

# Chapter I

## Introduction

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### 1.1. Background

Some media reports suggest that most of the teachers use textbook as the main material of their teaching learning process in the classroom. They even tend to rely on only a book to guide their learning instruction (Nasikh, 2008). In other words, teachers construct a textbook minded-instruction for students from which the classroom activities are based on.

As stated by Mooney (2000), John Dewey (1983) confronted the teachers' dependence on textbook. He said that teachers should have more confidence in planning children's learning experience. He said that the instruction should give the children enough opportunity to get their freedom and creativity. It means that teachers may do some adaptation on textbook as a material of teaching learning process (Nunan, 2000).

Recently people are expecting more innovative teaching learning process that can give experiences for their children. Consequently, the problem is not whether the textbook minded-instruction perfectly meets students' demands in term of the objectives or instruction. Frederick (2005) says that there is neither perfect nor complete textbook the teacher use. He suggests that textbook is used as a kind of resources for instructions. And it is used as a plan, guidance or outline of teaching learning process.

However, regardless on how the teacher use the textbook in teaching learning process in general, the textbook is very critical in

maintaining framework, strategy and sequence of teaching learning process (Leite, 1999; Hubisz, 2003; Lemmer, 2008). The importance of textbook is also emphasized by Indonesian government. The government explains that textbook is used as learning materials. Furthermore, the government prepares teachers to use textbooks to help teacher's instruction in the classroom.

As the real step that illustrates the importance of textbooks, the government has announced PP No. 19 Tahun 2005. The regulation suggests that textbook is the requirement of education and the country will provide it for the schools. Unfortunately, this government's policy does not perfectly apply in the real educational context since it is not well-distributed across the nation. There are some areas of the country that are untouchable for the program. Consequently, teachers often use a patch up commercial textbooks published by private publishing companies. The fact is even worse. The textbook published by those companies hardly match the objectives of teaching learning process stated in the curriculum (Harmer, 1991)

Despite the problems in education environment related to textbooks above, textbook provides some benefits in teaching learning process not only for teachers but also for students. Harmer (1991) assumes that teacher and students will get obvious advantages when textbook is used in teaching learning process. He argues that teachers and students may derive an interesting contextual material by using textbooks. Both teacher and students will identify what they are going to learn and easily organize grammatical and functional points from the previous learning session.

Moreover, textbook allows teachers to measure the amount of vocabulary they provide in their teaching learning process. Thus, the textbooks

make teacher work efficiently in designing material for every class. Textbook also provides students opportunities to study by themselves outside the classroom activity provided by teacher. To sum up, if textbook is properly used in teaching learning process, teacher and students will get many positive values.

Private publishers distribute textbooks commercially. This may weaken the quality of the textbook because publishers concern on how to make it looks interesting for students. Richards (2000) found that some textbook is lack of focus on student need, even though the books make students feel happier in learning. Furthermore, the textbook usually lack of local content, because the books are produced generally.

Therefore, the teacher should think about how to use textbook appropriately in order to meet students' need through a process of adapting textbook in designing classroom activities (Brown, 2001).

Based on the explanation above, the writer intends to conduct a study that concerns to the topic. The study analyzes the phenomenon that appears in teaching learning process in which the textbooks is used. However, before step over the study, here are the related theories in researching textbooks.

Lubben and Campbell (2003) review Weinbrener (1992) concept telling that textbook research is divided into three areas. The first area is *Process-oriented* research. It concerns to the process of how textbook is developed, approved, produced, distributed, published, achieved, introduced and disposed. The second area is *Product-oriented* research. It focuses on the textbook as a medium of teaching or communication. The third area is

*reception-oriented* research. It investigates the textbooks as medium of teaching regarding the effect on teacher and students.

Considering the concepts proposed above, the researcher intends to conduct a reception-oriented study. It is because of his curiosity in how the teacher uses the textbooks. In other words, the study investigates whether (or not) the teachers adjust the textbook in organizing teaching-learning activities.

Practically the study analyzes the phenomenon of teaching learning skills point of view in the use of textbook. In the study the researcher investigates teaching activities that are possibly directed by textbook. Then he classifies how the teacher implies the activities aimed by the textbook in the classroom. From those investigations he finds what adaptations that the teacher does to the textbooks.

Considering the setting of this study is a vocational school, The curriculum in the first grade vocational school cites that the objective of teaching learning is the students communicate in English at novice level. Meanwhile, Speaking is important because it characterizes people in mastering the language. People believe that one has mastered language when he/she is able to speak the language appropriately (Brown, 2001). Supporting Brown's idea Richard (2008) has addressed the importance of speaking as one of language skills students need to achieve properly. They lead the researcher to determine the skills being point of view of the study is speaking.

In addition, Nunan (1998) and Richard (2008) suggest that speaking skill is important either in the context of English as a second language or English as a foreign language. Speaking shows its prominence since it often indicates the learners' ability to achieve proficiency in English.

Related to the issue of textbook usage in this study, there are books that include speaking activities. Some of them provide cassettes or CDs to help the activities. Nevertheless, for certain reason for example the students' background, school facility, etc some teachers do not use the realia of the textbook. It possibly decreases the effectiveness of textbook usage in English teaching learning (Lemmer, 2008).

To conclude the background of the research, textbook becomes the first issues in this present study. The term of textbook in this study is different with the text in general sense. According to Brown (2001), a text is a language form that consists of various types or genre. Meanwhile, textbook is a book that consists of one types of text to be used in educational curriculum. The relationship between textbook and educational curriculum suggests such a regional diversity. In other words, the textbook used in a particular region will be closely related to the curriculum existing there.

Classroom activities are the second issue that appears in this present study. The study investigates the activities of teaching speaking in a classroom instruction as the application of a text book used in a school using a certain curriculum. The classroom instruction will be investigated with a classroom observation sheet adapted from several literatures.

The third issue in this research is teaching speaking. The focus of the study is what teaching speaking activities and what kind of textbook adaptation done by teacher regarding the use of textbooks.

Finally from those issues, the researcher finds the main issues in this study. It is textbooks adaptations. This study investigates which part of text books being adapted and how the teacher adapts the textbooks.

This research is conducted neither to show the weakness of the textbooks investigated nor the teacher in teaching the students. However, the study is for increasing the motivation of the teacher to be aware of their teaching learning process quality relating to the material that they use. At the time the researcher plans this study, he call this study as a diagnostic study. Because the aim is to diagnose whether there are any disease in the body of education soldier in the effort to increase people intelligent. This first movement is expected to raise the quality of instructional process in the classroom creating qualified new generation.

## **1.2. Research Framework**

This study will be conducted in vocational school because it is the school that the researcher dedicated to, and the object of this research is classroom activities in classroom interaction. The focus of the research is in a line with Nunan (1989)'s suggestion that a classroom research may be focused on four categories. They are the developmental features of learner language, interaction in the second language, Classroom activities and learning strategy. From those categories the researcher tends to choose only class room activities and teacher techniques in adapting textbooks implied in their teaching learning process.

The researcher begins the research by finding the theories of how should the teacher use the textbooks in teaching learning process. In the first handle, Frederick (2005) and Richard (2001) explains that textbook is used



only as a plan, guidance or out line of teaching learning process. He supposed that teacher should do the adaptation process of the textbook.

The other foundation of this research is the theory of how the researcher finds the adaptation process and the classification of textbooks adapting process. Based on the statements, the researcher proposes the type of textbooks adapting process by Richard (2001).

By the time the researcher found those basic of the study, the researcher compiles other theories in investigating textbooks adapting process. Some of them are the theories in teaching technique and teaching speaking activities by Brown (2001), teaching speaking activities by Nunan (1999) and Brown (2001). In investigating the textbook the researcher conduct the research in a line of theories of textbooks supposed by several sources and the scheme of evaluating textbook by Williams (1983).

By analyzing the teaching learning process in those theories point of view, the researcher finds the difference between the activities in textbooks and the activities in teaching learning process, thus he classify the difference into the process of adapting textbooks.

### **1.3. Research Question**

Beginning from the problem in the background above, this research is running in a line of research question as follow:

1. What textbook adaptation process does the teacher do in teaching speaking activities?
2. Why teacher use those textbook adaptation process in her teaching speaking activities?

### **1.4. Aims of the study**

The aims of this study are in a line with research question.

This research is conducted to investigate/classifies what adaptation process done by teacher in teaching speaking activities.

### **1.5. Significance of the study**

Hopefully this study will result a finding that shows us about what teaching speaking activities provided by teacher in the classroom instruction not only adopted but also adapted from textbooks. Furthermore, this research will reflect how much the teacher elaborates the textbooks as a teaching material in order to provide a qualified teaching learning process for the students.

More than identifying the activities that appear in the teaching learning process, this study investigates how teachers adapt the textbooks to create the qualified teaching learning process for students. The research is also expected to give the teacher more motivation to increase their achievement in



designing classroom activities especially in using textbook as a material of learning in which teacher should utterly evaluate both of the textbooks and students, then match the textbook into the students properly by doing some adaptation (Richard: 2001).

The writer assumes that this kind of study will serve the picture of teaching learning process provided by teacher in the certain setting.

## **1.6. The Limitation of the study**

This sub chapter will explain the imitation of this research. Firstly, the research investigated only the teaching activities found and to what textbooks adaptation process they belong. It shows that the research doesn't discuss the reason of why those adaptation processes are used. Secondly, the limitation of the study is the setting. The research is conducted in a teaching learning process; in a vocational school and it employ only a teacher.

This research also does not investigate the textbooks in details, but the textbooks characteristics that allow the teacher to do some adaptation.

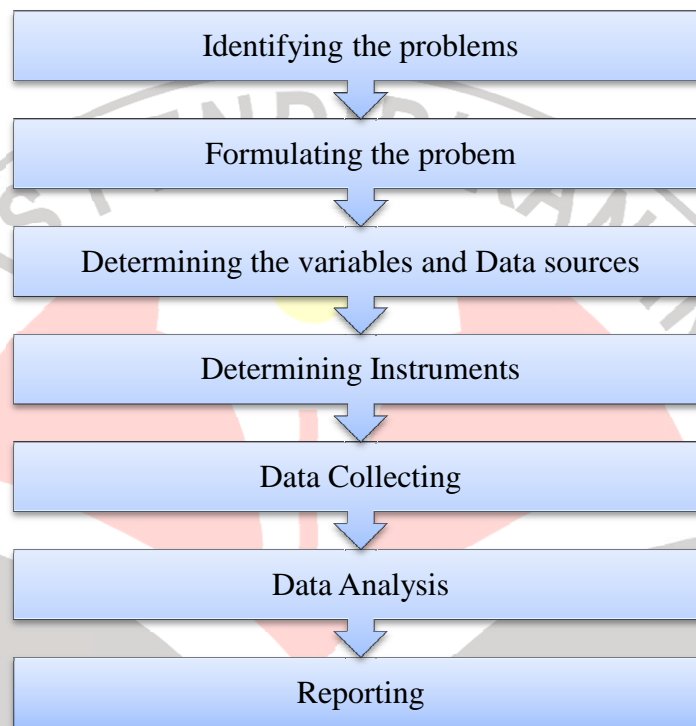
## **1.7. Research methodology**

### **1.7.1. Research Design**

This research is conducted to investigate the phenomenon that exists in Indonesian education. So this research belongs to phenomenological study or descriptive study describing the case of teacher in using textbook as a material of learning. It means that the design of this research is flexible in

which either the step or the result of this study has not defined yet. Although, the researcher provide some steps in this research that possibly changed. The following chart will explain the steps (Arikunto, 2006).

Chart 01 Research Design  
Adapted from Arikunto 2006



### 1.7.2. The Setting of the study

According to Arikunto (2006), descriptive study is conducted in particular setting instead of the population and sample. So the result of this research will be applicable for the setting only.

This research will be conducted in a vocational school in Subang with a teacher as the respondent. The researcher will investigate the teaching learning process designed by the teacher.

Why Vocational school?

The researcher determines the vocational school because the government said that the senior high school grade in Indonesia at the period of

2008-2015 has been aimed to vocational school in which the students get knowledge not only in academic but also in skill. Therefore, of course English as language mostly used in the world is one of the skill taught in the vocational school.

In additions, the researcher choose the vocational school as the setting of this study because he assume that teacher in vocational school has more possibility to do some adaptation of textbooks in order to fit their specific field.

Why in Subang?

This research is conducted in subang because the researcher finds the phenomenon being the basic of this study in subang. Then he wants to conduct this study, report this study and also continue this study in Subang.

### **1.7.3. Data Collection**

In this research, the data required are collected in three methods:

#### **a. Document Analysis**

As stated above, this research focuses on investigating the process of adaptation of using textbook in classroom instruction. The word ‘to adapt’ means making suitable for a new use, needs, or situation. Thus, the researcher tends to explore the document related to the need, situations of the instruction conducted by the teacher. The document will be the curriculum, lesson plan and also the materials use in the classroom.

## **b. Classroom Observation**

The observation in this research is systematic observation, in which the researcher uses a set of observation instrument adapted from some expert suggestions. Furthermore, the researcher holds on sign system observation. The activity showed in the classroom will be classified and signed based on the classification.

## **c. Interview**

The interview is required to explore teacher's background and also the character of the teacher. The interview will be about teacher educational background and their knowledge about teaching learning strategy.

## **1.8. Data Analysis**

The data analysis begins with clarifying the data whether it is numerical data or symbolic data (Arikunto, 2006). The numerical data will be analyzed first, while the symbolic data is analyzed as the addition of the conclusion of the study.

In this study the numerical data will be the variety of activity done by teacher along the investigations, and how much the identically same activities that are repeated by teacher. This kind of data is found in classroom observation technique of data collection.

The symbolic data will be derived by interviewing the teacher focused on teacher's opinion about the use of textbook.

## **1.9. Clarification of terms**

Keeping away from the possibility of misunderstanding about the problem investigated, the following are the clarification of terms used in this research:

A textbook investigated is an English language program course book that consists of a set of theories of language, exercise and activities arranged in a line with curriculum applied in Indonesia.

Teaching learning process or instructions is defined as the set of activities done by teacher and students in the classroom.

Teacher's instruction characteristic is the characteristic of instruction designed by the teacher regarding the set of activity in the classroom and how it transfers knowledge to the students.

Teaching speaking activities investigated in this research is the classroom activities directed to increase students' speaking proficiency.

## **1.10. Organization of the Paper**

The study will be reported in the following organization:

Chapter I: Introduction

This chapter introduced the study by proposing two main issues.

They are the importance of textbook adaptations in teaching learning process and the importance of speaking in vocational school.

Chapter II: Theoretical Foundation

This chapter consists of the theories being the basic of this study. The theories comprise the importance of textbooks, textbooks adaptation, teaching speaking and teaching activities.

### Chapter III: Research Methodology

This chapter explains the methodology in conducting the study. The chapter explains how the data are collected, from what it is analyzed, and how the data are analyzed.

### Chapter IV: Findings and Discussions

The results of this research are served here. The data collected is analyzed in three phases, document analysis, classroom observations analysis and analysis of research finding.

### Chapter V: Conclusions and Suggestions

In this chapter, the researcher concludes that there is any adaptation process done by teacher in several unsure of textbooks.