CHAPTER ONE
INTRODUCTION

1.1 Background

The use of one or more textbooks in high school level foreign language classes seems to be a common phenomenon in teaching and learning processes conducted either in developing countries or in advanced one. However, it is surprising that little research activity touches on how teachers use textbooks (Moulton, 1997). His recent research specifically highlights the fact that developing countries conduct the research on how the textbooks are used more rarely than compared to advanced countries (Moulton, 1997).

On the contrary the fact commonly shows that evaluating textbooks and teaching materials in textbooks has become the major topic of a lot of research (Hsin, 2000). Researchers more frequently look at the quality of the textbooks—their content and format—and their appropriateness for students in terms of level of vocabulary (Moulton, 1997).

Regarding that research phenomenon above, Hsin (2000) lists some topics which have become the main concern of education practitioners in line with the textbook evaluation: *Suitability of Textbooks Selection and Evaluation* (Ball 1976; Cowles 1976; Krause 1976; Kahn 1978; Steglitz 1982; Williams 1983; Sheldon 1988; Skierso 1991), *The Purpose or Role of Textbook* (Daum 1973; Allwright 1981; O'Neill 1982; Swales 1995), *The Cultural Component in Textbooks* (Maurice 1968; Ashour 1996; Balazs 1998), and *To Content Analysis* (Sebo 1977). This condition may emerge for the issue of dominant role of textbooks

versus of teachers, as stakeholder for adjustment or adaptation, has been a debate among education practitioners—behaviorists versus constructivist—for decades (Hutchinson & Torres, 1994).

While behaviorists propose the argument that teachers need to make materials in the textbooks allowed for adaptation and improvisation, constructivists work harder to build common need, necessity, and interest to the importance of textbooks designing, which resulting in being neglected and marginalized the importance of evaluating how teachers as the users make use of the textbooks.

Constructivist practitioners have argued that textbook has a vital and positive part to play in the everyday jobs of teaching and learning English (Hutchinson and Torros, 1994). The textbooks, so this argument goes, are the most convenient means of providing the structure that the teaching and learning system—particularly the system in change—requires.

One of the assertions in support of the postulate that textbooks give benefit to both teachers and students is that, o*n teachers' side*, the teachers see managing their lesson as their greatest need, and the existence of the textbook facilitates them in sense it saves times for preplanned lesson activities, gives direction to lessons, guides discussion, facilitates giving of homework, making teaching 'easier, better organized, more convenient', and learning 'easier, faster, and better' (Hutchinson & Torres, 1994).

Accordingly, Ingall (1994) adds that textbooks provide a coherent approach to a subject, and they help define which parts of the material are of core

importance and therefore should be taught. Textbooks provide springboard for classroom discussion, and they often contain activities to concretize and expand on the materials.

Further Torres as cited in Hutchinson & Torres (1994) maintain that, *on students' side*, students see textbooks as a 'framework' or 'guide' that helps them to organize their learning both inside and outside the classroom—during discussions in lessons, while doing activities and exercises, studying on their own, doing homework, and preparing for the test. This position goes on to further assert that comprehensive textbooks could minimize and reduce teachers' role to manage or oversee a pre-planned classroom event: the more explicit instructions in a textbook, the more it is like a prepared script, and the less and less appears to be left to the teachers to decide and work out.

However, the ease provided by the ready-made textbooks left a backwash effect for the world of teaching. They can seem to absolve teachers' responsibility. Instead of participating in the day-to-day decision that have to be made about what to teach and how to teach it, it is easy for teachers just to sit back and operate the system, secure the belief that the wise and righteous people who produced the textbooks knew what was good for us (Hutchinson & Torres, 1994).

Moreover, there is almost no textbook that is definitely suitable for all intended teachers and students, and fulfilling both teachers' and students' appeal (Ansary & Babaii, 2002; Hsin, 2000; Jacobs & Jessica, 1996; Hutchinson & Torres, 1994). The statement implies that to reach the maximum opportunity to learn teachers should make any adaptations, even changes to some instructions,

materials, and activities in the textbooks, and then recreate them into more effective classroom activities that seem to promote better learning: *Textbooks are created and should be recreated for effective use* (Grant in Hsin, 2000).

In addition to what Grant claims, O'Neil (in Hsin, 2000) strongly asserts that basically interaction is not planned in the textbook but designed by teachers. A textbook, in this point, plays its role as only jumping-off points for teachers and class which means that the most important work or activity in a class may start with the textbook but ends outside it, in improvisation and adaptation, in spontaneous interaction in the class and in the development of the interaction.

The teachers, along with the students, are responsible for adapting, creating, recreating, and processing any material and or providing interpretation to the class. They should have the option of assigning supplementary materials based on their specific needs in their own specific teaching situation (Anshary & Babaii, 2002). Therefore, teachers' influences to the success of learning are identified more than that of the textbook (Jacobs & Jessica, 1996).

While textbook is the provider input in form of texts, activities, and explanations, teachers are the persons who are responsible for bringing those inputs into effective and creative classroom activities that are based on students' need and interest. Hutchinson and Torres (1994) confirm that textbooks provide ready-made about what to teach and how to teach, and the teachers operate the system (Brown, 2000).

When the teachers do not successfully design creative activities textbooks are simply dead, inert written symbol, and teaching is no more that a symbolic

ritual, devoid any real significance for what going on outside the classroom. Swan (1991) as cited in Hsin (2000) emphasizes that even with the best teaching material, inability of teacher to create adaptation to the textbook in form of classroom interactions is considered as inefficient approach since no course book contains exactly what is required for particular individual or class.

Indeed teachers play a great role in providing interpretation for their students. The actions the teachers take, the activities the teachers make are closely related to teachers' interpretations to the instructions provided in the textbooks. Both teacher and students interpret the instructions in textbooks which are highly influenced by their positions and needs: teachers interpret the instruction in their side need for teaching, and students interpret the instructions in their side need to know what to learn and how to learn it (Hutchinson & Torres, 1994). In the level of classroom activity, teachers' and students' interpretation will influence and build in each other drawn from students' responses to the activities set by the teachers.
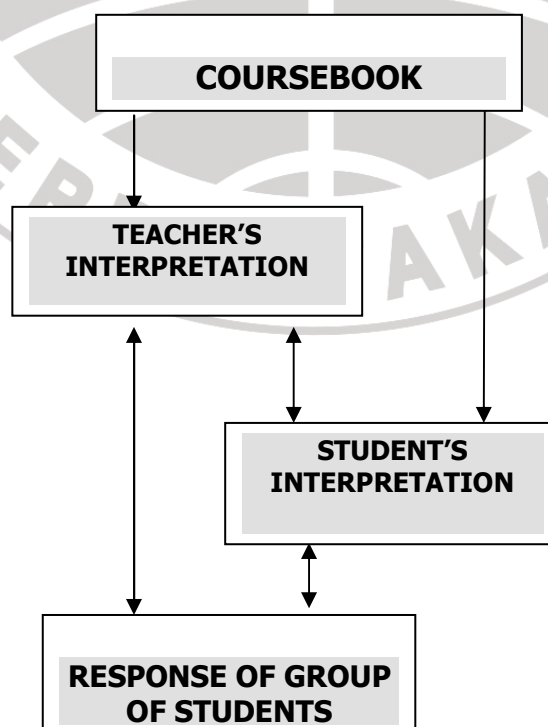

Figure 1.1 Students-Teacher Interpretations to the Use of Textbooks (Adapted from *An Investigation of the Structure of Group Activities in ELT Course Books*, George M. Jacobs and Jessica Ball, ELT Journal Vol. 52/2 April 1996, oxford University Press)

Teachers' interpretation can serve very personally since it may be influenced by their personal experience and expertise in teaching (Moulton, 1997), or in understanding the textbooks instructions and concepts regarding teaching. It may result in personal preference of designing of classroom activities unless the teachers have basis for their decisions. Therefore, it is important to differentiate well based from personal preference decisions (rationale) made by teachers when they decide to make some adaptations.

1.2 Rationale for the Study

This study will elaborate the issue on how the participants (the teachers) in SMUN 24 Bandung use the textbooks for their foreign language class teaching. Basically, the study aims at investigating what teachers' beliefs underlying their use of the textbooks are; how the teachers actually use of the textbooks for classroom interactions; how prevalent the teachers' uses the textbook is; and how the ways the teachers' uses of textbooks aid students' learning.

The basic conceptual framework inspiring this study is an argument that textbook has a vital and positive part to play in the everyday jobs of teaching and learning English (Hutchinson and Torros, 1994). The textbooks, so this argument goes, are the most convenient means of providing the structure that the teaching and learning system—particularly the system in change—requires.

In spite of this, adaptation made to the textbooks is served as a common phenomenon in the world of teaching since bounteous harvest of textbooks do not always provide types of texts and activities that teacher is seeking for the given

class (Block, 1991; Hutchinson & Torres, 1994; Jacobs & Jessica, 1996; Hsin, 2000; Richard, 2001; Harmer, 2002; and Anshary & Babaii, 2002). The fact that a textbook needs to be adapted does not necessarily indicate that the textbooks adapted are bad (http://www.yok.gov.tr).

1.3 Research Questions

This research is aimed at investigating, describing, and categorizing the way the EFL teachers use the textbooks in their classroom instructions. The main questions in this study are as follow.

1. How prevalent (frequent) is the use of the textbooks?

2. What teachers' beliefs underlie the use of textbooks in classroom instructions in SMUN 24 Bandung?

3. How do the teachers actually use textbooks for classroom instructions?

4. How do the teachers' uses of textbooks aid students' learning as perceived by the students?

1.4 General Approach to the Study

The study will approach the research phenomenon qualitatively. It will portray or depict any recurring phenomenon in the field, describe them, report them and give further analysis and elaboration as well as interpretation.

Specifically, the study will approach the phenomenon from participants' perspective in which the broad sense—like cognition, affect, and intentions—are

included in the research. It focuses on perspective on events, and actions, to be assessed in terms of its truth and falsity (Maxwell, 1992; Alwasilah, 2002). It will involve an in-depth descriptive record of the participants—the teachers and their students in SMUN 24 Bandung. It will also involve collecting and examining various observations and records of a teacher's individual teaching experience, view, attitude or behavior, and perspective about how they use the textbooks in their teaching.

1.5 Scope of the Study

This research is limited in time spent to obtain the data and the scope of the place for the study. It only involves four EFL teachers from two levels (year 2 and year 3) and their students, in one school (that is SMUN 24). Therefore this research is considered as case study and the findings are limited in its usage, in a sense that the result may not be representative of the schools phenomena in general or of the teachers' ways of using textbooks in larger population.

Some questions in the questionnaire will use the metaphor in order to reveal teachers' beliefs about their abstract conceptions regarding teaching, learning, and the textbooks usage. For the sake of simplicity, the researcher plans to use the word *metaphor* to mean any circumstance where a person uses one conceptual category, experience, or "thing" to describe or define another conceptual category. The essence of metaphor is an understanding and experiencing one thing in terms of another (Yero, 2002).

1.6 Significance of the Study

In general, the study will contribute to provide significant information about the teaching-learning process and how it should be improved in relation to the use of textbooks and teachers' underlying concepts and beliefs about teaching, learning, curriculum changes, and specifically about textbooks themselves. In specific, the study will contribute to document a real picture of how the teachers use the textbooks in real context, classroom.

For the authors and book designers as well as textbook trainers, this research provides feedback on how materials in their textbooks work in actual use do. The information gained regarding the additions, deletions, and supplementary material teachers may have used can play as new insights indicating procedures the four Indonesian teachers follow in relation to the use of textbook in a very limited scope. The information will be very beneficial for authors of the textbooks, especially for designing next textbooks.

Having been analyzed, that information about the adaptation teachers made about how they use the textbooks is also useful for designing *Teacher's Manual* or conducting textbook training for teachers that will clearly guide Indonesian teachers to what to do when deciding to make adaptation, and or to strictly follow the textbooks.

For teachers, it also will reveal new findings regarding how other teachers may do, add, enrich, improve, or perform during the lesson in relation to adapting the textbooks.

1.7 Clarification of Terms

Several terms have been defined for the requirement of this research: 1) "textbook" is defined as an English course book that treats the subject comprehensively and is used by students as a basis for study; 2) "textbook use" indicates the use of textbook by the teachers for teaching-learning process in the classrooms; 3) "adaptation" is defined essentially a process of 'matching' by 'changing' some of the internal characteristics of the textbook to suit our particular purposes better (McDonough & Shaw, 2003); and "the use of textbooks" in this case is defined as 'the way in which teachers follow and practice the general and subject oriented didactic guidelines in textbooks.'

1.8 Thesis Organization

This thesis is presented in five chapters. *Chapter one* is the introduction to this study. It also discusses the rationale of the study, the research problems, general approach to the study, significance of the study and the clarification of the terms. *Chapter two* reviews the theoretical foundation for this study which covers discussion on teachers' beliefs, textbooks use, and practical conceptions about make use of textbooks. *Chapter three* elaborates the research methodology. *Chapter four* is data presentation and discussion. *Chapter five* is the conclusion of the study.