

CHAPTER I

INTRODUCTION

A. Background of Study

Education is an important thing that becomes a needed for entire people these days. It provides various advantages and it also helps us in forming our characteristic and the way our minds work. Inside the teaching and learning process, teachers have become the key element and a crucial part for the successful learning of their students, however in the process of processing the education, teachers do not always face with a conducive and effective teaching and learning processes. However, they also sometimes manage some problems or difficulties during the process of teaching and learning. It's in line with the Holy Qur'an Al-Maidah Verse 67 as follows:

يَا أَيُّهَا الرَّسُولُ بَلِّغْ مَا أُنْزِلَ إِلَيْكَ مِنْ رَبِّكَ وَإِنْ لَمْ تَفْعَلْ فَمَا بَلَّغْتَ رِسَالَتَهُ وَاللَّهُ يَعْصِمُكَ مِنَ النَّاسِ إِنَّ اللَّهَ لَا يَهْدِي الْقَوْمَ الْكَافِرِينَ

Based on the verse above, it means that Allah gives the obligation for teaching and learning for every human. Which will guide humanity to the path of Allah and let them to goodness.

In line with the verse, it is important for us to be teach as good as possible to provide the best education for our students. A good and qualified teachers are essential for educational system as well as for

enhancing the quality of learning. It is relevant with what Wibowo (2014) said, a good teacher and action to be taken on his part in the classroom play a vital role in providing effective and efficient learning on the part of the students. However, there has been extensive research focusing in teachers' and their classroom practices. Over the past decades many educators have highlighted the particular importance of exploring teachers' perceptions because these influence their practice, judgment and decision making processes.

Previous research into teachers' perceptions has focused on teaching methodologies, educational policy, language evaluation and instructional materials. These studies have been aimed at gaining insight into actual occurrences in real educational settings. In the area of instructional materials, there has been some research investigating the perceptions of teachers' about using instructional materials such as computer software, visual aids and textbook. The findings of these studies have yielded important data beneficial for school settings, policy makers, material developers and teacher educators.

Instructional material can be defined as coming under the scope of anything used as a tool to teach learners in the teaching-learning process. (Tomlinson, 1998). Instructional materials generally take three forms: printed materials, non-printed materials, and a combination of printed and non-printed materials (Richards, 2001). Printed materials include textbook,

workbooks, photocopied handout and newspaper. Non printed materials can be defined in the form of cassettes, videos or CD-ROMs. Materials from the internet are considered a combination of printed and non-printed materials.

Even though the availability of innovative instructional materials is increasing and those innovative instructional materials have become more popular among teachers', textbooks are still the most used teaching materials for most language classroom.

There are several reasons why teachers use and choose textbook for their teaching. Hutchinson and Torres (1994) state that textbook assists teachers in managing their lesson for their greatest concern. For teachers', using textbooks means saving time, giving direction to lessons, guiding discussion, facilitating in giving homework.

For students, textbook are a 'framework' or 'guidance' to help them organize their learning either inside or outside the classroom. Textbooks enable them to learn 'better, faster, clearer, easier, and more' (Hutchinson and Torres 1994). In this case the students learn from what is presented in the textbook, and the way the textbook presents the material is the way students learn.

Based on the benefits offered in textbooks, teachers' ways of teaching usually depend on the use of textbook in classroom. They use the

materials on textbook from the beginning of the school year page by page until the end of the year.

As a matter of fact, there is no textbook that is definitely suitable for teachers and students to meet the objectives they mean to achieve. It means that to reach the maximum opportunity to learn, teacher should make necessary adaptations (Hutchinson and Torres, 1994). Some teachers arrange a new strategy by adapting the textbook, such as adding and deleting the content, modifying content, and reorganizing context, addressing omission, extending tasks (Richards, 2011). Then, they recreate them into more effective media to be used for the classroom activities as to gain a better English learning process.

In Indonesia, there are several studies about the use of textbooks in the classroom. Teachers are assumed to depend on the textbooks heavily and rely on using textbooks in their teaching and learning, but on the other hand they are not familiar with the condition of textbooks (Kurniawati, 2006).

In relation to the role and usefulness of textbook, textbook is a means used in teaching and learning process and it is important for teachers and students have them. Teachers' then consider textbooks are so important in their teaching and learning process without selecting and adapting appropriate materials for their students. Thus, it is important for teachers' to select a textbook that is appropriate for students.

It is, therefore, of interest to closely investigate teachers' perceptions toward using English textbooks. Particularly, the researcher is interested in gaining an understanding of the underlying reasons for using English textbooks in teaching and learning situations especially in the field of junior high school because many researcher have already gain their research on the field of high school students and it is so rare to find it on the junior high school as this can reveal information concerning the teachers perception towards the use of english textbook and a strategy used in adapting and avoid the problem in adjusting the material inside the textbook. Furthermore, since the relationship between teachers and textbooks is inseparable, scrutinizing teachers' perceptions can provide a significant understanding of many aspects of using English textbooks. That is, how teachers perceive the use of English textbooks reflects how they use these textbooks in real contexts, so this study can reveal ways of improving the quality of their use from a teacher's viewpoint.

B. Research Question

Based on the background of the research, the research problem is formulated as:

1. What are teachers' perceptions towards using English textbook?
2. How do teachers' use English textbook in actual classrooms?
3. What problems do teachers encounter while using English textbook?

C. Research Objectives

Based on the research question above, the research objective is formulated as:

1. To investigate the perceptions of 8th Grade English teachers' towards using English textbook.
2. To examine the ways of 8th Grade English teachers use the textbook in actual classroom.
3. To identify problems raised by 8th Grade English teachers concerning the use of English textbook.

D. Significance of Study

The results of this research are expected to have benefit to provide useful data for schools or headmasters when selecting textbooks. The findings may also be beneficial for material developers, textbook writers, and developers and publishers in developing textbooks and teaching materials which are more practical and suitable for actual teaching and learning situations in Indonesia. Moreover, the findings of the study may provide important information to policy makers, teacher educators and teacher developers in the area of teacher development.

E. Definition of Key Terms

1. Teachers' Perceptions

Teachers' perceptions refer to the combination of beliefs, attitudes and opinions which reflect how teachers see, feel about or understand something. Specifically, in this study, teachers' perceptions refer to the beliefs, attitudes, and opinions of 8th Grade English teachers toward English textbooks.

2. English Textbooks

English textbooks refer to printed materials locally made and/or imported, which have been authorized by the Ministry of Education and are used by students and teachers in Banjarmasin.

3. 8th Grade English Teachers

8th Grade English teachers refer to Indonesian teachers of English who teach 8th Grade Indonesian students in SMPN 23 Banjarmasin.