

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents an analysis of the qualitative data derived from semi structured interview and the classroom observations. The data will be divided into three subchapters which include (1) the teachers' perceptions towards textbook, (2) the ways teachers use the textbook in actual classroom, (3) the teachers' problems while using the textbook. Finding sections discuss the answer of the research question. In the discussion, the findings are interpreted is based on the theories mentioned in Chapter II.

1. Teachers' Perceptions on Textbook

This subchapter discusses the data finding from interview and observation inside the classroom. The data was took after the teacher finish teaching in their class.

a. Interview Result

a) Teacher I

The first interview were conduct with the first teacher to gain a deeper data about teachers' perception, for the first teacher she gave a positive

feedback about the research. She taught in this school for almost 6 years since 2014, she's been focusing teaching especially for the 8th grade junior high school and she taught including class F and G that the researcher observed. For the first question the teacher think that the book already pack with a complete goals especially for all the four skills include speaking, writing, listening and reading. She's mention that:

....kalo menurut saya dari buku yang ada ini sih sudah mencapai tujuan yang ada ya khususnya untuk pencapaian semua skill yang ada (speaking, wrting, listening, reading) dan kita sebagai guru tinggal mengembangkan lagi sesuai kondisi kelas yang ada.... (see Appendix 3 q.1)

(I think the book in here is already reached the existing goal especially the four skills which is (speaking, writing, listening, reading) and we as a teachers only need to develop it according to what the class needed... (see.Appendix 3 q.1)).

By completing all the skill and pack it inside the textbook the teacher think it would help her students to learn more better because they can enrich their knowledge by practicing all the skill inside the textbook and also it can help the teacher maintaining what she taught inside the classroom. She also shared that this book can help her managing what kind of activity she has to do inside the teaching and learning process because sometimes she cannot always rely on the lesson plans she made, that's why she thinks this book also become a guideline for her.

For the next question Teacher I shared that even though the textbook already have a complete goals, she still think that the topic and the exercise (especally exercise) still too general. She said that:

....menurut saya untuk tugas dan topik itu saya rasa masih terlalu umum ya, kurang detail dan saya rasa siswa jadinya bingung, aplikasi dan pemberian tugas itu saya rasa masih terlalu umum dan kurang untuk mendalami apa yang siswa mau ya...

(I think the topic and the assignment is still too general, it's not too detail and I think it makes the students confuse, so the application also the assignment I think it's too general and it won't be enough to explore what students want (see Appendix 3 q.2)).

According to her statement above she's think that the exercise inside the textbook were still too general for her students. For example when she want her student to develop their skill about simple present tense that focusing to habitual action by giving them some exercise that have connection with it, but the textbook didn't provide the specific exercise for them. That's why sometimes she likes to add more exercise from the internet or additional textbook from outside. She think that by using the internet she could find more exercise that suit to her student needs'.

From the next question the teacher also shared that she had a positive thought about the language use inside the textbook, she clearly think that the student were have no difficulties understanding the textbook especially for her. She mention that:

....mudah, sangat mudah dipahamai khususnya bagi si guru karena hal tersebut menurut saya sangat make sense dan penggunaan bahasanya masih menggunakan bahasa baku which is sangat mudah untuk dipahami ya....

(I think it's very easy to understand especially for the teacher because this in my opinion is very make sense and the language use inside the textbook still using a standard language which is very easy to understand. (see.Appendix 3 q.3)).

She think that the only difficulties that her students faced concerning about the language use inside the textbook is that sometimes they couldn't translate some of the vocabulary or a sentence inside the textbook because her students were still have a low achievement in English mastery. That's why sometimes the teacher try to encourage her student to brought some dictionary or just simply ask the teacher about it.

All of all she also mention some of the advantages from the textbook she used inside the teaching and learning process, she said that:

....kalo menurut saya utamanya dari ilustrasi sudah menarik, gambar juga berwarna dan pastinya menarik minat siswa dalam membaca, kemudian penampilan dialog bacaan sebagai pelengkap informasi yang cukup bagus kalo menurut saya....

(I think the most interesting part of this book is the illustration, the image is also colored and could attracts students' interest in reading then, the conversation dialogue as a complimentary informaton is quite good for them. (see.Appendix 3 q.4)).

All of these advantages according to her were enough to make students built up their spirit to learn English more. Even though sometimes she have to adding some more material from the external textbook or from the internet.

b.) Teacher II

For the second teacher the interview session also held after the teaching and learning process. the teacher have been taught in SMPN 23 for almost 9 years, she taught several class include class C and B that were observe in this research. Based on the first interview question the teacher shared her opinion about the goal inside the main textbook that the school use. According to her perception she think that the textbooks' goal already suitable for her students. She mention that:

....kalo menurut saya sudah sesuai ya, karna kan tujuan dalam buku teks disitu kan untuk meningkatkan berbagai macam skill yang ada pada siswa seperti speaking, listenng etc. Dan semuanya saya rasa sudah teruraikan dalam topik' pembelajaran di dalam buku tersebut tapi secara ringkas....

(From my opinion I think it's already appropriate, because the purpose of the textbook is to improve the various skills available to students such as speaking, list etc. And everything I think has been elaborated on the topic 'learning in the book but briefly (see Appendix 3 q.1))

When she taught the class using the main textbook she know what kind of skill that her students need to develop and by that textbook she tried to develop the main activity and the exercise as well.

Then she also mention that the topic and also the exercise inside the main textbook already good and can appropriately apply inside the classroom. For the exercise itself she said that it is not too difficult for the 8th grade junior high school so that her student wouldn't have any difficulties by working the exercise inside the textbook. She said that:

....kalau topik sih menurut saya sudah pas ya bisa dikaitkan dengan kehidupan sehari-hari serta nyambung dengan materi pembelajaran yang ada, misalnya seperti tema pembelajaran kita di kelas kan tentang habitual action (kegiatan sehari-hari) nah ini kan ada kaitanya dengan penggunaan simple present tense jadi dia berhubungan dengan topik yang ada, kalo untuk latihanya saya rasa juga cukup bagus mengingat untuk anak smp dia tidak terlalu sulit untuk dikerjakan serta bagus untuk melatih kemampuan si anak dalam pemahaman materi yang ada....

(For the topic itself i think it's already good, it can be related to daily life and connect with existing learning material, for example, like the theme of

our learning in class about habitual action (daily activities), this is related to the use of simple present tense so he relates to the topic, if I feel like training it is also quite good considering that for junior high school students he is not too difficult to work on and is good for training the child's abilities in understanding the existing material (see appendix 3 q.2))

Beside the teacher also mention that sometimes she's use additional activity/exercise by giving them some game or show them a video that related to the material on the textbook. She used all the material because sometime she feel that her students can be boring if they only have to learn from the textbook.

For the language use inside the textbook the teacher feel that it is good enough. Because her student didn't show a big confusion while understanding the book, but sometimes they have difficulties in understanding some vocabulary inside the activity/exercise. She mention that:

....kalo penggunaan bahasa saya rasa cukup bagus, anak-anak tidak memiliki masalah dengan itu cuman kadang mereka masih sedikit bingung sama beberapa kosakata yang ada di cerita atau latihan jadi kadang saya suruh mereka buat buka kamus untuk cari artinya....

(for the use of language I think is quite good, children do not have problems with it, but sometimes they are still a little confused with some vocabulary in the story or practice so sometimes I tell them to open the dictionary to find the meaning (See Appendix 3 q.3))

All of all the teacher also mention several advantages inside the textbook. Both teacher find that this textbook serve an interactive visual such as picture, color and good example of exercise she said that:

....kalo menurut saya kelebihanya, ringan ya sederhana dia ngga rumit kemudian ditunjang dengan gambar visual yang bagus, dia lebih membantu saya dalam menyiapkan pembelajaran lebih mudah jadi saya tau mesti seperti apa topik yang akan dipelajari selanjutnya. Itu sih kayaknya.... (see.Appendix 3 q.4)

(for the advantages think the book is simple, it's simple, it's not complicated and then supported by a good visual images, is more helpful in preparing for easier learning so I know what the topic will be studied next. I think that's all (see Appendix 3 q.4))

From the result of the interview above, the writer can conclude that both teachers at SMPN 23 Banjarmasin had several perceptions to the main textbook on EFL classroom. The teachers feel that the textbook have packed with a complete goal for their students and serves as a main guideline for their teaching and learning process inside the classroom. Despite of that the teachers also feel that this main textbook not good enough to serve a complete material for their students, one of the teacher said that this textbook only serve the general material and it can't help the students learn about the basic concept of the material inside the textbook.

b. Observation Result

Based on the observation that the writer did at two months, most of the students were actually well participate inside the classroom where the rest sometimes didn't listen to the teacher or feel sleepy during the teaching and learning process. Both teacher also explain the lesson by writing it down on white board using the external book and just using the main book a little bit. The learning methods that the teacher use also connected with the main textbook because all students have the textbook too.

a.) Teacher I

The first observation was conducted at the F class where the Teacher taught that class, when entering the class she didn't ask the students to open the book straightly. First she did some warming up by asking the students about what kind of lesson they did last week. Then the Teacher introduce the chapter by asking them to open the textbook on Chapter VII, the textbook itself only introduce the topic about learning a sentence for habitual action but then the book explain what kind of material that the students will learn within the next page which is :

students will learn :

*To communicate states and events that happen
routinely or as general truth, in order to appreciate*

the nature, to show our pride in something, or to give good and bad samples. (see. Appendix 8)

During the first session, Teacher I didn't use much media to teach the class, she only brought the external textbook to explain the formula of making simple present because the main textbook didn't provide the material, she only use the main textbook while introducing the topic and for some exercise. The teacher also still focusing on teaching grammar to the students, she said that her students were still have some difficulties in making simple present tense so she's trying to recall the previous material by giving them some formulas and example before entering the main material.

For the assignment during the observation teacher give the exercise that related to simple present tense, the general one such as making sentences and translate it to *Bahasa*. Then the teacher ask student to making some sentences related to their daily activity by taking some example from the book.

From all the observation students seem have no difficulties while answering the exercise from the teacher because the teacher already explain about the formula, they also like the material from the textbook because it's explaining about zoo and animal. Some of the students who have difficulties answering the question often ask the teacher about the meaning rather than open their dictionary.

b.) Teacher II

The second observation that the researcher conducted with the teacher II also held three times focusing on Class C and D, the material for the lesson also same with teacher I because they both teach the same grade as well. From the observation teacher II is more discipline rather than teacher I so the class seem to be more quiet and they often pay attention to the class. Same as the Teacher I, Teacher II also opening the class with some warming up playing some game about vocabulary that related to the topic of the material. Then she connected the game and introduce the topic to the students.

Most of the activity that the Teacher II conducted in the class were more of the students center, one of the media she used inside her classroom was asking their students to print out some picture related to daily activity and making some sentences based on the picture they have. She like to do some grouping to answer the assignment. Some of the activity and the assignment she used were based on the main textbook such as reading some dialogue, translated vocabulary, answering questions and also making a sentences based on the topic from the chapter.

The only additional media that the Teacher II used is only the external book and a printed picture for the assignment, she used the external textbook to explain some formula related to the simple present tense and also explaining some material about vowel.

During the observation the students inside the classroom were more quite but they still focusing to the teachers explanation, while answering the exercise from the teacher they really good at it some of them could find the sentence references easily from the main textbooks and only a little of them who got some difficulties translating the vocabulary inside the textbook.

2. Teachers' Ways of Using Textbook

This subchapter discusses the data from observation and supported by the interview question. The observation were done three times to each teacher while teaching in classroom. The interview were held after the teaching and learning process.

b. Observation Result

From the observation result the researcher focusing on seeking how much degrees of frequency of using textbook, teacher strategy in using the textbook and also type of adaptation that the teacher used during the teaching and learning process.

a.) Teacher I

From the observation Teacher I, she use the textbook for introducing the material, she often use the external textbook for additional information because it contain a lot of explanation about the formula and various exercise, she also gave external information based on her own

presentation and asked students to write down the explanation on their book, she do this to make sure that the students would remember the lesson when she gave them exercise later.

For another activity she prefer to do some modification based on the main textbook and apply it to the students, some games and warming up exercise could help the students to be more focus on her class. Most of the exercise were very simple because the level of her students still very low. For the main exercise the teacher prefer to take an example from the external textbook because she wants her students focus on understanding the basic of simple present tense first then level it up to the main material on the main textbook.

Most of the presentation was based on the teacher itself, sometimes she take an example from the main textbook to make some analogy from what they going to learn, and the rest of the presentation mainly focusing on making a sentence and knowing the formula about it.

b.) Teacher II

For teacher II during the observation the writer found that she often use the main textbook for her teaching, start from introducing the material, giving explanation and the exercise. She's focusing to the main textbook because she feels that her students could easily understand the topic with communicative approach. So she begin the class by warming up and took some material from the textbook.

For the explanation about the material Teacher II using some of the material from the external books, she also took several from the main book to make some connection so that it won't be too much far from the topic, the main focus is to make sure that the students understand what they learn and to make them writing the material so they won't forget about it.

She also adding some of the material like giving an example about vowel, the formula of simple present tense and sentence example. Even though she often use the main textbook sometimes she still passing a few pages from the book and add the material from the external textbook.

Based on the observation result, both teachers they mostly used the external book for teaching and made an adaptation as strategy when they found the materials on textbook were not suitable for their students need. Teachers used some adaptation when they teach in classroom. The types of adaptation are shown below.

Table 1.2 Teachers Types of Adaptation

1. TYPES OF ADAPTATION	T1	T2
Adding Material	*	*
Modifying task	*	*
Deleting Material		
Reorganizing		
Modifying content		*
Extending Task		
Adressing Ommison	*	

Based on the table, both teachers used several strategies in using textbook when they figured out some unsuitable materials. The strategies were used by teachers in adapting textbook. First teachers added more materials from the external textbook for teaching when the textbook coverage was inadequate, second they both modify the task when the teachers found the task was not suitable for the students' needs. But T1 also modifying content while T2 addressing omission for adaptation.

a. Interview Result

a.) Teacher I

In the ways the teacher use the English textbook, teacher I shared that she always use the main textbook because it is the book that serves as a guideline for her teaching inside the classroom, she shared that the book always used because all students also have it so it will help her to teach effectively without have to adding a lot of additional explanation for her students. She said that:

....selalu. Karena itu merupakan komponen penting dalam setiap pembelajaran, jadi ketika guru termsuk saya sebelum mengajar yang penting dan harus selalu dipersiapkan adalah buku penunjang. Buku tsb adalah memang yang dipersiapkan oleh sekolah untuk menunjang agar proses pembelajaran lancar.... (See Appendix 3 q.5)

(always. Because it is an important component in every learning, so when the teachers, includes me before teaching most important and a must is always prepared the supporting book. The book is indeed prepared by the school to support the learning process smoothly (see Appendix 3 q.5))

Beside, teacher I also used the external textbook as additional information when the main textbook couldn't provide the material she wants. She often use the main textbook only to introduce the topic, giving some assignment or to practicing students reading skill such as reading a dialogue. She also shared that using textbook inside the classroom could help the teacher teach effectively because when she becomed a fresh graduate and start to teach the textbook help her to maintain what she want to deliver to the students.

As long time teacher, it is easy to her for adapting the new material from the textbook, she usually have no difficulties in preparing the new lesson for her students because sometimes she can take from the main textbook and develop it on her own way. She mention that:

....karna menurut saya saya sudah terbiasa dengan materi yang ada jadi menurut saya hal tersebut mudah untuk dilakukan mengingat materi yang di presentasikan sudah cukup familiar bagi saya sebagai pengajar. Kecuali untuk materi tertentu misalnya materi yang berhubungan dengan text bacaan, nah biasanya sa memerlukan waktu lebih untuk mempelajarinya karena saya

biasanya menambahkan beberapa materi agar pembelajaran di kelas lebih menarik untuk para siswa.... (see.Appendix 3 q.7)

(Because I think I am already used with the material so in my opinion it is easy to do it, considering the material presented is quite familiar to me as a teacher. Except for certain material such as material related to reading text, now it usually takes more time to study it because I usually add some material so that classroom learning is more interesting for students (see Appendix 3 q.7))

b.) Teacher II

For teacher II the presentation of her using the textbook can be measure around less than 80% because she think the material inside the main textbook not enough to give the explanation for her students, she said that:

....Mereka (buku utama) hanya memberi tahu kita akan belajar tentang rutinitas, rutinitas kan berarti present tense, tetapi mereka (buku utama) tidak membuat rumusan tentang present tense, contoh-contoh perubahan kata kerjanya seperti apa tidak dibuat nah yang seperti itu memang tidak ada. Jadi disini menurut saya sangat kurang. Jadi malah penggunaan buku ini malah kebalikanya hanya sedikit sekitar 40%.... (See Appendix 3 q.6)

(They (the main book) only tell us that we will learn about routines, the routines mean the present tense, but they (the main book) do not formulate the present tense, examples of changes in the verb like what are not made

are not . So here in my opinion it is very lacking. So instead the use of this book is actually just around 40% (see Appendix 3 q.6))

For Teacher II giving additional material from external textbook or internet very important because her student could easily understand the material because sometimes the main textbook making them confuse and without the teacher explaining the material they will not understand about how to answer the exercise inside the textbook. So it is very important to her using the external book and the internet to develop her teaching and learning process.

3. Teachers' Problems of Using Textbook

Although it seemed to share positive effects, both teachers still found some difficulties in using textbooks in teaching and learning process. This subchapter will reveal some of those problem with the data finding from interview. Those were related to the research question of problems confronted by teachers during use of textbook in teaching and learning process.

1. Interview Result

a.) Teacher I

Based on the interview result both teachers seems have no problems in understanding the material inside the textbook, Teacher I only have a concern on the lack of material inside the textbook. She found that

the grammatical review provided by the main textbook was not enough to cover the materials given. So that Teacher I needed to find out more grammatical reference from external textbook. She said that:

....cuman dari segi ke lengkapan material yang saya rasa kurang kemudian justru menurut saya yang mengalami kesulitan disini itu si siswanya ya karna kan ada beberapa kalimat yang mereka belum paham misal di dalam kalimat habitual action itu bagaiman grammarnya mereka (buku) ngga ngasih penjelasan mendetail.... (See Appendix 3 q.12)

(but in terms of material completeness I still feel it is ncomplete, then in my opinion the students who have difficulties here, because there are some sentences that they do not understand, for example in the habitual action sentence, the book didn't explain more about it in detail (see Appendix 3 q.12))

In this case she should develop the existing material in attempt to lead students to understand the whole material and exercise presented in textbook or by teachers. She usually adding some more materials from the external textbook or use the internet to help her explain the material.

b.) Teacher II

For teacher II the problem that her students faced during the teaching and learning process was the language difficulty problem. She claimed that the language level in textbook was slightly high for their students based on their students' abilities. Even though this book was

made for improving students' vocabulary mastery, she still feel that the language level on the textbook still slightly higher for students. She said that:

....kalo kesulitan kurang lengkap sangat kurang lengkap, terutama pada segi material serta bahasa dari buku yang cukup tinggi dan kadang membuat siswa bingung karna kan anak-anak masih rendah vocabnya kan jadi agak susah buat mereka untuk memahaminya... (See appendix 3 q.12)

(for the difficulties think the book is very incomplete, especially in terms of material and the language of the book which is quite high and sometimes makes students confused because the children are still low in vocab. It will be rather difficult for them to understand it (see Appendix q.12))

Beside the language problem the teacher also faced with the problem related to the media or aids in teaching and learning process. She complained that the main textbook did not complete with ancillary material such as CD or cassette. She said that:

....kadang kan ketika kita mau belajar listening bukunya ngga dikasih kaset atau apa segala macam jadi kalo mereka mau belajar listening ya kitaa mesti ambil materi dari luar... (See Appendix 3 q.13)

(Sometime when we want to learn about listening, the book we have don't give a cassette or anything, so if they want to learn the lesson, we should take material from outside (see Appendix 3 q.13))

From the result of interview above, the writer can conclude that both teachers still faced with several difficulties while applying the textbook inside the teaching and learning process. Starting from the content, language and media, both teachers maintain all those difficulties by adding, omitting, modifying and reorganizing those materials to adapt with the class environment and students needs’.

B. Discussion

The aim of this study was to investigate teachers’ perceptions toward using English textbook on EFL classroom, the ways teachers’ use textbook inside the teaching and learning process, as well as problems about using them raised by 8th Grade English teachers. In the discussion the researcher try to analyze the following factors for discussion to reveal a significant amount of detailed information of importance for the study.

1. The Teachers’ Perceptions on Textbook

In this study, the qualitative data reveals that both teachers agreed that the objectives of the textbook inside the main book already complete and appropriate with the students needs’. This statement of the teachers is in line with Grant (1987) who states that textbook should suit the needs, interest and ability of the students. In addition, Ansary and Babaii (2003)

in the eyes of learners, no textbook means any purpose. Without a textbook, learners think their learning is not taken seriously, and a textbook is out of focus and teacher dependent, and perhaps most important of all. Therefore, teachers should know students' need and select the materials based on it in order to make interesting teaching and learning process in classroom.

For topic and exercise inside the textbook each teacher have their own perception. One of the teacher mention that the topic and exercise for the main textbook is still too general and it can't serve a complete material and knowledge for the students. While the other teacher believed that the topic and exercise inside the textbook is already enough. From these findings it could be inferred that the English textbooks the teachers used could not provide what them with the materials they really needed. Despite of that according to Hutchinson and Torres (1994) there is no textbook that is definitely suitable for teachers and students to meet the objectives they mean to achieve. It means to reach the maximum opportunity to learn, teachers should make necessary adaptations.

Furthermore, in addition to adapt the textbook teacher should consider a view things that might can help them in order to make some adaption on the textbook. In order to make a good adaptation to the textbook there are eight options in adapting materials according to Spratt (2005), Harmer (2007) and Richards (2001).

T

a	No	Strategies	Description
b	1	Extending Material	The task or exercise is too short, the learners need more practice.
l	2	Modifying tasks or changing the form of tasks	The task does not suit the learners' learning style; the textbook often repeats the same kind of task.
e	3	Addressing omission	The teacher leaves out things deemed inappropriate, offensive, unproductive, etc.
l	4	Adding material	Where there seems to be inadequate coverage, teachers may decide to add to textbooks, either in the form of texts or exercise material.
.	5	Reduction	The teacher shortens an activity to give it less weight emphasis.
3	6	Rewrite	Teachers may occasionally decide to rewrite material, especially exercise material, to make it more appropriate, more "communicative", more demanding, more accessible to their students, etc.
A	7	Replacement	Text or exercise material which is considered inadequate, for whatever reason, may be replaced by more suitable material. This is often from other resource materials.
d	8	Re-ordering materials	Teachers may decide that the order in which the textbooks are presented is not suitable for their students. They can decide to plot a different course through the textbooks from the one the writer has laid down.
a			
p			
t			

ing materials on textbook

(Richards, 2001; Spratt .2005; Harmer 2007)

Based on the table above, there were eight strategies summarize such a extending material, modifying tasks or changing the form of tasks, addressing omission, adding material, reduction, rewrite, replacement, and re-ordering materials. Those can be chosen by teachers to make the material better in teaching and learning process.

Additionally in the line of a good perception both teacher also shared some of the advantages according to the main textbook. They claimed that the book served as an interactive visual and good illustration that could help their students to be more progressively learn. It is as what Kitao (1997) mention that from the viewpoints of learners the contents of English textbook should be useful, meaningful and interesting for students. Furthermore, according to Richards (2002), choosing a textbook for non-native English teacher is to look at the material and decide whether the material is interesting enough to attract the student's attention.

Beside, teachers also mention that the textbook can help them prepare the material easily and lead them to what topic they should teach in the next session. This statement is in line with Hutchinson and Torres (1994) who 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.

From the analyzed data, teachers' perception were much influenced by some factors such as their personal experience, students' ability, student's interest and needs. Because from the observation different teacher showed different strategies in learning and they faced with a different situation and classroom environment. In line with Elvira (2013), according to her research perception is influenced by some factors such as

personal experience, need, situation, students' ability, students' interest, workshop /training. And at this point, the teachers' perception reflected how they judged and used the English textbooks.

2. Teachers' Ways of Using Textbook

From the data findings on teacher's ways of using textbook, both teacher still mainly use the main textbook accompany with the external textbook as a major book to explain the material inside the classroom. They both only used the main textbook as framework of learning because of the lack of material inside the textbook. From these the researcher try to reveal what kind of adaptation while teacher use the textbook inside the teaching and learning process.

Based on the data finding of observation and interview teacher used some adaptation when they teaching inside the classroom. The types of adaptation that the teacher used is based on what the teacher sees from the classroom needs' they think before they apply the whole textbook material into the classroom they need to evaluate the textbook and make some adaptation in order to make their students feel easy to learn inside the classroom.

Beside, adapting textbook is the ability that teachers should develop it. In line with Richards (2001), the ability to adapt textbook is an essential skill for teacher to develop. According to Richards (2001), Spratt (2005), and Harmer (2007), there are several strategies in adapting the

textbook such as modifying or changing the form of tasks, addressing omission, adding material, and rewrite.

Furthermore, textbook also helped teachers in managing their lesson in classroom activities. Both teachers received several advantages from textbook-use such as textbook act as guideline book for teachers, they provide a variety of learning resources, and helped in planning instruction. Textbook-use also helped the teachers to teach a lesson to be more creative and interesting based on student's need (Richards, 2001).

In addition, teachers need a textbook and they supplement other materials to make a lesson perfect and interesting (Ansary and Babai, 2003). With a good textbook, there is a strong possibility that the language, content and sequencing in the textbook will be appropriate, and the topic and the treatment of the different language skill will be attractive (Harmer, 2007). Therefore, teacher should have more skill of adapting the textbook but they should not simply rely on it to make an interesting learning for students' inside the teaching and learning process.

3. Teachers' Problems of Using Textbook

Based on the finding result, teachers in SMPN 23 Banjarmasin raised some issues about the using textbook inside teaching and learning process. The problem found by teachers in teaching and learning in classroom activity were materials and activity, language level and teaching aids.

For the materials and activities teacher prefer to encounter the problem by making some adaptation or used some supplementary materials in teaching such as external book and internet. (Richards and Rogers,1986), suggested that instructional materials can provide detailed specification of contents, even in the absences of syllabus. They give guidance to teachers on both the intensity of coverage and the amount of attention demanded by particular content or pedagogical task. Therefore the teacher often use the supplementary material as an additional information to make sure students can learn more inside the classroom.

Furthermore, (Richards and Rogers,1986), state that an adaptation is a strategy used by teacher in using textbook to make materials in classroom more suitable in particular context will be used. Materials will involve different kinds of text and different kinds of media, which the learners can use to develop their competence through the variety of different activities and tasks. In this case the teachers usually used different kinds of task and exercise from the external textbook with some additional media such as picture and video from the internet.

The findings of this study also revealed problems derived from other factors including the language difficulty level on textbook. One of the teachers claimed that the language level in textbook was slightly high for their students based on their students' abilities. According to Kitao (1997) he state that, materials for teaching and learning process should be

slightly higher because it could allow students to learn new grammatical structures and vocabularies. In this case the teachers only use a traditional way to explain the book by asking them to open a dictionary and find the meaning of the sentence on the textbook. Sometimes the teacher also explain the book with her own language.

The other aspect that become the main concern on teaching English was related to the media or aids in teaching and learning process. Teachers' found it difficult to obtain, because there was no media available on the textbook they used. To anticipate this difficulty, the teachers sometimes used the internet as a helper for the students or simply just read the listening transcript orally by themselves. Since the school lacked facilities for media in teaching and learning process, teacher sought and made media by themselves.

In conclusion to all the aspect of the discussion, the writer can conclude that the materials on textbook helped the teachers also students in the learning and teaching process to be conducted in classroom activities. A well designed textbooks allowed improvisation and adaptation by teachers, as well as to empower students in creating spontaneous interaction in the class activities (O'Neil,1982). Thus, teachers should know what aspect that can suits with students needs' as well as the problem in teaching and learning for the evaluation activity. Besides, teachers should have the option of choosing supplementary materials

based on their own specific needs in their own specific teaching situation. In addition, as a professional teacher should attempt to solve the problem faced in using textbook by themselves in order to make interesting teaching and learning the classroom.