CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research questions and the aims of the study. The chapter also includes the scope of the study and the significance of the study. Finally, the organization of paper is explained at the end of this chapter.

1.1 Background

Textbooks are important resources in teaching and learning English for teachers and students as they get benefits from them. According to Hutchinson and Torres (1994), textbooks provide input into classroom lessons in the form of texts, activities, explanations, and so on. Such statement is supported by Allwright (1981, cited in Hutchinson and Torres, 1994) that textbooks provide a model of the lesson which adds a further dimension to the role of the textbook.

There are several reasons why teachers use and choose a textbook for their teaching. Hutchinson and Torres (1994) state that textbook assists teachers in managing their lesson for their greatest concern. For teachers, using textbooks means saving time, giving direction to lessons, guiding discussion, facilitating in giving homework. In addition, textbook can make teaching and learning easier, and well-organized, more convenient, and faster. However, the most essential
thing of all is that textbooks provide confidence and security (Hutchinson and Torres, 1994).

For students, textbooks are a ‘framework’ or ‘guidance’ to help them organize their learning either inside or outside the classroom. Textbooks enable them to learn ‘better, faster, clearer, easier, and more’ (Hutchinson and Torres, 1994). O’Neill (1990 cited in Kitao, 1997) states that students learn from what is presented in the textbook, and the way the textbook presents the material is the way students learn.

Furthermore, textbook not only provides some benefits in teaching and learning process for teachers but also for students. Teachers and students will get benefits when textbook is used in teaching and learning process (Hamer, 2007). He argues that textbook helps teachers teach materials at the last moment as textbooks offer some suggestions and alternatives of activities and resources (Harmer, 2007). Teachers and students can look back from previous learning session to continue the next meeting in the textbook (O’Neill, 1982).

Based on the benefits offered in textbooks, teachers’ ways of teaching usually depend on the use of textbooks in classroom. They use the materials on textbook from the beginning of the school year page by page until the end of the year (Moulton, 1997). While using a textbook, teachers also use workbook for teaching and learning though there is a tendency that teachers just sit and ask students to do an examination and submit it to them (Swan, 1992 cited in Hutchinson and Torres, 1994).
The danger with ready-made textbooks is that they can seem to absolve teachers of responsibility. Instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us. Unfortunately this is rarely the case. (Swan, 1992 cited in Hutchinson and Torres, 1994)

As a matter of fact, there is no textbook that is definitely suitable for teachers and students to meet the objectives they mean to achieve (Ansary and Babaii, 2002). It means that to reach the maximum opportunity to learn, teachers should make necessary adaptations (Hutchinson and Torres, 1994). Some teachers arrange a new strategy by adapting the textbooks, such as adding and deleting content, modifying content, and reorganizing context, addressing omissions, extending tasks (Richards, 2001). Then, they recreate them into more effective media to be used for the classroom activities as to gain a better English learning process. It is supported by Grant (1987, cited in Kurniawati, 2006) that textbooks are created and should be recreated for more effective use.

In Indonesia, there are several studies about the use of textbooks in the classroom. Teachers are assumed to depend on the textbooks heavily and rely on using textbooks in their teaching and learning, but on the other hand they are not familiar with the condition of textbooks (Kurniawati, 2006). Teachers also seem to have inadequate knowledge on good textbook criteria and are not well trained to help and direct students in using their textbook as a media to study. Therefore, they do not bridge students and standard textbook in teaching and learning in the classroom (Yusuf, 2008).
In relation to the role and usefulness of textbook, textbook is a means used in teaching and learning process and it is important for teachers and students have them. Teachers then consider textbooks are so 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. Thus, it is important for teachers to select a textbook that is appropriate for students.

Finally, this research specifically focuses on teachers’ perception and strategies in using English textbooks in teaching and learning process. It also investigates the teachers’ difficulties in using the textbooks. Next, it is expected that this research will contribute to the betterment of using textbooks in teaching English, especially in Indonesia.

1.2 Research Questions

The research problems are formulated in the following questions:

1. What are the teachers’ perceptions towards the use of textbook?
2. How do they use the textbook in teaching and learning process in classroom instruction?
3. What difficulties do they encounter in using the textbook?
1.3 Research Objectives

The study is aimed at:

1. Finding out the teachers’ perceptions towards the use of textbook in teaching and learning process.
2. Finding out the strategies used by the teachers in using textbook in the classroom.
3. Finding out the teachers’ difficulties in using a textbook for their teaching and learning process.

1.4 Scope of the Study

The scope of this study is limited to identify teacher’s perception on the use of textbook. The textbook is recommended by the officials (BSE: Developing English Competencies, 2008). Besides, it also identifies the difficulties encountered and the strategies used in teaching using textbooks regarding to the weaknesses of the textbook in teaching and learning process. There were two teachers (T1 and T2) in this study.

1.5 Significance of Study

This study is expected to give contributions theoretically, practically, and policy. The theoretically, this study is hoped to enrich standardized English textbooks in Indonesia. Practically, teachers are expected to carefully select and deliver appropriate materials in the textbook for students. While for students, it is
expected to give a depiction about the good criteria of textbooks for students. For the government, it is hoped that there will be a standardized regulation and supervising about textbook arrangement and publishing based on students’ and teachers’ needs.

1.6 Organization of Paper

This paper is presented in five chapters:

1. Chapter I: Introduction
This chapter describes the background of the study, research questions, research objectives, scope of the study, significance of study, and organization of the paper.

2. Chapter II: Theoretical Foundation
This chapter consists of current theories proposed by the experts which are definition of perceptions, textbook in English language teaching, characteristic of good textbooks, and teachers and textbook use.

3. Chapter III: Research Methodology
This chapter explains the specific explanation about the research methodology, research site, data collection, and data analysis.

4. Chapter IV: Research Findings and Discussion
This chapter displays the researcher’s interpretation about the result of the research. The relevant theories are used to interpret the findings.
5. Chapter V: Conclusion and Suggestions

This chapter provides the research conclusion and the suggestions to other researchers who wish to conduct further research.