

CHAPTER I

INTRODUCTION

This chapter presents a brief description of the research including background of the research, research question, purpose of the research, significance of the research, and clarification of the related terms.

1.1 Background of the Research

In teaching and learning a foreign language in Indonesian educational context, both English teacher and students need teaching materials and learning resources. Majid (2008) defines teaching materials as all forms of materials used to assist the teachers or instructors in carrying out teaching and learning in the classroom. Meanwhile, learning resources are all places, environments, or media that can provide information and can help students in learning. In some cases, the teachers and the students usually use a textbook which has been available in the schools as their learning materials in the classroom. It is because the textbook which is considered may contain teaching guides, reference books, and supplementary reading materials (Heyneman, 2006, p. 37). However, the teacher should use the textbook appropriately so that it can support the learning activities.

Teachers' strategy in adapting the materials from a textbook is one of key principles in effective learning. It is important to deal with variety of styles and strategies so the students can successfully engage in the learning process (Brown, 2001). Some teachers sometimes only provide the materials without turning them into various activities. The instruction given is also not clear enough which makes students confused in doing the task. Moreover, in some cases, the teachers forget in giving the feedback for all the experience gained by the students, while organizing the students to do various activities, giving them any instructions and thinking about content feedback are several important missions that teachers have to present (Harmer, 2007). This phenomenon occurred because the teacher's problem in attending class consisting of more than 30 students in a class.

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TEACHER'S STRATEGIES IN USING TEXTBOOK IN TEACHING AND LEARNING ACTIVITIES

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According to the researcher's experience during the teaching practicum, it had been found that textbook was not utilized maximally at one public school in Bandung. The examples of the phenomenon found in that school were selecting the materials randomly, applying the tasks without turning them into various activities, or even the textbook was not being used in English language teaching. Therefore, the research was designed to reveal the utilization of textbook for teaching and learning activities in the way the teacher analyzed students' needs, designed the learning objectives, organized the materials and activities, presented the materials, and selected the materials to evaluate the students based on the designing of learning objectives.

There are several research studies and cases regarding the use of textbook in teaching and learning activities. The research shows the use of prescribed textbooks which are provided for most of the subject in education system as a reference in teaching and learning process, especially in English language teaching. The research was conducted in Malaysia by Demies (2005), who investigated the English as a Second Language (ESL) teachers. The research was focusing on the frequency of using the textbook, the role of textbook, and the factor that affect the use of the textbook in English Language Teaching (ELT). Findings of the research showed that the ESL teachers used the prescribed English language textbook in their teaching. However, the teachers have their own views and approaches in utilizing the textbook in their teaching.

Another research was conducted by Diniah (2013), who investigated English teachers' perception at one of Islamic senior high school in Cirebon towards the use of English textbook in English as a Foreign Language (EFL) classrooms. The findings revealed that the teachers perceived positively towards the textbook. In utilizing textbook, the teachers made an adaptation on textbook in terms of modifying task, adding, and omitting the materials.

The previous research administered by Demies (2005) and Diniah (2015) was only focused on the textbook utilization in technically. Thus, this research was

designed to investigate the teacher's strategies in using English textbook. The way the teacher pick out materials, turning the materials into the activities, determining the assessment system, and giving the feedback based on the materials which have been learned would be inspected. Additionally, the teacher's technique in employing any available resources other than the textbook would be explored. Grant (1987) believed that there are some teachers who use the textbook for many times not all the time. To investigate the use of learning source from the textbook, interview, classroom observation, and document analysis would be conducted in this study based on Brown's (1995) theory and supported by other theories.

1.2 Research Question

Based on the background mentioned before, this research was designed to answer the following question, what are the strategies used by the teacher in applying the selected textbook in teaching and learning activities?

1.3 Purpose of the Research

Based on the research question formulated above, the purpose of this research is to gain information on the strategies used by the teacher in applying the selected textbook in the teaching and learning activities.

1.4 Scope of the Research

This research focused on investigating an English teacher at one of public senior high schools in Bandung to reveal the utilization of textbook for teaching English to the tenth-grade students in terms of the way the teacher analyzes students' needs, designs the learning objectives, organizes the materials and activities, presents the materials, and selects the materials to evaluate the students based on the designing of learning objectives.

1.5 Significance of the Research

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This research may provide a useful feedback and a deep insight on the way the English textbook is presented by the teacher in general, especially on senior high school level. It is expected that this research will provide recommendations which can be useful for English Language Teaching in Indonesian Education System.

This research is mainly proposed to give information for English teachers on the way the teacher analyzes students' needs, designs the learning objectives, organizes the materials and activities, presents the materials, and selects the materials to evaluate the students based on the designing of learning objectives. On the other hand, this study is expected to be a reference for students of where they can get the source to learn. It is also expected to enhance the literature on English Language Teaching especially in teachers' strategies in using a textbook.

1.6 Clarification of the Related Terms

The terms applied by this study are described as follows:

1. Curriculum

Curriculum usually refers to the actual curricular content that students engage in the classroom. It is used as a foundation of making instructional planning for subjects' matters, included English subject matters. This is formed from the multiplicity concept which is constructed, negotiated, and renegotiated for different levels and in a different place (Goodson, 1994). The respondent of this research used a textbook and other supplementary materials based on the 2013 Curriculum.

2. Teaching Strategies

English has become one of the subject matters for educational context in Indonesia. Teacher used some strategies in delivering materials for teaching and learning English activities. The strategies include how the teacher structured the techniques, methods, and procedures during the instructions in the classroom (Silberman, 1996). One strategy that can be used by the teacher is using a

textbook. Therefore, the strategies of adapting textbook which was designed by the teacher in one of the public senior high schools in Bandung would be discovered in this research.

3. Textbook

The textbook is one of the materials which is most frequently used in teaching learning process. It usually consists of a number of chapters with texts of different lengths that deal with various topics and also accompanied by other materials such as CDs, cassettes, tests, and a teacher's guide (Frederiksson & Olsson, 2006, p. 10). This research was not focused on the using of particular textbook, but rather the use of a general textbook as an instructional media in teaching-learning process.

1.7 Organization of the Paper

The paper of the research is organized as follows.

CHAPTER I: Introduction

This chapter contains an introduction of the paper, which consists of background of the study, statement of the problem, aims of the research, significance of the research, research methodology, scope of the research, clarification of terms and paper organization.

CHAPTER II: Theoretical Background

In this chapter, theoretical foundation which discusses the relevant theoretical framework for the study is elaborated. It serves the basis for investigating the research problem.

CHAPTER III: Research Methodology

It contains the methodology of this study that discusses the study procedure and instrument of the study. It includes research method, the participant, the data collection technique, reliability and validity of the data collection technique and data analysis.

CHAPTER IV: Findings and Discussion

This chapter describes the results of the analysis and describes the answers of the research questions.

CHAPTER V: Conclusions and Suggestions

It contains summary of chapter 1 until chapter 4 and interpretation of the result of the research in a form of conclusion. Besides, it also describes the problems of the study and provide solution of the problems.

1.8 Concluding Remark

This chapter has presented a brief introduction of the study covering the background of the research, research question, purpose of research, the significance of the research, clarification of the key terms, and organization of the paper. In the next chapter, the theoretical foundation of this research will be elaborated.