



A Study on How English Teachers Use Commercially Published Textbooks in the Classroom

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Abstract

The score of the students was caused by several possible, such as, insufficient of teaching material, lack of environmental support for the students' success in mastering English. The problem of this study are; (1) how the teacher realize textbooks in the classroom; (2) is there any differences between the experienced teachers and the inexperienced teachers in realizing and presenting the textbooks in the classroom; and (3) what suggestion can be made to the teachers in order to help them realize the textbooks in the classrooms more effectively. The objectives of this study were to investigate the junior English teachers in Bengkulu city use commercially published textbooks in the classroom. This study is expected to be useful for the researcher and teachers in general, because in the process of teaching and learning in the classroom, teachers can use and improve their knowledge generally in education particularly in teaching English as a foreign language and especially for the teachers who want to take the English textbooks in the classroom. The samples of this research was three experienced teachers with at least eight years of experience and three inexperienced teachers with four years experiences. This research used purposive random sampling. The data of this research was collected by giving the teachers questionnaire which consisted of twenty six questions, teacher's lesson plan, and classroom observation. The data was analyzed by using descriptive qualitative technique. The result showed that there are a lot of differences between the experienced teachers and the inexperienced teachers in presenting the textbooks in the classroom. The junior English teachers realize and presenting the textbooks in the classroom, they do with many ways, such as in giving evaluation, in giving a homework, in using media, in explaining the language focus, they used English and Bahasa Indonesia with a lot of examples. The suggestions were: (1) the teachers should be always give a praise to the students; (2) teacher should more control the class; (3) teacher should selecting material which are suitable with the students ability; (4) using "in group" activity is the most important too, to make the class more interesting.

Keywords: Communicative Language Teaching (CLT); commercially published textbooks; English teachers

Introduction

Communicative Language Teaching (CLT) in this study follows the definitions put forward by (Richards, 2006), he says that communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, then kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Commercially published English textbook is the textbook used by the English teachers and the students for their English classes which are recommended by the Department of Education and Culture of Indonesia, and junior High School (SMP) English teachers are the English teachers who are officially assigned to teach English at the government SMPs in Bengkulu city.

There has been some modification to syllabus and the English teachers have frequently attended upgrading courses; yet, there seems to be a very slow progress. (Blauw, De; R, 2008) in their



article state that many teachers exactly know to increase the process of learning and supporting the student in the classroom is very important, but they do not have skills to apply the knowledge.

Formal English classes at school still play the most important role in the English teaching processes at secondary schools in Bengkulu province since to most of the students', comprehensible English input is only available in the classroom. In other words, most of the students especially in the rural areas, students who lived in a number of areas, rural areas include called a shadow education and informal pedagogies (Kettle, 2015) can't afford to attending extra English classes after the formal classes at school or have a good motivation to do their self extra learning in the library or at home, (Sakinah et al., 2020) state that they learn English without tutor and they do not join any English course. Therefore, the classroom learning activities have the most influential effect on the students' English learning level of success. This might be the results of big classes of 40 to 50 students in one class, very limited time allocated for English, and the formal classroom atmosphere. This is similar to the situation (Moeller & Catalano, 2015) describe as follows:

The successful of language learning was determined to be largely dependent on who was learning the language, under what circumstances, and for what purpose. Foreign language acquisition was revealed to be a complex, multidimensional process influenced by both learner and environment variables.

In short, it is believed that if the teachers can teach English more effectively the result might be much better (syafryadin, 2020). Therefore, the teacher should seriously and carefully reflect on their teaching techniques in search of ideas for improving their students' English (Syafryadin, et al. 2020; Noermanzah, et al. 2020; Martina, et al. 2020).

An observation to English classroom in two junior high schools in Bengkulu city with four English teachers using the same textbooks reveal that they tend to strictly follow the steps in the textbooks although some of the exercises or activities in the textbooks are not very communicative, interesting or suitable for their students, in other words, the teachers made no effort to adapt or modify the textbooks in order to make them more communicative, interesting, or comprehensible for their students. The teachers could have done a more communicative ways of teaching the dialogue, such as asking the students to work in pairs to practice the dialogue, to complete a similar dialogue prepared by the teacher, or to make a similar dialogue with a different topic. Although some activities in the textbook still need adaptation or modification from the teachers for better teaching and learning results.

In addition, the teachers should been able to adapt or modify the textbook since most of them attended seminars, short trainings, or workshops on communicative language teaching where presenting textbooks and implementing syllabus communicatively are part of it.

Research Methodology

The method used in this research was descriptive qualitative. It is useful to describe about the aspect of the research, As (Richards, Jack C; Rodgers, 1986) state that, teachers, can choose methods and materials according to the need of learners and the constrains of the school. Descriptive method is describing the present condition. It is not only finding the data, but also analyze and observe. (Dawson, 2002) states that qualitative research concern with behavior, experience, and attitudes through interview or a focus groups, it attempts to get deep opinion from the participants. It is also naturalistic observation, subjective, assumption a dynamic reality, unrealizable or single case studies, the research processes followed, first, the way the teachers' plan their English teaching on a particular unit of the textbooks analyzed based on their lesson plan, second, the way the teacher present the textbook checked by questionnaire. The questionnaire techniques is chosen over a direct classroom observation technique.

The samples of this study were (three experienced English teachers with at least 8 years of teaching experience and three inexperienced English teachers with the maximum of 4 years of teaching experience). They selected from the Junior High Schools (SMP) English teachers in Bengkulu city using classified purposive random sampling. The data for this study collected from the sample using techniques: analyzing the teachers' prepared lesson plan, the teachers' teaching process in the classroom, giving questionnaire to the teachers to clarify the teaching process in the classroom and to know the teachers' reasons for using the textbook, and giving the questionnaire to the students samples about their perception on the teaching processes. This data collecting processes have done three times where the teachers teaching the same unit of the textbook to get enough and reliable data. Data analysis technique for this study used qualitative technique since the study is descriptive in nature. The data from the teachers' lesson plan in the classroom, and the questionnaire result evaluated against the theory of communicative language teaching following the procedures of data analysis and interpretation of qualitative study suggested by (Miles, 2014) state that in qualitative data analysis, there were three activities must follow: data reduction, data display, conclusion of drawing, and verification.

Findings and Discussion

Findings

1. The Information from the questionnaire

1.1 The Period of Teaching

The teachers who become the samples are the experienced teachers with more than 10 years and 20 years, and the inexperienced teachers with less than 5 years, and only one teacher who have been taught in 4 months.

1.2 The textbooks used by teachers

Most experienced teachers use textbook from Balai Pustaka (English For The Junior High School) beside than the other experienced teachers use 1) PR Bahasa Inggris 1a 2) The Global language for SLTP Students 2 and 3 3) LKS PASTI 3, and to the most inexperienced teachers use 1) The Global Language For SLTP students and 2) Buku Paket Bahasa Inggris (Intan Pariwara), English For Junior High School, LKS MITRA, and LKS PASTI. This is because of there are many kinds of textbooks are available in school and market.

1.3 The Communicative Textbooks

Two experienced teachers said that, the textbooks are not communicative and one said that the textbook have been used in the classroom is communicative, besides that, one from the inexperienced teachers said that the textbooks are not communicative, this is also influenced by the quality of the different textbooks which are used, the reading should be communicative, creative and interesting.

1.4 The Step in the textbooks

Most of the teachers (two experienced teachers and three inexperienced teachers) did not follow the step in the textbooks. All of them, used variation in presenting the material or always changing.

1.5 The teachers' Ways in giving exercise

Most of teachers have many ways in giving the task in the classroom. The experienced teachers usually use "In pairs", but different with the inexperienced teachers which is using variation ways, when they give the task to the students.

1.6 The Change of the textbooks

Almost of teachers do changing, they change the textbooks into the suitable and easier material for their students, in preparation the media, most teachers use picture, real objects, only a few teachers use the other media (diagram, vocabulary), no one make variation, in exercise, most of teachers do the change, with arrange to the teachers' own exercise. In evaluation, almost the experienced teachers look out the students' exercise and ask the students directly, correct the mistake of the students, person by person, group by group, and usually depend on the students' mistake. Besides that, the inexperienced teachers used variation ways in evaluate the students and correct the students' depend on the students' mistake.

1.7 Presenting the textbooks in the classroom

The experienced teachers or the inexperienced teachers, almost do many ways when they got difficulties in presenting the textbook in the classroom. When the students ask some new word (vocabulary, all of the teachers , usually do the ways available such as, give the example first, then ask the students to find in the dictionary, and ask the other students who know the meaning.

1.9 The explaining of Language Focus

The experienced teachers, use English, a little Bahasa Indonesia, and explain it with examples, but the inexperienced teachers do it with variation, with English, Bahasa Indonesia, with examples, and ask the students to learn together, almost the experienced teachers give praise to the students (good, very good, excellent) and give a gift to the students. The inexperienced teachers only give the praise to the students in giving the reinforcement.

1.10 The Information from the Lesson Plan

All the teachers (experienced and inexperienced teachers) were usually do many things below:

- a. Follow the steps in the textbook
- b. Added the kind of media such as picture
- c. In teaching, none of the teachers added the enjoyable activity such as, singing and playing
- d. Asked the students to master vocabulary firstly.

1.11 The Information from the Class Observation

To make sure the validity of the data, researcher did the observation in the classroom by using checklist, the findings of the observation as follows:

- a. The sequence of teaching activities have variations.
- b. Generally, teacher do changing by modifying the material to be easier.
- c. Exercise is dominated by “individual” task and then “in pairs” task.
- d. Generally the experienced and inexperienced teachers, usually make an evaluation when they look at students’ exercises.
- e. The experienced teachers use English in explain a “language focus” and explain the meaning directly to the students if the students do not understand, different from the inexperienced teachers, they used Bahasa Indonesia to explain a “language focus”.
- f. In teaching new vocabulary, all of teachers make the examples in the sentence.
- g. In motivating the students, the experienced teachers give the points to the students, but the inexperienced teachers, generally only give a praise to the students.

Discussion

This section is the discussion of the findings from questionnaire, lesson plan, and the observation in the classroom. As a teacher, we can’t predict which strategies that we use in presenting the material in order to make the lesson more interesting, then teaching activity should be suitable with curriculum as (Manurung, 2017) suggested that:

First, curriculum should contain cognitive, psychomotor, and affective; second, curriculum should provide guidance on the learning experiences and activities to attain intended outcomes; and third, curriculum should provide guidance on how to plan, measure, and evaluate teaching and learning in schools.



It showed that the teaching activities were dominated by “individual” and “in pairs” activity. Since the activities of teaching are not only “individual” and “in pairs” activity, so the teachers can use a “small group” activity, as (Mills & Alexander, 2013) state that, the teaching process in the small group activity in which dialogue and collaboration within the group are integral to learning.

From the findings of the research, it is known that, in lesson plan, the respondents are usually follow the step in the textbooks although there still some changes of the material which arranged by the teachers. From the lesson plan, respondents has added the kind of media which is used like a picture. (Nunan, 1991) said that it is difficult to imagine a class without books, filmstrips, games, and so on. From the class observation, it's showed that sequence of teaching has variation of stage, while activity stage and post activity stage, it showed that the teachers always do changing of material. If the teachers want to design and arrange their own material, teacher must do the evaluation, and selecting material for the students in the classroom.

Conclusion and Suggestion

From the findings and the discussions, the researcher makes some conclusion and followed by some suggestion, *the conclusions as follows:*

- a. The Junior English teachers in Bengkulu city, realize commercially published textbooks in the classroom with, used the authentic materials, suitable method of learning communicative English, made the textbooks to be more interesting and enjoyable like in reading, most the teachers were not follow the steps in the textbooks, they use variation in presenting material or always changing; most teachers used pictures, real objects, diagram and vocabulary as media, usually evaluation is made by teachers, in giving homework, usually almost all the teachers taken from LKS, arranged by selves and the other source, before teacher presenting textbook, they give the task first and read material, in explain language focus, the teachers used Bahasa Indonesia and English with a lot of examples.
- b. There were many differences between the experienced teacher and the inexperienced teachers, the experienced teachers used in pairs activity and the inexperienced teachers used variation, in used media, the experienced teachers used picture, real objects, and the inexperienced teachers not only used pictures and real objects but also used vocabulary; in changing exercise, the experienced teachers made easier but the inexperienced teachers made a change based on the students' ability; to know the students' mistake, the experienced teachers make a correction person by person, group by group and the inexperienced teachers only correcting group by group and depend on the students' ability; in giving reinforcement, the experienced teachers, usually give a praise and a gift if they could answer a question but the inexperienced teachers, only give a praise.

The suggestions as follow:

- a. The way how the teachers realize the textbooks in the classroom is good. It seen from the formal language learning in the classroom. Especially for the inexperienced teachers, they should more



control their classroom, often give a praise to the students, and they should more control the spelling and they students' pronunciation.

b. Teachers should added the enjoyable lesson and should selected the materials

c. Teachers should use the steps which based on the newest curriculum

d. The teaching activity should have "in group" activity let the students can be able to use their communication.

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