

CHAPTER I

INTRODUCTION

A. Background of Study

Teachers are an important role in teaching, they are not only just teaching but also guiding their students in the classroom. Teachers teach many subjects, one of them is English subject. In Indonesia, English is a foreign language. Teaching English as a Foreign Language cannot be separated from the instructional materials since it generally serves as the basis of the language input that learners receive and the language practice that occurs in the classroom. Instructional materials as any medium of communication such as textbook, audiovisual aids, TV, and radio used by teacher and learner as the resource in teaching learning process defined by Richards (2001, p.251). Furthermore, instructional materials may take three forms: printed ones such as textbook, teacher's guide, readers, etc.; non-print ones, such as audiotapes, videotapes, and computer-based materials; and both printed ones and non-printed ones such as self-access materials and internet materials.

The three forms of instructional materials proposed by Richards (2001, p.251) also influence English teaching in Indonesia. The hard copy are usually used in Indonesia, even though the other forms are also used as supplementary materials. It is usually in the form of textbooks for the students. Textbook constitutes the basic "component" in teaching learning process in all types of educational institutions all around the world (Rahimpour and Hashemi, 2011,p.

62) Textbook plays an essential role in determining the students' success in teaching learning process since they are as the primary agent of conveying the knowledge to the students. It is in line with Abdelwahab (2013, p. 55) who states that textbooks have one of the basic functions in making existing knowledge available and apparent to the students in a selected, easy, and organized way.

The content of textbook is arranged structurally to give progression to the students when it is used systematically. Sometimes it is used by the teachers as the ready-made and ready to use lesson plan and syllabus for their teaching language. Textbooks are important resources in teaching and learning English for teachers and students as they will get benefits from them (Harmer, 2007, p.304). In other words, both teachers and students can look back from previous learning session to continue to the next meeting in the textbooks.

Textbooks do not only provide a framework for the teachers in achieving the goals and objectives in teaching learning process, but also serve as a guide to the teachers when conducting lessons. There are several reasons why teachers should use and choose a textbook for teaching-learning activities. For teachers, using textbooks means saving time, giving direction to lessons, guiding discussion, facilitating in giving homework. In addition, textbook can make teaching and learning easier, and well-organized, more convenient, and faster. For students, textbooks 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'.

Moreover, in the Holy Quran (Al-‘Alaq’: 1-5), Allah asks human to read a lot for themselves, to get a lot information.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ
(٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

One essential consideration in making the most effective use of textbook is obtaining the teachers’ perceptions toward the use of textbook. According to Walter (2008, p.1421) perception is someone's ability to notice and understand things that are not obvious to other people. Meanwhile, other experts define perception as a cognitive process of selecting, analyzing, organizing, interpreting, and integrating stimuli of any kind of information received by individual that becomes something meaningful which is different with each other (Robbins: 1999, p.124; Kotler: 2000, p.94; Gibson et al.:1996, p.35; and Fieldman: 1999, p.126). Pajares (1992) claims that teachers’ perceptions have the same meaning as teachers’ belief about the subject matter teachers teach, their roles of responsibility, their students, the curriculum, and their classroom.

Perception is the follow-up of sensations. There is no perception without sensation because the perception is giving meaning to the stimulus captured by means of the senses. Perception and sensation is highly dependent on personal and situational facts. Perception helps people act and understand the world around them because perception is the last link in an inter-related events. Chain that starts from the external factors that are captured by the sense organs, then shipped and protested in the brain to receive the archive copies that have been stored. However, the results of perception contains two possibilities; either true or false. Perception is considered correct if there is suitability between what understood

(perceived) with the stimulus or the actual object and the wrong perception in the absence of synchrony between the two. In holy Quran, there are some processes and function of perception began from creature process that is in Q.S Al-Mu'minuun (verse 12-14):

وَلَقَدْ خَلَقْنَا الْإِنْسَانَ مِنْ سُلَالَةٍ مِنْ طِينٍ (١٢) ثُمَّ جَعَلْنَاهُ نُطْفَةً فِي قَرَارٍ مَكِينٍ (١٣) ثُمَّ خَلَقْنَا
النُّطْفَةَ عَلَقَةً فَخَلَقْنَا الْعَلَقَةَ مُضْغَةً فَخَلَقْنَا الْمُضْغَةَ عِظَامًا فَكَسَوْنَا الْعِظَامَ لَحْمًا ثُمَّ أَنْشَأْنَاهُ خَلْقًا آخَرَ
فَتَبَارَكَ اللَّهُ أَحْسَنُ الْخَالِقِينَ (١٤)

SMPN 23 Banjarmasin is one of Junior High School in Banjarmasin, its address is on Jl. Harmoni. Komplek. Bumi Raya Permai No. 37. The writer wants to conduct the research in SMPN 23 because the school has some criterias that the writer needs. The first, the school that the writer choses to conduct the research is SMIP 1946 Banjarmasin, but in that school the criteria that the writer needs such as: the teacher that teach in one grade and use the same textbook when doing teaching. But in SMIP 1946, the teacher that teach in one grade is only one teacher and sometimes use textbook and sometimes not. The writer is looking for another school to help the writer conduct the research, and then finally, the writer finds the school that appropriate for the writer, SMPN 23 Banjarmasin, to conduct the research because in that school has two English teachers in one grade. In SMPN 23, both of English teacher at eight grade use the same textbook, but the writer does not know that the textbook is from the school or by themselves. Before that, the researcher wants to know their opinions or perception toward English textbook by what three things that teachers seek in textbook: content / explanations, examples and exercises or task. The evaluation-for-selection process needs to find out if the textbook can be used effectively by the teachers to whom it

will be assigned.

Based on the information above, the researcher is interested to know how the teachers' perception toward English textbooks. Therefore, the researcher wants to conduct an entitled "**Teachers' Perception Toward The Use of English Textbook in Teaching English at Eighth Grade of SMPN 23 Banjarmasin.**" Next, it is expected that this research will contribute to the betterment of using textbooks in teaching English, especially in Indonesia, Banjarmasin.

B. Research Questions

The research questions are formulated in the following questions:

1. What are the teachers' perceptions towards the use of English textbook at Eight Grade of SMPN 23 Banjarmasin?

C. Objective of Study

The study is aimed to:

1. Find out the teachers' perceptions towards the use of textbook in teaching English at Eight Grade of SMPN 23 Banjarmasin.

D. Significance of Study

This research which will be reached in this expected: to give contributions theoretically, practically, and policy. The theoretically, this study is hoped to enrich standardized English textbooks in Indonesia. The practically:

1. For Teachers

This research can be used as sources for teacher to explore what their

perceptions toward the use of English textbook to give reflection to teachers' use of textbook so it can facilitate students' needs. Besides, the result of this research can be used by teacher to learn how to use their perception to increase their performance in teaching their students so that the students can achieve the objectives of the lesson.

2. For Students

It is expected to give a depiction about the good criteria of textbooks for students.

The policy, for the government, it is hoped that there will be a standardized regulation and supervising about textbook arrangement and publishing based on students' and teachers' needs.

E. Definition of Key Terms

The terms applied in this study explain as follows:

1. Teachers' Perception, Pajares (1992) claims that teachers' perception have the same meaning as teachers' belief. They guide teachers in their practice and are derived from sources such as experience and personally. (Donaghue, 2003, p. 344). In this thesis teachers' perception is perception from two English teachers at eighth grade of SMPN 23 Banjarmasin toward the use of English textbook (English on Sky 2) based on analysis of contents, examples and exercises / tasks in English on Sky 2 (Celce-Murcia, 2001, p. 417).
2. The use of English textbook, teachers and learners use textbook in the

classroom, because the textbook is a book used for the study of a subject. People use textbook to learn the facts and methods about a certain subject (Wikipedia). In this thesis, the use of English textbook means two teachers (the participants) use English on Sky 2 (*KTSP 2006*) as the English textbook at eighth grade of SMPN 23 Banjarmasin. According to Byrd and Celce-Murcia, textbook evaluation checklist, there are four item that can be used to check if the textbook is good fit or not: (1) fit between the textbook and the curriculum, (2) fit between the textbook and the students, (3) fit between the textbook and the teachers, and (4) overall evaluation of the fit of the textbook for this course in this program. (Celce-Murcia, 2001, p. 427)

3. Teaching English, Teaching English means process of giving explanation about English to make the learners understand. In this thesis, the two English teachers at eighth grade of SMPN 23 Banjarmasin who teach same subject, English but in different classrooms. They have different style in teaching English in their classroom., example, T1 always uses English textbook (EOS 2) while teaching English but T2 sometimes uses EOS 2 because she has another media.
4. English Textbook, an English textbook is one of the many kinds of instructional materials used in learning English. In this thesis, English textbook is defined as an instructional material in English textbook entitled “English on Sky 2” for eighth grade of SMPN 23 Banjarmasin based on curriculum *KTSP 2006*, and the publisher is *Erlangga*.