

TEACHERS' PERCEPTIONS TOWARDS "WHEN ENGLISH RINGS A BELL" TEXTBOOK AT SOME JUNIOR HIGH SCHOOLS IN ACEH TAMIANG

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Abstract

The relationship between teachers and textbooks is inseparable. But not all textbooks published are suitable with the learners' need and have good qualities. Thus, textbook analysis is needed to evaluate and improve a textbook which is used. Teacher's perception plays a fundamental role in the effective implementation of process teaching learning. This study was intended to describe teachers' perceptions towards "When English Rings A Bell" textbook at some Junior High Schools in Aceh Tamiang. This research used descriptive qualitative research. The research conducted in four junior high schools at Aceh Tamiang. They were SMP Negeri 1 Karang Baru, SMP Negeri 2 Karang Baru, MTs Swasta Al- Iklas Tanah Terban and SMP Negeri 1 Banyak Payed. In this research there were eight English teachers selected by the researcher as source of the data. The total populations in this research were 10 schools, but the researcher selected 8 English teachers as sample by using purposive sampling technique. In collecting the data, the researcher used documentation, interview and questionnaire. There were 20 interview questions that asking to the teacher and 20 items of the questionnaire. After analyzed the data, the result showed that generally all English teachers had the positive perspective toward "When English Rings A Bell" textbook. Almost all the criterion of good textbooks was included in this book. Although, this book did not support media such as audio recorded on cassette or video. Furthermore, all the teachers believed that textbook selection was important to conduct to make sure that the textbook they choose was suitable for their students.

Keywords: *Teachers' Perceptions, English Textbook*

INTRODUCTION

English becomes a foreign language in education for Indonesia. There are also four skills in English that students need to master such as: speaking, listening, reading and writing. As stated by Ramelan (1992), English plays an important role in the process of modernization as an international language to be taught in schools. Therefore in teaching learning process, teachers should notice the students need about English. Especially, it is about the quality from the content of English textbook. Teachers should choose the right textbook that suitable with students' condition, for that reason a teacher is a facilitator who helps the

students in developing their English skills. In education field, English textbook becomes one of the factors that influence the process of teaching learning. In teaching learning, teachers use textbook as media to help them in explaining the lesson. Now days, in literature many books are written in English. It is including English textbook. According to Harmer (2007), course book or textbook is a book that the teachers use to help them in explaining the lesson for students in the class. The textbook provides the curricular relationship about what is taught revolves. The relationship between teachers and textbooks is inseparable. But not all textbooks published are suitable with the

learners' need and have good qualities. Thus, textbook analysis is needed to evaluate and improve a textbook which is used.

Textbook is a means used in teaching and learning process and it is important for teachers and students have them. Therefore, in teaching and learning process, teachers should notice the students' need toward English. Especially, it is about the quality from the content of English textbook. Teachers should choose the right textbook that suitable with student's condition, for the reason that a teacher is a facilitator who helps the students in developing their English skills. Teachers then consider textbooks to be important in their teaching and learning process that they tend to use textbook in their whole teaching and learning process without selecting and adapting appropriate materials for their students. The teachers have to be aware that they are a key factor and mostly engaged in learning and teaching; therefore, it is believed that investigating teachers' perceptions will uncover salient shortcoming occurring in educational settings which will be valuable contribution to teachers' educational development. On the other words, teacher's perception plays a fundamental role in the effective implementation of process teaching learning. This then leads the teachers to be good at selecting of textbook they use. Furthermore, Richards stated that there are at least two steps in using textbook. First is to understand the textbooks before beginning class critically and recognizing their advantages and disadvantages of textbooks. Teachers need to understand the textbook from its contents, its structure, and the reasons for its use whether the textbook gives advantages or not. Second is to evaluate the

nature of instructional task in textbooks and adapting the textbooks by identifying the current format that can be used to teach or to practice different teaching item. The teacher should be aware that the textbook is not the only resource in the classroom. It can be used in the class but there are other materials that may be used in the foreign language learning and teaching (Richard: 2001).

In some Junior High Schools in Aceh Tamiang, the teacher used "When English Rings A Bell" textbook in teaching. In this research, the researcher investigated teacher's perception toward the use of "When English Rings A Bell" textbook in teaching at some Junior High Schools there. In addition, based on the explanation above, the researchers are interested in exploring teachers' perceptions toward using English textbooks. So, the researchers decided to write an article entitled: "Teachers' Perspectives towards "When English Rings A Bell" Textbook at Some Junior High Schools in Aceh Tamiang".

Teachers are one of the most important personnel in educational system who are in the front line of education, heavily involved in various teaching and learning processes, and the final practitioners of educational principles and theories. In the field of English Language Teaching professionals, significant roles of teachers' perceptions have been highlighted. Robson (2002) states that language teachers' perceptions influence what language teachers do in the classrooms. Similarly, Yu in Srangkan and Jansem (2013) mentions that teachers' perceptions influence what teachers do both inside and outside the classrooms. The teacher's perceptions influence what they do in classrooms. Teacher's perceptions

relate to how teachers deal with shortcomings in their teaching situations. This means that perceptions are generally a basis for teachers to form judgments or to make decisions. Therefore, teachers must be aware of what they perceive and believe when conducting their daily teaching. In addition, teacher's perceptions result in how teachers deal with shortcomings in their teaching situations (Moloy: 2009).

Instructional materials in the form of the textbook are very important for both teacher and learner. In making teaching preparation and conducting the teaching for example, teacher need textbook. In addition, without textbook, teacher will have difficulties in constructing written evaluation. While for the learner, textbook also plays an important role. The learners who do not have textbook with them during the teaching learning activities will not be able to follow the lesson well. In the other word, lack of textbook in teaching and activities can create the less success of teaching. It means that textbooks have many functions.

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching. From the explanation above, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

Textbook, that is one of instructional materials, plays a prominent role in language classrooms in all types of educational institutions – state schools, colleges, language schools – all over the world. Therefore, textbooks could facilitate

teaching, learning, and classroom interaction. According to Cunningsworth (1995), textbook have multiple roles in ELT, they are:

- resource for presentation material (spoken and written)
- a source of activities for learner practice and communicative interaction
- a reference source for learners on grammar, vocabulary, pronunciation etc.
- a source of stimulation and ideas for classroom language activities
- a syllabus (where they reflect learning objectives which have already been determined)
- a resource for self- directed learning or self- access work
- a support for less experienced teachers who have yet to gain in confidence.

The English textbook Bahasa Inggris "When English Rings a Bell" is an English textbook published by the Ministry of Education and Culture. It consists of two kinds of book, student's book and teacher's book. Both of them are compiled using scientific approach by one team. It is published by Bookkeeping and Curriculum Center of Ministry Education and Culture of Indonesia. In the Teacher Book, there are procedures of using the Student Book completely from how to use up to how to assess the students` ability. The Student Book is provided based on themes and it is begun by showing the aims of studying each chapter based on the basic competences. Each material is compiled based on scientific approach that consists some steps, observing and questioning,

collecting information, associating, and communicating.

METHOD

In this research the researcher used descriptive qualitative research. The descriptive qualitative research that refers to the method to formulate the conclusion by collecting, classifying, and interpreting the data were applied in this research. In descriptive research, the researcher arranged the research systematically, based on the fact of the data (Meleong, 2005). Furthermore, Cohen (2007) states that “Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants” definitions of the situation, noting patterns, themes, categories and regularities”.³⁸ It is meant that to analyze the data which has been described; the research based on the fact taken from the sample. Qualitative research method was conducted intensively, researcher participated long time in the field, noting carefully what happens, perform reflective analysis of various documents found in the field, and make a detailed research report.

The populations in research were all school at Aceh Taming that used the “When English Rings A Bell” textbook. The total populations in this research were 10 schools.

Table 1.
List of the Population

No	Schools
1.	SMP Negeri 1 KarangBaru
2.	SMP Negeri 2 KarangBaru
3.	MTSS Al- Iklas Tanah Terban
4.	SMP Negeri 1 Manyak Payed
5.	SMP Negeri 1 Kuala Simpang
6.	SMP Negeri 4 Percontohan
7.	SMP Negeri 1 Kejuruan Muda
8.	SMP Negeri 1 Bendahara
9.	SMP Negeri 8 KarangBaru
10.	SMP Swasta Dharma Patra

In this research, the researcher used purposive sampling that is the branch of non-probably-sampling technique. The total samples in this research were 8 English teachers. The sample selected because the teachers in that schools used “When English Rings A Bell” textbook in teaching English. The sample of the research was as follows:

Table 2 List of the Samples

No	Teacher’s Initial Name	Schools
1.	S.W, S.Pd. and M, M. Hum.	SMP Negeri 1 KarangBaru
2.	M. S. Pd. and H, S. Pd.	SMP Negeri 2 KarangBaru
3.	N. U, S.Pd. and S. M. S. Ag	MTSS Al- Iklas Tanah Terban
4.	E. S. S.Pd. and M. A.S.Ag	SMP Negeri 1 Manyak Payed
Total	8	4

In this researcher, the researcher took the data from primary data sources.

The sources of the data were the English teachers of the first grade and the events of

teaching learning activity in using “When English Rings A Bell” English textbook. In this research there were eight English teachers selected by the researcher as source of the data. Then there are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, et cetera. In this research, techniques of data collection that used by the researcher was documentation, interview and questionnaire. The researcher took the documentation of the schools and teachers. Meanwhile, the interview question was used to explore about teachers’ perceptions toward the use of English textbook. There were 20 interview questions that asking to the teacher. The questions adopted based on the criterion of good textbooks which explained in the preview chapter. Next, the questionnaire consisted of 20 items. The question items in

that questionnaire are followed by answer options, so the respondents only choose the suitable one by giving the sign (x) or a checklist (√) in the column of the answer. In this questionnaire, the teacher were asked to answer the question by choosing four categories strongly agree (SA), agrees (A), disagrees (D) or strongly disagrees (SD).

RESULT AND DISCUSSION

The questionnaire was distributed to the 8 English teachers to know the background of teachers’ personal information in using textbook and the role of using textbook in teaching and learning process. All teachers are given the same questions in 20 items of questions. The result of questionnaire showed in the table below:

Table 3 Result of Questionnaire

No	Statement	SA	A	D	SD
1	The textbook is relevant with syllabus	5	3		
2	The activities can be exploited fully and can embrace the various methodologies in ELT		8		
3	The book is appealing and useful to the students		8		
4	Textbooks are compatible to the age of the learners	2	6		
5	The textbooks help students to learn better	1	7		
6	Activities of textbooks are balanced Between individual response, pair work, and group work		8		
7	The illustrations are varied and attractive.	5	3		
8	The textbook expresses positive views of ethnic origin, occupation, aged group, and social groups	1	7		
9	The tests of textbooks are valid and contain correct language		8		
10	Its size is appropriate	4	4		
11	The textbooks support to teach all language skill	4	1	3	
12	The textbook helps teachers to teach English effectively		6	2	
13	The book helps teachers to minimize their preparation time		3	5	
14	The textbook helps the teacher in planning daily instruction		4	4	
15	The CD-ROM that accompanies the book is suitable			8	
16	I use the textbook as a source of homework	2	6		

17	I use the textbook as a source of assessment item	1	7		
18	I follow the sequences of contents provided in the text book		7	1	
19	I use the textbook as the only source for teaching materials		6	2	
20	I fully understand the content presented in the text book		8		

The table above showed that the teachers respond based on the categories for each questionnaire. The result showed there were 5 teachers strongly agree (SA) and there were 3 teacher agree (A) with the item of questionnaire number 1. The questionnaire number 2 were responded agree (A) by 8 teachers, the questionnaire number 3 also responded agree (A) by 8 teachers. There were 2 teachers responded of strongly agree (SA) and 6 teachers responded agree (A) for item number 4. The questionnaire number 5 was responded 1 strongly agree (SA) and 7 agree (A) by 8 teachers.

The result of item number 6 were responded 8 agree (A) by 8 teachers. There were 5 teachers responded strongly agree (SA) and 3 teachers responded agree (A) for item number 7. The questionnaire number 8 was responded 1 strongly agree (SA) and 7 agree (A) by 8 teachers, the questionnaire number 9 was responded 8 agree (A) answers by 8 teachers and the item number 10 was responded by 8 teachers with 4 strongly agree (SA) and 4 agree (A) answers.

In analyzing the questionnaire number 11, the researcher found there were 4 strongly agree (SA) answers, 1 agree (A) answers and 3 disagree responds who responded by 8 English teacher, the questionnaire number 12 was responded 6 agree (A) and 2 disagree (D) by 8 teachers. The result of item number 13 was answered by 8 English teachers with 3 agree (A) and 5 disagree (D) responds, there were 4 agree (A) and 4 disagree (D) answers by 8 teachers for questionnaire number 14 and

the questionnaire number 15 was responded 8 disagree (D) answer by 8 teachers.

After analyzed the questionnaire number 16, the result showed there were 2 teachers responded strongly agree (SA) and 6 teachers responded agree (A), the questionnaire number 17 was responded by 8 teachers with 1 strongly agree (SA) and 7 agree (A) answers. There was 7 teachers responded agree (A) and 1 teacher responded disagree (D) for item number 18, in questionnaire number 19 the researcher found there were 6 teachers responded disagree (D) and 2 teachers responded strongly agree (SA). The last item of questionnaire was responded by 8 teacher with 8 agree (A) answer.

As mentioned in the previous section, the good textbook should correspond to learner's needs. They should match the purposes and objectives of language-learning process. Course book should reflect the uses present or future that learners will make of language. Select course books, which will help to equip students to use language effectively for their own purposes. Course book should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method. The textbook should have a clear role as a support for learning. Like teachers, they mediate between the target language the learner. In this research, the researcher discussed the "When English Rings A Bell" based on that criterion.

One thing that should be noticed is that the teachers must be attentive to pick and decide the textbook that is going to be

used in the language classroom. As a part of the material used in the language classroom, textbook often plays an essential role in students' success and failure. It implies that it is significant to the teachers to assess, select, and adjust the teaching materials to assemble teachers' teaching and students' learning need in order to exploit learning potentials. Henceforth, from the results of the questionnaire, the teachers have their own opinions and perspective whether the textbook entitled "When English Rings A Bell" is an ideal textbook for teaching material.

CONCLUSION

The researcher concluded that generally all English teachers had the positive perspective toward "When English Rings A Bell" textbook. The teachers stated that the textbook was relevant to the curriculum and syllabus, the subjects and content of this textbook was relevant to learners' grade and realistic. There were many varieties of topics and tasks in the textbooks that made students interesting and motivating in learning. Moreover, the activities in the book work well with methodologies in ELT to teach individual pair and group work and the book also can develop students' learning strategies to become independent in their learning. On the other hand, the book helped the teacher to prepare the teaching process and combine with the teachers' lesson plan. Furthermore, the pronunciation, the vocabulary and the grammar presented in the purposeful way and supported by the pictures. Meanwhile, four language skills, reading, listening, speaking and writing presented imbalance, because the speaking skill is included in many topics but reading was little. The teachers also stated that

textbooks did not support media such as audio recorded on cassette or video, to support the listening practices in the book, but all teachers agreed the textbooks good learning resources for students and teacher, but it should be supported by other media.

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