

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented research findings and discussion of the collected data in the research. The data was taken by the perception of English teachers in MTs Muhajirin Antang and the observation within the process. The data was discussed with related theories in chapter II.

A. Findings

1. Teacher's Perception of The Role of ELT Textbook in Teaching and Learning

Participant 1 is the English teacher from class VII. She was graduated from IAIN Antasari Banjarmasin in 2014. She has been teaching English for five years. She had the experiences in teaching English from seventh to twelfth grade before she focuses teaching English for seventh grade.

Participant 2 is the English teacher from class VIII. He was graduated from IAIN Antasari Banjarmasin and he has been teaching English since 2017. He had the experiences in teaching English from all class in Junior High School and Senior High School before he only teaches class VIII.

Participant 3 is the English teacher from class IX. She has been teaching English since 2003. She had the experiences in teaching English from seventh to twelfth grade before she focuses teaching English for ninth grade.

Table 4.1

Perceptions of the research participants

No	Questions	Answers		
		Participant 1	Participant 2	Participant 3
1	How are the textbook decorate the program with a structure which direct teacher and learner through the teaching and learning?	In limited face to face learning, the textbook was a guideline because it had good structures and it supplied the topic for students.	Textbook supported the program in a various way since it was effective to conduct in limited learning time.	Textbook helped teacher to conduct short and meaningful learning activities in order to adjust in limited face to face learning. The students were also supported by the facility the textbook brought.
2	What are your opinion about textbook should ensure the possibility for a standardized activity or instruction where all the learner receive similar material and will be assessed in the same way?	The students were not equal in accepting and learning the materials in textbook due to their levels and skills. In assessment, textbook provided basics to assess the result of learning activity.	Textbook gave same materials and activities for students to learn, so did the assessment since it is a structural work. However, teacher should sort the suitable assessment for learning.	Similar standardized activity and assessment from textbook was a smart method to adjust in limited face to face learning since it required short and meaningful learning activities.
3	How is the proper and well-developed textbook will improve learning quality?	If limited face to face learning was supported by textbook materials which were combined with new and suitable ideas or ways, the learning quality was improved	Students who improved their English skills from textbook were a key reason to upgrade learning quality.	Textbook improved learning quality by its materials, comprehensions, expalanations, examples, exercises, and the facility its brought.

4	What are the impacts if the English textbook is accompanied with other resources such as cassettes, CD, etc. to displaying materials?	The students felt the learning was not monotone and boring. The learning also constructed effectively in such a short time.	The students have a better comprehension because of the facility that textbook provided.	The students felt learning English was not boring and learning activities are various. Then, these made learning objectives were achieved, students' need were fulfilled, and students' English skills were improved.
5	How the textbook efficiently save teacher's energy and time to allocate to teaching more than material production?	Textbook had exercises that the students solved them by learning and reviewing the materials before went to the class. Teacher only did assessment and discussion in class.	Textbook had many materials or option to teach, so teacher only selecting and simplifying the content before adaptated it into teaching activities.	The ready learning materials, activities, and assessment in textbook could be constructed in a short time meetings.
6	In your opinion, how the textbook supply both teacher and learner with appropriate sample of the target language?	Textbook supplied teacher and students because they learnt English with the right examples and comprehension	Textbook materials gave the right examples of the target language. Teacher and students do not need to waste time look for the right examples and comprehension.	Textbook supported the teacher to understand the materials before teaching, and the students were helped to learn English in a right way.
7	What are your opinion about English textbook can also educate	English textbook was crucial for inexperience	The inexperience teacher needed a textbook as a	Textbook was helpful to inexperience teacher because

	inexperience teachers?	teacher to help them prepare anything.	guideline in adjusting the learning in a better way and brought a good result.	before the participant became an experience teacher, she was helped by English textbooks
8	What is your opinion about English textbook which is applied with high standards of quality and design in production can present a visually appealing materials for all program?	Some materials in textbook were to difficult to match with students' level of proficiency because of students' background, environment, etc.	Even though the learning activities were various and interesting, the materials from textbook sometimes were very difficult for students to understand.	All aspects in textbook was good and appealing, but not all the materials were compatible for all learning program due to the textbook materials sometimes were difficult for students.

a. Textbook decorates learning activity and direct both of teacher and learner

Participant 1 told that textbooks were already have the structures. The only thing to construct was to attract the students to learn. She said that in learning, she did teaching pattern creatively. The teacher had to have a preparation to conduct the textbook materials to be more creative, so that the students were attracted to learn English. She explained that it was because the students had stereotype that English was boring, same with Math.

Participant 1 said that the learning activities which were included in their English textbook were crucial and they were the

main support for teachers to do learning creatively, efficiently, and interestingly, especially in pandemic that made limited face to face learning was exist. It was a little bit challenging since the teacher and the students had to adaptate the learning into it. However, she said the textbook was a guide because it had good structures and it supplied the topic for students.

Participant 2 said that the school used English textbook from Erlangga entitled English on Sky to decorate learning activities. He stated that the book had many practices and exercises to apply in improving student's skills in English learning. He used the barcodes that were available in the textbook to deliever the exercises and materials. The students were also motivated by the way textbook brought them into an interesting and interactive learning.

He emphasized that using barcode in textbook was a smart approach to adjust with limited face to face learning because he only needed to scan the barcodes, then he could display learning audios and videos for listening practice and other practices. He said that the textbook played a main role to support the learning in a various way since it was effective to conduct in meetings that have limited time.

Participant 3 said that textbooks were necessary in learning. Teacher or school should be careful about choosing English

textbooks that compatible with student's need and level. Participant 3 stated that teachers have to use textbooks for short and meaningful learning activities and there was an interaction between teacher and students. Therefore, participant 3 felt textbooks was very useful in limited face to face learning.

Participant 3 used textbooks to conduct learning sequentially. In listening activity, participant 3 used barcode in textbooks to connect with application entitled Erlangga QR Book Reader. There was an audio for listening practice where the students have to listen before choosing the right pictures in the textbooks. Participant 3 said it was one of the textbook's role to link between her and the students.

The findings were directed by a term called time perception since it was the participants' experience. Goldstein stated time perception is related to human experience. Human experience is not simply is one single series of events, but it is a plurality of overlapping changes (Goldstein, 2007, as cited in Ritah, 2018, p. 16).

b. The textbook apply similar standardized activity and assessment for learners

Participant 1 stated that some students could accept the materials easily, but there were the students who had a hard time to learn the materials. It depends on the students' English level of

proficiency. She clarified that students were not equals in accepting and learning the materials in textbooks based on their levels and skills, even though the textbooks were certainly gave the same materials for all students. She said that there was no pressure for students to learn the materials as soon as possible. The students could take their time with the teacher who taught them the materials from the textbook patiently.

She also said that in assessment, the textbooks provided basics to assess the result of learning activity. However, the students who could not achieve the standard, they had a remedial or material repetition with her. These process in limited face to face learning was similar with the usual learning. The only difference was the remedial and material repetition which were scheduled outside of study hours.

Participant 2 explained that every activity from English textbook gave the same chances for all students to learn. He stated that the textbook that their used and other textbooks could apply similar standardized activity and assessment for learners because they were a structural work. Since the textbook was structural work, in limited face to face learning, it could save time to do the effective learning activities.

Furthermore, he reasoned that the students used the same textbook meant they accepted same materials and activities. He

also used same assessment in evaluating them and the result of learning exercises. He said that textbook helped the teacher's duty in constructing the assessment. However, the teachers should sort the suitable assessment for the students based on the activity in the textbook.

Participant 3 said that every learning materials in English textbook had its own assessment. Therefore she stated that textbook surely applied similar standardized activity and assessment for students since every students used the same textbook. Participant 3 described that she applied two kinds of assessment. There were direct and indirect assessment. In direct assessment, she asked the students anything that related in the meeting to get a direct feedback from them. Participant 3 did it for matching with learning objectives such as 'how students be able to pronounce vocabulary'.

Meanwhile, for indirect assessment, participant 3 used English textbooks to construct it. Participant 3 summarized that every students were applied with similar standardized activity and similar assessment because they were available in textbooks, so were the learning materials. Similar standardized activity and assessment for students in limited face to face to learning were a smart method to adjust since it required short and meaningful learning activities.

The findings were directed by a term called form perception since participants found out that there was a matter to pay attention with behind a big form (textbook). The matter was students were not equal to each other. Goldstein stated that form perception is the ability to recognize objects in a particular form in a certain environment (Goldstein, 2007, as cited in Ritah, 2018, p. 14-15).

c. Using textbook to improve learning quality

Participant 1 thought that in limited face to face meeting, the teachers needed English textbook to improve learning quality. She said that the good textbooks have to push the students to be creative and active. For instance, the English textbook had many materials to teach with a game. Therefore, she taught English with a game to attract the students to learn.

She also stated that because English textbooks provided the proper materials, she could do the teaching activity in creative ways. Indeed, the learning quality was improved because both teacher and students were supportive and active in limited face to face learning, besides the method made the materials was accepted easily. Then, to make it was acceptable, she stated the when limited face to face learning was supported by the materials from English textbook which were combined with new and suitable ideas or ways, the learning quality was upgraded too.

Participant 2 thought that the good English could be seen by its materials or content. The materials have to be simple and clear, but they included all of learning objectives. In learning, the contents and learning objectives were presented in textbook and these should be balanced. He stated that if the learning objectives were achieved, the learning quality was also improved because learning English was about to learn the target language step by step and level by level.

Participant 2 taught English in that ways, so that the students were be able to gradually improve their English skills and levels. He believed that the students who improved their skills was the key reason to upgrade the learning activity. To adjusted it limited face to face learning, since textbook materials were simple, clear, and included all of learning objectives, Participant 2 could simplify the activity for students. For example, the participant simplified the activity and asked students to learn materials before class, then did a short and clear explanation, then he discussed anything that related for the meetings.

Participant 3 said to improve learning quality, textbooks were the medium for it because their textbooks had good materials, comprehensions, explanations, examples, and exercises. In current learning system where the students and time were limited, textbooks' role were important. Participant 3 described that after

learning materials in textbook is done, she could give practices or exercises directly and students could do it directly. She also could do assessment directly after that. Participant 3 said that the process was convenient, simple, and included all things in a short period time.

In addition, in limited face to face learning, textbook supplied teacher to know how far the students' English skills. Moreover, besides textbooks had good materials, comprehensions, explanations, examples, and exercises to conduct learning activities in improving learning quality, Participant 3 said their textbook that was accompanied with Erlangga QR Book Reader was easy to use and easy to access for learning. Thus, learning quality was improved along with the times.

The participants perceived the result based on what they saw visually in textbook. It was called size perception; a perception which is determined by visual angle towards the size (Goldstein, 2009, p. 246).

d. The impacts if the English textbook is accompanied with other resources such as cassettes, CD, etc. to displaying materials

Participant 1 explained that the students were more interested in learning English if the learning process was accompanied with other devices. English learning that used textbooks without other devices in presenting the materials made

the learning became monotone and boring. She suggested that English learning should be supported with CD, LCD, Power Point, etc., to construct learning effectively in such a short time because the school applied limited face to face learning system. Students could master English and teachers could teach the materials nicely in limited time and meetings.

Participant 2 stated that other resources or devices were very useful in English class. Those supported the textbook by giving additional materials to help a better comprehension for students. The barcodes that he used in textbooks made it occurred. He used other devices to increase all that related to learning. Participant 2 said that the textbook without other resources could not show other potential that it has. Meanwhile, limited face to face learning system needed that potential to efficiently achieve learning goals even though it has to adjust in pandemic.

Participant 3 said that textbooks had to be supported by other devices. However, the device such as CD and cassettes were outdated and they needed other devices to connect. It was a little bit troublesome since the class had limited time. Participant 3 used smartphone and speaker to deliver additional materials that were available in Erlanga QR Book Reader.

Participant 3 suggested in limited face to face learning, teachers needed simple devices to assist the creative learning

activities. Then, the students felt learning English was not boring and learning activities were various. As a result, she said all learning objectives were achieved, students' need were fulfilled, and students' English level of proficiency were higher than before because both teacher and students were active and interested in learning process.

The results were directed by movement perception. The participants used devices or resources that moved. As line with an example from Goldstein. It is moving-picture booklets where the artist flips through the edges of the book and it displays the appearance of activity from the drawings (Goldstein, 2007, as cited in Ritah, 2018, p. 14).

e. Textbook save teacher's energy and time to allocate the teaching activity than material production

Participant 1 agreed that the English textbook was very useful in current learning system. In her case, the textbook had exercises that the students could solve them by learn and review the materials before went to the class. Thus, the teacher did not repeat the materials in class because they learnt them previously. What they did in class was to did the assessment and discussion about their works and exercises. She said it was one of textbook's role to save her time and energy to allocate the teaching activity than material production.

Participant 2 said not all the materials in English textbook could be taught during learning in pandemic. Participant 2 explained how textbooks saved participant 2's time and energy in limited face to face learning. It was by choosing the certain and important materials in textbooks. Participant 2 added that in exam, the instructions were based on what they learnt.

Participant 2 described that because of English textbook had many options or materials to teach, he successfully saved his time and energy by selecting and simplifying the content before adapted them into teaching activities. He explained that allocating teaching activity than material production was carried by the role of textbook because its contents allowed students to do various interesting activity.

Participant 3 focused on teaching activity in order to make sure the students to improve their English skills with the materials from English textbook. In limited face to face learning, Participant 3 said textbooks played a role to present the proper and ready materials to teach English. Teacher did not have many times to adding other sources into learning activities because the limited time and students. She stated that the ready learning materials, activities, and assessment in textbooks could be constructed in a short time meetings. Therefore, to allocate teaching activity in

adjusting the new learning system, she used the materials from textbooks to teaching English.

The findings above were related to one of types of perception which is called time perception. In time perception, Goldstein stated human experience of change is complex. Human experience is not simply is one single series of events, but it is a plurality of overlapping changes (Goldstein, 2007, as cited in Ritah, 2018, p. 16).

f. How the textbook supply teacher and learner with appropriate sample of the target language

Participant 1 stated that English textbooks were very important because it had been standardized. Teacher who did not apply the English textbooks affected the learning. She said the learning was detached from the syllabus and lesson plan. She explained that the textbook had a standard where the materials should be done in the said meeting.

Related to that, the textbooks which were already had the target language supported the teacher to match the learning objectives with lesson plan and syllabus. Then, she explained the textbook supplied the students by allowing them to learn English with the right examples and comprehension of the target language, so that their English could be improved in the right path and the learning consumed effective time to adjust the limited face to face

learning system. She clarified that the English textbook made the mentioned situation are happened.

Participant 2 explained that English textbook was beneficial and useful for both teacher and students in English learning. Textbook materials gave the right examples of target language, such as examples of sentence, content comprehension, etc. He emphasized that textbooks materials helped teacher and students to understand the target language in order to teach and learn it in class. He said English materials in textbook automatically could be adjusted in limited face to face learning because the teacher and the students did not need to waste time to look for the right examples and comprehension of target language in other sources.

Participant 3 agreed that English textbooks were the right guideline for learning the target language since they provided reading text, conservation examples, pronunciation, etc. They helped a lot in learning and they dominantly supported both teacher and students to learn English in a right way. For instance, participant 3 said after she learnt the learning materials, she asked her students to read again the reading text to teach and practice them how to pronounce its vocabulary correctly.

Participant 3 said that students learnt English easily when their textbooks were already present the examples from the target language. Both teacher and students have to learn the materials

because teacher needed to understand the materials first before teaching it for the students. The students also could learn English by their textbooks. Thus, textbooks supplied both teacher and students.

The findings above were directed by a term called depth perception. The participants were get used with their textbooks that had everything, so that they did not look for other sources. In depth perception, thus situation is called occlusion (a cue or signal if one object is in front of another) (Goldstein, 2009, p. 230).

g. English textbook can also educate inexperience teachers

Participant 1 stated that English textbooks which were supported by other devices made the interesting learning. She said, for the inexperience teachers, English textbook was very crucial, especially since limited face to face learning required the teachers to thought very different than before in conducting learning activities and stuffs. The experience teachers had basics and experiences in teaching English. Surely, the experience teachers naturally had a big picture how learning was constructed and how to explain the materials from the textbook.

However, the inexperience teachers had not mastered it yet. Therefore, the English textbook took an important role for them to have those. She described that the inexperience teachers could

learn the materials before class to help them to prepare anything in the future meetings.

Participant 2 stated that textbooks were indeed help inexperience teachers since textbooks already provided learning materials, content, and examples. In pandemic, the school had to apply different learning system than usual learning, the inexperience teachers have to follow the new system that required them to control all things in English learning in a short period time.

Participant 2 told that inexperience teachers needed a guideline such as English textbook to overcome it. Participant 2 reasoned it was because textbooks had a clear sequences of learning materials, explanations, practices, and exercises. Those guided the inexperienced teachers to adjust the learning in a better way and a have a good result.

Participant 3 said that English textbooks was very helpful because she learnt English from textbooks autodidactly. She believed that textbooks were useful whether it supported inexperience teacher or experience teacher, and whether it was applied in usual learning system or limited face to face learning system. Based on her experiences, she did not came from anything related to English. She learnt English step by step from English textbooks since 2003 until she was very experienced in teaching English. In her opinion, textbooks helped her to teach English to

her students in any situation and made her become an experienced English teacher.

The findings were directed by what participants experienced. It is called time perception. Perception of time focuses on experience or awareness of the passage of time. Human experience of change is complex. One major element clearly is that of a succession of events or phenomena, but distinguishable events are separated by lengthy intervals which are called durations (Goldstein, 2007, as cited in Ritah, 2018, p. 16).

h. English textbook present a visually appealing materials for all program

Participant 1 told that English was an universal language. Indeed, it had a high standard to match with what the world needed, so did its textbooks. She thought that the English textbooks were surely assisted with good quality because it was adapted the current era and new education system.

The textbooks that had high standard and appealing design made both teacher and students felt spirit in them to involved in learning process. She said that it meant that the English textbook certainly presented a visually appealing materials for some learning materials based on what were structured in English textbook whether it was applied in the usual learning system or face to face learning system.

However, some materials in textbook were too difficult to match with students' level of proficiency because of students' background, environment, etc. She supported the materials from textbooks with another source to make learning was more understandable for the students.

Participant 2 stated that English textbook was interesting for learning activities. Participant 2 said that English textbook which had a good quality attracted the teacher and students in some learning activities. Participant 2 followed the instruction and explanation in English textbook to apply it in learning process because textbook had an appealing materials to learn. In class, textbooks took a part as a medium for students to be more active in learning program based on what textbooks guided. Especially since the students were limited in the current learning system.

Participant 2 said students were bored if English class had a few students because they missed their other classmates. Thus, the materials and instructions from English textbook helped teacher to solve that problem. Yet, even though the learning activities were various or interesting. Participant 2 stated that the materials from textbook sometimes were very difficult for students to understand. Participant 2 reasoned it was happened because the students' level in English were not in the same level. Participant 2 said in a small city he and his students lived, students' English level were low.

Participant 3 stated that all program and learning activities which used English textbooks was interesting. However, several books were not suitable with students' level of proficiency because these had very high standard. Participant 3 said if these materials were taught to the beginner or pre-intermediate level students, they did not understand it since they began to learn English at Junior High School. Thus, the learning improvement was a little bit slower.

Participant 3 stated even though the English textbooks were based from national standard, sometimes several materials were not suitable to students that lived in Kalimantan, especially in Kapuas. Their English level of proficiency were beginner or pre-intermediate level. Participant 3 agreed that all aspects in textbooks were good and appealing, but she thought not all materials in English textbooks were compatible for all learning program.

Particularly, in limited face to face learning, teacher who had limited time and students have to simplify the activities. Participant 3 said that if the materials from the textbooks were difficult for students, participant 3 needed to review and reexplain them two times for students. In other words, it took a lot of time and the learning was not effective. Participant 3 believed that teacher had to take a role to select the learning materials carefully in accordance with the students' English level of proficiency

Based on the findings, participants' perception was directed by form perception. Goldstein stated that perception of form is the ability to recognize objects in a particular form in a certain environment (Goldstein, 2007, as cited in Ritah, 2018, p. 14-15). In the cases, participants saw the textbook as a form, meanwhile there was a problem behind the form such as students' English level of proficiency which was not suitable with the level of the textbooks.

2. Teacher's Obstacle in Adjusting Textbook in Limited face to face learning

To found teacher's obstacles in teaching English using textbook in limited face to face learning, the researcher observed teaching and learning activity for 3 meetings on October 19th, October 25th, and October 28th. The first meeting was to observe teaching and learning in class 7, the second meeting was to observe teaching and learning in class 8, and the last meetings was to observe teaching and learning in class 9. There were 15 students every meeting. In addition, the research were conducted in female classess of MTs Muhajirin Antang.

Table 4.2

Observation Results of Teacher Obstacles in Adjusting Textbook in Limited Face to Face Learning

	Types of Obstacles	Examples
1st Observation	Simple obstacles	1. Teacher had to simplified learning activity from the textbook materials into two activities 2. Teacher assisted learning with another guideline

		due to the students did not learn English in Elementary School
	Complex obstacles	The activity from textbook was a little bit difficult for students who were beginner level
	Wicked obstacles	-
2nd Observation	Simple obstacles	<ol style="list-style-type: none"> 1. Teacher summarized teaching learning activity by conducting only one activity 2. Students were not familiar with some vocabularies in textbook
	Complex obstacles	Teacher had to explain the meaning of keywords from the audio in discussing the answers with the students due to students English level.
	Wicked obstacles	-
3rd Observation	Simple obstacles	<ol style="list-style-type: none"> 1. The activity had to be shortened into one activity due to the limited time 2. The students were bored because the learning was not accompanied with other devices or resources
	Complex obstacles	The vocabulary from textbook was a little bit difficult for the students because of their English level (pre-intermediate) was lower than the textbook expected
	Wicked obstacles	-

The table showed teachers obstacles in adjusting textbook in limited face to face learning. The findings were categorized into two types of problem or obstacles. First, simple obstacles. The table showed teacher had to simplified learning activity from the textbook materials due to the time. In two meetings, teacher only did one activity to adjust the limited time in face to face learning. Second, teacher assisted learning with another guideline. It was because the students did not learn English in Elementary School, so that they did not understand some materials. Teacher had to make sure they have basic before conducting learning activity from another guidelines which had understandable materials.

Another obstacles that teacher overcome was the students were not familiar with some new and foreign vocabularies in textbook (e.g. belt, cap, leggo toys, and portrait). As a result, teacher had to guide them patiently before or within learning activity. The last example of simple obstacles in findings was the students were bored when learning was not accompanied with other devices or resources.

Based on the table, the findings that were categorized as complex obstacles was the activity from textbook was a little bit difficult for students' English level which were beginner and pre-intermediate level. However, some topics from textbook were related to students' daily life. It caused some obstacles such as teacher had to

explain the meaning of keywords from the audio in discussing the answers with the students.

Moreover, another problem that also occurred was the vocabulary from textbook was a little bit difficult for the students because of their English level was lower than the textbook expected. The textbooks were standardized at a fixated English level and they were not suitable with students' background who live in small region. As a result, learning improvement was running slower than it should have been.

B. Discussion

1. Teacher's Perception towards the Roles of Textbook in Limited Face to Face Learning

a. Textbook decorates the program with a structure which direct teacher and learner through the teaching and learning

The participant stated that the textbook were the main support for teachers to do learning efficiently and creatively in limited face to face learning, as line with the statement from Tyson and Wookward who believed that textbook presents a variety of exercises for learning (Tyson & Wookward, 1989, p. 16-17). Two participants said that textbook could decorate the learning activity by its activity or instructions which directed both teacher and students in a creative and interesting way, especially in pandemic that made limited face to face learning was exist.

One of the participants described how to make a creative and efficient teaching and learning using textbook. He emphasized the barcodes in their textbook (English on Sky) could be linked with an application entitled Erlangga QR Book Reader and it helped teachers to deliver the exercises and materials easily, and the teachers also were able to resume or shorten the time during limited face to face learning. Other teachers also used that facility for learning. The result is different from a study by Jannah which did not find function such as barcodes as the textbook' facility (Jannah, 2019).

However, in limited face to face learning, the teacher had to have a preparation to conduct activity instructions to be more creative to motivate students to learn English due to the stereotype the students had. They felt learning English was boring. This statement could be linked to Cunningsworth who stated that textbook should take account about the needs of the students and should facilitate the learning process without dogmatically imposing a rigid method (Cunningsmorth, 1995, p. 15-17).

Besides of that, to adjust the new learning system, the teacher and the students were helped by textbook in the learning process since it had good structures and it supplied learning topics for students. The statement is supported by Richards who stated textbooks provide the guideline for lesson content (Richards, 2001,

as cited in Bintoro, 2019, p. 4). In addition, the result was similar with the study from Mutiah and Albiansyah which stated that textbooks provided sufficient supporting sources and exercises (Mutiah & Albiansyah, 2021, p. 9).

Moreover, other participant stated that teacher or school should be careful about choosing English textbooks that compatible with students' need and level. It was because teacher have to use that textbook for short and meaningful leaning activites since the learning time is limited. Brown supported this statement by claiming that teacher or curriculum developers should choose and select the materials carefully for students can learn effectively, so that teaching and learning process has a great influence on the success of a teacher while implementing it in learning process (Brown, 1994, as cited in Maftukah & Astuti, 2021, p. 58).

To aims that matter, textbook had a role to decorate learning activity by becoming a medium for teacher and the students to did an interaction in class as Cunningsworth who stated that textbook should have a clear role to support learning process with a teacher that mediate between learners and the target language (Cunningsworth, 1995, p. 15-17).

In summary, the statements of teachers' experience above was related to one of types of perception which is called time perception. In time perception, Goldstein stated human experience

of change is complex. Human experience is not simply is one single series of events, but it is a plurality of overlapping changes (Goldstein, 2007, as cited in Ritah, 2018, p. 16).

b. Textbook should ensure the possibility for a standardized activity or instruction where all the learner receive similar material and will be assessed in the same way

The three English teachers stated that textbook surely provided standardized activity or instruction where all the students received similar material and were assessed in the same way. As line with Richards who stated textbooks ensure the possibility for a standardized activity or instruction where all the learner receive similar material and will be assessed in the same way (Richards, 2001, p. 1-2).

One of teachers said that term was arised because textbook was a structural work. As Tyson and Wookward that believed textbooks visualize the knowledge in a dicipline based on reasonable accuracy (Tyson & Wookdward, 1989, p. 16-17). In limited face to face learning, it could save time to do an effective learning activities since all aspecst were available in textbook. Furthermore, he said the students who used the textbook meant they accepted the same materials and activities, so did its assessment or evaluation. Textbook helped teachers to assess the students' works.

Furthermore, another participant also agreed about every students were applied with similar standardized activity and similar assessment because these were available in textbook, so were the learning materials. In her perception, the new learning system needed similar standardized and assessment where all the learner received similar material and were assessed in the same way. She said that it was a smart method to adjust in limited face to face learning since it required short and meaningful learning activities.

What she implied was she could save time in teaching English because all matters were summarized by the available standardized and assessment from textbook. The statement is related to Tyson and Wookward who stated that textbook provides a variety of exercises and activities and ensure the quality of materials (Tyson & Wookdward, 1989, p. 16-17). The result above was similar with Mutiah and Albiansyah who found that English textbook gave short and clear instruction (Mutiah & Albiansyah, 2021, p. 9).

Yet, one of the teachers reminded that the students were not equals in accepting and learning materials in textbook due to their English level of proficiency even though the textbook certainly gave the same materials and assessment for all students. To overcome the problem, the teacher held remedial or material repetition outside of study hours because she was not able to

conduct it in class considering the time is limited. Cunningsworth also stated that textbook should correspond to the needs of learners (Cunningsworth, 1995, p. 15-17). In other words, the teacher's perception said although textbook provided the same materials and assessment for students, the students' needs and levels were not fulfilled. Besides, the result was different with a study from Jannah. She found all learning objectives could be achieved, but it was attained slowly due to students' English skills (Jannah, 2019, p. 45). Meanwhile the result of this study showed that not all materials could be taught for students, so the learning objectives were not applied overall.

Furthermore, the statements above were related to perception of form. Goldstein stated that form perception is the ability to recognize objects in a particular form in a certain environment (Goldstein, 2007, as cited in Ritah, 2018, p. 14-15). Based on the perception above, teachers saw the students in a general way (as a form), whereas each students were different.

c. The proper and well-developed textbook will improve learning quality

One of the participant stated that the students have to be creative and active in limited face to face learning in order to make an effective learning. To support this matter, teachers needed English textbook to push students to be active and creative to

improve learning quality. Furthermore, the participant explained another benefit from textbook. She said English textbook had many and proper materials to do the teaching activity in creative ways such as playing a game. The statement was different from Sari who found teachers were only absorbed in the activity and instruction from the textbook (Sari, 2019, p. 63).

The participant declared if limited face to face learning was supported by the materials from English textbook which were combined with new and suitable ideas or ways, the learning quality was upgraded due to the activeness and creativeness. This can be link to Tyson and Wookward who stated textbook is a media which use a variety of exercises and activities, ensure the quality of materials and required visual images materials (Tyson & Wookdward, 1989, p. 16-17). The result was different from a study by Sari which found textbook has a lack of content (Sari, 2019, p. 66).

Shin, Eslami, and Chen stated that ELT textbook is a book for learning activity in classroom that need to provide the students with the right multicultural materials (Shin et al., 2011, p. 265). The theory related to one of the English teachers' perception who described that English textbook's materials should be simple and clear, but they included all of learning objectives.

In other words, if the learning objectives were achieved, the learning quality was also improved because learning English was about to learn the target language step by step and level by level. The content and the learning objectives that were presented in textbook should be balanced. Cunningsworth also said that textbook should match between the aims and objectives of the language-learning program (Cunningsworth, 1995, p. 15-17).

Then, the teacher believed that the students who improved their skills was the main reason why learning activity and quality could be improved. Especially, in limited face to face learning that required a short and beneficial learning. The simple, clear, and including learning objectives from textbooks materials were the media for it. In limited face to face learning, teacher could simplify the activity and asked students to learn materials before class, then did a short and clear explanation, then discussed anything that related to the meeting.

Other perceptions were related to Richards who described textbooks provide the guideline for lesson content, the balance skills that being taught and the kinds of language practice where the students involved in it (Richards, 2001, as cited in Bintoro, 2019, p. 4). The teacher said textbook playing an important role to be a medium for improving learning quality because textbook had

good materials, comprehensions, explanations, examples, and exercises.

After learning materials was done, the teacher could give the practice or exercises directly, and students could do it directly too. The assessment also could be conducted after that. In limited face to face learning, that process was convenient, simple, and included all matters in a short period time. As a result, textbook supplied teacher to know how far students' English skills within the time.

Moreover, besides textbook had good materials, comprehensions, explanations, examples, and exercises to conduct learning activities in improving learning activity, the participants said their English textbook that was accompanied with Erlangga QR Book Reader was easy to use and easy to access for learning. Thus, the learning quality was improved along with the times. As line with Tyson and Wookward who stated textbooks are easy to access and use (Tyson & Wookward, 1989, p. 16-17). Those views have also been presented in a research from Sari who found teachers believed that students was asked to be active and teachers should help the students by giving them guidance (Sari, 2019, p. 62).

In summary, the participants explained textbook as a media that had quality based on what included in it. They perceived the

results based on what they saw visually. It was called size perception; a perception which is determined by visual angle towards the size (Goldstein, 2009, p. 246).

d. The impacts if the English textbook is accompanied with other resources such as cassettes, CD, etc. to displaying materials

Richards stated one of textbooks' role is textbook accompanied by other resources such as cassettes, CD, etc. to provide a high variation in displaying materials (Richards, 2001, p. 1-2). Related to the theory, all the English teachers said textbooks were indeed need to be accompanied with other resources or devices to displaying materials to support learning process. English learning that used textbooks without other devices in presenting the materials made the learning became monotone and boring. The other resources or devices were very useful for giving addition materials to help a better comprehension for students.

Meanwhile, other previous study did not presented about this usage of the textbooks. A research by Mutiah and Albiansyah found the supporting sources for the textbooks. However, it was the exercises in each chapter (Mutiah & Albiansyah, 2021, p. 9). Sari also did not found that textbooks should have other devices to help in displaying materials because her research focus was on textbooks' materials, design, exercises, etc (Sari, 2019, p. 62-63).

The other resources to help textbooks to displaying materials were CD, LCD, Power Point, etc. For English learning, the English teachers used English textbooks that were supported by an application entitled Erlangga QR Book Reader. The teachers needed to scan the barcodes in textbook to be linked with the application to display the learning materials. Teachers needed a speaker, LCD, and a smartphone or laptop to display it.

The purpose of using other devices was to construct learning effectively in such a short time because the limited face to face learning system required limited time. The textbooks without other resources could not show other potential that its had. Meanwhile, limited face to face learning system needed that potential to efficiently achieved learning goals even though it had to adjust in pandemic.

Students could master English and teachers could teach the materials nicely in limited times and meetings. Thus, the teachers used other devices to increase all the matter that related to improving learning process. As line with Cunningsworth who stated that should take account about the needs of the students and should facilitate the learning process without dogmatically imposing a rigid method (Cunningsworth, 1995, p. 15-17).

However, one of the teacher said the devices such as CD and cassette were outdated and they needed other devices to

connect. It was a little bit troublesome since the class had limited time. To overcome the problem, the teacher used smartphone and speaker to deliver the materials such as listening activity that were available in Erlangga QR Book Reader. In other words, in limited face to face learning, teachers needed simple devices to assist the creative learning activities. Indeed, the students felt learning English was not boring, and learning activities were various too.

Furthermore, along the time, all learning objectives were achieved, students' need were fulfilled, and students' English level of proficiency were upgraded because both teacher and students were active and interested in learning process. This can be linked with the criteria of proper textbooks from Cunningsworth who said textbook should correspond to the needs of learners (Cunningsworth, 1995, p. 15-17). Besides, it was similar with a study from Sari who found teachers believed that students was asked to be active and teachers should help the students by giving them guidance (Sari, 2019, p. 62).

Based on the statements above, the results were directed by movement perception. The teachers used devices or resources that moved. As line with an example from Goldstein theory. It is moving-picture booklets where the artist flips through the edges of

the book and it displays the appearance of activity from the drawings (Goldstein, 2007, as cited in Ritah, 2018, p. 14).

e. The textbook efficiently save teacher's energy and time to allocate to teaching more than material production

The theory from Richards about textbooks' role stated that textbooks efficiently save teacher's energy and time to allocate to teaching more than material production (Richards, 2001, p. 1-2). Based on all the teachers, English textbooks held several roles in limited face to face learning which required limited time that related to the theory, First, textbooks had exercises where the students could solve them by learning and reviewing the materials before went to class. Therefore, the teacher did not repeat the materials in class because they learnt them previously. In class, the teacher and the students just needed to do assessment and discussion about their works and exercises.

Second, the teacher said that not all the materials in English textbook could be taught in limited face to face learning because the limited time. Therefore, textbook was useful since teachers could choose certain and important materials to teach. Then, in exam, the instructions were based on what they have learnt. Due to English textbook had many options or materials to teach, the teacher successfully saved the time and energy by selecting and simplifying the content before adaptating it into teaching in such

various activities. The statements were supported by Brown who stated teacher or curriculum developers should choose and select the materials carefully for students can learn effectively, so that teaching and learning process has a great influence on the success of a teacher while implementing it in learning process (Brown, 1994, as cited in Maftukah & Astuti, 2021, p. 58).

Another perception from participants said the purpose of focusing on teaching activity was to improve students' English skills with the materials from the textbook. In limited face to face learning, textbooks played a role to present the proper and ready materials to teach English. The ready learning materials, activities, and assessment in textbooks could be conducted in limited meetings. Thus, to allocating teaching activity in adjusting the new learning system, the teacher could use the materials from textbook to teach English. As line with Cunningsworth who stated textbook should have a clear role to support learning process with a teacher that mediate between learners and the target language (Cunningsworth, 1995, p. 15-17). In addition, the results were similar with a study by Mutiah and Albiansyah who described the advantages of the textbooks (Mutiah & Albiansyah, 2021, p. 9).

The results of teachers' experience above was related to one of types of perception which is called time perception. In time perception, Goldstein stated human experience of change is

complex. Human experience is not simply is one single series of events, but it is a plurality of overlapping changes (Goldstein, 2007, as cited in Ritah, 2018, p. 16).

f. The textbook supply both teacher and learner with appropriate sample of the target language

Based on the English teachers, English textbooks were the right guideline and very crucial for both teacher and students. It had been standardized. The learning was detached from the syllabus and lesson plan if English textbooks were not applied in learning. Related to that, the textbooks which were already had a target language supported the teacher to match the learning objectives with lesson plan and syllabus. As line with Cunningsworth who stated textbook should match between the aims and objectives of the language-learning program (Cunningsworth, 1995, p. 15-17).

Furthermore, textbook supplied the students because they could learn English with the right examples and comprehension of the target language, so that they were able to improve their English skills. Aside from that, textbooks provided reading text, conversation examples, pronunciations, examples of sentences, and the contents from the target language. As the statement from Shin, Eslami, and Chen's which stated ELT textbook is a book for learning activity in classroom that need to provide the students

with the right multicultural materials that are displayed through images and texts which is have rich in an exposure of countries that do not have English cultures (non-native English cultures) (Shin et al., 2011, p. 265). Those were not only beneficial for students, but also for teachers to be a medium for them to teach English.

The explanations above were the reasons why textbooks role was important in limited face to face learning. The teachers stated that English materials in textbook automatically could be adjusted in limited face to face learning because teacher and students did not waste their time to look for the right examples and comprehension of target language in other sources. Textbook materials helped a lot in learning process and they dominantly supported both teacher and students to learn English in a right way. This is can be linked with Cunningsworth who stated textbook should have a clear role to support learning process with a teacher that mediate between learners and the target language (Cunningsworth, 1995, p. 15-17).

Moreover, the students easily learnt English because textbooks were already present the examples from the target language. In accordance with Tyson and Wookward statement which said textbooks support concept's explanation and presentation, provide a variety of exercises and activities, and

ensure the quality of materials (Tyson & Wookward, 1989, p. 16-17).

Then, the teachers also could understand the materials first before teaching. The learning also consumed an effective time to adjust limited face to face learning system. English textbook made the situations are happened. The results was similar with a research from Mutiah and Albiansyah who found textbook provided enjoyable exercises and sources of the target language (Mutiah & Albiansyah, 2021, p. 9).

The results above were directed by a term called depth perception. Teachers were get used with their textbooks that had everything, so that they did not look for other sources. In depth perception, the situation is called occlusion (a cue or signal if one object is in front of another) (Goldstein, 2009, p. 230).

g. English textbook can also educate inexperience teachers

All the participants stated that English textbooks could also educate inexperience teachers. For inexperience teachers, English textbooks were necessary, especially since limited face to face learning required the teachers to thought very different than before in conducting learning activities and other matters related to it. The experience teachers naturally had a big picture how learning was conducted and how to explain materials. However, the inexperience teachers have not mastered it yet. English textbooks

took an important role for them to have basics and experiences in teaching English. For instance, the inexperience teachers could learn materials before class to help them in preparing anything which was happened in the meeting. The statements are related to Richards' theory who stated one of textbooks' role is textbook can also educate inexperience teacher (Richards, 2001, p. 1-2).

The theory was proven by one of teachers' experience. She stated textbooks were useful whether it supported inexperience or experience teacher. Its function also worked in usual learning system and limited face to face learning. In her experiences, she did not come from anything that related to English. She learnt English step by step from English textbooks since 2003 until she was known as a very experience English teacher. The teacher said that textbooks helped her to teach English to her students in any situation and made her become an experience teacher.

Cunningsworth declared that textbooks should have a clear role to support learning process with a teacher that mediate between learners and the target language (Cunningsworth, 1995, p. 15-17). The clear sequences of contents or materials, explanations, practices, examples, and exercises in textbooks were very helpful for inexperience teachers to have a big picture how the learning could be constructed.

In adaptating with limited face to face learning which asked the teacher to control all things in English learning in limited time, the inexperience teachers needed a guideline like English textbook to overcome it. It guided inexperience teachers to adjusting the learning in a better way and brought a good result because teacher was a key for learning. As Cunningsworth who stated teacher will applying the role of textbooks to the students within teaching and learning process (Cunningsworth, 1995, p. 15-17).

The results which were based on teachers' experience, was directed by a term called time perception. Perception of time focuses on experience or awareness of the passage of time. Human experience of change is complex. One major element clearly is that of a succession of events or phenomenons, but distinguishable events are separated by lengthy intervals which are called durations (Goldstein, 2007, as cited in Ritah, 2018, p. 16).

h. English textbook which is applied with high standards of quality and design in production can present a visually appealing materials for all program

English textbooks surely had high standard and they were assisted with good quality in adaptating with current era. The design of English textbooks made both teacher and students felt spirit in them to be involved in learning process. All the participants agreed that English textbooks certainly presented a

visually appealing materials for some materials for all learning system, including the normal learning system and limited face to face learning. They were appealing for decorating learning program. This statement was related to Richard who stated textbooks usually enjoys high standards of quality and design in production resulting in a visually appealing materials for all program (Richards, 2001, p. 1-2).

In other words, English textbook was interesting for learning activities. In class, textbooks took a part as a medium for students to be more active in learning process. Especially since the students were limited in limited face to face learning system. The students were bored if English class has a few students. The materials and instruction from English textbook helped teacher to solve that.

However, all participants agreed that some materials in textbook were too difficult to match with students' English level of proficiency. The students level in English were not equal and they were beginner and pre-intermediate level. Some of them began to learn English at Junior High School, so the learning improvement was a little bit slower. Since the English textbooks had high standard, if the materials were taught to students, they did not understand it. The result was different from a study by Sari who found textbooks materials were graded according to students' need

or the requirements of existing syllabus was good too (Sari, 2019, p. 62).

Furthermore, English learning could not be generalized for all school. The students lived in small city in Kalimantan and English textbooks were based on national standard. Sometimes, several materials were not suitable with students' level of proficiency. Therefore, even though all aspects in textbooks were good and appealing, not all its materials were compatible for all learning program. These perceptions deny Richards's theory which said textbooks usually enjoys high standards of quality and design in production resulting in a visually appealing materials for all program (Richards, 2001, p. 1-2).

Particularly, in limited face to face learning, teachers who had limited time and students were required to simplify the learning activity. Then, if the materials from the textbooks were difficult for students, teacher needed to review and reexplain it two times for students. In other words, it took a lot of time and the learning was not be effective. To overcome it, the teacher supported materials from textbooks with another sources to make it was more understandable for the students. Then, it was be collaborated with the activities from English textbooks.

It showed that Richards theory about textbooks has visually appealing materials for all program (Richards, 2001, p. 1-2) was

not completely suitable with the phenomenon. The implementation textbooks materials in learning was not suitable for all students' English level. The solution from the teacher was similar with a research by Sari who found teachers had another source or book to help the textbook in learning (Sari, 2019. P. 60).

Last, one of the teachers said that teacher had to take a role to select the learning materials carefully in accordance with the students' English level of proficiency. As Harmer who said the most essential aspect of the use of textbook is for the teachers to engage learners through the materials they are going to be dealing with and it also provides learners a great opportunity in communicating in English within the classroom (Harmer, 2007, p. 111-112). In other words, teachers is a mediator to students for learning English with some instruction in classroom.

Based on the results, teachers' perception was directed by form perception. Goldstein stated that perception of form is the ability to recognize objects in a particular form in a certain environment (Goldstein, 2007, as cited in Ritah, 2018, p. 14-15). In the case, teachers saw the textbook as a form, meanwhile there was a problem such as students' English level of proficiency which was not suitable with the level of the textbooks.

2. Teacher's Obstacle in Adjusting Textbook in Limited face to face learning

Based on the finding results, there were three major obstacles for English teachers in adjusting textbook in limited face to face learning. The problems found by the findings were teachers summarized teaching and learning activity from textbooks' materials, teachers found out that textbooks' materials were not compatible with students' background and daily life, and teachers found out that English textbooks were not suitable with students' level of English proficiency.

The first obstacle was teachers have to summarize teaching and learning activity from the textbook's materials to adjust the time in limited face to face learning. For learning meetings, Teacher had planning to conduct several learning activities. However, teachers have to simplifying learning activities due to the limited time. In some cases, teachers only conducted one learning activity to adjust in limited face to face learning system. This was related to Brown's statement who stated that teaching is facilitating and guiding learning, enabling the learners to learn, and setting condition to do learning process (Brown, 2007, p. 8).

Harmer argued the textbooks are boring and stifling for both of teachers and learners (Harmer, 2007, p. 116-117). Related to that, in conducting learning, teachers used textbooks which were accompanied

with other resources or devices and these were linked with Erlangga QR Book Reader, but if the meeting was not supported by other devices because of limited time, the students felt bored during learning.

Thus, the textbooks needed other devices to support learning. As Richards who stated textbooks accompanied by other resources such as cassettes, CD, etc., provide a high variation in displaying materials (Richards, 2001, p. 1-2). A study by Mutiah and Albiansyah also found that the students' felt the topic from the textbook which was not accompanied by any devices to show materials was not interesting (Mutiah & Albiansyah, 2012, p. 9).

Second, teachers found out that the textbooks' materials were not compatible with students' background and daily life. Some topics from textbooks were related to students daily life, but some materials were difficult for them to understand. Teachers have to assisted learning with other source to give materials before did activities from the textbooks. The reason behind it was the students were be able to have a basic before conducted learning activities. Some of the students did not learn English in Elementary School.

The mentioned problem showed that what teachers have to deal with were evaluating and assessing the textbooks' materials. They should be evaluated with references (Sheldon, 1988, as cited in Ziyayeva, 2019, p. 13). Brown also stated teacher or curriculum

developers should choose and select the materials carefully for students can learn effectively, so that teaching and learning process has a great influence on the success of a teacher while implementing it in learning process (Brown, 1994, as cited in Maftukah & Astuti, 2021, p. 58).

The result above was different with a study that was conducted by Jannah who found learning objectives could be achieved, but it was attained slowly due to students' ability in understanding materials (Jannah, 2019, p. 45). Meanwhile, based on the findings of this research, the teachers selected some materials, so not all materials were being taught for students.

The example that was found in findings was the students did not know what the vocabulary meant in English to help them choosing right pictures. They were not familiar with vocabulary such as belt, cap, leggo toys, and portrait (types of drawing), so the teacher guided them patiently. As line with Harmer who argued that the most essential aspect of the use of textbook is for the teachers to engage learners through the materials they are going to be dealing with (Harmer, 2007, p. 111-112). Besides, the result was similar with a study by Jannah who found some of the students were lack of knowledge. In some cases, the students were lack of vocabulary which made them felt difficult to learn English (Jannah, 2019, p. 46).

The last obstacle was teachers found out that the English textbooks were not suitable with students' level of proficiency. Based on

students' background, they were beginner and pre-intermediate level. The learning improvement was longer than it should have been. Meanwhile, English textbooks had the standardized levels which were not at the same level with the students in small region. Therefore, the materials and the vocabularies from textbooks were a little bit difficult for them.

Teacher had to explain the meaning of foreign and new vocabularies for them before or within learning activities. For this issue, teachers' role was important. Teachers took a role for guiding the students. As Cunningsworth who stated teacher will apply the role of textbooks to the students within teaching and learning process (Cunningsworth, 1995, p. 15-17).

The result above was similar with the study from Mutiah and Albiansyah who found textbook was not suitable with the students' ability and language level. They were struggled in listening, vocabulary, and grammar part (Mutiah & Albiansyah, 2021, p. 10). However, the result of the study was different from a research by Sari who found the vocabularies and structures in the textbook were good and reasonable for students with their English level. (Sari, 2019, p. 62).

In conclusion, the results explanation above was categorized into two types of problem or obstacles. First, simple obstacles which has a clear cause and effect which is easily fixable and identifiable (Coetzee, 2019, para. 4). The simple obstacles based on the results

were teacher had to simplified learning activity from the textbook materials due to the time, teacher assisted learning with another guideline due to the students did not learn English in Elementary School, students were not familiar with some vocabularies in textbook (e.g. belt, cap, leggo toys, and portrait), and the students were bored when learning was not accompanied with other devices or resources.

Then, the second types is complex obstacles. The study results that were categorized as complex obstacles were the activity from textbook was a little bit difficult for students' English level. It caused some obstacles such as teacher had to explain the meaning of keywords from the audio in discussing the answers with the students and the vocabulary from textbook was a little bit difficult for the students because of their English level was lower that the textbook expected. These were considered as complex obstacles because its solution can lead into unintended consequences and other problems (Dunn, 2011, para. 6).