

CHAPTER I

INTRODUCTION

A. Background of Study

Textbooks are books that have a lot of information about a subject that students need while studying at school and outside of school, textbooks have a set of chapters that contain materials, indicators, basic competences, reflections, exercises and curriculum in improving in learning process. The English textbook contains material about learning English which is used by someone to develop skills and enhance knowledge about English. Gebhard (2006) defined a textbook as "a written, printed, or digital instructional material that is used for teaching or self-study and provides a structured and sequenced overview of a subject area or topic, organized into chapters or units, and designed to meet the needs of a specific group of learners" (p. 173).

Textbooks have a very important role in teaching and learning activities. Textbooks help teachers convey material in class, and students also use textbooks as one of the triggers to explore knowledge. In "Materials Evaluation and Design for Language Teaching", McGrath (2002) asserted that textbooks can be a valuable resource for language teachers, but they should not be the sole source of teaching material. McGrath suggested that language teachers should evaluate textbooks carefully and supplement them with other materials, such as authentic materials or teacher-generated materials, in order to create a more engaging and effective learning experience for their students. McGrath argued that textbooks can be

useful as a source of content, structure, and guidance for language teachers, but they should not be relied on exclusively. Instead, teachers should adapt and supplement textbooks to meet the needs and interests of their students, and provide a variety of materials and activities to cater to different learning styles and abilities.

In education, the textbooks are known in various terms such as; (a) reading book, (b) source book, (c) handbook or textbook and (d) teaching materials book (Surahman, 2007). Basically, textbooks are based on educational goals and refer to the curriculum. The curriculum applied in Indonesia is curriculum 2013.kemendiknas. Learners have many opportunities to study independently and seek information from various sources including learning books. Therefore, the availability of textbooks in schools is a necessity for building knowledge in classroom activities.

English textbooks used in the school should be able to develop the students' ability to communicate in English orally or in written to increase the students' intellectual, social, and emotional aspect (Kemendiknas, 2006). In other words, the English textbook must be written with good grammar based on the rules of the language and the context of communication. This leads to the development of personal, honest, social and vocational skills which are oriented towards the development of science and technology as well.

Therefore, it is very important to pay attention to meet the needs of students is the quality of the book. The quality of textbook can affect the learning experiences (Guilloteaux, 2013), but it may not suit every learners' needs

(Richards, 2001b). English textbooks have a very helpful role in the teaching and learning process but it needs to be explored that knowledge is not fully obtained from the textbook because the information in the book is not necessarily complete and does not suit of the Students needs.

The regulation issued by the National Education Minister in 2005, No.11, defined textbooks as a learning resource that is used by students to support their learning in the classroom. Regulation stated that textbooks are an essential component of the education system and should be carefully selected and designed to ensure that they are appropriate for the level of education and meet the national standards for education. The regulation emphasizes that textbooks should be up-to-date, accurate, and free from any bias or political influence. In the wright opinion in his book "Creating Stories with Children" (1995), co-authored with David A. Hill, Wright discusses the use of storytelling and creative writing activities in the English language classroom. The book contains a range of practical activities and lesson ideas for teachers to use with students of different ages and levels. Textbooks have important benefits for developing students' skills in their daily activities, especially for English textbooks.

In learning English, one of the most important foundations in learning is teaching materials. Textbooks are one of the main points that teachers bring into the classroom as teaching media that can assist teachers in conveying material. English textbooks in particular have a significant impact on teaching and learning objectives. In general, the use of textbooks is also influenced by teachers' perceptions and students' perceptions.

The preliminary data was gained by doing interview with the English teachers and students. Based on the teacher's interview, it was found that the teachers Perceptions on English Textbook "Bahasa Inggris kelas XI".

Here is the interview between Researcher (R) and teacher (T):

R: *Di dalam proses belajar mengajar, bagaimana persepsi ibu mengenai buku-buku teks bahasa Inggris yang ibu gunakan? (in the teaching-learning process, how do your perceptions on English textbooks that you used in the classroom?).*

T : *Menurut saya buku-buku teks bahasa Inggris merupakan salah satu media yang saya gunakan sebagai sumber belajar mengajar dan buku teks bahasa Inggris biasanya tidak selalu memenuhi kebutuhan siswa, apalagi pastinya siswa memiliki gaya atau kemampuan belajar yang berbeda-beda. Setiap buku teks bahasa Inggris memiliki banyak perbedaan disetiap isinya terutama materi yang belum tentu detail, jadi guru harus memiliki beberapa Textbooks untuk mendukung materi yang akan dibawakan dalam learning process. (In my opinion, English textbooks are one of the media that I use as a teaching and learning resource and English textbooks usually do not always meet the needs of students, especially since students have different learning styles or abilities. Every English textbook has many differences in its contents, especially material that is not necessarily detailed, so the teacher must have several textbooks to support the material that will be presented in the learning process).*

Based on the teacher's interview, the researcher found the information and showed that the teacher's perception of the English textbooks often do not fulfill their students's need and does not accurate to using only one textbook to study in English because in usual, the content of one book certainly is not complete. The teacher also said that the book did not have detailed explanation on the textbook, so the teacher used many sources books to support the teaching material.

Teachers' perceptions of textbooks can vary depending on their personal beliefs and experiences with the materials. However, some studies suggest that teachers generally view textbooks as a valuable resource for their teaching. A study by Cruz and Thornton (2013) found that teachers perceived textbooks as helpful for providing structure to their lessons, introducing new concepts, and saving time in lesson planning. Similarly, a study by Thompson (2012) found that teachers appreciated textbooks for their comprehensiveness, organization, and alignment with state standards. However, some teachers also expressed concerns about the limitations of textbooks, such as their lack of flexibility and engagement with diverse learners. The other side, a study by Kistner and Kistner (2010) found that teachers perceived textbooks as not always meeting the needs of their students, particularly those with different learning styles or abilities. Based on several studies, many teachers have commented that textbooks often do not meet the needs of their students. it can be happen for various reasons, such as the textbook not being relevant to students' lives, a lack of variety in teaching methods, or language that is difficult for students to understand. A study by Kistner and Kistner (2010) found that some teachers feel that textbooks are too

general and not specific enough to meet the needs of their students. Another study by Shabani, Yarmohammadi, and Dadvand (2012) found that some teachers feel that the language used in textbooks is too formal and difficult for their students to understand, especially for students with different educational backgrounds.

Based on teachers' interview, the researcher also need the student's perception to fulfill this research. Here the interview between interviewer (I) and Students (S):

I : *Bagaimana persepsi kalian mengenai buku-buku teks bahasa Inggris yang kalian gunakan sebagai media belajar? (What is your perception of the English text books that you use as learning media?).*

S 1: *Menurut saya, buku teks bahasa Inggris adalah media utama pendidikan yang saya pakai untuk meningkatkan pengetahuan saya tentang bahasa Inggris. Buku teks bahasa Inggris membantu saya dalam menambah kosakata dan membuat saya tertarik untuk belajar bahasa Inggris. (In my opinion, English textbooks are the main medium of education that I use to improve my knowledge of English. English textbooks help me to increase my vocabulary and make me interested in learning English.)*

S 2 : *Buku teks bahasa Inggris merupakan media belajar saya untuk mencari tahu tentang materi bahasa Inggris kak, tetapi ada beberapa kesulitan saya dalam belajar memakai buku bahasa Inggris ini, diantaranya seperti kosakata, exercises yang belum lengkap, kemudian materi penjelasan yang masih belum mendetail. (English textbooks are my learning medium for finding out about English material sis, but there were some difficulties for me in learning using this English book,*

such as vocabulary, exercises which were incomplete, then explanatory material which was still not detailed).

S 3 : *Seperti yang kita ketahui bahwa bahasa Inggris adalah Bahasa yang bukan merupakan bahasa ibu kita, jadi melalui buku teks bahasa Inggris membuat saya paham bahwa bahasa Inggris itu penting untuk dipelajari. Buku teks bahasa Inggris adalah salah satu media utama saya sebagai jembatan mengetahui bahasa Inggris lebih banyak lagi. Melalui buku teks bahasa Inggris ini, saya mendapat banyak kosakata baru kak. (As we know that English is a language that is not our mother tongue, so through English textbooks it made me understand that English is important to learn. English textbooks are one of my main media as a bridge to know more about English. Through this English textbook, I got a lot of new vocabulary).*

Based on students' interviews, the researcher found information from the students and showed that the students' perception of the English textbook is a major medium in learning media. As we know that English is not our mother tongue so, certainly it is so important for us to study in English. We can learn English through English textbooks or the other media. Students also said that they get many vocabularies through English textbooks.

Students' perceptions of textbooks are also an important area of study in education. Several studies have examined students' perceptions of textbooks, including their usability, readability, relevance, and effectiveness in supporting learning. One study by Kim and Seo (2015) found that students' perceptions of textbooks were influenced by several factors, including their prior knowledge and

experience, the level of difficulty of the material, and the clarity of the writing and explanations. Students also valued textbooks that were engaging, relevant to their interests and experiences, and provided clear examples and practice opportunities. In a study by Sadeghi and Yousefi (2015) in Iran, students expressed some dissatisfaction with their English textbooks, particularly regarding the relevance of the content and the lack of opportunities for communicative language practice. Meanwhile, a study by Yu and Lee (2019) in South Korea found that students had mixed perceptions of their English textbooks, with some students rating them as effective for language learning while others criticized the lack of cultural content and variety of activities. Another study by Ermis and Emir (2017) explored students' perceptions of English language textbooks and found that students preferred textbooks that were easy to read, visually appealing, and contained relevant and interesting content. Students also appreciated textbooks that provided opportunities for interaction and collaboration with peers. Overall, the findings of these studies suggest that students' perceptions of English textbooks are complex and multifaceted, and depend on a range of factors including the quality and relevance of the content, the variety of activities, and the opportunities for communication and interaction.

Based on Shaleh and Wahab (2004, p.88), perception is a process that combines and organizes our sensory data to be developed in such a way that we can realize around us, including our self-awareness. One influential theory of perception is the ecological approach, which emphasizes the importance of the relationship between an organism and its environment. Richard J. Davidson

(2003) argued that the brain actively seeks out and processes information in ways that are consistent with an individual's affective style, which is shaped by both genetic and environmental factors. Meanwhile, perception is an active process in which an organism actively seeks out information from its environment to support its goals and actions (Mark Johnson, 2004). Besides it, perception is an active process that involves not just the input of sensory information, but also the integration of that information with our bodily movements and actions (Alva Noë, 2002). Overall, perception is our ability to interact with and navigate the world around us. By taking a multifaceted and dynamic view of perception, these researchers shed new light on how we experience and make sense of the world around us.

Based on this analysis, it was possible that during this preliminary observation, there will be many more perceptions and these will be gleaned from the teacher and students. Therefore, further research was needed to see how teachers' and students' perceptions respond to the English Textbook during the preliminary interview.

This research will find out how the perceptions of teachers and students on using the textbook as the main book, especially as an effective learning resource in gaining knowledge. This present study aims to investigate teachers' perceptions and students' perceptions based on their experience in using the English Textbook "Bahasa Inggris kelas XI" to facilitate their learning in SMAN 11 Medan. In particular, this study focuses on the content of English textbooks as school teaching materials with regard to the 2013 Curriculum. The well-structured

textbook components are more adaptable than the flexible ones (Ur, 2015). Therefore, this study finds out whether the content of textbooks is in accordance with the teacher's guide and students' needs.

B. Problem of the study

In line with the background of the study, the problems of this research can be formulated as follows: How are the teachers' and students' perceptions the English textbook *Bahasa Inggris kelas XI* at SMAN 11 Medan?

C. Objective of the Study

Related the problem above, the objective of the study is to analyze the teachers' and students' perceptions on the English textbook *Bahasa Inggris kelas XI* at SMAN 11 Medan.

D. The Scope of the Study

Based on the problem of the study, this study focuses on investigating the teachers' and students' perceptions of the English textbook. The researcher selects four English teachers and two classes in the eleventh-grade.

E. Significances of Study

The findings of this study were contributed to give contributions both theoretically perspectives and practically perspectives:

1. Theoretical Perspectives

In terms of theory, the research is expected to be useful to know the teachers' and students' perceptions of the English textbook *Bahasa Inggris kelas XI* application.

2. Practical Perspectives

a. For teachers

The research is expected to be valuable for teachers, especially English teachers. It was important to know how the teachers plan the classroom activities and refer to the textbook used.

b. For students

Through this study, the researcher knows better the students' perceptions of using English textbooks. Therefore, students will be required to think more critically in assessing English Textbook.

c. For researchers

The research is expected to be a reference for those who want to conduct research about the perceptions of English textbooks. In addition, this study is expected to help other researchers to enrich their understanding of the importance of choosing the best sources to improve their knowledge of English.