

CHAPTER IV

FINDING & DISCUSSION

A. Findings

The title of this research was The Analysis of Teachers' Preparation in Using English Textbooks. This research was conducted at MTsN 3 Kota Banjarmasin. There were 4 English teachers for subjects in this study, while the object was the way of teachers prepared material in using textbook. Each teacher had a different teaching experience and way of teaching. The writer gave the name tag with alphabet as the code for every teacher based on their interview time. The interview sheet and curriculum vitae of the teachers can be found on appendices.

1. The Results of Documentation Analysis of How The Teachers Prepare Their Materials Using English Textbooks

The first data collection was through a documentary, the researcher analyzed 1 lesson plan used by teachers. All lesson plan analyzed are lesson plan for class 8th. Researcher just analyzed 1 lesson plan, because the learning resources used by the teachers are same for all the lesson plan. Except for Teacher A, because she doesn't use her own lesson plan, teacher A uses the lesson plan that is available behind the handbook she uses. In the teacher's lesson plan, researcher analyze the learning resources and material resources used by the teachers. Based on the lesson plan researcher knows there are several textbooks that the teachers use for learning resources. There are several different books that are used by the teachers. Teacher A told the researcher that she used

several books, such as English Book 'When English Rings A Bell' and English Book published by Intan Pariwara. Teacher B used the book 'When english Rings A Bell', English Textbook published by Erlangga, and English Textbook published by Intan Pariwara. Teacher C uses two books, 'English Books When English Rings a Bell', and English Textbook published by Intan Pariwara too. Whereas teacher D's learning resources, she also use several books, such as 'When English Rings A Bell' English Textbook published by Erlangga, and English Textbook published by Intan Pariwara.

Teacher A allow the researcher to see how she teaches using textbooks creatively. Teacher A teaches about invitation cards, she uses the book as mentioned above. In teaching teacher A combines the material in the book with his own ideas.

The topic in Teacher B's lesson plan were interactions between teachers and students inside and outside the classroom, honest behavior, discipline, confidence, and responsibility. The media and tools used by teacher B are pictures, projectors and laptops. Teacher B uses pictures and projectors as tools and media to make students more interested in learning and get them excited.

Learning material in teacher C is a text structure about expressions of hope such as "I hope everything is fine". Media and tools used are laptops, LCD, whiteboards, and boardmarkers.. Teacher C said she preferred to use textbook published by Intan Pariwara because the contents of the material in the book were more complete, there were also lots of practice material for the 9th grade exam simulation. Subject matter about present tense, media and tools used by teacher D are pictures, projectors and laptop.

Whereas for the resource of materials in the lesson plan, researcher cannot analyze how the teachers adjust the learning resources or what books they use when presenting the material or topic, because they do not list these specifically. The teacher just includes all the books they use but do not explain the material about what they are using or not in the textbook. So, in analyzing the lesson plan researchers have not found how the teacher adjusts the material in the textbook with the needs of students in the learning process.

In the lesson plan, they also use commercial materials such as videos, films and songs, especially for listening learning. The teacher adds and selects materials in the preparation stage and matches the material with the objectives in the syllabus or lesson plan.

2. The Results of Interview of How The Teachers Prepare Their Materials Using English Textbooks

Second data collection is through interviews, as explained in chapter 3, the interview used is structured interview. Interviews were conducted to find out what ways the teacher used in preparing the textbooks as a learning resource in the teaching and learning process. Based on interviews about the importance of textbooks in learning especially English, all of the teachers thought that textbooks were very important to support learning. Then the interviewer starts conducting a structured interview, where the researcher as the interviewer has prepared some questions based on the theory about preparing a textbook by C.J Richard and Harmer.

There were some steps used by the teacher in preparing the material in English textbook, involved:

1. Adding Content

Teacher A said, she using other resources/media like class/school environment as sources besides textbooks, teacher A said it was to make students more attractive by bringing the surrounding environment into learning. To find out how teacher A prepares a textbook as a source of learning, researchers conduct interviews, she does *adding materials* , because the material or topics discussed in one book is too few.

When interviewed, teacher C also does all the stages in theory. Same with other teachers, teacher C also *adding material* because the material in the book was too few, she explained that the books were too Indonesian, for example in the book there were many examples of material about how to greet in Indonesian culture, but there was no explanation on how to greet strangers. For example, asking about 'age' is considered rude by foreigners, whereas in Indonesia it is common and ordinary. So, teacher C usually adds this to the material and explains it to students. In general, she tell me that she often uses other textbook than books provided by the school, for example when teaching about grammar, she uses special books for grammar because the explanation in the book is complete and makes it easy to explain to students.

Same as teacher B, teacher D also prefers to used English books published by Intan Pariwara and Erlangga than the book "When English Rings A Bell", especially for grade 8th. For example for the topic of text procedures, in the "When English Rings A Bell" book, the topic is none at all, whereas according to the syllabus the topic must be taught in class 8th. So, she *adding material* from English Textbook

published by Intan Pariwara and Erlangga, and looks for other interesting examples from internet sources.

2. Adapting Content

In *adapting textbooks*, teacher A does not modifying the contents of the textbook, because according to her the contents of the textbook are appropriate, there is no material out of the content, and to rearrange the syllabus of the textbook and arrange the units or chapters by themselves, teacher A claimed that she followed all the chapters in the textbook. But, according her sometimes she *deletes / does not teach* some material that is not needed or the material has been studied in the previous meeting, she only repeats a little of the material to test the students' ability to remembering. As for listening, Teacher A said that to listen she prefers to use her own voice with instructions on the activity and material of textbooks, because according to her the use of media such as speakers and laptops wastes time for learning.

3. Addressing Omissions

Teacher A adds material from other books or uses her own ideas. and *omit the textbooks* in the theory C.J Richard and Harmer.

When interviewed on how to prepare a textbook, teacher B uses all the stages. She said for example, an invitation sequence is too predictable or if she simply wants deal with the material her way, she omit the lesson, using the same basic material, but doing it in his or her own style. Teacher B told the researcher that she often used material from various sources beside textbooks, such as the internet, videos, films and

songs. For film and song teacher B *replace* to the types that are suitable for middle school children in general, especially Islamic based schools such as MTsN 3 Kota Banjarmasin. For example, for the song in listening, teacher B often uses song from Muslim singer Maher Zein, according to her the songs from singer have positive lyrics and are appropriate for students.

When interviewed on how to prepare a textbook, teacher D almost does all the ways, except *adapting content*. Teacher D also opined that the existing books are suitable for Indonesian students and their daily lives. Teacher D told me that she often used material from various sources, such as the internet, videos, films and songs.

4. Use All Material from Textbook

All teachers have used this stage in preparing their learning material if the material already fulfil the learning needs of students.

5. Adapting Tasks

All teachers also used this stage in preparing their learning material using textbooks, because the tasks material in textbooks didn't contain sufficient explanation or information that was still lacking, so teachers had their own initiative to modify or add tasks material for their students.

For steps that are not done by the teachers, they say that these steps do not need to be done because the content taught already fulfill the needs of students in learning.

B. Discussion

According to the data obtained, it was found that the textbook was used by the teacher as one of the main learning resources in the teaching and learning process. Based

on research question in chapter 1 and findings above, the writer finally got the way teacher's preparation in using english textbook. They, *adding content, adapting textbooks, and addressing omission*. Teachers added and chose the material in preparation stage and matched the materials with goals in the syllabus or lesson plan.

Furthermore, researcher will discuss the things that make teachers should and shouldn't adapt textbooks in learning based on the answers of the teachers and experts. First, based on what Teacher A said "*there is no complete textbook, the teacher must be able to adjust the material to fulfill students' needs in learning.*" McDonough, C., and Masuhara (2013, p. 52) also commented , "*There is no textbook or materials that may be perfect, and apparently there are no criteria or procedures agreed upon for evaluation.*"

Based on what the teacher said above, the researcher is interested in finding out what kind of books are used by the teachers above. The first book is When English Rings A Bell, this book is distributed for free to all schools in Indonesia that have already applied 2013 curriculum. The English teachers at MTsN 3 Kota Banjarmasin has used the book since 1 year ago. The textbook When English Rings a Bell is subdivided into eight chapters, each chapter has each theme. Hence, the subdivision of the materials for learners is subdivided with a clear section/chapter based on themes and standardized amount of time for classroom work. Every subsection in the chapter is specified by the topics and followed by the activity which is different in each chapter based on the theme of the chapter. In the last part of the chapter, the subsection named "I Know Now" contains the summary of the material/what have learners learn and this is same for all chapters. At the end of each chapter, all chapters contain the project task or games. The book is designed for Indonesian students. It contains what Indonesian students would

normally find in their life. There are no “out of context” material in the book. Everything is very Indonesian. The pictures and contents strongly represent the culture of Indonesia.

The second book is English Textbook published by Intan Pariwara. Teacher A called the English PR book published by Intan Pariwara as 'English textbook Intan Pariwara'. The English textbook is equipped with curriculum structure, activity instructions, and time allocation that has been adjusted to the curriculum. The textbook contains more texts and practice questions.

The last book is English Textbook published by Erlangga, this textbook equipped list of syllabus with unit components, topics, language function, and example of sentence patterns. In the language function component in the english textbook syllabus there is a similarity in meaning with the indicators compiled by English teacher in the school. Writing the language function is written based on the theme while the indicator is written based on basic competence. But, according to the teacher in the school. The material in the textbook is more complete than other books.

Because of textbook imperfections, it is important to know the nature of the material explicitly and implicitly by analyzing how the teacher prepares the textbook . " *Teachers must have the ability to know how to choose the best material for teaching, make supplementary materials for class and to adapt or change materials in textbooks* " Irujo (2006).

On the other hand , preparing textbook is an ability and essential skills that must be developed teacher. In line with Richards (2001), according to him *the ability*

to adapt textbooks in skills is important for teachers to develop. Preparing textbooks also helps teachers to teach lessons to be more creative and interesting based on students' needs.

The second reason is based on Teacher C's comments about the material in textbooks that are too Indonesian, everything is very Indonesian. The pictures and contents strongly represent Indonesian culture. He said this, *"it would be far better if students were given the opportunity to know how students in other countries live, so that they will understand about other countries' cultures. Most topics and contexts are provided in Indonesian culture. There is almost no process of gaining this second language culture. This will have a negative impact on students because second language learning implies some level of second cultural learning."* Researchers agree with the words of the teacher C, is very pertinent to memorizing cultural learning process. According to Douglas Brown (2000, p. 182) *"The purpose of learning English is so that students can communicate with the language of the target. They also have to adjust the use of language through its functions."* Carter (1997, p. 12) claims that the language is always related to the text and the context and the context is usually determined by the social and socio-cultural factors. Robinson-Stuart and Nocon (1996, p. 434) synthesize some of the perspectives of cultural learning that we have seen in the last few decades. They observed that the idea that cultural learning is a *"trip ka rPET magically to another culture,"* which is achieved automatically by the product of language teaching is a misunderstanding. Many students in foreign language classes learn languages with little or no depth of cultural norms and patterns of people who speak languages. Another perspective is the idea that the curriculum can present culture as a list

of facts that must be concluded cognitively . Cultural shocks can also occur. There will be misunderstanding and miscommunication between speakers which means that students are wrong in using and acquiring English as their second language. As Teacher C said , when students learn about age, there must be an additional explanation about age culture in asking questions in an English-speaking country. The question "how old are you?" Or mentioning "someone's age" is considered rude in an English-speaking country. But, in Indonesian terms, it's okay to ask everyone's age. This explanation is not mentioned in the textbook, which is why teachers have to explain it based on their experience, or the teacher can use the media m hey itself . Because of this the researcher greatly appreciates how teacher C took the initiative to modify the material about it and explain it to students.

Consequently, English textbook will potentially be the only student access to language in the classroom. Most teachers often use textbook as a primary resource book for ideas and instructional activities as well as giving guides for what they do.

In addition to the reasons above, the researcher is interested in Teacher A's statement, that she sometimes takes all the material in 1 textbook, because according to her the textbooks already meet the needs of students. according to researchers it is not a problem as long as the teacher can convey the material properly. According to CJ Richa rd in one of the ways to prepare textbooks *teachers are able to use all material of textbook*. This is also consistent with Garinger's (2002) statement that, " *Textbooks can serve different purposes for teachers. As a core resource, as a source of supplementary material, as an inspiration for classroom activities, even as a curriculum itself* " .

The creative use of textbooks can involve students' interest in learning. This is supported by statements from teacher B in the interview. He said that "*For some students it is useful because they are interested in new material. They say that their English teachers at school only focus on textbooks so that it may be a new experience for them to have authentic materials in class such as songs and interesting videos related to learning*". That argument is in consistent with Harmer (2007b) he says that in organizing the activity and materials which will be delivered in the classroom, students can see the preparation and enthusiasm of teachers in facing and conducting the lesson.

Researcher cannot conclude whether or not the teacher is good in preparing textbooks before they teach students through the analysis of lesson plans, because as the researchers say the teacher does not list from which sources they take the topics taught, but in interviews conducted the researchers found that some The teacher does the way in CJ Richard and Harmer's theory, especially for teachers A and B , because the teacher lets the researcher see how they teach, and the researcher concludes that the material they prepared is good and meets the needs of students. According to a school administration staff , English is one of the main subjects in MTsN 3 Banjarmasin City . This of course also cannot be separated by the way the teacher prepares and conveys material in class, apart from that the researcher only regrets that the teacher did not prepare a lesson plan properly.

All teachers agree that textbooks are very important in the teaching and learning process. The teacher chooses material for study because it will do a better job of assisting learning than any other available material. The textbook is most commonly required, and teachers naturally look at it first to see it is appropriate to the desired

learning activity. If not, the teachers search for other materials. In this way, these other materials have come to be called supplementary materials. The beginning teacher needs the text for support and self confidence. Teachers feel that they can rely on textbooks because they know authors are more expert in their fields and, therefore, are better qualified to plan the materials for specific course. As Callahan and Clark state the textbook can be great value, particularly to beginning teachers. They are considered very helpful in teaching-planning, since they provide an organization or structure for the course.

Researcher hope this research can be useful for teachers or prospective teachers to pay more attention to the preparation of material in textbooks that will be used in teaching and learning.