

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

It had described the previous chapter, there was a problem that had to be answered in this research. The problem was what the teachers' perceptions towards the use of English textbook at eighth grade of SMPN 23 Banjarmasin are. The data for the problem was according to interview. And the subjects are the two English teachers at eighth grade of SMPN 23 Banjarmasin. Each English teacher taught different classes. Teacher 1 (T1) taught five classes (VIII A, VIII B, VIII C, VIII D, and VIII E) and Teacher 2 (T2) taught other three classes (VIII F, VIII G and VIII H).

##### **1. The teachers' perceptions toward the use of English textbook at Eight Grade of SMPN 23 Banjarmasin.**

The researcher did interview to know about teachers' perception toward the use of English textbook, on February 9th 2016 at SMPN 23 Banjarmasin based on 9 questions of interview one-on-one. The researcher asked the first English teacher, she is NSR, S.Pd. Her students called her Miss not *Bu*. She was from Aceh. She has graduated from Syiah Kuala University. She lived in Jl. Bumi Mas No. 91 RT. 28 Banjarmasin. She began teaching English in SMPN 23 Banjarmasin on 2010 until now. She had handbook or textbook while teaching English in the classroom, its title is English on Sky 2. It helped her when she was teaching and her students. She liked it because it had pictures in there. But, she

did not really like it, because it had not in content for her but still helpful for her and her students in teaching and learning English in the classroom. She also had media to help her in teaching such as LCD and laptop, pictures made by herself, and students worksheet (*LKS*), etc. She thought the use of English textbook in teaching English had important role to help and guide her in choosing the right material for what the students need but for that textbook, English on Sky 2, did not complete in content so she had to use another resources. English on Sky 2 was given by the school to use it, because this textbook was only textbook or the main textbook that this school provided to the English teachers.

As the teacher, she should understand the content in the lesson earlier than the students. If the content in the English textbook did not have complete content, the teacher should add other sources to make the content more complete and understandable to their students. Honestly, the teachers wanted their students to learn at home the content for the next meeting and if they did not understand the lesson, they could ask to the teachers and made the classroom's activities more alive because the interaction questions answers from the teachers and the students.

The T1 thought the English textbook that should use must follow the current curriculum, curriculum 2013, but the reality was curriculum *KTSP 2006*. Because the provision of SMPN 23 Banjarmasin asked her to use the English textbook based *KTSP 2006* and the library provided the English textbook, English on Sky 2, for the students at eighth grade of SMPN 23 Banjarmasin.

The researcher did interview based on textbook evaluation checklist based on two types of checklist for textbook evaluation by Daoud, A. M., and Celce-

Murcia, M. 1979 (type 1) and Patricia Byrd and Marianne Celce-Murcia (type 2) to know about T1's perception toward the use of English textbook, English on Sky 2, on August 1<sup>st</sup> 2016 – August 11<sup>th</sup> 2016 at SMPN 23 Banjarmasin.

The checklist for textbook evaluation (type 1)

The textbook

a. Subject matter

1. Does the subject matter cover a variety of topics

appropriate to the interests of the learners for whom the textbook is intended (urban or rural environment; child or adult learners; male and/or female students)?

2. Is the ordering of materials done by topics or themes that are arranged in a logical fashion?

3. Is the content graded according to the needs of the students or the requirements of the existing syllabus (if there is one)?

4. Is the material accurate and up-to-date?

b. Vocabulary and structure

1. Does the vocabulary load (i.e., the number of the new words introduced every lesson) seem to be reasonable for the students of that level?

2. Are the vocabulary items controlled to ensure systematic gradation from simple to complex items?

3. Is the new vocabulary repeated in subsequent lessons for

	Excellent	Good	Adequate	Weak	Totally lacking
	4	3	2	1	0
		✓			
		✓			
		✓			
		✓			
		✓			
		✓			
	✓				

reinforcement?

- |   |   |   |   |  |
|---|---|---|---|--|
| 4. Does the sentence length seem reasonable for the students of that level?   | ✓ |   |   |  |
| 5. Is the number of grammatical points as well as their sequence appropriate?   | ✓ |   |   |  |
| 6. Do the structures gradually increase in complexity to suit the growing reading ability of the students?                                  |   | ✓ |   |  |
| 7. Does the writer use the current everyday language, and sentence structures that follow normal word order?                                |   | ✓ |   |  |
| 8. Do sentences and paragraphs follow one another in a logical sequence?  |   | ✓ |   |  |
| 9. Are linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?          |   | ✓ |   |  |
| c. Exercises  |   |   |   |  |
| 1. Do the exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas?                                 |   | ✓ |   |  |
| 2. Do the exercises involve vocabulary and structures which build up the learner's repertoire?  |   |   | ✓ |  |
| 3. Do the exercises provide practice in different types of written work (sentence completion, spelling, and dictation, guided composition)? |   | ✓ |   |  |
| 4. Does the book provide a pattern of review within lessons   |   | ✓ |   |  |

and cumulatively test new material?

5. Do the exercises promote meaningful communication by referring the realistic activities and situations?

d. Illustrations

1. Do illustrations create a favorable atmosphere for practice in reading and spelling by depicting realism and action?
2. Are the illustrations clear, simple, and free of unnecessary details that may confuse the learner?
3. Are the illustrations printed close enough to the text and directly related to the content to help the learner understand the printed text?

e. Physical make-up

1. Is the cover of the book durable enough to withstand wear?
2. Is the text attractive (i.e., cover, page appearance, binding)?
3. Does the size of the book seem convenient for the students to handle?
4. Is the type size appropriate for the intended learners?

	✓			
	✓			
	✓			
	✓			
	✓			
	✓	✓		
	✓			
	✓			

## The checklist for textbook evaluation (type 2)

Evaluation of the fit	Yes (a good fit)	Perhaps (an adequate fit)	Probably not (a poor fit)	Absolutely not (wrong for curriculum, students, and/or teachers)
<b>Fit between the textbook and the curriculum</b>				
Fits curriculum/goals	✓			
Has appropriate linguistic content		✓		
Has appropriate thematic content			✓	
Fits the pedagogical and SLA philosophy of the program/course		✓		
<b>Fit between the textbook and the student</b>				
Explanations understandable and usable for students	✓			
Examples understandable and usable for students	✓			
Activities appropriate for students	✓			
Thematic content understandable and culturally appropriate for students		✓		
<b>Fit between the textbook and the teachers</b>				
Fits the language skills of our teachers	✓			
Fits the knowledge-base of our teachers	✓			
Provide explanations that can be used and expanded by our teachers	✓			
Provides examples that can be used and expanded by our teachers		✓		
Fits the needs and preferences of our teachers				✓
Provides in-book or instructor's manual support for the teacher		✓		
<b>Overall evaluations of the fit of the book for this course in this program</b>				
Should the text be selected?		✓		

The researcher did interview again for T2 to know about teachers' perception toward the use of English textbook, on February 9th 2016 at SMPN 23 Banjarmasin for 9 questions. For the second teacher, she was NRM, S.Pd. She was born in Banjarmasin. She lives in Jl. Kelayan B Gg. Amah No. 31 Rt. 01 Banjarmasin. She graduated from UNISKA Banjarmasin, in English department. She began teaching in SMPN 23 Banjarmasin on August 4<sup>th</sup> 2014. She also had same textbook as Miss NSR because is given by the school, English on Sky 2. Textbook meant a lot to her because it helped her in teaching the students in the classroom. But, she still had another resources such as students worksheet (*LKS Star Bahasa Inggris*), Textbook *Master B. Inggris 2*, and hardcopy of other *LKS* from her friend in different school. She and her students liked to use the main textbook in their teaching and learning English in the classroom. But, she did not have any other media to help her in teaching English. She thought the use of English textbook in the classroom was useful and helpful for her and her students in teaching and learning process.

T2 thought the English textbook that should use must follow the current curriculum, curriculum 2013, as T1 said before. Because the provision of SMPN 23 Banjarmasin asked her to use the English textbook based *KTSP 2006* and the library provided the English textbook, English on Sky 2, for the students at eighth grade of SMPN 23 Banjarmasin. She would use it.

The researcher did interview based on textbook evaluation checklist based on two types of checklist for textbook evaluation by Daoud, A. M., and Celce-Murcia, M. 1979 (type 1) and Patricia Byrd and Marianne Celce-Murcia (type 2)





13. Does the sentence length seem reasonable for the students of that level?
14. Is the number of grammatical points as well as their sequence appropriate?
15. Do the structures gradually increase in complexity to suit the growing reading ability of the students?
16. Does the writer use the current everyday language, and sentence structures that follow normal word order?
17. Do sentences and paragraphs follow one another in a logical sequence?
18. Are linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?

#### h. Exercises

6. Do the exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas?
7. Do the exercises involve vocabulary and structures which build up the learner's repertoire?
8. Do the exercises provide practice in different types of written work (sentence completion, spelling, and dictation, guided composition)?
9. Does the book provide a pattern of review within lessons and cumulatively test new material?

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

10. Do the exercises promote meaningful communication by referring the realistic activities and situations?

✓

i. Illustrations

4. Do illustrations create a favorable atmosphere for practice in reading and spelling by depicting realism and action?

✓

5. Are the illustrations clear, simple, and free of unnecessary details that may confuse the learner?

✓

6. Are the illustrations printed close enough to the text and directly related to the content to help the learner understand the printed text?

✓

j. Physical make-up

5. Is the cover of the book durable enough to withstand wear?

✓

6. Is the text attractive (i.e., cover, page appearance, binding)?

✓

7. Does the size of the book seem convenient for the students to handle?

✓

8. Is the type size appropriate for the intended learners?

✓

## The checklist for textbook evaluation (type 2)

Evaluation of the fit	Yes (a good fit)	Perhaps (an adequate fit)	Probably not (a poor fit)	Absolutely not (wrong for curriculum , students, and/or teachers)
<b>Fit between the textbook and the curriculum</b>				
Fits curriculum/goals	✓			
Has appropriate linguistic content		✓		
Has appropriate thematic content				✓
Fits the pedagogical and SLA philosophy of the program/course		✓		
<b>Fit between the textbook and the student</b>				
Explanations understandable and usable for students	✓			
Examples understandable and usable for students	✓			
Activities appropriate for students	✓			
Thematic content understandable and culturally appropriate for students		✓		
<b>Fit between the textbook and the teachers</b>				
Fits the language skills of our teachers	✓			
Fits the knowledge-base of our teachers	✓			
Provide explanations that can be used and expanded by our teachers	✓			
Provides examples that can be used and expanded by our teachers	✓			
Fits the needs and preferences of our teachers		✓		
Provides in-book or instructor's manual support for the teacher		✓		
<b>Overall evaluations of the fit of the book for this course in this program</b>				
Should the text be selected?		✓		

## **B. Discussion**

The researcher will be described the only problem in this research: “What are the teachers’ perceptions towards the use of English textbook at Eight Grade of SMPN 23 Banjarmasin? Hence, the questions looked for the answer. To answer the problems of the study above, the researcher has done the interview to the participants in this research.

### **1. The teachers’ perceptions towards the use of English textbook at Eight Grade of SMPN 23 Banjarmasin.**

The researcher did interview to answer the only problem statement: the researcher’s participants were two English teachers from SMPN 23 Banjarmasin. The first participant was Miss NSR (T1), she had a textbook to taught English in the classroom, the title of the book was English On Sky 2 for eighth grade. She used that book because that book was the only book that SMPN 23 provided to the number of students in every class and based on *KTSP 2006*. The textbook was helpful for her to taught in the classroom. Her students liked learning process by using the textbook but she did not really like because she thought the textbook was not a good textbook but the school asked her to used it. Eventhough the textbook was not too good textbook but for her that textbook was helpful when she taught English in the classroom. Second participants is Miss NRM (T2) she also had a textbook to taught English in the classroom, the title of the book was English On Sky 2 for eight grade because it was from the school, but she had another textbook “Master B. Ing 2”. She would give the lesson from the main textbook EOS 2 and gave illustration such as pictures and games from “Master

B.Ing 2” to make her students more understand. She thought the main textbook English On 2 is good but the content in it did not complete so she would cover the lack content in it by use another textbook or student worksheet (*LKS*). Perception is the act of the experience about object, event or the relationship got by concluded information and interpreted the message (Rakhmat, 2000, p. 51). It is so Miss NRM because she took the action to find another textbook or student worksheet (*LKS*) to cover the lack of the main textbook from school. Teachers will do everything to make their students understand.

T2’s perception toward the use of English textbook (EOS 2) was before taught in the classroom, the teacher should study and understood the content and if the content did not complete, the teacher should add it from other sources. She thought *KTSP 2016* was good but old style so she wanted to use curriculum 2013 because it was new model to upgrade teaching learning process in the classroom. She needed curriculum 2013 to help her found the students’ need more than *KTSP 2016*. She hoped SMPN 23 Banjarmasin would use curriculum 2013 to make teaching learning process better than ever. Alhamdulillah this year their school use curriculum 2013. T2’s perception toward the use of English textbook (EOS 2) was her thought about EOS 2 was good and helpful her to teach her students in the classroom, but because the content in that textbook did not complete, she needed another textbook to help cover the lack content, especially in example, because her students needed example to increase their speaking ability and applied it in real life. She hoped as T1 about the curriculum 2013 to be their curriculum and now her dreaming becomes true because the school uses curriculum 2013. It

was like Oxford Advanced Learner's Dictionary of Current English (1974, p. 622), perception was a process by which we became aware of change (through the sense of sight, hearing, etc.). Because both teachers were aware about the curriculum meant they cared for their students to get a better process in teaching learning, so the students could be more developed. Because of this new curriculum which stood more in students' side meant students were asked to be more active than the teachers, still the teachers should help them by giving them guidance.

Teachers' perception toward the use of English textbook was influenced by teacher's belief, personal factor, government, experiences and emotions. It was like Pajares (1992) claimed that teachers' perception had the same meaning as teachers' belief, which were personally-held convictions about the subject matter teachers teach, their role of responsibility, their students, the curriculum, and their classroom. They guided teachers in their practice and were derived from sources such as experience and personally. (Donaghue, 2003, p. 344).

Interview result from T1 using type 1: the subject matter enough covered a variety of topics. The ordering of materials done by topics or themes that are arranged in a logical fashion was good. The content graded according to the needs of the students or the requirements of existing syllabus was good too. But the material did not accurate and up-to-date.

The vocabulary and structures in the English on Sky 2 was good and seemed to be reasonable for the students of that level. The vocabulary items were good controlled to ensure systematic gradation from simple to complex items. The new vocabulary repeated in subsequent lessons for reinforcement was good. The

sentence length seemed reasonable for the students of that level. The number of grammatical points as well as their sequence appropriate was weak. The structure gradually increased in complexity to suit the growing reading ability of the students. The writer used current everyday language, and sentence structures that follow normal word order. The sentences and paragraphs followed one another in a logical sequence. Linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation was good.

The exercise: the exercises were adequate to develop comprehension and test knowledge of main ideas, details, and sequence of ideas. The exercise involved vocabulary and structures which build up the learner's repertoire. The exercises were adequate to provide practice in different types of written work (sentence completion, spelling and dictation, guided composition). The book provided a pattern of review within lessons and cumulatively test new material. The exercises promoted meaningful communication by referring to realistic activities and situations.

Illustrations were adequate to create favorable atmosphere for practice in reading and spelling by depicting realism and action. The illustrations were adequate clear, simple, and free of unnecessary details that might confuse the learner. The illustrations printed close enough to the text and directly related to the content to help the learner understand the printed text.

The physical make-up: the cover of the book was good to withstand wear. The text was attractive (i.e., cover, page, appearance, binding). The size of the book seemed convenient for students to handle. The type size was appropriate for

the intended learners

Interview result from T1 using type 2 (Source: Patricia Byrd and Marianne Celce-Murcia): the textbook, English on Sky 2 was fit to the curriculum *KTSP 2006*, it perhaps had appropriated linguistic content and pedagogical and SLA philosophy of the program/course but it had probably not an appropriate thematic content.

It was a good fit in explanations and examples understandable and usable for students. English on Sky 2 had good activities that appropriated for students. It perhaps had thematic content understandable and culturally that appropriated for the students.

English on Sky 2, the textbook was a good fit for the language skills and knowledge of the T1. It was a good fit to provide explanations that can be used by the T1. It perhaps had provided examples and in-book or instructor's manual support that can be used and expanded by the T1. But it was probably not fit the needs and preferences of T1 because she wanted textbook based on curriculum 2013. Overall evaluation of the fit of the English textbook, English on Sky 2, for English subject at eighth grade of SMPN 23 Banjarmasin perhaps should be selected in T1's classroom as the main textbook that provided by the school.

Interview result from T2 using type 1: the subject matter enough covered a variety of topics. The ordering of materials done by topics or themes that are arranged in a logical fashion was good. The content graded according to the needs of the students or the requirements of existing syllabus was good too. The material was accurate and up-to-date.



The vocabulary and structures in the English on Sky 2 was good and seemed to be reasonable for the students of that level. The vocabulary items was good controlled to ensure systematic gradation from simple to complex items. The new vocabulary repeated in subsequent lessons for reinforcement was good. The sentence length seemed reasonable for the students of that level. The number of grammatical points as well as their sequence appropriate was weak. The structure gradually increased in complexity to suit the growing reading ability of the students. The writer used current everyday language, and sentence structures that follow normal word order. The sentences and paragraphs followed one another in a logical sequence. Linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation was adequate.

The exercise: the exercises were good to develop comprehension and test knowledge of main ideas, details, and sequence of ideas. The exercise involved vocabulary and structures which build up the learner's repertoire. The exercises were adequate to provide practice in different types of written work (sentence completion, spelling and dictation, guided composition). The book provided a good pattern of review within lessons and cumulatively test new material. The exercises promoted meaningful communication by referring to realistic activities and situations.

Illustrations were good to create favorable atmosphere for practice in reading and spelling by depicting realism and action. The illustrations were clear, simple, and free of unnecessary details that might confuse the learner. The illustrations printed close enough to the text and directly related to the content to

help the learner understand the printed text.

The physical make-up: the cover of the book was good to withstand wear. The text was not enough attractive (i.e., cover, page, appearance, binding). The size of the book seemed convenient for students to handle. The type size was appropriate for the intended learners

Interview result from T2 using type 2 (Source: Patricia Byrd and Marianne Celce-Murcia): the textbook, English on Sky 2 was fit to the curriculum *KTSP 2006*, it perhaps had appropriated linguistic content and pedagogical and SLA philosophy of the program/course but it had probably not an appropriate thematic content.

It was a good fit in explanations and examples understandable and usable for students. English on Sky 2 had good activities that appropriated for students. It perhaps had thematic content understandable and culturally that appropriated for the students.

English on Sky 2, the textbook was a good fit for the language skills and knowledge of the T2. It was a good fit to provide explanations that can be used by the T2 and also provided examples and in-book or instructor's manual support that can be used and expanded by the T2. But it perhaps had fit the needs and preferences of T2 because she liked it and would use it but it still had lack of contents and honestly she wanted textbook based on curriculum 2013. Overall evaluation of the fit of the English textbook, English on Sky 2, for English subject at eighth grade of SMPN 23 Banjarmasin perhaps should be selected in T2's classroom as the main textbook that provided by the school.