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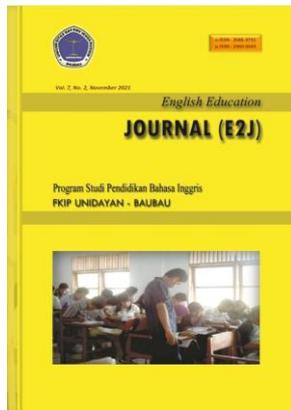
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THE PERCEPTION OF ENGLISH TEACHERS RELATED TO TEXTBOOK PROVIDED BY GOVERNMENT AS A PRIMARY TEACHING MATERIAL

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Abstract

English textbook from government is issued for all the Indonesian students in junior high school. It should be used as the primary teaching material in English class. In fact, the English teachers in SMPN 4 Baubau meet some difficulties in applying that policy. The objective of this research was to find out the perception of English teachers related to textbook provided by government as a primary teaching material. This research used descriptive qualitative method with design case study. The sample of this research was three English teachers in SMPN4 Baubau. The findings showed the teachers did not use the government's textbook as the primary but it was employed as the supporting teaching material and the teachers used other books from non-government publishers as the main textbook.

Keywords: English textbook, teachers' perception

Abstrak

Buku teks bahasa Inggris dari pemerintah diterbitkan untuk semua siswa Indonesia di sekolah menengah pertama. Ini harus digunakan sebagai bahan ajar utama di kelas bahasa Inggris. Kenyataannya, guru bahasa Inggris di SMPN 4 Baubau mengalami kesulitan dalam menerapkan kebijakan tersebut. Tujuan dari penelitian ini adalah untuk mengetahui persepsi guru bahasa Inggris terkait dengan buku ajar yang disediakan oleh pemerintah sebagai bahan ajar utama. Penelitian ini menggunakan metode deskriptif kualitatif dengan desain studi kasus. Sampel penelitian ini adalah tiga guru bahasa Inggris di SMPN4 Baubau. Temuan menunjukkan bahwa guru tidak menggunakan buku teks pemerintah sebagai

buku utama tetapi digunakan sebagai bahan ajar pendukung dan guru menggunakan buku lain dari penerbit non-pemerintah sebagai buku teks utama.

Kata kunci: buku teks bahasa Inggris, persepsi guru

1. INTRODUCTION

The government for the students' entire of Indonesia provides textbook of English subject. The question then comes up, whether that textbook may answer the student's needs in learning process. As Richards [1] said that textbooks which are used in the majority of language programs, are vital aspects that serve as a basic source of language knowledge and training for students. It is also supported by Handayani [2] in her study which showed students can make many mistakes in learning if the textbooks do not match their needs. Thus, selecting appropriate textbook is very crucial.

Some investigations revealed that the textbooks from government had significant flaws in application particularly in English class. Qodriani [3] said in the electronic school book "English Junior High School/MTs 2013 Curriculum When English Rings the Bell" showed that there are no written pronunciation learning activities, no summary rules for using grammar, and no maximum use of teaching aids (tapes, recordings, videos, etc.). This result is confirmed by Oktalia et al. [4] in their research. It found various flaws in the "K13 English textbook When English Rings a Bell," and those have an impact on language learning output. Handayani [2] similarly assesses "When English Rings a Bell - Revised Edition," that the textbook lacked quick and simple examples, grammar explanations, and language that represented a varied range of registers and accents.

Another research comes from Amiruddin [5] and most interestingly, the sample of her research is same with this study. Her study showed the teachers used K 13 textbook as a second or supporting teaching material rather than a primary teaching material which is opposite with the government policy. Textbook should be used as the primary teaching material. The contradiction is between government order and the needs of students in class then appearing the complex

perceptions for teachers in teaching, whether following the instruction or fulfilling the students' necessities.

1.1 Previous Related Researches

Previous researches that closely linked to the current research are included below. Harbi [6] published a research called "Evaluation study for secondary stage EFL textbook: EFL teachers' opinions." According to the findings of the research, the textbook's content has no useful assessments or procedures for properly evaluating students' achievement. This research solely looks at English textbooks from the perspective of the teacher and does not go into detail on the impact of using these English books.

According to the findings of this research, this textbook requires a lot of development in terms of learning support materials like workbooks and media for listening skills. Aside from the need for better learning aids, research findings suggest that the sort of language used in the book should be improved, as well as the diversity of material included in the contents. This research is almost similar to the prior research in that it solely looks at the benefits and drawbacks of English books, rather than the impact of utilizing English books as the primary teaching tool for students.

Oktalia et al. [4] also conducted research into teachers' perceptions of the textbook, titled Listening material in the 2013 curriculum English textbook: What do the teachers think? This research tries to discover the flaws in the textbook's listening material, as determined by the teachers' perceptions. This research found that the English textbook K 13 had various flaws, particularly in the listening material. According to the findings, the flaws in the listening material harmed language learning results and prevented students from strengthening their listening abilities. This research focuses solely on identifying flaws in English language textbooks from the perspective of teachers, but it ignores the consequences of these flaws.

Following past research evaluating English textbooks from many perspectives, evaluation of English textbooks can no longer be considered solely from the standpoint of teachers. Subroto et al. [7] did a research on

socio-economic representations in regional Indonesian English language textbooks. The goal of this research is to look at how socioeconomic representation is represented in ELT textbooks in high schools in the Lombok area. Fairclough's three-dimensional model of critical discourse analysis (description, interpretation, and explanation) was used to analyze the data. According to the findings of this research, a number of texts display students socio-economic representations that are inaccurate and do not correlate to all of the factors analyzed.

1.2 Definition of Textbook

Textbooks are books prepared by experienced and competent persons, and the material in them is usually thoroughly evaluated in pilot studies in real-world teaching circumstances before being published. Meanwhile, English textbooks, according to Sheldon [8], are texts written for students studying English with the goal of helping them comprehend linguistics and improving their English communication abilities.

The differences between main textbooks and companion textbooks are explained as follows in Indonesian Law No. 3 of 2017 on the book system [9]:

“(6) Buku teks utama sebagaimana dimaksud pada ayat (5) merupakan buku pelajaran yang wajib digunakan dalam pembelajaran berdasarkan kurikulum yang berlaku dan disediakan oleh Pemerintah Pusat tanpa di pungut biaya

(7) Buku teks pendamping sebagaimana dimaksud pada ayat (5) merupakan buku pelajaran yang disusun oleh masyarakat berdasarkan kurikulum yang berlaku dan telah mendapatkan pengesahan dari Pemerintah Pusat.”

Greene and Petty (1985) in Tarigan [10] explain the criteria of good textbook. They are as follows:

1. The textbook must be interesting and attractive toward the learners. Therefore, they will be interested in using textbook.
2. The textbook must be able to motivate the learners.
3. The content of textbook must be illustrative.

4. The textbook should consider the linguistic aspect. Therefore, it will be suitable with the learner's ability.
5. The content of textbook must be related to the other branch of the science.
6. The textbook must stimulate the personal activity of the learners. The content of textbook must be clear to avoid the learners will be confused in using textbook.
7. The textbook must have clear point of view because it will be the learner's point of view.
8. The textbook must be able to provide the balance and it must emphasize values to the learners.
9. The textbook must be able to respect to the differences of the individual.

Cunningsworth on Richard [1] discusses the importance of textbook materials in language instruction. The following are some of them:

1. A source for materials for presentations (spoken and written),
2. A resource for learning activities and communicative engagement,
3. A source of stimulation and ideas for classroom activities,
4. A source of stimulation and ideas for classroom activities,
5. A syllabus (where they mirror already-determined learning objectives), and
6. A support for less experienced teachers who have yet to build confidence.

According to Harmer [11] teacher should follow four stages procedures in choosing textbook for the students.

1. Analysis

The teacher can read the numerous books available, studying each one for solutions to the next page's questions. We carefully pick the textbooks that will be utilized in the classroom. When using a textbook, there are two effects: benefits and drawbacks. We chose the positive effects since there are several benefits for both teachers and students in the classroom teaching and learning process.

2. Piloting

By far the best way to find a book's strengths and weaknesses is to try it out with a class, seeing which lessons work and which

don't. By using the textbooks in teaching and learning process in the classroom the teachers understand how well the advantages these textbooks are.

3. Conclusion

Before choosing a book, teachers should try and find out if any of their colleagues have used the book before and how well they got on with it. Through discussion, they can get an idea about whether or not the book is likely to be right for them.

4. Gathering opinions

Anyone who might have an opinion on the book is worth speaking to, from the publisher and bookshop owners, to colleagues and friends. It is also a good idea to let students look through the book and see how they react to at first sight of it. If they express a preference that you agree with, they are likely to be more committed to the textbook. Some questions should be considered in selecting the textbook as follows:

a) Price

How expensive is the book? Can the students afford it? Will they have to buy and accompanying workbook? Can they afford both? What about the teacher; can he or she pay for the teacher's book and tapes?

b) Availability

Is the course available? Are all its components (students' book, teacher's book, workbook etc.) in the shops now? What about the next level (for the next term/semester)? Has it been published? Is it available? What about the tapes, videos etc.?

c) Layout and design

Is the book attractive? Does the teacher feel comfortable with it? Do the students like it? How user-friendly is the design?

1.3 Perception Theory

Teacher's perception is the response of a professional educator about what is experienced in educating, teaching, guiding, directing, training, assessing and evaluating children of the aged child in the educational pathway that is influenced by the beliefs and feelings of the educator [12].

Tewal et al. [13] said that perception-forming factors are the individual forming perceptions, the perceived object or target and the situation or context in which that

perception occurs. They broke it down as follows:

1. Maker of impressions. An individual's attitudes, intentions, interests, experiences, and expectations can all influence how they understand things.
2. The target or object that is perceived. The object that is perceived will be judged based on other objects that are captured by the perception maker.
3. The setting and circumstances in which the perception is formed. Location, light, temperature, and a variety of other environmental elements all have a significant impact on perceptual outcomes. At an evening dinner, an example of someone wearing a lovely dress. Even if the dress is lovely, no one is paying attention because it is in a place where everyone is wearing a party dress. However, when that individual wears the party dress to school when the pupils are wearing school uniforms, he will, of course, be the focus of attention for many people.

1.4 Teaching Material

Nunan [14] says that Materials are an important part of the curriculum, and they do more than just grease the wheels of learning. When they are at their finest, they serve as role models for acceptable classroom practices. They serve as curriculum models and, at their best; they assist teachers in their professional development. Tomlinson [15] adds by saying "Materials" refers to anything that can be utilized to make learning a language easier. They can be verbal, visual, aural, or kinesthetic, and they can be presented in print, live performance, or exhibition, as well as on cassette, CD-ROM, DVD, or the Internet'.

Department of Education and Children's Services in South Australia [16] has some criteria in selecting teaching material. They are as follow:

1. The materials are directly related to a preschool's or school's curriculum policy and program, based on the department's framework of standards and accountability, and include, where relevant, support for the recreational needs of children and students.

2. The materials support an inclusive curriculum, thus helping children and students to gain an awareness of our pluralistic society and the importance of respectful relations with others.
3. The materials motivate children, students and educators to examine their own attitudes and behavior and to comprehend their duties, responsibilities, rights and privileges as citizens in our society.
4. The materials are relevant for the age of the children or students for whom they are selected and for their emotional, intellectual, social and cultural development. This includes the assurance that children and students will not be exposed to offensive materials; that is, materials which describe, depict, express or otherwise deal with matters of nudity, sexual activity, sex, drug misuse or addiction, crime, cruelty, violence or revolting or abhorrent phenomena in a manner that a reasonable adult would generally regard as unsuitable for minors of the age of the relevant children and students.
5. The materials provide opportunities for children and students to find, use, evaluate and present information and to develop the critical capacities to make discerning choices, so that they are prepared for exercising their freedom of access, with discrimination, as informed and skilled adults.
6. The materials represent a range of views on all issues.

Other criteria are also described by Ellis [17]. There are several criteria as guidelines for determining suitable materials for 'fluency' work as the following:

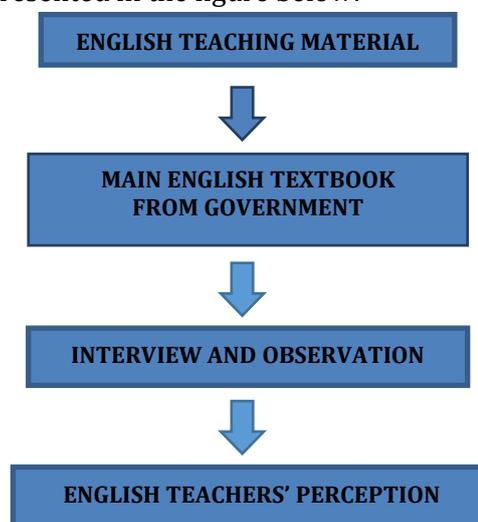
1. There must be communicative purpose (i.e. not merely a pedagogic one). The test of whether there is or is not a communicative purpose is how successful completion of a task is judged; if the task is evaluated in terms of the behavioral outcome rather than its manner of performance, it is communicative.
2. There must be a focus on the message rather than on the channel; i.e. the interactions must be concerned with what

they have to say rather than how they are going to say it.

3. There must be an information gap i.e. one speaker must not know what the other speaker is going to say, although he may often be able to predict it.
4. The communication stimulated by the task must be negotiated rather than predetermined. This means that the task must not exert rigid control over the language to be used but must allow the speakers to make adaptations in content and expression in the light of feedback they receive. There is likely, therefore, to be considerable variety of forms used.
5. The speakers must be allowed to use whatever resources-verbal and non-verbal they possess, irrespective of whether these conform to normal native speaker behavior or not. There must be no pedagogic intervention from the teacher, but this does not preclude, of course, the use of various communications such as that occurring between mother and child.

1.5 Conceptual Framework

The conceptual framework of this research is presented in the figure below:



English teaching material (textbook) was distributed by government to all the students In Indonesia including students at SMPN 4 Baubau. The researchers then conducted the study to see the teachers' perception related to this issue by using instruments such as interview and observation.

2. METHOD OF THE RESEARCH

2.1 Research Design

The design of this research employed descriptive qualitative method. The study conducted at SMP Negeri 4 Baubau located in Baubau city, Southeast of Sulawesi province.

2.2 Population and Sample

a. Population

A population is a group of individuals who has the same characteristics [18]. The population was 3 English teachers in Junior High School of 4 Baubau.

b. Sample

The researcher took all the three English teachers as sample of the research. The guideline of interview adapted from Rosmalia [19] based on Ripley and Franklin theory.

2.3 Instrument

This study used instruments namely interview and observation.

2.4 Technique of Data Analysis

In analyzing the data, the researcher applied the technique from Miles and Huberman. The steps are data reduction, data display, and conclusion or drawing/verification [20].

2.4.1 Data Reduction

Semi-structured interviewed was selected in undertaking interview. It gave lots information. Hence, in analyzing data the writers made reduction, aiming to reduce the unnecessary information of data and focus on objectives of this collecting data.

2.4.2 Data Display

The most frequent form of display data for qualitative research data in the past has been narrative text (Miles & Huberman in [20]). Thus, after doing data reduction, the researcher presented the result of interview data in narrative text.

2.4.3 Conclusion Drawing/Verification

Drawing or verifying was the following step after exhibiting the results of the interview data. During this phase, the researcher drew or verified the language learning strategies of the pupils.

3. RESULT AND DISCUSSION

3.1 Result

The list of questions regarding teachers' perceptions was adapted from Rosmalia [19] based on Ripley and Franklin theory.

1) First Question:

Has the implementer complied with rules such as standard operating procedures and mechanisms for using the main English textbooks in the learning process?

Based on the findings of the interviews, it can be concluded that the English teachers indeed utilized the textbook from government in the classroom. Nevertheless, teacher 1 and 3 do not use this book singly but they also use other books from non-government publishers. It was done to cover the weaknesses of government's textbook.

2) Second Question:

What is the form of support from parents /school, authorities/government in the mechanism of using the main English textbooks in the learning process?

According to teacher 2 the parents' supports towards the mechanism of using the main English textbooks in learning process were giving full trust to the school, while school authorities were the teacher keep using textbook from government in English class. Last, the supports from government was providing free textbook for the students.

3) Third question:

What is the status of the use of the main English textbooks in the learning process that occurred at SMP Negeri 4 Baubau (main/support/supplement)?

Based on the results of interview, teacher 1 and 2 agreed that the status of the use of the main English text books from government in the learning process that occurred at SMP Negeri 4 Baubau were as support and supplement of the other textbooks (private publishers) and not as the main textbook. But, for teacher 3 government's textbook was still the primary while the other books (private publishers) were role as the support textbooks.

3.2 Discussion

The problem of implementer complied with rules such as standard operating procedures and mechanisms for using the

main English textbooks in the learning process. Related to this issue, the English teachers in SMPN 4 Baubau had an excuse why they did not obey the rules or apply the textbook from government as the priority book in learning but making some books from other publishers as primary books which was considered may fulfill their students' needs. It was because the available textbook from government had some weaknesses and it could be covered by making it as the secondary or supplementary textbook in learning process.

The result above has been commented by Cunningsworth [21]. He argued that very few teachers do not use published course materials at some point during their career. Many language teachers discover that it is something they do on a regular basis in their jobs. We can distinguish between teaching scenarios in which 'open-market' resources are chosen on the one hand, and teaching situations in which a Ministry of Education manufactures materials and then distributes them to instructors for classroom use on the other.

Next, the form of support from parents/school authorities/government in the mechanism of using the main English textbooks in the learning process. For this case, the information from teacher 2 said that the parents did not have problems with the mechanism. This can be seen by seeing their full of trust to the school. Then, support from school was keep applying the textbook from government in class even though some teachers didn't use it as primary teaching material. From the government's supports was providing free textbook for the students.

Last, based on the results of interview, teacher 1 and 2 agreed that the status of the use of the main English text books from government in the learning process that occurred at SMP Negeri 4 Baubau were as support and supplement of the other textbooks (private publishers) and not as the main textbook. But, for teacher 3, goverment's textbook still as the primary while the other books (private publishers) were role as the support textbooks.

From observation results, it showed that there were no school facilities provided specifically to support this government

textbook. Although teachers have obstacles in implementing this government order, some teachers still try to maximize the use of this government textbook by combining it with other teaching resources that can cover the shortcomings of this book.

4. CONCLUSION

The conclusions of the research were:

1. Mostly the teachers do not use the government' textbook as the primary but it is employed as the supporting teaching material.
2. The teachers did not use the government's textbook as the primary but it is employed as the supporting teaching material and the teachers use other books from non-government publishers as the main textbook.
3. No school facilities provided specifically to support the t textbook of government.

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