

THE TEACHERS' AND STUDENTS' PERCEPTION ON ENGLISH TEXTBOOK "WHEN ENGLISH RINGS THE BELL"

Syifa Dwi Mutiah

Universitas Islam Negeri Syarif Hidayatullah Jakarta

syifadwimutiah@gmail.com

Albiansyah

Universitas Islam Negeri Syarif Hidayatullah Jakarta

Abstract

The purpose of this study is to compare the student's and teacher's perceptions about their current English textbook they used. This study categorized as a descriptive qualitative study. The population of VIII grade students (45 students) of junior high school was involved in this study and an English teacher of them too. The questionnaire and semi-structured interview were used as the instrument of this research. Besides, the guideline of the interview and questionnaire was from Cunningsworth's (1995) theory which is explained about the book evaluation. The data were analyzed through Google form percentage presentation for the questionnaire while transcription, coding was used for the interview section. The result showed, 75% of students believed that the book they used has good quality. While the rest 25% felt it did not fulfill their expectation and need. Besides, the teachers' perception supports it with some of the books' part lacks organization and employed too many vocabularies. Whereas the students felt their current level was not suitable with the teachers' beliefs, but the teacher believed that it was appropriate with the students' level. So, there were few different perceptions between them. However, the teacher believed that her role in helping students with textbook usage could help the main point of students' need due to the teacher has lack of knowledge and awareness to do course book evaluation. Therefore, further research need to be done to make this study more comprehensive.

Keywords: Teacher and students' perception, English textbook, book evaluation.

Abstrak

Tujuan dari penelitian ini adalah untuk membandingkan persepsi siswa dan guru tentang buku teks bahasa Inggris yang mereka gunakan saat ini. Penelitian ini dikategorikan sebagai penelitian kualitatif deskriptif. Populasi siswa kelas VIII (45 siswa) sekolah menengah pertama yang terlibat dalam penelitian ini dan guru bahasa Inggrisnya juga. Kuesioner dan wawancara semi terstruktur digunakan sebagai instrumen penelitian ini. Selain itu, pedoman wawancara dan kuisisioner berasal dari teori¹ tentang evaluasi buku. Data dianalisis melalui presentasi persentase formulir Google untuk kuesioner sementara transkripsi, pengkodean digunakan untuk bagian wawancara. Hasil penelitian menunjukkan, 75% siswa menilai buku yang mereka gunakan berkualitas baik. Sedangkan 25% sisanya merasa tidak memenuhi harapan dan kebutuhan mereka. Selain itu, persepsi guru mendukung dengan beberapa bagian buku yang kurang tertata *dan* terlalu banyak menggunakan kosakata. Sedangkan siswa merasa level mereka saat ini tidak sesuai dengan keyakinan guru, namun guru percaya bahwa level tersebut sesuai dengan level siswa. Jadi, ada sedikit perbedaan persepsi di antara mereka. Namun, guru percaya bahwa perannya dalam membantu siswa dengan penggunaan bu ku teks dapat membantu memenuhi kebutuhan siswa karena guru kurang memiliki pengetahuan dan kesadaran untuk melakukan evaluasi buku pelajaran. Dengan demikian, penelitian selanjutnya yang komprehensif diharapkan dapat melengkapi penelitian ini.

Kata kunci: Persepsi guru dan siswa, buku teks bahasa Inggris, evaluasi buku.

¹ Alan Cunningsworth, "Choosing Your Coursebook" (1995): 1–153.

INTRODUCTION

English language teaching now has become a universal demand due to its importance. It is because of English role that symbolized the achievement of a country². Therefore, English is considerably as an important subject. This is supported by a belief of English that become a need for successful communication³. Besides, in learning English, there are several aspects that become important in pursuing the learnings' goal. One of them is a learning material or the textbook used in the classroom. This is supported by Tomlison. He presented the textbooks are useful for teacher in reducing their time preparation for teaching, helping the school administration to allocate the material, guiding standardized teaching and providing specified language level for the learners⁴. In the line with, Geraldine and Eruchalu sated that textbook is important part of teaching and learning activity of educational institution⁵. For teachers, it is to create the effective lesson plan too. However, he explained that relying on the course book fully could decrease the students involvement in learning activity since it make as if the students stand at the same levels of language proficiency⁶. Therefore, this makes the teacher should have close relationship with their course book.

In line with Chambers, he stated that conducting material evaluation effectively is a pivotal activity of the professionalism teachers⁷. In other words, material development is needed in evaluating the material. Besides, the marketing of textbook that

² Syifa Dwi Mutiah et al., "The Readiness of Teaching English to Young Learners in Indonesia," *Jurnal basicedu* 4, no. 4 (2020): 1370–1387.

³ A Kumar and M Negi, "A Comparative Study of Proficiency in English and Study Habits of Government and Non-Government School Students," no. December (2017).

⁴ Brian Tomlinson, "State-of-the-Art Article," no. May (2012): 143–179.

⁵ Geraldine I. Nnamdi-Eruchalu, "The Role of Textbooks in Effective Teaching and Learning of English As a Second Language" 20, no. 1 (2014): 1–42, http://www.globalacademicgroup.com/journals/nact/THE_ROLE_OF_TEXTBOOKS_IN_EFFECTIVE_TEACHING_AND_LEARNING_OF_.pdf.

⁶ Cunningsworth, "Choosing Your Coursebook."

⁷ Fred Chambers, "Seeking Consensus in Coursebook Evaluation," *ELT Journal* 51, no. 1 (1997): 29–35.

has been flourished increase the teachers' difficulty instead due to the precise methods of evaluating them⁸. Some previous researches have done in the term of book evaluation. The research in 2020 found that teachers perception about material development of English was positive however the practice was not deal with the perception⁹. Besides, English textbooks that were used on several areas of senior high school in Iran did not meet the teachers' expectation and the students need¹⁰. In other words, there are still many textbooks that were not fulfilled the students and teachers' expectations and need. This study conducted in the same focus. However, this would be in the junior high school grade and in the specific school in Depok.

The objectives of this study were to describe the students' perception about their current English textbook, the teachers' perception about their current students' English textbook and the differences of their perceptions.

1. Material Development

Material development is a study of both theoretical of principles and its implementation or practice the procedures of designing, implementing and evaluating the language teaching materials¹¹. The material mentioned beforehand could be classified as the learning facilitation and sources. They can be categorized in linguistic, visual, auditory or kinesthetic aspect. Moreover, their form can be specified as the printout, live performance or display, cassette, DVD or

⁸ Davut Nhem, "Culture and ELT: Cambodian Teachers' Perception and Practice of Textbook Adaptation to Realize Intercultural Awareness," *ELT Forum: Journal of English Language Teaching* 9, no. 1 (2020): 65–74.

⁹ Ibid.

¹⁰ Massoud Rahimpour and Raheleh Hashemi, "Textbook Selection and Evaluation in EFL Context," *World Journal of Education* 1, no. 2 (2011): 62–68.

¹¹ Tomlinson Brian, *Developing Materials for Language Teaching*, ed. Tomlinson Brian, Second edi. (New York: Bloomsbury, 2013), [http://www.ghbook.ir/index.php?name=مجموعه مقالات](http://www.ghbook.ir/index.php?name=مجموعه مقالات&option=com_dbook&task=readonline&book_id=13629&page=108&chkhask=03C706812F&Itemid=218&lang=fa&tmpl=component) و سراسری اندیشی هم دومین مقالات مجموعه و تلویزیون سکولاریسم
رسانه

internet¹². In other words, the material here has various form.

2. Purpose of material evaluation

There are many reasons why teacher do the material evaluation. Frequently, the intention to adapt new coursebook is the main reason due to the institution need the progress of the objective attainability. Furthermore, another reason can be caused by the intention of the teacher to develop their professionalism through developing the strong point of the coursebook while substituting another supporting material in the weak point of the coursebook. Therefore, the evaluation could lead the teacher and institution and students to the same point of view of book course importance. This is supported by¹³, he provided some benefits of material evaluation, one of them is the teacher insight and awareness about the valuable component that can help the learner obtain their need and expectation.

3. Evaluating potential and Suitability

The evaluation that focus on potential and suitability is different. The potential and suitability generally lean on the question of what would this coursebook be good and would it good for my class are different¹⁴. In other words, the potential is generally talked about the good book benefit that suited with some particular conditions that is expected to be successful while the suitability could be more specific by suiting the material with the specific learning objective, background and other aspect that support them.

4. Guideline evaluation

The existence of guideline is important in the process of coursebook evaluation since it will be an instrument to judge the object of evaluation. The guideline of the material evaluation should be based on its need due to the evaluation result can be different from one side of students judgment to another one¹⁵. In other word, the guideline of the evaluation

¹² Tomlinson, "State-of-the-Art Article."

¹³ Cunningsworth (1995)

¹⁴ Cunningsworth, "Choosing Your Coursebook."

¹⁵ Lina Herlina, Soenarjati Djajanegara, and Mamik Suendarti, "STUDENTS' AND TEACHERS' PERSPECTIVES ON EFL" 12, no. 01 (2020): 44–55.

had better to adapt and used based on its condition. Therefore, the researcher could be easier in composing the blueprint of the instrument of this study.

Besides the guideline of the coursebook evaluation were taken from Cunningsworth. There are four main guidelines of evaluating a coursebook. First guideline is a learner need suitability. It suggested that the coursebook should cover the learners need. to gain this guideline, the teacher should do need analysis to gather the students lack and need information. Second guideline is reflecting the learner ability in using language for now and future. It can be said that the coursebook should clearly set the learner to be ready in using language as the communication skill since it was the main purpose of learning English. Besides, third guideline is providing the learner interesting method and following the students' style that will lead them to reach the learning objectives. The last guideline from is a companion the learner into the target language. In other words, the coursebook should provide the learner the language feature exercise easily¹⁶. Above all, the four guidelines of Cunningsworth consist of several important aspect that must be existed on the current coursebook.

Some previous studies have been done in the aspect of material evaluation. First, they found that the visual aid of the coursebook of lower secondary school was helpful in aiding the learners to understand the text¹⁷. Secondly, the teachers perception and practice of material evaluation was not synced due to the lack of teachers' knowledge and training about the material development¹⁸.

METHODOLOGY

This study employed a theoretical perspective and brought

¹⁶ Cunningsworth, "Choosing Your Coursebook."

¹⁷ Thao Vu and Yusnita Febrianti, "Teachers' Reflections on the Visual Resources in English Textbooks for Vietnamese Lower Secondary Schools," *Teflin Journal* 29, no. 2 (2018): 266–292.

¹⁸ Nhem, "Culture and ELT: Cambodian Teachers' Perception and Practice of Textbook Adaptation to Realize Intercultural Awareness."

it into the practice one, the book evaluation through the teachers and students' perspectives. Qualitative case study research will be selected as the main methodology for this study. A case study is an exploration of a "bonded system" or a case (or multiple cases) over time through detailed, in depth data collecting involving multiple sources of information rich in context¹⁹. Besides, this study used qualitative case study design as well as case study methodology is a strategy of inquiry in which the researcher explores in-depth a program, event, activity, process due this study focused on the specific program that is the perception of students and teacher about their current English textbook²⁰. Mizan Junior High School would be the place of research. Furthermore, the participant of this study was the population of VIII graders of Mizan Junior High School it has 45 students. Besides, one English teacher there joined as the participant of the study either. Additionally, the questionnaire was used as the instrument of the research. It was used to obtain the students' perspective of their English textbook while semi structure interview was the instrument to gain the teachers' perception. What is more, the Cunningsworth theory about Quick reference checklist for evaluation and selection used in guiding the questionnaire and the interview content. Next, the data analyzed through several steps. First, transcript the interview section. Then, do the coding section to highlight some answer that related to Cunningsworth theory of guideline. Besides, the students' questionnaire analyzed through the Google form percentage result as the supporting data. Therefore, the students' perception could be seen clearer. The result displayed in the percentage form.

¹⁹ Lawrence John Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed., vol. 53 (University of Nebraska Lincoln: Sage, 2004).

²⁰ Pamela Baxter, Susan Jack, and Susan Jack, "Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers," *The Qualitative Report Volume* 13, no. 4 (2008): 544–559.

RESULT AND DISCUSSION

Here are the result of the English teachers' interview and students' questionnaire which the parameter of the question was based on Cunningsworth²¹. There are ten aspects involved in the instrument of the study. those would be described as below:

Textbook : When English Rings the Bell			
Author : Siti Wachidah, Asep Gunawan, Diyantari, dan Yuli Rulani Khatimah.			
Level : VIII			
Year : 2017			
Publishers : Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud Cetakan Ke-1, 2014 ISBN 978-602-1530-60-3 (jilid 2) Cetakan Ke-2, 2017 (Edisi Revisi)			
Pages : 234, Cover : Red, 25 cm			
No	Indicators	Teachers	Students
1	Selection and organization of the content	the selection and organization were not very useful because of the sequences are sometimes not well ordered with the KIKD	the selection and organization were useful
2	Level	The textbook suited the level of the students due to many aids provided and the length of the text was standard for them	The textbook didn't suit themselves due to the difficult instruction in the listening part, grammar and vocabulary.
3	Physical appearance	The book provided good size, colors and illustration as well	The book was attractive because of its size and style of letters, colors and pictures.
4	Content	The book provided little up-to-date content because	The book content is easy to understand.

²¹ Cunningsworth, "Choosing Your Coursebook."

		its publication was in 2017 so the content should be upgraded by the teachers themselves.	However, the topic was not interesting at all. Only 2 topics that were interesting based on their opinion
5	Exercise and Activity	The book provided enjoyable exercise due to its level of exercise flow orderly (From the easiest to the difficult)	The exercise was easy to be done by them.
6	Vocabulary and grammar	The book employed too many vocabularies that didn't explained on the previous part. Therefore, the students should be struggle because of it	The vocabularies were hard to understand and did not be explained by the teacher.
7	Clarity of instructions	The book gave short and clear instructions. If it was not clear enough, they tried to explain it more in front of the class by using the first language	The instruction was clear because teacher helped them to understand about it
8	Supporting sources	The part of the book provided sufficient supporting sources and exercise in each chapter. It makes the student conclude the material by themselves that involving directly in the supporting sources	The supporting sources makes the learners struggle because of its length
9	Development of learner activities	The book gave the students chance to improve their four skills due to the balance exercise and reading materials also took the students relatable activities	The text provided by the book make them have other opinion after reading it.
10	Learning style consideration	In each chapter, the book asked the students do a physical interaction (role play). Additionally, the listening part also provided at the beginning of the chapter. So, students would record it firstly. The additional picture is also helping the students and attract them to read the passage of the book	There are some games and conversation practice. The listening part was difficult, and the pictures supports the long text.

Discussions

These parts will highlight the different overview of the students and teachers that should be bridged and explored by some other theories. It begins from the selection and organization of the book has different effect on the teachers and the students. The teacher felt it was not well organized because the chapter of the book sometimes didn't connect orderly. The teacher added that it should be better if the chapter one discussed about the related topic with the next chapter. On the other hand, the students felt that it well organized since they did not aware about the theme connection.

Besides, the selection of the book is use familiar thing with the students in students' perspectives. However, the teachers did not feel so since the year of book publication need to be upgraded. In the line with Breen and Candlin that argued the selection and organization is important due the students can internalize themselves into the material²². Further part was about the level of the students. The finding showed the different perspective that should be fixed properly. It is where the teacher has felt the book was suited their learner's ability and language level. Whereas the students did not feel the same. They faced difficult level especially in listening, vocabulary and grammar part. This suggested the mismatch between the teachers and students' perceptions. Additionally, teacher should check the appropriateness of the book and the four skills of the students²³. In other words, the teacher did not analyze first the students' lack.

The rest same perception between the students and the teacher described that either the students or the teacher aware about the material they used. The teacher perception also showed that it is important to do the book evaluation. Every year, the teachers tried to evaluate it. However, school sometimes did not pay attention to it. The decision of the textbook however only on the school point of view. This is supported by a finding that book evaluation is essential as the description of school obligation and teachers' professionalism development part²⁴. Besides, the result of evaluation can convey the better dynamic need analysis evaluation.

²² Michael P. Breen and Christopher N. Candlin, "The Essentials of a Communicative Curriculum in Language Teaching," *Applied Linguistics* 1, no. 2 (1980): 89–112.

²³ Cunningsworth, "Choosing Your Coursebook."

²⁴ Maryam Azarnoosh et al., *Issues in Materials Development*, ed. Marcelle Cacciattolo et al., *Issues in Materials Development* (Boston: Sense Publisher, 2016).

CONCLUSION

The selection and organization of the content were not fully useful because of the unordered selection. Additionally, the level of the book was not appropriate with the students due to the students' lacks overwhelmed vocabulary, grammar and also listening skill requirement even though the teachers believed that it was suited the level. However, the appearance of the book was attractive enough. Besides, the content was attractive too for the students. However, teachers believed that it need more upgraded in the theme and topics of the chapters. On the other hand, the exercises and activities in the textbook were functional in general, except for the listening section. The instruction given from the book were assumed to be clear by the teacher. Whereas the students found some of them unclear and complicated, yet the supporting sources of the textbook were active that they provided students with useful practice. Besides, the learner autonomy was developed by the content of the book. The learning style that existed there lead the students enough to use their style. Further research with robust methodology is really welcomed due to still many limitations existed in this study. Those are the method and the data analysis process.

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