachers' obstacles in selecting and applying the English textbook in teaching English. In this study, the writer chose to interview three English teachers who taught English in one of Islamic senior high school in Banda Aceh. The researcher adopted some questions of the interview list from Mariane Celce Murcia (2005), *Teaching English as a Second or Foreign Language* and modified them with some questions related to the aim of this study. Furthermore, the writer also used observation to obtain the data of the textbook application in the EFL classroom.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the research design employed in this study and the research subject, technique of data collection, and data analysis.

A. Research Location

MAN 3 Kota Banda Aceh is one of Islamic senior high school in Banda Aceh, which is located around the State Islamic University of Ar-Raniry. It was firstly established on March 1999 known as MAN Rukoh. MAN Rukoh has moved to its building in 2002/2003 along with the classroom, school office, laboratories, library, mushalla, garden, and football field availability in the current location. MAN Rukoh Kota Banda Aceh was built in one area with MTsN Rukoh. The building was separated with a big round pool in front side. It also stands in one land area of 5.719 m² which is surrounded by 400 m fence. This senior and junior high school share a volleyball court, canteen, and schoolyard.

MAN 3 Kota Banda Aceh is located at St. Lingkar Kampus UIN Ar-Raniry, Darussalam Syiah Kuala. It is near to UIN Ar-Raniry dormitory which is exactly behind MTsN Rukoh building. There is also a mushalla behind its building which is usually used by the students for shalat. In front of the school building, there are photocopy, mini market, and other building across the street.

MAN 3 Kota Banda Aceh known as one of Islamic senior high school which implied Islamic rules in students' daily activities. This school has a moral image which prepared the learners' independence, skills and characters. It could

be seen from the students' activity such as reciting Al-Quran and dua before starting the teaching learning process. The students' interest, talent, and creativity are directed and developed optimally in order to be able to recognize their potential. The students are also trained to have a persistent and tenacious attitude in competing, adapting, and developing their sportive attitude.

MAN 3 Kota Banda Aceh has 24 rooms consist of teachers' room, classroom, headmaster room, hall room, TU room (tata usaha), sains laboratory and library. There are 17 classrooms consist of 6 rooms of tenth grade, 5 of eleventh grade and 6 of twelfth grade. It is also surrounded by shady trees and completed with the seats on the edge of volleyball court. The school yard is also equipped with plants, flowers and water resource outside of each classroom. Every classroom has the dustbin which makes the students easy to maintain the classroom cleanliness.

MAN 3 Kota Banda Aceh as an institution of middle-level educational took part in developing the curriculum. The curriculum used in this school is K13 Revision (Kurikulum 2013 Revisi) which has been determined by the government. The application of this curriculum requires the teacher to act as student's facilitator. The teachers should be able to encourage the students to think critically using various strategies in learning such as discussion, consultation, peer work, and demonstrations. Moreover, the English textbook used becomes a support for the teachers in achieving learning goals. The textbooks act as a tool for the teachers in implementing the curriculum, facilitating and providing interesting material for the students.

The number of the students in academic year 2018/2019 is 610 students. The data is gathered from MAN 3 Kota Banda Aceh administration. The data showed that the numbers of the students are 610 students consist of 332 male and 278 female students.

B. Research Design

This research was conducted by the researcher using qualitative methods. The qualitative method has strong quality to provide complex textual descriptions of how people experience a given research issue. This approach of research is used to provide a better understanding of the research problem. Qualitative data consists of information that the researcher gathered through interview and observations. To gain depth understanding, the researcher preferred to use qualitative method to collect the data. The techniques that the writer used to collect the data of this study were interview and observation.

C. Research Subject

In this study, the researcher chose three teachers of Islamic Senior High School known as MAN 3 Kota Banda Aceh as the participants. The teachers teach English at the tenth, eleventh, twelfth grade. The teachers are KH, RD and SF. KH and RD are female teachers. The teachers' names were written in initial letter to protect their privacy of their duties as a teacher. All of the teachers are certified as English teachers in senior high school who have taught English for years. 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.

In this research, the teachers were interviewed using some questions related to their thought of the English textbook used in teaching English at MAN 3 Kota Banda Aceh.

D. Technique of Data Collection

In collecting the data, the researcher used interview and observation technique. In gaining depth information related to the teachers' perception of the used of English textbook, the researcher used list of interview for principal and checklist of observation which consist of some questions of the English textbook application.

1. Observation

Observation is one of the instruments which categorizing the data directly to the object of research (Sudjono, 2005). Observation was used to collect the data in how the teachers applied the textbook and the other media related to the textbook in teaching English. The researcher observed the classroom activities without interacting with the respondent. The observation consists of several statements in the checklist regarding to the use of English textbook in the classroom.

2. Interview

Interview is a process to obtain information about the purpose of study by interviewing the respondents face to face using guidelines interview. In this case,

the writer collected the data by giving the respondents some questions related to the used of English textbook in teaching English systematically and objectively. The given questions also include the teacher's obstacles of selecting and organizing the English textbook. The teachers that were interviewed are three English teachers of MAN 3 Kota Banda Aceh.

E. Data Analysis

The data collected using interview and observation were analyzed qualitatively using Miles and Huberman techniques of analyzing data: data reduction, data display, and conclusion drawing. 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 analyzed data to answer the research problem of the study. The results were described based on the teachers' statements about the use of English textbook at MAN 3 Kota Banda Aceh.

CHAPTER IV

RESEARCH FINDINGS

This chapter draws the result of the interview and observation of this study, including the discussion of examining the research question.

A. The Result of Interview

The teachers' responses of the interview were the result of this study. There were 18 questions of the interview regarding to the use of English textbook in teaching English which is addressed to three English teachers in MAN 3 Kota Banda Aceh. The interviewer was the researcher herself. The interview process took about 30-60 minutes for each English teacher. The interview took place in the school surroundings.

The questions of interview gained deep information of the teachers' perception on the English textbook used in teaching English. It presented the teachers' opinion on related aspects of the availability, contents, skill and exercises provided in the textbook. Furthermore, the teacher's difficulties in using English textbook were represented in order to find out the teacher's obstacles in selecting and applying the English textbook in teaching English.

The data of this research were the interview result which is analyzed qualitatively based on the teacher's opinion. The teachers were KH, RD, and SF. The following points are the interview details.

a) The Textbook Used in Teaching English

The teacher (KH) used a few textbooks in teaching English such as *Stairway*, *Pathway to English*, and the book from education minister. She used *Pathway to English* as the handbook. The book was written by Th. M. Sudarwati and Eudia Grace. She chose the book because the given material was easy to be accessed by the students. In her opinion, the students' ability in understanding the material was varied and the content of this book could direct the students' understanding in learning. RD also chose the same textbook to be applied in the classroom. She used *Pathway to English* textbook. She claimed that the book was relevant and appropriate to the curriculum.

In teaching English, SF used two textbooks. The first one is *Bahasa Inggris*, which was published by education minister in 2014. The second book is *Pathway to English*, which was published by Mc Hill Company. He stated that both of these books were written by several people under the education minister support. "I used *Bahasa Inggris* because it was designed to be used in K13 curriculum", he said. On the other hand, *Pathway to English* textbook was the textbook determined by the school. Thus, both of these books were suitable to the curriculum of the school.

The textbook *Pathway to English* became the reference of teaching material for the English teachers in MAN 3 Kota Banda Aceh. The teachers stated that the book is suitable to the curriculum and syllabus of the school. So, it was certainly proper to be applied in the classroom. In addition, KH and RD claimed that the book was easy to find because it was available locally. Both of

the teacher and student can find the textbook in the library and the bookstore. Besides, SF argued that the textbook used in the school was not reachable. SF said, “It used to be downloaded from the internet and make the copy to the students”. It means that there were some textbooks in the library, but the number of the textbooks was not proportional to the number of the students. Thus, the teacher should make a copy of the materials needed in the classroom.

b) The Textbook Content

In term of the textbook content, KH, RD and SF agreed that the contents of the textbook were accurate and up to date. KH and RD also argued that the textbook was relevant to the students’ need and interest. KH said that the given materials in the textbook had a relation to the students’ daily life. When the materials were connected to the real life, the students were easy to understand it. Besides, SF stated, “The textbook’s content was relevant to the students’ need, but not to the students’ interests”. He argued that the textbooks’ contents could fulfill the requirement of what the students had already learned based on the curriculum and syllabus. However it could not assess the students’ interest. Their interest might different due to their background, environment, and previous school.

c) The Skill Provided in the Textbook

In term of providing a good balance of the skills development, all of the teachers agreed that it was presented and offered a good balance of all four basic skills in English thoroughly. It served listening activities, speaking practice dialogues, writing and reading exercises as well. KH and RD thought that the

content of the textbook was clear in terms of cognitive, psychomotor, and affective aspects. The teacher could see the students affective from the material of the textbook. Furthermore, the textbook could be applied entirely to the classroom process.

While SF had a different view of the textbook used in supporting the affective and psychomotor aspect. He stated that the textbook was almost perfect to be used. “The teacher cannot ask the students only to read the textbook to support cognitive aspect” SF added. They need the teacher to explain the material of the textbooks. In his opinion, the teacher took a role as a facilitator in this case.

d) The Textbook Exercise

All of the teachers agreed that the textbook provided a 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 KH, the textbook activities and exercises were displayed from simple to complex. She also took the material from other related textbooks using some examples in order to make the students understand the material of the lesson.

In RD point of view, the textbook had several exercises that could be learned by the students. RD said, “The materials of the textbook can be from the exercises”. The students learned and got the conclusion after doing some exercises. In other word, the book had more exercises than the explanation, but the exercises itself can be the students’ activities. Furthermore, the textbook represented the activities and exercise progression from basic, intermediate and

advance level. She concluded that the textbook content has already appropriate to be applied in the classroom.

In addition, SF covered that the activities and exercises could strengthen the students' previous learning materials. But in order to make it completely suit, he used to add some other material from the other textbooks. On the other side, the textbook was able to reflect the activities and exercise progression from simple to more complex. The textbook provided the coherent activities following the students' learning achievement. Hence, the teaching learning process can be easier for both the teacher and the students due to the textbook practice.

e) The Textbook Strength and Weakness

Every textbook has the strength and weakness. KH had found the strength side of this textbook in term of its form. She stated, "All of the contents are written in a specific form that is ready to be used for the students". While RD perceived that *Pathway to English* textbook can make the students more active due to the material on the topic have to be found by them. It built up their creativity in learning. This factor was believed as the strength of this textbook. Besides, SF argued that the textbook strength was its variation of exercises that could be applied in the classroom activities. Thus, all of the teachers believed that the textbook had its strength when it was adaptable to the teaching learning process.

KH noticed that the textbook was lack of examples. Sometimes, when the teacher described a picture in the book, the teacher had to work hard at explaining

the material because of the students' background knowledge problem. On the other hand, RD was not sure about the textbook weakness because she could not differentiate the *Pathway to English* book to the other textbook. "I did not use the other textbook, but the material could be from the other sources" she said. The weakness of this book might be lack of theory. She only used some reference books as her teaching resources. While SF stated that the textbook has a small scope. He agreed that the given materials 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.

It was widely believed that teaching by using the textbook make the teachers and students easy to achieve the learning objectives. The teachers have the responsibility to prepare the learning materials to bring to the classroom. In some case, the teachers need to use additional material sources in teaching. KH used *Stairway* and *BIS* as the supplementary books in the classroom. She claimed that the book display was interesting from its color and design. In applying the other textbook, she had to examine and discuss the relevant material on the topic of the lesson. Thus, the teacher had extra effort to make the learning objectives can be achieved thoroughly. While SF used to add some material from related sources beside the textbook. Besides, RD did not use an additional textbook in teaching English.

f) The Classroom Situation of Using the Textbook

In term of classroom situation of using English textbook, KH found that the textbook made the students feel at ease in learning. She said, "If we used

textbook, it can be easier in teaching because the students can focus on the textbook”. It also supported the teachers and students in learning process. While in RD and SF perception, the classroom situation of using English textbook in teaching learning process was not fully developed. The teaching learning goals was achieved slowly. RD also claimed that the school lack of textbook which make the students have to share the textbook. Thus, it made the students difficult to focus while learning due to the textbook limitation in the classroom.

g) The Teachers’ Obstacles in Selecting and Adapting the Textbook

It is well known that the textbook is never perfect. The teachers need to concern the textbook suitability to be applied in the teaching learning activities. They might find some difficulties in selecting and applying the textbook. In case of selecting the English textbook, the main problem of the teachers was adjusting the learning materials to the curriculum and syllabus of the school. KH claimed that it was difficult when she taught the material which was not included in the topic.

Based on RD experience, it was hard to find the book which is relevant to the students’ environment. If the teacher taught in the developed city of the school, every kind of textbooks that were applied to the classroom might work. However it was challenging to find the book that was appropriate to the students’ need following their environment. On the other hand, SF said that he had to create his own material to make it appropriate to the classroom situation and syllabus. He stated, “It was depend on the syllabus”. Thus, the teachers sometimes have to simplify the use of the textbook to make it easier for students to learn English.

In adapting the textbook, the teachers' obstacle was in explaining the materials in the textbook. The students were lack of mastering vocabulary. KH found that it was caused by the students' background knowledge. Some of the students used to understand the materials, while some of them have not heard the material before. Thus, she had to be as creative as possible in developing the materials. KH also stated that the students have less curiosity in learning English. Moreover, it can be tough in applying the textbooks due to the lack of the students' interest in learning.

In addition, RD found that most of the students did not have the textbook. It made the teacher had to write the material on the whiteboard. As a result, the teachers should prepare the learning material on the whiteboard before explaining to the students. According to SF, the teacher had to spend more time in giving details about the materials due to the students' comprehension. Consequently, the teachers should find the best alternative to deal with the classroom situation in teaching English using the textbook.

B. The Result of Observation

The researcher observed the teachers' teaching learning process in the classroom without any participation in the learning activities. The researcher came to the classroom along with the teacher and sat in the corner of the class. The observation process started when the teacher come to the classroom until the end of the lesson. The researcher brought the observation checklist to record the

information related to the research. The teacher brought some textbooks and other additional media to the classroom.

The classroom activity was started by reciting Al-Quran for 3-5 minutes. The teacher asked the students to do some activities provided in the textbook. One of the teachers asked one of the students to write the materials of the textbook on the whiteboard. The other students write the materials in their writing book. It caused by the textbook inadequacy. There were a few students who have the textbook. For that reason, the teacher chose the alternative to copy the material on the board and explained it right after the students finished their writing.

The other two classrooms applied the textbook as well. There was no specific problem in the learning process. The teachers follow the textbook instructions and modified the learning activities using their own style in teaching. The difference was the students' ability in the classroom. Sometimes the teacher had to repeat the explanation twice or more to make sure the students get the material details.

The questions of the observation are in 'Yes-No' option. The researcher would put a tick (✓) in the column 'Yes' if the teacher did the activities in the checklist table. The researcher would put a tick (✓) in the column 'No' if the teacher did not do the activities in the checklist table. Overall, the teacher did what is listed in the observation table. There were four points with the (✓) tick in 'No' column. It means that the teachers' perception in the interview was supported by the teacher classroom action. The result of the observation showed in the table below:

Table 1 Result of Observation

No.	Object of observation	Observation checklist		Note
		Yes	No	
a.	Does the teacher bring the textbook to the classroom?	√		
b.	Does the teacher use the same textbook with the students?	√		
c.	Do all the students have the textbook?		√	
d.	Does the teacher bring any additional textbook to the classroom?	√		<i>Bahasa Inggris</i>
e.	Does the teacher use other media beside the textbook?	√		Cardboard, whiteboard
f.	Does the teacher fully depend on the textbook?		√	
g.	Does the teacher take all materials from the textbook?		√	
h.	Does the teacher follow all of the instruction and exercise from the textbook?	√		
i.	Does the teacher ask the students to do all activities provided in the textbook without any change?		√	Teacher's style

Based on the table above, the researcher concluded that all the teachers brought the textbooks *Pathway to English* in the classroom as the main textbook which is also used by the students. Although not all of the students have the textbook, the classroom activities keep using the textbooks as the learning sources. All of the English teachers also brought the additional textbook to classroom. One of them brought *Bahasa Inggris*, and the others brought *Stair Way*. In addition, the teachers used some media such as projector, white board, cardboard and flashcard if needed. But when the researcher observed the teachers, they did not use the projector. They tend to use their own example and

whiteboard. In teaching process, the teachers taught the students in their own teaching style. The teachers used the materials from the textbook following the given instructions and exercises which were modified using their own creativity. However, the teachers do not rely on the textbook. They change the activities sometimes to make it more interesting. Generally, the textbook took a significant part in the teaching learning activities. Thus, the textbook availability was important for the students.

C. Discussion

The result of data analysis was the interview and observation checklist. In the interview data, the researcher found that there was no significant difference of the teachers' perspective of the textbook availability, contents, skill and exercises provided. All of the teachers have a similar view of the textbooks aspect. The different perceptions were about the teachers' difficulty and strategies in selecting and applying the English textbook in teaching English. It was proven by the observation checklist that was done by the researcher.

It is also crucial to discuss the result to answer the research questions of this research in chapter one. There are two research questions that the researcher addressed in this study. The first question is 'What are the teachers' perceptions toward the use of English textbooks in teaching English at MAN 3 Kota Banda Aceh'. This question can be answered based on the interview data.

From the interview, the researcher found that the English teachers used *Pathway to English* as the main book. Examining the first question based on the

teachers' perception, the researcher found that the teachers were positively perceived the English textbook. The teachers claimed that textbooks met most of the criteria of a good textbook which is 'the material should be relevant and useful' (Tomlinson, 2012). They perceived that the textbook's content was accurate, up-to-date and relevant to the students' need. The textbook was suitable to the curriculum of the school. These views have also been present in previous research (Faisal, 2014) and Diniah (2013).

All of the teachers agreed that the textbook presented and offered all of four basic skills in English. The textbook supported cognitive, affective and psychomotor aspects in balance. It also provided some exercises along with well-defined instructions. It could be conclude that the textbook used by the teachers was a good textbook as Trigon (1993) said: 'A good textbook is designed with a clear instruction'. In addition, the textbook also construed the activities and exercises from the basic to the advance level. For that reason, the textbook was appropriate to be applied in teaching English for EFL classroom.

On the other hand, the teachers argued that the students' ability in learning English was below the average. The learning objectives could be attained, but it was achieved slowly due to the students' ability in understanding the materials. It made the teachers had to consider the level of the students' ability before using the textbook. In this case, the textbook could be the teachers' guidance in creating a creative learning material to make it appropriate to the students' ability. It means that the textbook was able to develop the teachers' need. Mahmoud (2011) stated that a good textbook can develop the teachers and the students' need.

The second question is “what are the teachers’ obstacles in selecting and applying the English textbook in teaching English at MAN 3 Kota Banda Aceh?”. This question can be answered based on the interview result. The researcher found that there was some possibility of the classroom situation that had to be faced by the teacher. The difficulties that the teachers found in selecting the textbook was adjusting the subject matter to the school curriculum and deal with the students’ habitual behavior. However, the result was different from the previous research of Diniah (2013). The result showed that the difficulties faced by teachers were the level of material difficulties and limited aids for teaching.

While applying the textbook in teaching, the problem faced by the teachers was the students’ ability in learning English. Some of them lack of knowledge and some of them less interest in learning. In some cases, they were lack of vocabulary which makes them difficult to learn English. Thus, the teachers should start the learning process from the very beginning to ensure the students’ understanding.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of the study. The conclusions are obtained based on the research finding while the suggestion is proposed to provide following improvement of the study.

A. Research Conclusions

This study was a descriptive research conducted at one of Islamic senior high school, MAN 3 Kota Banda Aceh. This study aimed to examine the teachers' perception on the use of English textbook in teaching English and to find out the teachers' problem in choosing and using the English textbook in teaching English.

Based on the data of the interview and observation, the result showed that the teachers perceived the English textbook used in MAN 3 Kota Banda Aceh was able to accomplish the learning targets, but it takes the teachers' effort in planning the students' activity in learning English due to the students' problem in English comprehension. On other hand, the teachers agreed that the textbook was already suitable to use in teaching English. It was referred to the curriculum, syllabus, and the students' need. The textbook content was precise and recently updated. Thus, the teachers believed that the textbook gives a great support for the teaching learning process.

In term of choosing the English textbook, the teachers' problem was in adapting the textbook content to the curriculum, and overcomes the students' environmental condition. Meanwhile, the teachers' difficulty in using English textbook was the inadequate availability of textbooks which make some students

do not have the opportunities to repeat the lesson or learn new material from the textbook. The other problem was the students' English ability which is in basic level. Moreover, the result showed that the students' previous educational background might become a problem in adapting the English textbook.

B. Suggestions

There are some contributions that might be useful for the English teachers in teaching English using the textbook. The textbook is an important component of teaching learning process. The teachers have a typical role as an educator, facilitator, and instructor. They involve the students' learning activities and exercises using the textbook and other resources to reach the learning objectives. Thus, this study suggests the teachers to provide the learning materials as well as possible in order to make the successful teaching learning process. Yet, the teachers should prepare for additional textbook to support the classroom activities. This study also recommends the further research to approach this issue from different perspective. The current study was based on the teachers' perception only. A similar study can be conducted about the textbook used based on the students' perspectives. Therefore, the following research can expose the students' views of the use of English textbook in EFL classroom.

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12 Juli 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Raudhatul Jannah
N I M : 140 203 085
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. K. Saman Lr. Nek Muk No. 27, Beurawe Banda Aceh

Untuk mengumpulkan data pada:

MAN 3 Kota Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Teachers' Perceptions on the Use of English Textbook in Teaching English

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik,
dan Kelembagaan,


Sri Suyanta



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH**

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Nomor : B-1093/Kk.01.08/4/TL.00/07/2018
Sifat : Biasa
Lampiran : Nihil
Hal : Rekomendasi

19 Juli 2018

Yth, Kepala MAN 3
Kota Banda Aceh

Assalāmu'alaikum Wr. Wb.

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh Nomor : B- 7167 /Un.08/TU-FTK/TL.00/07/2018 tanggal 12 Juli 2018 , perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan ***Skripsi***, dengan judul **"Teacher' Perceptions on the Use of English Textbook in Teaching English"** kepada saudara :

Nama : Raudhatul Jannah
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Semester : VIII
Alamat : Beurawe Banda Aceh

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala madrasah yang bersangkutan dan Sepanjang tidak mengganggu proses belajar mengajar
2. Tidak memberatkan madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) Eksemplar ke Kantor Kementerian Agama Kota Banda Aceh

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Kasi Pendidikan Madrasah,



✍ Mulizar

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh
3. Yang bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KOTA BANDA ACEH
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Hal : Telah pengumpulan data untuk
Penelitian Skripsi.

Banda Aceh, 1 November 2018

Yth.
Dekan Fakultas Tarbiyah dan Keguruan
(FTK) UIN Ar-Raniry Darussalam
Di -
Banda Aceh

Dengan Hormat,

Sesuai dengan surat dari Kasi Pendidikan Madrasah Kantor Kementerian Agama Kota Banda Aceh nomor B-1093/Kk.01.08/4/TL.00/07/2018 tanggal 19 Juli 2018 tentang Rekomendasi untuk melakukan Penelitian **Skripsi** pada MAN 3 Kota Banda Aceh, maka bersama ini kami sampaikan bahwa mahasiswa yang tersebut dibawah ini :


Nama : **Raudhatul Jannah**
NIM : 140203085
Prodi/Jurusan : Pendidikan Bahasa Inggris
Jenjang : S-1 UIN Ar-Raniry Darussalam

Telah melaksanakan pengumpulan data dan penelitian untuk penyelesaian Skripsi dengan judul : "Teacher's Perception on the Use of English Textbook in Teaching English".

Demikian surat ini kami sampaikan untuk dapat dipergunakan seperlunya.



Kepala,


Muzakkar Usman

OBSERVATION CHECKLIST

Teacher's name :

Class :

Date :

No.	Object of observation	Observation checklist		Note
		Yes	No	
a.	Does the teacher bring the textbook to the classroom?			
b.	Does the teacher use the same textbook with the students?			
c.	Do all the students have the textbook?			
d.	Does the teacher bring any additional textbook to the classroom?			
e.	Does the teacher use other media beside the textbook?			
f.	Does the teacher fully depend on the textbook?			
g.	Does the teacher take all materials from the textbook?			
h.	Does the teacher follow all of the instruction and exercise from the textbook?			
i.	Does the teacher ask the students to do all activities provided in the textbook without any change?			

LIST OF INTERVIEW FOR PRINCIPAL

1. What English textbook that you use in the classroom? who is the author? And why?
2. What curriculum does the school apply? Is the textbook used refer to the curriculum and syllabus of the school?
3. Is the textbook available locally?
4. Does the content of the textbook accurate and up-to-date?
5. Does the content relevant to the students' need and interest?
6. Does the textbook present and offer a good balance of all of four basic skill in English?
7. Does the textbook support the cognitive, affective and psychomotoric skill in a balance?
8. Does the textbook provide instructions and free exercises? Is there a balance between instructions and exercises?
9. Do the activities and exercises reinforce what the students have already learned?
10. Does the textbook represent the activities and exercises progression from simple to more complex?
11. Does the textbook has any strength and weakness? In what side it really seem?
12. Do you suggest your students to have the textbook ?
13. Is there any supplementary textbook you use in the classroom? what is it? who is the author? what make it appropriate to use in the classroom?
14. What is your opininon about the classroom situation in using English textbook in teaching learning process?
15. What are your difficulties in choosing English textbook for EFL classroom?
16. What are your difficulties in applying English textbook for EFL classroom?
17. What are your strategies of choosing the English textbook for EFL classroom?
18. What are your strategies in applying English textbook for EFL classroom?

The Interview Result

1. What English textbook that you use in the classroom? Who is the author? And why?
Khamisah: we used a few books such as stairways, pathway to English and a book from education minister. We use Path Way to English as the handbook. Sudarwati. Because the given material is easy to be accessed by the students. The students' ability in understanding is different, but the content can direct the students' understanding.
Rosmala Dewi: Pathway to English. Sudarwati.because it was relevant to the curriculum.
Sofyan: There are two textbooks that I used in teaching. The first one in 'Bahasa Inggris' book, which is published by education minister in 2014. The second book is 'Pathway to English, which is published by Mitchell company. Both of these books are written by several people under the education minister support. I used Bahasa Inggris book because it was designed to be used in curriculum 2013.
2. What curriculum does the school apply? Is the textbook used refer to the curriculum and syllabus of the school?
Khamisah: K13 Revisi. It was already appropriated.
Rosmala Dewi: K13 Revisi. Yes.
Sofyan: K13 revision. It was designed to be used in applying K13 curriculum.
3. Is the textbook available locally?
Khamisah: yes. It is easy to find.
Rosmala Dewi: Yes.
Sofyan: I don't think it is available locally. It used to be downloaded from the internet and make the copy of it to the students.
4. Does the content of the textbook accurate and up-to-date?
Khamisah: Yes. Appropriate to the current curriculum (K13 Revisi).
Rosmala Dewi: Yes. As we know, the book is up to date.
Sofyan: of course. The books content have already designed to be used in the classroom following the syllabus.
5. Does the content relevant to the students' need and interest?
Khamisah: Yes. Because every given material in the book has a relation ro the students' daily life. Although they do not understand to the materials, when it was connected to the real life, they used to understand.
Rosmala Dewi: yes.
Sofyan: the books are relevant to the students' need, but not to the students' interests. Because it was a different perception between the students' interest, following the factor such as the students' background, environment, the students' previous school.
6. Does the textbook present and offer a good balance of all of four basic skill in English?
Khamisah: Yes. The textbook served listening activities, speaking such as practicing dialogue, writing and reading as well.
Rosmala Dewi: yes. It was a good balance. It concludes all of the aspects in every chapter of the book.
Sofyan: yes secara keseluruhan.
7. Does the textbook support the cognitive, affective and psychomotoric skill in a balance?
Khamisah : yes.
Rosmala Dewi: yes. The content of the textbook includes a clear cognitive aspect, psychometric, and affective aspect which concluded the reflexive method. From the material in the textbook, we also can see the students affective.
Sofyan: yes. But in cognitive aspect, we cannot ask the students only to read the book. They need the students to explain the material of the books. The teacher as a facilitator in this case.

8. Does the textbook provide instructions and free exercises? Is there a balance between instructions and exercises?

Khamisah: yes. I think every textbooks expect to be easy to use, so that it will be provided with clear instructions of what it supposed to be.

Rosmala Dewi: yes. The instructions and exercises are suitable.

Sofyan : yes. Of course it was suitable.

9. Do the activities and exercises reinforce what the students have already learned?

Khamisah: Yes.

Rosmala Dewi: yes. The textbook has several exercises that can be learned by the students. The material from the textbook can be come from the exercises. The students get the conclusion after doing some exercises. They can get the theory from the exercise. Generally, the book has more exercises than the explanation, but the exercises itself can be the students' activities.

Sofyan: of course. But in order to make it completely suit, I used to add some other material from the other textbooks.

10. Does the textbook represent the activities and exercises progression from simple to more complex?

Khamisah: it depends. Because sometimes when we think it was easy for us, the students' comprehension might not as we expected to be. Maybe we can take the material from the other related textbook using some examples that are easy to understand.

Rosmala Dewi: yes.

Sofyan: yes.

11. Does the textbook has any strength and weakness? In what side it really seem?

Khamisah: so far I have used this book, maybe it is lack of examples that can make the students easy to understand. But sometimes when we explain something such as picture in the book, we have to work hard in explaining the material because of the students' background knowledge problem. The strength side of this book is its form. All of the contents are written in a specific form that is ready to use.

Rosmala Dewi: all of textbook has the strength and weakness. I know the book has the weakness, but I am not sure what it is because I cannot differentiate the Pathway to English book to the other textbook. I do not use the other book, but the material sources can be from the other book. I think the lack of theory can be the weakness of this book. On the other side, the book can make the students more active because the students have to find the material of the topic by themselves. As we know that the K13 curriculum demand the students to be more active.

Sofyan: the books have a small scope. The materials that we bring to the classroom have to be varied. The strength of the textbooks is there are many exercises that can be applied in the classroom.

12. Do you suggest your students to have the textbook?

Khamisah: Yes, I am. Because when they do not understand the material, the book can make them easy to understand

Rosmala Dewi: I suggest them to have the textbook, but I am not force them to have it. They can borrow it from the library or has the copy of it.

Sofyan : of course.

13. Is there any supplementary textbook you use in the classroom? What is it? Who is the author? What make it appropriate to use in the classroom?

Khamisah: yes, it is. Starway and BIS the book from Minister of Education, because there are so many media that are available and the book display is interesting from its color and design

Rosmala Dewi: there is the reference book that I used as the sources of the material. The textbook uses a simple language that makes the students easy to understand.

Sofyan : there is some added material I think. We don't have to rely on the textbook. Because the material given in the textbook was umum digunakan, so it will be better if we bring the other material to attract the students' interest.

14. What is your opinion about the classroom situation in using English textbooks in teaching learning process?

Khamisah: if we used textbook, it can be easier in teaching because the students can be more focused on the textbook. If there is no textbook, the classroom can be

nervouse for the students.the students can see the picture of the textbook material which can make them easy to understand. It supports them in learning.

Rosmala Dewi; because only the teacher who has the textbook, the students celingak celinguk. The teaching learning goals can be achieved, but it need more time to reach. It has the difference of the classroom achievement depend on the the students ability of each classroom.

Sofyan: maybe it was not sepenuhnya. For instance in listening section. The books has already prepared the listening section with the picture and some exercises, but there are no speaker that speak as what the books supposed to be.

15. What are your difficulties in choosing English textbook for EFL classroom?

Khamisah: The first thing I see is the textbook appropriateness to the curriculum. It is difficult when we teach the material which is not in a row of the topic. For example of the book I have used before, the material of chapter 1 is written in chapter 10. It can make the students confused when the topic is used to be in this chapter is on the other chapter. The teacher might be explained the material, but if the classroom just has the textbook, the students might not understand the given topic. I choose the pathway to English because it was cheap, well organized, and appropriate to the syllabus

Rosmala Dewi: it was difficult to find the book which is relevant to the students' environment. If we teach in the superior area of the school, every kinds of book that is appllied to the classroom might be work. It is challenging to find the book that is appropriate to the students' need following their environment.

Sofyan: it was depended on the syllabus. We have to find the material following the syllabus. We have to find it by ourself.

16. What are your difficulties in applying English textbook for EFL classroom?

Khamisah: maybe the students' background. The students' background is different. When some of them have already learn the material, some of the havent hear the material before. So we have to be creative to develop the materials to make them understand the materials. It also can be the students less interest on English. The other difficulty in apllying the textbooks is the used of school means such as projector that has to be prepared before starting the classroom activities.

Rosmala Dewi: the first is that the students do not have the textbook. The second, they lack of vocabulary. Then it make the classroom need extra time to write the material of the textbook in teaching learning process.

Sofyan: the classroom vocabulary is lack

17. What are your strategies of choosing the English textbook for EFL classroom?

Khamisah: the language used of the book, I used to choose the book which is written in simple language. It can help the students to understand the language. The other thing I see is the exercise. The short and simple exercise can be easier to be applied in the classroom.

Rosmala Dewi: Asking an advice. I ask the other English teacher, friend and the English teacher in the other school.

Sofyan: there is no spesific strategy that I used, but I usually searching from the internet.

18. What are your strategies in applying English textbook for EFL classroom?

Khamisah: we have to create the other media such as group with a varian work.

Rosmala Dewi: because the classroom lack of the textbook, we usually copy the textbook to make the students easier in teaching learning. The other method, we use LKS which is cheaper and easy.

Sofyan: I usually teach by my own style.

AUTOBIOGRAPHY

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Banda Aceh, November 18, 2018

The writer,

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